

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted February 10, 2006

Assessment Period Covered (2006)

Academic Program/AES Unit PASE/Developmental Studies

Person(s) Preparing Review Conchita C. Hickey

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

Outcome 1) Retention of developmental students: Benchmark criteria (60%) was met and exceeded by almost 6%.

Outcome 2 a, b, c) 2.0 G.P.A or higher in college level classes was met and exceeded in math and writing, but not in reading; however reading results represent a 10% increase from Fall 2003- Fall 2004.

Outcome 3a b c) 75% benchmark set for meeting the Texas Success Initiative either by passing the class or the approved assessments was not met for math, reading or writing; however the passing percentage did increase for math by 6%.

Changes implemented: 1) Class sizes were reduced to 20 or fewer in all developmental courses to increase teaching effectiveness and student learning.

2) A second full time developmental math position was requested and approved.

The use of textbook software, MathXL, is required for students who are identified as "at-risk" early in the semester.

3) Faculty will continue to use the HIST 1301 textbook alongside the developmental textbook to introduce developmental readers to the rigor of academic reading. PLATO reading requirements for developmental readers are now required.

4) Learning Community for Developmental English, DENG 0370, was implemented for Fall 2005. Developmental English faculty participated in a professional development workshops

Section I: Planning and Implementation

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

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.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Retention rates of under prepared students, those who have not met the Texas Success Initiative standards in reading, writing, and math, will increase.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

1.3 Increase student retention and graduation rates.

Identify methods of assessment to be used

Focus reports (run after the 12th class day), which are part of the University Student Information System database are used for reporting (MTAECRP7). This focus report is designed by TAMIU's Research Analyst to capture the information identified in the outcome; the report is updated each year to capture the information required for each reporting period.

Indicate when assessment will take place

Annual

Criteria/Benchmark

At least 60% of developmental students who attended during the Fall 2005-Summer 2006 academic year will be retained in Fall 2006. The retention rate for 2003-2004 =56.35%; for 2004-2005= 65.89%

Outcome 2

Is this outcome related to writing (QEP)?

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.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

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

1. Focus reports (run after SSII), which are part of the University Student Information System database are used for reporting (MTNADE 1,3,4). This focus report is designed by TAMIU's Research Analyst to capture the information identified in the outcome; the report is updated each year to capture the information required for each reporting period.

Indicate when assessment will take place

Annual

Criteria/Benchmark

- 1. 60% of students who did not meet College Algebra (MATH 1314) course pre-requisites and took developmental math, DMAT 0301 Intermediate Algebra in 2005-2006, attained at least a 2.0 GPA in College Algebra.
- 2. 60% of students who did not meet the course pre-requisite for ENGL1301 and took developmental writing, DENG 0370 Basic Grammar and Composition in 2005-2006, attained at least a 2.0 GPA in English 1301 and/or English 1302.
- 3. 60% of students who did not meet the college level reading pre-requisites for History and Psychology and took developmental reading, DRDG 0301 College Reading II in 2005-2006, attained at least a 2.0 GPA in the following reading courses: HIST 1301 and PSYC 2301.

Outcome 3

Is this outcome related to writing (QEP)?

The percentage of developmental students who will meet Texas Success Initiative standards by passing developmental courses or passing the Texas Success Initiative approved assessments will increase.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

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

Focus reports (run after SSII), which are part of the University Student Information System database are used for reporting (MTAECRP7). This focus report is designed by TAMIU's Research Analyst to capture the information identified in the outcome; the report is updated each year to capture the information required for each reporting period.

Indicate when assessment will take place

Annual

Criteria/Benchmark

1. 75% of the students who remediate in math will 1) pass DMAT 0301, Intermediate Algebra, with at least a “C” or 2) pass a Texas Success Initiative approved assessment mathematics.
2. 75% of the students who remediate in reading will 1) pass DRDG 0301, College Reading II, with at least a “C” or 2) pass a Texas Success Initiative approved assessment in reading.
3. 75% of the students who remediate in writing will 1) pass DENG0370, Basic Grammar and Composition, with at least a “C” or 2) pass a Texas Success Initiative approved assessment in writing.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

October 5, 2006

Outcome 2

October 5, 2006

Outcome 3

October 5, 2006

What were the results attained (raw data)?

Outcome 1

1a) 62.72% of the developmental students were retained from Fall 2005 to Fall 2006. Criteria benchmark (60%) was met but it decreased 3% from previous year.

