

Department of

Educational Administration & Human Resource Development

Academic Program Review

October 20- 23, 2013

Texas A&M University



**EDUCATION
& HUMAN DEVELOPMENT
TEXAS A&M UNIVERSITY**

ACTION 2015 EDUCATION FIRST STRATEGIC PLAN

- **Texas A&M** will be a leader in integrating the three primary missions of higher education— teaching, research and service.

Strategic Plan demonstrates that TAMU is:

- Efficient in its stewardship of the resources and responsibilities granted by the people of Texas;
 - Effective in the balance of its multifaceted educational mission;
 - Focused to meet its commitment to Texas, the nation and the world
 - Action plan developed from vision 2020
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Vision 2020

THE IDEA

- On October 10, 1997 President Ray Bowen placed a stake in the ground. He proposed that Texas A&M University strive to be recognized as **one of the ten best public universities** in the nation by the year 2020, while at the same time maintaining and enhancing our distinctiveness.
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TAMU Vision 2020 - The 12 Imperatives

- Elevate Our Faculty and Their Teaching, Research, and Scholarship
 - Strengthen Our Graduate Programs
 - Enhance the Undergraduate Academic Experience
 - Build the Letters, Arts, and Sciences Core
 - Build on the Tradition of Professional Education
 - Diversify and Globalize the A&M Community
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TAMU Vision 2020 - The 12 Imperatives

- Increase Access to Knowledge Resources
 - Enrich Our Campus
 - Build Community and Metropolitan Connection
 - Demand Enlightened Governance and Leadership
 - Attain Resource Parity with the Best Public Universities
 - Meet Our Commitment to Texas
-

Aggies Commit to Learning for a Lifetime

- Texas A&M University faculty know that it takes a lifetime to learn
 - Aggies Commit to Success in their studies
 - Aggies Commit to learning for a lifetime, preparing to assume roles in responsible leadership and service to society
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TAMU Learning Outcomes – Undergraduate

- Master the depth of knowledge required for a degree
 - Demonstrate critical thinking
 - Communicate effectively
 - Practice personal and social responsibility
 - Demonstrate social, cultural, and global competence
 - Work collaboratively
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Quality Enhancement Plan - Should Be

- Part of ongoing planning and evaluation
 - Linked to effectiveness, quality, mission
 - Focused on well-defined issue(s)
 - Thorough and analytical
 - Engages the wider academic community
 - Action plan to improve student learning
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TAMU Student Learning Outcomes - Masters

- Know the field
 - Apply subject matter
 - Ethical Choices
 - Communicate effectively
 - Use Technology
 - Clear Research Plan
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TAMU Learning Outcomes – Doctorate

- Know the field
 - Apply subject matter
 - Communicate Effectively
 - Ethical Choices
 - Use technology
 - Clear Research Plan
 - Teach
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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT VISION AND MISSION

Vision Statement

- Transform lives through leadership and innovation in Education and Human Development

Mission Statement

- The College of Education and Human Development's mission is to enhance equity in educational achievement and health outcomes, to foster innovation and development, and to influence policy and practice.
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CEHD Strategic Priorities and Goals

Strategic Priorities

A. Enhance equity in educational achievement and health outcomes

Goals:

1. Generate new knowledge and support improved practice (translational research) to enhance equity in educational achievement and health outcomes.

2. Recruit and graduate students who reflect the demographic character of the state and are committed to enhancing equity in educational achievement and health outcomes.

CEHD Strategic Priorities and Goals

3. Provide all CEHD undergraduate and graduate students an opportunity to engage with diverse populations in U.S. and in international settings.
 4. Prepare leaders for innovation in educational, government, for-profit and non-profit organizations.
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CEHD Strategic Priorities and Goals

Strategic Priorities (Continued)

B. Foster innovation and development

Goals:

5. Prepare research scholars for the professoriate (stewards of the profession).
 6. Support outstanding P-20 STEM education through implementation of undergraduate and graduate quality teacher preparation and STEM programs that reflect best practice and research-based instruction.
 7. Expand extramural grants and contracts activities.
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CEHD Strategic Priorities and Goals

Strategic Priorities (Continued)

