APPENDICES

APPENDIX A

January 8, 2002

Harold P. Langford, Dean
College of Business and Technology
Texas A & M University-Commerce
Commerce, Texas 75429-3011

Dear Dean Langford:

It is my pleasure to inform you that the continuing review team's recommendation for reaffirmation of accreditation of the undergraduate and master's degree programs in business offered by Texas A & M University-Commerce has been concurred with by the Business Accreditation Committee and ratified by the Board of Directors. Congratulations to you, President McFarland, Interim Provost and Vice President for Academic Affairs Davis, the faculty, the students, the staff, and all supporters of the business programs.

One purpose of peer review is to stimulate further continuous improvement of quality business programs. Consequently, the team reports include areas of strength and opportunities for improvement. As noted in the team reports, Texas A & M University-Commerce, College of Business and Technology, is commended on its (1) dedicated, student oriented faculty, (2) computer facilities, (3) excellent distance learning facilities and equipment, (4) support from the instructional technology office for the TV system instructors, and (5) highly satisfied students and alumni.

Prior to the next review, Texas A & M University-Commerce is expected to address the issues and recommendations detailed in the team reports. Continued efforts are encouraged to focus on the mission and to further enhance mission-linked outcomes and processes for continuous improvement.

In particular, by October 1, 2004, one copy of an interim report should be submitted to the Business Accreditation Committee Chair in care of the AACSB office. Additionally, please send an electronic copy to Barbara Levin (barb@aacsb.edu). The report should demonstrate sustained and further enhancement of mission-linked outcomes and processes, including development, implementation, and the impact of improved procedures for (applicable, though not all inclusive, accreditation standards are specified within parenthesis):

1. Continued improvement of faculty intellectual contributions that are consistent with the College's mission and degree program offerings, particularly for faculty with graduate course assignments (M.4, FD.1, FD.3. IC.1).

2. Continued improvement of sufficient resources to provide faculty salaries consistent with the College's mission (FD.4.a, M.5) and of faculty development plans and results that are consistent across the College and that are appropriately funded (FD.3, M.5).
3. Continued improvement in the operations and effect of the organized College assessment system (IN.2, C.2).

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in this peer review process.

Sincerely,

John Kraft
Chair of the Board

c: Keith McFarland, President
Vicki Tigert Davis, Interim Provost and
Vice President for Academic Affairs
Continuing Review Team:
David B. Stephens, Chair
Richard E. Sorensen

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APPENDIX B

Faculty: A new procedure A12.08 was comprised primarily of statements from SACS regulations. This procedure will help faculty follow SACS requirements. There was brief discussion of several issues. Dr. McBroom stated that the SACS office would be collecting syllabi from all faculty this fall.

Action Taken: All approved with a few editing changes for clarification of this procedure. Joan Lawrence will send a revised version to Faculty Senate.

c. University Press Council: This Procedure A13.11, University Press Council, is outdated and basically conflicts with freedom of press; therefore was recommended for elimination. However, SACS requires that "When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them." There was discussion on issues of having new guidelines put in place.

Action Taken: Dr. Murray will check other self-study reports on this issue and review before initiating a new or revised procedure.

d. Adjunct and Part-Time Faculty: The self-study committee found this Procedure A12.12 needed revision to meet SACS regulations. There was brief discussion about the qualifications of an adjunct and part-time faculty as well as the justification of the qualifications.

Action Taken: All approve once a statement is added regarding justification for qualifications of adjuncts.

e. Annual Evaluation of Faculty: This Procedure A12.20 Annual Evaluation of Faculty will only need a statement added for SACS regulation requirements.

Action Taken: All approved of the statement, which will be added for SACS requirements.

f. Distribution and Expenditure of Indirect Costs of External Grants for Research, Teaching, and Service: This Procedure A15.04 was approved by the deans and sent to the Presidents Advisory Council. The PAC sent it back to the deans to review, as there was concern about the way it is written could affect the distribution of money to academics. There was much discussion regarding indirect costs not coming back to the colleges. The deans do not disagree with the service units being included, but in the fact that this procedure does not provide infrastructure to enhance research efforts.

Action Taken: Dr. Kanjirathinkal will re-work this procedure to implement several suggestions by deans. He will then resubmit it to the Deans Council for review.

g. Program Development and Curriculum Approval Process: This Procedure A03.01 Program Development and Curriculum Approval Process needed revision to meet SACS regulations. There was discussion on changes that would help in the process of new programs. Clarification and implementation of the process to avoid so much red tape was discussed. New programs should be prepared according to System and Coordinating Board guidelines.

Action Taken: The deans approved this document with several changes.

h. Confidentiality of Student Academic Records and Test Scores: This Procedure A13.03 only needed revision to remove the statement about transcript fees.

Action Taken: All approved.

4. Articulation Agreement with A&M-Commerce Art Department/Brookhaven College of DCCCD: Dr. Murray presented the group with an Articulation Agreement confirming the transferability of courses in the Associate Arts in Art degree program taught by Brookhaven College into the Bachelors of Fine Arts degree program at A&M-Commerce. This agreement allows us to work specifically with a college within the DCCCD. The upper division courses are taken through A&M-Commerce. Ms. Woodley

Mary Hendrix

From: owner-vpaaetal@listserver.tamu-commerce.edu on behalf of Joan Lawrence [Joan_Lawrence@TAMU-COMMERCE.EDU]

Sent: Monday, June 17, 2002 2:44 PM

To: VPAAETAL@listserver.tamu-commerce.edu

Subject: Minutes from Council of Deans June 11, 2002

FYI

COUNCIL OF DEANS
MINUTES
June 11, 2002

Present: Dr. Davis, Dr. Boyter, Dr. Hutton, Dr. Murray, Dr. Langford, Dr. Kanjirathinkal, Dr. Webber, Ms. Woodley, Dr. McBroom for SACS

Absent: Dr. Smith

Council of Deans

1. Institutional Plan for Distance Learning and Off-Campus Instruction was presented to Deans Council for approval of a change in the draft approved by the Deans Council in 1999. The completed plan is scheduled to be submitted to the Coordinating Board in June 2003; however, a proposal for delivery of the Ph.D. program has been submitted to the Coordinating Board and representatives feel the committee will be more willing to approve the "state's first Ph.D. program" if we include this plan. The only significant change from the original document the Deans Council approved is that we need to include individual course approval forms.
Action Taken: Dr. Hutton moved to approve the changes, and it was seconded by Dr. Langford. All agreed. Ms. Hendrix will send the Deans a completed copy of this Plan once it is completed.

2. A request to submit a proposal to Telecommunications Infrastructure Fund Board (TIFB) was presented to the Deans Council by Ms. Mary Hendrix. These funds will be used to upgrade our distance education equipment at the Mesquite Metroplex Center and here on campus. Most of the current equipment was purchased in 1994 and needs upgrading. She estimated the cost to be approximately $50,000.
Action Taken: Dr. Langford moved to approve the use of these funds, and Dr. Hutton seconded it. All agreed.

3. Procedures to Review:

a. Preservation of Library Collections: A new procedure, A11.69 Preservation of Library Collections, was designed to outline what the library would do to preserve their collections. It was noted that they should look into whether or not there is any electronic system to use for this preservation of the collections. This procedure was suggested by the SACS Self-Study.
Action Taken: All approved.

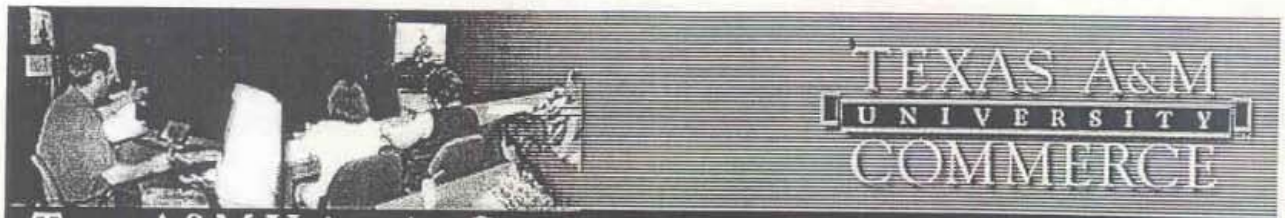
b. Guidelines for Content and Distribution of Syllabi: Roles and Responsibilities of

Christi there were plans being made to create a pipeline for Ph.D. programs in English and Chemistry. He will meet with department heads and give them information of these opportunities.

Dr. Gwyn Boyter told the deans that the unit plans for SACS Annual Plan were due June 7th. She will send the deans those who have sent theirs in so they can remind the others to get them done.

Dr. Vicki Davis gave the group a report on budget issues and decisions made on the Presidents Opportunity Fund.

Joan Lawrence
Adm Assistant to the VPAA
Texas A&M University-Commerce



Texas A&M University-Commerce

home | search

Instructional Technology & Distance Education

Go

General Information

- Computer Labs
- Directions to Campus
- Distance Ed. Policies
- Multimedia
- Classrooms
- Multimedia Services
- Purpose
- Staff
- Weekly Tips

Courses

Training

Schedule

Distance Ed. Policies

Distance Education Course Implementation Process

1. At least four months prior to offering a distance education course for the first time two forms must be completed and submitted through established administrative channels:

    1. Request to Offer Course (to be submitted by department) see form below
    2. Standard Agreement Form (to be submitted by faculty member)
       Click here to download Acrobat Reader
       Note: The Standard Agreement form is used to determine ownership of technology - mediated materials. Unless notified in writing, ownership resides with the faculty member. Please refer to Procedure 17.02.02 -- Intellectual Property -- Technology - Mediated Instruction.

Request to Offer Course (For Instructors Only)		
First Name:		
Last Name:		
E-mail Address:		
Course Title:		
Course Number:		
Semester course will be offered:		
* *Days and Times*	**Check Days**	**Enter Times:**
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	
	Sunday	

* *Locations*	
Means of course delivery *[Internet, video conference, etc]*	
Projected Course Enrollment:	
Written evidence that the course meets a market demand:	
Projected Course Fees:	
Special technology or library needs:	
Assurance that the proposed course will meet the criteria outlined in the Texas Higher Education Coordinating Board's rules.	○ Yes ◉ No
Submit Reset	* *If Applicable*

2. Upon gaining component approval to offer the distance education course, the requesting department will contact the Director of Instructional Technology and Distance Education to establish a meeting with the faculty member and department head and the Distance Education Support Team (DEST)
3. The requesting department will meet with DEST for coordination of all issues relating to support services. DEST will make recommendations as to the availability of support services for the proposed course.
4. Department heads and deans are notified of required training for faculty member.
5. The course request and DEST's recommendations will be sent to the Graduate School and the Registrar's office.

   Note: Financial incentives are provided to faculty who prepare quality online courses. For additional information, please contact Mary Hendrix.

Approved Procedures for Delivery of Quality Online Instruction

To ensure the delivery of quality online instruction to students:

- Faculty must teach a web-supported (more than 50% of instruction is

face-to-face) prior to offering a web-based course;

- Faculty must use the university's designated course management system;
- Faculty must follow the principles of good practice as defined by Coordinating Board;
- Faculty are required to complete prescribed training.
- An online faculty evaluation will serve as a formative/summative instrument to assess effectiveness of instruction presented to students.

The Department of Instructional Technology and Distance Education will administer the instrument two weeks after the first class day of each fall and spring semester; two days after the first class day of each summer semester; and one day after the classes begin during mini-terms. Data will be gathered and any concerns reported to the faculty member, department head, and dean. The instrument will be administered at the end of the semester or term to assess student satisfaction. Data regarding online instruction will be analyzed and reported to the Office of Institutional Research on an annual basis. The Distance Education Taskforce will analyze data and prepare recommendations for improvement. Using the data and recommendations, the Director of Instructional Technology and Distance Education and the Associate Vice-president for Academic Affairs will develop an action plan describing: strategies, resources required, responsible parties, timelines, and performance measures. The action plan will be prepared annually to coincide with the university's budget cycle.

Approved Procedures for Delivery of Quality Two-Way Interactive Video Instruction

To ensure the quality delivery of two-way interactive video instruction:

- faculty members must participate in the university's four-hour training program prior to teaching;
- faculty members are responsible for ensuring materials, tests, etc., are sent to the remote sites (ITDE will provide assistance)
- faculty members are responsible for originating the delivery of courses from each remote site at *least* once each semester. (ITDE will reimburse faculty for travel expenses);
- faculty members/departments are responsible for the proctoring of examinations. Arrangements can be made with site facilitators at all sites, but specific instructions should be provided to ITDE.
- faculty members are responsible for checking with students periodically during the delivery of each session of instruction to determine if any transmission problems are occurring at remote sites.
- Two-way interactive video courses will be transmitted to a maximum of three remote sites.
- Two-way interactive video courses will be transmitted to those sites at which a site facilitator is available during the hours in which the course is delivered.

- If students have registered for instruction at a particular site, they must remain at that site for the entire semester. Exceptions can be made with permission from the Department of Instructional Technology and Distance Education.
- Faculty members are asked to inform departmental offices and the Department of Instructional Technology and Distance Education of any changes in weekly schedules (e.g., if students are given a library assignment and will not be meeting) or if remote sites will be closed during the dates and times classes are scheduled. If possible, notification should be made at least one week before the change.

Distance Education Program, Certification, or Specialization
Please note: The offering of entire degree programs via distance technologies involves rigorous approvals both on and off campus. Individuals interested in developing such initiatives should contact the Associate Vice President for Academic Affairs during the initial stage of the planning process for assistance in developing the proposed initiative and in preparing the necessary reports.

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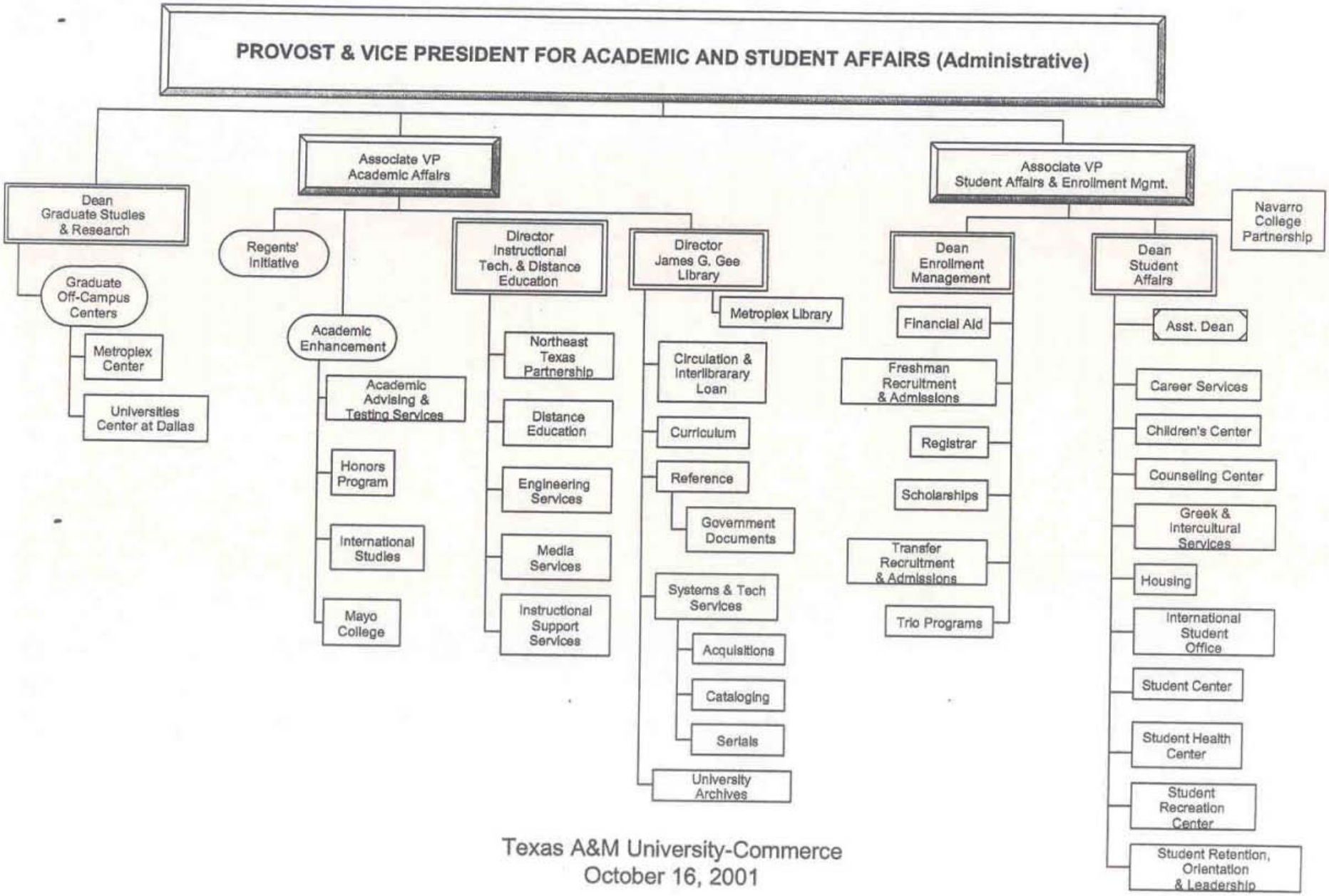

Texas A&M University-Commerce
October 16, 2001

APPENDIX C

TEXAS A&M UNIVERSITY-COMMERCE
PROCEDURES

A03.01 Program Development and Curriculum Approval Process
Effective September 1, 1996
Supplements System Policy 03.02
Supplements System Regulations 03.02.02

1. The university has an approval process for all curriculum matters. Curriculum matters are defined as requests for: (1) new degree programs (substantive and nonsubstantive), (2) changes in program requirements, (3) addition of new courses, (4) changes to existing courses, (5) course reinstatement, (6) cross-listing, and (7) course deletion.

2. For substantive program requests, the following guidelines shall be followed:

   a. Preliminary approval: A concept paper of 3-4 pages is to be prepared, responding to the following items:
      (1) Program description: Describe the program and justify the need for such a program, making clear the basis for that determination.
      (2) Resources: Identify current resources to be utilized and what additional resources will be needed. Include faculty; library resources; secretarial support and other personnel; operating costs, including travel, supplies, printing, postage and major equipment needs; and any other associated costs.
      (3) Benefits: How would the constituencies involved benefit from this program, i.e., university, faculty, students, area industries, businesses, educational entities, citizens, special groups, and others?
      (4) Other considerations: Identify any other factors that should be considered in making an assessment as to whether there should be a major commitment by this university to pursue the establishment of the program.

   b. Presentation to department head and departmental faculty: The initial concept for a new program shall be presented to the department head and departmental faculty for review and feedback. Following that presentation, the concept paper, along with departmental recommendations, will be forwarded to the appropriate dean.

   c. Presentation to Deans Council: The concept paper shall be presented to the respective dean who may:
      (1) personally present it to the Deans Council or
      (2) ask the proposer to present it.

   d. Deans Council Action: The council will evaluate the concept paper and consider such factors as need, available resources, impact on other programs, institutional role and scope, possible response of The Texas A&M University System, political climate and any other pertinent factors. The council will respond in one of the following ways:
      (1) Approve the program identified in the concept paper,

(2) Decide not to pursue the matter, or
(3) Request additional information so that either actions (1) or (2) above can be taken.

e. VPAA Action: The vpaa, with advice from the Deans Council, will do one of the following:
(1) If preliminary approval is not given to the program identified in the concept paper, the vpaa will notify the appropriate dean and department head of the decision.
(2) If preliminary approval is given, the vpaa will notify the appropriate dean and department head to prepare a substantive degree program request in accordance with approved Coordinating Board format and The Texas A&M University System Academic Program Guidelines and submit the material through the curriculum approval process. The vpaa will notify the A&M System Office that a substantive program request is being prepared.

f. Recommendations: At each step of the internal review process, the appropriate individual(s) will recommend approval or disapproval and provide a rationale for the recommendation. The decision as to whether or not a proposal is sent to the A&M System Office rests with the university president.

3. The curriculum process for all other requests shall be initiated by the faculty within the academic department. After being reviewed and approved by the department, requests are acted upon by the respective College Executive Council. Upon approval by the College Executive Council, requests are forwarded to the Office of the VPAA.

4. The VPAA Office forwards the appropriate requests to the following governing bodies for review and recommendations: (1) Faculty Senate--all requests, (2) Council on Teacher Education--teacher certification requests only and (3) the Graduate School--only graduate requests. After recommendations are received from these councils, the Deans Council reviews all of the curriculum requests, taking into consideration prior recommendations, and makes recommendations to the vice president for academic affairs.

5. Following presidential approval, curriculum requests requiring system approval are submitted to the system staff for appropriate action.

6. Approved curriculum requests are submitted, in the required format, to the Texas Higher Education Coordinating Board.

7. Following Coordinating Board approval, curriculum requests are incorporated into the next academic year's Undergraduate Catalog and/or Graduate Catalog.

References: Prior ETSU Policy B-112 dated December 16, 1992; revised March 12, 1997.

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CONTACT FOR INTERPRETATION: Vice President for Academic Affairs

APPENDIX D

ADVANCING SUCCESS

STRATEGIC PLAN 2002-2003

Texas A&M University-Commerce

Approved

Keith D. McFarland

August 1, 2001

Dr. Keith D. McFarland, President and CEO

INTRODUCTION

Following a year of extensive data collection involving environmental scanning and input from all segments of the University community, and in-depth analysis of these data, as well as existing University and regional trend data, the Strategic Planning Committee, comprised of members from all sections of the University Community (see Appendix A for member list) has developed this Strategic Plan for the Academic Years 2002 and 2003. The Strategic Plan was developed in light of the *University Vision* (see Appendix B) developed by President Keith McFarland, and in congruence with the Texas A&M University System *Integrative Plan*, as well as the Texas Higher Education Coordinating Board plan *Closing the Gaps*. This Strategic Plan, *Advancing Success*, is not meant to be a management plan, but rather addresses the broad issues raised during the year of data collection and analysis. This plan should not be seen as a final document, but as a part of a dynamic planning process of continual improvement, both responding to and anticipating the higher educational needs of Northeast Texas and the Dallas-Fort Worth Metroplex.

STRATEGIC INITIATIVES, GOALS, AND STRATEGIES

The strategic planning process distilled six primary strategic initiatives that must be addressed for Texas A&M University-Commerce to succeed in its mission. These initiatives, attendant goals, and strategies are necessarily broad in scope; they provide the direction that all segments of the University should incorporate into their individual plans and decision-making processes.

CHANGE THE CULTURE

The Texas A&M University-Commerce culture—our shared set of generally accepted beliefs and values—has emerged from decades of University activity and is well understood and internalized by faculty, staff, and students. At a time when successful corporations and institutions of higher education have decentralized decision-making, become more customer-oriented, more demanding of quality, and more proactive, we—like most public universities—have been slow to change. Our faculty, staff, and students will create a learning oriented collegial environment with high expectations and standards unified by a clear sense of mission.

GOAL

Texas A&M University-Commerce will move toward a learning-centered, student-oriented, collegial culture with high levels of engagement, expectations, and standards unified by a clear sense of mission.

STRATEGIES

The following strategies address this primary goal.

- Decision-making will be realigned to move the focus within the organization to responsibility centers by empowering faculty, staff, heads (staff and academic), and deans.
- All components of the university will initiate benchmarking, which incorporates identification, study, and implementation of best practices, and will create 3- and 5-year plans for enhancing their areas.

- Leadership is expected at all levels of the university; this expectation involves balancing the desire for consensus building with the need for strong, proactive leaders.
- The University will reward those who build the vision of the university, and will appreciate risk-taking, innovation, cooperation, and academic excellence. This involves "differential staffing"—staffing that meets the specific needs of departments and divisions, with differential reward structures that focus on the specific strengths of the staff member matching the specific needs of the department, division, or institution.
- The University will encourage and reward implementation of "outside the box" innovation.
- The University, in concert with the citizens and businesses of Commerce, will work toward creating the "college town" culture, which welcomes and embraces the student. This enhanced culture will benefit not only the resident student, but commuting and graduate students, faculty and staff, the city of Commerce, and the University as a whole.
- The University will enhance delivery of student services, by making every effort to develop and reward a culture in which student services are, above all, student centered, efficient, user-friendly, and of the highest quality.
- The University will create and publicize measurable service metrics for all student, faculty, and staff services and identify acceptable levels as determined by the comparative benchmarking.

FULLY COMMIT TO THE METROPLEX

The greatest opportunity for growth exists in the Dallas Metropolitan area (Metroplex) yet our present resources are barely adequate to meet our current levels of activity. If A&M-Commerce is to grow and improve, we must become more accessible to the multitudes of prospective students in the Metroplex who seek affordable, quality higher education at the undergraduate and graduate levels, and guarantee quality facilities, services, and personnel to support those students and the programs in which they are enrolled. This initiative should not be seen as being in competition with the Commerce Campus or the traditional Northeast Texas areas, but rather as broadening our scope to respond to demographic realities. A strong presence in some of the fastest growing counties and the major metropolitan region in Texas (all within 100 miles of Commerce) can provide the strength needed to enhance the traditional mission of service to rural Northeast Texas.

GOAL

The Texas A&M University-Commerce Metroplex Center will become a major higher education presence in the Dallas Metropolitan area.

STRATEGIES

The following strategies address this primary goal.

- Classroom space at the Metroplex Center will be expanded, and innovative scheduling will allow more efficient use of Metroplex Center space and faculty members.

