

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

Unit Name:

University College/University Learning Center (ULC)

Unit Type:

Administrative Unit

Educational Support Unit

Assessment Period Covered:

January 2009 to February 2010

Unit Coordinator (Preparer of Report):

Aida C. Garza

List Other Report Contributors (if applicable):

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 1: Academics

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

1.8 Provide support programs, services, and activities that promote student learning, enhance student development and advance campus internationalization

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 University Learning Center (ULC) provides an academically focused, student-centered, supportive environment for students at Texas A&M International University by providing quality comprehensive academic support services to Texas A&M International University students with the goal of supporting the University's mission for student success.

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.

The following outcomes were new outcomes from assessment period, January 1, 2008-December 12, 2008.

Outcome 1 - The number of TAMU students visiting the ULC for academic services January through December, each year, will reflect the percentage increase of the undergraduate student population growth experienced by the University the Fall semester of that year.

Outcome 1 was met. 13,343 students visited the ULC in 2008. University undergraduate enrollment increased 13.07%, for a total of 675 students. ULC student visits increased 18.44%, for a total increase of 2077 student visits. The ULC increased University community awareness of tutoring services and made the tutoring center accessible to all students and faculty by enhancing current services and promotion. The ULC worked closely with University Seminar instructors to enhance opportunities for ULC exposure in the freshmen seminar classes. Tutors assisted University Seminar instructors with review sessions in Math and History to provide increased exposure for the center and consequently tutoring center attendance. ULC staff worked closely with the MATH 1314 professors and students to encourage all MATH 1314 students to seek additional assistance with course content through both tutoring and attending supplemental instruction sessions. The ULC will continue to aggressively promote ULC services by visiting all University Seminar classes and meeting with professors as needed.

Outcome 2 - 85% of students surveyed will rate the ULC as a 4(good) to a 5 (extremely good) on all items on a likert scale of 1-5 on the 5 item ULC Student Satisfaction Survey administered after each tutoring session.

Outcome 2 was met. 600 students or 7% of students tutored completed the optional Student Satisfaction Survey. 95.66% of the students surveyed ranked the ULC services in the 4-5 range. The ULC used the Student Satisfaction Survey results and comments to measure student satisfaction of the services the ULC provides. A benchmark of 87% was set for respondents ranking the ULC in the 4-5 range.

Outcome 3 - Students who take MATH 1314 (College Algebra) and access ULC services by attending tutoring sessions or Supplemental Instruction sessions will have a higher GPA than students who do not attend.

Outcome 3 was met. 471 students were registered for MATH 1314 on 12th class day. Of these students, 268 students or 56.9% of total students in classes utilized services with the ULC. GPA for students who utilized services at the ULC by attending both tutoring and SI sessions was .56 higher on a 4.0 scale than that for students who did not utilize any services. Students who utilized services at the ULC by attending tutoring and/or SI sessions had a GPA .46 higher than students who did not receive assistance from any ULC services.

The ULC Director and staff aggressively promoted tutoring and Supplemental Instruction (SI) sessions by working closely with MATH 1314 professors and University Seminar professors. Tutors and Supplemental Instructors regularly visited MATH 1314 classes and University Seminar classes for in class review sessions and hosted midterm and final intensive review sessions.

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. The ULC will increase university community awareness of tutoring services and make the tutoring center accessible to all students and faculty.
2. Students will be satisfied with services received at the ULC.
3. ULC tutoring services will help improve the student’s grade and understanding of the subject area in the course that the student is seeking academic assistance for.

Section I: Planning and Implementation

Outcome(s)

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

Outcome 1 The number of TAMIU students visiting the ULC for academic services January through December, each year, will reflect the percentage increase of the undergraduate student population growth experienced by the University the Fall semester of that year.

Outcome 2 85% of students surveyed will rate the ULC as a 4(good) to a 5 (extremely good) on all items on a likert scale of 1-5 on the 5 item ULC Student Satisfaction Survey administered after each tutoring session.

Outcome 3 Students who take MATH 1314 (College Algebra) and access the ULC services by attending tutoring sessions or Supplemental Instruction sessions will have a higher GPA than students who do not attend.

