



Texas A&M University-Commerce

Quality Enhancement Plan Annual Report

Cycle Year 2014-2015

TEXAS A&M
UNIVERSITY
COMMERCE

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Dear Colleagues,

It has been such a rewarding experience to be part of the unfolding of years of research and planning in the implementation year of the Quality Enhancement Plan (QEP), *Preparing Students for an Interconnected World*, at Texas A&M University-Commerce.

This first year has brought about the full implementation of the QEP's two main components: the Global Scholar Program, to increase students' global competence to excel in an interdependent global society; and the Global Fellow Program, to provide faculty and staff members the opportunity to create an environment where students can achieve the objectives of the QEP. The use of the Global Competence Aptitude Assessment, ePortfolio, designated global courses, and already occurring global events and activities across campus put the QEP into full operation. We are proud to say that over 1,230 students, faculty members and staff members directly participated in a variety of QEP activities in the 2014-2015 academic year. Needless to say, the indirect impact that the QEP has had on our university community reaches far beyond this number.

Although not required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), our QEP team recognized, in the spirit of continuous improvement afforded to our university through implementing a Quality Enhancement Plan, the necessity and priority of creating annual reports. Annual reports will not only keep our university community informed of the QEP's progress, but will also echo our encouragement and assessment of engagement and involvement.

I would like to acknowledge the ongoing commitment of our university leadership to the objectives and implementation of the QEP, along with the endless hours of work provided by the QEP committee, mentors and team members. Without the continual and instrumental support of faculty members, staff members and students, our achievements and pursuit of excellence could not be realized. We thank you for your continued support and contributions to the success of the QEP and encourage you to share in the excitement of our accomplishments in the 2014-2015 cycle year.

Not only is it an exciting time to be a Lion, but to be involved in preparing our amazing students for an interconnected world!

Sincerely,

Shonda Gibson Ph.D.
Executive Director of Institutional Effectiveness and Research
Executive Director of Global Learning and Quality Enhancement Plan

QEP Executive Summary

In accordance with SACSCOC's Core Principle 2.12 and Comprehensive Standard 3.3.2, Texas A&M University-Commerce selected and developed a topic for the Quality Enhancement Plan (QEP). The QEP evolved from a five-year process, which involved narrowing the topic options, intensive and broad-based campus involvement and discovery, and selection and development of a final topic. Overall, the process revealed that faculty members, staff members, students and the community agree, along with supporting data, that global competence is essential but not yet fully mastered at A&M-Commerce. Therefore, the A&M-Commerce QEP focused on *Preparing Students for an Interconnected World*.

The QEP provides intentional structures and processes to enhance and improve students' global competence through two programs: Global Scholar and Global Fellow. These programs are fully aligned with the university strategy, mission and guiding principles. The objectives of the programs have been matched with the student learning outcomes (SLOs) that have been drawn from best practices and the overarching goals of the QEP.

Enrollment data indicates that of the nearly 12,000 A&M-Commerce students, about 60 percent are undergraduate students. The targeted student population for the initial implementation of the QEP includes all first-year, full-time freshman. Following the university trend of four- to six-year graduation rates at 38 percent, the QEP anticipates that half of those graduates will earn status as a Global Scholar, with about 20 percent earning a foreign-travel scholarship opportunity. The Global Fellow Program is peripheral to the Global Scholar Program, with a clear focus on creating and maintaining an academic environment where achievement of the SLOs is possible. Additionally, the program creates and maintains a diversified and multidisciplinary team with specialized global experiences and resources. Coupled, the programs clearly provide opportunities for students, the faculty and the staff that align with the strategic plan, mission, vision and guiding principles of A&M-Commerce. Through promotion and focus on student learning outcomes, and with an environment that enables and supports those outcomes, A&M-Commerce is intentionally making broad improvements to the quality of students' educational experiences.

Although A&M-Commerce has a longstanding commitment to global initiatives, education and development of competence, the QEP presents a well-conceived plan with strategic attention to bringing together many disjointed efforts to form a collaborative and interdisciplinary approach to global learning. The QEP is based on sound theoretical underpinnings and encompasses the cultivation of global knowledge, the ability to apply that knowledge, and engagement. A&M-Commerce has involved a wide variety of constituents from across the university, and has the institutional capability to implement the QEP.



