

CoSEA Spring 2013 Meeting

January 10, 2013



CoSEA Spring 2012 Meeting

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*Innovation
and
Discovery*



CoSEA Spring 2013 Meeting

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○ Welcome

○ QEP Update
Shonda Gibson

○ SLO & Student Update
Chip Fox

○ Development Update
Wayne Davenport

○ Dean's Office Update

○ *A data-driven mission*



A
Q.E.P.
Review

Past and Present QEP Committee Members and Associates

- Dr. Carla Asbill
- Natalia Assis
- Dr. Betty Block
- Rebecca Bolin
- Chelsea Bryant
- Dr. Sharon Chambers
- Dr. Kenneth Clinton
- Dr. Hasan Coskun
- Dr. David Crenshaw
- Sharon Crump
- Caleb Culver
- Dr. Ricky Dobbs
- Dr. Donna Dunbar-Odom
- Dr. Christine Evans
- Jeff Faunce
- Dr. Chip Fox
- Dr. Shonda Gibson
- Dr. Rex Giddens
- Denise Golden
- Dr. Chris Green
- Dr. Raymond Green
- Rebecca Hanstad
- Dr. Derald Harp
- Dr. LaVelle Hendricks
- Dr. Mary Hendrix
- Dr. Maria Hinojosa
- Dr. Roseann Hogan
- Dr. John Humphreys
- Gail Johnston
- Dr. Madeline Justice
- Suzanne Keifer
- Pratyush Kotturu
- Dr. Inma Lyons
- Lisa Martinez
- Dr. Randy McBroom
- Missy McClure
- Wendy Morgan
- Dr. Mildred Pryor
- Dr. David Rankin
- Dr. Stephen Reysen
- Veronica Reed
- Cynthia Rhodes
- Dr. John Smith
- Tammi Thompson
- Dr. Tara Tietjen-Smith
- Dr. Leslie Toombs
- Dr. William Wadley
- Dr. Carol Walker
- Dr. Rusty Waller
- Dr. Chris White
- Dr. Leah Wickersham

Comprehensive Review



Compliance Certification

- Demonstrates judgment of compliance with each of the Commission's standards
- This document is initially reviewed by the Off-Site Reaffirmation Committee.

Quality Enhancement Plan

- Plan to enhance the quality of its educational programs by focusing on an important aspect of student learning and/or the environment supporting that learning
- This document is reviewed by the On-Site Reaffirmation Committee



QEP

Core Requirements 2.12

The institution has developed an acceptable Quality Enhancement Plan that:

- (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment,
- (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution,
- (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP,
- (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and
- (5) identifies goals and a plan to assess their achievement.



Expectations for the QEP

- The QEP must focus on direct student learning. The emphasis must be on performance and not process.
- The QEP is an instructional issue that will impact the entire university.
- The QEP must be broad-based in scope and purpose. The development of the plan will seek input from all constituencies: faculty, staff, administration, students, graduates, community, and, perhaps, even sister institutions.
- The QEP process must be open and transparent.
- The QEP must be linked to Strategic Planning and Institutional Effectiveness Processes. The TAMU-Commerce Strategic Plan currently aligns with SACS expectations regarding the QEP Process.
- The QEP must be transformational and sustainable.



Reasons to Embrace the QEP Process

- TAMU-Commerce must comply with the expectations of regional accreditation.
- TAMU-Commerce students deserve our best efforts to deliver quality instruction.
- TAMU-Commerce faculty, staff, and administration are already meeting many of these expectations. Efforts simply need to be focused, enhanced, supported, documented, documented, and documented again.



Why Are We Here Today?

- To secure your commitment and involvement in the process.
- To disseminate information about the QEP Process.



University Mission

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social, and economic vitality of Texas and beyond.

CoSEA Response...*Innovation and Discovery*



Current Status

4 Main Components:

Global Fellows and Support

Global Courses

Global Events and Travel

Global Scholars



Global Fellows and Support

- Creation of a culture/normative environment supportive of increased global awareness and global engagement.
- Distinction among faculty/staff for specialties and expertise in global instruction/experience/support.
- Adds a team with specialized global resources across campus.
- Encourages support and commitment of QEP from faculty/staff.
- Global Fellows will serve as evaluators in Global Scholar distinctions and selection of students for travel abroad service project.



Global Courses

- Required Global Course (3 hour) as part of core curriculum.
- Minimum exposure to global content.
- Additional Global Courses contribute to Global Scholar Status.
- Increase global knowledge and awareness.



Global Events and Travel

- Global events (e.g., Diwali, Korean night, Intl Business Dinner) and Global travel (e.g., Sophomore experience, study abroad)
- Increased global knowledge, awareness, and engagement.
- Contributes to both Global Fellow and Global Scholar status.



Global Scholars

- Create distinction and recognition among students for specialized instruction and participation in global experience.
- Compilation of all global components (Fellow, Courses, Events and Travel)
- Creation of E-portfolio - serves as basis of resume.
- Encourages participation by students in QEP.

Enhancement

Global Fellows
Program

Faculty
Development

Environment

Global Events

Global Artifact
Displays

Marketing
Strategies

Q.E.P.

- Global Courses
- Global Scholar Program
- Assessment of student learning

Recognition
Incentives

Prominent
Guest Speakers

Global Videos

Staff Opportunities

Global-Course Faculty
Workshops

2013 Actions Time Line

Spring and Summer

- Finalize QEP student learning outcomes
- Finalize student learning measurement instruments
- Develop faculty and staff QEP-related programs
- Begin QEP marketing and communication
- Complete rough draft of our QEP document for SACS

Fall

- Determine Global Courses (in conjunction with our new core curriculum)
- Determine additional non-core global courses
- Full QEP marketing plan
- Finalize the QEP document for SACS

Your Part

- Get involved!
- Contribute to the process!
- Be supportive!
- Offer your feedback and suggestions!
- Spread the word!



