Texas A&M International University

Institutional Effectiveness Plan

Office of Institutional Effectiveness and Planning
http://www.tamiu.edu/adminis/iep/

Revised
2010

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<u>**TAMIU INSTITUTIONAL EFFECTIVENESS PLAN**</u>

I.   <u>Introduction</u>

What is institutional effectiveness at Texas A&M International University? The institutional effectiveness process is the commitment to the continuous quality improvement of all aspects associated with fulfilling the Institutional Mission. This commitment is ongoing, broad-based, and embedded within the culture of the University. Faculty, administration and staff dedicate themselves to the task of providing high quality educational programs and services that prepare our students for leadership roles in their chosen professions. The goal of institutional effectiveness is to integrate planning, evaluation, and budgeting processes into a comprehensive program that not only encompasses teaching and learning but also the array of administrative and support services which sustain the core activities of the University. Every academic and administrative/educational support unit of the University demonstrates planning, evaluation, and the use of results to improve programs and services.

II.   <u>Mission/Vision Statement, Values, Imperatives</u>

The Institutional Mission Statement approved by The Texas A&M University System and the Texas Higher Education Coordinating Board in April 2009 forms the basis for planning, assessment and budgeting:

> 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. A&M International provides students with a learning environment anchored by the highest quality programs built on a solid academic foundation in the arts and sciences. To fulfill its mission, the University offers a range of baccalaureate and master's programs and the Doctor of Philosophy degree in International Business Administration. In addition to offering excellent undergraduate and graduate programs, the University pursues a progressive agenda for global study and understanding across all disciplines.

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.

Vision Statement: Texas A&M International University aspires to become a premier international university, serving as the agent of change for the people of the region, the nation, and the world through multicultural teaching, research, and service.

Our institutional values are:

Respect – Respect for individuals, their points of view and their diverse backgrounds up

Integrity – Modeling ethical standards of personal and professional behavior

Service – Serve the University and regional, national and international community

Excellence –"Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit." **–Aristotle**

Strategic Plan Imperatives for 2011-2015 are:

► Admit, retain, and graduate students who are prepared for successful leadership roles in a culturally diverse, global society.

► Provide a collaborative and safe educational environment that supports faculty and staff initiatives and fosters international contributions.

► Enhance the educational environment by promoting excellence in teaching and learning.

► Strengthen and expand faculty research and scholarship to address regional, national, and global issues.

►   Improve the quality of life for the University community and citizens of the region, state, nation, and world.

►   Identify, obtain, develop and retain the appropriate financial and physical resources to ensure continued growth and enhancement of the University.

Under Executive Order RP 31, Relating to Accountability of Higher Education Systems and Institutions, the University works with The Texas A&M University System to provide "information necessary to determine the effectiveness and quality of the higher education students receive" which in turn provides the "basis to evaluate the institution's use of state resources." This Institutional Effectiveness Plan provides the framework to respond to the accountability measures identified by the System, the State of Texas and the University.

Assessment is an integral part of institutional effectiveness and informs the planning and budgeting process at Texas A&M International University. Assessment allows the University to increase organizational effectiveness and improve performance across all areas of the institution. Only The Texas A&M University System may establish policy; its components may set rules. The Texas A&M International University Rule on assessment is cited below and is published on the Institutional Effectiveness and Planning web page (http://www.tamiu.edu/adminis/iep/mission.shtml)

> Texas A&M International University is responsible for assessing all programs and services provided by the institution. All academic programs and administrative/ educational support units conduct an annual assessment of student learning and program outcomes. In addition, academic and service units conduct external reviews on a cycle determined by the college/school/division and approved by the appropriate vice president.

III. Principles of Good Practice for Assessing Student Learning

The American Association for Higher Education's (AAHE) Principles are fundamental to the practice of assessment at Texas A&M International University. These principles exemplify the University's commitment to assessment and productive change by supporting a culture of assessment.

- ► The assessment of student learning begins with educational values.

- ► Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

- ► Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

- ► Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

- ► Assessment works best when it is ongoing, not episodic.

- ► Assessment fosters wider improvement when representatives from across the educational community are involved.

- ► Assessment makes a difference when it begins with issues of use and illuminates questions that people care about.

- ► Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

- ► Through assessment, educators meet responsibilities to students and to the public.