C. Influence policy and practice

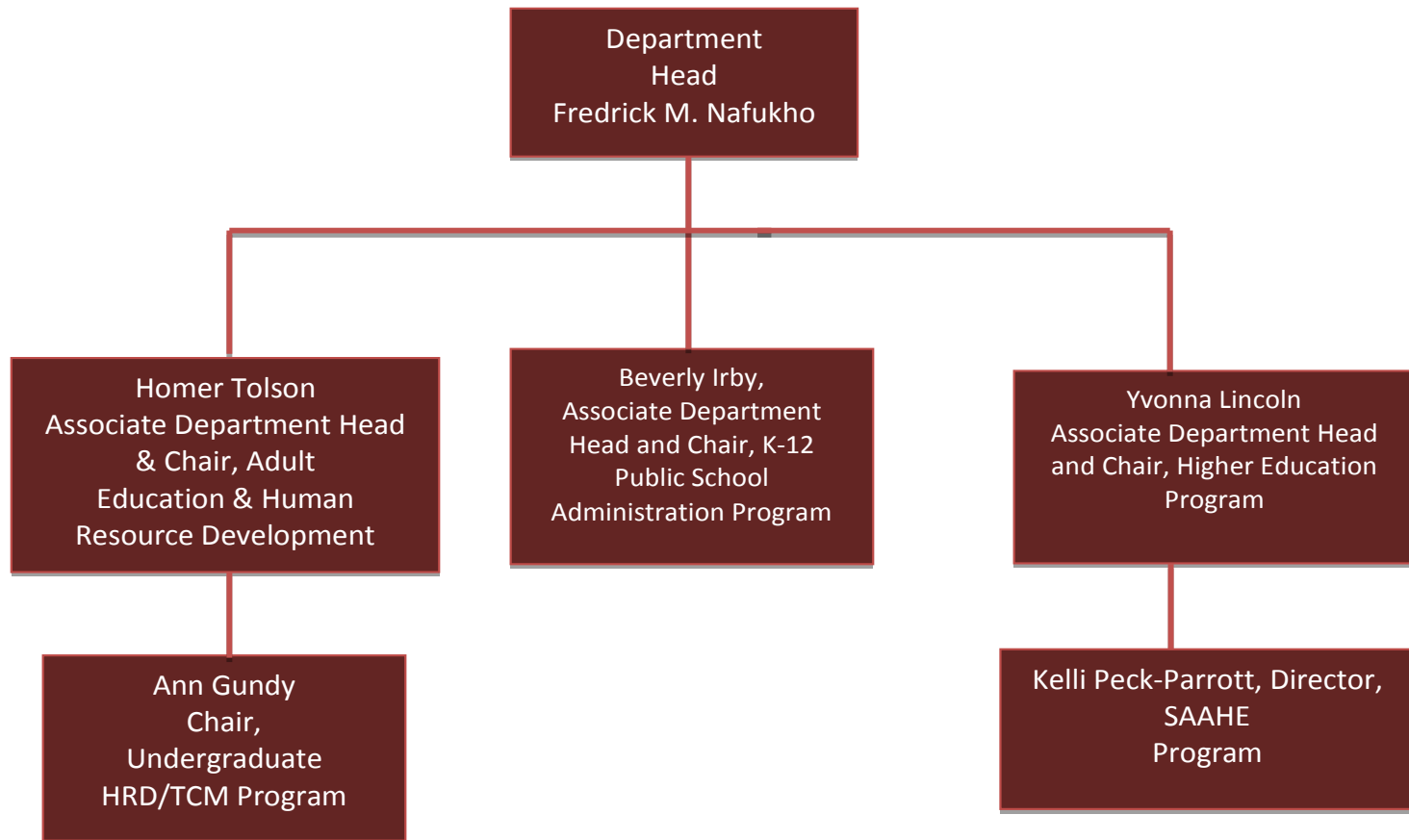
Goal:

- 8. Effective and expanded use of web-based and print media to disseminate impact of CEHD's scholarship, teaching, and engagement activities.

