

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Administrative or Educational Support Units**

Unit Name:

CASA Tutoring Center

Unit Type:

Administrative Unit

Educational Support Unit

Assessment Period Covered:

January 1, 2008 – December 12, 2008

Unit Coordinator (Preparer of Report):

Aida C. Garza

List Other Report Contributors (if applicable):

The annual review is directed at the following goals of the Texas A&M International University 2006-2010 Strategic Plan. Please list goals below:

GOAL 1: Academics

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

1.8 Provide support programs, services, and activities that promote student learning, enhance student development and advance campus internationalization

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.

Administrative or Educational Support Unit Mission

The Center for Advancement of Scholastic Achievement (CASA) provides an academically focused, student-centered, supportive environment for students at Texas A&M International University (TAMIU) by providing quality comprehensive academic support services to TAMIU students with the goal of supporting the University's mission for student success.

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

This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the unit,

and any recommendations formulated. Assessment data must be viewed and discussed by the unit during this process.

No previous outcomes. No AIER report was filed prior to 2007. However, 2007 data is included as a comparison for 2008 data for each outcome for purposes of analysis and program development.

List of unit-level outcomes

It is recommended that units rotate through their entire set of outcomes over a multi-year period. Units may focus on one or two outcomes each year, as deemed appropriate.

1. CASA will increase university community awareness of tutoring services and make the tutoring center accessible to all students and faculty.
2. Students will be satisfied with services received at CASA.
3. CASA tutoring services will help improve the student’s grade and understanding of the subject area in the course that the student is seeking academic assistance for.

Section I: Planning and Implementation

Outcome(s): *Identify the outcome(s) that will be focused upon this year.*

Outcome 1 The number of TAMIU students visiting CASA for academic services January through December, each year, will reflect the percentage increase of the undergraduate student population growth experienced by the University the Fall semester of that year.

Outcome 2 85% of students surveyed will rate CASA as a 4(good) to a 5 (extremely good) on all items on a Likert scale of 1-5 on the 5 item CASA Student Satisfaction Survey administered after each tutoring session.

Outcome 3 Students who take MATH 1314 (College Algebra) and access CASA services by attending tutoring sessions or Supplemental Instruction sessions will have a higher GPA than students who do not attend.

Methods of assessment to be used:

Identify and describe the type of assessment(s) that will be used and how the data will be obtained.

During this assessment period, has your unit used any of the following measures for assessment of outcomes? Indicate “Y” if currently being used; “N” if not currently being used but interested in using; and “NA” if not applicable.

Type of Measure	Y	N	NA	Specify which type of measure was used and what outcome the measure was applied to:
<u>Volume of Activity:</u> (Number of clients served, circulation data, etc.)	X			Accutrack – Outcome 1
<u>Efficiency:</u> (Turnaround time for filling requests, timely service or prompt response, etc.)	X			Student Satisfaction Survey and Tutor Evaluation Survey – Outcome 2
<u>Service Quality:</u> (Error rates, accuracy of information provided, etc)	X			Student Satisfaction Survey and Tutor Evaluation Survey – Outcome 2

<u>Client Satisfaction Survey</u> (Student, employer, alumni, customer, etc.)	X			Student Satisfaction Survey and Tutor Evaluation Survey – Outcome 2
<u>Feedback:</u> (Suggestion box, focus groups, evaluation forms, etc.)	X			Student Satisfaction Survey – Outcome 1 and 2
<u>Review of existing data:</u> (Routine records or reports, institutional data, audits, etc.)	X			Monthly CASA staff meeting. Monthly PASE Director’s meeting to discuss department progress- Outcome 1, 2 & 3
Staff discussions or evaluations of services to clients	X			Monthly CASA staff meetings. Outcome 1 & 2
Standards/guidelines provided by professional associations	X			Monthly PASE Director’s Meeting. Meet as requested and needed with Director of Writing Center. – Outcome 1 & 2
Standards set by federal, state, county, city or system regulations	X			Monthly PASE Director’s Meeting and monthly CASA staff meeting. – Outcome 1
External evaluations or auditors		X		
Benchmarks or comparisons with peer institutions		X		
Other		X		

Criteria/Benchmark(s): *Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.*

Outcome 1 –The number of TAMIU students visiting CASA for academic services January 1, 2008 through December 31, 2008 will reflect the percentage difference of undergraduate student enrollment from Fall 2007 to Fall 2008.

Outcome 2 – Students will be satisfied with the services received at CASA.

Outcome 3 – CASA tutoring services will help improve the student’s grade and understanding of the subject area in the course that the student is seeking academic assistance for.

Section II: Analysis of Results

What were the results attained? *Describe the primary results or findings from your analysis of the information collected. Were the results used to improve the unit services or operations? Please specify:*

Outcome 1 was met. 13,343 students visited CASA in 2008. University undergraduate enrollment increased 13.07%, for a total of 675 students. CASA student visits increased 18.44%, for a total increase of 2077 student visits. CASA increased University community awareness of tutoring services and made the tutoring center accessible to all students and faculty by enhancing current services and promotion. CASA worked closely with University Seminar instructors to enhance opportunities for CASA exposure

in the freshmen seminar classes. Tutors assisted University Seminar instructors with review sessions in Math and History to provide increased exposure for the center and consequently tutoring center attendance. CASA staff worked closely with the MATH 1314 professors and students to encourage all MATH 1314 students to seek additional assistance with course content through both tutoring and attending supplemental instruction sessions. CASA will continue to aggressively promote CASA services by visiting all University Seminar classes and meeting with professors as needed.