These principles were developed under the auspices of the American Association for Higher Education (now dissolved) Assessment Forum with support from the Fund for the Improvement of Postsecondary Education and the Exxon Education Foundation. Authors

included: Alexander W. Astin, Trudy W. Banta, K. Patricia Cross, Elaine El-Khawas, Peter T. Ewell, Pat Hutchings, Theodore J. Marchese, Kay M. McClenney, Marcia Mentkowski, Margaret A. Miller, E. Thomas Moran, and Barbara D. Wright. (December 1992)

To support the process of assessment, activities are coordinated through the Office of Institutional Effectiveness and Planning and the University Assessment Committee.

As indicated above, assessment results in wider improvements when representatives from across the University are involved. Thus the involvement of faculty and key administrators is critical to the success of the Plan. Especially in academic programs, faculty must endorse, support and be actively engaged in assessment as it relates to student learning outcomes, while participation by AES units is essential to the process of assessment of services.

To assess achievement, academic and AES unit goals must be clearly expressed and be related to those of the institution. Goals and objectives must be clearly and consistently communicated. Learning outcomes in academic programs are included in course syllabi so that students may focus their efforts on achievement of those outcomes.

IV.   Strategic Planning, Assessment and Budgeting

Assessment guides the Strategic Planning process by providing data for constructive change, development of priorities and allocation of resources. The University Budget Advisory Committee makes resource allocation recommendations that reflect institutional priorities based on the Strategic Plan. Resource allocation, in turn, is informed by assessment results.

Integration of strategic planning, assessment and budgeting are documented in the Annual Institutional Effectiveness Review (AIER), a component of Project INTEGRATE (**I**nstitutional **N**etwork **T**argeting **E**valuation, **G**oals, **R**esources and **A**ccountability to **E**ffect change). Project INTEGRATE includes an online repository of strategic planning, assessment

and budget documents as well as links to assessment resources and templates for data submission.

The AIER templates for academic programs and AES units are accessible through the Digital Measure Login on the Faculty Resources Tab on Uconnect. The AIER Report Checklists provide an organized evaluation instrument for each type of report.

Academic Program AIER Evaluation Checklist

Note: Plans needing clarification will be returned to the unit for response and/or revision.

Program Name:	
Reviewed by DAC Members:	
Reviewed by UAC Members:	

Date of DAC Review	Date of UAC Review	Date of UAC Approval

Section I: Planning and Implementation

	Yes	No	N/A
1. Does the college/ program mission clearly link to the Institutional Mission?			
Comment:			
2. Does the college/school mission clearly link to the institutional mission statement?			
Comment:			
3. Is the summary information from last year's cycle included?			
Comment:			
4. Is there a student learning outcome related to writing (Write-On TAMIU)?			
Comment:			
5. Do the student learning outcomes measure what students should know and do?			
Comment:			
6. Are the student learning outcomes:			
Appropriate to the program?			
Measurable/quantifiable?			
Comment:			
7. Do the assessment methods include direct measures?			
Comment:			
8. Do the assessment methods include indirect measures?			
Comment:			
9. Are the assessment methods appropriate for the outcomes to be evaluated?			
Comment:			
10. Do the assessment methods provide information for program improvement?			
Comment:			
11. Are criteria identified for each outcome?			
Comment:			

Section II: Analysis of Results

	Yes	No	N/A
12. Was analysis of data conducted and results shared with multiple audiences?			

Comment:

	Yes	No	N/A
13. Is there sufficient information to determine if student learning outcomes have been achieved?			

Comment:

14. Do the results provide information for data-based decisions for improvement?			

Comment:

15. Do the results support the conclusions reached?			

Comment:

16. Are the proposed changes based on assessment results?			

Comment:

17. Is an action plan provided?			

Comment:

Section III: Programmatic Review

	Yes	No	N/A
18. Are results of assessment used to support resource requests?			

Comment:

19. Is justification provided for the resources requested?			

Comment:

20. Have student learning outcomes to be addressed in the next cycle been identified?			

Comment:

Additional Comments (Expand table as needed):

Administrative/Educational Support (AES) Unit
AIER Evaluation Checklist

Note: Plans needing clarification will be returned to the unit for response and/or revision.

