

Texas A&M International University Annual Institutional Effectiveness Review (AIER)

Date Submitted January 31, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit PASE TRiO Student Support Services

Person(s) Preparing Review Leticia Valle

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

The Program Director and Academic Coordinator met on January 30, 2008 to discuss results for 2007. As in the previous year, first time freshman and transfer program participants enrolled in English, History, Math, and all developmental courses will be required to attend two hours of tutoring per week. All new program participants will also be required to attend special interest research and technology workshops taught by program staff. Due to low participant turnout the TRiO staff will be providing evening office hours only upon request.

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

TRiO's Student Support Services offers support services to program participants who are economically-disadvantaged, first generation college students and students with disabilities. Program participants receive tutoring and supplemental instruction in academic areas, career, personal and academic counseling, and the opportunity to attend cultural activities outside the University to encourage satisfactory academic progress and retention.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

TRiO program participants will persist toward completion of an academic program (retention).

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

II.1.4 To provide timely and accurate advisement to each student through successful completion of degree.

Identify methods of assessment to be used

TRiO Annual REPORT (Retention).

Indicate when assessment will take place

Spring

Criteria/Benchmark

The TRiO Annual Report will indicate that no less than 85% of program participants will be enrolled at the university.

Outcome 2

Is this outcome related to writing (QEP)?

TRiO program participants will be in good academic standing meaning that they will have a minimum GPA of 2.0 at the institution.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

II.1.4 To provide timely and accurate advisement to each student through successful completion of degree.

Identify methods of assessment to be used

TRiO Annual REPORT (GPA)

Indicate when assessment will take place

Spring

Criteria/Benchmark

The TRiO Annual Report will indicate that at least 95% of TRiO students will be in good academic standing.

Outcome 3

Is this outcome related to writing (QEP)?

Program participants classified as seniors will graduate on or before the sixth year.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

II.1.4. To provide timely and accurate advisement to each student through successful completion of degree.

Identify methods of assessment to be used

TRiO Annual REPORT (Graduation)

Indicate when assessment will take place

Spring

Criteria/Benchmark

The TRiO Annual Report will indicate that 64% of program participants classified as seniors who are eligible to graduate will graduate.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Assessment was conducted on January 30, 2008.

Outcome 2

Assessment was conducted on January 30, 2008.

Outcome 3

Assessment was conducted on January 30, 2008.

What were the results attained (raw data)?

Outcome 1

Results indicate that 80.16% of students were retained at TAMIU which is below the target goal of 85%.

Outcome 2

Results indicate that 80.87% of students were in good academic standing which is below the target goal of 95%.

Outcome 3

Results indicated that 97% of seniors who were eligible to graduate graduated in 6 years or less which is above the target goal of 64%.

Who (specify names) conducted analysis of data?

Outcome 1

Leticia Valle

Outcome 2

Leticia Valle

Outcome 3

Leticia Valle

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.)**

Enter text here

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: This objective was not met. A high number of students that were admitted into the program were provisional students who were not college ready. Eventhough all freshman received the required tutoring due to their lack of under preparedness this program was not able to help them overcome their deficiencies. Many students transferred to the local community college.

As in previous years, all program participants will be required to meet with the Program Director or Academic Coordinator twice per month for academic advising and to monitor their academic progress. All freshman and transfer program participants enrolled in English, History, Math and Developmental Studies will be required to attend two hours of tutoring per week. All new program participants will also be required to attend research and technology workshops taught by program staff.

Outcome 2

Met Not Met

Provide narrative: This objective was not met. A high number of students that were admitted into the program were provisional students who were not college ready. Eventhough all freshman received the required tutoring due to their lack of under preparedness this program was not able to help them overcome their deficiencies. In addition, many of the continuing students were on academic probation from the previous semester. Students on academic probation will be monitored on a weekly basis and a assessment of their individual academic needs will be conducted. Many students transferred to the local community college.

As in previous years, all program participants will be required to meet with the Program Director or Academic Coordinator twice per month for academic advising and to monitor their academic progress. All freshman and transfer program participants enrolled in English, History, Math and Developmental Studies will be required to attend two hours of tutoring per week. All new program participants will also be required to attend research and technology workshops taught by program staff.

Outcome 3

Met Not Met

Provide narrative: As in previous years, all program participants will be required to meet with the Program Director or Academic Coordinator twice per month for academic advising and to monitor their academic progress. All freshman and transfer program participants enrolled in

English, History, Math and Developmental Studies will be required to attend two hours of tutoring per week. All new program participants will also be required to attend research and technology workshops taught by program staff.

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

The changes made to our program (in previous years) requirements has helped us identify and fine tune problem areas that have allowed us to intervene in a timely manner.

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)

Enter text here

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): The TRiO Program will continue to assess the present outcomes which correspond to the objectives set by the U. S. Department of Education.
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:

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