Contributors



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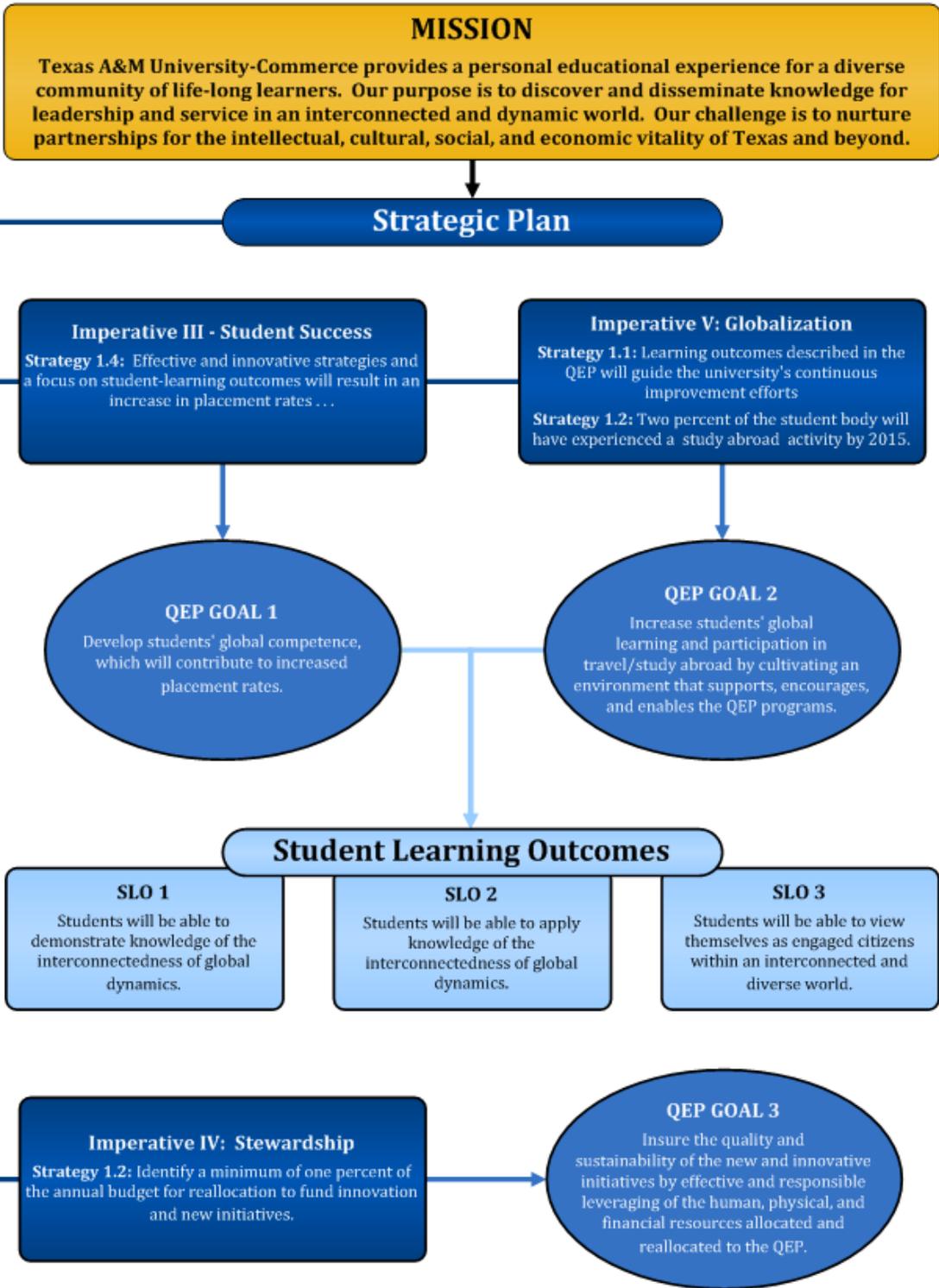
The QEP

Objectives

The QEP proposed intentional structures and processes to enhance and improve students' global competence through two programs: the Global Scholar Program and the Global Fellow Program. These two programs were designed so that together, they would increase students' knowledge of global dynamics, their ability to apply that knowledge, and their understanding of their role as engaged citizens within an interconnected and diverse world. The objectives of the Global Scholar and Global Fellow programs have been guided by the university strategic plan and mission, and are directly matched with the three student learning outcomes (SLOs) that were drawn from best practices and the overarching goals of the QEP.

Beginning in the third year of the QEP (2016–2017), graduating students will be prompted to complete the GCAA again to serve as baseline data of exit-level global competence following exposure to global instruction and experiences.





Overview

Global Scholar Program

The overarching goal of the Global Scholar Program is to create distinction and recognition among students for engagement in specialized instruction (global courses) and experiences (global events and travel). All incoming freshman students (domestic and international) are introduced to the program during their initial Freshman Success Seminar (FSS) beginning in fall 2014. The components of the Global Scholar Program include:

ePortfolio: During the required FSS, all incoming students work on an electronic portfolio (ePortfolio) designed to encourage involvement in global instruction and activities and to house specific artifacts and reflection that can be used beyond graduation.