AES Unit Name:		
Reviewed by DAC Members:		
Reviewed by UAC Members:		
Date of DAC Review	**Date of UAC Review**	**Date of UAC Approval**

Section I: Planning and Implementation

	Yes	No	N/A
1. Are Strategic Plan goals and objectives identified?			
Comment:			

	Yes	No	N/A
2. Does the unit mission clearly link to the Institutional Mission?			
Comment:			

	Yes	No	N/A
3. Is the summary information from last year's cycle included?			
Comment:			

	Yes	No	N/A
4. Are the unit outcomes:			
Appropriate to the unit?			
Measurable/quantifiable?			
Comment:			

	Yes	No	N/A
5. Do the assessment methods include direct measures?			
Comment:			

	Yes	No	N/A
6. Do the assessment methods include indirect measures?			
Comment:			

	Yes	No	N/A
7. Are the assessment methods appropriate for the outcomes to be evaluated?			
Comment:			

	Yes	No	N/A
8. Are the assessment methods feasible in terms of design, time and resources?			
Comment:			

	Yes	No	N/A
9. Are criteria identified for each outcome?			
Comment:			

Section II: Analysis of Results

	Yes	No	N/A
10. Was analysis of data conducted and results shared with multiple audiences?			

Comment:

11. Is there sufficient information to determine if outcomes have been achieved?			

Comment:

12. Do the results provide information for data-based decisions for unit improvement?			

Comment:

13. Do the results support the conclusions reached?			

Comment:

14. Are the proposed changes based on assessment results?			

Comment:

15. Is an action plan provided?			

Comment:

Section III: Programmatic Review

	Yes	No	N/A
16. Are results of assessment used to support resource requests?			

Comment:

17. Is justification provided for the resources requested?			

Comment:

18. Have outcomes to be addressed in the next cycle been identified?			

Comment:

Additional Comments (Expand table as needed):

The AIER templates inform the coming year's budget considerations by the University

Budget Advisory Committee and chief executives.

V.   Process Participants, Roles and Responsibilities

Faculty, administrators and students serve on numerous University committees ensuring that all campus constituents are involved in the planning, assessment and budget process. University-wide committees receive their charge from the University President. Committees that play a critical role in the institutional effectiveness process are identified and described below:

University Budget Advisory Committee (UBAC) assists the President in making university-wide budget decisions. The committee reviews university-wide needs, assists with the development of processes to facilitate budget planning, recommends priorities for expenditures and assists with university-wide communication on budget matters. The UBAC reviews new initiatives and funding proposals from college departments and divisions and prioritizes major university needs based on the strategic plan and assessment reports; provides the president with overall recommendations on budget priorities; and reviews the budget process and makes recommendations for improvement. The committee members include: representatives from each college/school; a representative from the Faculty Senate; representatives from professional and support staff; two administrator representatives; and a Staff Senate representative. Members of the committee serve staggered three-year terms.

University Strategic Planning Committee (USPC) conducts ongoing and continuous review of the University's Strategic Plan, with special emphasis on the proposed revisions that flow from the annual assessment and programmatic review procedures, and makes recommendations for revisions or changes to the

University Budget Advisory Committee. The committee composition exemplifies broad representation from all academic and administrative areas of the university.

University Assessment Committee (UAC) facilitates the process of self-evaluation and improvement for all academic and AES units. The committee serves the University community with respect to the total assessment process by providing assistance to academic and AES units in formulating and implementing assessment plans; ensuring that assessment plans include the evaluation of student learning and program outcomes; conducting an annual review of all assessment documents submitted; ensuring integration with the Strategic Plan; providing feedback for improvement purposes; approving unit assessment plans; and developing, maintaining and distributing program review templates. The UAC Chair provides an annual report to the University President as well as to the University Budget Advisory Committee documenting the overall effort in assessment and institutional effectiveness. The committee is composed of representatives from faculty and administrators from each college/school, and administrative/educational support units. The UAC Chair reports to the Provost/Vice President for Academic Affairs.

Department/Division Assessment Committees (DAC) The Department/Division Assessment Committees (DAC) in each academic and AES unit serve as initial reviewers of unit assessment plans. Members of the committee are appointed by the unit head (department/division chair, director, VP) and receive training through the Office of Institutional Effectiveness and Planning. After reviewing the plans, the committees provide feedback to the unit heads for approval.

Approved plans are submitted to the University Assessment Committee. An evaluation checklist assists in the review of the plans and is available online at the Office of Institutional Effectiveness and Planning web page. http://www.tamiu.edu/adminis/ie/

Program Coordinator The Program Coordinator is responsible for coordinating the program review process in collaboration with program faculty. This includes the timely submission of the Annual Institutional Effectiveness Review Report for the program.