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SLO & Student Update

- SLOs pervasive throughout CoSEA

- Program Reviews

- Closing the Loop

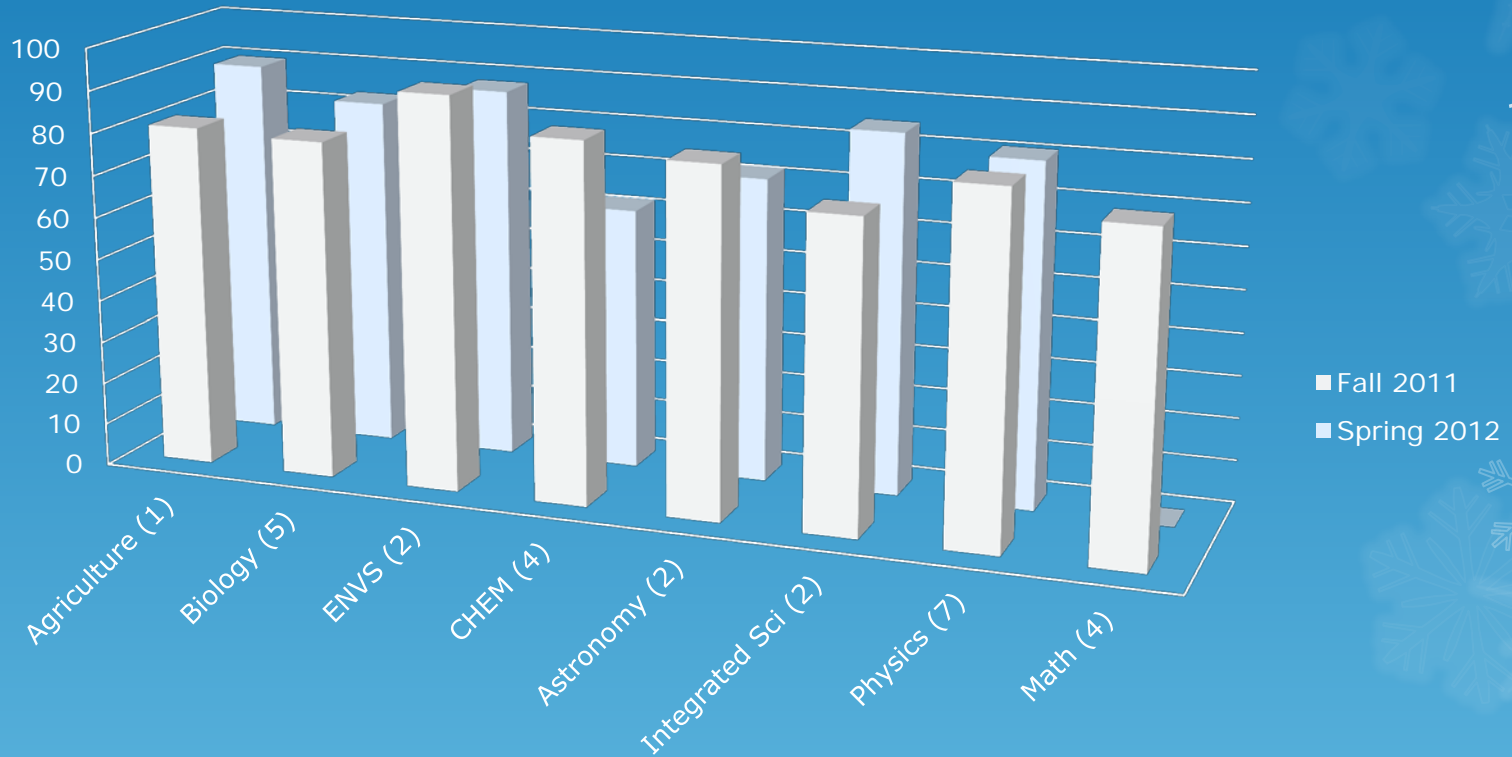
 - CSCI & ENGR good examples

 - Need documentation

