

**PROFESSIONAL EDUCATION UNIT QUALITY ASSURANCE COMMITTEE – YEAR FOURTEEN  
TUESDAY, MAY 9, 2017**

**WARDLAW 274-N  
1:15-3:15**

**MINUTES**

**COMMITTEE MEMBERS PRESENT: BRITTANY ASHLEY, KATIE BARBER, DOUGLAS MEADE,  
JONATHAN OHRT, LISA PETERSON, DOYLE STEVICK, CINDY VAN BUREN, CRAIG WHEATLEY,  
REGINA WRAGG**

- I. Call Meeting to Order – Doyle Stevick
  - Dr. Stevick called the meeting to order at 1:15 p.m.
- II. Welcome and Approval of Minutes
  - Dr. Meade moved to approve the minutes.
- III. Review of Office of Information Technology and Operations - Matt Joy
  - Background
    - Office of IT/Ops used to be two separate departments, Office of Information Technology and Office of Instructional Support.
    - Each department had its own Director and maintained a separate existence with very little collaboration
    - After departures of both Directors the departments and duties were consolidated under a single Director
    - There doesn't seem to have been an effort to unite the staff as a cohesive team
  - Current Staffing
    - Personnel – Facilities: 1 Facilities Coordinator, Teri Debruhl; IT: 1 Server Manager, Jason Shepard; Hardware Support: 1 Technician, Albert Davis
    - During fall & spring, there are typically 5 work study/GA Students that also assist
    - The office does not get into instructional methodology – typical role is helping faculty with equipment, loaning out projectors/laptops (equipment/software side)
  - What They Do
    - Respond to building maintenance requests
    - Manage space requests for both class and meet needs
    - Work closely with University facilities to coordinate repair schedules for larger scope maintenance projects

- Create routine maintenance schedules including interior design upgrades and preventative maintenance
- Coordinate office changes for faculty/staff addressing space repairs and furniture needs
- Provide a secure computing infrastructure for faculty/staff/students
- Provide hardware/software support for college owned devices
- Manage procurement, setup, and installation of new hardware/software
- Provide hardware/software training to new and current faculty/staff
- Install monthly software updates for college owned devices
- Maintain inventory of college owned devices
- Provide technology assistance for faculty/staff in technology enabled classrooms
- Coordinate with University Technology Services as needed to resolve issues outside of COE IT's scope
- Create IT roadmap for future technology upgrades
- As director, Mr. Joy is always looking for future technology upgrades – the college is currently still playing catch up with technology, but are continuing to make improvements – getting at a base level and look towards future ideas to enhance the classroom
- Mr. Joy believes that the college is currently at or above base line – the next thing he is looking at is the ability to do lecture capture in our classroom – a few classrooms already have mounted webcams in preparation for this
- Overall Strengths
  - Staff knowledge both within areas of responsibility and USC system - Facilities person – close to 30 years here, a lot of institutional knowledge; Hardware person – been with university 15-20 years, a lot of technical and university connections and knowledge of the systems
  - Upgraded server infrastructure
  - Collaborative team environment (work in progress)
  - Willingness and eagerness to creatively solve problems
  - Seek continuous improvement
  - Pending network switch and wireless AP upgrades
  - Dr. Van Buren and Ms. Peterson commented that the office consistently assists with IT needs within just a few minutes...always very efficient and helpful
- Overall Gaps
  - Lack of a training component in departmental service offerings
  - Silo mentality still present in staff from previous management
  - New University initiatives adding pressure on existing staff to keep up with support requests
  - Building limitations
  - Examples of training that could be offered to faculty/staff – software training, Office Suite help, specific trainings involving technology – some faculty are not as comfortable going into a classroom and getting everything working so they could have workshops/trainings on this