Global Competence Aptitude

Assessment: During the FSS, students are required to complete the Global Competence Aptitude Assessment (GCAA), serving as a baseline for entry-level global competence prior to exposure to global instruction and experiences. Students upload their results into the ePortfolio, along with a prompted reflection. Beginning in the third year of the QEP (2016–2017), graduating students will complete the GCAA again as a post measurement of global competence.

Global Courses: All undergraduate students are required to successfully complete one global course. Global course

participation is optional but highly recommended if the student intends to apply for Global Scholar status. Global courses are identified in the course catalog and schedule of classes.

Global Events and Travel: Students are encouraged to attend events that are global in nature, log attendance into the ePortfolio and enter a personal reflection. Although global travel is optional in the consideration of Global Scholar status, it is highly encouraged. Global travel must be logged into the ePortfolio, along with a reflection and pre- and post-GCAA results. A maximum of 40 Global Scholars will be selected to receive a travel scholarship for their choice of existing travel options through the International Study/Travel Abroad Office. Students receiving a travel scholarship are expected to share their experience with at least one FSS.

Selection as a Global Scholar: Applications for status as a Global Scholar are available during each semester and accepted from students upon completion of at least five semesters. The QEP Committee and Global Fellows will review the applications and ePortfolios, rate each student based on participation and documentation using an established rubric, and award students with Global Scholar status in 2016-2017.



Global Fellow Program

The overarching goal of the Global Fellow Program is to create and maintain an environment in which achievement of the student learning outcomes is possible. The program is designed to encourage faculty and staff engagement in global activities, enable distinction and recognition for engagement in global activities, and create and maintain a diversified and multidisciplinary team with specialized global experiences and resources. The components of the Global Fellow Program include:

ePortfolio: All faculty and staff members seeking status as a Global Fellow are required to create and maintain an ePortfolio. The ePortfolio is designed in the same method as the Global Scholar Program.

Global Courses: Through the Global Fellow Program, faculty and staff members are encouraged and rewarded for global course offerings and for inviting global colleagues to campus as guest lecturers.

Global Events and Travel: Faculty and staff members are encouraged and rewarded for planning, sponsoring, organizing and attending global colloquiums, conferences and/or events. Although global travel is optional in the consideration of Global Fellow status, faculty and staff members are highly encouraged to plan, sponsor, organize and travel with students. Globally relevant travel may include experiences within and outside of the United States as long as students are involved, the QEP SLOs are clearly defined,

Selection as a Global Fellow: Applications for status as a Global Fellow are available every spring semester, and are accepted upon completion of at least one year of documented activity. Based on participation and documentation, faculty and staff members are selected and awarded status as a Global Fellow. Additionally, all Global Fellows are eligible to apply for internal support funding for assistance with global courses, travel, research and events. Global Fellows receiving internal support funding are expected to share their experience.

and travel is logged into the ePortfolio along with a personal reflection.

Global Research: Research centered on global dynamics (e.g., issues, trends, systems, processes) that involves student engagement (e.g., papers, projects, thesis, conferences, publications) are considered toward status as a Global Fellow.

Personal and Professional Development: Activities that better prepare faculty and staff members to assist students in achieving the QEP SLOs are considered toward status as a Global Fellow. Examples include: collaborative international or interdisciplinary global research; participation in international conferences or publications centered on global dynamics; engagement with global events outside of campus; fluency or training in multiple languages; or continuing education or training in any globally relevant area.

Changes

The first year proceeded as anticipated with no significant changes to the objectives or programs of the QEP. Budgetary constraints were notable in the operations as funding was allocated on an as-needed basis. However, the QEP team worked conscientiously with the resources available and still met the goals set in place for the first year. In light of this conscientiousness, the QEP team chose not to host the Global Banquet. Subsequent years of the QEP have limited funding

held in an established QEP account. All modifications in operations have been approved and monitored by the executive director for global learning and the QEP.

Two Areas of Assessment and Results

The assessment plan for the A&M-Commerce QEP was designed to capture formative and summative assessments through demonstration of specific student learning and from implications of student learning. This was accomplished through the use of direct and indirect assessment of the QEP.

Direct Assessment of the QEP

Global Course Artifacts

In a global course and for distinction as a Global Scholar, students are required to upload at least one graded, global artifact into their ePortfolio, and faculty members are required to report the average grade of the artifact for each course section. It is imperative to note that global courses are open to all graduate and undergraduate level students, regardless of involvement in the QEP. The overall average grade of the global artifacts is utilized as a summative assessment of learning in relation to the QEP at the program level.