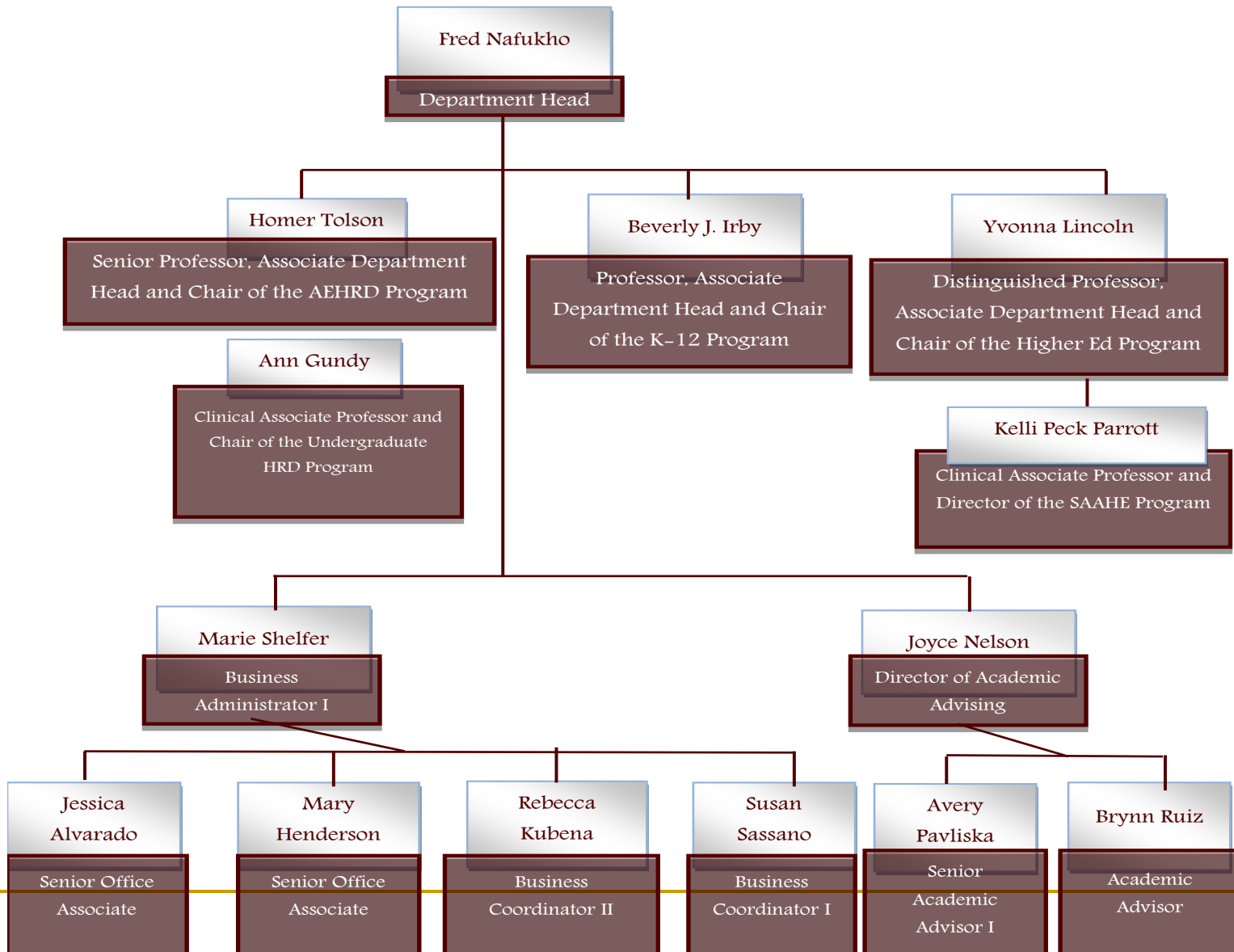
CEHD Strategic Plan

<http://education.tamu.edu/sites/default/files/cehd-strategic-plan.pdf>

EAHR Academic Leadership Team



EAHR ADMINISTRATION



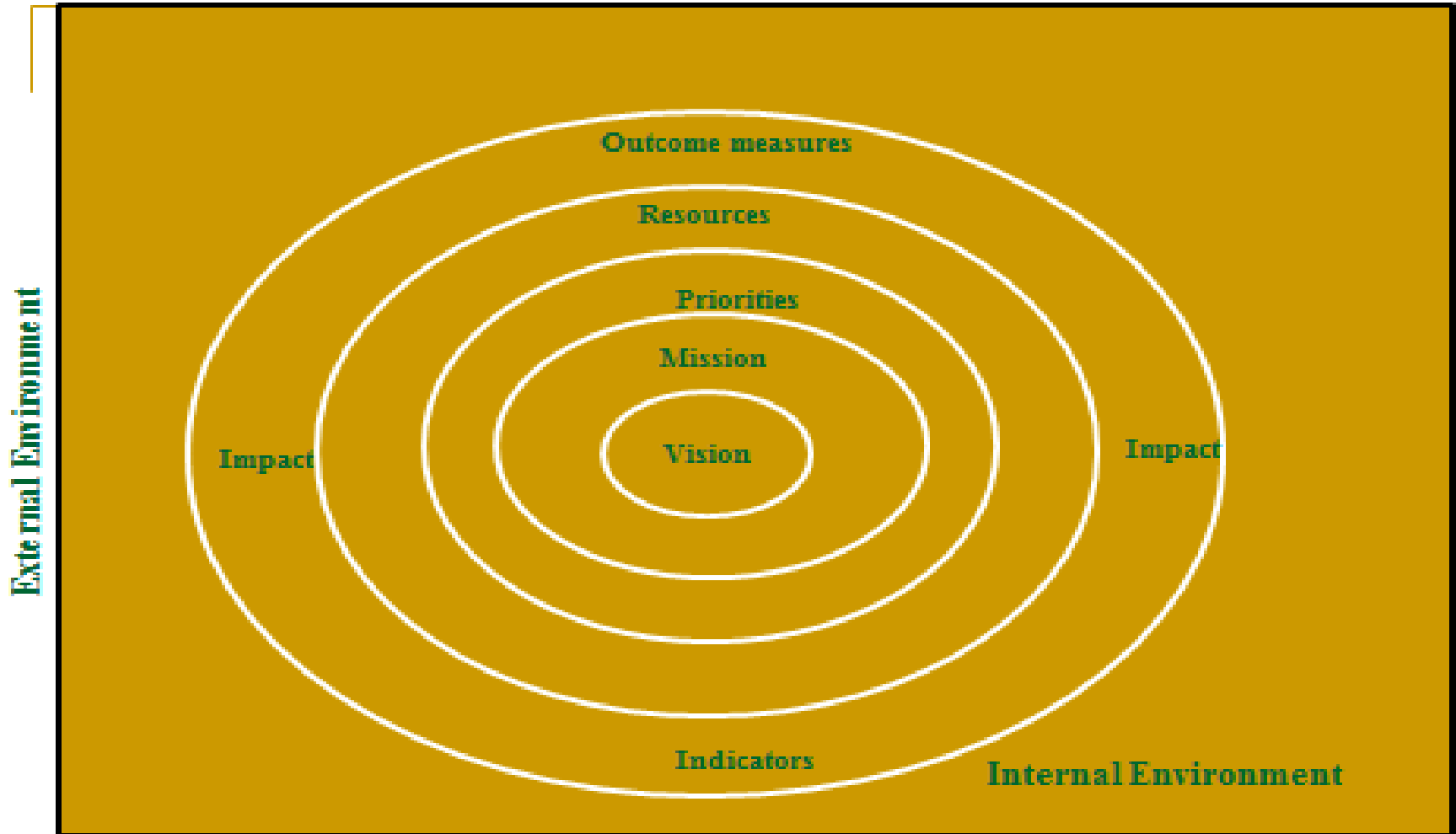
EHR Vision and Mission

Vision

- We Transform Lives

Mission

- Prepare Leaders for School and Non-School Settings
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Faculty Primary Commitments

1. We, the faculty of EAHR, are committed to creating a department **climate** that is characterized by collaboration, collegiality, trust, safety, celebration, fun, and the valuing of differences of many kinds.
 2. We, the faculty of EAHR, are committed to creating a department that is characterized by **rigor** in all of its processes, such as teaching and research, and by high quality in all of its outcomes, such as its graduates.
 3. We, the faculty of EAHR, are committed to demonstrating that **equity, diversity, and social justice** are embedded in all we do, especially in terms of our own community, the rigor of our processes, and the quality of our outcomes, and we are committed to increasing equity, diversity, and social justice through private and public education policy, communities, private and public organizations, and all areas of society in general.
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Staff Primary Commitments

