

# **Texas A&M International University**

## **Annual Institutional Effectiveness Review (AIER)**

**Date Submitted** January 30, 2008

**Assessment Period Covered (2007)**

**Academic Program/AES Unit** International Language Institute

**Person(s) Preparing Review** Lola Orellano Norris/Maribelle G. Garcia

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

For objective #3, a new Customer Service Survey was administered to enrolled students during the last cycle (2006). The benchmark of 90% in ratings of good/excellent in customer satisfaction was not met in 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 quite met, the percentages of customer satisfaction of 85%, 86% and 89% show that most students were highly satisfied with the services of ILI office. However, the four areas were addressed and changes implemented in the following manner: 1. New office staff members were trained in providing ILI information to prospective students and facilitating the registration process. 2. The first day orientation for ESL students was improved by shortening it to and focusing on hands-on activities. 3. The Student Guidelines manual for ESL students was improved. Currently, we are working on including information on foreign language courses in the guidelines so that the manual can be used for all ILI students.

## 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 TAMU'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)?**

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 1**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 1**

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

**Identify methods of assessment to be used**

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

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

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

1a. 70% of the students exiting ESL Level 106 will score a 89 or higher on the standardized CELSA exam.

1b. 70% of the students exiting ESL Level 106 will receive a final course grade of B or better and qualify for the TOEFL Waiver.

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**Outcome 2**

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

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

**Identify Strategic Plan Goal related to Outcome 2**

Goal 3 Service

**Identify Strategic Plan Objective related to Outcome 2**

3.2 Provide service and outreach activities to the University service area in a professional, courteous, efficient and timely manner.

**Identify methods of assessment to be used**

2a. Administer a survey of excellence in service to current students

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

2a. 90% of all respondents will indicate a rating of 4 (good) or 5 (excellent) on a 5-point scale.

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**Outcome 3**

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

ESL courses will attract an increased number of students.

**Identify Strategic Plan Goal related to Outcome 3**

Goal 7 Internationalization

**Identify Strategic Plan Objective related to Outcome 3**

7.6 Provide financially viable quality ESL programs to students and local community members.

**Identify methods of assessment to be used**

Enrollment numbers will be compared with prior years

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

3a. ESL Enrollment will grow by 10 % by December in 2007.

## 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 2007, May 2007, July 2007, October 2007, December 2007

#### **Outcome 2**

The survey was distributed September 2007.

#### **Outcome 3**

The results were measured at the end of December 2007.

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### **What were the results attained (raw data)?**

#### **Outcome 1**

1a. All twenty-seven (27) students who finished and passed ESL Level 106 took the standardized exit test, the CELSA exam. Of those, 9 students or 33% achieved the required exit score of 89, while 18 students or 67% received scores of 88 or below. The highest score was 97; the lowest score was 67.

N = 27

M= 85.2

1b. All twenty-seven (27) students who finished and passed ESL Level 106 were evaluated by their instructors throughout the course. Twenty-three (23) students or 85% received a grade of B or higher and were awarded a TOEFL Waiver. Only four (4) students or 15% who completed and passed ESL Level 106 did not qualify for the TOEFL waiver.

N= 27

Objective met by: 85%

Benchmark of 70% was met.

#### **Outcome 2**

A survey of excellence in service was administered to the currently enrolled ESL students. Due to personnel changes the survey was not administered to prospective students. One hundred eighteen (118) students returned the survey with their evaluation and comments. These are the results:

1. Type of course currently enrolled: intensive ESL = 49; semi-intensive ESL = 68
2. Number of courses taken at ILI: one course=52; two courses=50; three courses=5; more than three courses=8
3. Initial information given: 84%
4. Registration process: 79%
5. First day orientation: 88%
6. Student manual: 83%
7. Office support: 85%
8. Quality of customer service: 90%

9. Suggestions: a. more information before classes begin; b. more information on webpage; c. improve publicity; d. late office hours; e. do not combine levels; f. TOEFL preparation courses. Benchmark of 90% was only reached in question 8 (quality of customer service).

### **Outcome 3**

Enrollment for the year 2006 was two hundred sixty-three students (263). Enrollment for the year 2007 was two hundred ninety-three students (293). Enrollment increased by 11.4% for 2007.

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Lola O. Norris and Maribelle G. Garcia

#### **Outcome 2**

Maribelle G. Garcia

#### **Outcome 3**

Maribelle G. Garcia

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### **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](mailto: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. The results will also be shared with supervisor and other directors within the Division of International Programs 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:** All twenty-seven (27) students who finished and passed ESL Level 106 took the standardized exit test, the CELSA exam. 9 students or 33% achieved the required exit score of 89, while 18 students or 67% received scores of 88 or below. The benchmark of 70% was not met.

All twenty-seven (27) students who finished and passed ESL Level 106 were evaluated by their instructors throughout the course. Twenty-three (23) students or 85% received a grade of B or higher and were awarded a TOEFL Waiver. Only four (4) students or 15% who completed and

passed ESL Level 106 did not qualify for the TOEFL waiver. The benchmark of 70% was exceeded. The benchmark of 70% was not met for ESL Level 106 students scoring an 89 or more on the standardized CELSA exam; however the benchmark of 70% was exceeded by 15% for students exiting ESL Level 106 with a grade of B or better and qualifying for the TOEFL waiver.

In order to meet or exceed the benchmark for ESL Level 106 students passing the standardized CELSA exam with an 89 or better in 2008, students will need better in-class preparation for this exam.

### **Outcome 2**

**Met**     **Not Met**

**Provide narrative:** A Customer Service Survey was administered only to currently enrolled ESL students in Fall 2007. One hundred eighteen (118) students returned the survey with their evaluation and comments. Most of the students (58%) were registered in the evening ESL program. The benchmark of 90% of good/excellent responses in customer satisfaction was met in 1 out of 6 areas surveyed: overall customer service (90% good/excellent scores). This area 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 quite met in the remaining 5 out of 6 areas surveyed: initial information (84% good/excellent), registration process (79% good/excellent, first day orientation (88% good/excellent), student manual (83% good/excellent), and office support (85% good/excellent. While the benchmark was not quite met in all areas, the percentages of customer satisfaction are still quite high and show that most students were highly satisfied with the ILI office. However, these lower results versus the benchmark are likely reflective of the lack of personnel and personnel changes that occurred again this fall semester when the students were surveyed. The ILI staff is small and overburned during times of registration because ILI admissions and registration process is very involved and 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 form improvement in 2008: 1. Streamline registration process; 2. Revamp student manual; 3. Thorough training of new office staff/student workers.

### **Outcome 3**

**Met**     **Not Met**

**Provide narrative:** Enrollment for the year 2006 was two hundred sixty-three students (263). Enrollment for the year 2007 was two hundred ninety-three students (293). Enrollment increased by 11.4% for 2007 overexceeding the benchmark of 10%.

Continued efforts to increase enrollment in 2008 will include: 1. More publicity; 2. Joint efforts with other TAMIU offices to recruit students from surrounding schools/community; 3. Offer financial assistance in the form of scholarships to prospective and current students.

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**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; however improvements to better prepare students for the exiting CELSA exam need to be made. The data gathered and measured through the Customer Service Survey shows that ILI staff excels in customer service; however, there is room for improvement in several areas. 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.

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) support is required to provide adequate required services (testing, admission, advising, registration, student support, etc.) as ILI programs expand and diversity in order to contribute to TAMIU's 7<sup>th</sup> Goal: Internationalization.

<b>Identify proposed outcomes for the next assessment cycle:</b>
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.