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

Unit Name:

University College- Developmental Studies

Unit Type:
    ___ **Administrative Unit**   __x_ **Educational Support Unit**

Assessment Period Covered:

January 2009 to February 2010

Unit Coordinator (Preparer of Report):

Conchita C. Hickey

List Other Report Contributors (if applicable):

The annual review is directed at the following goals of the Texas A&M International University 2006-2010 Strategic Plan. Please list goals below:

1.3 Increase student retention and graduation rates
1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement

<u>Institutional Mission</u>

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.

<u>Administrative or Educational Support Unit Mission</u>

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.

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.

These outcomes were a continuation of previous ones. We have been following these same outcomes for several years since we have not been continually successful at achieving our benchmarks. This past year, we did not meet outcome 1 although it did increase from the previous year, partially met outcome 2 (reading and writing were met but not math), and missed outcome 3 by 1% in math. We feel that all three are important measures and choose to monitor our progress on all of them.
The following are a summary of faculty conversations and data analysis.
1. lack of motivation, problems at home, economic barriers, and under-preparedness remain challenge obstacles. General consensus is that students have access to many support resources, but they do not access them sufficiently.
2. Number of students taking college level classes is small so percentages can vary greatly from year to year, especially in reading and writing even when LCC transfer classes are included Observation was made that students who took the course in spring or summer may not have taken the corresponding college level classes until the following year and therefore are not included in the report.
3. Not sure what has caused the decline in percentage of success but identify lack of motivation as the primary cause.
Measures taken
1. Increase early alert efforts and identify at risk students
2. Redesign web focus report: IR_AIER_DEVL_STUDIES to include a two year reporting span.
3. Seek professional development opportunities to engage developmental students in learning.

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. Retention rates of under prepared student, those who have not met the Texas Success Initiative (TSI) standards in reading, writing, and mathematics, will increase.
2. 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.
3. The percentage of developmental students who will meet TSI standards by passing developmental courses or passing the TSI approved assessments will increase.

Section I: Planning and Implementation

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

1. Retention rates of under prepared student, those who have not met the Texas Success Initiative (TSI) standards in reading, writing, and mathematics, will increase.
2. 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.
3. The percentage of developmental students who will meet TSI standards by passing developmental courses or passing the TSI approved assessments will increase.

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.)				
Efficiency: (Turnaround time for filling requests, timely service or prompt response, etc.)				
Service Quality: (Error rates, accuracy of information provided, etc)				
Client Satisfaction Survey (Student, employer, alumni, customer, etc.)				
Feedback: (Suggestion box, focus groups, evaluation forms, etc.)				
Review of existing data: (Routine records or reports, institutional data, audits, etc.)	Y			Web focus reports
Staff discussions or evaluations of services to clients				
Standards/guidelines provided by professional associations				
Standards set by federal, state, county, city or system regulations	Y			The CB CBM reports
External evaluations or auditors				
Benchmarks or comparisons with peer institutions				
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. 60% of developmental students will be retained from Fall 2007 to Fall 2008
2. 60% of developmental students will earn a 2.0 GPA in college level courses for each respective course in mathematics, reading, and English (MATH 1314, HIST 1301, ENGL 1301)
3. 75% of developmental students will meet the TSI standard through course completion or testing.

Section II: Analysis of Results

What were the results attained?
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:

1. 60% benchmark not met: 47.81 % of students were retained
2. 60% benchmark met for math and writing but not for reading (includes LCC transfer grades for MATH 1314): 67.85%   in MATH 1314; 94.74% in ENGL 1301; 47.06% in HIST 1301
3. 75% benchmark met for reading, not math and writing: 72.86% in math; 66.67% in writing; 77.27% in reading

Data retrieved on 9/28/09 web focus reports

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.tamiu.edu/integrate/docs/Minutes-Template.doc. Once completed, submit the minutes to [assessment @tamiu.edu](mailto:assessment@tamiu.edu).

Retreat held on February 19, 2010. Minutes sent to Project Integrate
Results for the three outcomes were discussed at length. Since two of the outcomes were partially met, the first outcome on retention is our greatest priority.
Faculty are greatly concerned and are determined to improve the retention rate since DE students represent approximately 25% of the freshman class.
Action plans were formulated.

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.

1. Get copies of the provisional admits (Fall) and the probationary (Spring) students each year from the Retention Specialist so that faculty will know what students are at highest risk and can mentor them individually, as necessary.
2. Get a list organized by class that identifies who the mentors are for each student so faculty can touch base with them if they have concerns.
3. Faculty will have mandatory individual conferences with each student that is failing as early in the semester as possible, usually 5 to 6 weeks.
4. Write a grant or secure other sources of funding to hire a developmental education coordinator that can oversee the provision of academic support for these students and

their academic progress. Hire more tutors that are dedicated only to developmental students – very similar to the TRIO model.

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Section III: Resources

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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
- ☐ X 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)

Need to hire a Developmental Education Coordinator that can oversee the academic progress of the developmental students so that we can provide individualized and targeted academic support.

Need to hire additional tutors that are solely dedicated to working with developmental students, much like the TRIO model that has been so successful.

STRATEGIC PLAN GOAL 1.3

Identify proposed outcomes for the next assessment cycle:

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

We are going to continue with the same outcomes because they are the most critical and we have not yet been consistently successful.

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

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

Date Completed:

February 19, 2010

Submit completed form to integrate@tamiu.edu.   *Updated 9/2009*