

# **Texas A&M International University**

## **Annual Institutional Effectiveness Review (AIER)**

**Date Submitted** 1/31/2007

**Assessment Period Covered (2006)**

**Academic Program/AES Unit** Office of International Education (OIE)

**Person(s) Preparing Review** Jannet Garcia

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

1) The results of the survey to determine students' effectiveness to conduct self-directed research ranged from good to excellent. Therefore no major changes were made, except that the initial student advisement was changed from individual presentations to Study Abroad Information Sessions. This has resulted in a more consistent presentation of information, while making a more efficient use of time.

2) While not formally assessed, anecdotal information showed students' frustration with the financial aid process to study abroad, reflecting that the Office of Financial Aid did not provide the expected assistance due to a perceived lack of knowledge. As a result it was decided to formalize financial aid/study abroad procedures and to address, depending on the type of study abroad program selected by the student, how financial aid (federal, state, institutional) may be applicable to the student. A small survey was conducted with other public state institutions regarding their financial aid/study abroad policies, and a meeting with the Office of Financial Aid was conducted in late spring. A draft procedure was forwarded to Registrar and Financial Aid administrators for review and was modified and approved during Fall 2005. Annual meetings with Registrar and Financial Aid administrators are scheduled to take place to review and revise procedures.

3) A phone survey used to address questions such as "what do students know about study abroad", "do students know which type of financial support is available for study abroad", and "why do not more students study abroad" resulted in students returning to the OIE to get more information about study abroad. Because of the positive results of the survey, we have decided to include these phone surveys as part of our recruitment strategy. At the same time, it allowed us to determine what information students were lacking, therefore improving our advisement process.

### Section I: Planning and Implementation

### **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.

**Academic Program or Administrative/Educational Support Unit Mission**

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

**Identify outcomes and the relationship to Strategic Plan**

**Outcome 1**

**Is this outcome related to writing (QEP)?**

Increase study abroad awareness

**Identify Strategic Plan Goal related to Outcome 1**

Goal 7 Internationalization

**Identify Strategic Plan Objective related to Outcome 1**

Enter text here

**Identify methods of assessment to be used**

In-Take Cards, Study Abroad Fair Survey

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

A 25% increase of first time students visiting OIE, and a 20% increase of study abroad fair attendance.

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**Outcome 2**

**Is this outcome related to writing (QEP)?**

Develop a wide assortment of faculty-led study abroad opportunities

**Identify Strategic Plan Goal related to Outcome 2**

Goal 7 Internationalization

**Identify Strategic Plan Objective related to Outcome 2**

Enter text here

**Identify methods of assessment to be used**

Faculty Expertise International Database Survey, Annual Study Abroad Report

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Three faculty-led programs will meet enrollment criteria and take place during summer 2007

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**Outcome 3**

**Is this outcome related to writing (QEP)?**

Integrate international exchange students with the TAMIU student community

**Identify Strategic Plan Goal related to Outcome 3**

Goal 7 Internationalization

**Identify Strategic Plan Objective related to Outcome 3**

Enter text here

**Identify methods of assessment to be used**

Study Abroad Fair Participant Report, Foreign Exchange Student Evaluation

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Foreign exchange students will have representation at the annual study abroad fair and participate in 2 social/interactive events

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

Spring/Fall 2006

#### **Outcome 2**

Fall 2006

#### **Outcome 3**

Fall 2006

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### **What were the results attained (raw data)?**

#### **Outcome 1**

In-take cards reflect an increase of 30 student visits (37%) to OIE in comparison to 2005. Study Abroad Fair results reflect an increase of 100 attendees (80%) based on number of information bags handed out in comparison to 2005.

#### **Outcome 2**

The Faculty-Expertise International Database survey, conducted in 2006 by the Division of International Programs, shows that out of 80 respondents, 44 (55%) faculty members indicated an interest in leading a study abroad program. Out of these, OIE met with 7 interested faculty. The annual study abroad report shows that 3 faculty-led program proposals were submitted for spring 2007, of which to date one has made with an enrollment of 12 students.

#### **Outcome 3**

A total of 8 exchange partner universities were represented at TAMIU during fall 06. Seven universities (88%) were represented at the study abroad fair. Same percentage of foreign universities were represented at the President's International Student reception. No 2<sup>nd</sup> social event was specifically selected, but students did partake in activities such as a Fiesta Texas visit, two Association of International Students potluck events, and a brown bag lunch (World Wide Wednesday) offered by International Student Services.

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Jannet Garcia

#### **Outcome 2**

Jaime Ortiz/Jannet Garcia

#### **Outcome 3**

Jannet Garcia

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**When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to [assessment@tamiu.edu](mailto:assessment@tamiu.edu) (Please use Minutes Template located on the [Project INTEGRATE web page.](#))**

AIER outcomes, means of assessment, and criteria/benchmarks were established during fall 2006 during a Division wide retreat. Results and analysis will be shared with supervisor as part of the annual evaluation process, as well with Division staff during the next retreat, scheduled for spring 2007.

**NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.**

**Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?**

**Outcome 1**

Met    Not Met

**Provide narrative:** The increase in study abroad awareness, reflected through additional office visits and study abroad fair attendance, has resulted in larger study abroad participation in comparison to 2005 (12 students in 2005 to 33 students in 2006). It is imperative that we continue to focus on study abroad awareness on- and off-campus, and re-visit the OIE marketing plan to maximize its impact. The marketing plan needs to include a schedule for study abroad presentations (by students), department and faculty presentations (by OIE), continued focus on improving the OIE website, and consistent use of promotional materials such as flyers, ads, banners etc.

**Outcome 2**

Met    Not Met

**Provide narrative:** The expected goal for 2007 was to have 3 faculty-led programs make. Three proposals were submitted and approved, and have been published to the campus community. It is still too early to determine if all three programs will meet enrollment requirements, since for two programs the deadline is March 2007. Continued focus will be given to develop a larger offering of faculty-led programs, so that a broad offering is available to students.

**Outcome 3**

Met    Not Met

**Provide narrative:** The foreign exchange student population was well represented at the student abroad fair (only one University did not have representation, but every effort was made to include students in all activities) as well as any other planned events. Continued emphasis will be placed on providing interactive activities that will promote international understanding on the campus and highlight study abroad. No foreign exchange student evaluation was developed, and thus OIE does not have direct feedback.

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**How have these data-based changes improved your program/unit?**

As numbers continue to be positive in the three outcomes, we see how the results impact the mission of OIE and TAMIU positively and that each of those areas are an integral part of each other. As more students and faculty experience study abroad, a culture is slowly being developed that promotes campus internationalization.

The increase in study abroad participation continues to produce more returned students that in turn recruit new ones. Through setting scholarship requirements for study abroad presentations in class, submitting photo essays for the OIE website, and completion of study abroad evaluations, we are expanding our recruitment base, by actively requiring returned students to assist.

Faculty-led programs a) provide study abroad opportunities for students who like the additional comfort and support of traveling with their peers and professor, b) offer the option of a short-term commitment, and c) typically are build on student groups of 10 or more. Developing more of these programs will increase study abroad participation, internationalize TAMIU faculty, and diversify study abroad offerings.

Foreign exchange students are great contributors in internationalizing the campus. Therefore it is important that they gain exposure to the university community. They also are great advisors to potential study abroad students, and serve as a link to the foreign university prior to TAMIU student departure and while the TAMIU student is abroad. Their assistance at the study abroad fair and other activities on-campus is a crucial part of the OIE marketing plan to increase study abroad participation. A foreign student evaluation will be developed on Survey Monkey to assess their impressions of OIE services (pre-arrival and during TAMIU attendance), special events, and their suggestions.

As study abroad programming and student services continue to increase as shown above, additional staffing is needed. During fall 2006 a work-study position was lost, which has impacted the office negatively. Upkeep of study abroad library resources, marketing materials design and output, as well as student tracking has suffered as these assignments have been re-assigned to staff that already have to work with an increased workload over previous year.

An outcome of the 2006 Division retreat was the creation of a Division wide calendar. As activities were posted, budget adjustments were made to cover a broad range of prioritized activities. This resulted in OIE taking on payment of the annual International Student Exchange Program membership fees (\$2,500 annually), Institute for International Education fee (\$450 annually), and NAFSA fee (\$450 annually) thus substantially cutting travel and M&O previously designated for professional and programmatic development. While this can work as a short-term solution, in the long-term it will put limitations on how quickly, how far, and how successful OIE can continue to grow.

Section III: Programmatic Review

**Are resources affected by the changes identified in Section II?**  Yes  No

**If so, specify the effect(s) using the chart below:**

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

First, study abroad is a key component in campus internationalization (#7 in the strategic plan). It actively works with both students and faculty, and has slowly developed into an established and recognized student service that serves the mission of the University. Continuance of excellence in services and programmatic expansion will require additional staffing. At minimum one student employee position is requested to support OIE activities for 2007. Secondly, by re-assigning existing budget monies to cover ISEP, IIE, and NAFSA membership expenses, programmatic and professional development has been impeded. Therefore an increase of \$3,400 in either M&O or travel is requested to cover pre-existing OIE budget funds.

<b>Identify proposed outcomes for the next assessment cycle:</b>
Continuation of present outcome(s) – (Indicate reason for continuation): Increase the number of faculty-led programs - these study abroad programs tend to be the most feasible and attended. They will continue to lead us to an increase in study abroad numbers.
New Outcome(s) – (List outcomes below): Evaluate and modify marketing plan, and meet 85% of marketing actions.
Modification of present outcome(s) – (Indicate reason for modification): Increase study abroad awareness and participation - modified so it does not just read an increase in awareness, but our ultimate goal, which is a continued upward trend in study abroad participation.

**\*\*\*\* This section to be completed by dean/director/vice-president \*\*\*\***

**Are resources requested a priority for the academic program/AES unit?**

Yes  No

**Comments:**

Absolutely. University administrators are keen to highlight the fact that TAMU needs to expand international initiatives and establish a reputation as the premier international university in the state of Texas. Consistent with such an ambitious goal, study abroad and student exchanges play

a pivotal role in the campus internationalization. The requests being made are modest by any standard and endorsing them will help the OIE, the DIP, and, ultimately, TAMIU, to achieve that goal.

**If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?**

It will be a positive one in the sense that will allow to better reallocate some monies. Besides it will just increase OIE budget by a mere \$3,400 plus the addition of a highly needed workstudy.