

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted February 1, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit Developmental Studies

Person(s) Preparing Review Conchita C. Hickey

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

Outcome 1) RETENTION: 62.72% of the developmental students were retained from Fall 2005 to Fall 2006. Criteria benchmark (60%) was met but it decreased 3% from previous year.

Outcome 2 a,b,c) 2.0 GPA IN COLLEGE LEVEL CLASSES:

The 60% benchmark criteria was exceeded for Writing (64.29%), almost met for math (59.38%) but not met for reading (25%, n=4).

HIST 1301 continues to be the most challenging course for developmental readers.

Outcome 3 a,b,c) TEXAS SUCCESS INITIATIVE COLLEGE READINESS STANDARDS

The 75% benchmark criteria was not met, but math percentage (64.97%) increased by 7.18% from previous year. Reading and writing percentages decreased by approximately 1% in both areas; 66.67% in reading, 56.9% in writing.

CHANGES IMPLEMENTED:

MATH: 1)The changes in class size that we implemented last year have helped increase the passing rate of our math students. To help us reach our 75% passing rate, we piloted My Math Lab in Spring 2007, an internet instructional software package that accompanies the text to help our students receive immediate feedback on their homework and supervise their progress more effectively. The software program does not cost; however we do need to increase computer availability.

2) Starting Summer 2007, DMAT course syllabi now require math tutoring for students who are not passing early in and throughout the semester. CASA and faculty have developed tutoring contracts to track faculty referrals and student attendance at CASA.

READING: Since DRDG0301 focuses on applied academic reading strategies by using the HIST 1301 textbook as our reader, the DRDG 0301 faculty had been advocating a change to a more accessible history text. The history faculty have changed the textbook starting Fall 2007. We hope that will ease the transition for all first year students.

WRITING:The criteria for college readiness as measured by GPA in writing WAS MET. Even so, we aligned our writing curriculum and textbook with the department of English and included the use of My Skills Lab in the developmental classes during Fall 2006 and Spring 2007 to ease the transition to ENGL 1301.

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

Committed to the success of its students, the Department of Developmental Studies endeavors to prepare students for future roles in the community by providing an academic foundation that will lead to a successful academic experience. Access to Developmental Studies is not limited to students who need to meet Texas Success Initiative (state standards in basic math, reading, writing) requirements; traditional and non-traditional students who want to strengthen their skills before enrolling in regular courses may also benefit from developmental courses. Instructors of developmental classes work with professors of various departments to ensure curricular continuity and promote active learning through the use of successful teaching and learning strategies.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Retention rates of under prepared students, those who have not met the Texas Success Initiative standards in reading, writing, and math, will increase.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

1.3 Increase student retention and graduation rates.

Identify methods of assessment to be used

BANNER reports (run after the 12th class day), which are part of the University Student Information System database are used for reporting, This report, designed by TAMIU's Director of Institutional Research, captures the information identified in the outcome

Indicate when assessment will take place

Annual

Criteria/Benchmark

At least 60% of developmental students who attended during the Fall 2006-Summer 2007 academic year will be retained in Fall 2007. The retention rate for 2004-2005 =65.89% and from 2005-2006 =62.72%

Outcome 2

Is this outcome related to writing (QEP)?

The percentage of developmental students who will attain a 2.0 GPA in designated college level course work for math, reading, and writing will increase.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

BANNER reports which are part of the University student information database are used for reporting. This report, designed by TAMIU's Director of Institutional Research, captures the information identified in the outcome.

Indicate when assessment will take place

Annual

Criteria/Benchmark

1. 60% of students who did not meet College Algebra (MATH 1314) course pre-requisites and took developmental math, DMAT 0301 Intermediate Algebra in 2005-2006, attained at least a 2.0 GPA in College Algebra.
 2. 60% of students who did not meet the course pre-requisite for ENGL1301 and took developmental writing, DENG 0370 Basic Grammar and Composition in 2005-2006, attained at least a 2.0 GPA in English 1301 and/or English 1302.
 3. 60% of students who did not meet the college level reading pre-requisites for History and Psychology and took developmental reading, DRDG 0301 College Reading II in 2005-2006, attained at least a 2.0 GPA in the following reading courses: HIST 1301 and PSYC 2301.
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Outcome 3

Is this outcome related to writing (QEP)?

