

Texas A&M International University  
 Assessment Outcomes Matrix  
 General Education

Degree Program Unit Name / Person Responsible	Method of Assessment	Frequency of Administration	Objective	Criteria or Benchmark	Summary of Data / Results Achieved	Use of Results / Action Taken
General Education, Reading Dr. Jeff Cass	Collegiate Assessment of Academic Proficiency (CAAP) Exam	At end of PSCI 2306 course	Read with understanding	As part of the PSCI 2306, students will take the Reading module of the CAAP examination. The mean score will be at or above the national mean.	128 students took the Spring 2004 administration of the CAAP. The mean was 58 while the national mean was 62.6. The results were identical to Fall 2003 with only a .5 difference in the local percentage.	<p>To determine TAMIU students' entry level reading preparation as measured by their ACT reading scores, the University requested the ACT-CAAP linkage report which compares the students' ACT scores with their CAAP scores. Results indicated the following: The reading mean, 17.2, of the TAMIU cohort of 190 students is 5 points below the national average reading mean of 22.2. The difference in the CAAP scores also indicates a 5 point difference in achievement. TAMIU cohort mean score was 57.6 while the national mean was 62.3. The ACT-CAAP linkage executive summary report indicates that 10% of our students scored lower than expected compared to 5% of the national reference group; 84% of our students made expected progress compared to 84% of the national reference group, and 6% of our students scored higher than expected compared to 11% of the national reference group.</p> <p>In summary, of this cohort, 10% did not score as high as expected when the percentage differences of the lower and higher than expected categories are summed. Although this cohort may not represent the entire student body, it does indicate that TAMIU students enter with lower reading scores than their national peers and that their cumulative progress is 10% lower than expected for this group of students. The data will be shared with the University Assessment Committee for recommendations.</p>

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General Education, Writing Ms. Conchita Hickey	University Writing Assessment	December, May and August	Compose an essay concerning a current events topic or a literary topic.	Upon completion of six hours of core-mandated English, students must take the University Writing Assessment (UWA), a locally developed and holistically scored writing assessment. 70% of students who have taken the six hour core at TAMIU and are taking the UWA for the first time will pass on any given administration of the examination.	During the Spring 2004 administration of the UWA, 39 students who completed six hours of their English core at TAMIU took the assessment for the first time. 22 students or 56% of those students passed the UWA.	<p>The analytical analysis of 100 sample UWA essays was conducted for the third semester to identify areas of student weakness in writing that can be used to formulate suggestions for alterations in curriculum and test administration. Of the five categories (1) organization and focus, (2) development, (3) logic and coherence, (4) syntax and style, and (5) mechanics, Spring 2004 students were most deficient in the areas of logic and coherence, development, and mechanics. The analytical rubric data indicate that while grammar and usage remains a dominant category for evaluating student writing, the development of ideas and arguments appears to be the most important analytical category in predicting students success on the UWA.</p> <p>The summary data of 300 randomly selected essays from Spring 2003, Fall 2003, and Spring 2004 indicate that the critical area of instructional need in the English core is development and critical thinking followed by usage and mechanics. The Associate Provost, Language and Literature Department Chair, the Executive Director of Programs for Academic Support and Enrichment (who conducts the UWA scoring sessions) and the Director of the Writing Center (who chairs the English 1301 and 1302 pilot program) met to discuss results. Two actions have been taken: (1) the pilot program has emphasized curriculum that addresses the two critical areas of instructional need and (2) differences between the score results of holistic and analytical scored essays have reviewed and analyzed for possible error in scoring and will continue to be conducted each semester to ensure the reliability of the UWA assessment.</p>

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General Education, Mathematics Dr. Chen-Han Sung	Common Course Examination in College Algebra	At end of MATH 1314	Demonstrate basic mathematical skills.	Students will take the common course examination in College Algebra. 75% of students taking the examination will pass with a score of 60.	A total of 146 students completed the course and took the common final examination. Of these, 98 students (67%) had a score of 60 or above.	The results for the Fall 2003 administration of the common algebra exam improved significantly. Some of the suggestions for improvement made in unit services for the spring semester have been implemented, particularly in the areas of tutoring and early intervention. More emphasis needs to be placed on traditional college algebra content (including general problem solving, inequalities, quadratic optimization problems and inverse functions) in order to meet or surpass the benchmark.