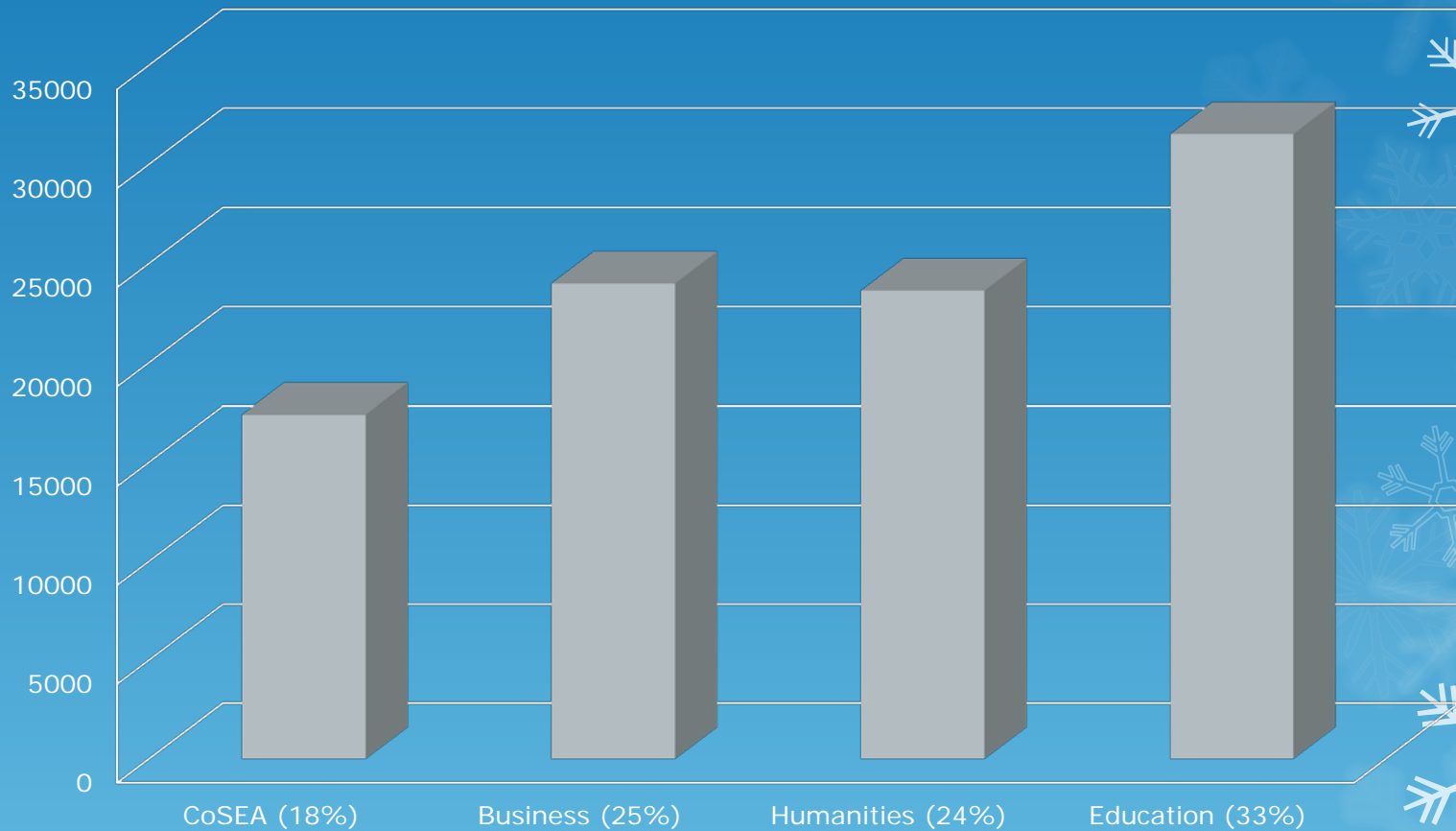
 - Xitracs demo tomorrow

US Courses - SLO Assessment

(Parenthesis number = number of US Courses Assessed)

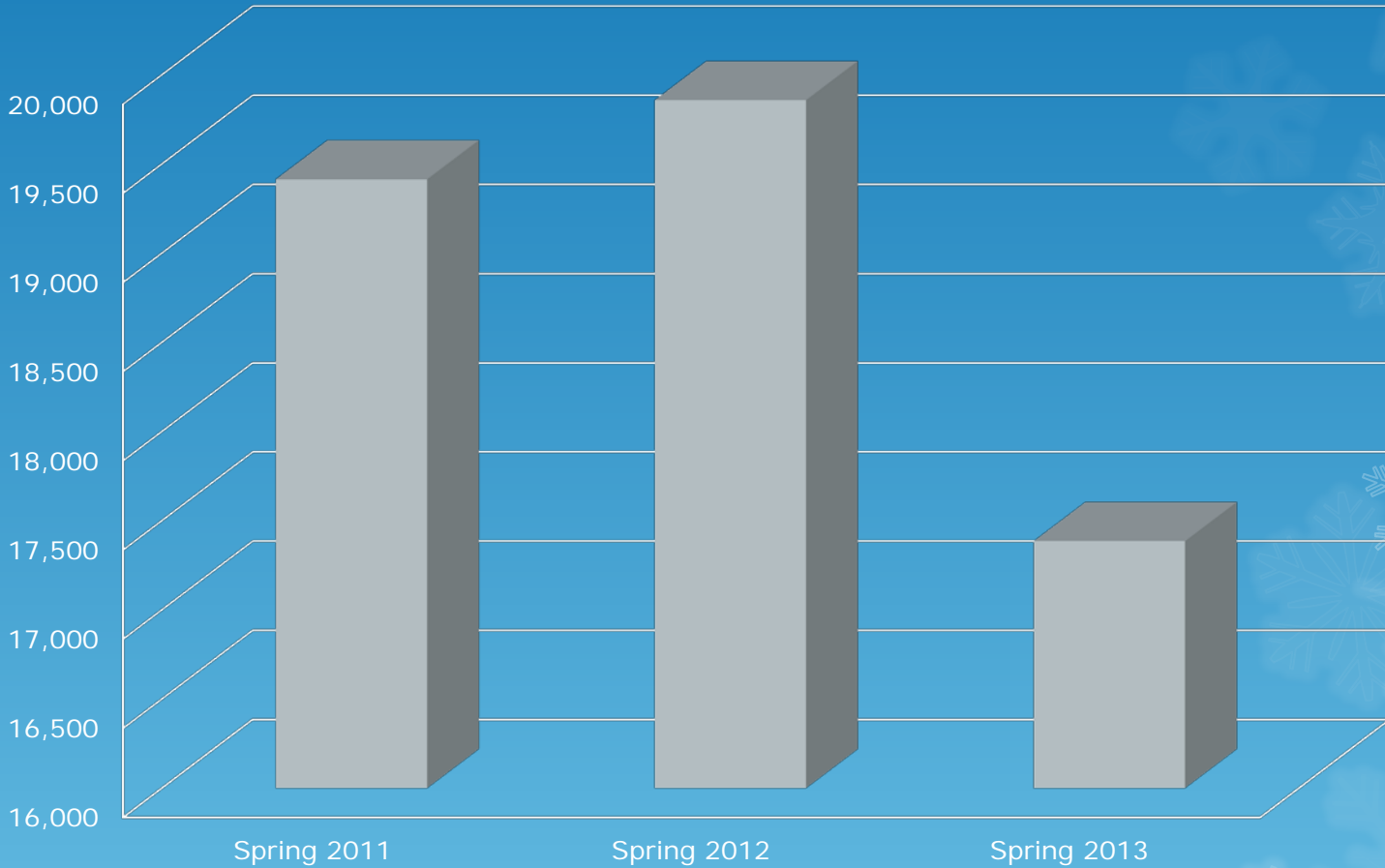


Spring 2013 Credit-Hour Production by College (percents are of university sch production)