- Faculty and staff office space, as well as library and support space at the Metroplex Center will be expanded. This expansion includes workspace, conference rooms, an advising center, and expanded parking space.
- Student Services at the Metroplex Center will be expanded by implementing a "one-stop" center established at the Metroplex Center where students can complete enrollment, register for classes, and complete financial transactions.
- The University will take advantage of partnerships with high schools and community colleges in the Metroplex to offer courses and programs to more effectively serve the region

DEVELOP AND SUPPORT INNOVATIVE UNDERGRADUATE INITIATIVES TO ENSURE STUDENT ACCESS AND SUCCESS

While A&M-Commerce is unique in the high proportion of graduate students and graduate semester hours generated, the undergraduate programs are the core and heart of the University, especially on the Commerce campus. The University must review existing programs and services and develop and implement innovative undergraduate initiatives to attract and retain quality undergraduate students. This initiative addresses the major statewide issue of access and success.

GOAL

Texas A&M University-Commerce will review existing undergraduate academic programs and support services as well as develop and implement innovative undergraduate initiatives to ensure undergraduate access and success.

STRATEGIES

- In order to assure strong undergraduate programs, on-going program assessment will be established. This assessment will include as a major component student learning outcomes appropriate for each program. Program assessments will not only assure the quality of existing programs, but will incorporate on-going analysis of market needs and the development of new programs to meet those needs, as well as modification of existing programs.
- In order to meet the changing needs of undergraduate students, the University will incorporate flexible scheduling and innovative modes of delivery for undergraduate programs.

- The University will commit to undergraduate student services that are student centered, efficient, user-friendly, and of the highest quality as determined by comparative service levels at competitive institutions.
- Recognizing the funding, demographic, and geographic factors that suggest community colleges will continue to thrive in Texas, A&M-Commerce will strengthen our recruiting efforts and transfer partnerships with community colleges throughout Northeast Texas.
- The University will devote major efforts to attract and retain qualified freshman and undergraduate transfer students.
- The marketing and recruiting campaign will be enhanced and become an on-going, continuous effort.
- The University will increase marketing and outreach efforts to the Texas Hispanic population, the most rapidly growing segment of our state, while maintaining our traditionally strong appeal to African American and Anglo students.
- The University will develop recruitment plans for high schools and community colleges that include academic departments, faculty, staff, and students. Faculty recruitment activities should figure in faculty, department head, and dean reward systems.
- A&M-Commerce will begin a University-wide review of admission policies and standards with the goal of enhancing access and success for the citizens of Texas, without sacrificing academic rigor and standards.

EMPHASIZE QUALITY GRADUATE PROGRAMS

Texas A&M University-Commerce is the second largest graduate degree-granting institution in the Texas A&M University System, and is classified by the Carnegie Foundation as a Doctoral Research—Intensive institution. Graduate programs comprise a major part of the overall effort of the University to meet the needs of professionals preparing for advanced academic accomplishments. A&M-Commerce serves a vital need in Northeast Texas and the Dallas Metroplex by providing quality, affordable graduate programs to the citizens of this region. In order to continue the tradition of quality graduate education, the University must commit to supporting quality graduate programs, especially at the doctoral level.

GOAL

Texas A&M University-Commerce will identify and strengthen quality graduate programs, especially at the doctoral level, to serve more effectively the graduate educational needs of the citizens of Northeast Texas and the Dallas Metroplex, as measured by increased enrollments, number of degrees awarded, and industry/educational employer perceptions.

STRATEGIES

- The University will strengthen efforts to increase external funding. While teaching is the traditional strength and focus of our University, the fact that we are classified as a Doctoral Research—Intensive institution means that our graduate faculty members, especially those teaching in doctoral programs, must engage in a sufficient level of research to maintain the integrity of our programs at a time when research is becoming more dependent on external grant money. Increased external funding strengthens programs,

provides more opportunities for graduate students to become involved in meaningful research, and enhances the integrity and reputation of the University.

- The University will engage in an on-going evaluation of graduate programs (both master's and doctoral) to identify those performing above or below expectations. This ongoing review should include market evaluations to identify needs for any new graduate programs.
- The University will reward scholarship consistent with departmental and college missions, recognizing that the mix of undergraduate, master's and doctoral efforts varies greatly by department, and this variation will be acknowledged in the faculty reward system, especially in light of scholarship. Specific job descriptions, with specific expectations for scholarship, will be consistent with departmental and college missions, and will be used to link job performance to evaluation, merit raises, promotions, and tenure.

INCREASE LEVERAGE OF QUALITY TECHNOLOGY BASED LEARNING

Quality technology-based education can address geographic challenges in the Northeast Texas region and can broaden the student market by delivering educational programming to students in an anywhere/anytime format. Given the rural nature of our traditional service area, the large service potential in the Dallas Metroplex, recent developments in electronic communications, and the increase in technology-based learning activities from our competitors, we must develop and deliver targeted undergraduate and graduate programs—not just courses—via technology based learning if we are to maintain or enhance our current market share.

GOAL

Texas A&M University-Commerce will continue to enhance, with appropriate assessment and evaluation, our technology-based learning efforts, and will become the technology-based learning leader in the Northeast Texas and the Dallas Metroplex regions as measured by the numbers of technology-based education course offerings and participating students.

STRATEGIES

- A&M-Commerce will increase technology-based learning partnerships with regional high schools, community colleges, and other universities, particularly Texas A&M System universities.
- The University will develop and implement innovative undergraduate and graduate programs to be offered via appropriate technology-based learning methods.

- Colleges and Departments will encourage and reward faculty who develop and implement innovative, quality technology-based learning courses and programs.

HIGHLIGHT PROGRAMS OF NATIONAL AND REGIONAL REPUTE

Programs of national and regional repute are critical to the future success of Texas A&M University-Commerce and to the enhancement of the Texas A&M University System. Programs of national and regional repute not only enhance the prestige of the university and System, but attract the highest quality students from the region, state, nation, and worldwide. The strategies for this initiative and goal encompass the criteria by which these programs will be selected.

GOAL

Texas A&M University-Commerce will identify one program of national reputation and two programs targeted for regional prominence.

STRATEGIES (CRITERIA)

- The identified program(s) will have a track record of excellence with an image and reputation of quality.
- The identified program(s) will show evidence of uniqueness within the region, state, nation, and world.
- The identified program(s) will demonstrate an ability to secure external financial support.
- The identified program(s) will have the potential to ultimately become self-sustaining.
- The identified program(s) will have the potential to attract quality students from the region, state, nation, and world.

CONCLUSION

A&M-Commerce faces many challenges, and with strong strategic leadership the future can be bright. Our university is strategically situated close to one of the most dynamic metropolitan areas of the world, yet it still maintains a personal, small-town appeal. Our graduate programs, especially in education and business, are recognized as programs of the highest quality. Outstanding potential for new programs and distance education exists, but careful planning needs to be done to chart the courses for these new areas. Plans now being developed by various State agencies will draw wide-scale attention to higher education in Texas, and we must anticipate State mandates to position our University to our best advantage. A&M-Commerce must plan for change, which is inevitable, and chart a course well into the 21st century.

Appendix A

Strategic Planning Committee

Dr. Don Cawthon, *Agricultural Sciences*
Mr. Ronnie Brooks, *Trio Programs*
Dr. Jim Hardy, *Secondary & Higher Education*
Dr. William Wadley, *Art*
Ms. Aurora Dokken, *Music*
Dr. Steve Shwiff, *Economics & Finance*
Mr. Randy McDonald, *Admissions*
Dr. Jerry Hutton, Dean, *College of Education*
Ms. Debra Wilkison, *Scholarship Office*
Dr. Elton Stetson, *Elementary Education*
Dr. David Wierschem, *General Business & System Mgt.*
Dr. Paul Zelhart, *Psychology & Special Education*
Dr. John Hanners, *Communication & Theatre*
Ms. Mitzi Money, *Associate Vice President, Business*
Mr. Pat Taylor, *Director of Development*
Mr. Larry Goddard, *Division of Marketing and Resource Development*
Dr. Carmen Salazar, *Counseling*
Dr. Chuck Arize, *General Business & System Mgt.*
Mr. Thad Anglin, *Assistant Dean of Students*
Dr. Bud Smith, *Associate Vice President for Student Affairs*

Representing the Faculty Senate

Dr. Sandy Weeks, Health, *Kinesiology & Sports Studies*
Dr. Gerald Haskins, *Communication & Theatre*
Dr. Madeline Justice, *Secondary & Higher Education*

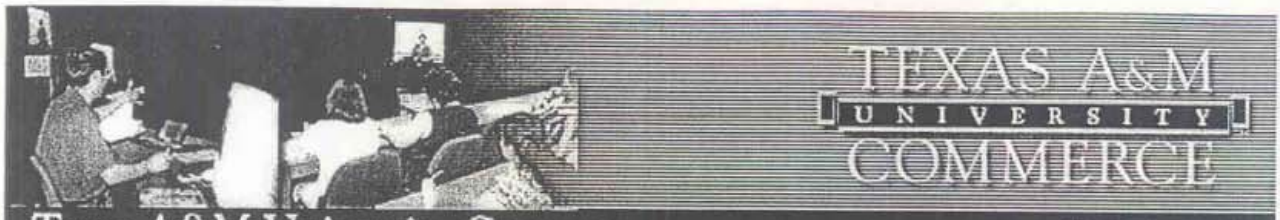
Co-Chairs
Dr. Randy McBroom, *Institutional Research*
Dr. John Parnell, *Marketing and Management*

Ex-Officio
Dr. Ron Huffstutler, *Associate Vice President, Planning*
Mr. Jeremy McMillen, *Institutional Research*
Ms. Kim Bush, *Center for Professional Development*

Appendix B

See the A&M Commerce Website at:
http://www7.tamu-commerce.edu/vision/vision2000-main.htm

APPENDIX E



General Information

Computer Labs
Directions to Campus
Distance Ed. Policies
Multimedia
Classrooms
Multimedia Services
Purpose
Staff
Weekly Tips

Courses

Training

Schedule

Distance Ed. Policies

Distance Education Course Implementation Process

1. At least four months prior to offering a distance education course for the first time two forms must be completed and submitted through established administrative channels:

    1. Request to Offer Course (to be submitted by department) see form below
    2. Standard Agreement Form (to be submitted by faculty member)
       Click here to download Acrobat Reader
       Note: The Standard Agreement form is used to determine ownership of technology - mediated materials. Unless notified in writing, ownership resides with the faculty member. Please refer to Procedure 17.02.02 -- Intellectual Property -- Technology - Mediated Instruction.

Request to Offer Course (For Instructors Only)		
First Name:		
Last Name:		
E-mail Address:		
Course Title:		
Course Number:		
Semester course will be offered:		
** Days and Times*	**Check Days**	**Enter Times:**
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	
	Sunday	

* Locations	
Means of course delivery *[Internet, video conference, etc]*	
Projected Course Enrollment:	
Written evidence that the course meets a market demand:	
Projected Course Fees:	
Special technology or library needs:	
Assurance that the proposed course will meet the criteria outlined in the Texas Higher Education Coordinating Board's rules.	○ Yes ◉ No
Submit Reset	* *If Applicable*

2. Upon gaining component approval to offer the distance education course, the requesting department will contact the Director of Instructional Technology and Distance Education to establish a meeting with the faculty member and department head and the Distance Education Support Team (DEST)
3. The requesting department will meet with DEST for coordination of all issues relating to support services. DEST will make recommendations as to the availability of support services for the proposed course.
4. Department heads and deans are notified of required training for faculty member.
5. The course request and DEST's recommendations will be sent to the Graduate School and the Registrar's office.

   Note: Financial incentives are provided to faculty who prepare quality online courses. For additional information, please contact Mary Hendrix.

Approved Procedures for Delivery of Quality Online Instruction

To ensure the delivery of quality online instruction to students:

- Faculty must teach a web-supported (more than 50% of instruction is

face-to-face) prior to offering a web-based course;

- Faculty must use the university's designated course management system;
- Faculty must follow the principles of good practice as defined by Coordinating Board;
- Faculty are required to complete prescribed training.
- An online faculty evaluation will serve as a formative/summative instrument to assess effectiveness of instruction presented to students.

The Department of Instructional Technology and Distance Education will administer the instrument two weeks after the first class day of each fall and spring semester; two days after the first class day of each summer semester; and one day after the classes begin during mini-terms. Data will be gathered and any concerns reported to the faculty member, department head, and dean. The instrument will be administered at the end of the semester or term to assess student satisfaction. Data regarding online instruction will be analyzed and reported to the Office of Institutional Research on an annual basis. The Distance Education Taskforce will analyze data and prepare recommendations for improvement. Using the data and recommendations, the Director of Instructional Technology and Distance Education and the Associate Vice-president for Academic Affairs will develop an action plan describing: strategies, resources required, responsible parties, timelines, and performance measures. The action plan will be prepared annually to coincide with the university's budget cycle.

Approved Procedures for Delivery of Quality Two-Way Interactive Video Instruction

To ensure the quality delivery of two-way interactive video instruction:

- faculty members must participate in the university's four-hour training program prior to teaching;
- faculty members are responsible for ensuring materials, tests, etc., are sent to the remote sites (ITDE will provide assistance)
- faculty members are responsible for originating the delivery of courses from each remote site at *least* once each semester. (ITDE will reimburse faculty for travel expenses);
- faculty members/departments are responsible for the proctoring of examinations. Arrangements can be made with site facilitators at all sites, but specific instructions should be provided to ITDE.
- faculty members are responsible for checking with students periodically during the delivery of each session of instruction to determine if any transmission problems are occurring at remote sites.
- Two-way interactive video courses will be transmitted to a maximum of three remote sites.
- Two-way interactive video courses will be transmitted to those sites at which a site facilitator is available during the hours in which the course is delivered.

- If students have registered for instruction at a particular site, they must remain at that site for the entire semester. Exceptions can be made with permission from the Department of Instructional Technology and Distance Education.
- Faculty members are asked to inform departmental offices and the Department of Instructional Technology and Distance Education of any changes in weekly schedules (e.g., if students are given a library assignment and will not be meeting) or if remote sites will be closed during the dates and times classes are scheduled. If possible, notification should be made at least one week before the change.

Distance Education Program, Certification, or Specialization
Please note: The offering of entire degree programs via distance technologies involves rigorous approvals both on and off campus. Individuals interested in developing such initiatives should contact the Associate Vice President for Academic Affairs during the initial stage of the planning process for assistance in developing the proposed initiative and in preparing the necessary reports.

Contact Us | Compact with Texans | State Wide Search | Privacy Policy | Got Questions | State Of Texas

Formative Evaluation

Gender
Age (under 25, 25-30, 30-35, 35-45, 45-50, 50-55, 55 or older)
Work (full-time, part-time, not working)
Miles from Campus (under 10, 10-30, 30-60, over 60)
Number of Online Courses taken at A&M-Commerce

I believe I currently possess the computer knowledge and skills that are necessary to understand and use the on-line technology required to participate in this course.

I have been receiving timely and academically helpful assistance and feedback with assignments.

The goals and objectives of this course are consistent with the course assignments.

Instructions for completing assignments are clear and concise.

I am aware of the technical services available to me as an online learner (i.e., I know where to go and/or whom to call if I have a technical question).

I am aware of the support services available to me as an online learner (i.e., library resources, advising, career services, etc.).

I was able to access my on-line course on or before the first day of class.

I was able to obtain any required materials (text, CD's, etc.) on or before the first day of class.

The university registration process for on-line classes is efficient.

I feel my needs are being met and that I will be successful in this course.

At this point in the semester, I feel A&M-Commerce is fulfilling its mission of "nurturing and educating for success through access to academic, research, and service programs of high quality."

Additional Comments:

Summative Evaluation (Psychology)

Gender
Age (25-30, 30-35, 35-40, 45-50, 50-55, 55 or older)
Work (full-time, part-time, not working)
Miles from Campus (under 10, 10 to 30, over 30)
Number of Online Courses you have taken at A&M-Commerce

I have learned or am learning an acceptable amount about the subject matter of this course.

The instructor clearly stated the course objectives at the beginning of the course.

The instructor graded my work according to the announced standards and procedures.

The tests covered skills and material discussed on-line or assigned as outside reading.

The instructor was reliable in being available as scheduled.

The instructor was reliable in setting and keeping out-of-class appointments.

If assignments and tests were used, the instructor returned them promptly.

I would recommend this course to other students.

I would rate the instructor's teaching effectiveness as:

The office staff members of the Psychology and Special Education Department are consistently helpful.

Academic advising in the Department of Psychology and Special Education is excellent.

I am likely to: (complete my degree at A&M-Commerce, drop out of the university, transfer to another school, drop out of school for a period of time, go to school part-time)

Additional comments - about this class:

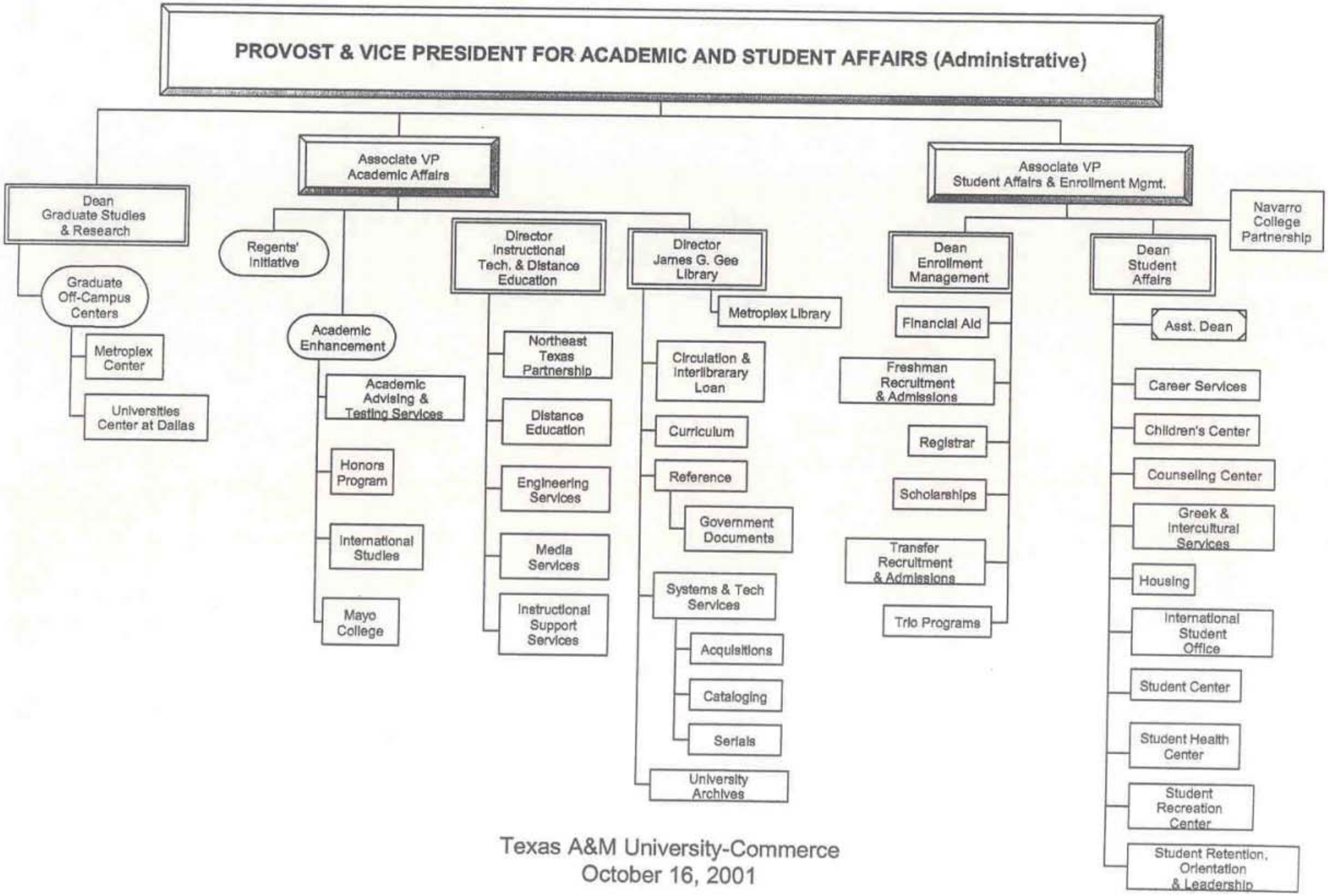
The thing(s) I would most like to see improved at A&M-Commerce is/are:

The thing(s) I like most about A&M-Commerce is/are:

The most important reason(s) that students drop out of A&M-Commerce is/are:

The most important change that would improve student retention in the College of Education would be:

APPENDIX F



Texas A&M University-Commerce
October 16, 2001

Texas A&M University-Commerce

Information Resources Strategic Plan

For The FY 2003-2007 Period

Computing, Telecommunications & Information Services
PO Box 3011
Commerce, Texas 75429

Michael R. Cagle
Director, Computing, Telecommunications
& Information Services

Dr. Keith McFarland
President and Chief Executive Officer

Contact: Michael R. Cagle – 903-886-5421 - Computing, Telecommunications & Information Services

Table 1: Goals, Objectives, Strategies, and Programs

Item	Description
Goal	Texas A&M University-Commerce will deliver seamless, integrated university services to citizens through coordinated, university-wide information resources. Supports the 2001 State Strategic Plan for Information Resources Goals 1 and 4 and the University's LAR goals 1 and 2.
Objective	Integrated information technology services are available to students, faculty, staff, alumni, and citizens through a World Wide Web interface. Outcomes - All student interactions including admission applications, financial aid application and status checking, registration, fee payments, grading, unofficial transcript display, and fee payments are made available to students via the web. - All faculty and staff interactions with the University such as parking permits, insurance plan selection, payroll deduction selections, travel applications and reimbursement, etc. are made available to faculty and staff via the web. - All other group interactions are made available via the web.
Strategy	- Enumerate strengths and deficiencies of existing systems. - Evaluate commercial product offerings. - Evaluate joint projecting with the Texas A&M University System. - Determine product to pursue. - Evaluate the WTDROC for hosting the system. - Determine project budget, timeline, and resource needs. - Implement project. - Evaluate outcomes.

Table 1: Goals, Objectives, Strategies, and Programs (Continued)

Item	Description
Goal	Provide a secure/virus free network infrastructure. This supports Texas IR Goals 2 and 3 and A&M-Commerce LAR goals 1 and 2.
Objective	Provide a secure network.
Strategy	Complete installation of the campus firewall infrastructure.
Strategy	Install a virtual private network for authorized off-campus and wireless network access.
Strategy	Implement a secure wireless network.
Strategy	Implement a Network Intrusion Detection System.
Objective	Provide a virus free network infrastructure. Outcome The number of viruses detected by the virus scanning software on client personal computers drops to an insignificant level. This means the network infrastructure stopped the viruses without having to depend on the last line of defense.
Strategy	Install an email gateway that scans all inbound and outbound email for viruses.
Strategy	Install a combination HTTP, SMTP, FTP, POP3, and IMAP gateway from a different vendor from the email gateway to provide additional robustness to the virus scanning process.
Strategy	Upgrade the administrative Microsoft Exchange server from version 5.5 to Exchange 2000 to take advantage of improved virus scanning technology.
Goal	Provide Unified Access to A&M-Commerce Systems and Facilities. This supports Texas IR Goals 2 and 3 and A&M-Commerce LAR Goal 2.
Objective	A single user logon and password make systems more accessible to users and enhance the ability to successfully implement stronger password rules.
Strategy	Enable existing applications to use a common username/password directory. In some cases this will mean enabling existing product features. In other cases, this will mean either software development or purchase.
Strategy	Insure that purchased systems can use LDAP for authentication and directory access.
Objective	Provide unified access to University facilities.
Strategy	Implement a one card system that can be used for 1) campus and area purchases, 2) authorized access to university facilities such as food service, residence halls, computer labs, and the library, and 3) sports and other campus events.

Table 1: Goals, Objectives, Strategies, and Programs (Continued)

Item	Description
Goal	Provide optimum voice services.
Objective	Upgrade local service.
Strategy	Issue RFP for local phone service.
Strategy	Convert standard local telephone trunks to ISDN to increase call handling capacity and to provide caller ID.
Objective	Optimize long distance.
Strategy	Implement Voice-Over-IP (VOIP) to take advantage of campus network connections.

Table 2a: Databases

Database Name	Student Information System Database for Texas A&M University-Commerce
Database Description	This database contains all student records including admissions, biographical information, billing and academic history for all students attending the University since 1983.
Database System	VSAM
Estimated Physical Storage Requirements	10 gigabytes
GIS Data Classification	Contains no GIS information.
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce.
Future	This database will be migrated to an enterprise based information system in the FY 2005 to FY 2006 time period.

Database Name	Student Information System Database for Texas A&M University-Texarkana
Database Description	This database contains all student records including admissions, biographical information, billing and academic history for all students attending the University since 1983.
Database System	VSAM
Estimated Physical Storage Requirements	2 gigabytes
GIS Data Classification	Contains no GIS information.
Sharing	The information contained in this database is proprietary to Texas A&M University-Texarkana.
Future	This database will be migrated to an enterprise based information system in the FY 2005 to FY 2006 time period.

Database Name	Library System Database
Database Description	This database contains descriptive information for all the library holdings including circulation information.
Database System	Proprietary
Estimated Physical Storage Requirements	4 gigabytes
GIS Data Classification	Contains no GIS information.
Sharing	This database is searchable via the web.
Future	The software vendor will deliver a software upgrade during the planning process that will make sharing this database simpler and more efficient.

