

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

Unit Name:

University College – Advising and Mentoring Center

Unit Type:

Administrative Unit

Educational Support Unit

Assessment Period Covered:

January 2009 to February 2010

Unit Coordinator (Preparer of Report):

Kristen Standage, EdD

List Other Report Contributors (if applicable):

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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 their chosen careers.

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 mission of the Advising and Mentoring Center is to facilitate student success by providing comprehensive academic advising and promoting student learning among freshmen and sophomores during the fundamental stages of their college experience.

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.

We continued with the outcome of mentor satisfaction as well as adding a new academic advising component.

For the mentors, an overall satisfaction rate of 89% was obtained. We received 1,192 surveys (506 in the spring and 686 in the fall) which was a 400% increase over the previous year. This was an 80% return rate, so we were much more confident in the results than we had been with the results in the previous year. There continued to be students who were dissatisfied with the overall approach to the mandatory UNIV course requirement and the mentor meetings and we realized we wouldn't change that. The comments as well as the ratings provided topic areas for additional mentor training (and were incorporated in the new mentor training as well). These comments ranged from individual mentor performance to overall content areas of the mentor sessions.

From the WebFocus report data collected during the last cycle, the Undergraduate Admissions Counselor developed a Sophomore Advising Plan that would focus on providing academic advising to sophomores on academic probation or with an undeclared major. A total of 172 sophomore students were identified in need of academic advising in Spring 2009.

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. The student mentors will provide satisfactory service to entering freshmen.**
- 2. The sophomore advisor will provide comprehensive academic advising to sophomores on probation or are undeclared.**

Section I: Planning and Implementation

Outcome(s)

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

- 1. The student mentors will provide satisfactory service to entering freshmen.**
- 2. The sophomore advisor will provide comprehensive academic advising to sophomores on probation or undeclared.**

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:
Volume of Activity: (Number of clients served, circulation data, etc.)	Y			The number of forms returned is used to insure the results are representative of the freshmen class served
Efficiency: (Turnaround time for filling requests, timely service or prompt response, etc.)		N		

<u>Service Quality:</u> (Error rates, accuracy of information provided, etc)		N		
<u>Client Satisfaction Survey</u> (Student, employer, alumni, customer, etc.)	Y			Student satisfaction survey for mentoring services
<u>Feedback:</u> (Suggestion box, focus groups, evaluation forms, etc.)	Y			The comments written by the students are used in training sessions with the mentors
<u>Review of existing data:</u> (Routine records or reports, institutional data, audits, etc.)	Y			WebFocus reports track the number of sophomore students who are in need of services (on probation or undeclared)
Staff discussions or evaluations of services to clients	Y			The comments written by the students are used in training sessions with the mentors
Standards/guidelines provided by professional associations		N		
Standards set by federal, state, county, city or system regulations		N		
External evaluations or auditors		N		
Benchmarks or comparisons with peer institutions		N		
Other				

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.

- 1. Entering freshmen will indicate at least a 94% satisfaction rate with the services provided by the AMC mentors.**
- 2. We will advise 95% of the sophomore class as of December, 2009.**

Section II: Analysis of Results

What were the results attained?

We have had a number of changes in our program since the 2009 AIER report. Over the spring and fall semesters, we have added advisors, as well as doubled the number of mentors, with the intent to provide more intrusive advising and mentoring for our freshmen and sophomore students.

One outcome discussed last cycle was a continuation of the previous outcome, satisfaction with the mentoring process, with the two remaining outcomes being dropped. We continue to focus on the success of the freshman student, with our assessment of their satisfaction of the mentoring services provided. We persisted with an exceptionally high rate of return from our satisfaction surveys, as well as

an improved satisfaction rate. We will continue asking that the UNIV instructors distribute the surveys during the last part of each semester. For the Spring 2009 semester, we received 449 surveys from 649 students enrolled in the UNIV 1101 and 1102 classes. This was a 69% return rate with an increase in our satisfaction rate to 90% at this point (404 positive). As a consequence of the results and comments, we increased the training provided at the weekly mentor meetings to include additional information on advising and communication skills. We experimented with a weekly meeting schedule for the students in the UNIV 1101 classes this spring (2009), due to the comments received from the students. However, it was not feasible for the number of students we had and the number of mentors we could devote to the pilot. The sessions had to be cut down to 20 minutes, and we found this was not an adequate amount of time. It also gave the appearance of the sessions being routine and not individualized. We abandoned the pilot halfway through the semester, so the students would not lack from mentor attention. We were fortunate to receive additional funding over the summer to actually double the number of mentors so that we could return to our original practice of meeting with the freshmen weekly. This was phased in during the Fall 2009 semester as we hired the additional mentors.

Our rate of satisfaction for the fall semester was 93% (586/631) with a return rate of 74% (631/847). Overall, our satisfaction rate has risen to 91.67% (990/1080) which is short of our goal of 94%.

We were also fortunate to receive additional funding for sophomore advising and this has resulted in the foundation of a centralized academic advising unit in the University College for freshmen and sophomores. The concept of a centralized academic advising unit led to a name change from First Year Success Program to Advising and Mentoring Center and to the addition of five new academic advisors: (1) the STEM (Science, Technology, Engineering and Mathematics) Undergraduate Admissions Counselor focuses on providing academic advising to sophomores identified as STEM majors including those transferring in from LCC , (2) three additional Undergraduate Admissions Counselors to provide advising for all sophomores, and (3) the Athletic Academic Coordinator who monitors progress-towards-degree for all student athletes. We have also added an Outreach and Retention Specialist whose position is to focus solely on students with academic difficulties who have been referred by our Early Alert System. One of the biggest stumbling blocks to improving their academic skills is actually finding and talking with them. The retention specialist position is to initiate contact with the student and assist with the development of a recovery plan. All of our academic advisors will also focus on skill building with the various students they may have identified as at risk (provisional or probational students, for example).

From the WebFocus report data collected during the last cycle, the Undergraduate Admissions Counselor developed a Sophomore Advising Plan that would focus on providing academic advising to sophomores on academic probation or with an undeclared major. A total of 172 sophomore students were identified in need of academic advising in Spring 2009. By the end of the fall semester 2009, we had met with 160 of those students, 93% of the identified group, but just short of our goal of 95%.

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:

See above – there were a number of substantial changes in the overall structure of the entire department, both from results obtained and funding received. It is difficult to separate the results from the improvements as some were not planned.

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 on the Project Integrate web page at

<http://www.tamui.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamui.edu.

The results of the satisfaction surveys were discussed at the initial training sessions of the mentors at the beginning of the following semesters.

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.

The doubling of the number of mentors and the addition of 4 additional full time staff has necessitated a restructuring of goals, objectives and strategies for the Advising and Mentoring Center. Since this has all taken place over the last 5 months, we are still in the process of developing new action plans for each of new or revised areas.

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
- University rule/procedure change only

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

NA

Identify proposed outcomes for the next assessment cycle:

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

1. The student mentors will provide satisfactory service to entering freshmen.

The mission of the mentor program is to promote student success, and an integral aspect of this is satisfaction with the providers.

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

1. The sophomore advisors will provide comprehensive academic advising to all sophomores registered.

2. The Athletic Academic Advisor will provide academic support services to all student athletes, including registration assistance, academic progress audits, and referrals for study skill building, or any other referrals as necessary or requested.

3. The Retention Specialist will respond to all Early Alert Referrals.

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

Date Completed:

March 1, 2010

Submit completed form to integrate@tamiu.edu.

Updated 9/2009