- Dr. Stevick asked that with 31 incoming faculty/staff, would it make sense to develop this training as part of the orientation for this new faculty/staff? What would you offer them? Mr. Joy commented that for incoming faculty/staff, he would look at the classroom and how to connect and also technology layout for our college and resources available, including ticket system for requests – just rolled out personal storage drive – showing this to new faculty
- Dr. Stevick asked if 2 hours a week of open office hours would make sense. He replied that it would make sense, but they do not always have the time. They have 3 buildings (Blatt, CDRC, Wardlaw) that they provide support in and AI is typically the one going around, so then the rest of the office cover support problems
- Opportunities
  - Provide technology training for faculty/staff
  - Rebrand office to make more cohesive (Currently still perceived as IT and Facilities)
  - Build a better “Team” mentality among staff
  - Add lecture capture ability to COE classrooms
  - Create a learning/teaching classroom lab
  - Implement Technology Advisory committee
  - Change from the “way we’ve always done it” way of thinking
- Efficiency
  - They are improving our communication across functional areas to coordinate companion activities
  - I meet with my staff twice a month to discuss upcoming tasks and update current projects
  - Service Unit mentality
- Measurability
  - IT replaces XXX faculty/staff computers annually to maintain up-to-date equipment
  - IT/Operations closes support requests within an average of 24 business hours
- Staff Assessment
  - Staff responsibilities are clear and evolving
  - Staff are evaluated using EPMS system
- Data Collection
  - Ticket resolution reports are run at the end of each semester
  - A master list of faculty/staff upgrades is maintained according to age of current equipment based on reports from inventory control system
- Data Review
  - Data is reviewed by Director and used to make service process changes as needed to improve support
  - Staff in the office are notified immediately after someone has submitted a ticket and the importance that was chosen– faculty/staff have the option of selecting the type of priority when submitting the ticket
- Comments/Questions:

- Dr. Meade if there is any hope for help in a classroom if technology is not working properly. Mr. Joy replied that typically for classrooms, the faculty member will find him and they will resolve the issue immediately. This year he only had one issue in which someone damaged a wire and this was not fixed within a class period, but typically it is resolved during that class period
- Dr. Meade commented that catching up is the first step, but then you have to stay on pace or even try to get a little bit ahead of the game – what do those visions look like? Mr. Joy said that the next step is adding that next level of functionality – would look towards competitors/peers to see what they are doing for the future. He has not reached out to other schools, but does research for what cutting edge technology looks like in the classroom
- Dr. Van Buren said that Robert Johnson teaches a survey design class and the semester project is to create, send, and get the data – this would allow for extra man power to create and send out these surveys from the office
- Dr. Stevick asked about the staffing available for new wave of faculty/staff in August. Mr. Joy replied that if he has space for everyone once they arrive then he will be okay. In February, he was told that we have 31 new hires coming into a college with 5 empty offices so that started the process of how to create multi-space offices – open style work stations – building temporary walls to split offices, etc. All of this work is being completed this summer.
- Dr. Meade commented that there are 6,222 students coming in – 1,000 more than were enrolled last fall – 15% more
- Matt has proposed Learning Labs – field experiences touching more interns/students in general
- Dr. Barber asked if there a technology course required for students. Dr. Van Buren replied that we did through our CAEP self- study identify technology usage as both a strength and weakness – everybody is not taking a technology class at an undergraduate level – in surveys, they learn that technology integration is a strength among our graduates – Mr. Joy has been instrumental in helping us identify what our weaknesses are – Dr. Grant over the Educational Technology degree program has also been instrumental on deciding what is needed throughout the college
- Dr. Barber commented that the ISTE Conference is great to attend – has learning labs for students – digital playgrounds
- Dr. Ohrt commented that the technology being used in the Counseling labs are high level/the best that you can get and Mr. Joy's office was instrumental in getting this technology and ensuring it is working properly
- Dr. Stevick commented that there are 2 possible staffing additions – the Training position is really exciting – possibility of 2 GA positions to share with Ed Tech to take on some of these positions – could be an issue since they are off campus – Dr. Van Buren commented that possibly a current teacher in the field that has been through the Educational Technology program could fill this training position

- Mr. Wheatley said that the office seems to be very willing to accommodate your students/faculty/staff and that goes a long way – he has seen firsthand Mr. Joy assisting these people – in his district, he does not always see that, so that is definitely a strength
- Mr. Joy commented that he has worked hard to foster relationships with UTS
- Budget – can go to Dean if he wants to do something big and says that it cannot come out of his account and they have been great to find other pools to use to do some of these initiatives – all of this is not out of his budget
- Dr. Stevick asked if there are there things that Mr. Joy would like to know that he does not have data for. He has found the support IT function hard to quantify – you don't always get additional feedback – they are doing their job of getting the issues resolved but could receive additional feedback

