

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted February 20, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit International Language Institute

Person(s) Preparing Review Lola Orellano Norris

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

The CELSA exam (Comprehensive English Language Skills Assessment) has proven to be a better exit testing tool for our ESL 106 students than the Michigan Placement Test (MPT) used in prior years. This standardized test seems to be a better fit since it measures the natural language acquisition associated with the communicative methodology employed in the ILI courses. The ILI will continue to use this standardized test as a measure to test the language ability of our students who exit the program. The MPT will only be used for placement. In the last year we have added two more components to the MPT test to better place ESL students and to comply with the QEP. A writing sample and a taped speaking sample have been added to evaluate the prospective students' language skills more fully before placement. The academic essay and Power-point presentation will continue to be used for assesment students' level of competency upon exiting the ESL program. These measures have required the allocation of more staff and instructor time.

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 Administrative/Educational Support Unit Mission

The International Language Institute (ILI) serves TAMIU's admissions, recruitment and pre-academic needs by offering quality ESL courses to current and prospective university students. In addition, the ILI serves the greater community by offering instruction in ESL and a selection of foreign languages. It strives to provide outstanding service in recruitment, advisement, testing and registration of its students.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

1. International Language Institute (ILI) students exiting the final level of ESL (level 106) will achieve a targeted level of language proficiency.

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

1a. Students finishing ESL level 106 will write an academic essay.

1b. Students exiting ESL level 106 will deliver a power-point aided oral presentation.

Indicate when assessment will take place

Annual

Criteria/Benchmark

1a. 75% of the students finishing ESL level 106 will achieve a score of 75 or better on the ESL Composition Profile.

1b. 75% of the students exiting ESL level 106 will achieve a 4 (good) or higher on a locally generated 5-point rubric.

Outcome 2

Is this outcome related to writing (QEP)?

International Language Institute (ILI) students exiting the final level of ESL (level 106) will be prepared to enter the University's academic program .

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

2a. Administer the CELSA exam to students who are finishing ESL level 106 and will be exiting the program.

2b. Evaluate all of their class work, homework, presentations, quizzes, and exams throughout ESL level 106.

Indicate when assessment will take place

Annual

Criteria/Benchmark

2a. 70% of the students exiting ESL 106 will score a 89 or higher on the standardized CELSA exam.

2b. 70% of the students exiting ESL 106 will receive a final course grade of B or better and qualify for the TOEFL Waiver.

Outcome 3

Is this outcome related to writing (QEP)?

Current and prospective ILI students will be satisfied with the student services provided by the ILI office.

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

3a. Administer a survey of excellence in service to current students

3b. Administer a survey of excellence in service to prospective students.

Indicate when assessment will take place

Annual

Criteria/Benchmark

3a. 90% of all respondents will indicate a rating of 4 (good) or higher on a 5-point scale.

3b. 90% of all respondents will indicate a rating of 4 (good) or higher on a 5-point scale.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

The assessment was conducted at the end of each of the five terms: March 2006, May 2006, July 2006, October 2006, December 2006.

Outcome 2

The assessment was conducted at the end of each of the five terms: March 2006, May 2006, July 2006, October 2006, December 2006.

Outcome 3

The survey was distributed at the end of November 2006.

What were the results attained (raw data)?

Outcome 1

1a. Twenty-three (23) students completed and passed ESL 106 in 2006 (compared to 16 students from last year, an increase of 43%). All 23 students wrote an academic essay that was evaluated by two readers using the ESL Composition Profile (standardized rubric). Twenty-two (22) students or 96% received a score of 75 or higher; only 1 student received a score of 70. The highest score was 93, the lowest score 70

N=23

M=85.2

Objective met by 96%

Benchmark of 75% was met

1b. Twenty-three (23) students completed and passed ESL 106 in 2006 (compared to 16 students from last year, an increase of 43%). All 23 students gave a final powerpoint presentation. The presentations were evaluated by a committee of three instructors using a 5-point locally generated presentation rubric. The individual rubrics were averaged to provide a final score. Nineteen (19) students received an averaged score of 4 or better; four (4) students received scores below 4. The highest score was 4.85; the lowest score was 3.85.

N=23

M=4.42

Objective met by 83%

Benchmark of 75% was met

Outcome 2

2a . All twenty-three (23) students who finished and passed level 106 took the standardized exit test, the CELSA Exam. Of those, 16 students or 70% achieved the required exit score of 89, while 7 students or 30% received scores of 88 or below. The highest score was 100; the lowest score was 68.

N=23

M=89

Objective met by 70%
Benchmark of 70% was met.

2b. All twenty-three (23) students who finished and passed level 106 were evaluated by their instructors throughout the course. Twenty (20) students or 87% received a grade of a B or higher and were awarded a TOEFL Waiver. Only three (3) students or 13% who completed and passed level 106 did not qualify for the TOEFL Waiver.

N=23

Objective met by 87%
Benchmark of 70% was met.

