

**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

Educational Support Unit

**Assessment Period Covered:**

**February 2009 to February 2010**

**Unit Coordinator (Preparer of Report):**

**Maribelle G. Garcia**

**List Other Report Contributors (if applicable):**

**San Juana Guzman**

**Manuel Ancira**

**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**

To strengthen and enhance TAMIU's position as the international university in the Texas A&M University System and the State of Texas.

**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**

To serve TAMIU's admissions, recruitment, and pre-academic needs by offering the highest quality ESL program and a selection of foreign languages to current and prospective students. It strives to provide outstanding service in recruitment, advisement, testing, and registration of ILI 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 2008, 59% of students enrolled in level 106 scored 89 or higher on the CELSA. Although we had

not reached the 75% yet, it was a significant improvement compared to 2007 (28%). In order to continue offering quality evaluation as part of our courses, the ILI has opted for a new test starting Fall 2009 called the COMPASS. COMPASS is an online test that evaluates Listening, Reading, and Grammar/Usage. CELSA only evaluated grammar/usage; however, all skills are taught at the ILI ESL program. This test is constantly updated and because of the different skills that are tested, it will give us a more realistic evaluation of our student' skills which is essential in providing ESL classes of a consistently high level. The new benchmark will be: 75% of students enrolled in level 106 will score 90 or higher on the COMPASS. Since this is the first time we apply this test, the benchmark may be adjusted based on results. Moreover, COMPASS is an online test; thus, it will provide our students with a more modern image of the ILI.

In 2008, 91% of ILI students said that the overall quality of customer service was good or excellent. The same survey applied in 2008 has been applied throughout 2009. This will give us a good indication if customer service has been able to maintain that high standard of 90% or more satisfied customers.

Starting Spring 2009, the results of the newly designed ILI Instructional Assessment Survey will be taken into consideration for the AIER. This survey applies to ESL . This is an important new aspect of the ILI outcomes because feedback on instruction can help us provide the students with more tools to achieve higher learning outcomes.

In 2008, a total of 283 students were enrolled in the ILI. In 2009, the ILI has enrolled 347 plus 105 for Spring 2010. This increase is owed to a successful Fall term as well as the addition of the French courses.

### **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.**
- 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) International Language Institute (ILI) students will evaluate their ESL classes as *very good* or *excellent*.
- 4) 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:
<u>Volume of Activity:</u> (Number of clients served, circulation data, etc.)	X			Number of office visits - 4 Students enrolled – 4
<u>Efficiency:</u> (Turnaround time for filling requests, timely service or prompt response, etc.)	X			2
<u>Service Quality:</u> (Error rates, accuracy of information provided, etc)	X			2
<u>Client Satisfaction Survey</u> (Student, employer, alumni, customer, etc.)	X			Student survey - 2,3
<u>Feedback:</u> (Suggestion box, focus groups, evaluation forms, etc.)	X			Faculty evaluations - 2,3
<u>Review of existing data:</u> (Routine records or reports, institutional data, audits, etc.)	X			4
Staff discussions or evaluations of services to clients	X			Staff meetings - 1,2,3,4
Standards/guidelines provided by professional associations		X		N/A
Standards set by federal, state, county, city or system regulations	X			1
External evaluations or auditors		X		N/A
Benchmarks or comparisons with peer institutions		X		N/A
Other			X	N/A

**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.*

<ul style="list-style-type: none"> <li>• 75% of students exiting ESL Level 106 will score 90 or higher on the standardized COMPASS exam.</li> <li>• 75% of the students exiting ESL Level 106 will receive a final course grade of B or higher and qualify for the TOEFL Waiver.</li> <li>• 90% of ESL students will respond <i>good</i> or <i>excellent</i> to the following sentence in the instructional assessment questionnaire: <i>The course as a whole was _____.</i></li> <li>• 90 % of all respondents will indicate <i>good</i> or <i>excellent</i> in questions related to customer service.</li> </ul>
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- 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 students exiting ESL Level 106 will score 90 or higher on the standardized COMPASS exam. (COMPASS exam administered starting in Fall 2009, before that the CELSA was used.)

In 2008: 23 out of 39 got 89 or more i.e. 59% CELSA

In 2009: 5 out of 22 got 90 or more i.e. 23%-COMPASS August 2009 through March 2010

In 2009: 8 out of 25 got 89 or more i.e. 32%-CELSA January 2009 through July 2009

Although we have not reached the 75% yet, due to the change in assessment from CELSA to COMPASS during Fall 2009, we strive to improve the quality of our ESL program.

- 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 2008: Of the 26 students that completed level 6 successfully, 24 obtained a TOEFL Waiver i.e. 92%

In 2009: Of the 39 students that completed level 6 successfully, 29 obtained a TOEFL Waiver i.e. 74.3%

The 75% was not met due to changes (COMPASS, placement in levels, course changes, instructors) in the ESL program that were made throughout the year.

- 3) 90% of ESL students will respond *good* or *excellent* to the following sentence in the instructional assessment questionnaire: *The course as a whole was \_\_\_\_\_.*

In a survey given to 312 students from Spring 2009 through Fall 2009, 263 (84%) of our students responded *good* or *excellent*.

- 4) 90% of all respondents will indicate *good* or *excellent* in questions related to customer service.

In a survey given to 109 students from Fall 2009, 98% of our students said that the overall quality of customer service was excellent based on two questions related to customer service.

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

In Spring 2009 – Spring 2010 we have enrolled 402 students in ESL and 50 students in foreign languages (161 total in Fall 2009). We enrolled 137 in Fall 2008: 130 in ESL and 15 in foreign languages. Enrollment increased 229%. There is a significant increase in enrollment from the last report since more semesters were included.

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

Although most of the benchmarks were not met, it is evident that the quality of our language program is reflected in the results of increased enrollment. Although we have not reached objective 1 yet, due to the assessment change, we strive to prepare our students to meet this objective. Objective 2 is a fair indicator of the quality of our language program as there was an increase of 50% of students who passed level 6; although there was a decrease of 21% of students who did not obtain the TOEFL waiver. Benchmark 3 was not met as not all students were given the instructional assessment questionnaire. Objective 4 was achieved. More than 90% of our clients have expressed a positive view on our customer service. This is a result that we must always keep. Objective 5 was also achieved as there was a significant increase of enrollment. This is also a result we must maintain or keep increasing by offering quality language programs.

**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 must continue to 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. The result that we wanted to achieve with the COMPASS will be improved. Although we achieved the result we wanted in customer service, it will be our objective to have more clients answer *excellent* than *good*.

**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)**

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

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

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

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

Date Completed:

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

*Updated 9/2009*