#### IV. Review of Office of Assessment & Accreditation – Regina Wragg

- Background
  - Office of Assessment and Accreditation, up to August 2015, was a staff of 1 with 1 GA
  - Asst Dean, 1 part-time faculty member, and 1 additional GA hired in August 2015
  - Coordinator of Assessment and Assessment Coordinator hired in November 2015 as temporary staff
  - Sept 2016 – Coordinator of Assessment  Director and both staff became permanent
  - May 2017– Data Coordinator hired
- What do they do?
  - Surveys
  - Course Evaluations
  - Tenure and Promotion data requests
  - Compliance reporting (SACS)
  - Assessment Summaries
  - Branding Reporting (US News)
  - COE Conference Evaluations
  - QCom, CITEP, CAEP Steering, University-Wide Assessment Group, MEER, Staff Council, SCHEAC, AEC...
  - Individual faculty program area support
- Goal #1: Secure continuing national recognition of all programs and national accreditation of the Educator Preparation Unit
  - Commissioned SPA 101 Training and a SPA consultant to assist with reports that had to be resubmitted due to Recognized with Conditions status
  - OAA staff and support team attends CAEP bi-annual Conferences with CAEP Steering Committee designees
  - Facilitate CAEP Steering Committee meetings to unpack national and state standards and determine what data we have and what data we need
  - Commissioned certain faculty to assist with self-study draft

- Completed final self-study in February 2017
- GOAL #3: Continue implementation of the COE Diversity Plan to foster diversity and engagement within the academic and administrative functions of the College.
  - OAA supports the role and responsibilities of the new Student Diversity and Inclusion Advocate by collecting student experiential data via exit and alumni surveys and sharing data with AEC and program coordinators.
- GOAL #4: Develop a system for evaluating, prioritizing and implementing best practice technology improvements across the College.
  - Used the CAEP self-study process to analyze the degree to which candidates are being taught how to integrate technology into teaching and included the cross-cutting theme of technology as a component of the EPP's self-improvement plan within the CAEP self-study
- Design
  - Timelines – internal monthly OAA and Program Coordinator timelines
  - Budget – they have submitted budgets annually that include allocations for CAEP accreditation and trainings
- Team OAA
  - Cindy Van Buren, Asst. Dean of Accreditation and Professional Preparation
  - Regina E. Wragg, Director of OAA – All Things OAA
  - Lisa Peterson, Accreditation Coordinator – Chalk & Wire Data Manager, Data Analyst
  - William Morris, Faculty Member & Part-time OAAer– Chalk and Wire Faculty Support (ends May 2017)
  - Therese Maxfield, OAA GA – Chalk & Wire Student Support, Data Analyst
  - Jessie Dawson, OAA GA - Chalk & Wire Student Support, Data Analyst
  - Adam Sokol, Data Coordinator (starts May 2017)
- Efficiency
  - Discuss project plans as well as monthly office task schedules weekly in office meetings
  - Each individual in the office is working with a team of 2 or more to complete projects as a lead
  - We collaborate with faculty and the staff of other service units as well as our community partners
  - Tools that support our collaborative space include Dropbox, Microsoft Outlook, SPSS, Filemaker Pro, Google Docs, Data warehouse
- Staff Assessment
  - Most telling and frequent staff evaluation is successful completion of projects
  - Staff are evaluated annually using EPMS system that includes position descriptions
  - Staff are also supported throughout the year with frequent meetings with the Asst. Dean of Accreditation and Professional Preparation which include colleagues' feedback collected via surveys
- Data Collection & Sharing