Artifacts uploaded this past year included essays, media projects, journals, timelines and photo boards with an average grade of 85 percent.



Global Competence Aptitude Assessment (GCAA)

The QEP identified three types of students to assess using the GCAA instrument: first-time, full-time freshman; graduating students; and students participating in study abroad.

Graduating students are not assessed until fall 2017 and spring 2018 (based on average years for bachelor's degree completion). The post-assessment data will be analyzed at that time to reveal if the objectives of QEP were met and to serve as a baseline of exit-level global competence following exposure to global instruction and experiences.

The GCAA was used as a pre- and post-assessment measurement of global competence for students traveling abroad through A&M-Commerce sponsored programs: Regents Scholars, Sophomore Year Experience, Leadership Engagement & Development, and affiliated studyabroad groups and programs. Attempts to contact the eight students who did not complete the GCAA as a post-assessment were exhausted.

For the purposes of this report, the scores are representative of spring, summer and fall 2014 only. These results act as the benchmark comparison scores for the annual reports and are accumulated annually to see if the QEP objective and the overall student learning outcomes are realized.

Global Competence Aptitude Assessment - Student®
Freshmen Overall Group Scores
 Texas A&M-Commerce, Fall 2014

Internal Readiness		(Baseline 2013)		Pre-Test (Fall 2014)		Pre-Test (Spring 2015)	
		n	Mean	n	Mean	n	Mean
Overall Internal Readiness	Overall Freshmen	397	68.2	930	73.1	43	67.7
Self-Awareness		397	71.9	930	75.6	43	67.6
Risk Taking		397	67.4	930	70.9	43	72.4
Open-Mindedness		397	67.5	930	74.4	43	68.2
Attentiveness to Diversity		397	66.8	930	72.0	43	63.6

External Readiness		(Baseline 2013)		Pre-Test (Fall 2014)		Pre-Test (Spring 2015)	
		n	Mean	n	Mean	n	Mean
Overall External Readiness	Overall Freshmen	397	45.7	930	59.9	43	48.4
Global Awareness		397	36.6	930	52.4	43	39.6
Historical Perspective		397	19.3	930	45.1	43	42.8
Intercultural Capability		397	63.1	930	70.8	43	52.5
Collaboration Across Cultures		397	60.2	930	68.5	43	57.0

Study Abroad Overall Group Scores
 Texas A&M-Commerce, 2014

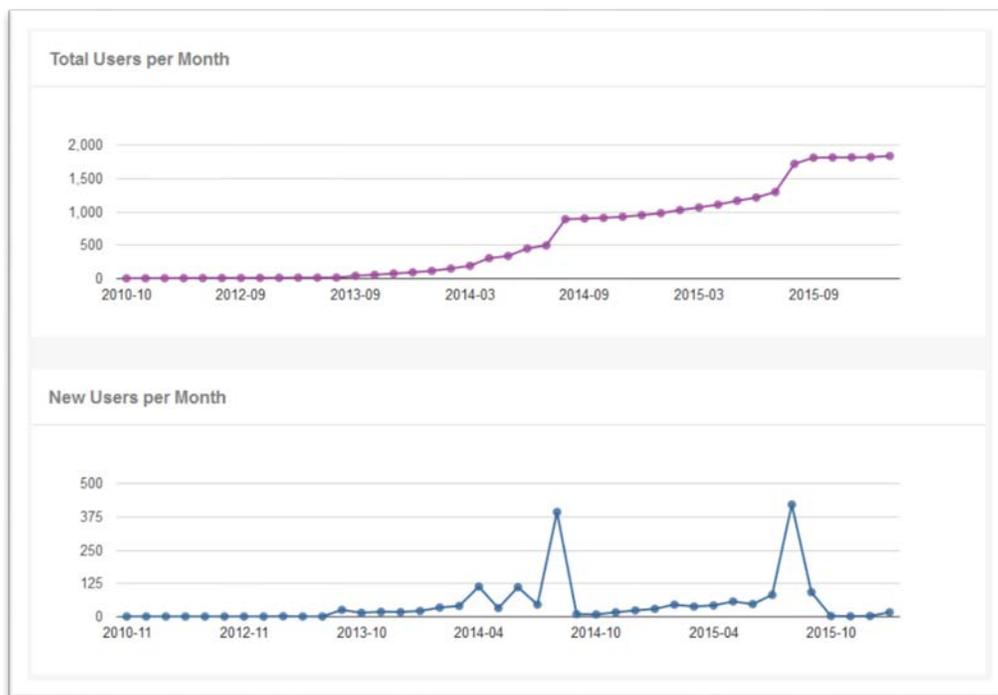
Internal Readiness									
		Pre-Test (Baseline 2013)		Post-Test (Baseline 2013)		Pre-Test (Summer 2014)		Post-Test (Summer 2015)	
		n	Mean	n	Mean	n	Mean	n	Mean
Overall Internal Readiness	All 'Other Study Abroad'	28	76.7	26	79.7	51	76.5	46	80.5
	Overall	28	76.7	26	79.7	112	75.7	104	78.5
Self-Awareness	All 'Other Study Abroad'	28	81.4	26	82.9	51	76.9	46	82.2
	Overall	28	81.4	26	82.9	112	78.2	104	81.4
Risk Taking	All 'Other Study Abroad'	28	75.9	26	77.5	51	74.3	46	77.6
	Overall	28	75.9	26	77.5	112	73.3	104	75.8
Open-Mindedness	All 'Other Study Abroad'	28	77.7	26	80.2	51	79.1	46	83.3
	Overall	28	77.7	26	80.2	112	77.7	104	80.3
Attentiveness to Diversity	All 'Other Study Abroad'	28	72.9	26	78.8	51	75.8	46	79.4
	Overall	28	72.9	26	78.8	112	74.0	104	77.1

