

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

**Unit Name:**

University College- UNIV 1101-1102

**Unit Type:**

Administrative Unit

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

**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 Department of General University prepares students for the rigor of college studies and the many social and emotional challenges they will face as they transition from high school to college. UNIV 1101 and 1102 courses prepare freshmen for this change by engaging them in discussions and assignments relevant to their majors and academic aspirations, modeling successful academic strategies, providing resources critical for their personal growth and success, and developing awareness about international issues.

**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.*

Criterion:

2. Students enrolled in a MATH 1314 learning community will earn at least a C or better in the class due to the intervention of academic support through their UNIV class.
3. First time freshmen taking the UNIV 1101 in the fall will earn at least a 2.0 overall GPA (not including credit by exam grades but including developmental grades) at the end of their first year.
4. The EBI score on out of class engagement for UNIV will increase from FY 2007 score of "fair" rating of a 3.82 mean.

Met one of the three criteria.

2. Criterion not met. We had four sections connected in Fall 07 and Spring 2008 and not one of the sections had a 2.0 GPA class average. Only 1 out of 8 class sections in Fall 07 and 1 out of 6 sections in Spring 08 had a 2.0 GPA or above.
3. Criterion met. 76.62% of the Fall 07 cohort earned a 2.0 or above GPA by end August 08.
4. Criterion not met. Rating stayed at "fair" but mean did go up a little bit, from 3.82 to a 3.90

Discussion 2. Math 1314 is a difficult class for most of our FFR students, but CASA data shows that students who attend SI and Tutoring over the course of a semester do earn a 2.0 or above in Math 1314. This was true for Fall 07 and Spring 08. The UNIV class will continue its efforts to include more Math review in the classes to help students improve their GPA and encourage students to attend SI and tutoring.

3. The extended UNIV 1101 and 1102 and the requirement that FFRs take this course is contributing to academic success and is playing a role in the higher retention numbers experienced Fall 08.
4. Service learning is likely going to be part of the sophomore experience instead of a freshman, that this may just be one of the elements of a freshman seminar that we cannot address due to the many learning outcomes already being addressed in the course. We will not pursue this outcome next year in a formal way, but will inform UNIV faculty about our rating and encourage them to include whatever activities they can in class to promote out of class engagement (e.g. attend athletic events, lectures, etc.)

Action recommendations.

1. Pilot a LC Math 1314 and UNIV class in Fall 2009 that will dedicate 50% of its efforts to math review. It will follow the same structure as the LC designed for Biology/Chemistry majors: one class day dedicated to UNIV learning outcomes and one class day to math review.
2. In partnership with the PROF Center, a) offer an increased number of professional development opportunities for LC faculty and b) continue refining the LC stipend guideline through LC committee review.

**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. UNIV 1102 students will indicate on a post assessment that the career awareness module (including presentations and assessment) helped them either determine their career choice or confirmed one that they had already chosen.
2. Students enrolled in a MATH 1314 learning community will earn at least a C or better in the class due to the intervention of academic support through their UNIV class.
3. First time freshmen taking the UNIV 1101 in the fall will earn at least a 2.0 overall GPA (not including credit by exams grades but including developmental grades) at the end of their first year.
4. The EBI score on engaging course pedagogy for UNIV will be in the "good" to "excellent" range

## Section I: Planning and Implementation

### Outcome(s)

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

3. First time freshmen taking the UNIV 1101 in the fall will earn at least a 2.0 overall GPA (not including credit by exams grades but including developmental grades) at the end of their first year.
4. The EBI score on engaging course pedagogy for UNIV 1101 will be in the “good” to “excellent” range.

### 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:
<u>Volume of Activity:</u> (Number of clients served, circulation data, etc.)				
<u>Efficiency:</u> (Turnaround time for filling requests, timely service or prompt response, etc.)				
<u>Service Quality:</u> (Error rates, accuracy of information provided, etc)				
<u>Client Satisfaction Survey</u> (Student, employer, alumni, customer, etc.)				
<u>Feedback:</u> (Suggestion box, focus groups, evaluation forms, etc.)				
<u>Review of existing data:</u> (Routine records or reports, institutional data, audits, etc.)	Y			Web focus reports ( AIER_IR_FFR_GPAS
Staff discussions or evaluations of services to clients				
Standards/guidelines provided by professional associations				
Standards set by federal, state, county, city or system regulations				

External evaluations or auditors				
Benchmarks or comparisons with peer institutions	Y			EBI First Year Initiative Assessment
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.*

3. At least 72% of students who took the UNIV 1101 will earn at least a 2.0 GPA at the end of their first year.
4. The EBI score on engaging course pedagogy for UNIV FY 2008's will be greater than Fall 2007's 5.23 mean on the "good" rating.

**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:*

3. 72% Criterion not met. 68.38% of FFR had an overall cumulative GPA.
4. Criterion met. The EBI score on engaging course pedagogy for UNIV FY 2008's increased from a 5.23 mean to 5.45 mean in the "good" category.

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

1. Doing well in our engaging course pedagogy as measure by EBI. Will measure another outcome- #1 on the effectiveness of the career awareness component for next year.
2. Need to work harder on improving student GPA. Will keep this outcome. Faculty requested the list of provisional and probationary students so they can work with them.
3. Also, recommend offering evening study sessions for all history and government classes in LC
4. Decided not to use a UNIV textbook for next year. Instead faculty will create a binder of activities. Also set up Angel for this purpose- faculty can share resources
5. Omit library tour and replace with scavenger hunt exercise and add a club presentation in the fall
6. Require students to attend two campus activities per semester
7. Coordinate a Cambodian cultural night to promote the common read in 2010-2011.
8. Initiate "lesson study" for faculty peer evaluation and support beginning in fall 2010.

**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. Request list of provisional and probationary students who are enrolled in UNIV classes, by professor so they can be more aware of early alert students in their classes.

2. Work with the Univ. Lrng. Ctr. to schedule evening study sessions for all history and government classes in LCs.
3. Hire a developmental education coordinator to track the progress of these students.

### 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)**

Increase staff at the ULC to provide support for evening study sessions in all history and government classes in LCs. Use Student Success funds for this purpose.

**Identify proposed outcomes for the next assessment cycle:**

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

3. At least 72% of students who took the UNIV 1101 will earn at least a 2.0 GPA at the end of their first year.  
Have not met the criterion yet.

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

1. UNIV 1102 students will indicate on a post assessment that the career awareness module (including presentations and assessment) helped them either determine their career choice or confirmed one that they had already chosen.

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

Date Completed:

February 19, 2010

Submit completed form to [integrate@tamiu.edu](mailto:integrate@tamiu.edu).

Updated 9/2009