- Class Climate Course Evaluations & Departmental Summaries – each semester | within 6 weeks of the end of the semester
- Exit Survey– 2-3 wks prior to each semester’s end | Fall All College Meeting
- Alumni Surveys – 1, 3, & 5 yrs post graduation | Fall All College Meeting
- Employer and Alumni Focus Groups--Annually |Fall All College Meeting
- Intern/Coaching Teacher/University Supervisor Survey Results and Dispositions Self-Assessment by Program-- 2-3 wks prior to each semester’s end |within 6 weeks of the start of the new semester
- US News and World Reports & other external rankings/reviews-- as they become available
- Data Review
  - Data is shared with AEC, CITEP, CAEP Steering, QCom, and our accreditation/branding organizations on a cyclical bases
  - Review is provided in the form of feedback gained in discussion and rankings/program status
- Strengths
  - Internal Assessment System (Chalk & Wire)
  - Experience and Expertise beyond assessment
  - Openness to Make Connections and Develop Relationships inside and outside of Wardlaw
- Overall Gaps
  - New Accreditation + New Staff + New Assessment System + New Leadership = REACTIVE Responses □ PROACTIVE Research and Planning
  - College-wide culture issue regarding what assessment is for and who is involved
  - Lack of Office Budget
  - Systems don’t communicate with each other
    - Blackboard CAN be integrated with Chalk & Wire
    - COGNOS/Data Warehouse report deficits
- Opportunities
  - New Leadership can set the tone and expectation of data-driven informed decisions
  - Integration into the College/”Introduction to Being on the Other Side of Faculty Status”
    - Program coordinators (AY 2016-17 Program Coordinators Assessment and Accreditation 101)
    - New Faculty
    - Graduate Students
    - Data Collection with other service units
  - CAEP Self Study
    - Self-Improvement Plan

V. Committee Consensus on Offices

Office of Informational Technology and Operations

## Strengths

- Staff in the office have a wealth of knowledge and experience both within their areas of responsibility and the USC system.
- The office is very efficient. Staff are willing and eager to creatively and quickly solve problems as soon as they arise. Almost all technology issues are resolved within 24 hours, but many as soon as office staff are notified.
- The office efficiently handles several projects at once, including creating space for over 30 new faculty and upgrading server infrastructure.
- The Director is continuously looking for future technology upgrades and designs in enhancing the classroom experience. The college is currently at base line in the field of technology, but continuing to grow.
- The technology being used in the Counseling labs are at a very high level and staff in the office were instrumental in obtaining this technology and ensuring it is working properly.

## Areas for Improvement

- Assessment practices – more data collection at varied times and in varied ways could allow for growth and continuous improvement.
- There is currently a lack of a training component in departmental service offerings.

## Recommendations

- Utilizing the Office of Assessment and Accreditation as a resource in creating varied methods for data collection. Another possibility is reaching out to Robert Johnson in the Department of Educational Studies for assistance from students in the survey design course on creating a survey for your office and analyzing the data as part of the course requirement.
- In considering the new training position, a current/former teacher and graduate of the Educational Technology program that could assist in orienting new faculty and staff will be an asset for the college.

## VI. New Business

- Dr. Van Buren: The Middle Grades Initiative (MGI) did not present this year. Dr. Van Buren proposes that the MGI send a written report to the committee and then receive feedback. The committee decided that the report will be reviewed by the whole committee in September (can have virtual meeting if we feel we need it) – OAA can aggregate what we receive and what we will do next.

## VII. Schedule for 2017-2018:

- September 2017: School Psychology (PhD), Speech Pathology (MSP/MCD)
- October 2017: Music Education (BM, MAT), Art Education (BFA, MAT)
- November 2017: School Media (MLIS), Teaching (MEd)



- January 2018: Physical Education (BS/MAT, PhD), Athletic Training (BS, MS)
- February 2018: Counselor Education (Cert, EdS [MCFC & School], PhD), Educational Psychology & Research Programs (MEd & PhD)
- March 2018: Curriculum & Instruction (EdD), Foundations of Education (PhD), Foreign Language Education (BA/MAT)
- April 2018: Educational Administration (MEd, EdS, PhD), Higher Education (Cert, MEd HESA, PhD)
- May 2018: Special Education (MAT, MEd [including Early Childhood track], PhD), Teaching and Learning (PhD)

VIII. Adjournment

Dr. Stevick adjourned the meeting at 3:05 p.m.