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

Unit Name:

International Language Institute

Unit Type:
　　___ Administrative Unit　　　　　　　　　　_X__ Educational Support Unit

Assessment Period Covered:

March 1, 2008 to January 31, 2009

Unit Coordinator (Preparer of Report):

Nico Wiersema / Maribelle Garcia

List Other Report Contributors (if applicable):

Catherine Cornelius
Olga Verduzco
Myrna Guajardo

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 7 Internationalization 7.4 Provide financially viable quality ESL programs to TAMIU students and local community members. 7.5 Strengthen financially viable quality foreign language programs.

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 International Language Institute (ILI) serves TAMIU's admissions, recruitment and pre-academic needs by offering quality ESL courses to current and prospective university students. In addition, the ILI serves the greater community by offering instruction in ESL and a selection of foreign languages. It strives to provide outstanding service in recruitment, advisement, testing and registration of its students.

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.

In 2007 only 28% of the students enrolled in level 106 scored an 89 or higher on the CELSA. Of the students enrolled in level 106, 69% qualified for the TOEFL waiver because of the results in their course work. The low scores on the CELSA was cause for concern, because this exam measures the students' learning outcomes which is priority 1 of this report; therefore, we will increase the percentage from 70 to 75 so that all faculty and staff realize how important learning outcomes are for the ILI. We will implement in-class strategies (practice for the CELSA) in order to increase this number. The importance of the use of CELSA must be clearly explained to the students throughout their course. Customer surveys were not applied in 2007 because there was no director to oversee this process during the second half of the year. New surveys were created to evaluate customer service and classes during the second half of 2008.

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. Upon completion of their ESL program, students will have reached level C1 or C2 of the Common European Framework (a B or higher in Level 6).
2. Students will develop advanced listening and speaking skills, as well as advanced vocabulary; they will practice advanced general and collegiate reading and expository writing (QEP), and study advanced grammar.

Section I: Planning and Implementation

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

> 1)   International Language Institute (ILI) students exiting the final level of ESL (106) will be prepared to enter the University's academic program.
> 2)   International Language Institute (ILI) students will be satisfied with the student services provided by the ILI office
> 3)   The International Language Institute (ILI) will attract a consistent number of students of 270 or more.

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.)	x			3 Student records
Efficiency: (Turnaround time for filling requests, timely service or prompt response, etc.)	x			2 Survey

Service Quality: (Error rates, accuracy of information provided, etc)	x			2 Survey
Client Satisfaction Survey (Student, employer, alumni, customer, etc.)	x			2 Survey
Feedback: (Suggestion box, focus groups, evaluation forms, etc.)	x			2 Evaluation forms
Review of existing data: (Routine records or reports, institutional data, audits, etc.)	x			3 Student records and class rosters
Staff discussions or evaluations of services to clients	x			1, 2, 3 Meetings
Standards/guidelines provided by professional associations		x		NA
Standards set by federal, state, county, city or system regulations	x			1 Student records and grade forms
External evaluations or auditors		x		NA
Benchmarks or comparisons with peer institutions		x		NA
Other			X	NA

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.

- 75% of the students exiting ESL Level 106 will score 89 or higher on the standardized CELSA exam.
- 75% of the students exiting ESL Level 106 will receive a final course grade of B or higher and qualify for the TOEFL Waiver.
- 90% of all respondents will indicate good or excellent in questions related to customer service.
- Enrollment in the ILI (ESL and Foreign Languages) will not decrease, rather stay at or above the 270 average.

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) 75% of the students exiting ESL Level 106 will score 89 or higher on the standardized CELSA exam.

In 2007: 11 out of 34 got 89 or more i.e. 32%
In 2008: 23 out of 39 got 89 or more i.e. 59%

32% was an extremely low result for 2007. We therefore strived to improve the quality of our ESL program throughout 2008 and have already seen significant positive results. Although we have not reached the 75% yet, the increase from 32 to 59 is noteworthy and a reflection of the quality of our program and the teaching skills of our instructors.

2) 75% of the students exiting ESL Level 106 will receive a final course grade of B or higher and qualify for the TOEFL Waiver.

