**Outcome Assessment Plan Feedback**

**For International Programs Office**

**2011**

This plan is reviewed and accepted. It will be posted, as submitted and without committee comments, to the NMU AQIP website under “Outcomes Assessment,” “Service Unit Plans/Rpts.”

Comments on this page are a brief analysis of strengths and opportunities; detailed comments are embedded within your plan that follows. They do not require revisions, but please take them into account as your outcomes assessment work continues. If you have questions, a member of the committee will be happy to meet with you. The committee appreciates your efforts at continuous improvement.

*Outcomes Assessment Committee*

The Outcomes Assessment Committee reviewed the Objectives and Means of Assessment sections of this plan. The feedback specifically identifies strengths and opportunities for improvement. An **SS**, identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. When the report is submitted next year, the committee will review the objectives in light of the data results and data usage.

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| **Section** | **Objective #1 S/O** | **Objective #2 S/O** | **Objective #3 S/O** |
| **Objective** | SS | SS | SS |
| **Means of Assessment** | SS | SS | SS |
| General Comments: | | | |
| Revisions were helpful | | | |

(Your plan and detailed comments begin on the next page)

**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN/REPORT FORM**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | International Programs | | | |
| This document is the | 🞎 PLAN or X REPORT for July 1, 2011 to June 30, 2012 | | | Date Submitted: | 1 August 2012 |
| Submitted by (Unit Representative) | | |  | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_X\_ No** |
| The International Programs office supports and promotes the University’s goals for academic excellence, diversity and citizenship by encouraging responsible and effective engagement with global issues and actions. |

**Functions within the University:**

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| In addition to being part of NMU’s continuous improvement process, outcomes assessment plays a direct role with the AQIP Systems Portfolio (100-page document submitted every four years). To increase awareness and help gather Portfolio information, **please type “X” for all AQIP categories directly related to your unit’s core mission**. Some functions appear in more than one category. This is a first round collection of this information so do the best you can with the selection; if you want help, ask S. Poindexter. (Note: this section of the form is short-term; it will be deleted once functions have been mapped between units and the Systems Portfolio.)  **X** AQIP Category 1: Helping Students Learn documents the curricular and co-curricular processes and student learning support.  **X** AQIP Category 2: Accomplishing Other Distinctive Objectives documents the key non-curricular functions by which NMU serves the region, e.g. community engagement initiatives of students and employees, and department outreach.  **X** AQIP Category 3: Understanding Students’ and Other Stakeholders’ Needs documents how NMU builds relationships with students, alumni and employers and identifies, targets and meets their needs.  **🞎** AQIP Category 4: Valuing People documents NMU personnel recruitment, training, satisfaction, services and programs.  **X** AQIP Category 5: Leading and Communicating documents processes that guide NMU in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions.  **X** AQIP Category 6: Supporting Institutional Operations documents student and administrative support services, safety, and facilities.  **🞎** AQIP Category 7: Measuring Effectiveness documents IT systems and institutional research NMU employs to collect, analyze, and distribute, and how departments use them to manage improvement, e.g. use of charts, “cubes,” dashboards.  **🞎** AQIP Category 8: Planning Continuous Improvement documents NMU’s strategic and administrative planning processes.  **X** AQIP Category 9: Building Collaborative Relationships documents how NMU works with external organizations from which we receive students (school systems) or goods and services (vendors and utilities), send our graduates (schools and employers), and support or regulate our programs (agencies).  (A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document tab.) |