External Readiness									
		Pre-Test (Baseline 2013)		Post-Test (Baseline 2013)		Pre-Test (Summer 2014)		Post-Test (Summer 2015)	
		n	Mean	n	Mean	n	Mean	n	Mean
Overall External Readiness	All 'Other Study Abroad'	28	60.7	26	65.6	51	62.7	46	68.0
	Overall	28	60.7	26	65.6	112	60.8	104	64.4
Global Awareness	All 'Other Study Abroad'	28	59.0	26	63.9	51	52.0	46	61.7
	Overall	28	59.0	26	63.9	112	49.0	104	55.4
Historical Perspective	All 'Other Study Abroad'	28	31.3	26	63.9	51	45.9	46	54.4
	Overall	28	31.3	26	63.9	112	42.9	104	51.1
Intercultural Capacity	All 'Other Study Abroad'	28	77.8	26	74.6	51	75.9	46	72.8
	Overall	28	77.8	26	74.6	112	75.7	104	72.1
Collaboration Across Cultures	All 'Other Study Abroad'	28	70.5	26	78.9	51	73.3	46	82.3
	Overall	28	70.5	26	78.9	112	71.9	104	78.4

ePortfolio

The ePortfolio was a key assessment component of the Global Scholar and Global Fellow programs. It was an important consideration in selecting students for Global Scholar Status and faculty and staff members for Global Fellow Status. The ePortfolios populated by the user contained materials and artifacts that contributed to global competence, including logs for participation, reflections, written documents, audiovisuals and linked artifacts.

Faculty and staff members interact with the ePortfolio on two different levels. Because students are required to submit at least one graded artifact to their ePortfolio and are encouraged to submit additional artifacts and reflections, faculty members teaching global courses must incorporate the creation and submission of a global artifact of their choosing as part of course requirements.



Our Pride's Numbers

 973 FT-FT Freshman impacted by the GCAA and ePortfolio

 121 Faculty members taught the 205 sections identified as Global Courses

 50 Faculty members, staff and students attended ePortfolio follow-up trainings

 Number of Global Courses by Academic Area: COB 50, COSE 26, CHSSA 92, COEHS 39, SOAG 1

 72 courses with 205 sections were identified as Global Courses

 In 94 sections of Global Courses 3,330 different forms of artifacts were uploaded to students' ePortfolios

Global Fellow Status Awarded

Dr. Ben Jang



Dr. Jaiming Sun



Dr. Gucluc Atinc



Dr. Linda Openshaw



Dr. Lon Johnson



Dr. Arthur Borgemenke



Susan Bishop



Jennifer Hudson



Dr. Quynh Dang



Dr. Robert Rodriguez



Dr. Shonda Gibson



Dr. Yvonne Villanueva-Russell



Rebecca Tuerk



Dr. William Thompson



Dr. Vipa Bernhardt



Jacques Fuqua



Fred Fuentes



Gilberto Hernandez



Dr. Raymond Green



Dr. Tabetha Adkins



Tina Biotnott



Dr. John Hmphreys



Dr. Maria Lamarque



Dr. Shiyou Li



Dr. Leslie Toombs



Ashley Ortiz



Dr. Tim Letzring



Dr. Warren Ortloff



Global Fellows not pictured include: John Jones, Dr. Rebecca Judd, Dr. Kriss Kemp-Graham, Dr. William Masten, Dr. Jacqueline Riley, Lee Whitmarsh, Megan Beard, Dr. Derald Harp and Dr. Chris Green