1. We, the staff of EAHR, are committed to having a strong, **motivated and dependable staff** that works together as a team to build a productive, highly recognized, organized and overall number one department.
 2. We, the staff of EAHR, are committed to **producing high-quality** work, customer service, valued communication, and support to all students, staff, faculty, and other constituents.
 3. We, the staff of EAHR, are committed to creating and maintaining a **supportive environment** of safety, trust, and respect.
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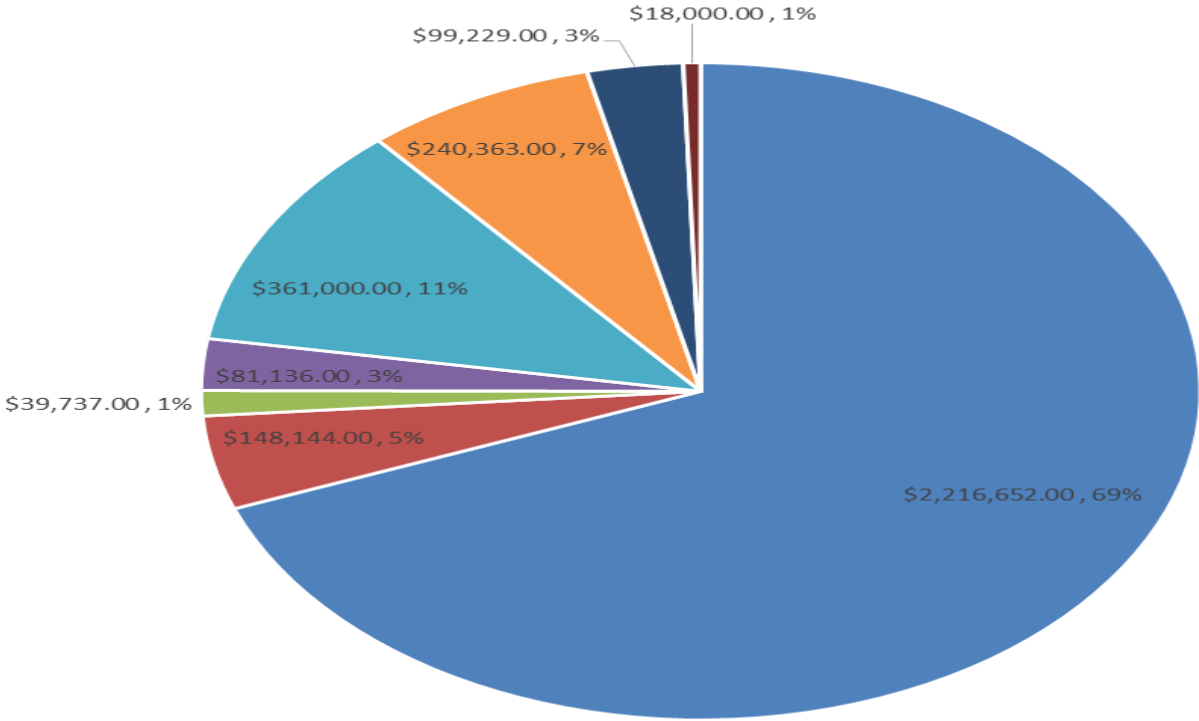
EAHR Goals/Priorities (2010 – 2015)

- Increase external funding to support our research and students (Grants, contracts, others)
 - Enrollment Management (Undergraduate and Graduate)
 - Increase in enrollment of students with diverse backgrounds (first generation, underrepresented students, transfer students, non-traditional students, state, nation, international)
 - Increase use of technology mediated instruction
 - Offer quality online and on campus education
 - Prepare our students for the professoriate
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Resources



