Texas A&M International University

Institutional Effectiveness Plan

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

Revised
January 26, 2006
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TAMIU INSTITUTIONAL EFFECTIVENESS PLAN

I. Introduction

What is institutional effectiveness to 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. Institutional Mission Statement

The Institutional Mission Statement approved by The Texas A&M University System and the Texas Higher Education Coordinating Board in April 2005 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 the 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.

In keeping with the Institutional Mission, Strategic Plan Goals for 2006-2010 are:

► Develop, maintain, assess, and improve the quality of academic programs, administrative/educational support services and student services to admit, retain and graduate qualified students who achieve established learning outcomes designed to prepare them for success in academic or professional careers.

► Strengthen and expand faculty and student research and scholarship.

► Maintain, strengthen, and expand service to all University stakeholders

► Obtain the appropriate resources to assure continued growth and enhancement of all areas of the University

► Provide a well-prepared and motivated faculty and staff for the continued delivery of excellent programs and services to all University stakeholders

► Provide physical resources as needed for high quality programs that prepare students to be successful in their chosen professions and to support the role of the University as a leader in the local community.

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
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):

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 service 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 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.

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 Planning and Budget Council makes resource allocation decisions 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 (Institutional Network Targeting Evaluation, Goals, Resources and Accountability to Effect 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 template provided below includes components to clearly integrate strategic planning, assessment and budgeting:
Texas A&M International University
Annual Institutional Effectiveness Review (AIER)

Date Submitted ____________

Assessment Period Covered (FY 2006)

Academic Program/AES Unit ________________________________

Person(s) Preparing Review ________________________________

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

________________________________________________________________________________________

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 AES Unit Mission (linked to the Institutional Mission)

________________________________________________________________________________________

Identify outcomes (1-3)

________________________________________________________________________________________

Identify Strategic Plan Goal related to Outcome

________________________________________________________________________________________

Identify Strategic Plan Objective related to Outcome

________________________________________________________________________________________

Identify methods of assessment to be used

________________________________________________________________________________________
Indicate when assessment will take place

Criteria/Benchmark

Section II: Analysis of Results

When (term/date) was assessment conducted?

What were the results attained (raw data)?

Who (specify names) conducted analysis of data?

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.)

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 (1-3)
☐ Met ☐ Not Met
Provide Narrative:

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

<table>
<thead>
<tr>
<th>Funding</th>
<th>Physical</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New resources required</td>
<td>□ New or reallocated space</td>
<td>□ Primarily faculty/staff time</td>
</tr>
<tr>
<td>□ Reallocation of current funds</td>
<td></td>
<td>□ University rule/procedure change only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Other:</td>
</tr>
</tbody>
</table>

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

Identify proposed outcomes for the next assessment cycle:

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

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

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

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

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

□ Yes  □ No

Comments:

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?
The AIER template informs the coming year’s budget considerations by the University Planning and Budget Council. The AIER template is available at the Project INTEGRATE webpage: [http://www.tamiu.edu/integrate/aier.shtml](http://www.tamiu.edu/integrate/aier.shtml).

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 Planning and Budget Council (UPBC)** receives and evaluates reports and recommendations from the University Assessment Committee and the University Strategic Planning Committee; makes resource allocation decisions that reflect institutional priorities based on the Strategic Plan; makes final recommendations to the President as to revisions to the Strategic Plan and the annual budget. The Council is composed of the President, Vice Presidents, Associate Vice Presidents, Faculty Senate President, Deans and School of Nursing Director.

**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 Planning and Budget Council. The Committee is composed of the Academic Deans, Director of the School of Nursing, Vice Presidents, Associate Vice Presidents, Faculty Senate President, Director of the Library, Director of Budget, Director of Grant Resources, Director of Human Resources, Executive
Director of Student Life, Executive Director of Development, Director of the Office of Graduate Studies, Director of Institutional Effectiveness and Planning, Director of Public Relations, Marketing and Information Services, Comptroller, Director of Athletics, Director of Student Counseling Services, Director of International Student Services, University Registrar and a Student Government Association representative. The Chair of the USPC reports to the University President.

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 Planning and Budget Council (UPBC) documenting the overall effort in assessment and institutional effectiveness. The committee is composed of representatives from faculty and administrators from each college/school, AES units, Institutional Effectiveness and Planning, General Education Program, Office of the Provost, and the Student Government Association. 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 plans. Members of the committee are appointed by the unit head and receive training through the Office of Institutional Effectiveness and Planning. After reviewing the plans, the committees provide feedback to the units as well as to the unit head. Approved plans are submitted to the University Assessment Committee. An evaluation rubric assists in the initial review of the plans and is available online at http://www.tamiu.edu/adminis/iep/pdf/eval-rubric.pdf.

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 or director.

College/School Curriculum Committees (CCC) reviews and approves course syllabi and any curriculum recommendations from the departments and forwards recommendations to the Dean/Director. 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/Director, curriculum recommendations are forwarded to the University Curriculum Committee. Members of the 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 and the Director of the School of Nursing 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 from the faculty committee membership, 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/iep/](http://www.tamiu.edu/adminis/iep/).

