

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

Unit Name:

General University – UNIV 1101 & 1102

Unit Type:

Administrative Unit

Educational Support Unit

Assessment Period Covered:

September 1, 2007 to August 31, 2008

Unit Coordinator (Preparer of Report):

Conchita Hickey

List Other Report Contributors (if applicable):

Hayley Kazen

Rehn Kovacic

Ann Hoey, Rebeca Garza

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.

Fall 06- Spring 2007: A continuation of previous ones. These allow us to compare progress from year to year.

Outcome #1 –

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.

Results: Met

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

Use of Results: 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 – 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

Results: Met

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

Use of Results: 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- 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.

Results: Not Met

68% of the UNIV 1101 students earned a 2.0 GPA or higher during Fall 2007. We did not meet the goal of 72%.

Use of Results: Criteria was not met. We fell short 4% 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 the 2007-2008 AIER report.

Changes Implemented:

1. Library Unit: the new two week library assignment has been integrated into 20% of UNIV 1102 curriculum since it is now part of the major project students must present at the First Year Student Conference held in April. This was done to engage the students in research through a public project.
2. Learning community faculty professional development opportunities were expanded and the guideline rewards for faculty participation were developed. A faculty /staff committee has overseen the process and has awarded Fall 07 stipends commensurate with the level of faculty participation.
3. Request for a redesigned web focus report has already been submitted.

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 out of class engagement for UNIV will increase from FY 2007 score of "fair" rating of a 3.82 mean.
5. The EBI score on engaging course pedagogy for UNIV will increase from FY 2007's "good" rating of a 5.23 mean.

Section I: Planning and Implementation

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

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.

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			Custom Web focus reports
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.

2. Students enrolled in a UNIV LC class connected to Math 1314 will earn an average 2.0 in Math 1314.
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 out of class engagement for UNIV will indicate a “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:

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 the 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

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.

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. We decided that since 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.)

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. 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.

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):

1. 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.
2. 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.

Reason: these are key student performance measure that if improved will lead to higher retention and student success. The third outcome is very broad. We recognize that the first year program cannot be held completely responsible for retention results due to the many factors that contribute to that data, but we do recognize that our program plays a vital role in student success so we will continue to track our FFR retention rate.

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

3. Retention of freshman cohort from fall to fall will be 70% or higher. The third outcome is very broad. We recognize that the first year program cannot be held completely responsible for retention results due to the many factors that contribute to that data, but we do recognize that our program plays a vital role in student success so we will continue to track our FFR retention rate.

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

Date Completed: January 30, 2009