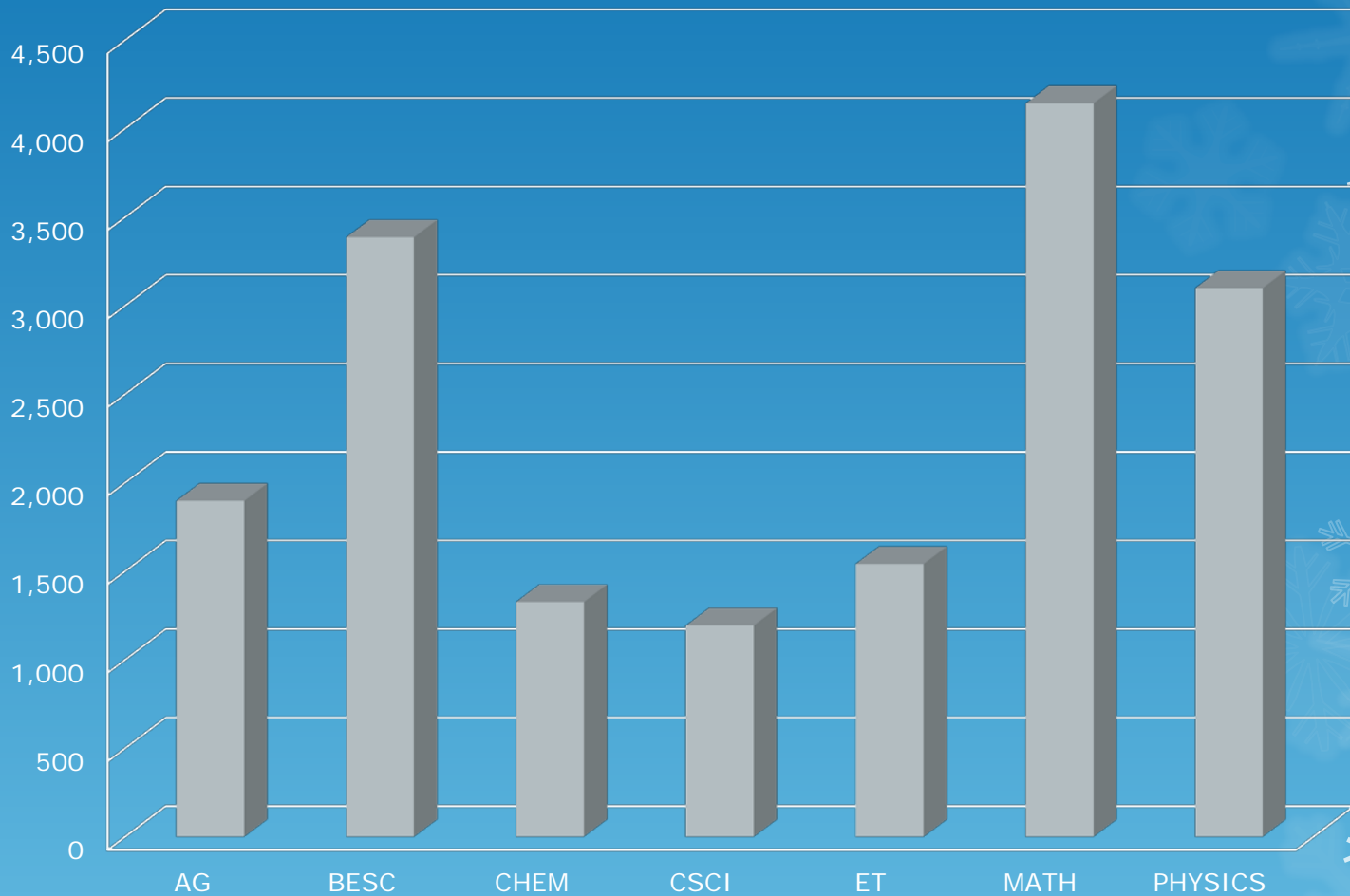


CoSEA Spring Credit-Hour Production

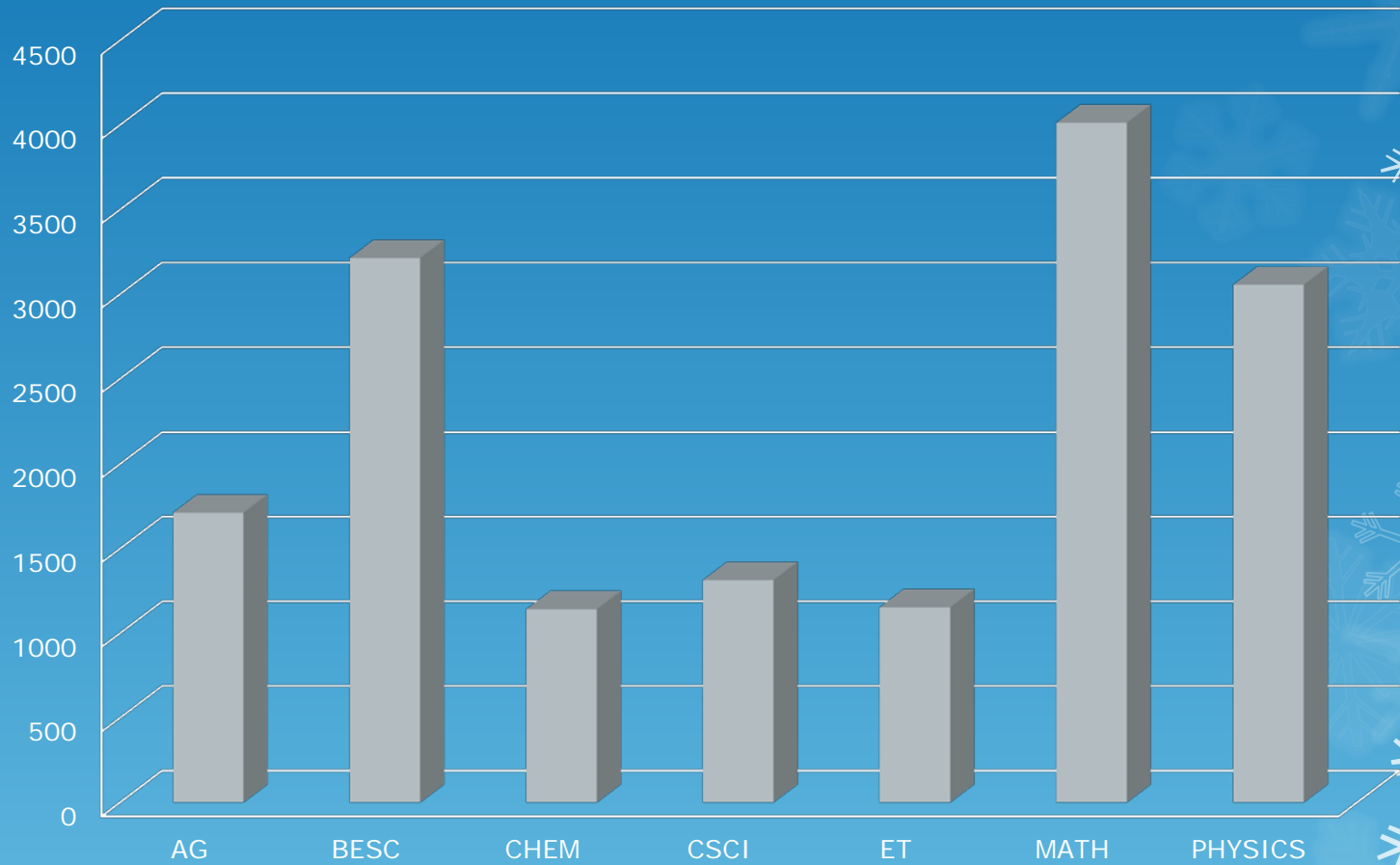
(2012 at this time was 17,037)