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| **Administrative Objective #1** *(State an ongoing goal by which the unit gauges its overall performance in a key role year after year, i.e. your “bottom line” measure.)* |  | **Means/Evidence of Assessment for Objective** *(Describe the statistic or criteria that measures success in achieving this goal. What is the desired and/or minimum target you expect*? *What method is used to collect the data for the statistic*?) |
| The International Programs Office (IPO) will create and evaluate baseline measurements to monitor and measure targets for increased study/volunteer/intern abroad opportunities and international student enrollment. |  | 1 a. IPO maintains an electronic database to record international student enrollment from 1998 to present, tracking host countries and institutions, type of degree, and academic major. IPO reports international student enrollment through the Institute for International Education (IIE) annual Open Doors Survey, with print copies available from 1993-present. IPO will track student enrollment decisions via entry and exit surveys; electronic tracking of data will be implemented in 2011-2012 through Qualtrics surveys. Results will be used to develop strategies for improved recruitment and retention (see Objective #2).  1 b. IPO maintains a database to record study abroad enrollment from 1998 to present, tracking destinations, partners/institutions, length of study; results are reported through IIE’s annual Open Doors Survey and are available in print copy from 1993-present. Faculty-led enrollment has been included in IPO’s administrative and reporting area since 2006. IPO administers study abroad survey tool through Qualtrics at the end of every semester. Survey tool measures satisfaction with IPO staff contact and support, pre-departure orientation, quality of on-site experience and overall experience, safety and risk management strategies and plans for incorporating study abroad experience into future career and academic programming.  The IPO also tracks pre- and post-study abroad cumulative GPA as a measure of academic achievement. Survey results are compiled for review and used to improve program administration and recruiting efforts. In addition, faculty and staff leaders submit NMU program reports at the conclusion of each faculty-led and/or volunteer-abroad program administered through the IPO. Results from student, faculty and staff electronic surveys are shared with sponsoring academic departments and college deans and are used to enhance and improve future offerings as well as written protocols and handbooks. |
| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| Objective was met. Enrollment and participation in programs was reported consistently through Open Doors Surveys, on-line student record systems (Banner), faculty leader reports, and on-line student evaluation tools. A baseline that includes all categories of enrollment/participation has been established and incorporates a new international student enrollment reporting system, linked to the university’s Banner on-line record management system. Peer institution figures are available in the Open Doors Annual Reports filed at the International Programs office. |  | 1a) Open Doors survey and enrollment statistics were collected via databases and reported in the on-line tool. The Qualtrics enrollment decision tool was not developed due to changes in departmental staffing and responsibilities. Informal paper-based data were collected from admitted exchange students only. The online evaluation tool will be incorporated into departmental goals for 2012-13.  1b) Open Doors survey and enrollment statistics for study abroad were collected and submitted, however, analysis of GPA outcomes was not carried out. Qualtrics survey tools were not administered due to shifts in departmental staffing and responsibilities. A proprietary online survey tool that includes analytical tools (*Abroad 101*) will be implemented as part of the department’s 2012-13 goals.  Faculty leaders reports were collected and distributed to sponsoring academic departments and college deans and will be used to enhance future offerings. |
| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |

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| *Objective* : Increase international student enrollment by implementing an effective recruiting and marketing plan, targeting retention at 20% above baseline enrollment in 2012 and 2013.”  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action X Efficiency/cost action  Compliance issue X Satisfaction measure Create baseline  Other (explain):  *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: Yes. ML-1, ML-2, CA-2, CA-4, CE-1, CE-3  SS |  | *Describe timetable plans to achieve objective*.  a. Identify IPO staff and campus constituents to comprise project team, by September 1, 2011.  b. Schedule project team meetings, September 2011-April 2012, and assign individual areas of responsibility by October 1, 2011.  c. The review team will meet at least monthly and develop a written plan to indicate desirable marketing strategies and resources, with recommendations for financial support and professional consultant services, and present a written plan to the Dean of International Programs by May 1, 2012.  d. The IPO team members will continue to implement new Memorandum of Understanding and agent contracts, attend recruiting fairs, EdUSA events, and develop electronic recruiting materials from July 2011-February 2012 with a target enrollment of 25 to 40 new first-time international students by Fall 2012.  e. The IPO team members will develop an enhanced new international student orientation program and buddy program to pilot with 25-40 new international students, August 2011. Results will be used to further develop and improve sustainable orientation and retention practices with a target enrollment of 25 to 40 new students in fall/winter 2012, 2013. Topics will include immigration requirements and benefits, university and community resources, orientation to cultural and educational practices in the US, and enrollment in international buddy program, matching international students with domestic students.  f. Student enrollment decisions, immigration challenges, and satisfaction with university support/experience will be tracked through electronic entry and exit surveys, beginning August 2011 and continuing each successive semester. Annual enrollment statistics will be reported through IIE’s annual Open Doors Survey. The university will consider data collected through the annual Open Doors report for comparison with peer institutions and adjust recruitment and retention strategies as indicated.  *Beyond completing the above steps, how will you judge whether the objective was a success?[[1]](#endnote-1) Examples: If the rationale was Efficiency/cost, what are the desired and/or minimum target criteria for savings in time or cost? If the rationale was Satisfaction, what is the measure and what increase is desired*?  Web usage counts will be provided by the NMU webmaster to track effectiveness of electronic marketing strategies. IPO staff and recruiters will provide contact counts for each event. A goal is to reach a *minimum* sustainable international student population of 150 enrolled students each year, beginning in Fall 2012.  SS |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| This objective was far-reaching, and individual means (2a-2f) changed over the course of the reporting year due to shifts in departmental leadership and individual staff positions/responsibilities. A comprehensive recruiting and enrollment plan has been developed and approved by Academic Affairs. Enrollment and retention statistics show improvement (see figures below).  Department did not implement an enhanced orientation program in 2011-12; the enhanced orientation program remains a goal for the remainder of the time period described in this objective and will carry over as a departmental goal for 2012-13.  2011 Fall enrollment : 27 new, degree-seeking international students  2011 Fall enrollment: 60 continuing international students (includes  ESL)  2011 Fall enrollment: 25exchange students  Total, Fall 2011: 112 enrolled international students  2012 Fall enrollment: projected 40 new, degree-seeking international,  students (based on DS2019 and I-20s issued, 1st  August, 2012)  2012 Fall enrollment: projected 70 continuing international students  (includes ESL)  2012 Fall enrollment: projected 25 exchange students  Total, Projected, Fall 2012 – 135 enrolled international students,  20.5% increase from fall 2011 |  | 2a) Project team includes one professional staff, interim director, Provost/VP of Academic Affairs.  2b) Individual responsibilities have been assigned; contract issued for full-time consultant.  2c) A written plan has been submitted and approved.  2d) Electronic resources have been updated; correspondence with MOU/agents has continued. Target enrollment goal for fall 2012 has been met (projection 32 new first-time international students).  2e) The buddy program matched each international student with an NMU student buddy; only 20 active pairings were sustained over the course of the year. A sustainable, extended orientation program has not yet been developed.  2f) Electronic student enrollment survey has not yet been developed; annual enrollment statistics have been collected and reported through the IIE annual Open Doors Survey. Results have been incorporated into enrollment/retention targets developed in conjunction with the comprehensive recruiting and enrollment plan.  Web usage counts were not implemented but remain a part of the written recruitment/retention plan approved by Academic Affairs. |
| **Administrative Objective #3** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |
| *Objective*: IPO will develop and publish written and electronic protocols for risk/crisis management of on-campus and off-campus international programs.  *Rationale (Why you are setting this objective? Mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain):  *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: Yes. CA-2, CA-4, CE-1  SS |  | Describe timetable plans to achieve objective.  The IPO has outlined procedures for crisis and health practices in faculty leader handbooks and follows the university’s overall crisis/risk response plan. The goal is to implement a written and electronic risk management plan and response protocols specific to international student/faculty mobility.   1. Research existing best practice/attend professional development seminars (NAFSA, Forum), July 2011-December 2011. 2. Schedule quarterly SA Risk Management meetings, Sept. 2011, Jan, April and July 2012. 3. Meet with campus experts as identified by SA Risk Management committee at Sept. meeting – September-December, 2011. 4. Present written risk management/crisis response protocol to Dean of International Programs, Feb. 20, 2012. 5. Review final plan/protocols with university general counsel, risk manager, dean of students, director of communications and marketing, and director of public safety, March 1, 2012. 6. Communicate plan to IPO staff, campus constituents, and publish online, March 30, 2012. 7. Schedule training for appropriate staff, faculty and administrators, including case studies, April 2012. 8. Incorporate changes and updated information into written leader and student handbooks, June 30, 2012.   *Beyond completing the above steps, how will you judge whether the objective was a success*?1  IPO will distribute updated written and electronic protocols to each sponsoring academic/administrative campus unit and train faculty/staff leaders. IPO keeps detailed records of each individual emergency/crisis response and incorporates recommended changes into practice on an ongoing basis.  SS |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| The objective was not fully met due to shifts in department staffing and individual position duties. Some progress was demonstrated in the development of a University policy that states all university-funded international activities must be reported to a central information database, maintained by the International Programs Office (policy currently under review by the Board of Trustees and Executive Council.) The remaining sub-objectives will remain as goals for the department in the 2012-13 academic year, dependent on full-time staffing levels and permanent departmental leadership. An electronic international travel registration process is being developed in conjunction with an online study abroad application/registration tool, under construction in partnership with Information Technology/Information Services (see 2012-13 Plan, Objective #2). |  | 3a) The Coordinator of Education Abroad has attended 3.5 days of intensive training (NAFSA, Forum, OSAC) and has continued to research best practices through various professional resources, including NAFSA publications, knowledge communities, and consultation with the university’s Risk Manager, Internal Audit department, and Controller’s office.  3b) Quarterly SA Risk Managements meetings were not scheduled.  3c) Coordinator-Education Abroad met with Risk Manager, Internal Audit, and Controller’s office.  3d) No written protocol has yet been developed.  3e) No written protocols are under review, with the exception of a university-wide policy for reporting international travel (university-funded). The final policy will be communicated to all NMU constituents and posted on the NMU institutional policy site.  3f-3h) Deferred until objective is fully executed. |