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			Accutrack – Outcome 1
<u>Efficiency:</u> (Turnaround time for filling requests, timely service or prompt response, etc.)	X			Student Satisfaction Survey and Tutor Evaluation Survey – Outcome 2
<u>Service Quality:</u> (Error rates, accuracy of information provided, etc)	X			Student Satisfaction Survey and Tutor Evaluation Survey – Outcome 2
<u>Client Satisfaction Survey</u> (Student, employer, alumni, customer, etc.)	X			Student Satisfaction Survey and Tutor Evaluation Survey – Outcome 2
<u>Feedback:</u>	X			Student Satisfaction Survey – Outcome 1 and 2

(Suggestion box, focus groups, evaluation forms, etc.)				
Review of existing data: (Routine records or reports, institutional data, audits, etc.)	X			Monthly ULC staff meeting. Monthly University College (UC) Meeting to discuss department progress.- Outcome 1, 2, & 3
Staff discussions or evaluations of services to clients	X			Monthly ULC staff meetings. – Outcome 1 & 2
Standards/guidelines provided by professional associations		X		
Standards set by federal, state, county, city or system regulations		X		
External evaluations or auditors		X		
Benchmarks or comparisons with peer institutions		X		
Other		X		

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.

Outcome 1 –The number of TAMIU students visiting the ULC for academic services January 1, 2009 through December 31, 2009 will reflect the percentage difference of undergraduate student enrollment from Fall 2008 to Fall 2009.

Outcome 2 – Students will be satisfied with the services received at the ULC.

Outcome 3 – ULC tutoring services will help improve the student’s grade and understanding of the subject area in the course that the student is seeking academic assistance for.

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:

Outcome 1 was met. 19,050 students visited the University Learning Center (ULC) in 2009. University undergraduate enrollment increased 9.61%, for a total of 563 students. The ULC student visits increased 42.77%, for a total increase of 5707 student visits. The ULC increased University community awareness of tutoring services and made the tutoring center accessible to all students and faculty by enhancing current services and promotion. The ULC worked closely with University Seminar instructors to enhance opportunities for ULC exposure in the freshmen seminar classes. Tutors assisted University Seminar instructors with review sessions in Math and History to provide increased exposure for the center and consequently tutoring center attendance. The ULC staff

worked closely with the MATH 1314 and Developmental Math professors and students to encourage all DMAT and MATH 1314 students to seek additional assistance with course content through both tutoring and attending supplemental instruction sessions. The ULC will continue to aggressively promote ULC services by visiting all University Seminar, MATH 1314, and DMAT classes and to meet with professors as needed.

Outcome 2 was met. 95.66% of the students surveyed ranked the ULC services in the 4-5 range.

The ULC used the Student Satisfaction Survey results and comments to measure student satisfaction of the services the ULC provides. A goal was set to increase the number of students surveyed from 7% collected in 2009 to 10% of students tutored in 2010 by better survey promotion to attain a larger sample. A benchmark of 87% was set for respondents ranking the ULC in the 4-5 range.

Outcome 3 was met. 255 students were registered for MATH 1314, Spring 2009 on 12th class day. Of these students, 146 students or 57.25% of total students in classes utilized ULC services. GPA for students who utilized services at the ULC by attending both tutoring and SI sessions was .83 higher on a 4.0 scale than that for students who did not utilize any services.

565 students were registered for MATH 1314, Fall 2009 on 12th class day. Of these students, 310 students or 54.86% of total students in classes utilized ULC services. GPA for students who utilized services at the ULC by attending both tutoring and SI sessions was .76 higher on a 4.0 scale than that for students who did not utilize any services. Students who utilized services at the ULC by attending tutoring and/or SI sessions had a GPA .35 higher than students who did not utilize any ULC services.

66 students were registered for DMAT 0300 on 12th class day, Fall 2009. Of these students, 45 students or 68.18% of total students in classes utilized ULC services. GPA for students who utilized services at the ULC by attending both tutoring and SI sessions was .71 higher on a 4.0 scale than that for students who did not utilize any services. Students who utilized services at the ULC by attending tutoring and/or SI sessions had a GPA .55 higher than students who did not utilize any ULC services.

