

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted May 23, 2007

Assessment Period Covered (2007)

Academic Program/AES Unit First Year Success Program

Person(s) Preparing Review Kristen Standage, EdD

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

The First Year Success program met or surpassed all of the goals established. Consequently, the scope of the program will be expanded for 2007-2008, in that the student mentors will now work with every freshman entering the university (at present the mentors have been working with approximately one half of the freshman population). The General University 1301 class has been renamed as the Freshman Seminar class University 1101/1102, and expanded to two semesters. The student mentors will be assigned to work each semester with 2 of the UNIV1101 or 1102 classes for a total of 50 students each semester. In order to have the time to accomplish this, the student will meet with his or her mentor every other week, instead of the present weekly schedule. However, the student mentors will now be able to follow each freshman for the entirety of the freshman year, which will allow for much better continuity.

Section I: Planning and Implementation
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Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program or Administrative/Educational Support Unit Mission

The Texas A & M International University First Year Success Program is dedicated to student retention by enhancing the educational, career, and personal success of first-time students attending as freshmen or as transfer students of higher levels. Student success is promoted by coordinating an array of services that are responsive to our students' unique needs, and by personally linking the students to the appropriate service, such as tutoring, counseling, job-seeking, test preparation, financial aid and other University support services. This is accomplished by an array of communication formats, such as face-to-face advising at time of need, bi-weekly meetings with individual students, and phone calls to disseminate relevant information. In addition, the program offers staff accessibility throughout the day and into the early evening, thus assuring a support network throughout the difficult first year university

experience.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

The First Year Success Program will provide satisfactory services to entering freshmen.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

1.8 Provide support programs, services and activities that promote student learning and enhance student development.

Identify methods of assessment to be used

Freshmen in the freshman seminar courses will complete the Mentor Assessment Survey.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Entering freshmen will indicate at least a 92% satisfaction rate with the services provided by the First Year Success Program mentors.

Outcome 2

Is this outcome related to writing (QEP)?

The student mentors will provide satisfactory services to the faculty of UNIV 1101 and UNIV 1102.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.8 Provide support programs, services and activities that promote student learning and enhance student development.

Identify methods of assessment to be used

All University 1101/1102 faculty will be asked to complete a student mentor satisfaction survey at the completion of each semester.

Indicate when assessment will take place

Annual

Criteria/Benchmark

The faculty of UNIV 1101 and UNIV 1102 will indicate at least a 90% satisfaction rate with the services provided by the First Year Success Program student mentors.

Outcome 3 **Is this outcome related to writing (QEP)?**

The First Year Success Program will conduct academic and University-related workshops for entering freshmen students

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.8 Provide support programs, services and activities that promote student learning and enhance student development.

Identify methods of assessment to be used

Each freshmen participating in an FYSP workshop will complete the Student Information Survey.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Entering freshmen students will indicate at least a 92% satisfaction rate with the workshops provided by the First Year Success Program.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

At the end of the Spring and Fall 2007 semesters

Outcome 2

Assessment has not been conducted

Outcome 3

At the completion of each workshop during the Spring and Fall 2007 semesters

What were the results attained (raw data)?

Outcome 1

An overall satisfaction rate of 89% was achieved. (n=285)

Outcome 2

Not Available

Outcome 3

An overall satisfaction rate of 90% was achieved. (n=134)

Who (specify names) conducted analysis of data?

Outcome 1

Kristen Standage

Outcome 2

Kristen Standage

Outcome 3

Kristen Standage

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.](#))

The Spring 2007 survey forms were distributed to each mentor during the weekly staff meeting of May 11, 2007, and the Fall 2007 survey forms will be distributed during the weekly staff meeting of February 1, 2008.

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1

Met Not Met

Provide narrative: The criterion was not met. The number of surveys returned was low considering the number of freshmen served, and the department had a 70% turnover rate in employees due to graduation of staff. The staff had been fairly constant over the last three years, with a larger number of existing mentors who served to assist the new mentors. Training for the mentors will be increased over the Spring Semester 2008 and the method of delivery of the surveys will be changed to the second to the last mentor session (instead of the last session).

Outcome 2

Met Not Met

Provide narrative: The data was not collected. Surveys will be distributed to the UNIV 1102 seminar instructors at the conclusion of the Spring 2008 semester and the UNIV 1101 seminar instructors at the conclusion of the Fall 2008 semester.

Outcome 3

Met Not Met

Provide narrative: The criterion was not met. The number of surveys returned was low considering the number of freshmen served, and the department had a 70% turnover rate in employees due to graduation of staff. The staff had been fairly constant over the last three years, with a larger number of existing mentors who served to assist the new mentors. Training for the mentors will be increased over the Spring Semester 2008 and the method of delivery of the surveys will be changed to the second to the last mentor session (instead of the last session).

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

The changes which were implemented in Fall 2007 (mandatory UNIV 1101 classes for all incoming freshmen, the increase from 25 students per mentor per semester to 50 students (approximately) per mentor per semester and the change from weekly sessions to bi-weekly sessions) occurred at the same time as a 70% turnover in mentors. Therefore, we have a number of variables possibly contributing to the decrease of satisfaction and will be analyzing each to determine where we need to make changes.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? Yes No

If so, specify the effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

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

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): We will continue with the outcomes but make changes in the delivery.
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:

Enter text here

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

Enter text here