**37 Faculty and Staff Members
Achieved Global Fellow Status**

Indirect Assessment of the QEP

Global Course Evaluations

Since spring 2013, course evaluation systems have included four questions asking students to respond on a scale from 1 = *Strongly Agree*, to 5 = *Strongly Disagree* if the course improved various aspects of their global competence. Evaluations are distributed at the end of each fall and spring semester. Course evaluations comparing global courses to nonglobal courses are used for

two purposes: 1.) to assist in identifying nonglobal courses that students have rated as improving various aspects of their global competence; these courses should be identified as global courses in future semesters, and 2.) to determine if modifications can be made at the course level to improve global courses that students have rated at a low level.

The following four questions were added to the course evaluation systems

Q16a This course better prepared me for an interconnected world.

Q17a This course improved my knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).

Q18a This course improved my ability /skill to apply knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).

Q19a This course encouraged me to view myself as an engaged citizen within an interconnected and diverse world.

Non-Global and Global Course Evaluation											
Course Type	Question #	Fall 2014		Spring 2015		Summer 1 2015		Summer 10 Week		Summer 2 2015	
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Non-GLB	Q16a	5369	1.776	18337	1.772	732	1.654	580	1.683	653	1.675
	Q17a	5332	1.796	18281	1.791	735	1.695	579	1.739	655	1.684
	Q18a	5305	1.776	18214	1.781	726	1.683	577	1.712	643	1.691
	Q19a	5358	1.751	18254	1.793	730	1.726	571	1.673	649	1.672
	Average	5010	1.7835	17346	1.7873	699	1.7021	551	1.7019	621	1.6965
GLB	Q16a	1439	1.829	1328	1.762	33	1.424			12	1.333
	Q17a	1418	1.831	1318	1.742	33	1.697			12	1.417
	Q18a	1415	1.820	1313	1.765	32	1.531			12	1.417
	Q19a	1435	1.818	1304	1.768	32	1.375			12	1.333
	Average	1347	1.8216	1226	1.7594	30	1.5000			12	1.3750

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is a tool that serves a diagnostic function for identifying institutional strengths and weaknesses in terms of effective educational practices. A random sample of first-year and senior students at A&M-Commerce participate in the NSSE on a biannual basis.

The QEP leadership team utilized results from the NSSE 2012 Benchmark Comparisons for A&M-Commerce, specifically the Enriching Educational Experiences (EEE) portion of the survey, to establish an engagement benchmark prior to implementing the QEP. From the results of the 2014 NSSE Report of Frequencies & Statistical Comparisons for fall 2014, the QEP team conducted two analyses: a normative analysis, to compare the students’ responses to those of students at high-performing colleges and universities; and a criterion analysis, to compare university performance against a predetermined value of a level appropriate for students, given the university mission, size and curriculum.

It is important to note that a criterion analysis was not conducted in the 2014-2015 academic year, because a predetermined value of comparison was not established at the time of the 2014 NSSE report publication. Also, results from the NSSE 2012 Benchmark are not readily comparable to the 2014 NSSE Report of Frequencies & Statistical Comparisons, because the NSSE items and variables used in 2012 were updated in 2014. However, six questions (8, section

a,c,d; 11, section d; 14, section d; and 15, section b) were identified in the 2014 report that were similar to the 11 questions that comprise the EEE section. Therefore, overall student response rate and responses to the six identified questions were used in a normative analysis for the purposes of this and future annual reports.

Student Response Rate

Data collected from the 2014 report indicated that first-year students had a lower response rate of 13 percent, compared to students at high-performing colleges and universities (Southwest public, 17 percent, Carnegie Class, 19 percent, comparison group 3, 16 percent). However, seniors had a higher response rate (24 percent) than students at high-performing colleges and universities (Southwest Public, 20 percent; Carnegie Class, 22 percent; comparison group, 21 percent).

Identified Questions

Overall, students responded very similarly or slightly higher than students at high-performing colleges and universities for both first-year students and seniors. It is of value to note that the QEP was launched in fall 2014, and first-time students surveyed in spring 2015 responded higher (7.2 percent) to Question 15, Section B (“About how many hours do you spend in a typical 7-day week doing the following: participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) compared to counterparts?”) than counterparts at high-performing colleges and universities (4.5 percent, Southwest Public; 4.8 percent, Carnegie Class; and 4.4 percent, comparison group).