Outcome 3

3a. A survey of excellence in service was administered to the currently enrolled students. Due to personnel changes the survey was not administered to prospective students. Ninety-six (96) students returned the survey with their evaluation and comments. These are the results:

1. Type of course currently enrolled: intensive ESL= 20; semi-intensive ESL=61; Foreign Languages=12; other=3
 2. Number of courses taken at ILI: One course=47; two courses=27; three courses=15; more than three courses 7
 3. Initial information given: 85% good/excellent; M=4.27 (5-point scale)
 4. Registration process: 85% good/excellent; M=4.30
 5. First day orientation: 86% good/excellent; M=4.24
 6. Student manual: 89% good/excellent; M=4.32
 7. Office support: 90% good/excellent; M=4.44
 8. Quality of customer service: 95% good/excellent; M=4.46
 9. Suggestions: a. Do not combine levels; b. more info on webpage; c. late office hours
- Benchmark of 90% was only reached in questions 7 (office support) and 8 (quality of customer service)

Who (specify names) conducted analysis of data?

Outcome 1

Lola Orellano Norris

Outcome 2

Lola Orellano Norris

Outcome 3

Lola Orellano Norris

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.)

Results and analysis will be shared with instructors and staff at the next ILI meeting. They will be shared with supervisor and other directors within the division at our next division meeting.

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: Twenty-three (23) students who completed and passed ESL 106 in 2006 wrote academic essays that were evaluated by two readers using the ESL Composition Profile (standardized rubric). Twenty-two (22) students or 96% received a score of 75 or higher; only 1 student received a score of 70. The benchmark of 75% was exceeded.

All 23 students also gave final powerpoint presentations. The presentations were evaluated by a committee of three instructors using a 5-point locally generated presentation rubric. The individual rubrics were averaged to provide a final score. Nineteen (19) students received an averaged score of 4 or better; four (4) students received scores below 4. The benchmark of 75% was also exceeded.

Outcome 2

Met **Not Met**

Provide narrative: All 23 students who finished and passed level 106 took the CELSA Exam, a standardized exit test. 16 students or 70% achieved the required exit score of 89, while 7 students or 30% received scores of 88 or below. The benchmark of 70% was met.

The 23 students were evaluated by their instructors throughout the course. Twenty (20) students or 87% received a grade of a B or higher and were awarded a TOEFL Waiver. Only three (3) students or 13% who completed and passed level 106 did not qualify for the TOEFL Waiver. The benchmark of 70% was exceeded.

Outcome 3

Met **Not Met**

Provide narrative: A Customer Service Survey was administered only to currently enrolled students in Fall of 2006. Prospective students were not surveyed due to lack of personnel. Ninety-six (96) students returned the survey with their evaluation and comments. Most of the students (64%) were registered in the evening courses. More than half of the students surveyed (51%) were returning students who had already taken courses with the ILI before. The benchmark of 90% of good/excellent responses in customer satisfaction was met in 2 out of 6

are surveyed: office support (90% good/excellent scores) and overall customer service (95% good/excellent scores). These are the most general areas and customer satisfaction shows that overall students had a good experience and were happy with the services offered by the ILI office. The benchmark of 90% was not met in the remaining 4 out of 6 areas surveyed: initial information (85% good/excellent), registration process (85% good/excellent), first day orientation (86% good/excellent), and student manual (89% good/excellent). While the benchmark was not met, the percentages of customer satisfaction of 85%, 86% and 89% are still high and show that most students were highly satisfied with the ILI office. However, these lower results versus the benchmark are likely a reflection of the lack of personnel and personnel changes that occurred in the fall semester when the students were surveyed. New staff members were not fully familiar with the information about our courses and the office procedures. The ILI staff is small and overburdened during times of registration because ILI admissions and registration process is very labor intensive and minucious as it deals with students' legal status. Compounding the workload is the fact that ILI registration cannot be done on-line currently.

In order to improve customer service and student satisfaction the following areas will be focused on for improvement in 2007: 1. Complete training of new office staff; 2. Streamline registration process; 3. Improve first day orientation; 4. Revamp student manual.

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

The results of the instructional program are excellent and speak to the high quality of the ESL instruction at the ILI. The data gathered through the Customer Service Survey shows that improvements must be made. New personnel must be trained to offer quality customer service. Hiring of a part-time staff assistant has become necessary as the language program expands and diversifies its offerings. The registration process needs to be streamlined. The first-day orientation as well as the student manual need to be reconfigured and improved.

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 checked="" type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" 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)

Additional staff (half-time staff assistant for now) is required to provide adequate required services (testing, admission, registration, student support, etc.) as ILI programs expand and diversify in order to contribute to the internationalization of the campus. (linked to TAMIU's Strategic Plan: Goal 7, Internationalization)

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Establish data for comparison and improvement
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

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

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

Yes No

Comments:

Yes. The resources requested by the ILI are considered an utmost priority for the next academic year. Yet, their request should be conditioned upon a consistent financial solidity of their entire operations. A current snapshot indicates progresses in that direction to confirm that continuity overtime is indeed required.

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

Additional funding for a half-time staff assistant position will be in the \$10,000 vicinity.