In 2007: Of the 29 students that completed level 6 successfully, 22 obtained a toefl waiver i.e. 76%
In 2008: Of the 26 students that completed level 6 successfully, 24 obtained a toefl waiver i.e. 92%

A much higher percentage of students obtained a toefl waiver in 2008 than in 2007. This can be attributed to the quality of our ESL program and its instructors.

3) 90% of all respondents will indicate good or excellent in questions related to customer service.

In a survey given to 87 of our students of Fall 2008, **91%** of our students said that the overall quality of customer service was good or excellent; 7% said it was satisfactory and 2% that it was poor. Three specific questions related to customer service were answered as follows:

- Initial information: good / excellent   84%
- Registration: good / excellent   87%
- Support from office staff   good / excellent   88%

4) Enrollment in the ILI (ESL and Foreign Languages) will not decrease, rather stay at or above the 270 average.

In the year 2007, the ILI enrolled 222 students in intensive and semi-intensive ESL courses, and 52 in other courses (conversation, Chinese etc); In 2008, the ILI enrolled **250 s**tudents in regular ESL courses (an increase of almost 13%) and 45 in other courses.
In Fall 2008 the ILI enrolled 117 students in ESL and 20 students in foreign languages (137 in Fall 2008). We enrolled 145 in Fall 2007: 130 in ESL and 15 in foreign languages. Enrollment decreased 0.6% in the Fall sessions; however, with the Spring and Summer sessions we should get more than 270 registrations and achieve our goal for the academic year.

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.

The most important conclusion that can be drawn from the above mentioned figures is that evidence the quality of our language program is reflected in the results of our students' work. Although we have not reached objective 1 yet, we can see an important increase in the number of students that achieved 89 or more on the standardized CELSA. This is significant because the CELSA is not an exam created by our instructors and therefore a fair indicator of improved quality in our language classes. This is essential for a successful language program as is the International Language Institute.

The same goes for objective 2: 92% of our level 6 students obtained a Toefl waiver, compared to 76% the year before; again, an important indicator for the quality of our classes.

Objective 3 was also achieved. More than 90% of our clients have expressed a positive view on our customer service in general; however, three important questions related to customer service did not attain 90%. We must therefore streamline the registration process and support service.

Although enrollments decreased slightly in Fall 2008 compared to Fall 2007, we believe that our objective will be reached by the end of this academic year with the new languages and programs we have offered (Toefl Preparation, Italian, and Private Spanish tutoring).

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.

We can see that the quality of our classes is shown in the results of our learners. We must therefore continue with a focus on professional development and coaching for our instructors when needed. Good learning outcomes will eventually result in higher enrollment. We must also continue to offer as many languages as possible to make sure we have consistent enrollment in Foreign Languages as well: at least 4 groups of foreign languages each term. The results that we wanted to achieve at the CELSA can still be improved. We have made great improvements, but we are still 16 percentage points from 75% with an 89 or higher. Although we achieved the result we wanted in customer service, it will be our objective to have more clients answer *excellent* than *good* and make sure all questions related to customer service reach 90% or more.

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)

In order to be able to achieve consistent quality in our language programs, we need to offer professional development to our ESL faculty and adjuncts. In 7.4 of the TAMIU Strategic Plan a reference is made to the quality of our language program. The ILI needs to encourage instructors to participate in conferences related to their field of expertise to make sure they are aware of new technologies and teaching methodologies.

Identify proposed outcomes for the next assessment cycle:

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

Continuation of present outcomes:

1) International Language Institute (ILI) students exiting the final level of ESL (106) will be prepared to enter the University's academic program.
2) International Language Institute (ILI) students will be satisfied with the student services provided by the ILI office
3) The International Language Institute (ILI) will attract a consistent number of students of 270 or more.

We will continue working towards the same outcomes for 2008. We still haven't attained the 75% score of 89 or higher in CELSA, which means that our language program can still be improved, although the results in this cycle have indicated that our program has already taken a step in the right direction. Since customer service is an essential element in our operations, as most of our students come from the community outside of TAMIU, we must continue making this outcome a priority. We will change outcome three, depending on the results by the end of Summer 2009.

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

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

Date Completed:

01/22/2009

Submit completed form to integrate@tamiu.edu.