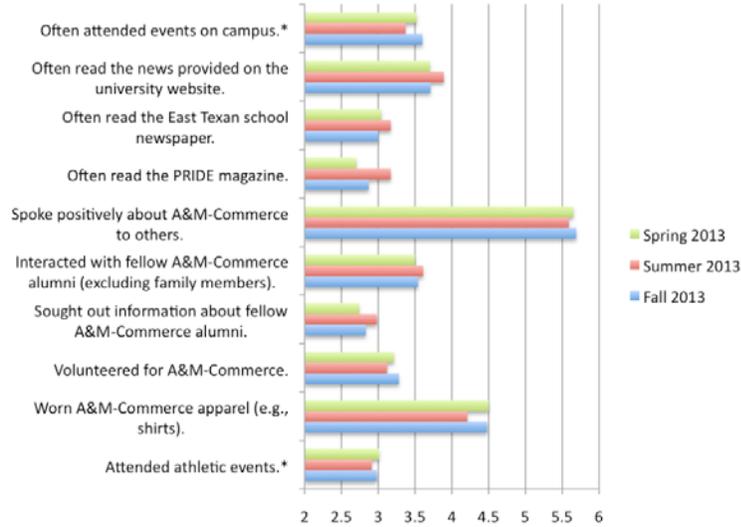
Graduation Exit Survey (GES)

An ongoing graduation exit survey has been conducted at A&M-Commerce every semester since 2013. Survey results used to shape the creation of the QEP to measure student involvement and engagement revealed that the majority of students lack involvement and engagement at A&M-Commerce, with less than half of students reporting any level of participation in cocurricular activities and events. Student aggregated responses to: “What did students do while attending A&M-Commerce (beyond studying)?” and “How many students participated in co-curricular activities (e.g., band, student government)?” were identified on the form in spring 2013 to act as a baseline, and were compared through spring 2015 to assess students’ level of engagement.

Although students were required to complete the survey, they were not required to answer the majority of the questions. Also noteworthy is that data was not disaggregated between graduating undergraduate and graduate students.

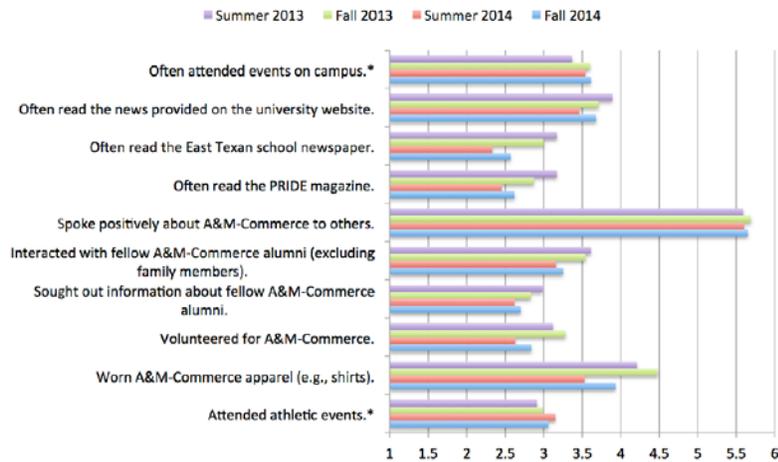
What did students do while attending A&M-Commerce (beyond studying)?

Note. * indicates that we restricted answers to students (spring 2013 *n* = 1075; summer 2013 *n* = 370; fall 2013 *n* = 889) who attend classes at the main campus or within driving distance. 7-point Likert-type scale, from 1 = *strongly disagree* to 7 = *strongly agree*.



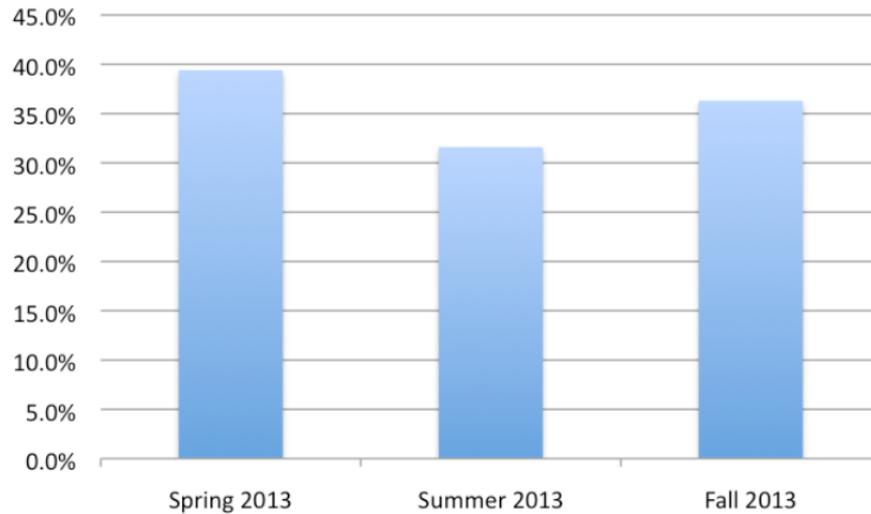
What did students do while attending A&M-Commerce (beyond studying)?