Table 2b: Applications

Application Name	Student Information System for A&M-Commerce
Type	Server based, Web-enabled, Electronic Commerce.
Description	System to maintain student records.
Database System	VSAM
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce.
Future	This database will be converted to one of the major database systems (Oracle, DB2 or Microsoft SQL Server) when the software vendor delivers the next generation of the Student Information System software (SCT/Plus2000). The primary cost for this conversion will be the cost of the database software and the hardware platform to support it.

Application Name	Student Information System for Texas A&M University-Texarkana
Type	Server based, Web-enabled.
Description	System to maintain student records.
Database System	VSAM
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Texarkana.
Future	This database will be converted to one of the major database systems (Oracle, DB2 or Microsoft SQL Server) when the software vendor delivers the next generation of the Student Information System software (SCT/Plus2000). The primary cost for this conversion will be the cost of the database software and the hardware platform to support it.

Application Name	Library Automation
Type	Client Server, Web-Enabled.
Description	Software package that automates all functions of the Gee Library.
Database System	Proprietary
Development Language	Closed System
Sharing	Texas A&M University-Commerce is in the process of implementing a Z39.50 interface to this data so that other libraries within Texas can automatically search this database.
Future	The software vendor will deliver a software upgrade during the planning process that will make sharing this database simpler and more efficient.

Application Name	Alumni System
Type	Server based.
Description	Software to maintain a University alumni database.
Database System	Locally developed.
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce.
Future	This system will be either converted to a web-based system using either Visual Basic or Java or a packaged system will be purchased for this function.

Table 2b: Applications (Continued)

Application Name	Telephone Accounting System
Type	Server based.
Description	Software to maintain information for internal telephone billing and campus wiring.
Database System	Locally developed.
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce.
Future	This system will be either converted to a web-based system using either Visual Basic or Java or a packaged system will be purchased for this function.

Application Name	Sallie Mae NDSL Student Loan System
Type	Microcomputer network based.
Description	System to track NDSL student loans, calculate interest according to federal government rules, and receive payments.
Database System	Dataflex
Development Language	Dataflex
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce.
Future	This system will be converted to a web-enabled system during the planning period.

Application Name	TAMU-Commerce Leave Reporting System
Type	Web and Client-Server based.
Description	System to track employee leave reporting
Database System	Microsoft SQLServer
Development Language	Microsoft Visual Basic
Sharing	This system is available to other state agencies and universities.
Future	This system is functionally stable. Minor additions will be made to accommodate reporting such as extra duty pay for police officers.

Application Name	TAMU-Commerce BOLT—Budget Online Transfer System
Type	Web and Client-Server based.
Description	System to enable web-based budget transfer requests
Database System	Microsoft Access
Development Language	Microsoft Visual Basic
Sharing	This system would be most applicable to other Texas A&M System members.
Future	Ongoing development.

Table 3: Information Resources Management Organizations, Policies, and Practices

Category	Brief Summary/Overview
Priorities	The Computing, Telecommunications and Information Services Department provides services on a first-come, first-serve basis. In cases where this process is not appropriate, the CTIS Director works with the requesting users to establish priorities appropriate for extraordinary situations. The CTIS senior staff members participate in various campus committees including the Student Information System Project Implementation Team (SIS/PIT), the Teaching, Learning, and Technology Roundtable (TLTR), and the Academic Technology Committee. Because A&M-Commerce is a relatively small organization, this process works quite effectively.
Planning	The Director of CTIS works with the Director of Instructional Technology & Distance Education and the Director/Assistant Director of the Library to develop the IR Strategic Plan. The plan is reviewed by the University President before submission to the LBB.
Quality Assurance	Texas A&M University-Commerce has developed Quality Assurance procedures based on the DIR Quality Assurance Guidelines. The procedures will be revised when DIR produces the simplified and improved version of its Quality Assurance Guidelines planned for the near future.
Personal Computer Replacement Schedule	The Academic Affairs and Student Services Division has implemented a three-year replacement schedule for PC's within that division. This represents the majority of PC's on campus. PC's replaced are evaluated for possible redeployment.
Procurement	A&M-Commerce has evaluated leasing versus purchasing using the DIR's *Guidelines for Lease vs. Purchase of Information Technologies* and determined that purchasing is more cost effective for the University.
Disaster Recovery	Texas A&M University-Commerce has developed a Business Continuity Plan that defines the priorities and procedures for disaster recovery and business continuity. The disaster recovery plan is tested twice per year. The Business Continuity Plan was developed this past year and will be reviewed each October. A&M-Commerce is working with Prairie View A&M University to provide reciprocal recovery services.
Data Center Operations	Texas A&M University-Commerce operates a data center composed of Intel based servers, one Sun Solaris server, and one Compaq Alpha server. The Compaq Alpha server will be taken out of service in the FY 2002. The WTDROC was consulted before the University converted from an IBM mainframe to an Intel based server but no quotation was provided.

Table 3: Information Resources Management Organizations, Policies, and Practices (Continued)

Category	Brief Summary/Overview
Standards	Texas A&M University-Commerce personnel monitor the PESO working group listserv to stay apprised of changes to the standards published at http://www.dir.state.tx.us/standards. The University web manager works with campus web developers to apply the web standards specified by DIR.

APPENDIX G

TEXAS A&M UNIVERSITY COMMERCE

Texas A&M University-Commerce

Instructional Technology & Distance Education

Training for online instruction at Texas A&M University-Commerce consists of the following :

1. Face-to-face instruction regarding the use of the university-approved course management system and an overview of university procedures and legal issues associated with online instruction.
2. Completion of two online modules addressing with the principles of good practice and copyright and accessibility issues.

Faculty must complete the prescribed training prior to teaching online. Please contact the Distance Education Support Team (DEST) to schedule training.

After completing the training, the faculty member will:

1. Describe the differences in face-to-face and online instruction and how the two environments differ for both the instructor and for students.
2. Analyze the characteristics of students to determine those who are most likely to be successful completing online courses.
3. Create a written response to the common concerns expressed by students who are considering online instruction.
4. Develop an online course that follows the principles of good practice.
5. Examine A&M-Commerce's procedures for online instruction.
6. Apply A&M-Commerce's procedures in requesting approval to teach online courses and in developing, delivering, and evaluating online courses.
7. Analyze copyright issues impacting online instruction.
8. Develop course (s) that comply with current copyright rulings regarding online instruction.
9. Analyze students with disabilities legal issues.
10. Develop course (s) that comply with current legal issues.

APPENDIX H

TEXAS A&M UNIVERSITY-COMMERCE
PROCEDURES

A12.02 Faculty Workload
Effective September 1, 1996
Supplements System Policy 12.03

1. This document contains the regulations, standards, and procedures for the interpretation of full and part-time institutional workload requirements, and for the range of acceptable assignments within its definitions of faculty workload. The assignments will only be implemented as institutional resources are available, with teaching loads having the first priority.

2. Teaching Load

   The workload assignment must be primarily the responsibility of an academic unit and its department or college head. These administrators must be held accountable for individual compliance with institutional procedures, and for distributing the duties in their academic unit so that each faculty member contributes maximally to the department program according to his or her capabilities and experience. (CB Faculty Workload Policy Guidelines, Fall 1992)

   a. Fall and spring semesters: The normal long term teaching assignment for a faculty member is:

      (1) Twelve (12) semester credit hours for a faculty member teaching any combination of master's/undergraduate courses.

      (2) Nine (9) semester credit hours for a faculty member teaching <u>only</u> graduate courses.

   b. Summer term: The normal summer teaching assignment for a faculty member employed full-time in the summer is at least twelve (12) semester credit hours or the equivalent.

   No faculty member who is paid entirely out of "faculty salaries" will teach--other than through equivalents--less than: 1) two organized courses totaling at least six (6) semester credit hours per week in a long term or 2) one organized course totaling at least three (3) semester credit hours per summer term without the specific authority from the vice president for academic affairs with approval of the president.

3. Workload Assignments

   The primary duty of faculty members is to teach. Research and/or developmental activities are expected and indispensable parts of the regular workload of all permanent faculty members.

   a. Direct instructional activities (Code 01) include interaction with students related to instruction, preparation for such instruction, and evaluation of student performance. The various types of instruction include, but are not limited to, lecture, laboratory, practicum, seminar, independent study, private lessons, self-paced instruction,

televised instruction, supervision of thesis, and dissertation. (CB Faculty Workload Policy Guidelines, Fall 1992)

b. The operational complexity of an institution that is a multipurpose university engaged in graduate education entails the performance of many essential activities by faculty members including: (1) studying, investigating, discovering, and creating; (2) performing curricular tasks auxiliary to teaching and research; and (3) beneficially influencing students and citizens in various extracurricular ways. These activities must be accounted for in computing a valid workload profile. In this policy, these functions and situations are categorized in terms of semester hour equivalents under three principal headings: administrative assignments (Code 02), any other professional assignments directly related to the teaching function (Code 03), and overload credit (Code 05).

4. Workload Equivalencies

It is the responsibility of the faculty members or department head, as appropriate, to initiate a request for a workload equivalency. The request will be approved or disapproved by the department head and dean. If approved, it will be forwarded to the vice president for academic affairs for review and approval prior to the semester for which it is requested. All workload equivalencies must be approved by the president prior to their submission to the Chancellor.

a. Administrative assignments (Code 02) include those which directly supplement the teaching function such as, but not limited to, heads of teaching departments, coordinators or directors of special academic programs, or multi-section courses including supervision or coordination of laboratories or lectures utilizing teaching/graduate assistants. (CB Faculty Workload Policy Guidelines. 2-6 semester credit hours)

b. Any other professional assignments (Code 03), including research and creative activities, which directly relate to the teaching function. It is the responsibility of the faculty member to submit a proposal for a research or a creative project to the department head by the eighth week of the semester preceding the anticipated equivalency. (2-6 semester credit hours)

The president may approve a reduced teaching load if classes do not materialize because of insufficient numbers of students and when additional classes cannot be assigned to the faculty member. This exception may be granted for two consecutive long term semesters for any particular faculty member. After this time, the situation will be evaluated by the Chief Academic Officer.

In addition, the vice president for academic affairs may grant limited faculty teaching load credit for major academic advisory responsibilities, for preparing major documents in the fulfillment of programmatic needs or accreditation requirements, and for duties performed in the best interest of the institution's instructional programs. (2-6 semester credit hours)

Five completed master's and/or honors theses or three completed dissertations will be equivalent to three (or four) semester credit hours workload equivalency.

c. Overload credit (Code 05) for any given semester may earn the faculty member workload equivalency during a subsequent semester. Overload credit may not be

cumulative for more than eight (8) semester credit hours and may not exceed four (4) semester credit hours in any semester.

5. Split Appointments

When a faculty member is paid partially from a source of funds other than the "faculty salaries" line item, the minimum teaching workload shall be proportioned to the percentage of salary paid from the appropriations item "faculty salaries."

6. Teaching Assistants

The work load for a full-time assistant in the fall or spring semester is teaching six (6) semester credit hours. The summer teaching load shall be three (3) semester credit hours per term. A lesser assignment is possible with a reduced stipend.

7. Reporting

The vice president for academic affairs will monitor workloads, review workload reports and submit the reports through administrative channels for approval and comment as appropriate prior to submitting the reports to the Chancellor and the Coordinating Board. The standard reporting format and deadlines as provided by the Coordinating Board in accordance with Section 51.402 (c) and Section 51.403 (b), (c) and (d) of the Texas Education Bill will be followed.

References: Prior ETSU Policies II N 4.1 approved February 16, 1979 and II N 4.2, approved April 6, 1972; revised February 6, 1979; and D-34 revised June 21, 1994.

****

CONTACT FOR INTERPRETATION: Vice President for Academic Affairs

WORKLOAD EQUIVALENCY PROPOSAL
(REASSIGNED TIME REQUEST)

Please refer to Procedures A12.02, Faculty Workload, for criteria relating to these reassignments, equivalencies and credits.

College of _____ _____Semester(s), 19_____

Faculty Name _____ _____FTE Reassigned
Time Requested

Type of Equivalency _____

(Please complete the following as applicable; additional pages may be attached, if more space is needed.)

1. PURPOSE OF EQUIVALENCY OR EXPLANATION OF REQUEST:

2. METHOD:

3. EXPECTED OUTCOME:

4. METHOD OF EVALUATION:

Approved by:

Department Head:_____ Date_____

Dean:_____ Date_____

Vice President's Office:_____ Date_____

Workload Equivalency/Reassigned Time/Credit Codes:

02 = Administrative Assignments

03 = Any Other Professional Assignment (research, creative activity, major academic advisory responsibilities, accreditation responsibilities or reassigned time for past overload credit—see Procedure A12.02 for full explanation)

FACULTY APPOINTMENT CODES

A. Appointments funded from the Faculty Salaries element of cost:

CODE

01 Direct instructional activities which include interaction with students related to instruction, preparation for such instruction, and evaluation of student performance. The various types of instruction include: lecture, laboratory, practicum, seminar, independent study, private lessons, alternative learning activities, thesis, and dissertation.

02 Administrative assignments which directly supplement the teaching function, such as heads of teaching departments, coordinator of special programs or multi-section courses, etc.

03 Any other professional assignments which an institution considers to be directly related to the teaching function.

05 Overload -- to be used only for those teaching assignments which are in addition to a 100% teaching (codes 1, 2, & 3) load.

B. Appointments funded from elements of cost other than Faculty Salaries:

CODE

10 Extension and Public Service
11 Instructional Administration
12 Organized Research
13 General Administration and Student Services
14 General Institutional Expense
15 Library
16 Special Items
17 Any element of cost not listed above

C. Appointments funded from all other sources:

CODE

20 Intercollegiate Athletics
21 Other Auxiliary Enterprises
22 Sponsored Projects
23 Any source not listed above

Source: Appendices to the Reporting and Procedures Manual, Texas Higher Education Coordinating Board, 9-92

APPENDIX I

General Information
Computer Labs
Directions to Campus
Distance Ed. Policies
Multimedia
Classrooms
Multimedia Services
Purpose
Staff
Weekly Tips
Courses
Training
Schedule

Texas A&M University-Commerce

Procedures

A17.02.02 Intellectual Property—Technology-Mediated Instruction

Effective September 1, 2001

Supplements System Policy 17.02

Supplements System Regulation 17.02.02

1. Philosophy

The success of our university hinges on the intellectual capacity and creativity of our faculty, staff, and students. Technology-mediated instruction is an emerging area that the Texas A&M University System embraces and supports as a gateway to distance education for students. The creation of courseware by private sector entities or other public universities offers the prospect of the loss of tuition and formula funding vital to the components of the Texas A&M University System. The System's intellectual property management process recognizes the principle of the rights of authors to their works.

2. Application

This procedure shall be applicable only to copyrightable materials that facilitate and support Technology-Mediated Instruction.

3. Definitions

For the purposes of this procedure, the following terms are defined:

3.1 Technology-Mediated Instruction: Instructional activities that use technological innovation in the development and delivery of course content to students whether in a traditional

setting or through distance education;

3.2 Technology-Mediated Materials: Materials and the intellectual property rights on such materials that are copyrightable works developed to facilitate and support the instructional delivery of course content through technology-mediated instruction;

3.3 Institutional Works or Institutional Works for Hire: Copyrightable works created for institutional purposes in the course of the creators' employment, including, but not limited to, simultaneous or sequential contributions over time by numerous faculty, staff, or students.

4. Ownership Rights

4.1 Faculty and staff own technology-mediated materials, except for certain limited exceptions, as outlined below:

4.2 If the work is "work for hire" then ownership resides with Texas A&M University-Commerce.

4.3 If the university's contribution to the effort either rises to the level that it constitutes co-ownership interest or rises to the level that the resources contributed should be reimbursed by future royalties accruing to licensing or marketing, then partial ownership shall reside with the component.

4.4 If technology-mediated materials are deemed owned by faculty and/or staff, in whole or part, the university shall retain a license to use the material for its own noncommercial educational purposes, without payment of royalties.

4.5 Faculty and stall will follow university guidelines for determination of the conditions for partial ownership.

5. Agreement

5.1 It is the responsibility of the creator to notify his/her department head of the initiation of technology-mediated instruction.

5.2 The department head is responsible for ensuring the completion of the Standard Agreement Form and for routing the form to the Director of Instructional Technology and Distance Education.

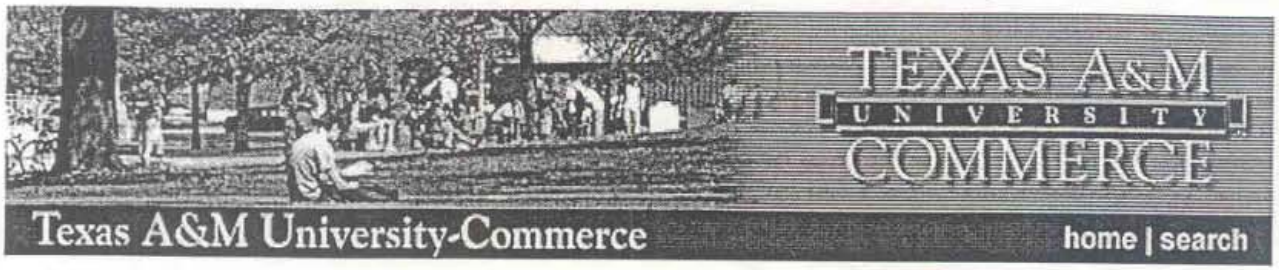
5.3 The Director of Instructional Technology and Distance Education is responsible for reviewing the Standard Agreement Form for compliance issues and forwarding the contract to the Provost for approval.

6. Outside Employment

Technology-mediated instruction courseware and materials developed for and/or used by an external vendor or contractor (including another higher education institution) must be reported through the approval process for outside employment.

Contact Us | Compact with Texans | State Wide Search | Privacy Policy | Got Questions | State Of Texas

APPENDIX J



Texas A&M University-Commerce

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WEBTRAX...

Pay Online

Summer I grades are now available.
Summer II late payment deadline extended to Thursday, July 11 - 5:30 PM
Schedules will be dropped for non-payment.
Students registering after June 15 will not receive a bill.
Registration for August Mini and Fall continues through August 29.
TRAX is available for grades and credit card payments.

WEBTRAX
Register for classes, Drop or Add classes, check Grades, view Transcript, view Schedule, view Account Summary/Pay with Credit Card Online, update Home Address, change PIN, check Admission Application Status

Problems with WEBTRAX: contact CTIS for support M-F, 8 to 5 at 903-468-6000. After hours and weekend support call 877-808-1607 (toll free).
Pin number questions should be directed to the Registrars Office.

ONLINE CLASS SCHEDULE
Fall 2002 Schedule (adobe acrobat format)

PAYMENT INFORMATION

PARKING PERMITS, THEY ARE REQUIRED ON ALL VEHICLES
Students must register any vehicle on university premises and display a valid permit.

FINANCIAL SERVICES
Student financial accounts

UNDERGRADUATE ADMISSIONS APPLICATION
Apply for undergraduate admission, Bachelor Degree

UNDERGRADUATE INFORMATION REQUEST
Application form, financial aid, housing, catalog, schedule of classes

UNDERGRADUATE CATALOG
Introduction to the University, view programs, faculty and officers

GRADUATE ADMISSIONS APPLICATION
Apply for Graduate School, Master and Doctoral

GRADUATE CATALOG
Introduction to the University, view programs, faculty and officers

other information

"HAVE YOU FORGOTTEN YOUR PIN #"

To request your pin, do one of the following:

By phone: (903)886-5102 Your pin can be set to your date of birth so that you can change it again.

In Person: Bring you're A&M-Commerce student id card to the Registrar's Office.

By fax: (903)886-5888 Student id number (social security number) Full name as on file in the Registrar's Office Date of birth New pin number

PIN numbers will not be released over the phone.

For more information check the FAQ page.

GRADUATE INFORMATION REQUEST
Application form, international application, housing, catalog, schedule of classes

UNIVERSITY CRIME STATISTICS
Texas A&M University-Commerce is committed to the safety of our university community.

WEBTRAX FAQ
I keep getting errors, I'm using America Online, What's my PIN, What's a hold

TAMU-Commerce

Help Exit

Student Services

Student Records

- Application Status
- Grades
- Unofficial Transcript
- Institutional Coursework
- Transfer Credit
- Degree Audit
- Account Summary/Credit Card Payment
- Holds
- IRS Form 1098-T Information

Personal Information

- Change PIN
- View E-mail Addresses
- Update E-mail Addresses
- View Addresses
- Update Addresses
- View Next-of-Kin
- Update Next-of-Kin
- View Marital Status
- Update Marital Status
- Change Name
- Change Social Security Number

Registration & Schedule

Course Catalog

Available Course Sections

- Course Sections
- Course Section Search

Financial Aid

- Personal Financial Aid Information
- Application and Information Links

Return to Webtrax Home Page

powered by sct

Release: 1.19

Undergraduate Catalogs...

Catalogs are in Adobe Acobat Reader Format.
If you don't have the Reader you can dowload it here.
If you need a text version, Adobe offers a conversion form here.

2002-2003

Complete Catalog

Introduction - General Studies

College of Arts & Sciences

College of Business & Technology

College of Education & Human Resources

2001-2002

Complete Catalog

Introduction - General Studies

College of Arts & Sciences

College of Business & Technology

College of Education

2000-2001

Complete Catalog

Introduction - General Studies

College of Arts & Sciences

College of Business & Technology

other information

New Student Orientation

Student Life

Tuition & Fees

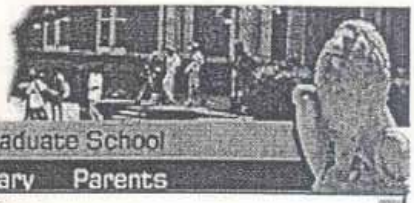
Visit A&M-Commerce

Financial Aid & Scholarships

College of Education

GRADUATE SCHOOL

TEXAS A&M UNIVERSITY-COMMERCE



Graduate Catalog

Graduate Catalog

If you need a text version, Adobe offers a conversion form here.

1999-2000 Graduate Catalog

2000-2001 Graduate Catalog

2001-2002 Graduate Catalog

Acrobat Reader is required to view The Graduate Catalog. Below is a free download for your convenience.

Download Free Get Acrobat Reader

---

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STORE LINKS
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Information
Faculty
Home Page

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Textbooks
General Books
Clothing & Apparel
Gifts and Insignia

CAMPUS SITES
Texas A&M University

University Bookstore
P.O. Box 4804
MSC Building
@TAMU-Commerce
Commerce, TX
75429
Phone: 903-886-5830
Fax: 903-886-5831
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TEXTBOOKS GENERAL BOOKS CLOTHING & APPAREL GIFTS AND INSIGNIA

Texas A&M University-Commerce University Bookstore

TheCounter.com VISITOR 07801

New for Summer

Boxy tee for ladies
comes in 3 colors. Mandarin orange, crimson, and navy. Screen graphic is white with A&M-Commerce arched over Lions. Tees have matching gingham shorts.
$16.25

View All Clothing & Apparel

STORE INFO

STORE HOURS FOR THE SUMMER SEMESTER
Monday thru Friday 8:00 am - 5:00 pm

Student & University Services

career services

Students/Alumni Job Openings

Vacancy bulletins—announcing job openings in public schools, business and government, and higher education—are published throughout the year on the 1st and 15th of every month. These publications are mailed to all students or alumni who have registered with Career Services for resume-referral or credential services. Copies of the original announcements of openings, describing the positions and qualifications, are posted daily in the office and are readily available for review.

monsterTRAK.com

In partnership with Texas A&M University-Commerce Career Services, monsterTRAK provides full-time, part-time, temporary and internship opportunities targeted by employers to Texas A&M University-Commerce students and alumni.

CampusCareerCenter

Career Services at A&M-Commerce, as a member of CampusCareerCenter.com, invites you to use their resources to help you find that job you're looking for.

Texas A&M University–Commerce is also a member of the Metroplex Area Consortium of Career Centers and can offer you access to the MAC3 Internet Job Listing Database for full-time, part-time, co-op and internship opportunities in the Southwest. Contact our office at (903) 886-5110 or e-mail Sharon Fulkerson for the student/alumni password.

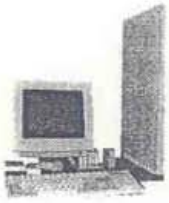
The following specialized job-notice publications—received from a variety of sources—are also available in the office's career library:

- Opportunity NOCs (non-profit organization classifieds)
- Current Jobs in Writing, Editing & Communications
- Current Jobs for Graduates in Liberal Arts
- Current Jobs in Art
- Current Jobs in Performing Arts
- Affirmative Action Register

Computing, Telecommunications Information Services

- About CTIS
- Computing Resources
  - Dial-In
  - E-Mail
  - Internet & Web
  - Microsoft Campus Agreement
- Help & Information
- Information Systems
- State Required Reports
- Support Staff
- Telecommunications

Computing, Telecommunications, and Information Services (CTIS), located in room 156 of the Business Administration Building, is the centralization of automated data processing, academic computing, academic research and telecommunication support. CTIS is responsible for the integrity, security, and reliability of all administrative information that supports and enhances the A&M-Commerce campus.



CTIS is staffed to provide systems analysis, programming, data preparation and computer processing for all divisions. Telecommunications performs installation, troubleshooting and maintenance of university computers. CTIS manages the installatic and maintenance of the copper and fiber-optic cable plants that provide voice, video and data service to the core campus and the dormitories. CTIS also maintains internet access service for the University.

Hours of operation are:

Monday through Friday 7:00 AM to 5:00 PI

Saturday 8:00 AM to 12:00 PM

To learn more about CTIS services click on the appropriate button.

