

# **Texas A&M International University**

## **Annual Institutional Effectiveness Review (AIER)**

**Date Submitted** January 31, 2008

**Assessment Period Covered (2007)**

**Academic Program/AES Unit** General University

**Person(s) Preparing Review** Conchita C. Hickey

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

Outcome 1) We (faculty and librarians) experienced great difficulty in motivating the students to complete the assignment. Many of the students simply did not do the assignment and preferred to take the failing grade than do the exercise. Increasing the grade percentage and assigning the activity earlier in the semester were discussed and proposed for the following year. The library unit was lengthened and formalized in an attempt to increase student participation.

Outcome 2) The survey showed that the students enrolled in GENU 1300 felt the course had done an excellent job of covering the course objectives.

Outcome 3) The data indicates that GENU 1300 students who participated in learning communities earned a higher GPA for Fall 06 than those who did not.

### **CHANGES IMPLEMENTED:**

Outcome 1: The Library and GENU faculty redesigned the library component so that it is not so ambitious and so that it can be measured. The percentage of the grade for this unit increased from 5% to 10% so that students take the assignments more seriously. The learning outcome has been approved by the First Year Task Force.

Outcome 2: The results of the EBI survey indicated we are doing many things right and that we should continue to focus on the objectives we have laid out for the class. The two areas that need improvement (health issues and out of class activities) will be addressed in the new syllabus that has been designed for the two semester freshman seminar.

Outcome 3: The data supports the decision that has been made to have every freshman participate in a learning community during their first year. Students who do so outperform those who do not, at least those that were taking it this semester. Fall 06 will be the last fall semester that we have a control group, since from now on all freshman will be participating. Nonetheless, we should be able to compare the GPA of all freshman from years past with the new data that will be gathered starting Fall 2007-Spring 2008

### **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**

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 highschool 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, and providing resources critical for their personal growth and success.

### **Identify outcomes and the relationship to Strategic Plan**

#### **Outcome 1**

**Is this outcome related to writing (QEP)?**

Students taking UNIV 1101 and UNIV 1102 will take part in a Library Information Literacy Unit consisting of six hours of contact. Students taking the unit will receive a thorough overview concerning the current strategies and techniques used to locate both print and electronic information resources in an academic setting. The importance of understanding how to evaluate, analyze and manipulate information resources will also be stressed throughout the unit. The course will also include an overview of proper APA bibliographic citation style. The final course project will be a 10 source annotated bibliography formatted in APA style.

#### **Identify Strategic Plan Goal related to Outcome 1**

Goal 1 Academics

#### **Identify Strategic Plan Objective related to Outcome 1**

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**

A pre-test and post-test will be administered for each information literacy unit. The test will be broad in scope and intended to assess and pinpoint the student's ability to perform the following ACRL information literacy standards:

-Ability to determine the nature and extent of the information needed; -Ability of student to determine search strategies based on information needs and identify appropriate information

resources in the Library; -Ability of student to critically evaluate the information they find and to incorporate that information into their own knowledge base or value system.

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

50% of students who took the information literacy unit will show a 50% improvement from their pre-test scores in their abilities to determine information needs, locate and manipulate appropriate information resources and materials in an academic library environment, to respond to scholarly and personal information needs and to convert that information into an academic synthesis in support of their own

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**Outcome 2**

**Is this outcome related to writing (QEP)?**

Students taking UNIV 1101 and UNIV 1102, freshman seminar, will indicate on the Educational Benchmarking Institute Freshman Seminar Survey that the course improved their a) academic and cognitive skills, b) managing and time priorities, c) critical thinking skills, d) study strategies, e) connections with faculty, f) knowledge of academic services and g) felt the course was overall effective

**Identify Strategic Plan Goal related to Outcome 2**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 2**

.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**

Educational Benchmark Instrument (EBI)

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

UNIV 1101 and UNIV 1102 will rank in the top 20%, i.e. rank 1 or 2 in the select 6 institution comparison group or 1 through 4 in the 20 Carnegie classification comparison group, of the colleges and universities in the Educational Benchmark Institute (EBI) freshman seminar survey for each of the factors listed (a-g).

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**Outcome 3**

**Is this outcome related to writing (QEP)?**

Students taking UNIV 1101 will earn at least a 2.0 overall GPA (not including credit by exams grades but including developmental grades) at the end of the first semester.

**Identify Strategic Plan Goal related to Outcome 3**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 3**

1.3 Increase student retention rates and graduation.

**Identify methods of assessment to be used**

Bannner reports designed by the Director of Institutional Research

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

At least 72% of students who took UNIV 1101 and will earn at least a 2.0 overall GPA at the end of their first semester.