Many service units already use an evaluative measure and this approach is now more common in assessment theory– not everything we try works out the way as hoped and creating a target and/or success/bail out threshold is appropriate. In cases where this is a new approach for a unit, in the 2011-12 Plan consider how you *might* measure the added value of an objective; however, it is not yet a requirement. The OA committee will provide suggestions in its feedback for this year. During the year, dialogues, additional resources, one-on-one meetings and/or seminars will be held to evolve our OA process.

**Road Map Codes to Tie to Unit Objectives**

Some unit objectives may address specific operational issues. Other unit objectives are strategic initiatives that align with goals in the University strategic plan - Road Map to 2015. These latter unit objectives are potential AQIP Action Projects – giving a little more recognition to unit efforts. Listed below are Road Map categories and goals, preceded with a code. Use these codes when describing Objectives #2 and #3. (Note: Even if your objective is not an exactly itemized as a Road Map priority, still use the code if it applies to that goal.) The full Road Map is at [www.nmu.edu/roadmap2015](http://www.nmu.edu/roadmap2015).

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| ***Road Map to 2015 Goals*** | |
| ***Code*** | ***Innovation Goals*** |
| **I-1** | Balance successful programs with new offerings |
| **I-2** | Professional development program that rewards innovation and collaboration |
| **I-3** | A growing portfolio of corporate collaborations that exploit NMU’s technical expertise, enhance academic programs and facilitate global engagement for students and faculty both on campus and abroad |
| **I-4** | Develop the financial resources to support innovation and student success |
|  | ***Meaningful Lives Goals*** |
| **ML-1** | A Liberal Studies Program that provides students with the abilities and knowledge necessary for lifelong learning and effective citizenship in a challenging and rapidly changing world |
| **ML-2** | Develop a new academic advising system that integrates the advising assets of academic departments and student services to contribute to a new, effective retention management network—similar to our enrollment management network |
| **ML-3** | Integrate the highest possible level of information technology skills and competencies throughout the university |
|  | ***Campus Attributes Goals*** |
| **CA-1** | Utilize the Campus Master Plan and related initiatives to continue to build and develop a greener and more learner-centered campus |
| **CA-2** | Enhance processes throughout campus operations to guide the use of resources and inform resource allocation |
| **CA-3** | Enhance the portfolio of academic programs, research and other activities that leverage the university’s location |
| **CA-4** | Be a model community for sustainable education and practices |
|  | ***Community Engagement Goals*** |
| **CE-1** | Include all units of the campus in the process of community engagement for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. |
| **CE-2** | Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives. |
| **CE-3** | Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience |
| **CE-4** | Increase collaboration with local communities, schools, governments, development groups and other partners to enhance community and economic development in the Upper Peninsula. |

1. [↑](#endnote-ref-1)