State law requires that users of this site be informed that this site collects the following information about users: location information for site utilization reporti and cookies for site management.

Financial Aid...

Title IV School Code: 003565

Apply for Federal Aid Online Using FAFSA on the Web

About Our Student Loans

Cost of Attendance

Financial Aid Links-Entrance Counseling

Got Questions?

How to Apply

Informacion en espanol

Office Forms-Office Application

Required Documents

Staff

Student Eligibility

TODAY'S NEWS! (updated 06/24/02)

Apply for Fall 2002 Today!!!!
USDOE and Scams.

NOTE: Some forms are in Adobe Acobat Reader Format.

If you don't have the Reader you can dowload it here.
If you need a text version, Adobe offers a conversion form here.

Texas A&M University?Commerce
Financial Aid Office
Commerce, TX 75429-3011
(903) 886-5096
Fax: (903) 886-5098
E-mail: fao_web@tamu-commerce.edu

TEXAS A&M UNIVERSITY ~ COMMERCE

Student Recreation Center

Recreation Center ~ Wellness Program

What is Wellness?

Wellness is a state of well being.

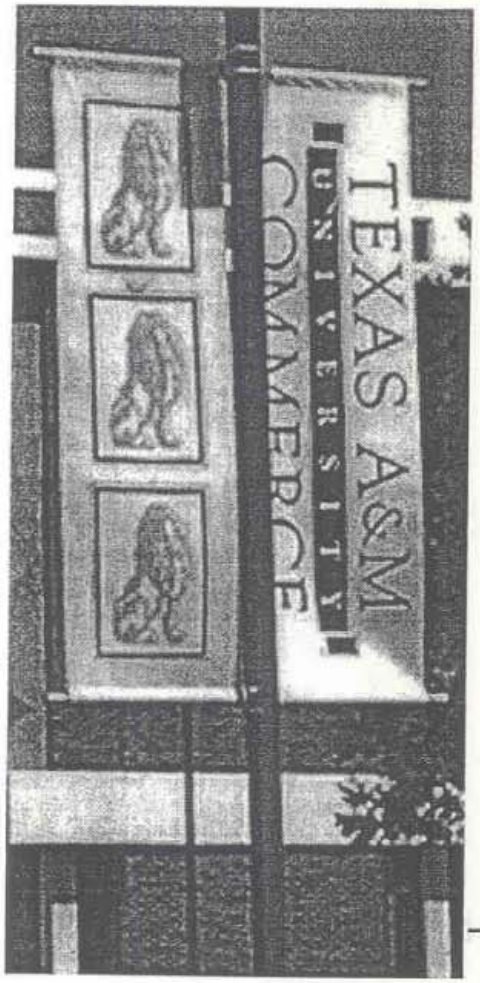
Why Wellness?

- Life Styles contribute to chronic diseases that are for the most part, preventable.
  - These diseases account for 60% of the total U.S. health care costs.
  - They total $400,000,000,000 in a U.S. population of 244,000,000!
  - They further the cause of absenteesim and loss of workforce productivity.
- What are the benefits of being Well?
  - Live longer.
  - Improve quality of life in the meantime.
  - Improve productivity - yes, grades too.

Texas A&M- Commer

GRADUATE STUDIES AND RESEARC

VIRTUAL GRADUATE ORIENTATION



Welcome to the Virtual Graduate Orientation (VGO)

The VGO was developed to help students find answers to questions common to first-time graduate students. The Graduate School web page is full of information concernin graduate education at Texas A&M University-Commerce. Combine that with other A&M-Commerce sites and you w find a wealth of information that will instruct you towards your educational goals.

Feel free to browse through our web pages. Then return to VGO to complete the following quiz. No grade will be recorded; however we will update your student file to indi that you have completed the required on-line orientation.

Personal Details

Name:

Student ID:

Major Department:

Email:

Take the Quiz

Student & University Services

career services

Students/Alumni

The most important job-search rule to follow is simple:
Take advantage of every resource available.

The Texas A&M University–Commerce Career Services Office, located on the ground floor of the Halladay Student Services Building in Room 104, is one available resource to help students and alumni through all the steps of the job-search process.

Visitors are invited to...

- Browse through our library of employer information,
- Pick up free copies of job-search handbooks,
- Look over the hundreds of current job notices posted,
- Use reference materials that can answer dozens of job-search questions
- Get individualized advice on job-search communications

Many job-seekers contact our office for help in developing their resumes, so we've provided a brief introduction here which also connects to other "Links We Like" on the Internet that can help you in developing, using, and even posting your resume.

Texas A&M University–Commerce is also one of the 44 member schools of the Metroplex Area Consortium of Career Centers (MAC3), organized for the purpose of "Uniting Students, Employers, Educators and the Community to Form a Better Workplace." Students, alumni, and members of the general public are all invited to attend the two Job Fairs sponsored each year by MAC3 - For more details, visit the MAC3 site at

While many of the job-search resources and services are available to all who wish to use them; students and alumni can also formally register with the Career Services Office for more direct and active assistance. Services available include...

- Job leads to employers who are currently hiring college graduates
- Contacts with employers at job fairs and through on-campus interviews
- Referrals of resumes to employers who contact the Career Services Office, and credential management and mailing services
- Programs to help identify and analyze individuals' career goals and objectives

Career Services
Texas A&M University–Commerce
P. O. Box 3011
Commerce, Texas 75429
Phone: (903) 886-5110
FAX: (903) 886-5015

James G. Gee Library

Off-campus Library Services

Introduction

This site provides information to help A&M-Commerce students, staff, and faculty access library services and resources from places outside the main campus. The information is aimed primarily at people involved in distance-education, off-campus, and web-based courses, but others may benefit from it as well.

Need the proxy password?
Call the reference desk at (903) 886-5721. After verifying that you are an employee or currently enrolled student, we will give you the current password.

Contents

- **Learning about how to use the library**
  - How do I obtain library materials? NEW! -- You may not need to come to campus to get books and articles! This detailed guide describes the options available to off-campus students and faculty.
  - Database Help booklet -- extensive and very helpful
  - Library guide -- (under construction, not much here yet)
- **Books**
  - LION -- look for books and other materials in our online catalog
  - Book renewal request -- emails the circulation staff to extend borrowing period on items checked out from Gee Library
  - NetLibrary -- read full-text books online (First time? Read about using NetLibrary.)
- **Articles**
  - Library databases -- search these to find articles on a particular topic
  - Accessing databases from off-campus -- detailed instructions on setting up your computer to search our databases from off-campus locations
  - Full-text databases -- list of our library databases that provide full-text articles
  - Which database should I use? -- helps you figure out which of the library databases will have what you need
  - Current Journals -- list of periodicals currently received by the Gee Library, plus those found in our full-text databases
  - Database Help booklet -- learn about how to find the information you need
- **Interlibrary loan (ILL)** -- get books and articles even if A&M-Commerce doesn't have them (items delivered to Gee Library unless otherwise specified)
  - Book request -- sends your request form to us electronically
  - Book request (cut/paste) -- sends your request form to us electronically, allows cutting and pasting

APPENDIX K

Perception

Transcript of session created Sun Mar 11 22:03:26 2001

CLICK HERE to permanently remove this Chat Log

[redacted] has just entered the chatroom.
Sun Mar 11 21:16:00 2001

[redacted] has just left the chatroom.
Sun Mar 11 21:16:20 2001

[redacted] has just entered the chatroom.
Sun Mar 11 21:29:21 2001

Dr. Dean Ginther has just entered the chatroom.
Sun Mar 11 21:32:34 2001

[redacted]son has just entered the chatroom.
Sun Mar 11 21:32:45 2001

[redacted]: Hi Lisa
Posted: Sun Mar 11 21:32:47 2001

Dr. Dean Ginther: Hi Virginia
Posted: Sun Mar 11 21:32:57 2001

[redacted] what happened to the 9 oclock group?
Posted: Sun Mar 11 21:33:17 2001

[redacted]: Glad you could make it.
Posted: Sun Mar 11 21:33:19 2001

[redacted]: Don't know, no one was there at 9.
Posted: Sun Mar 11 21:33:41 2001

[redacted]: I was there a little after 9-nobody else though
Posted: Sun Mar 11 21:34:04 2001

Dr. Dean Ginther: I waiting until about 9:05; then went back to watching TV.
Posted: Sun Mar 11 21:34:35 2001

Dr. Dean Ginther: So what is new?
Posted: Sun Mar 11 21:35:27 2001

[redacted] has just entered the chatroom.
Sun Mar 11 21:36:12 2001

[redacted]son: Been busy - my kid has Spring Break This week.
Posted: Sun Mar 11 21:36:15 2001

Dr. Dean Ginther: Hi Tracy.
Posted: Sun Mar 11 21:36:30 2001

[redacted]: Hello Dr. G.
Posted: Sun Mar 11 21:36:45 2001

[redacted]: Yes, kids at home keep one busy.
Posted: Sun Mar 11 21:36:54 2001

Dr. Dean Ginther: Any concerns about Psy 601 these days?
Posted: Sun Mar 11 21:37:42 2001

[redacted]: the discussion question??? Did I miss something-didn't seem like there was too much to discuss??
Posted: Sun Mar 11 21:38:07 2001

Dr. Dean Ginther: Let me see.
Posted: Sun Mar 11 21:38:54 2001

[redacted]son: You mean other than the due date and time?
Posted: Sun Mar 11 21:39:01 2001

Dr. Dean Ginther: There was something to discuss but only Tracy made a contribution.
Posted: Sun Mar 11 21:40:01 2001

[redacted]: no, i mean the content of the question--
Posted: Sun Mar 11 21:40:19 2001

[redacted] I thought that the online quiz from the website was a little challenging in and interesting.
Posted: Sun Mar 11 21:41:07 2001

Dr. Dean Ginther: Here was the question: In the experiment of Gelb (1929, pg. 164, 6.9), if the disk is black but can be made to appear white, is color a primarily a property of the object or primarily a construction of your cognitive system?

Posted: Sun Mar 11 21:41:26 2001

Dr. Dean Ginther: Tracy, you are the only one that has completed it yet; you did well (100)
Posted: Sun Mar 11 21:42:11 2001

[redacted]: Yes, it was kind of fun. Had to do a little researching ahead in the chapters.
Posted: Sun Mar 11 21:42:48 2001

Dr. Dean Ginther: Good; reading ahead and usuing other sources is always possible and often a good idea.
Posted: Sun Mar 11 21:43:40 2001

[redacted] are we talking about the web site quiz?
Posted: Sun Mar 11 21:43:48 2001

[redacted]: Yes.
Posted: Sun Mar 11 21:44:06 2001

Dr. Dean Ginther: Yes, the quiz for assigment 7
Posted: Sun Mar 11 21:44:16 2001

Dr. Dean Ginther: Due tomorrow.
Posted: Sun Mar 11 21:45:08 2001

[redacted]on: The storm is very bad here at the moment - I may fall off the internet. Yeah - Ive done most of it.
Posted: Sun Mar 11 21:45:33 2001

Dr. Dean Ginther: Yes, there has been some bad weather west of DFW and maybe again tonight.
Posted: Sun Mar 11 21:46:11 2001

[redacted]on: What about the midterm Dr.G?
Posted: Sun Mar 11 21:46:41 2001

Dr. Dean Ginther: Midterm was pushed back a week to the week of spring break.
Posted: Sun Mar 11 21:48:03 2001

Dr. Dean Ginther: Same format at the quizzes; multiple choice; probably about 80 questions.
Posted: Sun Mar 11 21:48:53 2001

[redacted]on: Comprehensive?
When is it due?
Posted: Sun Mar 11 21:49:18 2001

[redacted] when and where do we get the test
Posted: Sun Mar 11 21:49:20 2001

Dr. Dean Ginther: Inclusive to assignment 8.
Posted: Sun Mar 11 21:50:34 2001

[redacted]: If it's like the quiz, is it timed?
Posted: Sun Mar 11 21:50:44 2001

[redacted]: Will begin on next Monday (not tomorrow) and be available during that week on U-Compass. Yes, it will be timed.

Posted: Sun Mar 11 21:51:40 2001

Dr. Dean Ginther: Any other questions?
Posted: Sun Mar 11 21:53:41 2001

[redacted]: Dr. G. I have a technology question. My ISP, aol, will only let me stay online for so long without having some activity before it logs me off automatically. What can I do in relation to taking a long quiz and being shut down in the middle of it?
Posted: Sun Mar 11 21:54:58 2001

[redacted] have been minimizing the screen and opening something else to toggle back and forth for activity but I don't want to lose that time on the midterm quiz. I may need all the time I can get.
Posted: Sun Mar 11 21:56:24 2001

Dr. Dean Ginther: That's a pain (AOL is a pain). You will have to do something once in a while that AOL interprets as activity.
Posted: Sun Mar 11 21:56:41 2001

[redacted]: Do you know if Mesquite will be open during spring break? May be I can take it there.
Posted: Sun Mar 11 21:57:37 2001

Dr. Dean Ginther: That's all I know to do--you can open two browsers windows and show activity in the one the is not the test once in a while--won't take long.
Posted: Sun Mar 11 21:57:40 2001

Dr. Dean Ginther: I doubt Mesquite will be open; do you have access to any other computer with an Internet connection?
Posted: Sun Mar 11 21:58:37 2001

[redacted]: Do you know of any other ISP's that does not log you off due to infrequent activity? Yes I can maybe use the one at my job after work hours.
Posted: Sun Mar 11 21:59:44 2001

[redacted]: I use Academic Planet-it's $60 a yr
Posted: Sun Mar 11 22:00:27 2001

[redacted]: Mine - gte.net - does the same thing though and I have an ISDN connection.
Posted: Sun Mar 11 22:01:02 2001

Dr. Dean Ginther: I think most will automatically log you off if they do not interpert what you are doing as some activity within a certain period of time--otherwise people would leave their computers logged on all the time.

Mine does not because I have a DSL connection; that is the way to go--either dsl or cable.
Posted: Sun Mar 11 22:01:59 2001

[redacted]: it doesnt log you off, but it's slow sometims-I also have Juno when I travel, but it only has dial up numbers in cities-not in Palmer tx
Posted: Sun Mar 11 22:02:05 2001

[redacted]: Bye Everybody
Posted: Sun Mar 11 22:03:01 2001

Dr. Dean Ginther: Bye Lisa

Posted: Sun Mar 11 22:03:19 2001

[redacted] has just left the chatroom.
Sun Mar 11 22:03:44 2001

[redacted]: Thanks guys. My one at work allows me to be on all day without interruption. I'll use it after work hours.
Posted: Sun Mar 11 22:03:48 2001

Dr. Dean Ginther: Good plan.
Posted: Sun Mar 11 22:04:06 2001

[redacted]: Good night!
Posted: Sun Mar 11 22:04:17 2001

APPENDIX L

Table of Contents

Statewide Vision 1

The Mission of Texas State Government 1

The Philosophy of Texas State Government 1

Relevant Statewide Functional Goal and Benchmarks 2

A&M-Commerce Mission 3

A&M-Commerce Vision Statement 4

A&M-Commerce Philosophy 4

Overview 5

External Assessments 7

- *Demographic Makeup of Texas* 7
- *Lifelong Learning, New Knowledge, and Advance Technology* 9
- *International Implications* 10
- *Economic Implications* 10
- *Internal Assessment* 11
- *Enrollment* 11
- *Funding* 12
- *Historically Underutilized Businesses* 13
- *Quality and Curriculum Issues* 13
- *Summary* 16

Goals 20

Goals; Strategies; Objectives; Outcome, Output, Efficiency and Explanatory Measures 22

- *Goal 1* 22
- *Goal 2* 26

Goal 3 ____ 33

Goal 4 ____ 39

Goal 5 ____ 42

Appendix A: ____ 45

Brief Description of the Planning Process ____ 47

Appendix B: ____ 49

Current Organizational Chart ____ 51

Appendix C: ____ 53

Five-Year Projections for Outcomes ____ 55

Appendix D: ____ 59

List of Measure Definitions ____ 61

Appendix E: ____ 81

Report on Customer Service, Compact with Texans,

Customer-Related Performance Measures ____ 83

Appendix F: ____ 89

Survey of Organizational Excellence Results and Utilization Plans ____ 91

Appendix G: ____ 93

Information Resources Strategic Plan ____ 95

Appendix H: ____ 115

Historically Underutilized Businesses (HUB) Plan ____ 117

Statewide Vision

Together, we can make Texas a beacon state:

a state where our children receive an excellent education so they have the knowledge and skills for the 21st century;

a state where people feel safe in their communities, have access to equal justice, and all people know the consequences of committing a crime are swift and sure;

a state where our institutions encourage jobs and economic opportunity;

a state where each resident accepts responsibility for his or her behavior; and

a state where our people—our greatest resource—are free to achieve their highest potential.

As I have said before, I envision a state where it continues to be true that what Texans can dream, Texans can do. Gov. George W. Bush

The Mission of Texas State Government

The mission of Texas state government is to support and promote individual and community efforts to achieve and sustain social and economic prosperity for its citizens.

State government should concentrate its energies on a few priority areas where it can make a difference, clearly define its functions within those areas, and perform those functions well. State government must look for innovative ways to accomplish its ends, including privatization and incentive-based approaches. Our imperative should be: "Government if necessary, but not necessarily government."

The Philosophy of Texas State Government

State government will be ethical, accountable, and dedicated to serving the citizens of Texas well. State government will operate efficiently and spend the public's money wisely.

State government will be based on four core principles that will guide decision-making processes.

Limited and Efficient Government	*Government cannot solve every problem or meet every need. State government should do a few things and do them well.*
Local Control	*The best form of government is one that is closest to the people. State government should respect the right and ability of local communities to resolve issues that affect them. The state must avoid imposing unfunded mandates.*
Personal Responsibility	*It is up to each individual, not government, to make responsible decisions about his or her life. Personal responsibility is the key to a more decent and just society. State employees, too, must be accountable for their actions.*
Support for Strong Families	*The family is the backbone of society and, accordingly, state government must pursue policies that nurture and strengthen Texas families.*

Texas state government should serve the needs of our state but also be mindful of those who pay the bills. By providing the best service at the lowest cost and working in concert with other partners, state government can effectively direct the public's resources to create a positive impact on the lives of individual Texans. The people of Texas expect the best, and state government must give it to them.

Relevant Statewide Functional Goal and Benchmarks

Priority Goal: To provide an affordable, accessible, and quality system of higher education that prepares individuals for a changing economy and workforce, and that furthers the development and application of knowledge through instruction and research.

Benchmarks

Percent of recent high school graduates enrolled in a Texas public college or university

Percent of baccalaureate graduates who are first generation college students

Percent of first-time, full-time freshmen returning after one academic year

Percent of first-time, full-time freshmen who graduate within six years

Percent of Texans with a bachelor's degree or higher

Percent of adult population with a vocational/technical certificate or degree

Texas public colleges' and universities' cost per student as a percent of the national average

Percent of total federal research and development expenditures received by Texas institutions of higher education

Percent of college graduates employed, enrolled in additional education, or enlisted in the military

A&M-Commerce Mission

Over a century ago Professor W. L. Mayo founded a college for educating rural East Texans. Today, Mayo's college thrives as a comprehensive university serving an economically, culturally, and ethnically diverse population. Texas A&M University-Commerce offers more than 100 major fields of study through 26 academic departments. Academic programs are divided among three colleges—Arts and Sciences, Business and Technology, and Education, a Graduate School, and a Division of Continuing Education.

Texas A&M University-Commerce, a multi-purpose, regional state university, is a major center of learning for the Northeast Texas region and serves Texas students as well as out-of-state and international students. The University provides strong undergraduate and graduate programs for selected professional and preprofessional majors, as well as for a broad array of majors in the liberal and fine arts, and sciences. The programs, based on a strong foundation of University Studies requirements, lead to Baccalaureate, Master's and Doctoral degrees and are designed to prepare students to function in a rapidly changing and increasingly technological and multi-cultural society.

A&M Commerce Vision Statement

In the process of building on the past and its traditions and moving toward a new level of excellence, a tone must be set and aspirations must be raised. The following vision statement is designed to raise aspirations and provide direction for the future.

> *Texas A&M University-Commerce, as a part of the A&M family of universities, will become the university of choice for all those seeking a higher education in the Northeast Texas region and beyond. It will provide traditional and nontraditional learning opportunities through existing and new programs that set high expectations and goals for students, faculty and staff. The university will promote a sense of community through a nurturing environment for all individuals in order to maximize learning, career and personal development. A&M-Commerce will be a place where students, faculty, staff and community are engaged in the pursuit of excellence*
>
> *Our motto can become:*
>
> *The A&M-Commerce Family–A legacy of caring ... a commitment to excellence.*

A&M-Commerce Philosophy

Based upon this tradition, the core values that are essential to the success of the University today reflect both Professor Mayo's belief in the importance of each individual and our commitment to excellence in all that the University undertakes. If we hold true these values, we not only take pride in the past but also create a greater pride in the future. These core values include the following:

- Responsibility for the academic and social development of students.
- Appreciation for knowledge and its creation.
- Respect for the individual in a caring and nurturing environment.
- Commitment to honesty and integrity.
- Responsiveness to the needs of the community.
- Respect for diversity of opinion, gender and ethnicity.
- Commitment to an environment that creates a true sense of community.
- Commitment to personal and corporate responsibility and accountability.
- Commitment to continuous improvement.

Overview

Texas A&M University-Commerce (A&M-Commerce) began as East Texas Normal College in 1889. In 1917, the State of Texas accepted responsibility for the 50-acre campus, and the school was renamed East Texas State Normal College. In 1923 the name changed again and became East Texas State Teachers College. A graduate teacher education program was added in 1935. In 1959, recognizing that the purpose of the institution had become much broader than that of teacher education, the Texas legislature deleted the word "Teachers" from the name of the college. In 1962, A&M-Commerce was authorized to offer the doctoral degree. After the institution reorganized into the School of Arts and Sciences, School of Education, and Graduate School, the legislature changed the name to East Texas State University in 1965. Finally, the University merged with the Texas A&M University System on September 1, 1997 and became Texas A&M University-Commerce.

Today, the University campus proper is located on 154 acres, with an additional 1,696 acres of land in or near Commerce, including a University farm. The Texas A&M University System Board of Regents is responsible for the overall control of the University.

The University offers eleven undergraduate degrees with 77 majors, six graduate degrees with 50 majors and two doctoral degrees with seven majors, The graduate program accounts for about one-third of the A&M-Commerce enrollment. In the Fall of 1999 A&M-Commerce enrolled 7,913 students. Following are selected statistics relating to these students.

Student Ethnicity
Fall 1999

Ethnicity	Undergraduate	Graduate
White Anglo	78.4%	69.3%
African American	14.2%	14.9%
Hispanic	4.3%	6.5%
Native American	1.3%	1.3%
Asian American	0.9%	1.7%
International	0.9%	6.3%

ACT, SAT, GRE Averages
Fall 1999

Test		Average
ACT		21.19
SAT		1006
GMAT		477
GRE:	Masters	921
	Doctoral	1003

Student Enrollment Status
Fall 1999

Status	Undergraduate	Graduate
Full-Time	76.3%	17.0%
Part-Time	23.7%	83.0%

Student Gender
Fall 1999

Gender	Undergraduate	Graduate
Men	43.6%	31.9%
Women	56.4%	68.1%

Average Age of A&M-Commerce Students
Fall 1999

Gender	Undergraduate	Graduate
Men	27.7	38.5
Women	29.3	38.2

External Assessments

As a new century dawns, the nation and Texas, in particular, still face the danger of being placed in an increasingly vulnerable position which could lead to the loss of what was once a competitive edge, both economically and educationally. Many studies indicate that significant numbers of citizens within the U.S. boundaries do not have the appropriate educational skills necessary to compete in a global economy. Businesses and industry are concerned that the government has to allow skilled immigrants into the country to meet their needs for highly qualified workers.

Underlying the concerns about the appropriateness of the quality of the work force are issues dealing with the quality of the nation's educational system. The University is not exempt from examining these issues. Achieving educational excellence at all levels by delivering a quality educational experience will become increasingly important to the survival of our economic system as it is known. More and more, individuals recognize that providing adequate funding for the enhancement of the educational system is partially dependent upon the improvement of the socioeconomic infrastructure status of low income citizens, many of whom are among Texas' growing minority population.

Since one important source of economic well being is an educated populace, an important contribution of higher education to economic development is the provision of access to a quality education for all segments of the population.

The following section is a presentation of assumptions about the future which have been developed around the recent history of A&M-Commerce and on predictions about demographic, technological, international, economic and qualitative factors affecting Texas and the nation into the coming century. These assumptions provide the basis for the setting of a course for the future of A&M-Commerce that will lead to a new level of excellence for the second largest university in the Texas A&M University System.

Demographic Makeup of Texas

A&M-Commerce must prepare to adjust to the most dramatic elements of change in Texas in the coming years related to population growth and changing demographics. By the year 2030, if current relationships between population characteristics and socioeconomic resources remain the same, the Texas population is projected to increase from

approximately 17 million in 1990 to 33.9 million in 2030, an increase of 99 percent. Approximately one half of the growth is expected to occur in six metropolitan regions: Houston, Dallas/Ft. Worth, Austin, San Antonio, McAllen/Brownsville, and El Paso.

Of this growth in population, 87.5 percent will be due to the growth in the minority population who have historically been underrepresented in higher education. If the number of minorities educated to a productive level does not grow substantially, the future of these individuals, and the state, will be in jeopardy. It will limit their entry and advancement in the workforce and may preclude significant societal accomplishment from this segment of the population, thus causing severe reductions in their quality of life. An important step in the process is to provide these individuals with the opportunities and support necessary to enter and graduate from universities.