**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

Glossary
USPC - University Strategic Planning Committee
UPBC - University Planning and Budget Council
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 UPBC 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. A list of units conducting internal assessment is available online at http://www.tamiu.edu/adminis/iep/pdf/internal-assessment.pdf. In addition to annual assessments, units conduct external assessments on a cycle determined by each unit. The list of units conducting external assessments is available online at http://www.tamiu.edu/adminis/iep/pdf/external-assessment.pdf. The timeline for the submission of reports is outlined in the following table:
## Annual Institutional Effectiveness Review Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Review and approve AIER guidelines and unit profiles before distribution</td>
<td>University Planning and Budget Council (UPBC)</td>
</tr>
<tr>
<td></td>
<td>Distribute timeline and instructions for upcoming cycle</td>
<td>University Assessment Committee (UAC)</td>
</tr>
<tr>
<td></td>
<td>Faculty/Staff Assembly conducted</td>
<td>Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>AIER training clinics conducted</td>
<td>Office of Institutional Effectiveness and Planning</td>
</tr>
<tr>
<td></td>
<td>Data profiles and current strategic plan goals and objectives provided to units</td>
<td>Institutional Research</td>
</tr>
<tr>
<td></td>
<td>Survey results available for Administrative/Educational Support (AES) units</td>
<td>Institutional Research</td>
</tr>
<tr>
<td></td>
<td>Budget information distributed to University community</td>
<td>Office of Budget, Payroll, Grants &amp; Contracts</td>
</tr>
<tr>
<td>September</td>
<td>Final AIER reports Section III: Programmatic Review for prior year due to UAC (2004-2005)</td>
<td>Academic and Administrative/Educational Support Units</td>
</tr>
<tr>
<td></td>
<td>College/school/division meetings held to review AIER reports and identify college/school/division strategic plan objectives and strategies</td>
<td>College/school/division</td>
</tr>
<tr>
<td></td>
<td>College/school/division objectives and strategies submitted to appropriate Vice President for review and approval</td>
<td>College/school/division</td>
</tr>
<tr>
<td></td>
<td>Forward reports to University Strategic Planning Committee (USPC)</td>
<td>Vice Presidents</td>
</tr>
<tr>
<td></td>
<td>USPC analyzes college/school/division objectives and strategies and provides report to UPBC</td>
<td>University Strategic Planning Committee (USPC)</td>
</tr>
<tr>
<td>Month</td>
<td>Activity</td>
<td>Responsible Person</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>September</td>
<td>Annual Report to President, UPBC and USPC</td>
<td>University Assessment Committee (UAC)</td>
</tr>
<tr>
<td>October</td>
<td>AIER report Section I: Planning and Implementation for new cycle due to UAC (2005-2006)</td>
<td>Academic and Administrative/Educational Support Units</td>
</tr>
<tr>
<td></td>
<td>Review of college/school/division objectives and strategies and provide feedback to the USPC</td>
<td>University Planning and Budget Council (UPBC)</td>
</tr>
<tr>
<td></td>
<td>Review AIER reports Section I: Planning and Implementation to monitor compliance with Institutional Effectiveness criteria and provide feedback to Academic/AES Units</td>
<td>University Assessment Committee (UAC)</td>
</tr>
<tr>
<td></td>
<td>Legislative Appropriations Request submitted to the Legislative Budget Board (even-numbered years)</td>
<td>Office of Budget, Payroll, Grants &amp; Contracts</td>
</tr>
<tr>
<td>November</td>
<td>Review recommendations from UPBC and UAC and update University Strategic Plan</td>
<td>University Strategic Planning Committee (USPC)</td>
</tr>
<tr>
<td>December</td>
<td>Updated University Strategic Plan distributed to campus community</td>
<td>University Strategic Planning Committee (USPC)</td>
</tr>
<tr>
<td></td>
<td>AIER reports Section I: Planning and Implementation with revisions due to UAC</td>
<td>Academic and Administrative/Educational Support Units</td>
</tr>
<tr>
<td>January</td>
<td>President’s Annual Report distributed to all stake holders</td>
<td>University President</td>
</tr>
<tr>
<td></td>
<td>AIER reports Section I: Planning and Implementation feedback provided to Academic/AES Units (as necessary)</td>
<td>University Assessment Committee (UAC)</td>
</tr>
<tr>
<td></td>
<td>AIER report Section II: Analysis of Results begins and continues throughout the calendar year</td>
<td>Academic and Administrative/Educational Support Units</td>
</tr>
<tr>
<td>February</td>
<td>AIER training clinics conducted</td>
<td>Office of Institutional Effectiveness and Planning</td>
</tr>
<tr>
<td>Month</td>
<td>Activity</td>
<td>Responsible Person</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>March</td>
<td>Programmatic Budget Review to Board of Regents Finance Committee</td>
<td>University President</td>
</tr>
<tr>
<td>April</td>
<td>Budget instructions for upcoming year distributed</td>
<td>Office of Budget, Payroll, Grants &amp; Contracts</td>
</tr>
<tr>
<td>May</td>
<td>Completed budgets due to appropriate Vice President for review and approval</td>
<td>College/school/division</td>
</tr>
<tr>
<td></td>
<td>Completed budgets due to Office of Budget, Payroll, Grants &amp; Contracts</td>
<td>Vice Presidents</td>
</tr>
<tr>
<td></td>
<td>Review and approval of budget requests</td>
<td>University Planning and Budget Council (UPBC)</td>
</tr>
<tr>
<td>June</td>
<td>Preliminary University Budget submitted to The Texas A&amp;M University System (TAMUS) Budgets and Accounting Office for review (In July for odd-numbered years)</td>
<td>University President</td>
</tr>
<tr>
<td>July</td>
<td>Budget presented to TAMUS Board of Regents for approval (In August for odd-numbered years)</td>
<td>University President</td>
</tr>
</tbody>
</table>

IX. **AIER Training Clinics**

An institutional effectiveness training manual was developed to educate and provide assistance to the University community in all areas of assessment and planning. The training 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. Training Clinics were implemented Summer 2005 with a total of 85 AIER report coordinators participating. Training clinics are
conducted each long semester, with additional clinics 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.