Department Curriculum Committees (DCC) review and approve course syllabi and any curriculum changes resulting from the institutional effectiveness process and make recommendations to the department chair. Curriculum recommendations may include new/revised degree programs or new/revised courses. Course information may include title, description, prerequisite, semester credit hours, syllabi and student learning/program outcomes. Department curriculum changes approved by the chair are forwarded to the appropriate college/school curriculum committee. The members of the department curriculum committee are appointed by the dean.

College/School Curriculum Committees (CCC) reviews and approves course syllabi and any curriculum recommendations from the departments and forwards recommendations to the dean. Curriculum recommendations may include new/revised degree programs or new/revised courses. Course information may include title, description, prerequisite, semester credit hours, syllabi and student learning/program outcomes. Upon approval by the dean, curriculum

recommendations are forwarded to the University Curriculum Committee. Members of the college/school curriculum committee are appointed by the unit head.
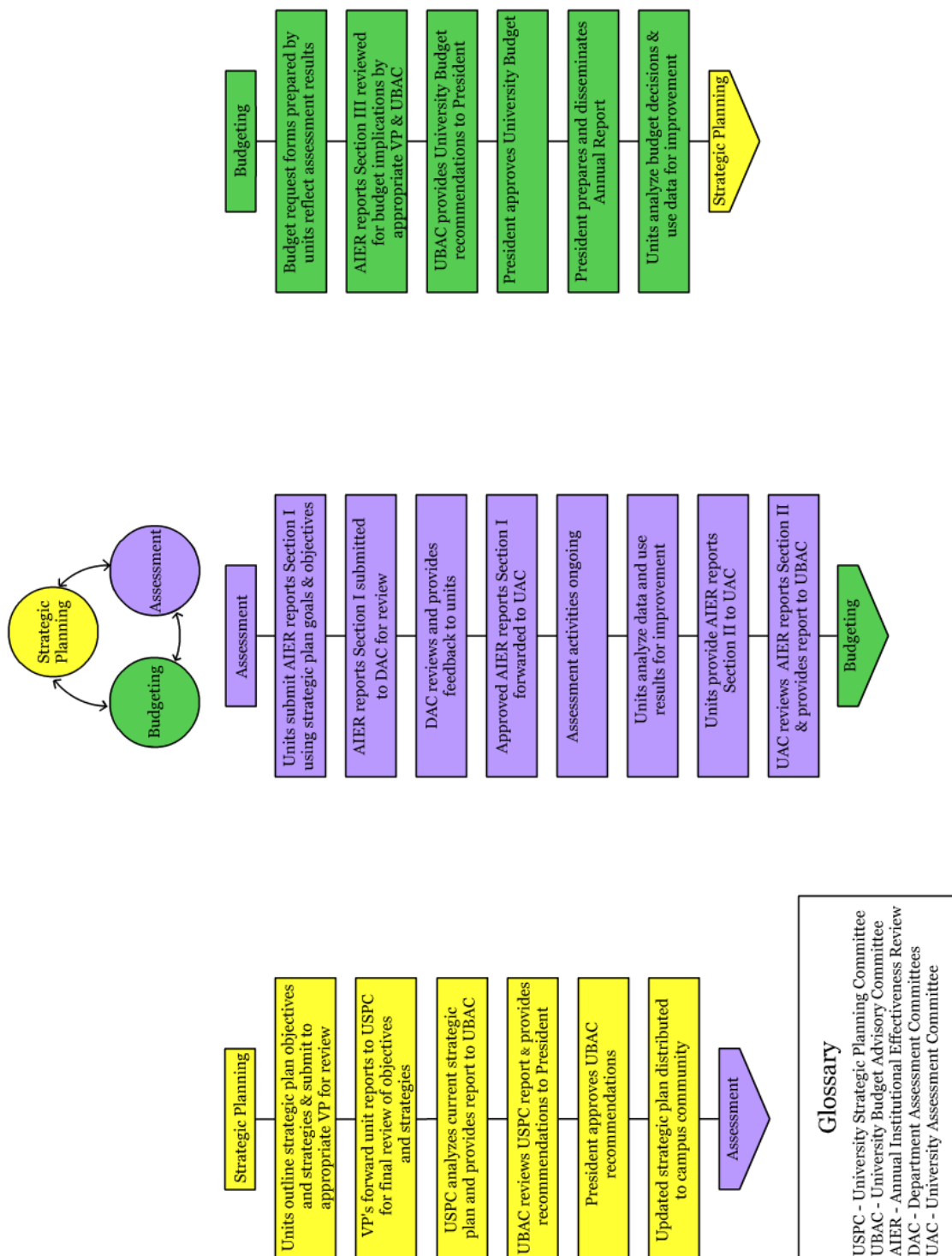
University Curriculum Committee (UCC) reviews and approves curriculum recommendations from the College/School Curriculum Committees and forward recommendations to the Provost/VPAA for approval, publication, and distribution. Curriculum recommendations may include new/revised degree programs or new/revised courses. Course information may include title, description, prerequisite, semester credit hours, syllabi and student learning/program outcomes. Committee members are appointed by the deans of each college/school and are submitted through the Provost/VPAA to the Faculty Senate for concurrence. The committee is composed of one representative per academic department and the University Registrar. The chair is appointed by the Provost/VPAA, reports to the Provost/VPAA, and provides a report of all approved curriculum changes to the UAC.