Another important demographic fact concerning the next two or three decades is the projected rise in the average age of the population. The segment of the population below 35 is expected to represent a smaller percentage of the total population between 1990 and 2030 with the median age increasing from 30.8 years to 37.9 years. Thus, universities must recognize the increasingly important role an aging population will play in maintaining and increasing enrollments.

Socially, the composition of the family is changing with many more single parent families. Likewise, there is a continued erosion of the middle class as well as an increasing polarization of views regarding basic social issues. Households will be smaller and older with the percentage of households having a member over forty-five years of age growing from 46 percent to 61 percent. Access issues for handicapped students and providing challenging and rewarding job opportunities for the physically challenged must also be considered in a university's planning objectives.

Because of these and other demographic factors related to the State's population, regional institutions such as A&M-Commerce must be prepared to accommodate and provide opportunities to a widely changing student population. The University must be prepared to succeed at recruiting and retaining an increasing number of minorities, women, older students, physically challenged students, and students from diverse social, financial, cultural, and family environments.

The aging of the population will also affect the composition of faculty and staff. Many faculty and staff will soon be eligible for retirement and the University must make a commitment to recruiting and retraining quality replacements who are reflective of the

identified changing demographics and who are committed to a technology and internationally based curriculum. While it is unlikely there will be a general shortage of faculty, some shortages may be expected in disciplines such as computer science, business, mathematics, and the health professions.

Lifelong Learning, New Knowledge, and Advance Technology

A recent study by Washington State University indicated that eighty-one percent of the individuals surveyed believed that additional education is important to their success in their work. A similarly large majority had received some kind of job-related training or education in the last three years. Over fifty percent indicated that they would take courses from community colleges or universities within the next three years to improve their job skills. Distance education will increasingly be one of the most cost-effective means of providing affordable educational opportunities at a time and location appropriate to workers. The University must continue to strengthen its ability to deliver educational services through varied distance learning technologies. The compete Information Resources Strategic Plan is included in Appendix G.

The Texas State Occupational Information Coordinating Committee, in *The Texas Economy: A New Wave of Employment Opportunity*, offers the following guidance to job seekers:

- "Education is important. The best jobs for tomorrow will require tangible skills…"
- "Expect to deal with computer and other technology."
- "Expect to change jobs, employers, and careers."
- "Life-long learning is not a slogan, it is an economic reality."

A&M-Commerce must also adapt to the increasing importance of new knowledge and advanced technology, which are critical factors in the competitive position of the region within the global economy. If the Texas economy is to continue as a significant force in an increasingly dynamic global economy, Texans must have ready access to new ideas and new technology. In a world where change is rapid and information grows in geometric proportions, innovation and creativity must be encouraged.

The workplace and the world of the future will require higher level thinking skills for success. Technology will continue its rapid change. As a result, A&M-Commerce must

provide innovative and creative programs and technologically based educational delivery systems that will prepare students to succeed in a knowledge-based, technological society.

International Implications

A&M-Commerce must recognize that future graduates will frequently be involved in international activities; thus the University must support new ways of enriching the curriculum and creating opportunities for additional international experiences for its students. Today's society is one with fewer and fewer boundaries. Citizens of the United States can no longer afford to look inward and let foreign affairs exist only in the margin of their concerns. So much of what people do and think today is tied to events abroad, making it imperative that we teach students to cope with the global society in which they live. Large numbers of immigrants are once again flowing across the borders of the United States. Corporations are becoming ever more global in their scope. Thus, the United States is becoming a permanent multi-cultural society, a reflection of the world at large.

Every indication points to the continued growth of the internationalization of our society. How does the University prepare for this change? One of the answers is that the University must play a leading role in creating an internationally informed citizenry. Institutions must introduce an international dimension into higher education. Students must be able to perceive and put into context events that take place abroad or across internal cultural divisions. They must be prepared to successfully live and work in a global society.

Economic Implications

The Texas economy will continue to grow and diversify over the next thirty years. For example, *The Changing Face of Texas*, a report issued in 1992 by the State Comptroller, predicts that the average annual economic growth rate between 1990 and 2026 will be about 2.7 percent, approximately 0.5 percent greater than the national average. About half of that growth will be due to increased productivity; the remainder will result from an increased labor force.

A&M-Commerce must be prepared to meet the financial challenges presented by the level of state financial support. While the last session of the legislature produced better funding for higher education, much remains to be accomplished. The demand for quality services provided by the State places even greater demands upon higher educational institutions. Thus, higher education is faced with the continued competition for limited state financial resources. Universities have been called upon to do "much more with much less." But the

limits of this practice have been reached. Without continued increases in state support, the economic condition of higher education will have considerable difficulty in improving and expanding its services.

Internal Assessment

Enrollment

The 1990's began with a slowly increasing student enrollment that peaked at 8,338 in the fall semester of 1992. The enrollment declined to an enrollment of 7,457 in the fall of 1996 but has since risen to 7,913 in the fall of 1999. Several factors contributed to the decline of enrollment including the continued growth of community colleges. The number of two-year colleges within the immediate service region (70-mile radius) has grown to 16 with the addition of Northeast Texas Community College in Mount Pleasant, the expanded campuses of Collin County Community College District, and the expanded Trinity Valley Community College campus at Terrell. While not all students in the community college system pursue academic degrees, a substantial number begin the pursuit of a baccalaureate degree at the two-year college level. Studies have indicated that the percentage of community college students in academic programs compared to those in technical vocation programs has declined.

The improving Texas economy also contributed to the decline. Studies have shown that student enrollments decline during upswings of the economy and increase during recessions. The graduate enrollment has had a stabilizing influence on the overall enrollment of the institution. The graduate level enrollment had declined by 12.2 percent from its peak of 2,900 in 1991 to the fall of 1996 but by the fall 1997 graduate enrollment had returned to the high of 1991, and continues to rise. The undergraduate enrollment has declined 16.6 percent from its peak of 5,480 in 1992 to the current undergraduate enrollment of 4,571. The State no longer provides incentives to public school teachers who complete an advanced degree. Many local school districts, sometime because of budget restrictions, no longer require that their teachers obtain an advanced degree as a part of the requirements for continued employment

In keeping with state demographics, the University's recruitment efforts have succeeded in an increasing minority presence within the student body. Minority student growth has outstripped the growth of the general enrollment between 1987 and 1997. The African-American student enrollment has increased from 9.5 percent in 1990 to 14.4 percent of the

student body in 1999. Hispanic enrollment is traditionally low because the counties served by A&M-Commerce have a lower percentage of Hispanics living there than the majority of Texas counties; even so, there has been a substantial growth from 2.7 percent in 1990 to 5.2 percent in 1999. The enrollment of additional numbers of Hispanics, as well as other minorities, will continue to be a priority issue for the University.

Funding

The impact of State revenue shortfalls in the early nineties was substantial. The lack of growth of state appropriations in real dollars compared to inflation and other increasing costs was reflected throughout the University. The ways in which financial limitations circumscribe the University's efforts to achieve its mission and goals are noted in many areas throughout the University. These limits affect academic programs by restricting funds available for faculty to further their own professional development by participating in research, scholarship, and creative activities that enhance teaching and learning. Funds are not always readily available for research or to purchase and maintain laboratory equipment. Likewise, funds for preventive maintenance to buildings and equipment have been limited. Staffing necessary to meet new demands brought about by state mandated additional activities often falls short of the numbers required for the desired level of efficiency and effectiveness. Resources necessary for the ever-changing needs of remaining technologically current are substantial. However, the University has been and will continue to be successful in accomplishing more with less by carefully planning the deployment of its resources.

Many steps were taken to deal with the fiscal dilemma. In some instances, maintenance projects were deferred and a major energy conservation program was created. Academic programs were eliminated and academic departments have been combined where possible. Despite student and programmatic demands and the high tenure rate of the faculty, realignment of the faculty and staff have been accomplished to reflect changing student enrollments. The restructuring of the University continues to be a priority as the institution adapts itself for the future.

Thus, in spite of the financial challenges described above, careful planning and analysis allowed the University's financial health to remain sound. With the increased funding provided by the 76th Legislative session, it appears that A&M-Commerce possesses the financial resources to support its current programs, but not to add badly needed new programs. Furthermore, the deferred maintenance of buildings and other campus

infrastructure has improved, but still remains a significant issue. Residence halls are badly in need of renovation or replacement. These needed educational and general (E&G) and auxiliary capital needs are significant and the University is considering options to address the issues involved.

To address these needs, a process has begun which will produce a new Campus Master Plan. This plan will be developed as a cooperative effort involving contracted outside consultants, A&M System consultants, and the A&M-Commerce Facilities Use Committee, as well as input from the A&M-Commerce Strategic Planning Committee and university stakeholders, including but not limited to students, faculty, alumni, the community and business, industry and educational entities served by the university.

Historically Underutilized Businesses

The Historically Underutilized Business (HUB) program at Texas A&M University-Commerce is committed to developing an inclusive, comprehensive procurement system that encourages the broadest possible participation of available vendor sources and exemplifies the very diversity that the University's mission espouses. The A&M-Commerce HUB program was established in a good faith effort to increase the contracting opportunities for minorities and women-owned businesses within the State of Texas. As a result of this commitment, the University strives to reach its HUB goals by initiating programs that will heighten the awareness and promote meaningful participation throughout the A&M-Commerce procurement process.

The primary emphasis of the A&M-Commerce HUB Program during Fiscal Years 1999-2003 is directed toward the increased utilization of minority vendors. The majority of these new initiatives can be summarized as follows:

1. Expanded contact with minority chamber of commerce and business development centers;
2. Diversified efforts to locate, educate, and provide certification assistance to qualified HUB vendors;
3. Increased HUB networking with other federal, state, and local agency procurement personnel; and
4. Continued efforts to refine and develop current HUB procurement policies and procedures.

One of A&M-Commerce's top priorities is to advance beyond the act of simply buying ve to continue the process one step further by establishing long term alliances and partnerships with the University's HUB vendors. As a result of this strategy, the University has attained a 20.2 percent expenditure rating ($589,801.26) in the commodity purchasing category for the FY98 semi-annual reporting period (September 1997 through February 1998). The statewide goal for this area of procurement is 12.6 percent.

Quality and Curriculum Issues

The Texas public demands that government be accountable to citizen needs. Governor George Bush, Jr. has described the four core principals of state government as limited and efficient government, local control, personal responsibility, and support for strong families. Guided by these precepts, among Governor Bush's challenges for state government are:

- "be ethical, accountable, and dedicated to the public;"
- "operate efficiently and spend the public's money wisely;" and
- "do a few things and do them well."

A&M-Commerce must respond to concerns about the accountability, efficiency, using the public's money wisely, and quality of educational programs. In the 1990's, intensive evaluation of all doctoral programs at A&M-Commerce was completed. This evaluation focused on the objectives of each program, evidence of existing and future needs, program structure and curriculum, faculty, graduates of the program and their achievements, administration and management, and records and financial support. This review resulted in the elimination of nine of sixteen doctoral programs. Recently, all master degree programs underwent an intense scrutiny to determine those programs, which will continue to grow and thrive and to identify several programs that may be eliminated. Undergraduate teacher education reform is being stressed with an emphasis on increasing the number of qualified math and science teachers. The core curriculum, foundation of the undergraduate education, is being examined for content and effectiveness in light of the legislature reduction in the number of hours required. There is increased emphasis on examining cultural diversity and measuring student learning gains. In addition, student remediation programs are increasing as a result of declining basic skills of high school graduates. The institutions' efforts are directed to the strengthening and improving of those skills.

The concepts of assessment of outcomes and benchmarking are relatively new to universities. Previously, university resources were assessed and if these were strong, a good outcome was assumed. With recent accountability demands, the "assumed good outcome" is no longer acceptable and more demands are placed on universities to demonstrate and prove effective outcomes. This is a change in philosophy and attitude for universities and has resulted in a great deal of turmoil in an effort to effectively assess outcomes. The University is working to continuously improve its evaluation and assessment process. The concept of accessing outcomes is logical, but implementing the process is not easy. However, the University is committed to the continuous improvement of its assessment process.

The University utilizes a variety of techniques to benchmark its performance. These techniques include not only the appropriate statewide measures for universities, but such measures as the results of surveys of staff, faculty, and students, and participation in the Automated Student Follow-up conducted by the State Occupational Information Coordinating Committee. The Higher Education Research Institute's Faculty Survey that benchmarks such issues as workload, teaching practices, job satisfaction, and professional activities is utilized to obtain longitudinal information on the improvement of faculty performance and satisfaction. National standardized student surveys are utilized to benchmark student attitudes and opinions. Various academic departments use national programmatic means to assess and benchmark student learning outcomes. The Institutional Goals Inventory produced by The Educational Testing Service has been utilized to obtain the opinions and satisfaction of all stakeholders including administrators and staff. The results obtained from these surveys indicate that the University's stakeholders positive attitudes toward A&M-Commerce are equal to or exceed those of national norms. Additionally many locally developed surveys are used to determine base line data for longitudinal benchmarking studies.

- One unique benchmarking method that the University has utilized is participation in the Automated Student Follow-Up program mentioned above. Texas A&M University-Commerce is the only university participating in this project. All other participants are public schools or community/junior colleges. The Automated Student Follow-Up program tracks students after they leave an institution to determine if they are continuing their education elsewhere, are working, or both. For those students that have completed programs (graduated from A&M-Commerce), the following includes information about employment status, salary, and job relatedness to degree

program. The University has also benchmarked beginning salaries against national data and job relatedness to degree obtained.

Summary

The factors described previously present many challenges for higher education institutions in Texas for the early years of the 21st century. These challenges must be addressed by all institutions of higher education and by A&M-Commerce in particular. Because students need an education that prepares them to lead more meaningful lives and to make greater contributions to society, A&M-Commerce must maintain and establish programs that develop the whole individual and are appropriate for and available to a wide range of students. The merger of A&M-Commerce into the Texas A&M University System provides a new synergy for meeting the new and exciting challenges.

The recently developed Texas A&M University System Community Collaboration Policy states that:

> *The Texas A&M University System is committed to educational excellence, economic development and healthy communities. The System recognizes that the state's greatest investment is its human resources. In order to enhance and enrich our investment, the System shall develop a community collaborative plan designed to bring together the synergy of its components in a holistic and comprehensive delivery of services to Texans. The plan shall address family, social, health, environmental, economic and educational issues by county and region.*

Thus, the Texas A&M University System remains focused on the primary reason it exists: to serve the people of Texas. As a part of the System, Texas A&M University-Commerce must—through teaching, research, technology transfer, and community outreach—play a role in shaping the region in which it exists and the larger world around it. With dedicated faculty and staff and a quest for excellence the University, as a member of the Texas A&M University System, must be poised to lead this region into the next century and beyond. The A&M System Vision states that:

"The Texas A&M University System will be preeminent among higher education systems in America for its:

- Core programs;

- Faculty and staff;
- Learner-centered communities;
- Focus on distinctive competencies;
- Collaboration and interdependence of A&M System Institutions;
- Partnerships with business, industry, government agencies, public education, and non-profit groups;
- Dedication to service and outreach;
- Commitment to the vitality of the communities and regions of Texas;
- Support and modeling of the highest moral and ethical standards."

Building upon this focus of service to the community, the following is the direction of the University as it continues this new phase of its history. First of all, the University is striving to achieve a significant increase in enrollment by the year 2005. This may necessitate new programs and a shifting of resources. However, any change must be accomplished within the following framework by:

- retaining and strengthening our position as a premier leader in the preparation of public school teachers and administrators;
- optimizing our opportunities to be a leader in the development and growth of partnerships with business and industry including those in the Metroplex area;
- applying research and scholarship to help solve critical problems in Texas,
- expanding and enhancing agricultural programs through collaborative relationships with the agricultural community; and
- maintaining and developing the historic strengths of the University in the Fine Arts, Social Sciences, Humanities and Sciences as learner-centered communities.

Obviously, the accomplishment of the goals included in this plan implies many things. In order to pursue this course, the University must ensure that its general education program is second to none and that it continues to utilize the continuous improvement process to fulfill the vision and mission. Also, retaining and strengthening the University's premier leadership in public school education will require the maintenance of the appropriate

doctoral programs and the development of new programs to address technology and other rapidly emerging issues and initiatives.

The expanding of relationships with business and industry implies the existence of the appropriate undergraduate programs, re-emphasis on the MBA program and continued AACSB accreditation. All of these issues involve people, buildings, and fiscal resources. In addition, in order to accomplish these tasks the University must seek an ideal balance between and among all of the competing issues such as:

- teaching;
- research;
- service;
- programmatic offerings;
- undergraduate and graduate enrollment;
- ethnic, gender and age groups; and
- state appropriations and outside funding.

The ability to strike a proper balance between these potentially competing forces will challenge the University as it maintains a focus of serving people and this region of the State.

Additional sources of funding must be sought in order to continue to build on the combined strength provided by the merger in order to:

- develop at least one academic program of national repute and at least two programs that are recognized as among the very best in the Southwest;
- initiate Mayo college to strengthen the freshman experience at A&M-Commerce, and coordinate the undergraduate general studies program;
- continue the Northeast Texas Educational Consortium;
- establish new and needed educational and technology outreach;
- assist in community and economic development;
- improve the competitiveness of agricultural industries in East Texas;

- create a Texas A&M System Center for the Arts and Outreach;
- promote advanced engineering technologies; and
- maintain graduate fellowship support.

The Goals 2001-2005 that follow are designed to guide the actions of all the University's stakeholders toward a program of excellence as outlined above. These goals are of necessity broad in nature and will require the involvement of all stakeholders as they set about developing more specific objectives for each division, college, department, or unit of the University. They encompass the four strategic directions developed by President McFarland for the University: access and success, programs, university climate, and outreach. The University strategic planning process, as described in Appendix A, will assure that this is effectively accomplished.

On March 23, 2000 the regents approved ***The Integrative Plan*** for The Texas A&M University System. ***The Integrative Plan*** is "to provide direction for The Texas A&M University System for the next 20 years. It's stated purpose is to focus planning efforts, guide decision making, and establish indicators for assessing the quality of our work." The plan sets forth six azimuths for the system. These azimuths are:

- Foster Collaboration Among System Institutions
- Provide Educational Access and Excellence and Nurture Educational Success
- Increase the Value of Our Academic Programs
- Increase the Value of Our Scholarship and Research
- Serve Texas and Beyond: Anticipate and Solve Critical Problems
- Enhance Acquisition for Resources and Maximize Their Effective Use.

These azimuths are directly related to the following university goals.

It is understood that maintenance of viable, existing programs and activities already in place will continue. The goals provide added emphasis and direction necessary to move

the University community in a common direction so that human and fiscal resources can be focused for the future growth, success, and excellence of A&M-Commerce.

Goals

Achievement of the goals is not confined to one segment of the University alone. Their successful achievement will require the collective commitment, cooperation, and energy of the administration, faculty, staff, students, and alumni, that is, all its stakeholders, as the university strives to continue the pursuit of excellence. The university goals are driven by the four strategic directions developed by President McFarland.

ACCESS AND SUCCESS

The university will continue and expand efforts to attract, retain and graduate high-quality students.

PROGRAMS

The university will provide high quality and affordable educational programs for a qualified, diverse student body that will incorporate learning experiences, which prepare students and graduates to participate fully in social, educational, economic and global opportunities.

UNIVERSITY CLIMATE

In order to provide a sense of community, the university will: (1) recruit and retain qualified, effective and diverse personnel at all levels through opportunities for advancement and continuing development, competitive salaries and reward for exemplary service; (2) provide, protect and enhance the institutional properties and facilities, minimize operational expenditures and provide a safe environment; and (3) ensure effective and efficient utilization and growth of all financial resources for academic programs and student services.

OUTREACH

The university will enhance, develop, and maintain collaborative relationships with other educational entities, alumni, businesses, foundations and policy-making entities to provide

access to new knowledge and professional expertise, and to promote the economic well being of the state.

HISTORICALLY UNDERUTILIZED BUSINESSES

The university continues to improve efforts in carrying out policies governing purchases and public works contracting that foster meaningful and substantive inclusion of Historically Underutilized Businesses (HUB's).

Goals; Strategies; Objectives; Outcome, Output, Efficiency and Explanatory Measures

Goal 1 ACCESS AND SUCCESS

The university will continue and expand efforts to attract, retain and graduate high-quality students.

Objective 1.1

To provide efficient and effective delivery of educational programs at a cost which assures access and success for all who seek and qualify for admission.

Outcome Measures

- Freshman Retention. Percentage of first-time, full-time freshman students who are still enrolled and making progress toward their degrees one year after first admission.
- Freshman Graduation. The percentage of first-time, full-time freshman students who graduate within six years after first admission.
- Transfer Graduation. The percentage of transfer students who graduate.
- Transfer Retention. Percentage of transfer students who are still enrolled and making satisfactory progress toward their degrees one year after first admission.
- Minority Graduates. Percentage of Hispanic, African American, and Native American U.S. citizens who graduate.
- Remediation. Percentage of students failing one or more portions of the TASP who subsequently passed all sections of that examination.
- Minority Students. Percentage of enrolled students who are Hispanic, African American, and Native American citizens.

Strategies; Output, Efficiency, and Explanatory Measures

Strategy 1.1.1

To recruit, retain and graduate a qualified, diverse student population.

Output Measures

- Number of degrees awarded per full-time equivalent faculty member.
- Number of transfer students enrolled who began their college work in a community/junior college.
- Number of minorities enrolled.
- Number of undergraduate students requiring remediation by ethnicity, age, and gender.
- Number of high school student contacts made by ethnicity, age, and gender.
- Number of minorities who earn a degree within six years of first admission.
- Number of baccalaureate graduates who started college at a Texas community/junior college.

Efficiency Measures

- Percent of minority students enrolled.
- Percent of undergraduates students requiring remediation.
- Percent of students remediated who are retained.
- Percent of students who contact the University about admission who are enrolled the following semester.
- Percent of first time, full time, degree seeking students who graduate in six years.
- Percent of first time, full time, degree seeking minority students whom graduate in six years.

Explanatory Measures

- Number of high school graduates.
- Number of graduates in academic programs from community junior colleges.

Strategy 1.1.2

To provide a mix of financial aid resources to ensure that financial status is not a barrier to access.

Output Measures

- Number of financial aid dollars available and awarded including federal, state, and local grants, loans and scholarships.
- Number of students receiving financial aid.
- Number of campus jobs available to students.

Efficiency Measures

- Percent of students receiving financial aid.
- Percent of students employed on campus.

Explanatory Measures

- Amount of federal funds available for financial aid.
- Amount of State funds available for financial aid.
- Amount of private funds available for financial aid.

Strategy 1.1.3

To develop and implement a systematic plan to attract and recruit international students and effectively meet their unique needs.

Output Measures

- Number of international students enrolled.
- Number of international counties represented.

Efficiency Measure

- Percent increase in international student enrollment.
- Percent of international counties represented by international students.

Explanatory Measure

- None.

Objective 1.2

To develop a comprehensive marketing and recruitment plan to expand the number of students enrolled

Outcomes Measures

- Marketing initiatives. Number of marketing initiatives completed and implemented.
- Enrollment. Number of students attracted by marketing plan

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 1.2.1

To develop a marketing plan that emphasizes the institution's academic strengths to an increased audience of potential students.

Output Measures

- Number of individuals who respond to advertising seeking information about the University.

Efficiency Measure

- Percentage of new enrollees who are attracted by the marketing effort.

Explanatory Measure

- Funds available for marketing.

Strategy 1.2.2

To continue to develop and implement a comprehensive recruitment program to attract a qualified and diverse student body.

Output Measures

- Number of new potential students who are contacted about the University.

Efficiency Measure

- Percentage of students contacted who do enroll.

Explanatory Measure

- Funds available for additional recruitment.

Goal 2

Provide high quality, and affordable educational programs for a qualified, diverse student body, that will incorporate learning experiences which prepare students and graduates to participate fully in social, educational, economic, and global opportunities.

Objective 2.1

To enhance the quality of all degree offerings through systematic review of the programs and regular assessment of their appropriateness in preparing students and graduates for life in a competitive society.

Outcome Measures

- Program Evaluation. Percentage of academic programs reviewed, assessed and modified for improvement.
- Undergraduate Instruction. Percentage of undergraduate SCH generated by faculty members with tenure or are tenure-track.

Strategies; Output, Efficiency, and Explanatory Measures

Strategy 2.1.1

To provide a curriculum of sufficient breadth and depth, and the necessary qualified faculty to support, to deliver, and to continuously improve the educational experiences that will prepare high quality graduates.

Output Measures

- Number of faculty with terminal degrees.
- Number of regionally and/or nationally accredited programs.

- Number of students responding positively to a survey about the appropriateness and quality of their educational experience.
- Number of undergraduate degrees awarded.
- Number of graduate degrees awarded.

Efficiency Measures

- Student teacher ratio.
- Average undergraduate class size.
- Average graduate class size.
- Percent of undergraduates SCH generated by tenure and tenure track faculty.

Explanatory Measures

- Number of degree programs approved by the Coordinating Board.
- Number of students choosing to attend colleges or universities.
- Amount of financial aid funds available.
- State mandated tuition increases.

Strategy 2.1.2

To encourage and provide opportunities for faculty and student scholarly endeavors including research and creative activities.

Output Measures

- Number of research proposals submitted.
- Number of research proposals funded.
- Number of publications.
- Number of presentations at professional meetings.
- Number of faculty participating in artistic shows, exhibitions, and Professional performances.

- Number of dollars expended for the conduct of research and development from sources other than state or local funds.

