

CHAPTER 7: INSTITUTIONAL CAPABILITY FOR INITIATION AND CONTINUATION OF THE QEP

Introduction

An emphasis on the complex process that defines clinical reasoning is expected to become a key component of the Doctor of Chiropractic program at TCC. The College looks forward to the effect that this journey will have across the institution. A subcommittee (Appendix II) was formed to develop the management structure, budgetary requirements and project timeline to ensure the plan's success.

Management Structure

Figure 7.1 outlines the management structure that best suits the development and support of the plan. The overall responsibility for the academic program, including the QEP, rests with the Vice President (VP) of Academics and Program Development who will carry out this responsibility with input from the President's Cabinet. Members of the President's Cabinet are listed in Appendix III.

The Dean of Academic Affairs directly supports the VP of Academics and Program Development. The Dean of Academic Affairs will receive continuous input from both the QEP Administrative Committee and the Curriculum Committee. The QEP Administrative Committee and the Curriculum Committee must work in close concert in order to effectively implement the QEP across the curriculum.

The QEP Administrative Committee is composed of a cross section of TCC teaching and administrative faculty, and one to two students. The advice and counsel of this committee ensures a broad representation of voices across the institution. The charge of the QEP Administrative Committee is to monitor the implementation and evaluation of the QEP. Each trimester, the committee reports the progress of the QEP to the Dean of Academic Affairs and proposes possible improvements, including adjustments to the timeline and budget. Minutes of all open meetings of the QEP Administrative Committee will be made available to all faculty members via the College's resource drive and/or Blackboard for their information and input. Committee members are Dr. Dorrie Talmage (chair), Dr. Victor Benavides, Dr. Karlene Denby, Dr. Amanda Tang, and Dr. Jeffrey Weiss (case coordinator). Ex officio members are Dr. Alan Adams, Dr. Stephen Foster, Dr. John Mrozek, and Dr. Kuan Yang. Additionally, one to two student representatives will be added to the committee.

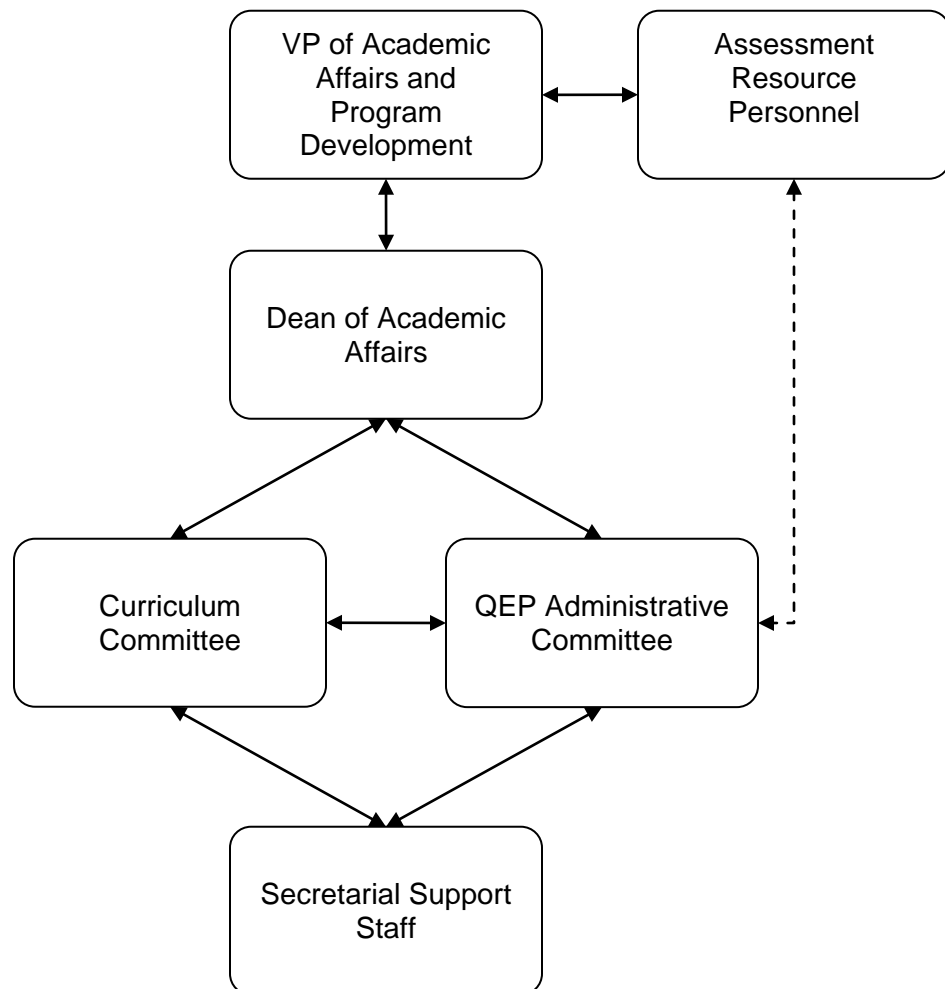
The charge of the Curriculum Committee is to review and make recommendations to the VP of Academics and Program Development concerning proposed changes to the doctorate and baccalaureate curricula of Texas Chiropractic College. It is the responsibility of the Curriculum Committee to ensure that curricular initiatives associated with the QEP are placed on the committee's agenda in a timely manner for deliberation, consideration, approval and submission to the Dean of Academic Affairs for implementation. Committee members are Dr. Jesse Coats (chair), Dr. Karlene Denby, Dr. Stephen Foster, Dr. Timothy Lee, Dr. Ezzat Mikhail, Dr. Dorrie Talmage, Dr. Jeffrey Weiss, and Dr. Larry Wyatt. Ex officio member is Dr. Sandra Hughes.