(This semester will likely surpass it)



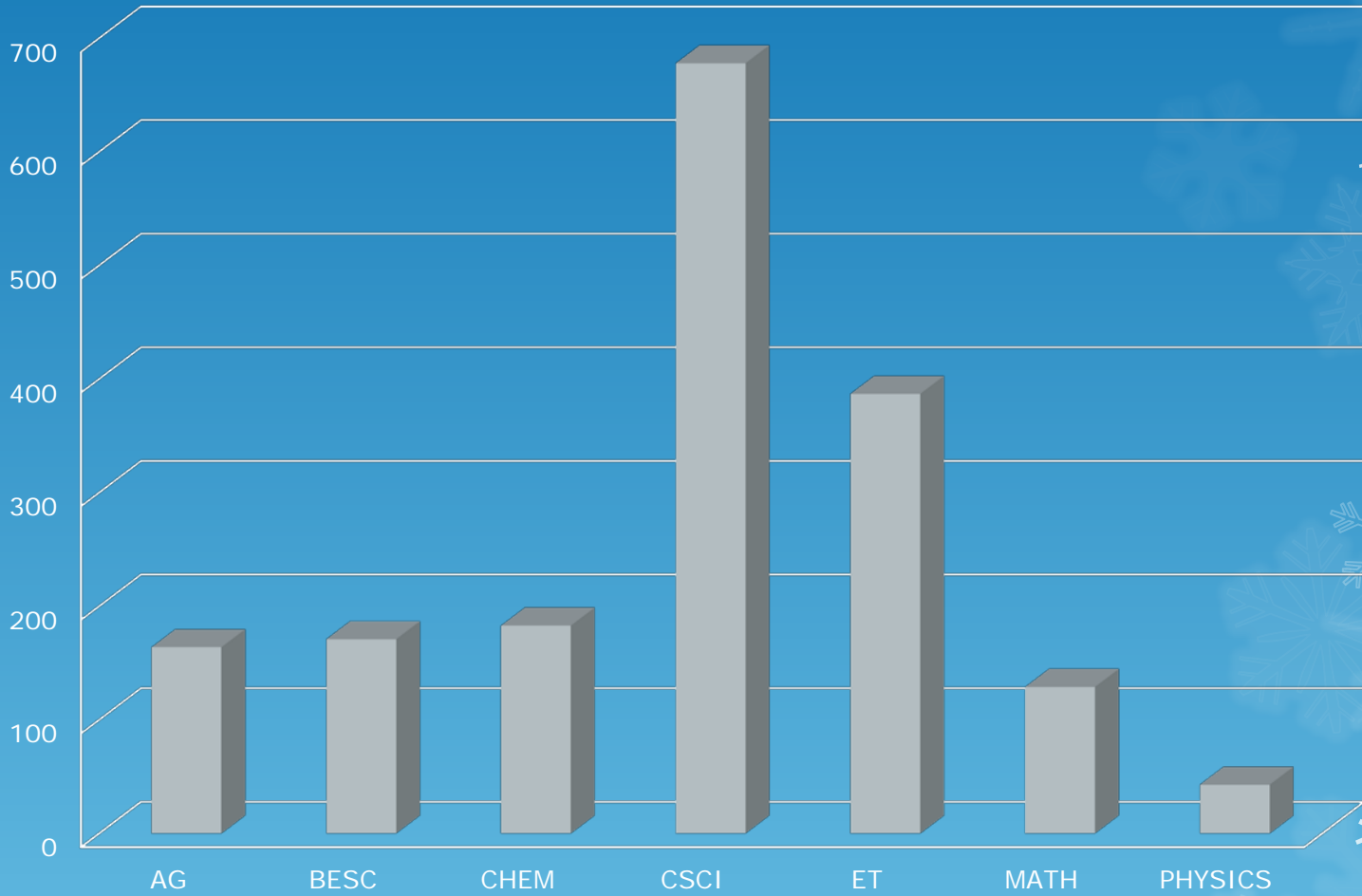
Spring 2013 Total Credit-Hour Production by Department