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

Fall 2007- at the end of each library instructional unit

#### **Outcome 2**

December 2007

#### **Outcome 3**

January 2008

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### **What were the results attained (raw data)?**

#### **Outcome 1**

A total of 381 students participated in the library unit, but the data is based on the 299 students who took the pre and post test. The results indicate an average increase of 150% in their library information literacy skills. Pre test average was 3.862; post test 9.64. We met the criterion benchmark

#### **Outcome 2**

We met the criterion benchmark for both the Select 6 and the Carnegie categories for each of factors. We were number 1 in factors "a" - "e" and number 2 in "f"

#### **Outcome 3**

68% of the UNIV 1101 students earned a 2.0 GPA or higher during Fall 2007

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

John Maxstadt

#### **Outcome 2**

Conchita Hickey contracted Educational Benchmark Institute

#### **Outcome 3**

Elizabeth Martinez

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### **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](mailto:assessment@tamiu.edu) (Please use Minutes Template located on the **Project INTEGRATE** web page.)**

Outcome 2 results were shared with UNIV faculty on January 29<sup>th</sup> during our weekly meetings. Outcome 1 and 3 results will be shared at the UNIV faculty meeting on Feb 5<sup>th</sup>.

**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 assessment clearly shows that students learned the course objectives. The faculty and library staff decided that for next year, the library instructional units would be shortened to 2 weeks so that all students enrolled in UNIV 1101 can take the library class in the fall. Faculty will cover some of the pre-library instruction on their own before the formal instructional unit begins. The annotated bibliography homework assignment is also under review. Library staff will determine what homework assignment will be more appropriate given the changes made.

**Outcome 2**

**Met**    **Not Met**

**Provide narrative:** All criteria were met; however we scored lower than the two previous years. The extension of course material over a two semester period as opposed to one semester as in years past more than likely impacted the results as well as an expanded student population and new faculty teaching the course for the first time. Nonetheless, it is clear that we have to work on improving the engaging course pedagogy factor which is the first predictor of student engagement and also work on out of class engagement which was our lowest factor.

**Outcome 3**

**Met**    **Not Met**

**Provide narrative:** Criteria was not met. We fell short 3% from the intended outcome. However, the original learning outcome included a student's GPA for both fall and spring. Since UNIV 1101 was just started, we only have data for the first semester which is always the hardest for students. We expect that the outcome will be met when it includes Fall 07 and Spring 08. We will run the data for the whole year in next year's AIER report.

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

Outcome 1: Changing the library unit from a three week to a two week unit in Fall 2008 will allow faculty to participate in library instruction and will eliminate the logistical challenge of scheduling library units for those who did not participate in the fall.

We are not going to pursue this outcome next year since it is clear that the library instruction is successful.

Outcome 2: Inclusion of a service learning component in all UNIV 1101 and 1102 classes is a major project that will increase student engagement; however it can not be done overnight. A team of eight faculty and staff will be attending the National Summer Institute on Learning Communities at Evergreen State University. It is our hope that a service learning component can be included into our learning community plan during that Institute and implemented in the Fall. Other faculty development opportunities are ongoing.

On the improvement of course pedagogy, three faculty will be attending the National Conference on the First Year Experience in Spring 2008. Other faculty are attending regularly scheduled meetings and brown bag lunches that offer opportunities for faculty exchange on improving pedagogy. This will be an ongoing project as new faculty step into the teaching of the UNIV classes each semester

Outcome 3: We are waiting to get the complete data for the year that includes the UNIV 1102 class. For the next AIER cycle we will re-run the GPA data and gather retention data from Fall 2007 to Fall 2008 and determine what we need to work on to improve students' first year academic performance and retention. We have implemented more structured supplemental instruction and recitation sessions. The latter have been built into the UNIV 1102 classes for Spring 2008, particularly mathematics and the sciences. We expect that will have a positive impact on FFR's GPA, but we also recognize that we cannot control all the factors that lead to an improved GPA. For that reason we are going to limit the GPA outcome to MATH 1314 where we are going to have a different model for the UNIV 1101 and 1102s attached to those learning communities.

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

<b>Identify proposed outcomes for the next assessment cycle:</b>
Continuation of present outcome(s) – (Indicate reason for continuation):
<p>New Outcome(s) – (List outcomes below):</p> <p>Outcome #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.</p> <p>Outcome #3 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.</p>
<p>Modification of present outcome(s) – (Indicate reason for modification):</p> <p>Outcome #2 We are going to include the results of the spring 2008 EBI in our outcome to see if our overall course effectiveness improves since we could not include them in this year's report. We have not met as a faculty group yet to discuss what individual factors we want to track for next year. The likelihood is that "out of class engagement" will be one of them since that was our lowest factor.</p>

**\*\*\*\* 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



