

# ASSESSMENT REPORT FOR

First Year Success Program

**(Administrative or Educational Support Unit)**

September 1, 2002 to August 31, 2003

**(Assessment Period Covered)**

July 23, 2003

**(Date Submitted)**

## **Expanded Statement of Institutional Purpose Linkage:**

### **Institutional Mission/Goal(s) Reference:**

Texas A&M International University, a Member of the Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and 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 is 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 Statement:**

The Texas A&M International University First Year Success Program is dedicated to 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, phone calls to disseminate relevant information, and social gatherings to bring students and staff together in informal settings. In addition, the program offers staff accessibility throughout the day and well into the evening, thus assuring a support network throughout the difficult first year university experience.

### **Intended Administrative Objectives:**

- 1.** By September 2003, there will be a 6% increase in the number of first-time freshmen from the Fall 2002 cohort re-enrolling in the following year from the baseline 58% of Fall 2000.
- 2.** By September 2003, there will be a 3% increase in the number of first time transfers from the Fall 2002 cohort re-enrolling in the following year from the baseline 65% of Fall 2000.
- 3.** By September 2003, there will be an 8% increase in the number of students attending the workshops offered by the component from the baseline established in 2001-2002. Evaluation of workshops will reflect a 70% student satisfaction rate.

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## **Intended Administrative or Educational Support Objective:**

**1.** By September 2003, there will be a 6% increase in the number of first-time freshmen from the Fall 2002 cohort re-enrolling in the following year from the baseline 58% of Fall 2000.

## **First Means of Assessment for Objective Identified Above:**

### **1a. Means of Unit Assessment & Criteria for Success:**

Increase will reflect students from the Fall 2002 cohort re-enrolling in the following year as documented by student official records from the Registrar's Office and Title V Grant Performance Mid Year Reports data.

### **1a. Summary of Assessment Data Collected:**

The U.S. Department of Education, Title V Grant Performance Mid Year Report reflected data collected to support this objective. Fall 2002 cohort retention rates totaled 64% for first-time freshmen.

### **1a. Use of Results to Improve Unit Services:**

While objectives have been met, the component strives to create an environment where first-time students will have a higher level of excitement and prepare better for their first experience forming an easier transition to the University setting. The program plans to improve services to first time freshmen by visiting high school campuses, providing on-line access to program services, coordinating new student orientation and maintaining student outreach, information and referral to other campus student services.

## **Second Means of Assessment for Objective Identified Above:**

### **1b. Means of Unit Assessment & Criteria for Success:**

Number of first-time students served will be documented at every program event to provide information for data collection. Students will be asked to complete an Evaluation Form indicating their rating of 'satisfied, very satisfied, dissatisfied, and very dissatisfied'. No more than 10% of students will respond 'dissatisfied or very dissatisfied'.

**1b. Summary of Assessment Data Collected:**

Surveys were implemented in July 2003 with the information to be collected serving to provide follow-up information for the next assessment period. This will be an on-going assessment with quarterly reports generated.

**1b. Use of Results to Improve Unit Service:**

Evaluation results will serve for following year assessment report with the target goal of increased student service and satisfaction impacting re-enrollment.

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## **Intended Administrative or Educational Support Objective:**

**2.** By September 2003, there will be a 3% increase in the number of first time transfers from the Fall 2002 cohort re-enrolling in the following year from the baseline 65% of Fall 2000.

## **First Means of Assessment for Objective Identified Above:**

### **2a. Means of Unit Assessment & Criteria for Success:**

Increase will reflect students from the Fall 2002 cohort re-enrolling in the following year as documented by student official records from the Registrar's Office and Title V Grant Performance Mid Year Reports data.

### **2a. Summary of Assessment Data Collected:**

The U.S. Department of Education, Title V Grant Performance Mid Year Report reflected data collected to support this objective. Fall 2002 cohort retention rates totaled 66% for first-time transfers.

### **2a. Use of Results to Improve Unit Services:**

While objectives have been met, the component strives to create an environment where students will form an easier transition for students from their previous campus to the University setting. The program will be ready to assist students with any unexpected changes or problems. Plans for assistance will include on-line program services information, coordinating transfer student orientation and maintaining student outreach, information and referral to other campus student activities.

## **Second Means of Assessment for Objective Identified Above:**

### **2b. Means of Unit Assessment & Criteria for Success**

Number of transfer students served will be documented at every program event to provide information for data collection. Students will be asked to complete an Evaluation Form indicating their rating of 'satisfied, very satisfied, dissatisfied, very dissatisfied'. No more than 10% of students will respond 'dissatisfied or very dissatisfied'.

### **2b. Summary of Assessment Data Collected:**

Surveys were implemented in July 2003 with the information to be collected serving to

provide follow-up information for the next assessment period. This will be an on-going assessment with quarterly reports generated.

**2b. Use of Results to Improve Unit Service:**

Evaluation results will serve for the following year assessment report with the target goal of increased student service and satisfaction impacting re-enrollment.

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## **Intended Administrative or Educational Support Objective:**

**3.** By September 2003, there will be an 8% increase in the number of students attending the workshops offered by the component from the baseline established in 2001-2002. Evaluation of workshops will reflect a 70% student satisfaction rate.

## **First Means of Assessment for Objective Identified Above:**

### **3a. Means of Unit Assessment & Criteria for Success:**

Data gathered from Workshop Evaluation Feedback Results will show evaluation results indicating level of satisfaction of 'It's OK, It's Great! It could be improved, and no opinion'. In addition, surveys ask for student feedback on areas of interest, how student became aware of workshop and program services, least and most interest about event, and any additional comments.

### **3a. Summary of Assessment Data Collected:**

The workshop held in November 2002 was attended by 76 students. Survey results indicated a 99% student satisfaction rating of 'It's Great!' and 1% rating of 'It's OK'. Further, 50% of students told us they heard about the workshop through campus announcements (posters, flyers), 40% said they heard from friends, and 10% said they heard from an alternate source. Also 58% of students provided us with additional positive comments on their workshop attendance experience.

### **3a. Use of Results to Improve Unit Services:**

The First Year Success Program will continue to outline areas of student need and provide the necessary workshops and staff training to meet identified needs. Students will attend the workshops to secure their success at the University. Topics will be selected based on areas of interest identified by student surveys.

**SUPPORT DOCUMENTATION**

Enter any document referenced above in this summary table. There are two examples listed below. If no documents are cited, please remove the two examples from the table.

<b>SOURCE</b>	<b>LOCATION/Special Instructions</b>
First Year Success Program Evaluation Form	SACS Resource Room Killam Library Building Room 334-C
Title V Grant Performance Mid Year Reports	First Year Success Program Office Killam Library Building Room 316
Workshop Evaluation Feedback Results	SACS Resource Room Killam Library Building Room 334-C