Throughout the institutional effectiveness process, students and alumni are asked to provide feedback and assist in the interpretation of assessment findings and recommendations for future assessment activities. All reports are submitted electronically and are distributed to the campus community on the Institutional Effectiveness and Planning web page at http://www.tamiu.edu/adminis/ie/surveys.shtml.

VI. The Institutional Effectiveness Process

The Institutional Effectiveness Process at Texas A&M International University is represented in the chart that follows.

Institutional Effectiveness Process

Strategic Planning / Assessment / Budgeting cycle

Strategic Planning ⇄ Assessment ⇄ Budgeting

Assessment

- Units submit AIER reports Section I using strategic plan goals & objectives
- AIER reports Section I submitted to DAC for review
- DAC reviews and provides feedback to units
- Approved AIER reports Section I forwarded to UAC
- Assessment activities ongoing
- Units analyze data and use results for improvement
- Units provide AIER reports Section II to UAC
- UAC reviews AIER reports Section II & provides report to UBAC

→ Budgeting

Budgeting

- Budget request forms prepared by units reflect assessment results
- AIER reports Section III reviewed for budget implications by appropriate VP & UBAC
- UBAC provides University Budget recommendations to President
- President approves University Budget
- President prepares and disseminates Annual Report
- Units analyze budget decisions & use data for improvement

→ Strategic Planning

Strategic Planning

- Units outline strategic plan objectives and strategies & submit to appropriate VP for review
- VP's forward unit reports to USPC for final review of objectives and strategies
- USPC analyzes current strategic plan and provides report to UBAC
- UBAC reviews USPC report & provides recommendations to President
- President approves UBAC recommendations
- Updated strategic plan distributed to campus community

→ Assessment

Glossary

USPC - University Strategic Planning Committee
UBAC - University Budget Advisory Committee
AIER - Annual Institutional Effectiveness Review
DAC - Department Assessment Committees
UAC - University Assessment Committee

VII.   Assessment Data

Data collected through the institutional effectiveness process is tabulated, stored, summarized and analyzed by appropriate individuals in the unit. Raw data is shared and discussed with other participants in the unit and an analysis of the results included in the AIER report submitted through the Department Assessment Committee to the dean/director/unit head to the University Assessment Committee. A summary of the data compiled through the AIER reports is included in the annual report submitted by the UAC Chair to the President and the UBAC and available online.   Assessment documentation is archived by the Office of Institutional Effectiveness and Planning.

VIII.   **Annual Institutional Effectiveness Review Timeline**

The AIER reports are submitted through a systematic and cyclical process.   Internal assessment is conducted by all academic and AES units on an annual basis. In addition to annual assessments, academic degree programs conduct external assessments as part of the departmental self study on a cycle determined by each college. The timeline for the submission of reports is outlined in the following table:

<u>Please note:</u> All assessment activities conducted, data collected and analyzed from January 2010 to February 2011 will be used by the appropriate department/ division/ college to prepare the AIER reports.

- <u>September 2010</u>
  The 2011-2015 Strategic Plan becomes official this academic year. All AIER reports should be aligned to new Imperatives and Goals.

  The departments of Language & Literature and Biology & Chemistry conduct program reviews for their academic programs during the fall semester.