Educational Administration & Human Resource Development
FY 13

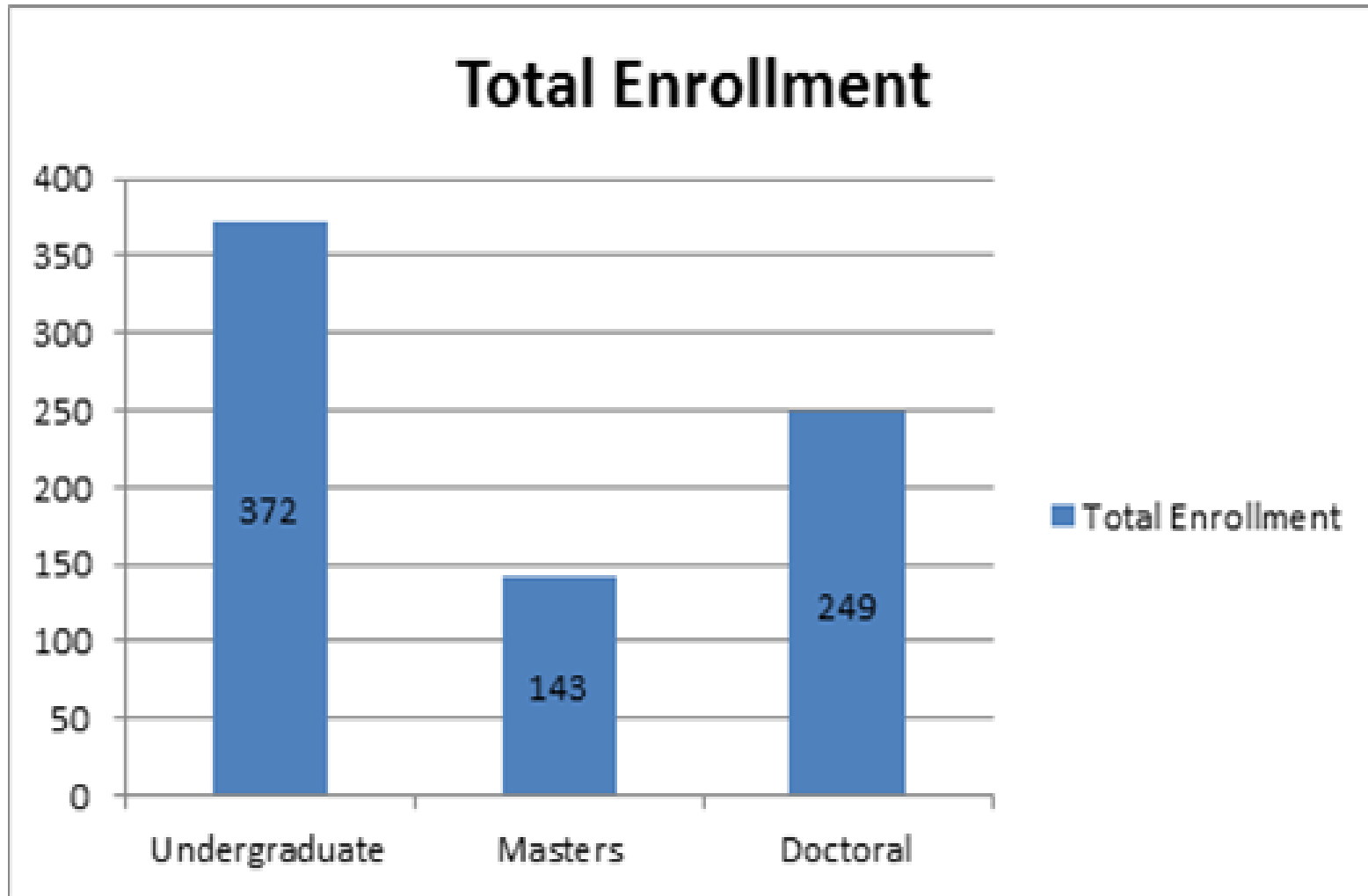


- 131503 - Salaries
- 131519 - Graduate Tuition Utilization
- 237038 - UAF - Advising Salaries
- 241303 - Educational Administration and Human Resource Development
- 225590 - Instructional Enhancement Fee
- 239030 - Differential Tuition - Distance Education
- 248085 - Graduate Tuition
- 291117 - Strategic Reallocation Support

Enrollment by Degree Program 2012

Degree Program	Category	Enrollment
EHRD: Adult Education and HRD	Masters	77
EHRD: Adult Education and HRD	PhD	91
EHRD: HRD and TCM	Undergraduate	372
EDAD: Higher Education	Masters	7
EDAD: Higher Education	PhD	64
EDAD: SAAHE	Masters	32
EDAD: Public School Administration	Masters	27
EDAD: Public School Administration	Ed.D	69
EDAD: Public School Administration	PhD	25
Total		764

Student Enrollment by Program 2012





Average GRE Scores - Doctoral Students Admitted to our Degree Programs

Year	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12 Old Pattern	Fall 12 *New Pattern
EDAD-Verbal	448	405	449	436	484	517	156
EHRD-Verbal	435	429	468	478	498		
EDAD-Quantitative	513	432	501	543	503	570	148
EHRD-Quantitative	607	479	595	540	567		

EAHR SCH and WSCH



Undergraduate HRD/TCM Program	SCH Semester Credit Hours	WSCH Weighted Semester Credit Hours
Lower Division		
Summer 12	3	4
Fall 12	225	288
Spring 13	240	309
Total	468	601

For many years, the State of Texas has used a system of formulas to fund higher education. In 1997, the Legislature decreased the number of variables used in formula funding of higher education. Weighted semester credit hours became the primary factor for formula funding.

EAHR SCH and WSCH



Undergraduate HRD/TCM Program	SCH	WSCH
Upper Division		
Summer 12	1350	2438
Fall 12	3082	5616
Spring 13	3387	6188
Total	7819	14242
Master's Programs	SCH	WSCH
Summer 12	538	1357
Fall 12	1136	2768
Spring 13	1119	2813
Total	2793	6938
Doctoral Programs	SCH	WSCH
Summer 12	639	5126
Fall 12	1178	10830
Spring 13	1000	7950
Total	2817	23906



Student Credit Hours Generated by Distance Education Courses

On-Campus Distance Education	SCH	Off-Campus Distance Education	SCH
Lower Division	117	Lower Division	3
Upper Division	1947	Upper Division	609
Master's	429	Master's	1187
Doctoral	267	Doctoral	46
Total	2760	Total	1845

Average Registered Hours

		Fall 10	Fall 11	Fall 12
		Average	Average	Average
	Classification	Registered	Registered	Registered
Major	Level	Hours	Hours	Hours
EDAD	Doctoral	3.88	4.13	4.18
	Masters	7.66	8.01	8.98
EHRD	Doctoral	5.48	5.89	5.96
	Masters	7.25	6.83	6.70
HRDL	UG	13.29	13.73	13.65
HRDV	UG	12.53	12.85	12.58
ISNC	UG	6.00		
TCMG	UG	10.73	11.55	12.00
TCML	UG	11.44	11.47	11.76