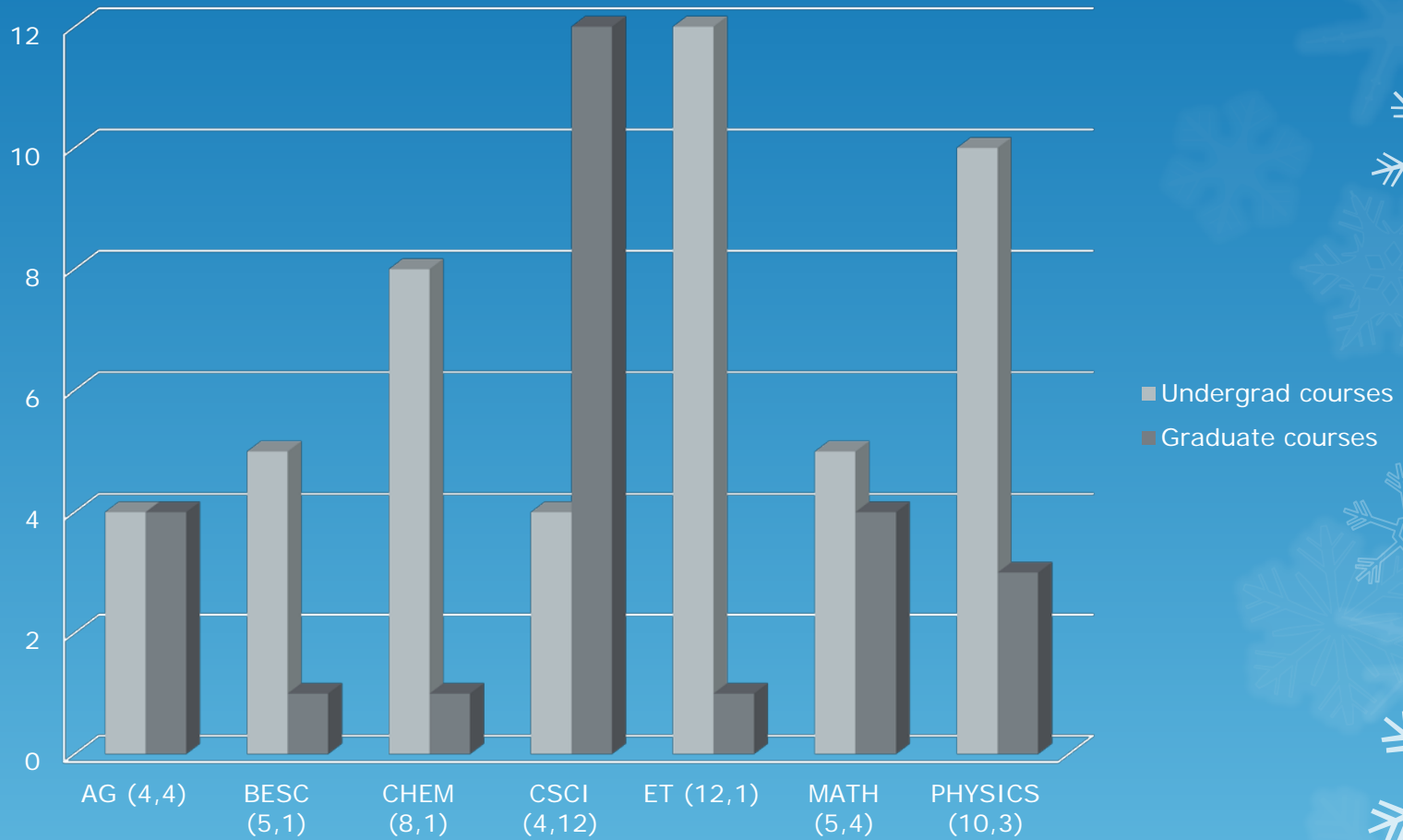
CoSEA Undergraduate sch Production by Department



CoSEA Graduate sch Production by Department



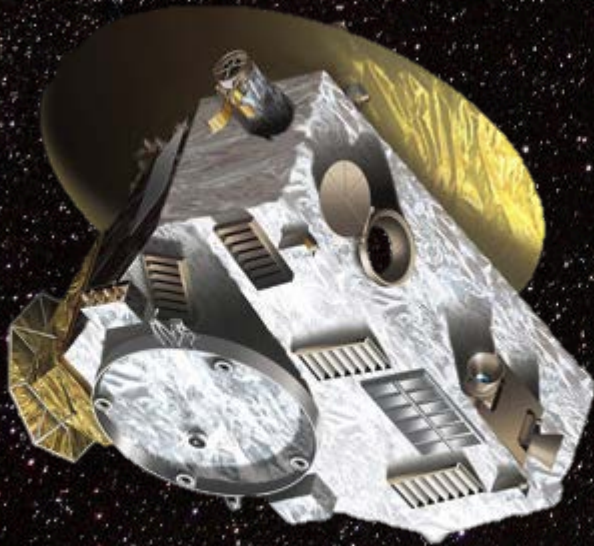
Undersized Courses as of Jan 9



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914
days till
arrival
at Pluto