Note. * indicates that we restricted answers to students (summer 2013 *n* = 370; fall 2013 *n* = 889; summer 2014 *n* = 308; fall 2014 *n* = 844) who attend classes at the main campus or within driving distance. 7-point Likert-type scale, from 1 = *strongly disagree* to 7 = *strongly agree*.



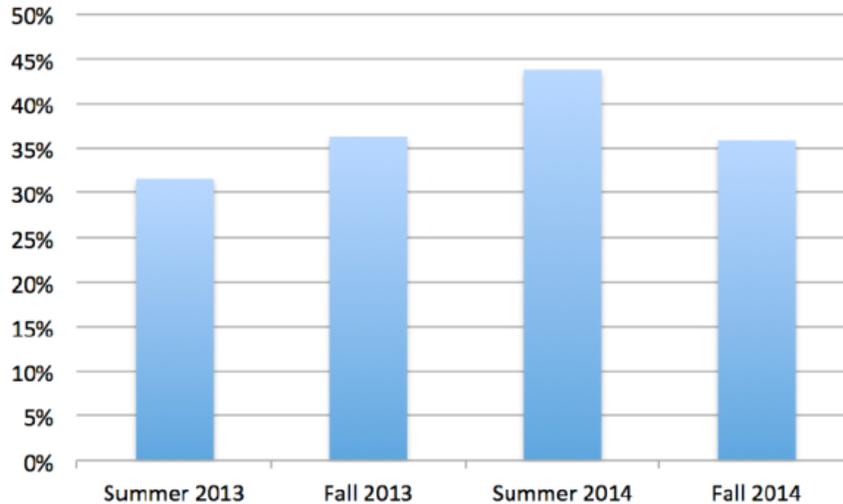
How many students participated in co-curricular activities (e.g., band, student government)?

Note. We restricted answers to students who attend classes at the main campus or within driving distance.



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Note. We restricted answers to students who attend classes at the main campus or within driving distance.



Placement Rates

One of the driving factors behind selecting *Preparing Students for an Interconnected World* as the QEP topic was the need to address employers' growing demand for graduates who are prepared for the challenges of a global economy. A&M-Commerce anticipates that students will learn to view themselves as engaged global citizens and demonstrate their applied knowledge of the interconnectedness of global dynamics to prospective employers with the implementation of the Global Scholar and Global Fellow programs.



*Based on gainful employment data available from the Texas Higher Education Data site (www.txhighereddata.org).



Unanticipated Outcomes

Challenges

After SACSCOC’s approval of the QEP and the QEP kickoff events, the QEP Committee experienced a lack of participation from the university community. Thus, in the first year, the QEP director and two graduate assistants were overwhelmed with the responsibility of carrying out the QEP goals of conducting the FSS sessions and marketing.

Although students have been encouraged to begin working towards Global Scholar status as incoming freshman, they have still had a difficult time appreciating and committing to the program so early in their academic career. Therefore, the impact that the QEP hoped to make with new students has not yet come to fruition.

To break the barriers in communicating with the faculty and staff and to impact the environment as the QEP has proposed, a greater effort was channeled toward bringing the committee and mentors to a place where they feel responsible again for the success of the QEP.

Reflection

As anticipated with an accreditation project as large as A&M-Commerce's QEP, the natural course of implementing the QEP has left the university community exhausted. Therefore, the QEP team postponed the monthly QEP Committee meetings until the spring 2015 semester in order to revitalize commitment to the QEP. To breathe new life into the programs, a faculty member was nominated as the new QEP chair. Additionally, the primary responsibilities outlined by a more structured marketing strategy were directed towards the newly created position of marketing graduate assistant.

Using the challenges faced in the first year as an opportunity for continuous improvement, the monthly meetings held in the second year will be focused on training and development topics related to the QEP, such as professional development, global research, global course, and global events and activities. This strategy will aim to increase participation among committee members and consequently the university community.

Although A&M-Commerce phased out the 2010-2015 University Strategic Plan this academic year, the QEP Team is committed to strategic planning. Efforts are already underway to implement the 2015-2020 Strategic Plan beginning in fall 2015, and the QEP's Student Learning Outcomes will drive the new Strategic Plan.