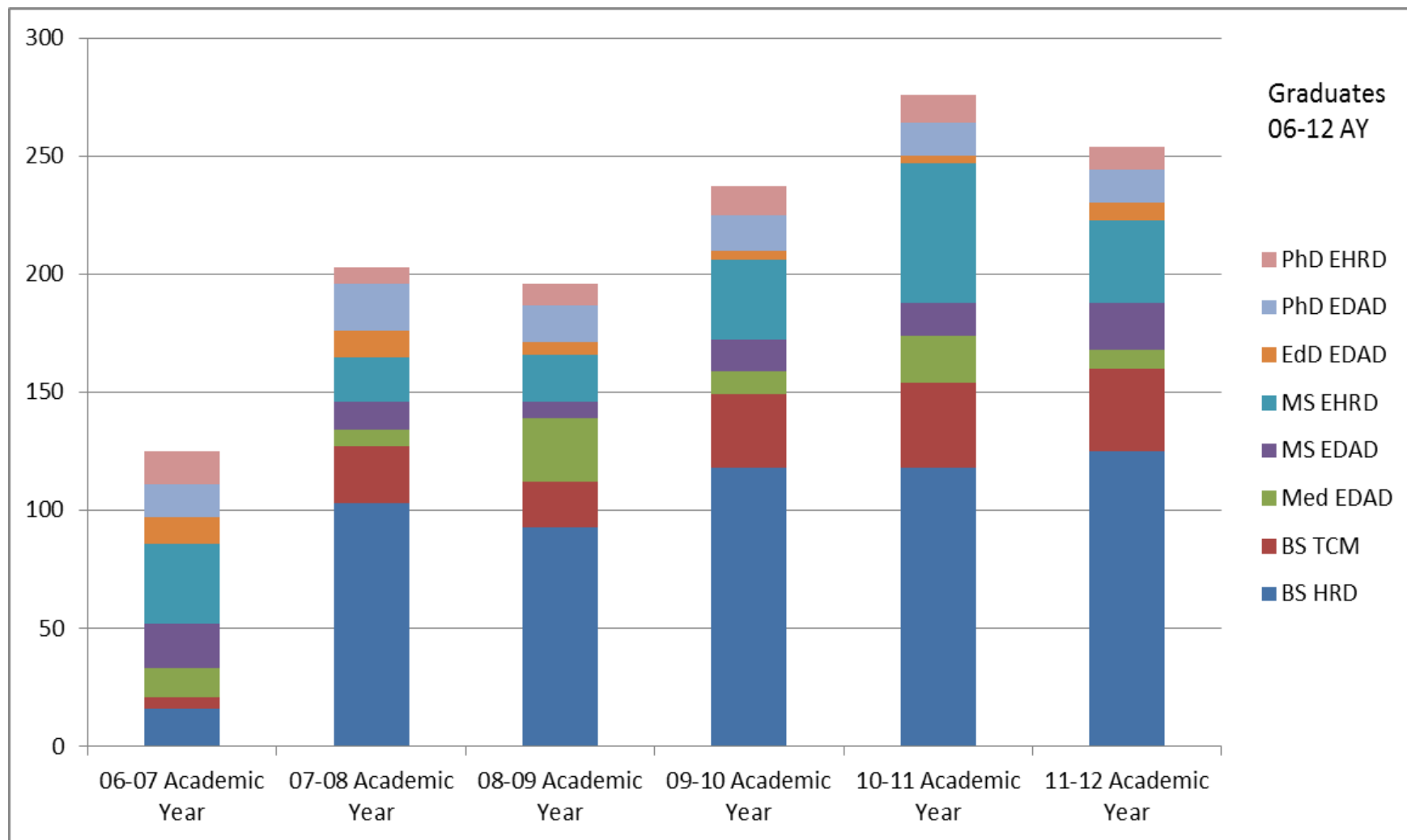
EAHR Graduates 2007-2012

Graduates	06-07	07-08	08-09	09-10	10-11	11-12
BS HRD	16	103	93	118	118	125
BS TCM	5	24	19	31	36	35
Med EDAD	12	7	27	10	20	8
MS EDAD	19	12	7	13	14	20
MS EHRD	34	19	20	34	59	35
EdD EDAD	11	11	5	4	3	7
PhD EDAD	14	20	16	15	14	14
PhD EHRD	14	7	9	12	12	10
Total	125	203	196	237	276	254

Figure 4: EAHR Graduates 2007-2012



EAHR Graduates 2007-2012



What our Graduates Do

- University Presidents, Vice Presidents, Presidents of Community Colleges
 - Superintendents, School Principals
 - Special Ed. Administrators, Dean of students, ISD Curriculum Directors
 - Executive Directors of Development
 - Teachers, professors
 - Education Specialists, Program Directors
 - Directors of Teaching, Administrators in Higher Education
 - Directors of Student Learning Centers, Deans of Student Life
 - Training and Development Managers, Directors of Organization Development
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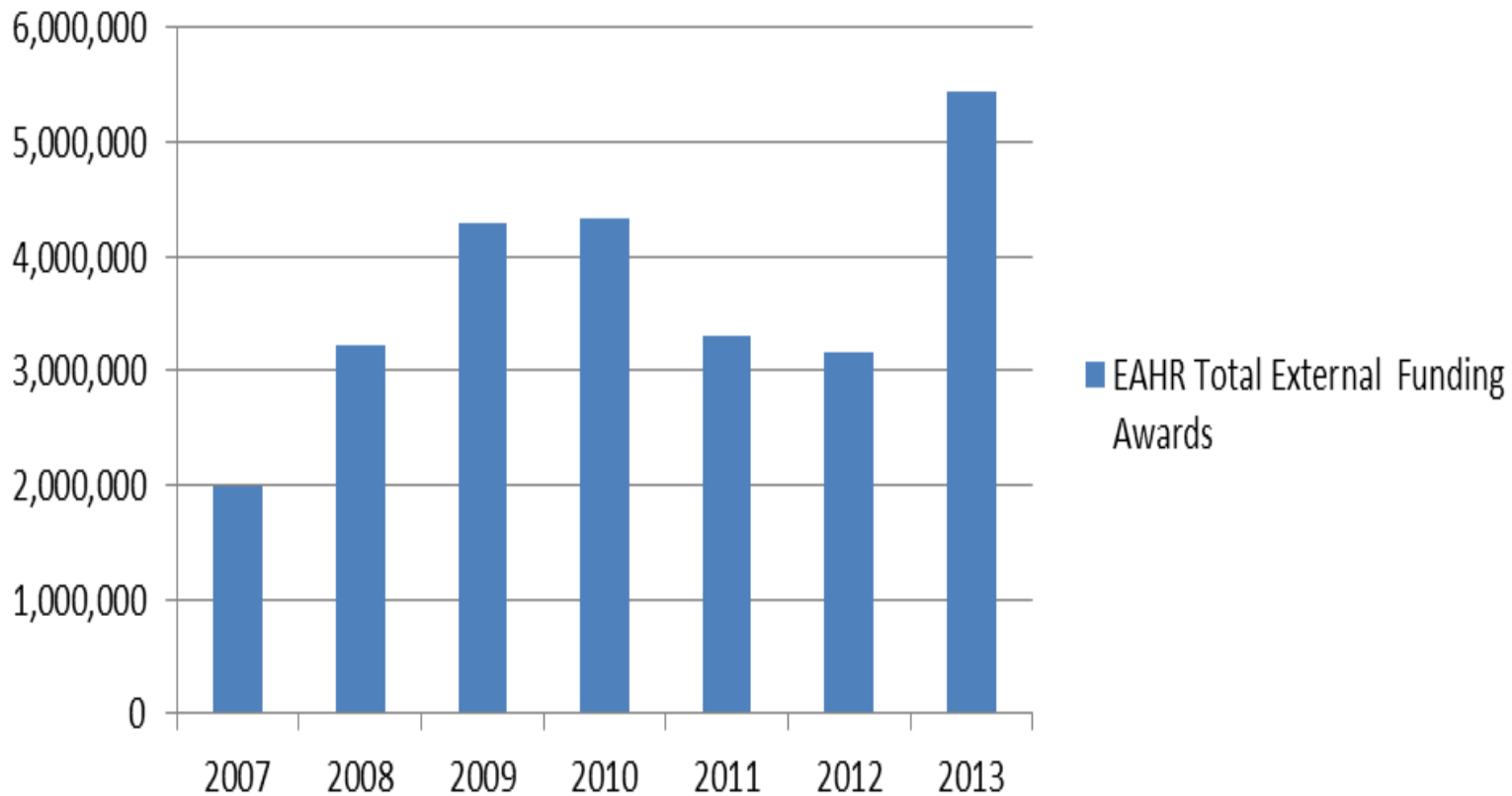
Where our Graduates Work