Outcome 2 was met. 2167 students responded to the Student Satisfaction Survey. 25% (24.99%) of students tutored completed the survey meeting the goal set by CASA staff. 93.1% of the students surveyed ranked CASA services in the 4-5 range.

CASA used the Student Satisfaction Survey results and comments to measure student satisfaction of the services CASA provides. A goal was set to increase the number of students surveyed from 10.65% collected in 2007 to 25% of students tutored by better survey promotion to attain a larger sample. A benchmark of 85% was set for respondents ranking CASA in the 4-5 range.

Outcome 3 was met. 471 students were registered for MATH 1314 on 12th class day. Of these students, 268 students or 56.9% of total students in classes utilized services with CASA. GPA for students who utilized services at CASA by attending both tutoring and SI sessions was .56 higher on a 4.0 scale than that for students who did not utilize any services. Students who utilized services at CASA by attending tutoring and/or SI sessions had a GPA .46 higher than students who did not receive assistance from any CASA services. CASA Director and staff aggressively promoted tutoring and Supplemental Instruction (SI) sessions by working closely with MATH 1314 professors and University Seminar professors. Tutors and Supplemental Instructors regularly visited MATH 1314 classes and University Seminar classes for in class review sessions and hosted midterm and final intensive review sessions.

What were the conclusions reached? *Include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual retreat, include a summary from those deliberations using the Meeting Minutes template found at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.*

Director of CASA met with Executive Director of PASE, January 29, 2008 to discuss and analyze results and develop plan for 2009. Discussed possible action plan. Proposed plan to disseminate positive impact of CASA contact on withdrawal rate. Director of CASA will meet with MATH Department Chair and MATH 1314 professors to share results and assist in developing 2009 CASA plan of action for MATH 1314.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain unit services and operations, including resources needed and a timeline for implementation.

CASA staff is pleased all outcomes are met. Research for outcome 3 indicated a substantial positive impact of CASA/student contact on the withdrawal rate. The research indicates that 6.71% of students who accessed CASA services withdrew from MATH 1314. In contrast, 36.65% of students who had no CASA contact withdrew from MATH 1314. This research confirms the impact that CASA services can have on student success. CASA will meet with MATH 1314 professors to share the information to formulate a plan to disseminate the information to the students. CASA will aggressively promote SI and tutoring to the MATH 1314 students and other course students as needed or requested to support the university's mission of

student success.

CASA used the Student Satisfaction Survey results and comments to measure student satisfaction of the services CASA provides. A goal was set to increase the number of students surveyed from 25% collected in 2008 to 27% of students tutored by better survey promotion to attain a larger sample. A benchmark of 90% was set for respondents ranking CASA in the 4-5 range. CASA survey results will be discussed at monthly staff meetings to promote and enhance good customer service.

CASA visits increased 18.44%. However, data analysis indicates a loss of student visit data. Due to sign-in inaccuracies it is impossible to count 6719 of students that the CASA electronic sign-in software indicates have sign-in data. Due to a system break-down summer 2008 data was misplaced and are not included in the 2008 CASA student visit totals. Director and CASA staff notes that the CASA visit totals could be higher than the actual number due to the missing summer data and the 6719 students who have sign-ins noted with no activity indicated.

CASA worked closely with University Seminar instructors to enhance opportunities for CASA exposure in the freshmen seminar classes. Tutors assisted University Seminar instructors with review sessions in Math and History to provide increased exposure for the center and consequently tutoring center attendance. CASA staff worked closely with the MATH 1314 Professors and students to encourage all MATH 1314 students to seek additional assistance with course content through both tutoring and attending supplemental instruction sessions. CASA will continue to aggressively promote CASA services by visiting all University seminar classes and meeting with professors as needed.

Section III: Resources

Resource(s) to implement action plan: *Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
New Staff Assistant position requested.
- University rule/procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan – or Compact, if relevant)

Due to the lack of an individual to monitor the front desk at all times, there were 6719 incomplete student sign-ins that CASA was unable to use as data. CASA had an 18.44% visit increase with the possibility that the percentage was higher due to lost data. A full-time staff assistant monitoring the front desk would assist in providing accurate sign-in data due to monitoring all activity in the Center, allowing for a more effective flow of services.

CASA is also requesting an expanded service area. The CASA tutoring area is 1296 square feet. In September 2007 the area housed 1 sign in desk, 5 computer stations (totaling 18' X 3' in area), 10 tables

(48 in. in diameter) and 1 long table (42" X 95"). In order to accommodate the increase in demand for services, the area now houses an additional 2 L-Shaped clerical desks for sign-in purposes, 1 long table (48 X 150) for group tutoring sessions, and 5 round tables (54 in. in diameter) . Although the Center is still an outstanding studying environment conducive to learning, the area is stretched and an expansion would allow CASA to more effectively provide the continuing increase in demand for services.

Identify proposed outcomes for the next assessment cycle:

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

CASA will continue Outcome 2 and Outcome 3. These outcomes are an excellent reflection of the services that CASA provides and are good indicators of the important role that CASA services has on the success of students at TAMIU.

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

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

Date Completed:

January 29, 2008

Submit completed form to integrate@tamiu.edu.