Efficiency Measures

- Percent of research proposals funded.
- Percent of total research dollars expended in relation to total educational and general expenditures.

Explanatory Measure

- Level of State and Federal funds earmarked for research.

Strategy 2.1.3

To continue to develop and implement a computerized academic curriculum/degree audit program.

Output Measures

- Number of degree programs on-line.

Efficiency Measure

- Percent of degree programs on-line.

Explanatory Measure

- None.

Strategy 2.1.4

To enhance the educational process through the provision of adequate library and technology support facilities and services.

Output Measures

- Number of library patrons.
- Number of dollars expended for the library per full-time equivalent student.
- Number of non-academic enrichment programs and activities provided.
- Number of computers and computer labs available to students.

- Number of students utilizing the skill centers and other special student support services.
- Number of students enrolled who receive tutorial assistance.
- Number of students enrolled who receive academic, career, and/or personal counseling.
- Number of dollars expended to acquire capital equipment.

Efficiency Measures

- Percent of students using the library.
- Percent of library expenditures in relation to total education and general expenditures.
- Percent of students utilizing computer labs.
- Percent of students utilizing skills center, student support services, remediation, and tutorial assistance who are retained by the University.
- Percent of capital equipment expenditures in relation to total educational and general expenditure.

Explanatory Measure

- Total funding from State revenues.

Objective 2.2

To provide international educational opportunities and make them available to students, faculty, and staff.

Outcome Measures

- Faculty opportunities. Percent of faculty involved in international educational opportunities.
- Staff opportunities. Percent of staff involved in international educational opportunities.
- Student opportunities. Percent of student involved in international educational opportunities.

Strategies; Output, Efficiency, and Explanatory Measures

Strategy 2.2.1

Expand efforts to internationalize the curriculum in university studies and within individual majors.

Output Measures

- Number of university studies courses containing an identifiable international dimension.
- Number of courses containing an identifiable international dimension.

Efficiency Measure

- Percent of courses utilizing an intercultural education component.

Explanatory Measure

- None.

Strategy 2.2.2

To develop agreements with foreign universities to promote the exchange of academic credit courses utilizing distance education.

Output Measures

- Number of agreements developed with foreign universities.
- Number of courses offered.

Efficiency Measure

- Percent of courses offered that have the necessary enrollments.

Explanatory Measure

- None.

Objective 2.3

To promote efficient and effective delivery of educational programs utilizing technology, where applicable.

Outcome Measures

- Technology. Percent of university programs being offered by distance education: the fiber optic network, over TTVN, by compressed video, and via the Internet.

Strategies; Output, Efficiency, and Explanatory Measures

Strategy 2.3.1

To expand and improve the existing fiber optic network, TTVN and compressed video to public schools, colleges, and universities, as well as the development of web based courses.

Output Measures

- Number of locations connected by distance learning.
- Number of courses and services being delivered to the connected sites.
- Number of participants in distance education.
- Number of web-based courses offered.

Efficiency Measures

- Percent utilization of distance learning facilitators.
- Percent of enrollment in distance education in relation to total enrollments.

Explanatory Measure

- Coordinating Board action on request to offer distance education programs.

Objective 2.4

To provide new and cooperative programs to meet the emerging needs of the region.

Outcomes Measures

- New Programs. The number of new programs developed in response to emerging needs.

- Cooperative Programs. The number of partnerships formed to provide cooperative programs in response to emerging needs.

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 2.4.1

To conduct needs analysis and studies to determine new program needs:

Output Measures

- Number of analysis and studies conducted.
- Number of programs successfully established as a result of studies.

Efficiency Measure

- Percentage of new program proposal approved by the Coordinating Board.

Explanatory Measure

- Coordinating Board program approvals.

Strategy 2.4.2

To determine the need for cooperative programs.

Output Measures

- Number of cooperative partnerships formed.
- Number of cooperative programs established.

Efficiency Measure

- Percentage of cooperative programs formed in relation to number proposed.

Explanatory Measure

- Other institutions, business and industry interest in cooperation.

Goal 3 UNIVERSITY CLIMATE

In order to provide a sense of community, the university will: (1) recruit and retain qualified, effective and diverse personnel at all levels through opportunities for advancement and continuing development, competitive salaries and reward for exemplary service; (2) provide, protect and enhance the institutional properties and facilities, minimize operational expenditures and provide a safe environment; and (3) ensure effective and efficient utilization and growth of all financial resources for academic programs and student services.

Objective 3.1

To continue to recruit and retain a qualified and increasingly diverse staff, faculty, and administration.

Outcome Measures

- Minority Representation. Percentage of minority staff, faculty, and administration to be consistent with their relative proportions in the community and in their professional fields.
- Female Representation. Percentage of full-time staff, faculty, and administrators who are female.
- Faculty Salaries. Percentage of individual faculty and administrators salaries that are equal to or exceed the average of those offered nationally.

Strategies; Output, Efficiency, and Explanatory Measures

Strategy 3.1.1

To develop an early identification program of potential minority and female applicants from students currently enrolled in terminal degree programs from across the nation.

Output Measure

- Annual increase in number of qualified minorities and females in applicant pools for professional staff, faculty and administrative positions.

Efficiency Measure

- Percent of qualified minorities and female employees.

Explanatory Measure

- Number of qualified minorities and females available in work force.

Strategy 3.1.2

To increase salaries to a more competitive level for both beginning and continuing positions.

Output Measures

- Number of faculty and administrative salaries at a level at least equal to or exceeding the average of those offered nationally.
- Number of individual staff salaries that are equal to or exceed the average of those offered in the region and/or in their appropriate professional fields.

Efficiency Measures

- Percent of faculty and administrative salaries equal to or exceeding those offered nationally.
- Percent of staff salaries equal to or exceeding regional averages.

Explanatory Measure

- Salary increases provided by the State.

Strategy 3.1.3

To increase the opportunities for advancement, continuing development, and reward for outstanding service.

Output Measures

- Number of training and development activities and/or opportunities provided for staff, faculty, and administrators.
- Number of individuals who receive advancement and/or formal recognition.

Efficiency Measures

- Percent of staff, faculty, and administration participation in developmental activities.
- Percent of individuals receiving advancement.

Explanatory Measure

- Trends available for developmental activities.

Objective 3.2

To reduce the amount of remaining deferred maintenance on university educational buildings, grounds, and other facilities.

Outcome Measures

- Building Maintenance. Percentage reduction in the amount of remaining deferred educational building maintenance.
- Grounds Maintenance. Percentage reduction in the amount of remaining deferred grounds maintenance.
- Other Maintenance. Percentage reduction in the amount of remaining deferred maintenance for other facilities.

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 3.2.1

To develop and implement an improved plan of action for identification of maintenance and renovation needs and compliance with federal and state standards.

Output Measures

- Number of maintenance and renovation needs identified and addressed.
- Number of federal and state standards identified and addressed.
- Number of square feet of buildings maintained.
- Number of acres of grounds maintained.

Efficiency Measures

- Percent of identified maintenance and renovation needs completed within one year.
- Percent of identified federal and state standards needing action that are addressed within one year.

Explanatory Measure

- Number of federal and state standards.

Objective 3.3

To provide a safe and healthy environment conductive to learning, working, and living.

Outcome Measures

- Crime Reduction. Numerical change in on-campus crime.
- Work-related Injuries. Number of work-related injuries to employees.
- Healthful Living. Percentage of employees involved in wellness programs.
- Architectural Barriers. Percentage of architectural barriers to handicap identified and removed.

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 3.3.1

To continue to improve student housing through remodeling of existing housing units and construction of new housing units.

Output Measures

- Number of existing housing units remodeled.
- Number of new housing units constructed.

Efficiency Measures

- Percent of housing units that currently are up to date.

Explanatory Measure

- Total dollars available for housing needs.

Strategy 3.3.2

To identify and appropriately address safety and other health related conditions and issues.

Output Measures

- Number of on-campus crimes.
- Number of on-campus injury accidents.
- Number of students utilizing university health facilities.
- Number of programs and activities provided on health and safety issues.
- Number of employee days lost due to work-related injuries.
- Number of individuals involved in university wellness programs.

Efficiency Measures

- Percentage decrease in the number of on-campus crimes.
- Percentage reduction in on campus injuries.
- Percent of faculty and staff using health facilities.
- Percent reduction of employee days lost due to work-related injuries.
- Percent of individuals involved in wellness program.

Explanatory Measure

- Number of health related epidemics.

Objective 3.4

To promote efficient and effective utilization of all financial resources.

Outcome Measures

- Administrative Efficiency. Percentage of educational and general expenditures allocated for administration.
- Faculty Efficiency. Semester credit hours generated per full- time faculty member.
- Student Service Efficiency. Percentages of student service expenditures per full-time student.

- Utilities Efficiency. Percentage of change in expenditures for purchased electricity, water and gas.

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 3.4.1

To design and implement a more efficient and effective purchasing, financial reporting, accounting and financial management system.

Output Measures

- Number of average days required from purchase requisition to purchase placement.
- Number of purchases from Texas certified disadvantaged businesses.
- Number of average days required to respond to audit findings.

Efficiency Measures

- Average number of days to complete a purchase request.
- Percentage of purchases placed with HUB's.
- Average number of days to respond to an audit.

Explanatory Measures

- Number of audit request.
- Number of purchase requests.
- Number of qualified HUB's.

Objective 3.5

To provide for the growth of all financial resources for academic programs and student services.

Outcome Measure

- Financial Growth. Percentage change in all financial resources for academic programs and student services.

Strategies; Output, Efficiency, and Explanatory Measures

Strategy 3.5.1

To increase interaction with federal and state agencies and increase proposals submitted for funding.

Output Measures

- Number of federal and state grant proposals submitted.
- Number of federal and state grants funded.

Efficiency Measures

- Percent of funded federal and state grant proposals in relation to total number submitted.
- Percent of total grant funds secured in relation to total educational and general expenditures.

Explanatory Measure

- Number of federal and state dollars available for grants.

Goal 4 OUTREACH

The university will enhance, develop, and maintain collaborative relationships with other educational entities, businesses, foundations and policy-making entities to provide access to new knowledge and professional expertise, and to promote the economic well being of the state.

Objective 4.1

To identify and establish collaborative relationships with external publics for the exchange of knowledge and skills and to promote economic growth and development.

Outcome Measures

- Faculty Service. Percent and number of faculty documented to be active in a required level of service activities.
- External Partnerships. Percent of faculty involved in functioning partnerships and other relationships with private sector entities.

- Public Partnerships. Percent of faculty involved in existing partnerships and other relationships with public sector entities.

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 4.1.1

To provide services that respond to community, state, and national concerns.

Output Measures

- Number of partnerships with public sector entities.
- Number of faculty involved in external service, consulting, and educational activities.
- Number of contact hours of professional continuing education courses and workshops offered.

Efficiency Measures

- Percent of faculty involved in external service, consulting, and educational activities.
- Percent increase in professional continuing education courses and workshops offered.

Explanatory Measures

- Number of entities interested in partnerships.
- Number of professionals seeking continuing education.
- Number of persons completing professional continuing education programs offered by other entities.

Objective 4.2

To increase overall University revenues from both state performance-based funding, and external, non-governmental funding.

Outcomes Measures

- Formula Funding. Revenues received from the state generated by the legislative funding formula.

- External Funding. Revenues received from corporations, foundations and individuals.

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 4.2.1

To promote and encourage additional financial support through increased interaction with corporations, foundations, and individuals.

Output Measures

- Number of proposals for funding submitted to industries and foundations.
- Number of proposals funded.
- Number of dollars provided by A&M-Commerce Foundation for academic programs and student services.

Efficiency Measures

- Percent of proposals funded.
- Percentage annual increase of funds from corporation, foundations, and individuals.

Explanatory Measure

- Level of giving by corporations, foundations and individuals.

Strategy 4.2.2

To evaluate and take appropriate actions which will maximize achievement for state performance-based funding.

Output Measure

- Number of performance goal categories in which there is an increasing level of achievement.

Efficiency Measure

- Percentage of performance goal categories with increasing level of achievement.

Explanatory Measure

- Number of state performance goals.

Strategy 4.2.3

Continue to develop and implement a capital campaign.

Output Measures

- Number of dollars contributed as a result of campaign.

Efficiency Measures

- None.

Explanatory Measure

- None.

Goal 5 HISTORICALLY UNDERUTILIZED BUSINESSES

The University will continue to improve efforts in carrying out policies governing purchases and public works contracting that foster meaningful and substantive inclusion of Historically Underutilized Businesses (HUB's).

Objective 5.1

To increase the percentage of the total value of contracts and subcontracts awarded annually by the agency in purchasing and public works contracting with Historically Underutilized Businesses (HUB's) by one percent a year until 2003.

Outcomes Measures

- Percent of total dollar value of purchasing and public works contracts and subcontracts awarded to HUB's.

Strategy; Output, Efficiency, and Explanatory Measures

Strategy 5.1.1

Continue to improve on the implementation of A&M-Commerce's plan for increasing the use of Historically Underutilized Businesses (HUB's) through purchasing and public works contracts and subcontracts.

Output Measures

- Number of new HUB's certified to do business with A&M-Commerce.
- Number of HUB contractors and subcontractors contacted for bids.
- Number of HUB contracts and subcontracts awarded.
- Dollar value of HUB contracts and subcontracts awarded.

Efficiency Measures

- Percent of total qualified HUB's who do business with A&M-Commerce.
- Percent of HUB's contracted for bids who submitted a bid.
- Percent of total contracts awarded to HUB's.
- Percent of total contract dollars awarded to HUB's.

Explanatory Measure

- Number of qualified HUB's.

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Appendix A:

Brief Description of the Planning Process

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Appendix A:

Brief Description of the Agency's Planning Process

The following University policy briefly describes the University's strategic planning procedures and process. This policy has been followed in preparing the Agency's Strategic Plan.

Purpose: The University is committed to strategic planning and institutional effectiveness at all levels of operation and the use of the results associated with the evaluation of effectiveness for broad-based, continuous institutional improvement. Under the direction of the President, the University will organize its human, physical and fiscal resources to carry out its mission through annual, formal planning and evaluation processes. Planning will be a continuous activity, which occurs at all, levels of the University and is guided and shaped by the institution's statement of purpose.

Strategic Planning: Under the direction of the President, the University will annually review strategic plans consisting of University-wide goals; divisional and unit goals and objectives; outcomes assessment measures and performance standards; assessment procedures and processes for analyzing assessment results and using the results for programmatic and institutional improvement.

The plan will link program, division, and University goals and objectives, and provide direction for the coordination of activities at all levels, as well as utilize ***The Integrative Plan*** for The Texas A&M University System. It will also provide for participation of faculty and staff University-wide in determining program directions, establishing objectives, and shaping institutional goals.

The University Strategic Planning Committee, appointed by the President, will review and analyze available national and regional higher education trends, institutional reports of program outcomes assessment, reported progress toward goal and objective achievement, and other related data and factors that are likely to affect the institution's goals and their achievement over the next five years. After thorough analysis of the material, the Committee will recommend changes in University goals, objectives and/or priorities to the President's Advisor Committee (PAC), chaired by the President. The Committee consists of the President and the three Vice Presidents.

Based on the recommendations of the University's Strategic Planning Committee, the President, along with the members of PAC, will annually review and update the mission-related goals and objectives for University-wide planning.

Effectiveness Evaluation: On an annual basis, all University organizational entities will report progress toward accomplishment of goals and objectives in accordance with the strategic plan.

The effectiveness evaluation plans and evaluation processes developed will include five-year academic program reviews; appropriate student, faculty, and staff surveys; institutional research related to mission, goals, objectives and programmatic accomplishments, and other measures deemed appropriate.

Administrative Responsibility: The President is responsible for the institutional effectiveness process in the context of existing University policies and procedures.

Appendix B:

Current Organizational Chart

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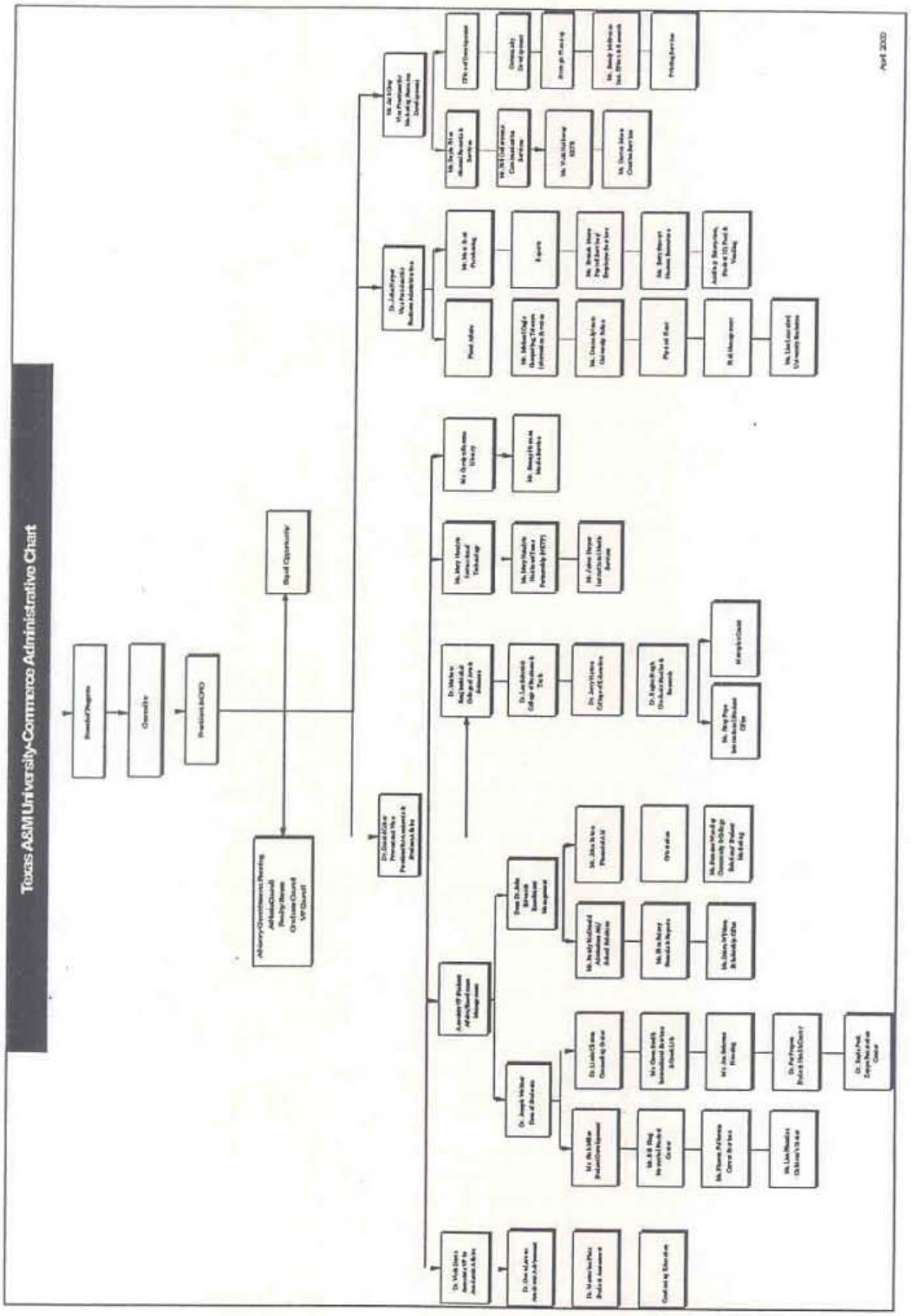
Texas A&M University-Commerce Administrative Chart
Equal Opportunity
April 2010

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Appendix C:

Five-Year Projections for Outcomes

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Appendix C:

Five-Year Projections for Outcomes

Goal 1: Access and Success

Objective 1	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Freshman Retention	66%	68%	69%	70%	70%	72%
Freshman Graduation	36%	37%	38%	40%	40%	42%
Transfer Graduation	75%	76%	77%	78%	79%	80%
Transfer Retention	75%	75%	77%	77%	79%	79%
Minority Graduates	37%	38%	38%	39%	39%	40%
Remediation	85%	85%	86%	86%	87%	87%
Minority Students	22%	23%	24%	25%	26%	28%

Objective 1.2	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Marketing Initiatives	FY Projections based upon yearly need's assessments					
Enrollment	7800	7900	8000	8100	8200	8300

Goal 2: Education Programs

Objective 2.1 FY	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Program Evaluation	FY Projections based upon yearly need's assessments					
Undergraduate Instruction	45%	47%	48%	49%	50%	52%

Objective 2.2	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Faculty Opportunities	FY 2000 sets baseline for further projections					
Staff Opportunities	FY 2000 sets baseline for further projections					
Student Opportunities	FY 2000 sets baseline for further projections					

Objective 2.3	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Technology	FY 2000 sets baseline for further projections					

Objective 2.4	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
New Programs	9	Future FY based upon need's assessments				
Cooperative Programs	FY projections based upon yearly need's assessments					

Goal 3 University Climate

Objective 3.1	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Minority Representation	FY projections based upon yearly demographics					
Female Representation	FY 2000 sets baseline for further projections					
Faculty Salaries	FY 2000 sets baseline for further projections					

Objective 3.2	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Building Maintenance	27%	11%	11%	11%	8%	8%
Grounds Maintenance	10%	20%	7%	7%	7%	7%
Other Maintenance	13%	13%	13%	13%	13%	13%
Crime Reduction	167	143	161	131	132	139
Work Related Injuries	41	<41	<41	<41	<41	<41
Healthful Living	25%	>25%	>25%	>25%	>25%	>25%
Architectural Barriers	5%	5%	5%	7%	7%	7%

Objective 3.4	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Administrative Efficiency	11.5%	11.5%	11.5%	11.4%	11.4%	11.4%
Faculty Efficiency	FY 2000 sets baseline for further projections					
Student Service Efficiency	618	634	650	667	683	700
Utilities Efficiency	7%	15%	8%	8%	8%	8%

Objective 3.5	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Financial Growth	5.2%	2.3%	3.7%	3.2%	3.5%	1.8%

Goal 4: Outreach

Objective 4.1	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Faculty Service	FY 2000 sets baseline for further projections					
External Partnerships	FY 2000 sets baseline for further projections					
Public Partnerships	FY 2000 sets baseline for further projections					

Objective 4.2	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Formula Funding	12.3%	1.5%	4.1%	0.0%	5.3%	0.0%
External Funding	13.2%	1.2%	4.1%	2.3%	4.0%	2.4%

Goal 5: HUB's

Objective 5.1	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Awards to HUB's	12%	12%	12%	12%	12%	12%

Appendix D:

List of Measure Definitions

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Appendix D:

List of Measure Definitions

Goal 1

Objective 1.1

Short Definition: **Freshman Retention** is the percentage of first-time, full-time freshman students who are still enrolled and making progress toward their degrees one year after first admission.

Purpose/Importance: This measure addresses how well the university retains freshman students between the first and second years of matriculation, a major at-risk period for dropout.

Source/Collection of Data: A&M-Commerce student information system database.

Method of Calculation: A percentage is obtained by dividing the number of first-time, full time freshman students who return the following fall semester by the total number of first-time, full-time freshman students enrolled the previous fall semester.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Short Definition: **Freshman Graduation** is the percentage of first-time, full-time freshman students who graduate within six years after first admission.

Purpose/Importance: Student graduation is primary outcome measure for the university, and this outcome measures how well we retain and graduate first-time, full-time freshman students over a six year period.

Source/Collection of Data: A&M-Commerce student information system database.

Method of Calculation: Every year the number of first-time, full-time freshman students for each preceding cohort who graduate is divided by the total number of first-time, full-time freshman students in that cohort. The final measure is obtained six years after each cohort's year of first admission.

Data Limitations: None

Calculation Type: Cumulative through six years

New Measure: No

Desired Performance: Higher than target

Short Definition: **Transfer Graduation** is the percentage of undergraduate transfer students who graduate within five years of first transfer admission.

Purpose/Importance: Student graduation is primary outcome measure for the university, and this outcome measures how well we retain and graduate transfer students over a five year period.

Source/Collection of Data: A&M-Commerce student information system database

Method of Calculation: Every year the total number of undergraduate transfer students for each preceding cohort who graduate is divided by the total number of undergraduate transfer students in that cohort. The final measure is obtained five years after each cohort's year of transfer.

Data Limitations: None

Calculation Type: Cumulative through five years

New Measure: No

Desired Performance: Higher than target

Short Definition: **Transfer Retention** is the percentage of undergraduate transfer students who are still enrolled and making satisfactory progress toward their degrees one year after first admission.

Purpose/Importance: This measure addresses how well the university retains transfer students between the first and second years of matriculation at this university.

Source/Collection of Data: A&M-Commerce student information system database

Method of Calculation: A percentage is obtained by dividing the number of transfer students who return the following fall semester by the total number of transfer students enrolled the previous fall semester.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Short Definition: **Minority Graduates** is the percentage of first-time, full-time Hispanic, African American, and Native American freshman students who graduate within six years of first admission.

Purpose/Importance: Graduating students who are members of the growing minority population is of major importance to the state of Texas.

Source/Collection of Data: A&M-Commerce student information system database

Method of Calculation: The above-cited method for freshman graduation rates will be used, focusing on students who identify as member of minority populations.

Data Limitations: None

Calculation Type: Cumulative through 6 years

New Measure: No

Desired Performance: Higher than target

Short Definition: **Remediation** is the percentage of students failing one or more portions of the TASP who subsequently passed all sections of that examination.