- Baylor University
 - Florida State College
 - Indiana University
 - Louisiana State University
 - University of Louisville
 - Old Dominion University
 - Purdue University
 - Rutgers University
 - University of Oklahoma
 - Washington State University
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Where our Graduates Work

- University of Texas, Tyler
 - University of Texas, San Antonio
 - University of Houston
 - University of Tulsa
 - St. F. Austin University
 - TAMU College Station, TAMU Commerce, TAMU International, TAMU Kingsville, TAMU Corpus Christi
 - Texas State University
 - Texas Southern University
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EAHR Total External Funding Awards

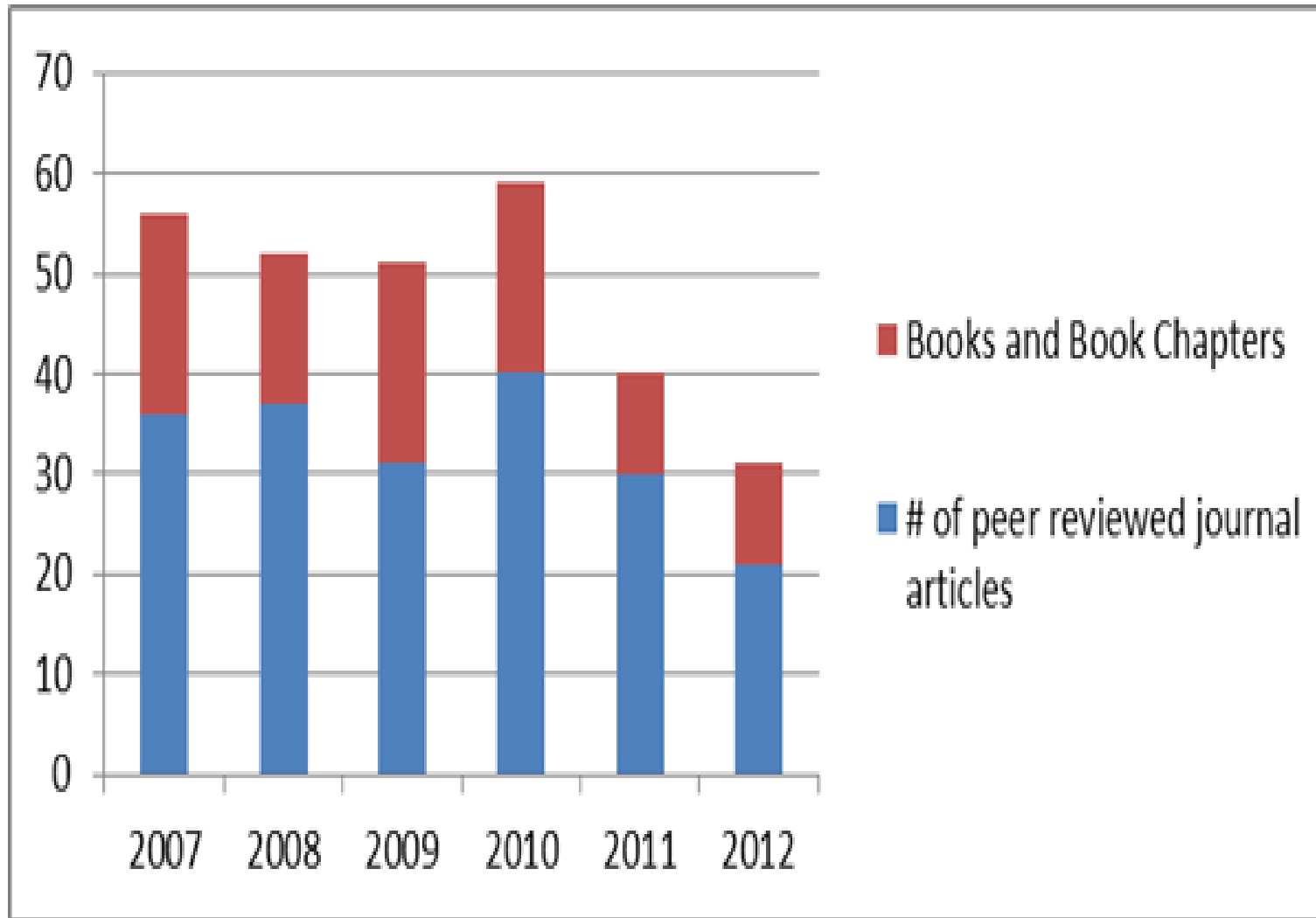


- Submitted 21 Grant Proposals
 - Total Amount \$24 M
 - Proposals Funded 9 (43%)
 - Amount of funded proposals \$5,440,572.00
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Faculty Publications 2007- 2012