  The departments of Behavioral Sciences, Social Sciences, and Fine & Performing Arts conduct academic department self-studies during the fall semester.

- <u>September 10, 2010</u>
  Orientation Session for Deans, Associate Deans, Department Chairs, Academic Program Coordinators, WIN Faculty, Core Curriculum Committee and interested faculty

  <u>September 17, 2010</u>
  Orientation Session for Administrative/Educational Support Unit Coordinators

  <u>September 13 to 30, 2010</u>
  Interactive sessions for completion of AIER templates through Digital Measures will be conducted in BCH-113. Please register by visiting the following link:
  https://oitprofessionaldevelopment.tamiu.edu/index.aspx

- <u>September 30, 2010</u>
  Once approved by Dean and Department Chair, Program Coordinators submit Section I of 2010 AIER reports through Digital Measures. Afterwards, the submitted AIER reports are sent to the appropriate Department/Division Assessment Committee for review.

- <u>October 1-15, 2010</u>
  Each designated Department/Division Assessment Committee (DAC) receives and reviews the AIER Reports for which they are responsible and provide feedback, as appropriate, to the degree program/unit coordinators. If necessary, departments/ divisions will make revisions and submit the revised reports through Digital Measures.

- <u>October 18-30, 2010</u>
  University Assessment Committee will meet. Each designated UAC subcommittee receives and reviews the AIER reports and DAC reviews for which they are responsible and provide feedback, as appropriate. Completed subcommittee reviews are to be submitted to integrate@tamiu.edu.

- <u>December 2010</u>
  Budget forms and instructions are distributed.

2010 Annual Institutional Effectiveness Review (AIER) Timeline

- Spring 2011
  The departments of Language & Literature and Biology & Chemistry conduct external reviews for applicable programs during the spring semester.

- January 31, 2011
  The completed academic department self-study reports for the departments of Behavioral Sciences, Social Sciences, and Fine & Performing Arts are due.

- Mid-February 2011
  Results generated from the assessment activities and analysis of data should be used to inform the budget requests.

  Prioritized budget requests due to Provost or appropriate Vice President

- March 11, 2011
  Once approved by Dean and Department Chair, Program Coordinators submit completed 2010 AIER reports (all sections) through Digital Measures.

- March 14 to 25, 2011
  Each designated Department/Division Assessment Committee (DAC) receives and reviews the AIER reports for which they are responsible and provides feedback, as appropriate, to the degree program/unit coordinators. If necessary, departments/ divisions will make revisions and submit the revised reports through Digital Measures.

- March 28 to April 8, 2011
  University Assessment Committee will meet. Each designated UAC subcommittee receives and reviews the AIER reports for which they are responsible and provides feedback, as appropriate. Completed subcommittee reviews are to be submitted to integrate@tamiu.edu.

- April 15, 2011
  All completed 2010 reports will have been reviewed by both the DAC and UAC. Report results will be used for program improvement and budget planning purposes.

- April 2011
  Budget Advisory Committee (BAC) conducts budget hearings.

- May 2011
  UAC will meet to review the work done during the year, discuss plans for the preparation of an annual report, and plan for the subsequent year.

  BAC makes recommendations to President.

- May/June 2011
  President, CFO, and VP's review BAC recommendations.

- June/July 2011
  Budget presentation made to the Chancellor and the Board Committee on Finance.

- August 2011
  FY 2012 budget presented to the Board for approval.

  The UAC Annual Report disseminated to the University community.

IX.   AIER Orientation Sessions

      An institutional effectiveness manual was developed to provide assistance to the University community in the areas of assessment and planning. The manual consists of the Institutional Effectiveness Plan and the Institutional Effectiveness Practitioner's Manual. The Practitioner's Manual provides information on the institutional effectiveness process, mission statement, development of goals and examples of student learning outcomes and assessment methods, as well as tips on sharing results. In addition, it provides a listing of assessment resources for further study and review. Orientation sessions are conducted each year, with additional sessions scheduled as needed. Through increased familiarity with the institutional effectiveness process, the institution sustains continuous improvement in all areas of planning, assessment, and budgeting.

X.   Evaluation of the Institutional Effectiveness Plan

Institutional effectiveness is an evolving process that improves and matures with time. All units assist in evaluating the Institutional Effectiveness Plan and related processes under the direction of the University Assessment Committee. Data is analyzed in relationship to the Strategic Plan and the Institutional Effectiveness Plan is revised as needed.