

Texas A&M International University Annual Institutional Effectiveness Review (AIER)

Date Submitted 04/16/08

Assessment Period Covered (2007)

Academic Program/AES Unit Purchasing

Person(s) Preparing Review Debra Segovia

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

Having base-line data available has enabled purchasing to identify areas that merit special attention and to continually compare progress/improvements. Purchasing will continue to work one to one with the creators in FAMIS as this has been a proven technique. Criteria has been collected to present brief overview workshops converging topics of concerns.

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

The mission of Texas A&M International University Purchasing Department is to procure goods and services that support the mission of the University. To facilitate this process, the Purchasing Department shall in accordance with Federal, State, and Sytem regulations, obtain the best procurement value for the University, in a professional, responsive and timely manner.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

University staff and faculty will be satisfied with services provided by the Purchasing Department.

Identify Strategic Plan Goal related to Outcome 1

Goal 3 Service

Identify Strategic Plan Objective related to Outcome 1

3.2: Provide service and outreach activities to the University service area in a professional, courteous, effeciently and timely manner.

Identify methods of assessment to be used

- (1.) Purchasing Department Institutional Effectiveness Survey
- (2.) The 2007 Finance and Administration Division-Service Quality Survey.

Indicate when assessment will take place

Annual

Criteria/Benchmark

- (1.) Creators of requisitions will be sent a survey after every fifth created purchase order to evaluate areas in need of improvement. Responses will indicate an 80% satisfaction rate.
- (2.) Respondents will indicate an 80% or higher satisfaction rate with services provided by the department.

Outcome 2

Is this outcome related to writing (QEP)?

Creators of requisition (University staff and faculty) will be aware of TAMIU rules and regulations pertaining to the purchasing module FAMIS (Financial Accounting Information System).

Identify Strategic Plan Goal related to Outcome 2

Goal 4 Financial Resources

Identify Strategic Plan Objective related to Outcome 2

4.4: Conduct all financial activities in accordance with all State and System regulations and general accounting practices.

Identify methods of assessment to be used

"FAMIS" Requisition Training Survey will be given after every training session and workshop.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Training will be provided to all creators on requisitions, policies and procedures upon initial issuance of FAMIS ID and workshops will be offered throughout the year. An evaluation sheet will be completed by each new user and attendee of workshops. Department will maintain a log of information, 80% of trainees will have an improved understanding of FAMIS rules and regulations.

Outcome 3

Is this outcome related to writing (QEP)?

Continue to communicate the importance of HUB "Historically Underutilized Business" vendors to those responsible for departmental procurement card purchases within the University Community.

Identify Strategic Plan Goal related to Outcome 3

Goal 4 Financial Resources

Identify Strategic Plan Objective related to Outcome 3

4.4: Conduct all financial activities in accordance with all State and System regulations and general accounting practices.

Identify methods of assessment to be used

Procurement Card and HUB Training Effectiveness Survey will be handed out after every training session.

Indicate when assessment will take place

Annual

Criteria/Benchmark

100% of those responsible for departmental procurement card purchases will receive training on the availability and usage of HUB vendors.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

1. Year round
2. Spring 2007

Outcome 2

Year round

Outcome 3

Year round

What were the results attained (raw data)?

Outcome 1

1. Out of the 1,033 surveys sent 61 responded. (Since we had a low response with every 13th purchase order sent, we increased the amount of surveys sent to every 5th purchase order. 90% did not have a problem creating a requisition. Out of the 10% who had a problem all 10 contacted the Purchasing Department. 100% were satisfied with the help that was provided. 87% indicated they would attend a workshop if one was provided. Refresher workshops were requested by the majority responding.

67% refer to their FAMIS reference card that is issued at time of training. This information will be used to enhance the reference card and incorporate in training manual.

The surveys showed a vast difference in the amount of requisitions created by each department.

89% track their requisition once it is created.

Comments that were submitted showed 100% satisfied and appreciative of the help/work that the Purchasing Staff is doing.

2. Out of 278 of the Finance and Administration Division 2007 Service Quality Survey returned, 73% were satisfied by the overall services (Excellent, Very Good and Good) provided by the Purchasing Department; with 30% in the "Good" column. Purchasing is striving for excellence in all areas, therefore, special attention will be given to each question. Purchasing will begin scheduling formal trainings on a quarterly basis.

Outcome 2

A response rate of 33% indicated the training improved their understanding of FAMIS requisitions and indicated the "hands-on" approach helped a lot. They knew what information was needed on the requisition and understood the necessity of inputting correct and complete specifications. They know the process a requisition goes through to the purchasing module and how to track their requisitions. They indicated they knew how to use their "in-box" and how to handle a rejected requisition. Comments from the survey will be used to include additional information they felt would be helpful. A list of what needs to be included on the requisition will

be covered in the training. In addition; formal trainings will be conducted on a quarterly basis for creators to be able to refresh and enhance their knowledge of FAMIS.

Outcome 3

Twenty surveys were issued after completion of training. A 45% response rate indicated the course improved their ability to locate HUB vendors, to have a better understanding and the importance of using HUB vendors.

Who (specify names) conducted analysis of data?

Outcome 1

1. Purchasing Department/Laura Rea and Debra Segovia
2. VPFA's Office and Mr. Garcia

Outcome 2

Purchasing Department/Laura Rea and Debra Segovia

Outcome 3

Purchasing Department/Laura Rea and Laura Gamez

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 (Please use Minutes Template located on the **Project INTEGRATE web page.)**

During the weekly Division Meetings with Mr. Garcia
On-going with the Purchasing Department and Laura Rea

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: Continually comparing the results on both surveys, ongoing improvement and changes will be done to reach our goal of excellence.

Outcome 2

Met Not Met

Provide narrative: Training and materials are constantly needing updates. The Purchasing Department staff will continue working on an individual basis with the creators as needed.

Outcome 3

Met Not Met

Provide narrative: 100% of cardholders are trained before issuance of the procurement card, and are continually informed of the importance of using HUB vendors.

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

Having base-line data available has enabled us to identify areas that merit special attention and to continually compare progress/improvements.

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 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)

Enter text here

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):
 An outcome of excellence or 80% satisfaction rate on both surveys is desired before implementing other outcomes. Enhancing our on-line purchasing and procurement manuals and following through on quarterly workshops/training will help us reach our goals.

New Outcome(s) – (List outcomes below):
 Enter text here

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

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

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

Yes No

Comments:

Enter text here

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

Enter text here