99 students were registered for DMAT 0301 on 12th class day, Fall 2009. Of these students, 56 students or 56.97% of total students in classes utilized ULC services. GPA for students who utilized services at the ULC by attending both tutoring and SI sessions was .35 higher on a 4.0 scale than that for students who did not utilize any services. Students who utilized services at the ULC by attending tutoring and/or SI sessions had a GPA .37 higher than students who did not utilize any ULC services.

The ULC Director and staff aggressively promoted tutoring and Supplemental Instruction (SI) sessions by working closely with MATH 1314, DMAT and University Seminar professors. Tutors and Supplemental Instructors visited MATH 1314 and DMAT classes and hosted Supplemental Instructions weekly. Tutors and SI Instructors attended University Seminar classes for in class review sessions and the ULC hosted midterm and final intensive review sessions.

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.

Director of the ULC met with Executive Director of the University College, February 23, 2010 to discuss and analyze results and develop plan for 2010. Director discussed a plan of action to disseminate positive

impact of ULC on GPA by publicizing on media board, early semester visits to classrooms and emailing professors. Director of the ULC will meet with MATH 1314 and DMAT professors to share results and assist in developing plan for the ULC in 2010.

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.

The ULC staff is pleased all outcomes are met. Research for outcome 3 indicates a positive impact of ULC/student contact on GPA. The research indicates that GPAs for students who utilized services for courses supplemented with tutoring, group tutoring or review sessions have an average GPA significantly higher than for those who utilized no services. This research confirms the impact that ULC services can have on student success. CASA will meet with MATH 1314 and DMAT professors to share the information and to formulate a plan to disseminate the information to the students. The ULC will aggressively promote SI and tutoring to the MATH 1314 and DMAT students and other courses as needed or requested to support the university's mission of student success.

The ULC staff used the Student Satisfaction Survey results and comments to measure student satisfaction of the services the ULC provides. A goal was set to increase the number of students surveyed from 7% collected in 2009 to 10% of students tutored by better survey promotion to attain a larger sample. A benchmark of 87% was set for respondents ranking the ULC in the 4-5 range. The ULC survey results will be discussed at monthly staff meetings to promote and enhance good customer service. ULC total activity increased 42.77%. ULC tutoring visits increased 9.49%.

The ULC staff worked closely with University Seminar instructors to enhance opportunities for ULC exposure in the freshmen seminar classes. Tutors assisted University Seminar instructors with review sessions in Math and History to provide increased exposure for the center and consequently tutoring center attendance. The ULC staff worked closely with the MATH 1314 and DMAT Professors and students to encourage all MATH 1314 and DMAT students to seek additional assistance with course content through both tutoring and attending supplemental instruction sessions. ULC staff will continue to aggressively promote ULC services by visiting all University seminar classes and meeting with professors as needed.

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)

The ULC is requesting an expanded service area. The ULC tutoring area is 1296 square feet. In September 2009 the area housed 1 sign in desk, 5 computer stations (totaling 18' X 3' in area), 10 tables (48 in. in diameter) and 1 long table (42" X 95"). In order to accommodate the increase in demand for services, the area now houses an additional 2 L-Shaped clerical desks for sign-in purposes, 2 long tables (48 X 150) for group tutoring sessions, and 5 round tables (54 in. in diameter) . Although the Center is still an outstanding studying environment conducive to learning, the area is stretched and an expansion would allow the ULC to more effectively provide the continuing increase in demand for services.

The ULC is also requesting 5 computers to meet the demand needed for student services. Computer software is increasingly used to supplement class instruction and the ULC provides support in these areas. Students regularly have to wait for tutor assistance due to shortage of computer resources.

Identify proposed outcomes for the next assessment cycle:

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

The ULC will continue Outcome 1, 2 & 3. These outcomes are an excellent reflection of the services that the ULC provides and are good indicators of the important role that ULC services have on the success of students at TAMIU.

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

--

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

--

Date Completed:

February 24, 2010

Submit completed form to integrate@tamiu.edu.

Updated 9/2009