Outcome 2

2a) 59.38% of the students (n=19) who took DMAT 0301 to meet MATH 1314 pre-requisites earned a 2.0 G.P.A or higher in MATH 1314, College Algebra. The 60% benchmark criteria was not met and it dropped from previous year. The average G.P.A. was 1.78 n=32)

2b) 64.29% of the students (n=9) who took DENG0370 to meet ENGL 1301 pre-requisites earned a 2.0 G.P.A. or higher in ENGL 1301, freshman composition. The 60% benchmark criteria was met and exceeded by 4.2%. These results represent a 22% increase from Fall 2004-Fall 2005. The average G.P.A. was 1.643 (n=14), a slight increase from 2004-2005

2c) 25% of the students (n=1) who took DRDG 0301 to meet HIST 1301 pre-requisites earned a 2.0 G.P.A. or higher in HIST 1301. The 60% benchmark criteria was not met; these results are 1% below Fall 2004- Fall 2005, but the most notable change is the drop in the number of students overall . Only four students took HIST 1301 during the rest of the assessment period, Spring and Summer 2006 The average G.P.A. was 1.0, a decrease from the previous year's baseline GPA of 1.58. HIST 1301 continues to be the most challenging course for developmental readers.

Outcome 3

3a) 64.97% of the students either passed DMAT 0301 or passed the Texas Success Initiative approved assessment in math, 24.80% (n=97) and 10.17% (n=18) respectively. 75% benchmark was not met. Percentage INCREASED by 7.18% from FY 2005

3b) 66.67% of the students either passed DRDG 0301 or passed the Texas Success Initiative approved assessment in reading, 37.18% (n=29) and 29.49% (n=23) respectively. 75% benchmark was not met. Percentage DECREASED by less than 1% from FY 2005

3c) 56.9% of the students either passed DENG 0370 or passed the Texas Success Initiative approved assessment in writing, 41.38% (n=24) and 15.52% (n=9) respectively. 75% benchmark was not met. Percentage DECREASED by 1.16% from FY 2005.

Who (specify names) conducted analysis of data?

Outcome 1

Conchita Hickey and Elizabeth Martinez

Outcome 2

Conchita Hickey and Elizabeth Martinez

Outcome 3

Conchita Hickey and Elizabeth Martinez

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 (Please use Minutes Template located on the **Project INTEGRATE web page.)**

Results were shared with the Developmental Studies faculty and the PASE directors during the October 5, 2006 Retreat.

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: No significant change from previous year.

Outcome 2

Met Not Met

Provide narrative: The criteria for writing WAS MET, but not for reading or math. This is a decline from the previous year although last year was the first time the criteria in the three areas had been met. We aligned our writing curriculum and textbook with the department of English and have included the use of My Skills Lab in the developmental classes during Fall 2006 to ease the transition to ENGL 1301.

Outcome 3 Met Not Met

Provide narrative: The criterion has been set at 75% since we began to set SACS standards, a standard we aspire to but have not been able to reach. However, there was a 7% increase in the percentage of students who met the TSI standards for math; in FY2005 there was a 6% increase as well, so we have raised the passing percentage by more than 13% since FALL 2004. In reading and writing we experienced a slight decrease, less than 1% in reading and 1.16% in writing.

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

MATH: The changes in class size that we implemented last year have helped increase the passing rate of our math students. To help us reach our 75% passing rate, we are piloting My Math Lab in Spring 2007, an internet instructional software package that accompanies the text to help our students receive immediate feedback on their homework and supervise their progress more effectively. The software program does not cost; however we do need to increase computer availability.

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 checked="" 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)

We need to increase the number of computers to support the instructional technology. We can purchase these through HEAF funds assigned to PASE.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): We will continue measuring the same outcomes because we have not been able to meet the criteria that we have set. Retention, GPA, and satisfying TSI requirements are central to our program evaluation.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

****** This section to be completed by dean/director/vice-president ******

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

We would ideally like to have fully dedicated math lab so that all our math classes can be taught with My Math Lab by Fall 2007, but this requires that students have access to computers on campus so they can do their homework, review instruction, and take tests on computer. The data from other institutions points to an increased pass rate due to the technological support.

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?

They would help CASA meet the tutoring demands of the developmental math population. With the increased freshman population, the strain on the tutoring program increases. Although all

math developmental tutoring will not disappear, the use of computer software for this level will allow tutors to focus a little more on upper level course needs.