Purpose/Importance: This measure addresses the extent to which remediation efforts are successful, in regards to passing the TASP examination

Source/Collection of Data: A&M-Commerce student information system database

Method of Calculation: A percentage is obtained by dividing the number of students who pass TASP sections on a subsequent attempt by the number who failed the on the first attempt.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Short Definition: **Minority Students** is the percentage of enrolled students who are Hispanic, African American and Native American citizens.

Purpose/Importance: This measure addresses how well the university attracts students from the growing minority populations.

Source/Collection of Data: A&M-Commerce student information system database

Method of Calculation: A percentage is obtained by dividing the number of Hispanic, African American and Native American students by the total number of enrolled students.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Objective 1.2

Short Definition: **Marketing Initiatives** is the number of university marketing initiatives completed and implemented.

Purpose/Importance: This measure addresses the efforts to recruit students for specific programs through marketing initiatives.

Source/Collection of Data: Office of the Vice President for Marketing and Resource Development

Method of Calculation: Every year the Office of Vice President for Marketing and Resource Development will report new marketing initiatives developed during the preceding year.

Data Limitations: None

Calculation Type: Cumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Enrollment** is the number of students attracted by a marketing plan.

Purpose/Importance: A major purpose of marketing is to attract new students, as measured by enrollment.

Source/Collection of Data: A&M-Commerce student information system

Method of Calculation: Non-duplicative headcount enrollment

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Goal 2

Objective 2.1

Short Definition: **Program Evaluation** is the percentage of academic programs reviewed, assessed and modified for improvement.

Purpose/Importance: This measure addresses a major component of institutional effectiveness; periodic program evaluation and modification based upon evaluation is a key component in educational excellence.

Source/Collection of Data: Data collected through the A&M-Commerce Office of Institutional Research as well as data collected by the Office of the Provost and Vice-President for Academic Affairs.

Method of Calculation: The number of programs reviewed, assessed and modified for improvement every year is divided by the total number of programs.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition**: Undergraduate Instruction** is the percentage of undergraduate SCH generated by faculty members with tenure or are on tenure-track.

Purpose/Importance: The percentage of lower division undergraduate SCH generated by tenured or tenure track faculty is a factor in state formula funding, as well as a measure of quality of undergraduate instruction.

Source/Collection of Data: A&M-Commerce student information system database.

Method of Calculation: The number of lower division semester credit hours taught by tenured or tenure track faculty is divided by the total number of lower division semester credit hours for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Objective 2.2

Short Definition: **Faculty Opportunities for International Education** is the percent of faculty involved in international educational opportunities.

Purpose/Importance: This measure addresses how well the university responds to the increasing degree of globalization, especially involving faculty in international educational opportunities.

Source/Collection of Data: Data provided by the A&M-Commerce Office of International Studies.

Method of Calculation: The number of full-time faculty involved in international educational opportunities is divided by the total number of full-time faculty for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Staff Opportunities for International Education** is the percent of staff involved in international educational opportunities.

Purpose/Importance: This measure addresses how well the university responds to the increasing degree of globalization, especially involving staff in international educational opportunities.

Source/Collection of Data: Data provided by the A&M-Commerce Office of International Studies.

Method of Calculation: The number of full-time staff involved in international educational opportunities is divided by the total number of full-time staff for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: Student **Opportunities for International Education** is the percent of students involved in international educational opportunities.

Purpose/Importance: This measure addresses how well the university responds to the increasing degree of globalization, especially involving students in international educational opportunities.

Source/Collection of Data: Data provided by the A&M-Commerce Office of International Studies.

Method of Calculation: The number of full-time students involved in international educational opportunities is divided by the total number of full-time students for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Objective 2.3

Short Definition: **Technology** is the percent of university programs being offered by distance education: the fiber optic network, over TTVN, by compressed video, and via the Internet.

Purpose/Importance: This measure addresses how well the university responds to the growing demands for distance education.

Source/Collection of Data: Data provided by the A&M-Commerce Office of Instructional Technology.

Method of Calculation: The number of programs offered by distance education, of any type, is divided by the total number of programs offered for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Objective 2.4

Short Definition: **New Programs** is the number of new academic programs developed in response to emerging needs.

Purpose/Importance: This measure addresses how well the university responds to emerging needs within the service region, state and nationally.

Source/Collection of Data: Data provided by the Office of the Provost and Vice-President for Academic Affairs.

Method of Calculation: Counting the number of new programs added every fiscal year, as demonstrated by needs analyses.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Cooperative Programs** is the number of partnerships formed to provide cooperative programs in response to emerging needs.

Purpose/Importance: This measure addresses how well the university responds to emerging needs within the service region, state and nation, by forming partnerships to form cooperative programs.

Source/Collection of Data: Data provided by the Office of the Provost and Vice-President for Academic Affairs, Vice President for Business and Administration, Vice President for Marketing and Resource Development.

Method of Calculation: Counting the number of partnerships to provide cooperative programs formed every fiscal year, based upon needs analyses.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Goal 3

Objective 3.1

Short Definition: **Minority Representation** is the percentage of minority staff, faculty, and administration consistent with their relative proportions in the community and in their professional fields.

Purpose/Importance: This measure addresses how well the university recruits and retains minority staff, faculty and administrators, and how well this reflects the minority populations in the community and professional fields.

Source/Collection of Data: Human Resources.

Method of Calculation: The numbers of minority staff, faculty and administrators divided by the total numbers of staff, faculty and administrators every fiscal year; these percentages are then compared to the percentages of minority members in the community and professional fields.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Female Representation** is the percentage of full-time staff, faculty and administrators who are female.

Purpose/Importance: This measure addressed how well the university recruits and retains female staff, faculty and administrators.

Source/Collection of Data: Human Resources.

Method of Calculation: A percentage is derived by dividing the numbers of full-time female staff, faculty and administrators by the total numbers of full-time staff, faculty and administrators every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Faculty Salaries** is the percentage of individual faculty and administrators salaries that are equal to or exceed the average of those offered nationally.

Purpose/Importance: This measure addresses how well the university compensates faculty and administrators in relation to national means.

Source/Collection of Data: Human Resources payroll data provided by the A&M System Budget, Payroll and Personnel reports; national data derived from national sources such as CUPA surveys.

Method of Calculation: Faculty and administrator salaries are compared to national means every fiscal year. The number of those whose salaries equal or exceed the national mean is divided by the total number of faculty and administrators.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Objective 3.2

Short Definition: **Building Maintenance** is the percentage reduction in the amount of remaining deferred educational building maintenance.

Purpose/Importance: This measure addresses how well the university responds to deferred building maintenance needs.

Source/Collection of Data: Data provided by the Office of the Associate Vice-President for Facilities Management.

Method of Calculation: The number of deferred building maintenance needs met during every fiscal year is divided by the number of deferred building maintenance needs at the beginning of that fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Grounds Maintenance** is the percentage reduction in the amount of remaining deferred grounds maintenance.

Purpose/Importance: This measure addresses how well the university responds to deferred grounds maintenance needs.

Source/Collection of Data: Data provided by the Office of the Associate Vice-President for Facilities Management.

Method of Calculation: The number of deferred building ground needs met during every fiscal year is divided by the number of deferred grounds maintenance needs at the beginning of that fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Other Maintenance** is the percentage reduction in the amount of remaining deferred maintenance for other facilities.

Purpose/Importance: This measure addresses how well the university responds to deferred maintenance needs other than building and grounds.

Source/Collection of Data: Data provided by the Office of the Associate Vice-President for Facilities Management.

Method of Calculation: The number of deferred maintenance needs, other than building and grounds, met during every fiscal year is divided by the number of deferred maintenance needs, other than building and grounds, at the beginning of that fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Objective 3.3

Short Definition: **Crime Reduction** is the number of reported on-campus major crimes (theft, assault, burglary, rape, motor vehicle theft, robbery, homicide).

Purpose/Importance: The measure addresses the safety of the university campus, in relation to reported crime.

Source/Collection of Data: Data provided by the University Police Department.

Method of Calculation: The number of reported major campus crime incidents for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Lower than target

Short Definition: **Work Related Injuries** is the number of work-related injuries to employees reported to Human Resources.

Purpose/Importance: This measure addresses the safety of the university campus, in relation to work related injuries.

Source/Collection of Data: A&M-Commerce Office of Risk Management

Method of Calculation: The number of work-related injuries for every fiscal year is divided by the number of work-related injuries the previous year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Lower than benchmark

Short Definition: **Healthful Living** is the percentage of full-time employees involved in wellness programs.

Purpose/Importance: This measure addresses the extent of university employee involvement in wellness programs.

Source/Collection of Data: Data provided by the university Recreational Center.

Method of Calculation: The number of employees involved in wellness activities is divided by the total number of employees for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than benchmark

Short Definition: **Architectural Barriers** is the percentage of architectural barriers to handicapped identified and removed.

Purpose/Importance: This measure addresses how well the university provides access to handicapped individuals.

Source/Collection of Data: Data provided by the Office of the Associate Vice-President for Facilities Management.

Method of Calculation: The number of architectural barriers to handicapped individuals identified and removed during every fiscal year is divided by the number of architectural barriers identified during each fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Objective 3.4

Short Definition: **Administrative Efficiency** is the percentage of operating budget expenditures allocated for administration.

Purpose/Importance: This measure addresses how well the university controls administrative costs relative to overall educational and general expenditures.

Source/Collection of Data: Data provided by the Office of the Vice-President for Business and Administration.

Method of Calculation: The amount of institutional support expenditure items is divided by the total amount of current fund expenditures, excluding auxiliary enterprises and the results of service departments for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Lower than target

Short Definition: **Faculty Efficiency** is the number of semester credit hours generated per full-time equivalent faculty member.

Purpose/Importance: This measure addresses how well the university efficiently utilizes faculty members in teaching.

Source/Collection of Data: Data provided by the A&M-Commerce student information system.

Method of Calculation: The number of semester credit hours for every fiscal year is divided by the number of full-time equivalent faculty.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **Student Service Efficiency** is the percentage of student services expenditures per full-time student.

Purpose/Importance: This measure addresses how efficiently the university utilizes student services expenditures.

Source/Collection of Data: Enrollment data from A&M-Commerce student information system; student services expenditures from the Office of the Vice-President for Business and Administration.

Method of Calculation: The amount of student services expenditures is divided by the number of full-time equivalent students for every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Lower than target

Short Definition: **Utilities Efficiency** is the percentage of change in expenditures for purchased electricity, water and gas.

Purpose/Importance: This measure addresses how efficiently the university manages expenditures for electricity, water and gas.

Source/Collection of Data: Data provided by the Office of the Vice-President for Business and Administration.

Method of Calculation: Total FY utilities expenditure is divided by previous FY total utilities expenditure.

Data Limitations: Fluctuations in utilities rates, as well as yearly seasonal climate variations.

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Equal to or less than previous year.

Objective 3.5

Short Definition: **Financial Growth** is the percentage change in all financial resources for academic programs and student services.

Purpose/Importance: This measure addresses how well the university generates financial resources for academic programs and student services.

Source/Collection of Data: Data provided by the Office of the Vice-President for Business and Administration.

Method of Calculation: Total FY financial resources is divided by previous FY total financial resources.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Above target

Goal 4

Objective 4.1

Short Definition: **Faculty Service** is the percent and number of faculty documented to be active in a required level of service activities.

Purpose/Importance: This measure addresses how well the university is providing service, through faculty members, to the service area, state, nation, and academic disciplines.

Source/Collection of Data: Data provided by the Office of the Provost and Vice-President for Academic Affairs.

Method of Calculation: The number of full-time faculty involved in service activities is generated for every academic year and is then divided by the total number of full-time faculty for that academic year.

Data Limitations: "Service activities" is somewhat subjective and must rely upon the professional judgement of department heads, academic deans and the Vice-President for Academic Affairs.

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Short Definition: **External Partnerships** is the percent of faculty involved in functioning partnerships and other relationships with private sector entities.

Purpose/Importance: This measure addresses how well the university is providing service, through faculty members' involvement in partnerships and other relationships with private sector entities within the service area, state, nation, and international arenas.

Source/Collection of Data: Data provided by the Office of the Provost and Vice-President for Academic Affairs.

Method of Calculation: The number of full-time faculty involved in partnerships and other relationships with private sector entities is generated for every academic year and is then divided by the total number of full-time faculty for that academic year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: yes

Desired Performance: Higher than target

Short Definition: **Public Partnerships** is the percent of faculty involved in existing partnerships and other relationships with public sector entities.

Purpose/Importance: This measure addresses how well the university is providing service, through faculty members' involvement in partnerships and other relationships with public sector entities within the service area, state, nation, and international arenas.

Source/Collection of Data: Data provided by the Office of the Provost and Vice-President for Academic Affairs.

Method of Calculation: The number of full-time faculty involved in partnerships and other relationships with public sector entities is generated for every academic year and is then divided by the total number of full-time faculty for that academic year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: Yes

Desired Performance: Higher than target

Objective 4.2

Short Definition: **Formula Funding** is revenue received from the state generated by the legislative funding formula.

Purpose/Importance: This measure reflects the amount of funding generated by the legislative funding formula developed by the Legislative Budget Board, and is currently primarily a function of semester credit hour production.

Source/Collection of Data: Date provided by the Legislative Budget Board and the Texas Higher Education Coordinating Board.

Method of Calculation: Amount of formula funding revenue received every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Short Definition: **External Funding** is revenue received from corporations, foundations and individuals.

Purpose/Importance: This measure addresses supplemental funding, above and beyond state formula funding, received by the university.

Source/Collection of Data: Data developed by the Office of Development and the Office of the Vice-President for Business and Administration.

Method of Calculation: Amount of external funding received every fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Goal 5

Objective 5.1

Short Definition: Percent **of Total Dollar Value of Purchasing and Public Works Contracts and Subcontracts Awarded to HUB's** is the percent of overall university expenditures in these areas awarded to historically underutilized businesses (HUB's).

Purpose/Importance: This measure addresses how well the university utilizes historically underutilized businesses in the areas of purchasing and public works contracts.

Source/Collection of Data: Data provided by the Office of the Vice-President of Business and Administration.

Method of Calculation: The total dollar amount of purchasing and public works contracts and subcontracts expenditures awarded to HUB's per fiscal year divided by the total amount of purchasing and public works contracts and subcontracts expenditures for that fiscal year.

Data Limitations: None

Calculation Type: Noncumulative

New Measure: No

Desired Performance: Higher than target

Appendix: E

Report on Customer Service, Compact with Texans, Customer-Related Performance Measures

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Appendix: E

Report on Customer Service, Compact with Texans, Customer-Related Performance Measures

Customer Service

Student Satisfaction Inventory

Spring, 1999

Executive Summary

The Student Satisfaction Inventory was completed by 477 students at Texas A&M University-Commerce during the spring semester, 1999. Of these 477, 61% were graduate students (39% undergraduate), 64% were enrolled full-time, 48% were employed full-time off campus, 66% were between the ages of 19 and 34, 54% were female (46% male), and 68% were white (32% minority or no response). Sixty-one percent stated A&M-Commerce was the school of first choice, 28% second choice and 11% third or lower choice.

When asked to rate the ***importance*** of various aspects and components of the university, the four areas deemed most important were *Instructional Effectiveness, Academic Advising, Safety and Security* and *Registration Effectiveness*; the four areas rated lowest in importance were *Campus Life, Recruitment and Financial Aid, Service Excellence,* and *Student Centeredness*. These rankings are very close to the rankings of a national comparison group from four-year pubic institutions.

Texas A&M University-Commerce

When asked to rate their ***satisfaction*** with the same aspects of the university, the areas of highest satisfactions were *Instructional Effectiveness, Academic Advising, Student Centeredness*, and *Campus Climate*; the areas with the lowest satisfaction scores were *Campus Life, Recruitment and Financial Aid, Service Excellence*, and *Campus Support Services*. When compared to the national comparison group, A&M-Commerce satisfaction scores are lower than the national comparison group's mean scores on three area: *Campus Support Services, Campus Life*, and *Recruitment and Financial Aid* (although the last difference is not statistically significant at the .05 level).

The computed ***performance gap*** shows the difference between the ***importance*** scale scores and the ***satisfaction*** scale scores for all areas. The three areas at A&M-commerce with the largest performance gaps are *Safety and Security* (6.14 on importance, 4.76 on satisfaction, 1.38 performance gap), *Recruitment and Financial Aid* (5.75 on importance, 4.51 on satisfaction, 1.24 performance gap), and *Campus Support Services* (5.93 on importance, 4.75 on satisfaction, 1.18 performance gap). When compared to the national group from four-year public institutions, all but one of the A&M-Commerce performance gaps are lower than the national performance gaps; the sole exception is in the area of *Campus Support Service* (A&M-Commerce performance gap 1.18, national performance gap 1.11).

TEXAS A&M UNIVERSITY-COMMERCE

COMPACT WITH TEXANS

Introduction and Definition of Compact

Texas A&M University-Commerce (A&M-Commerce), a member of the Texas A&M System, enters into this "Compact with Texas" an agreement to provide services following a set of guiding principles. This compact also sets forth the rights of customers/students and defines the standards customers/students should expect.

Name and Contact Information of Customer Service Representative

Larry Goddard, Executive Assistant to the Vice President for Marketing and Resource Development

Texas A&M University-Commerce

P.O. Box 3011

McDowell Administration Building, Room 272

Commerce, Texas 75429-3011

(903) 468-6050 Office

(903) 468-3201 Fax

Larry_Goddard@tamu-commerce.edu

Agency Services Offered

Texas A&M University-Commerce provides courses of study leading to bachelor, masters, and doctoral degrees in various fields, as well as courses of study leading to certification in selected fields, such as teacher certification and social work.

Student services include housing, food services, health services, counseling services, financial aid, recreation, placement services, child day-care services, scholarship services and alumni services. A&M-Commerce also provides continuing and adult education services.

Customer Service Principles and Measures

Texas A&M University-Commerce maintains a student/customer policy of courtesy, respect, and accessibility. The following areas are included in the Customer Service Principles and Measures:

1. The facilities of A&M-Commerce shall be well maintained, easily accessible to all customers, and clearly marked with appropriate directional and informational signage. The maintenance of the campus facilities shall emphasize cleanliness.

2. The staff of A&M-Commerce is dedicated to quality customer service and this job responsibility is included in all employee appraisals, measured by immediate supervisors. All employees must identify themselves and their operational unit by name when responding to telephone calls. The use of name badges is encouraged. The University has established "Operation Best Foot Forward", a customer service program that provides annual training to all employees.

3. Communications with customers will emphasize courtesy, accuracy and efficiency. This function will incorporate the following:

Availability of toll-free numbers, on-line services (including registration and faculty e-mail), voice and electronic mail services and Dallas telephone numbers. Each student is provided with a Student Handbook, which details the various communications within A&M-Commerce.

4. The Internet URL will be available to all customers. The website will be user friendly. Associated web sites will encompass academic and student services.

Internet and informational complaints and questions shall be directed to the Customer Service Representative as designated at A&M-Commerce.

5. Service Timeliness. The institution will respond to each customer inquiry in a timely manner irrespective of the nature or mode of the inquiry. Timely manner may be described as:

- E-mail questions are to be answered within two (2) working days.
- Written requests are to be answered within five (5) working days.
- Telephone requests are to be answered within two (2) working days.
- In person requests are to be answered immediately when possible, with a follow-up time period of two (2) working days under extenuating circumstances.

6. All printed materials from A&M-Commerce are to be accurate and timely.

Complaint Handling Process and Procedures

Academic and student services related complaints are to follow the chain of command as outlined in the Student Handbook, which is available to all customers.

Customer Service complaints are to be reported, verbally or written, to Mr. Larry Goddard, Executive Assistant to the Vice President for Marketing and Resource Development. Customers shall expect a complaint summary settlement report within five working days.

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Appendix F:

Survey of Organizational Excellence Results and Utilization Plans

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Appendix F:

Survey of Organizational Excellence Results and Utilization Plans

This section not applicable; institution did not participate.

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Appendix G:

Information Resources Strategic Plan

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Appendix G:

Information Resources Strategic Plan

Texas A&M University-Commerce

Information Resources Strategic Plan

For The FY 2001-2005 Period

Computing, Telecommunications and Information Services

PO Box 3011

Commerce, Texas 75429

Contact: Michael R. Cagle – 903-886-5421 - Computing, Telecommunications and Information Services

Table 1: Goals, Objectives and Strategies

ITEM	Description
Goal	Information Resources will provide support to enable the University to continue and expand efforts to attract, retain and graduate high-quality students. This goal supports the vision of the 1999 State Strategic Plan for Information Resources, Texas Connected Service at the Speed of Light. This relates to University Goal 1.
Objective	Design and implement an attractive web presence with comprehensive information for prospective, current, and former students. This will be quantifiable by the increase in accesses to improved web pages.
Strategy	Designate a web manager charged with the task creating and maintain a clear, attractive, easily navigated set of primary web pages for the University web site.
Strategy	Form a web presence team consisting of faculty and staff representing the entire university community to serve as a steering committee for the web presence.
Strategy	Maintain fast, efficient, reliable web servers for enhancing the user experience when visiting the University web site.
Goal	Use technology to increase the effectiveness and efficiency of the University faculty. This relates to University Goal 2.
Objective	Provide web-based tools for assisting the faculty with administrative tasks. This would be measured by the increase in the percentage of faculty with active student information system access accounts.
Strategy	Purchase and install the web-based faculty component of the University's student information system.
Strategy	Provide efficient, easy to use tools to enable faculty members to communicate with their students using both interactive and message

	based methods. Assign email accounts to all incoming students. Automatically link the students email address to classes as the students enroll each semester.
Objective	Provide equipment to support the University faculty.
Strategy	Provide computers that allow the faculty members to efficiently deliver instruction using technologically current products.
Strategy	Provide network connections in all faculty offices and classrooms.
Strategy	Upgrade distance education equipment to enable the use of Internet based technologies as well as traditional point-to-point connections.
Strategy	Implement an electronic reserves system to allow faculty members to make documents not in general circulation available to students in remote locations through the University Library.
Goal	E-Government. This goal supports the State Strategic Plan.
Objective	Enable students, faculty, and employees use electronic means to communicate information and make payments to the University. Measured by the increased in percentage of forms and payments received via the web.
Strategy	A&M-Commerce has implemented web registration, grading, and payments using the web. This process will be expanded to include all payments and forms to the University.

Table 2: Information Resources Policies and Practices

Category	Brief Summary/Overview
IR Priorities	The Computing, Telecommunications and Information Services department provides services on a first-come, first-serve basis. In cases where this process is not appropriate, the CTIS Director works with the requesting users to establish priorities appropriate for extraordinary situations. The CTIS senior staff members participate in various campus committees including the Student Information System Project Implementation Team (SIS/PIT), the Teaching, Learning, and Technology Roundtable (TLTR), and the Academic Technology Committee. Because A&M-Commerce is a relatively small organization, this process works quite effectively.
IR Planning Methodology	The Director of CTIS works with the Director of Instructional Technology and the Director/Assistant Director of the Library to develop the IR Strategic Plan. The plan is reviewed by the University President before submission to DIR.
Operating System Standards	CTIS provides support for MS-DOS, Windows 3.x, Windows 95, Windows 98, Windows NT, Windows 2000, Mac OS, Novell Netware, Digital VMS, SCO Unix, IBM AIX, Sun Solaris, and Linux.
Development Methodology	Junior staff members develop 4th generation language programs in FOCUS. Senior staff members review the programs prior to placing the programs into production. More advanced programs are developed in COBOL by senior staff members. These programs are cross-checked by other senior staff members before being placed into production.

Category	Brief Summary/Overview
Software Audit and Management	CTIS reviews major system software licenses at license renewal time each year. In addition, CTIS has purchased a program to inventory software on individual personal computers. CTIS staff will run this program on each University owned PC on an annual basis then report the results back by department. Departments will be expected to review the inventory and report any unneeded licenses.
Quality-Assurance Practices	The IRM for A&M-Commerce attended the Capability Maturity Model training provided by DIR on April 11, 2000. Plans are underway to implement this model during the 2001 fiscal year.
E-Government	A&M-Commerce has in place web registration, grading, account balance review, credit card payments, financial aid status, transcript viewing, degree audit viewing, address viewing and change, and applications for admissions. A web presence team has recently been appointed to review current web pages for compliance with state website rules as well as determine future web development.
Change Control	The CTIS staff uses a librarian program called SourceBank to track program changes. Senior staff review change logs periodically.
Security	A&M-Commerce is in compliance with published IR standards. CTIS will complete and document an Information Security Risk Analysis during the next fiscal year.
Geographic Information Systems	A&M-Commerce is not using Geographic Information Systems at this time.
Disaster Recovery	CTIS maintains all the essential servers and is therefore primarily responsible for IR disaster recovery. Discussions have been held concerning use of the West Texas Disaster Recovery Operations Center (WTDROC). A&M-Commerce is waiting for a proposal from the managing vendor.

Category	Brief Summary/Overview
Resource Use	The Texas A&M System requires that each system employee agree to appropriate use of state property on an annual basis. CTIS grants access to University systems after employees have signed appropriate use documents.
Contract/Consultant	Consultant and contracted services are administered in compliance with Texas Government Code Chapters 2155, 2155.074, 2252.901, and 2254. Contracts are processed through a centralized purchasing contract administration office for reporting requirements and monitoring. Based upon type of service or value of the contract, the services are reported to required state agencies including but not limited to the Legislative Budget Board, the Texas Department of Economic Development, the House Committee on Appropriations, and the Governor's Office.
Information Sharing	The Texas A&M University System policy 61.01 Public Information Act Compliance governs information sharing by system members. A&M-Commerce has just implemented electronic transcript transfer to and from other institutions of higher education using the University of Texas Transcript Server.
Training and Continuing Education	Training for Information Resources personnel is generally conducted internally. In cases where expertise does not exist internally, training is purchased from outside sources or personnel are sent to outside organizations for training. The University has recently purchased a large quantity of computer based training (CBT) materials for use by faculty, staff, and students. These materials range from Word and Excel training to advanced training on Microsoft Windows NT management, Novell NetWare and LAN and WAN technologies. Training received is reported to the Human Resources department for inclusion in the employee's file.