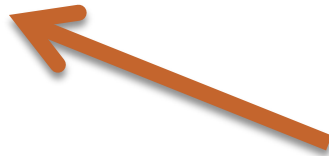


CoSEA Development

Wayne Davenport

903-468-8182 office

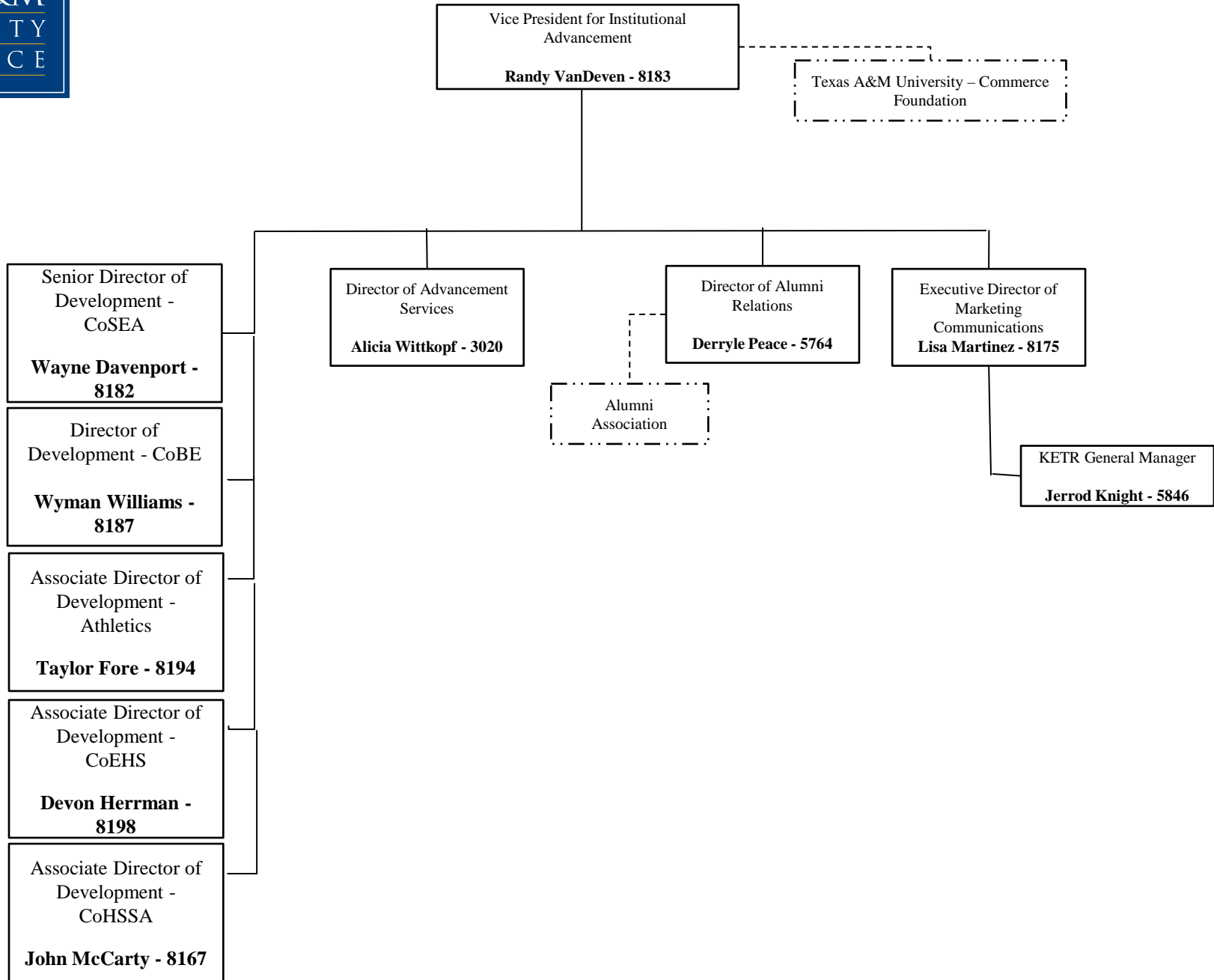
903-453-4579 cell



CoSEA Development Officer

Development?

- “**development** moves the institution forward. If done right, development helps colleges to determine priorities, to think about how scarce resources can best be spent. It gives planning potential and purpose.”
- “**Fund raising** simply brings such plans to fruition.”



HOW?

- **Cash Gifts made by Alumni and Friends**
- **Planned Giving – Wills and Bequests**
- **Matching Gifts**
- **Gifts-In-Kind; software, livestock, equipment, etc**
- **Bridge Builders – Faculty and Staff!**

Bridge Builder

- Minimum of \$2 gift to the fund of your choice
- Think about a scholarship endowment in your department, your department's excellence fund or the CoSEA Excellence Fund
- Your gift is motivation for Alumni and Friends to give!
- **Dr. Blount has made a challenge to the other Deans that CoSEA will be 100% Bridge Builder**

How Much?

- **University Wide FY12 \$1,536,946.47**
 - **CoSEA FY12 \$766,217.46 (49.85%)**
 - **\$618,518 Gifts-In-Kind** (2 software gifts and 1 horse)
 - **\$146,699.46 Cash**
- *As of 1/7/13 for FY 13 \$258,876.43 has been raised**
- *\$145,011.93 Cash** (\$90,955.40 for the Arena)
 - *\$113,864.50 Software Gift-In Kind**

How do we include donors?