The percentage of developmental students who will meet Texas Success Initiative standards by passing developmental courses or passing the Texas Success Initiative approved assessments will increase.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

BANNER reports which are part of the University student information database are used for reporting. This report, designed by TAMIU's Director of Institutional Research, captures the information identified in the outcome

Indicate when assessment will take place

Annual

Criteria/Benchmark

1. 75% of the students who remediate in math will 1) pass DMAT 0301, Intermediate Algebra, with at least a "C" or 2) pass a Texas Success Initiative approved assessment mathematics.
2. 75% of the students who remediate in reading will 1) pass DRDG 0301, College Reading II, with at least a "C" or 2) pass a Texas Success Initiative approved assessment in reading.
3. 75% of the students who remediate in writing will 1) pass DENG0370, Basic Grammar and Composition, with at least a "C" or 2) pass a Texas Success Initiative approved assessment in writing.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

January 31, 2008

Outcome 2

January 31, 2008

Outcome 3

January 31, 2008

What were the results attained (raw data)?

Outcome 1

45.66% of developmental students were retained from Fall 2006 to Fall 2007

Outcome 2

48.28% of students enrolled in DMAT 0301 earned a C or better in MATH 1314

76.19% of students enrolled in DENG 0370 earned a C or better in ENGL 1301 or ENGL 1302

57.14% of students enrolled in DRDG 1301 earned a C or better in HIST 1301 or PSCY 2301

IMPORTANT NOTE: 22 students transferred in a C or better in MATH 1314 from another institution. If we count those numbers, then 63% of the developmental math students passed MATH 1314; this percentage is based on the total number of students who took DMAT 0301, so the passing percentage is probably higher since the likelihood that all DMAT 0301 students took MATH 1314 is slim.

Outcome 3

81.29% of the students enrolled in DMAT 0301 passed the class or passed the TSI approved test

82.14% of the students enrolled in DENG 0370 passed the class or passed the TSI approved test

74.29% of the students enrolled in DRDG 0301 passed the class or passed the TSI approved test.

Who (specify names) conducted analysis of data?

Outcome 1

Conchita Hickey and Elizabeth Martinez

Outcome 2

Conchita Hickey and Elizabeth Martinez

Outcome 3

Conchita Hickey and Elizabeth Martinez

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.)

They will be shared during the PASE Retreat on February 28, 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 percentage of developmental students retained dropped significantly from prior years, from 64% in Fall 2005 and 63% in Fall 2006 to 47% in Fall 2007. The data will be shared with the faculty during the PASE retreat in February. At this time, we have not made any major changes except that we work continually to improve pedagogy and academic support. We now use technology My Reading Lab and My Math Lab in DRDG and DMAT to increase academic support for homework assignments.

Outcome 2

Met Not Met

Provide narrative: We met the 60% criteria benchmark in English (76%); we missed the 60% Reading benchmark by 3% (57%); we missed the 60% mathematics benchmark by 12% (48%)

Outcome 3

Met Not Met

Provide narrative: The criteria benchmark for each area was set at 75% and we met 2 out of the 3 outcomes; 81% of the students taking DMAT 0301 met the standard; 82% of the students taking DENG 0370 met the standard; 74.29% of the students taking DRDG 0301 met the standard. The latter did not meet the criteria by less than 1%.

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

Outcome 1: The drop in retention is curious. One of the changes that was implemented in 2006 was the 30 hour limit and the 3 peat rule for a developmental class. Although very few students fell in that category, perhaps developmental students are seeking their instruction elsewhere when they fail.

Another factor is the increased enrollment of developmental students. We had 311 students in 06- 07 compared to 228 in 05-06, a total of 82 more students. We will be reviewing the provisionally admitted students and determine if we had a higher percentage of students from

that group. If that is the case, we will ask the Admissions and Exceptions committee to be more careful with their recommendations to admit provisionally.

Outcome 2: We improved performance in writing and reading from last year, but dropped in mathematics. The faculty will review the data at our retreat in February and determine what needs to occur in mathematics. One possibility we are exploring is peer lead (CASA) group instruction outside of class time on a contractual basis. The other change is tutor instruction during the UNIV 1101 and 1102 classes that are attached to MATH 1314 learning communities.

Outcome 3: We have data that confirms we are doing a good job in instruction overall, so we will continue to do what we are doing now but add more structured academic support.

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)

not applicable

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): It is critical to follow the same data each year to evaluate effectiveness of the program and address challenges.
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:

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