

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Administrative or Educational Support Units**

Unit Name:

Office of International Education

Unit Type:

Administrative Unit

Educational Support Unit

Assessment Period Covered:

January 2009 to February 2010

Unit Coordinator (Preparer of Report):

Jannet Garcia

List Other Report Contributors (if applicable):

The annual review is directed at the following goals of the Texas A&M International University 2006-2010 Strategic Plan. Please list goals below:

GOAL 7: Internationalization

To strengthen and enhance TAMIU's position as the international university in the Texas A&M University System and the State of Texas.

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Administrative or Educational Support Unit Mission

To encourage TAMIU students, faculty and foreign exchange students to participate in International Education study abroad programs by increasing study abroad awareness and providing services that will facilitate and enhance/enrich their experience.

Provide summary of the last cycle's use of results and changes implemented

This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the unit, and any recommendations formulated. Assessment data must be viewed and discussed by the unit during this process.

Continuation of previous outcome: increase the number of faculty-led programs. OIE accepted and approved five faculty-led proposals for 2008, of which four programs - Business in China, Spanish Language and Literature in Spain, English Language and Literature in England, Business in France - enrolled sufficient students to go abroad. A total of 41 students participated. Most significant changes included improvements to implement the IEFS/GLM

scholarship requirements for peer student advisement, initial steps to explore viability of a study abroad consortium within the Texas A&M University System to enhance/expand faculty-led programs, and the addition of the Spring Study Abroad Fair to promote summer programs.

New outcome: increase study abroad awareness and participation, leading to 2% of the student body participating in study abroad. Office visits increased by 73.5% (196 students) over 2007 based on the number of in-take cards. Because this documents first-time office visits only and the collection system is not 100% accurate, students are now required to sign-in at the main desk. Actual study abroad students in 2008 were 68 students, an increase of 42%. This is 1.4% of the actual student body. A new agreement was signed with the Guadalupe and Lilia Martinez Foundation for a three-year consecutive donation of \$100,000 for the benefit of study abroad scholarships.

New outcome: improve the foreign exchange student admission and arrival process. This outcome was not addressed during 2008.

List of unit-level outcomes

It is recommended that units rotate through their entire set of outcomes over a multi-year period. Units may focus on one or two outcomes each year, as deemed appropriate.

1. Increase the number of faculty-led programs (continued outcome)
2. Increase study abroad awareness and participation, leading to 2% of student participation
3. Improve the foreign exchange student admission and arrival process
- 4.
- 5.
- 6.

Section I: Planning and Implementation

Outcome(s): *Identify the outcome(s) that will be focused upon this year.*

Increase the number of faculty-led programs

Methods of assessment to be used:

Identify and describe the type of assessment(s) that will be used and how the data will be obtained. During this assessment period, has your unit used any of the following measures for assessment of outcomes? Indicate “Y” if currently being used; “N” if not currently being used but interested in using; and “NA” if not applicable.

Type of Measure	Y	N	NA	Specify which type of measure was used and what outcome the measure was applied to:
<u>Volume of Activity:</u> (Number of clients served, circulation data, etc.)	X			Number of email responses – 1 Number of office visits - 1 Number of proposals - 1
<u>Efficiency:</u> (Turnaround time for filling requests, timely service or prompt response, etc.)			X	
<u>Service Quality:</u> (Error rates, accuracy of information provided, etc)		X		
<u>Client Satisfaction Survey</u> (Student, employer,	X			Student survey – 1/2

alumni, customer, etc.)				
<u>Feedback:</u> (Suggestion box, focus groups, evaluation forms, etc.)	X			Meeting with returned faculty - 1
<u>Review of existing data:</u> (Routine records or reports, institutional data, audits, etc.)			X	
Staff discussions or evaluations of services to clients	X			Staff meetings – 1/2
Standards/guidelines provided by professional associations	X			Compliance w/NAFSA Best Practices – 1/2
Standards set by federal, state, county, city or system regulations	X			THECB rules - 1
External evaluations or auditors			X	
Benchmarks or comparisons with peer institutions			X	
Other			X	

Criteria/Benchmark(s):

Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.

Number of approved faculty-led proposal in comparison to last year (7 vs. 5)
Number of faculty-led programs that went abroad in comparison to last year (5 vs. 4)
Increase in student participation in comparison to last year (52 vs. 41), a 27% increase

Section II: Analysis of Results

What were the results attained?

Describe the primary results or findings from your analysis of the information collected. Were the results used to improve the unit services or operations? Please specify:

OIE accepted and approved seven faculty-led proposals for 2009, of which 5 programs - Spanish Language and Literature in Spain, Music in Taiwan, Education in Spain, Reading the Globe in Poland, and Business in the Netherlands - enrolled sufficient students to go abroad. A total of 52 students participated. One program was postponed until 2010 due to H1N1 concerns, and one program was cancelled due to low enrollment.

What were the conclusions reached?

Include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at <http://www.tamui.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamui.edu.

Because faculty-led programs become more standardized at TAMIU, the proposal-, student application/payment-, and program implementation process has significantly been streamlined and continues to improve.

The faculty-led handbook and proposal process was reviewed and updated. A training module for faculty was instituted. Returned students from previous faculty-led programs participated in various promotional events, including *Café du Monde*, The Study Abroad Photo Exhibit, the Study Abroad Fair, information tables and class presentations.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain unit services and operations, including resources needed and a timeline for implementation.

Continue to assess the success of faculty-led programs and make modifications as needed. It seems that overall the process is one that works both for faculty as well as students, and the expectation is that fewer changes are needed in the upcoming years.

Section III: Resources

Resource(s) to implement action plan:

Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University rule/procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan – or Compact, if relevant)

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Improve the foreign exchange student admission and arrival process - was not assessed in previous periods

New Outcome(s) – (List outcomes below):

Offer a wide range of study abroad programs that will close match the interests and needs of students

- Survey students
- Select high enrollment degree programs and provide targeted study abroad promotion
- Evaluate existing exchange programs and their desirability and develop an action plan to increase

participation
- Target specific student groups/organizations to partner with OIE and provide peer advisement

Modification of present outcome(s) – (Indicate reason for modification):

Date Completed:

4/7/10

Submit completed form to integrate@tamiu.edu.

Updated 9/2009