Assessment resource personnel are essential components in evaluating the implementation of the QEP. The Director of Assessment, along with the Director of

Institutional Research, report directly to the VP of Academics and Program Development. These two directors will also work closely with the QEP Administrative Committee by providing all assessment data relevant to the QEP. The Director of Assessment is a member of Curriculum Committee and an ex officio member of the QEP Administration Committee.

Secretarial support staff are responsible for transcribing committee minutes, assembling documentation and compiling the ongoing output related to the QEP, and will assist both the QEP Administrative Committee and Curriculum Committee as needed. The secretarial support staff will be provided from the office of the VP of Academics and Program Development and the office of the Dean of Academic Affairs and will share the QEP related workload as appropriate.

Figure 7.1: QEP Management Structure



While not shown in the QEP Management Structure (Figure 7.1), an external consultant will review the implementation, changes and evaluation process of the QEP on an annual basis.

QEP Communications and Marketing

The QEP Communications and Marketing Subcommittee, formed in November 2008, is charged with initiating an internal campaign to introduce the details of the QEP to the student body, faculty, staff, and the Board of Regents during January and February 2009. With a budget of \$2,000.00, the subcommittee formulated an advertising campaign that involves promoting the most relevant details in the QEP document. The subcommittee members can be found in Appendix II.

The most pertinent information necessary to effectively communicate the internal campaign were determined to be the logo, the definition of clinical reasoning, programmatic outcomes, and changes to the curriculum. This information will be communicated through a set of posters, tri-fold pocket cards and campus computer backgrounds. More detailed information on each of these topics will be provided through various communication mediums such as email blasts, the campus newsletter (The Backpage), the TCC Magazine, the College website and the Blackboard campus information system. One page handouts will also be distributed during orientation, convocation, grand rounds and in various classes.

Copies of the full QEP document will be given to all faculty, staff, board members and student leaders. Student leaders will be an essential component for relaying information to the student body. Therefore, several meetings will be scheduled with student leaders and student associations during January and February. A *QEP Week* during February 16-20 will feature a presentation to the student body to ensure that all students have a thorough understanding of the changes. Additionally, presentations during faculty in-services and faculty/staff convocation in early January will ensure that faculty and staff are fully informed about the QEP. A presentation to the Board of Regents will help solidify the QEP concepts to them as well.

Examples of the promotional materials are provided in Appendix IV; the communications timeline is provided in Appendix V. The subcommittee believes that the outlined promotional strategies will sufficiently disseminate QEP information to all faculty, staff, students, and board members.