- **Scholarships**
- **Program Enhancements & Excellence Funds**
- **New Programs**
- **Buildings**
- **Donors interest**
- **Strategic priorities**



Priorities

- **All Faculty and Staff are encouraged to submit fund-raising requests**
- **Please fill out and submit the Priority Planning Worksheet**
 - **CoSEA Faculty Resource Page**



Priority Planning Worksheet

Department making request: _____

Faculty/Staff member submitting request: _____

Program/Project Title: _____

Program/ Project Purpose: Endowment Research Other _____

PROJECTED COST

How much for research: _____

How much for endowment: _____

Other: _____

Total: _____

Amount proposed to be raised: _____

Amount from other sources (state/federal funds, budget, grants etc.) _____

CASE FOR SUPPORT

Please describe what is driving the project, what the perceived impact will be, why it is worthy of philanthropic support, how it ties into and advances the university's broader vision/strategic plan and the institutional impact of the project (use additional pages if needed):

PROJECT TIMELINE

Begin Date: _____ Completion Date: _____

Approval from Department Head/Associate AD _____ Date: _____

Approval from Dean/AD: _____ Date: _____

Once above approvals are obtained, the dean/AD and the development officer will visit and the dean/AD will assign a priority ranking to each submission. If there are any questions about the request the dean/AD and/or development officer will contact the faculty/staff member that submitted the request.

Working for You



- Please use the official form for all requests (with appropriate approvals)
- Grady will assign a priority ranking to each request.
- **Donors passions will ALWAYS take priority.**

Getting Started

- When submitting a request please think about needs > \$1K
- *What will make a difference?*
- I may come to you and have some “different” ways of raising the money, e.g. naming classrooms, labs, offices, programs, etc.

Contact me at anytime

- **I talk for a living**
 - ✓ What is going on in your department/program
 - ✓ Alumni you know that I should meet
 - ✓ Alumni I know that you should meet
 - ✓ Fund-raising needs and priorities
 - ✓ Anything I can do to help you, your department, or your program

Here for CoSEA

- The number one responsibility I have is building relationships.
- You are a vital part of CoSEA achieving the goals that will move us into the future. Your input is priceless – **please help introduce me to alumni, and share with me what is going on in your department/program with me so I can pass it along to others**

- **Contact me:**

Wayne Davenport
Wayne.Davenport@tamuc.edu
903-468-8182 office
903-453-4579 cell

Stop by the office BA 272

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CoSEA Fall 2012 Meeting

Innovation & Discovery

Who we are...Gesalts and Paradigms

- Egalitarian mission-driven operations
- Service-oriented attitude
- You hear it, you own it
- Continuous Focus on SACS (*the 2014 mirage*)
- Data-intensive assessment and evaluation
- Transparency
- Supportive of your professional career
- Merit-based philosophy emphasizing “more or less tangible academic products” (*Boyer’s Model of scholarship*)

CoSEA Fall 2012 Meeting

Innovation & Discovery

College Report Card 2011-2013:

- Produce a CoSEA mission aligned with TAMUC mission. ✓
- Produce department missions aligned with CoSEA mission. ✓
- Establish our fiscal status (e.g. adjuncts, GAs, HEF, IE, etc.). ✓
- Tie budgets to vertically-integrated missions as a $f(\text{SACS}, 2014)$. ✓
- Establish collegewide assessment program with Student Learning Outcomes (SLOs) for every credit-generating class. ✓ *partial*
- Generate a college logo (and gonfalon?). ✗
- Produce list-serves for faculty, chairs, and staff. ✓
- Post internal college resource page. ✓
- Baseline data generation for budget, enrollment trends, assessment results AND responses. ✓ ✓ ✓ ✓
- Multiyear class scheduling $f(\text{base year offerings})$ ✓ ✓ ✓ ✓

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○ Dean's Office & ADC Updates

- SACS at T-minus-15 months
- Faculty Senate Workload Policy and comparative data
- Faculty Excellence Center
- 1.5% giveback and BRDC
 - Priority request for SI in Math
- Major revision of post-doc hiring procedures
- Training Compliance (for CoSEA, n=57)
- Faculty Grievance Procedures (see drafts)
- Ricky Dobbs leading new Core Curriculum initiative (sample)

○ Pushing advising & student records

○ Welcome Kay Parrish

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On-Line and Off-site initiatives

- CSCI undergraduate courses off-site to Navarro (≈ 3)
- Math graduate courses off-site to Navarro ($n=107$ UG)
- BIOL MS completely on-line (≈ 60 inquiries)
- PHYS offering first class at Rockwall Center

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○ On-Line Resources

➤ [Faculty Resource Page](#)

➤ [CoSEA Strategic Plan](#)

➤ [Data Viewer](#)

➤ [Xitracs](#) demo tomorrow at 10, BA-290



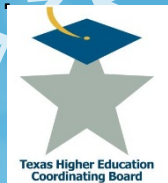
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● 2012 Kudos!

- ❖ Carlos Bertulani named a "Fellow" of the American Physical Society.
- ❖ Industrial Engineering earned a 6-year reaccreditation from ABET.
- ❖ Riding arena is \approx complete. Dedication this spring.
- ❖ Professor Bao-An Li (Physics and Astronomy) was named TAMUS Regents Professor
- ❖ Physics and Astronomy now a member of SARA with robotic telescopes at Kitt Peak, Az. and Cerro Tololo, Chile.
- ❖ 3rd annual Lion's Pride BEST Robotics Competition. The number of teams expanded from 13 in 2010 to 29 in 2012.
- ❖ \$1,639,069 in extramural funding to CoSEA FY12 (\approx 24% of TAMUC total).
- ❖ Multiple THECB grants to Mathematics faculty.
- ❖ 1st graduates from Construction Engineering program due in May 2013.



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● Your Checklist...

- Update vita and syllabi
- Is your contact info on website?
- Update vita and syllabi
 - ✓ Specific student learning outcomes (SLOs)
 - ✓ Office hours & contact info
 - ✓ Exam info & grading rubric
 - ✓ ADA Statement
 - ✓ Student Handbook standards statement
 - ✓ Special support services (e.g. tutoring, SI, etc.)
- What are you doing about your SLO data?



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Thank you kindly