Year	# of peer reviewed journal articles	Books and Book Chapters	Total
2007	36	20	56
2008	37	15	52
2009	31	20	51
2010	40	19	59
2011	30	10	40
2012	21	10	31
Total	195	94	289

Faculty Publications



Scholarly Publication of Students with Faculty 2007-2012

Year	# of peer reviewed journal articles	Books and Book Chapters	Total
2007	5	4	9
2008	6	1	7
2009	5	0	5
2010	6	0	6
2011	8	1	9
2012	3	0	3
Total	33	6	39

Performance Indicators: Research (Tenure and tenure-

Indicator ^{a1}	Productivity (Goal/Expectation)	Goal	Current Standing	
			Peer Rank	National Rank
Articles per faculty	4 /per year	4 and above / per year	Rank #3	Rank # 7
% Faculty with Citation	81% current	100%	Rank #1	Rank # 6
Total grant and contract dollars ^{a3}	\$3, 000,000	\$4,000,000	\$3,157,406	
Federal grant	\$1,500,000	\$2,000,000	Rank #4	Rank # 16
Non Federal Grant	\$2, 000,000	\$3,000,000	----	----
Percent of faculty with federal and non federal grants ^{a3}	33% current	80%	NA	NA

EAHR Conference Funding for Graduate Students 11-13

- 24 EDAD students - presented at peer reviewed conferences
 - 38 EHRD Students - presented at peer conferences
 - 33 students sponsored by EAHR Faculty
 - EAHR Funding Support - \$35,145.49
 - Faculty Funding Support for Graduate Students – \$24,888.58
 - Grand Total Funding for Graduate Students to attend conferences – \$60,034.07
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Editorships in Scholarly Journals by EAHR Faculty

Journal Name	Faculty	Editor/Co-Editor	Term	Department/ College Support	Journal Support for department
Adult Learning	Mary Alfred	Editor	2008-present	GA support, office space, phone line	
International Journal of Qualitative Studies	Carolyn Clark Jim Scheurich	Co-Editor Co-Editor	2005- 2012 1995- 2012	office space, phone line	Supported adjunct faculty/ staff member
Journal of European Industrial Training	Fredrick M. Nafukho	Editor	2008-present	office space, phone line	
Educational Administration Quarterly	Linda Skrla	Editor	2009-present	office space, phone line	Two GAs funded by the journal
Educators	Gwen Webb-Hassan	Editor	2006 – present	GA support, office space, phone line	
Human Resource Development Review	Jamie Callahan	Associate Editor	2009- 2013	GA support, office space, phone line	
New Forums Faculty Development Series	Christine Stanley	Editor	2002-2010	office space, phone line	
Qualitative Inquiry	Yvonna Lincoln	Co-Editor	2006-2013	GA, office space, phone line	Supports adjunct faculty/ staff member
<i>Mentoring and Tutoring Journal</i>	Beverly Irby	Editor		office space,	GA support
<i>Advancing Women in Leadership Journal</i>	Beverly Irby	Senior Editor		office space,	GA support
Adult Education Quarterly	Lisa Baumgartner	Co-editor	2011-present		

Quality Online/On Campus Education

- Number of online courses Increased
 - Technology support
 - Student assessment of online courses improved
 - Quality of our online courses
 - 2 masters programs fully online
 - Positive student evaluation of on campus courses
-

Support for Graduate Students 2012/2013



**EDUCATION
& HUMAN DEVELOPMENT**
TEXAS A&M UNIVERSITY

- 3 Technology GAs, 2 GAs – TCALL
- 9 GA/TA – EAHR
- 13 EAHR GAs – IEEF
- 3 GAs – CEHD Strategic Research Awards
- 1 GA – Training & Development Certificate
- 9 GAs – External Funding
- 25 scholarships (Differential Tuition and CEHD)
- 8 tuition support for SAAHE students
- Stipend and tuition support for SAAHE students by Division for Student Affairs - \$500,000

Total number of graduate students with financial support Over
=over 90 students = \$ 1.4 million

EAHR Strengths

- Publications of refereed journal articles, books, book chapters
- High Impact of our work – High citations
- Consistency in strategic planning – TAMU, CEHD, EAHR
- Talented Students, Faculty and Staff
- Challenging curriculum
- High rating of faculty teaching – M= 4.4
- Student centered with a strong mentoring focus
- Academic Leadership – Editorship of 11 refereed journals
- Quality preparation of school leaders – 100% pass rate of principalship exams
- Over 95% job placement on graduation of our HRD/TCM Graduates
- 100% employment rate for SAAHE students, 100% completion rate in 2 years
- Increase in diversity of students and faculty
- Successful Internship Program for HRD/TCM Students

Challenges

- **Grants and contracts**

2012/13 Submitted 21 proposals = \$24 M,
awarded \$5.4 M (43% success rate) – More
work to be done

- **Doctoral Students**

% Graduating within 10 Years

EHRD - 60.27%

EDAD – 43.75%

- Average Years to degree EHRD - 5.29
years

EDAD – 5.62 years

- **Full Time Doctoral Students**

EDAD % Full time students – 9.5%

EHRD % of Full time students – 44%

- State of the Art Lab for
Technology Management
Courses

- Faculty Needs