Project Timeline

A timeline has been developed which details the implementation of the QEP over a five year span. Ongoing faculty development, programmatic assessment and possible improvements/modifications to the QEP are performed each trimester. The five-year timeline can be found in Appendix VI.

QEP Budget

The College is dedicating adequate funding to successfully initiate and implement the QEP for the next five years. The College's budget year is September 1 – August 31. Table 7.1 provides the projected costs for the plan's implementation. The projected costs were estimated by the QEP Steering Committee and include 1.50 FTE in new funding. Uncovering existing resources and applying them to the QEP is an ongoing goal and challenge. The VP of Academics and Program Development, as a member of the Texas Chiropractic College President's Cabinet, is well placed to ensure that the QEP receives the necessary financial and human resources needed for successful outcomes.

Current qualified TCC employees will be integral players in the QEP implementation process, as delineated below. Additional personnel will be hired as required.

The QEP Administrative Committee Chair (.25 FTE): New funding will be allocated to provide a workload offset through the hiring of an adjunct faculty member and/or compensation for the Chair. The Chair reports to the Dean of Academic Affairs and indirectly to the VP of Academics and Program Development, as required. This position is responsible for keeping within budget, for monitoring progress, and for recommending QEP modifications to the Dean of Academic Affairs and the VP of Academics and Program Development.

Director of Assessment (.25 FTE): New funding will be allocated to this position to provide a workload offset through the hiring of an adjunct faculty member and/or compensation for the Director. The Director reports to the VP of Academics and Program Development or indirectly to the Dean of Academic Affairs through the Administrative Chair of the QEP, as needed.

Registrar (.25 FTE): New funding will be allocated to this position to provide a workload offset through the hiring of additional part-time staff support and/or compensation for the Registrar. The Registrar is a member of the Curriculum Committee and the QEP Administrative Committee, providing essential input and information to both committees regarding the administrative status of the degree program and implications to the QEP, as needed.

Director of Campus Health Center (.25 FTE): New funding will be allocated to this position to provide a workload offset through the hiring of an adjunct faculty member and/or compensation for the Director. The Director is responsible for implementation of clinical reasoning throughout the clinical setting and providing input to the QEP Administrative Committee.

Case Coordinator: The case coordinator will be provided with a workload offset through utilization of existing faculty members. The case coordinator is responsible for integration of clinical cases within both the basic sciences and clinical sciences curriculum.

New hire/s (.50 FTE): New funding will be allocated to the hiring of one-half of a full-time-equivalent faculty, whose primary duty will be the instruction of the three new Clinical Case Application courses.

Additional funding, as set out in the table below, is dedicated to the purchase of the necessary teaching and assessment tools, faculty travel and development, and related administrative costs. Funding for the first year was approved by the President's Cabinet and the Board of Regents. The budgetary requirements to fund the entire QEP have been forwarded to the Board of Regents and approval is anticipated at their next meeting in January 2009. Funding for the second through fifth years of the QEP will be part of the College's normal operating budget.

Table 7.1: Projected Cost for QEP Implementation

Texas Chiropractic College

Expense	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Personnel						
Faculty*	0	90,000.00	94,500.00	99,225.00	104,185.00	109,395.00
Standardized Pts.	7,000.00	18,000.00	18,000.00	18,600.00	19,200.00	19,800.00
Equipment/Software						
Design A Case	500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
KBIT	5,250.00	11,250.00	11,250.00	11,250.00	11,250.00	11,250.00
I-Clickers	1,625.00	8,100.00	8,100.00	8,100.00	8,100.00	8,100.00
Assessment Tools						
HSRT	1,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
Scantron Forms	50.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Faculty Development	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Communication/ Public Relations	2,000.00	500.00	500.00	500.00	500.00	500.00
Copier Costs	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Printing Costs	5,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Travel	2,500.00	2,500.00	2,500.00	1,500.00	1,500.00	1,500.00
Miscellaneous	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Total	39,925.00	150,850.00	155,350.00	159,675.00	165,235.00	171,045.00

* 1.50 full time faculty equivalent including salary and benefits.