Category	Brief Summary/Overview
Data Center Operations	A&M-Commerce does not have any plans to migrate to the West Texas Disaster Recovery and Operations Center. During the planning period, A&M-Commerce will discontinue use of its mainframe computer. This system will be replaced by smaller systems. Such processing does not fit well within the model of the WTDROC.

Table 3: Agency Platforms, Systems, and Telecommunications

Category	Type	Operating System	Database Management System	Capacity/ Size/Count	Comments/ Descriptive Information
Mainframe	IBM 9221/211	IBM VM with IBM/VSE as guest	VSAM	16 Mips/ 128 megabytes main memory/ 180 gigabytes raid disk storage	This system was purchased in 1991. It should be retired during the planning period. This system server as the central processor for both Texas A&M University-Commerce and Texas A&M University-Texarkana
Minicomputer	Compaq Alpha	VMS 7.2	RMS	?	This system contains the Gee Library databases.
Minicomputer	Sun 420R	Solaris 2.7	Gemstone/J	4-450MHz Ultrasparc processors/4 gigabytes main memory/110 gigabytes	This system server as the students information portal and email server

				gigabytes RAID disk storage.	
Network					See network topology map
LAN Servers (Central)	Intel Pentium II 266 to 550MHz	Windows NT 4.0 Server	Microsoft SQL Server	Qty 10/256 to 512 megabytes memory each/ 20 to 40 gigabytes disk storage	CTIS operates a series of NT servers that serve as web and application servers for various academic and administrative systems.
Category	**Type**	**Operating System**	**Database Management System**	**Capacity/ Size/Count**	**Comments/ Descriptive Information**
LAN Servers (Remote)					
LAN Client/Work-stations (Central)					
LAN Client/Work-stations (Remote)					
WAN Servers	PC Server	SCO Unix	None	Dual 300MHz Pentium	Primary web and email server

				II/256 megabytes memory/10 gigabytes disk storage	server
Stand alone PC Workstations	PC	Windows 95/98/NT	Microsoft Access	Various speeds/1500 machines	All are attached to the campus network
Stand alone PC Workstations	MAC	Mac OS		Various speeds/200 machines	
Shared Network		Texas A&M University-System		4.5 megabits/ 3 T1s	Texas A&M University-Commerce has three bonded T1s to connect to the Texas A&M System for Internet access

Table 4: Agency Databases

Database Name	Student Information System Database for Texas A&M University-Commerce
Database Description	This database contains all student records including admissions, biographical information, billing and academic history for all students attending the University since 1983.
Database System	VSAM
Estimated Physical Storage Requirements	10 gigabytes
GIS Data Classification	Contains no GIS information
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce.
Future	This database will be converted to one of the major database systems (Oracle, DB2 or Microsoft SQL Server) when the software vendor delivers the next generation of the Student Information System software (SCT/Plus2000). The primary cost for this conversion will be the cost of the database software and the hardware platform to support it.

Database Name	Student Information System Database for Texas A&M University-Texarkana
Database Description	This database contains all student records including admissions, biographical information, billing and academic history for all students attending the University since 1983.
Database System	VSAM
Estimated Physical Storage Requirements	2 gigabytes
GIS Data Classification	Contains no GIS information
Sharing	The information contained in this database is proprietary to Texas A&M University-Texarkana.
Future	This database will be converted to one of the major database systems (Oracle, DB2 or Microsoft SQL Server) when the software vendor delivers the next generation of the Student Information System software (SCT/Plus2000). The primary cost for this conversion will be the cost of the database software and the hardware platform to support it.

Database Name	Library System Database
Database Description	This database contains descriptive information for all the library holdings including circulation information.
Database System	Proprietary
Estimated Physical Storage Requirements	4 gigabytes
GIS Data Classification	Contains no GIS information
Sharing	Texas A&M University-Commerce is in the process of implementing a Z39.50 interface to this data so that other libraries within Texas can automatically search this database.
Future	The software vendor will deliver a software upgrade during the planning process that will make sharing this database simpler and more efficient.

Table 5: Agency Applications

Application Name	Student Information System for A&M-Commerce
Type	Mainframe based, Web-enabled, Electronic Commerce
Description	System to maintain student records
Database System	VSAM
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce.
Future	This database will be converted to one of the major database systems (Oracle, DB2 or Microsoft SQL Server) when the software vendor delivers the next generation of the Student Information System software (SCT/Plus2000). The primary cost for this conversion will be the cost of the database software and the hardware platform to support it.

Application Name	Student Information System for Texas A&M University-Texarkana
Type	Mainframe based, Web-enabled
Description	System to maintain student records
Database System	VSAM
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Texarkana
Future	This database will be converted to one of the major database systems (Oracle, DB2 or Microsoft SQL Server) when the software vendor delivers the next generation of the Student Information System software (SCT/Plus2000). The primary cost for this conversion will be the cost of the database software and the hardware platform to support it.

Application Name	Library Automation
Type	Client Server, Web-Enabled
Description	Software package that automates all functions of the Gee Library

Texas A&M University-Commerce

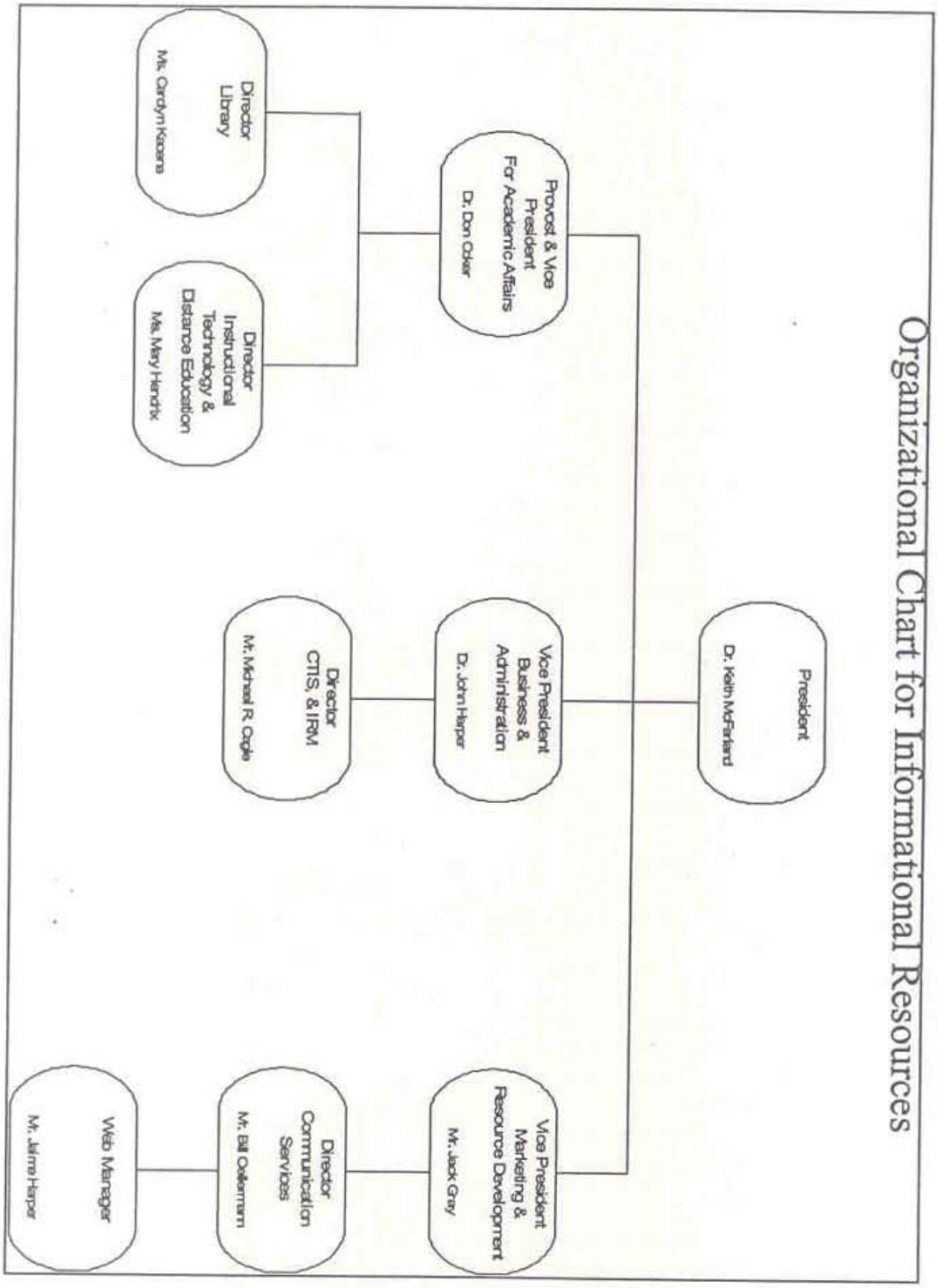
Database System	Proprietary
Development Language	Closed System
Sharing	Texas A&M University-Commerce is in the process of implementing a Z39.50 interface to this data so that other libraries within Texas can automatically search this database.
Future	The software vendor will deliver a software upgrade during the planning process that will make sharing this database simpler and more efficient

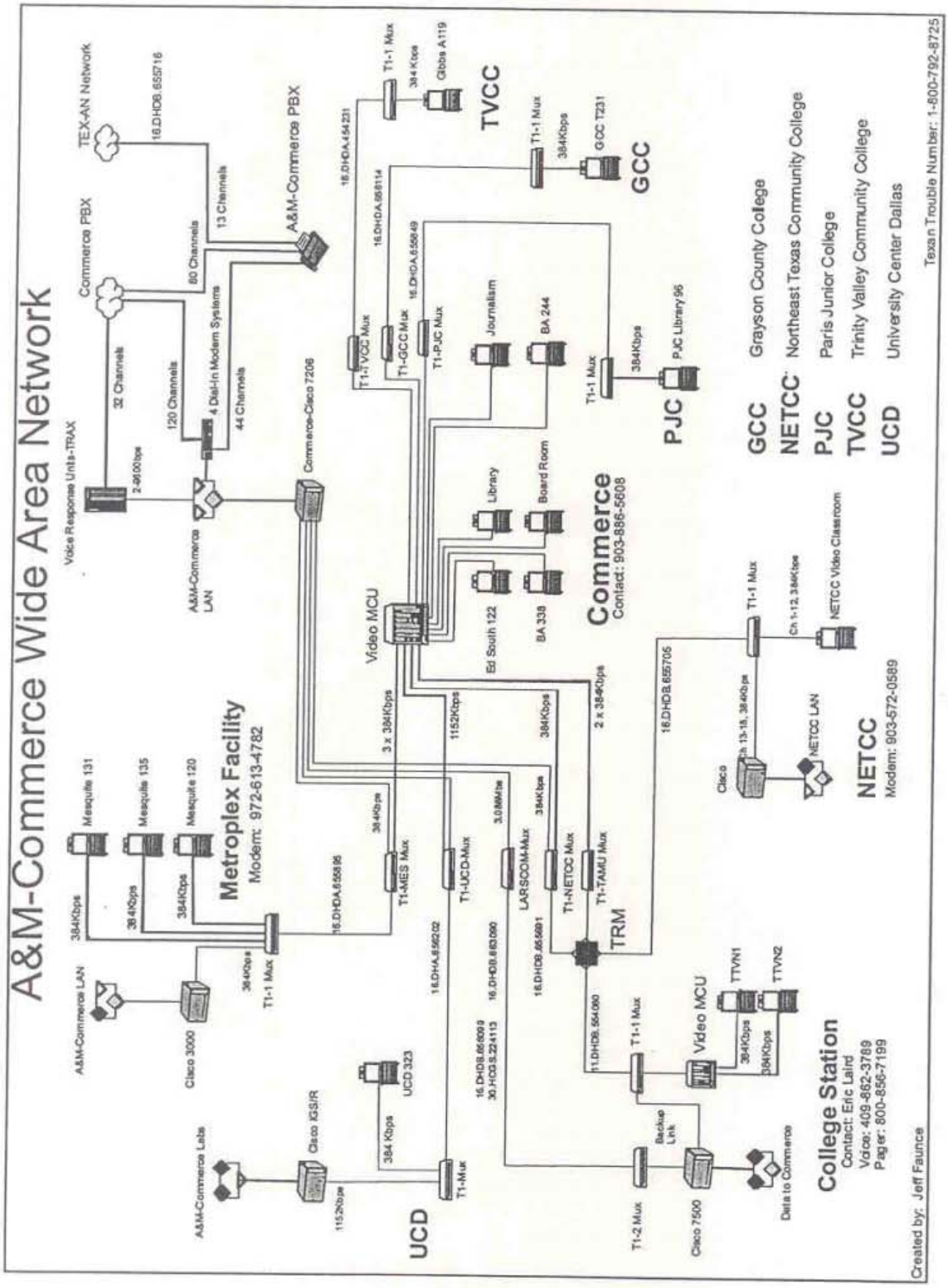
Application Name	Alumni System
Type	Mainframe based
Description	Software to maintain information a University alumni database
Database System	Locally developed
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce
Future	This system will be either converted to a web-based system using either Visual Basic or Java or a packaged system will be purchased for this function.

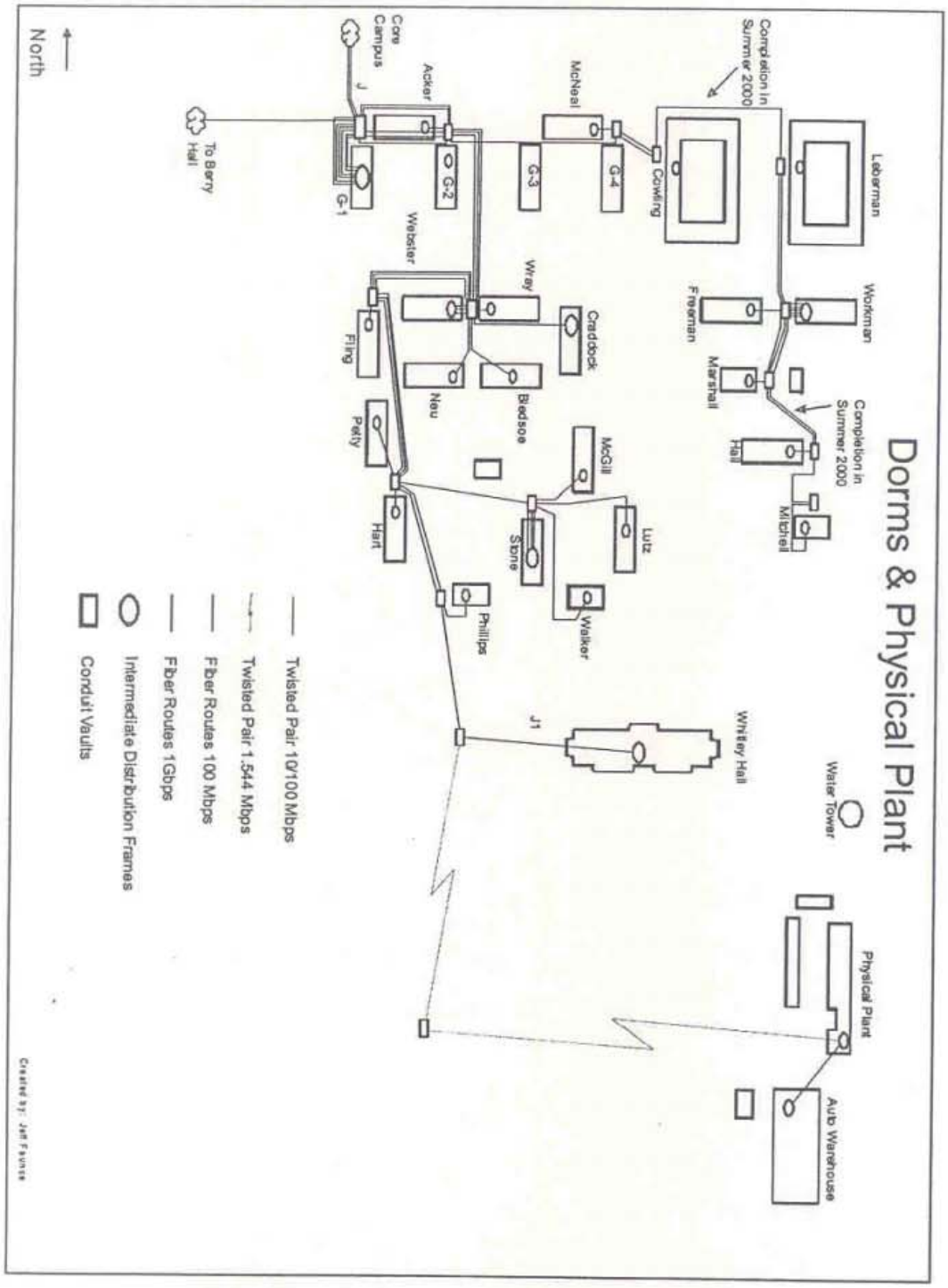
Application Name	Telephone Accounting System
Type	Mainframe based
Description	Software to maintain information for internal telephone billing and campus wiring
Database System	Locally developed
Development Language	Cobol
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce
Future	This system will be either converted to a web-based system using either Visual Basic or Java or a packaged system will be purchased for this function.

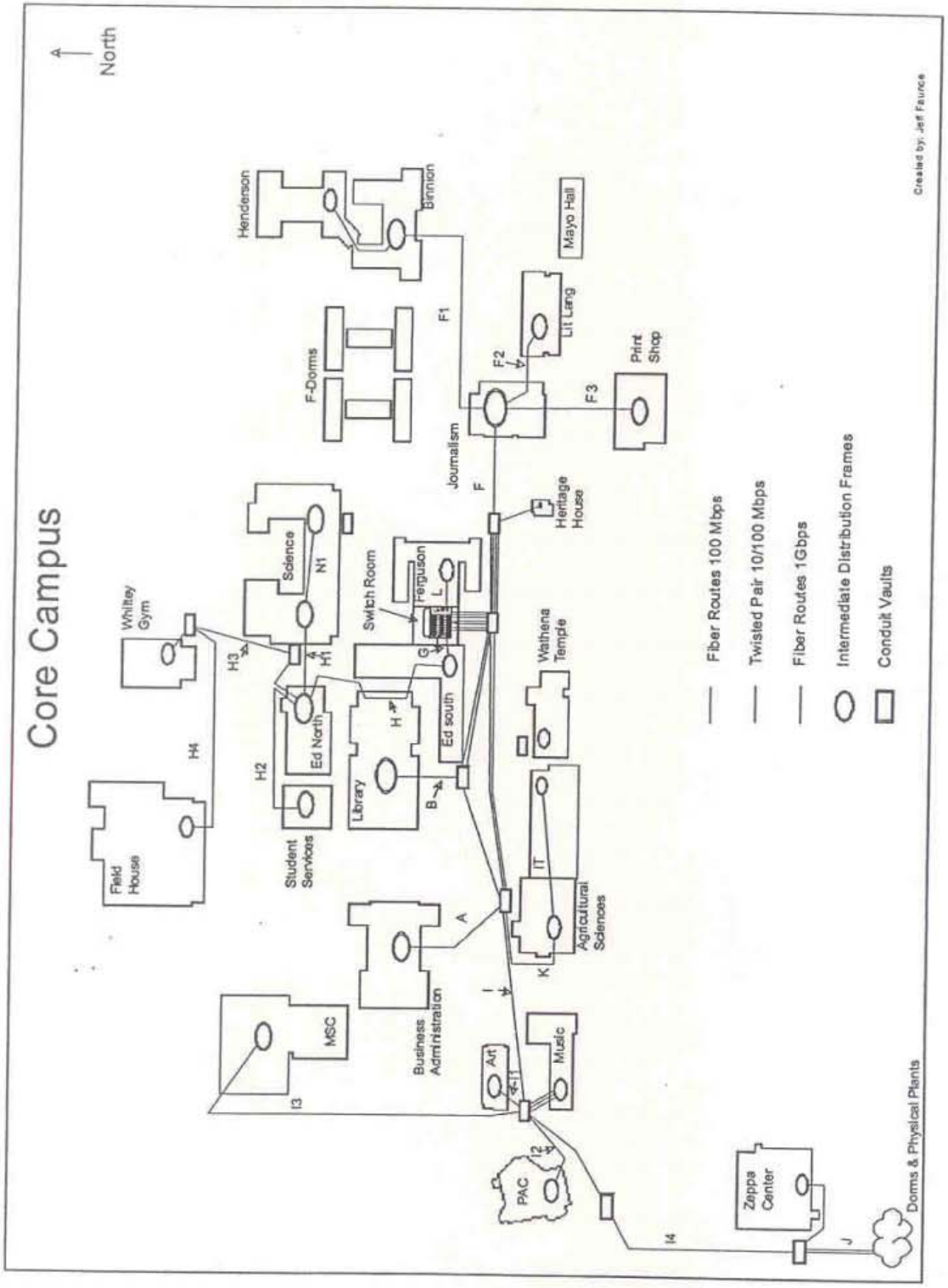
Application Name	Greentree NDSL Student Loan System
Type	Microcomputer network based
Description	System to track NDSL student loans, calculate interest according to federal government rules, and receive payments
Database System	Dataflex
Development Language	Dataflex
Sharing	The information contained in this database is proprietary to Texas A&M University-Commerce
Future	This system will be converted to a web-enabled system during the planning period.

Organizational Chart for Informational Resources




A&M-Commerce Wide Area Network
TEX-AN Network
Commerce PBX
A&M-Commerce PBX
Voice Response Units-TRAX
A&M-Commerce LAN
Commerce-Cisco 7206
Video MCU
Metroplex Facility
Modem: 972-613-4782
Commerce
Contact: 903-886-5808
TVCC
GCC
PJC
NETCC
Modem: 903-572-0589
TRM
UCD
College Station
Contact: Eric Laird
Voice: 409-862-3789
Pager: 800-856-7199
Grayson County College
Northeast Texas Community College
Paris Junior College
Trinity Valley Community College
University Center Dallas
Texan Trouble Number: 1-800-792-8725
Created by: Jeff Faunce


Dorms & Physical Plant
North
Core Campus
To Berry Hall
J
G-1
G-2
G-3
G-4
Acker
McNeal
Cowling
Completion in Summer 2000
Leberman
Workman
Freeman
Marshall
Hall
Mitchell
Completion in Summer 2000
Webster
Wray
Craddock
Fling
Neu
Bledsoe
Petty
McGill
Hart
Stone
Lutz
Walker
Phillips
J1
Whitley Hall
Water Tower
Physical Plant
Auto Warehouse
Twisted Pair 10/100 Mbps
Twisted Pair 1.544 Mbps
Fiber Routes 100 Mbps
Fiber Routes 1Gbps
Intermediate Distribution Frames
Conduit Vaults
Created by: Jeff Fournee


Core Campus
North
Henderson
Binnion
Mayo Hall
F-Dorms
F1
Lit Lang
F2
Print Shop
F3
Journalism
F
Heritage House
Science
N1
Whitley Gym
Switch Room
Ferguson
L
G
Wathena Temple
H3
H1
H4
H2
Ed North
H
Ed south
Library
B
Student Services
Field House
IT
Agricultural Sciences
A
K
I
MSC
Business Administration
Art
Music
I3
I1
I2
PAC
Zappa Center
I4
J
Domms & Physical Plants
Fiber Routes 100 Mbps
Twisted Pair 10/100 Mbps
Fiber Routes 1Gbps
Intermediate Distribution Frames
Conduit Vaults
Created by: Jeff Faunce

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Appendix H:

Historically Underutilized Business (HUB) Plan

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Historically Underutilized Business (HUB) Plan
Texas A&M University-Commerce

Goal:

Texas A&M University-Commerce will remain committed in our adherence to existing policies governing the purchase and subcontracting activities that foster a meaningful and substantive inclusion of Historically Underutilized Businesses (HUB).

Objective:

Texas A&M University-Commerce will include Historically Underutilized Businesses (HUB) in as least 12.0% percent of the total value of the contracts and subcontracts awarded annually. The University will always strive to include Historically Underutilized Businesses (HUB) when soliciting bids from potential Contractors and Subcontractors.

Outcome Measure:

Texas A&M University-Commerce will benchmark our progress by percent of Total Dollar Value of Purchasing, Construction and Subcontracts awarded to Historically Underutilized Businesses (HUB).

Strategy:

Texas A&M University-Commerce will develop and implement a comprehensive plan to increase the utilization of Historically Underutilized Businesses (HUB) and to foster new relationships and outreach programs with emerging businesses so that they may be a part of the Historically Underutilized Business (HUB) program. Internally, we will make our employees aware of the importance of utilizing Historically Underutilized Business (HUB) resources. We will continue our networking and attendance at Economic Opportunity Forums as well as seeking information from Chambers of Commerce and other Historically Underutilized Business (HUB) organizations.

Output Measurement Tools:

1. Number of HUB Contractors and Subcontractors solicited for bids
2. Number of HUB Contractors and Subcontractors awarded contracts
3. Total Dollar Value of HUB contracts