EXECUTIVE SUMMARY
2005-2006

The Programs for Academic Support & Enrichment (PASE) oversees six departments: 1) General University which includes Developmental Studies, Texas Success Initiative, Freshman Seminar, 2) First Year Success Program, 3) Center for Advancement of Scholastic Achievement (CASA), 4) Writing Center, 5) TRIO Student Support Services, and 6) Testing Center. The following is a summary narrative for each department.

In order to match the Annual Institutional Effectiveness Report (AIER) data with PASE’s Annual Report data, the Writing Center, CASA, TRIO Student Support Services, and First Year Success Program have included the Fall 2006 data in this year’s 2005-2006 report. Prior to this, the reporting was done according to academic year. Developmental Studies, Freshman Seminar & Learning Communities, and Testing Center data will still follow academic year instead of calendar year reporting.

DEVELOPMENTAL STUDIES and TEXAS SUCCESS INITIATIVE

DEVELOPMENTAL STUDIES and TEXAS SUCCESS INITIATIVE
The Department of Developmental Studies’ percentage of student enrollment in 2005-2006 (unduplicated count) decreased from 21.12% to 18.63%. The 2005-2006 SACS objectives for Developmental Studies focused on retention, GPA in college level sequence classes, and the Texas Success Initiative.

The retention of developmental students for 2005-2006 is 62.72%, a 1.23% decrease from 2004-2005 but a 12% increase from 2003-2004.

The average ACT score (includes converted SAT scores) for developmental students was 16, for non-developmental students 20.

The GPA of developmental students in college level sequence courses continues to fall below the GPA of non-developmental students.

TEXAS SUCCESS INITIATIVE (TSI)
The TSI completion rate for all areas was 64% (Chart IV). Completion rates were higher in Reading and Math than in Writing. See Chart III A-C.

NADE Accreditation
We have received approval of our preliminary application and are now waiting for NADE to approve the documentation of our departmental operations.
Fall 2005 marked the fifth year of the first year experience class, GENU 1300. The criteria for selection remained the same: students whose admission test scores fell below the minimum requirement, an ACT 18 or an SAT 860, were required to take the class. GENU 1300, Theories and Applications of Learning, introduces students to successful learning strategies which include information management (restructuring content into manageable chunks for study and review), time management, peer advising, required use of academic support services (CASA and Writing Center), introduction to University resources, and career advising.

GENERAL UNIVERSITY 1300

The Educational Benchmark, Inc. survey administered to students enrolled in GENU 1300 indicates that the class received excellent to good scores on all but one of the criteria identified and that TAMU placed first in most categories when compared to the Select Six institutions.

The ACT average (includes converted SAT scores to ACT scores) for ALL 2005 -2006 freshmen was 19, the non-GENU student ACT was 20, and the GENU student ACT average was 16.

The tables below are a quick summary of the last four years for GENU and NON-GENU. Retention of GENU required students rose 10% after a two year dip.

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<tbody>
<tr>
<td>NON-GENU STUDENTS</td>
<td>2.46</td>
<td>2.533</td>
<td>2.634</td>
<td>2.476</td>
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<tr>
<td>GENU STUDENTS</td>
<td>2.48</td>
<td>2.376</td>
<td>2.378</td>
<td>2.194</td>
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<tr>
<td>NON-GENU STUDENTS</td>
<td>62%</td>
<td>65%</td>
<td>68%</td>
<td>71%</td>
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<tr>
<td>GENU STUDENTS</td>
<td>67%</td>
<td>54%</td>
<td>58%</td>
<td>64%</td>
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<tbody>
<tr>
<td>NON-GENU STUDENTS</td>
<td>19% probation</td>
<td>28% probation</td>
<td>24% probation</td>
<td>19% probation</td>
</tr>
<tr>
<td>GENU STUDENTS</td>
<td>17% probation</td>
<td>27% probation</td>
<td>33% probation</td>
<td>31% probation</td>
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LEARNING COMMUNITIES

During the fall of 2005, two learning communities were created that linked History 1301, English 1301, Developmental English and two sections of Genu 1300. The learning community was so successful that the Spring 2006 learning community that included History 1302 and English 1302 filled up by the second day of registration. As a result, eleven learning communities which included history, science, English, criminal justice, psychology, developmental studies and Genu were offered Fall 2006. Since the number of students participating in learning communities for Fall 2005 was relatively small (n=34), no statistical report was conducted. However, anecdotal evidence from faculty and student comments on class evaluations was very encouraging.

GPA term data for Fall 2006 learning communities indicate that those in learning communities had a nine point higher GPA at the end of the term than those who did not participate.

First Year Success Program

The First Year Success Program (FYSP) was integrated into the PASE department in Fall 2005 when the Title V grant period ended. Since the peer mentoring program is part of the freshman seminar class, the logical and natural place for the FYSP was with General University.

First year students’ evaluation of the mentors performance indicate students’ high satisfaction, with 91% of students satisfied with their services. FYSP workshop participants indicated an 89% satisfaction rate with the mentor presentations. Transfer student activity continues to be very low. FYSP will add freshman seminar faculty satisfaction of its student mentors.
TUTURING

Center for Advancement of Scholastic Achievement (CASA) provides excellent tutoring services to our students in numerous academic areas: mathematics, finance, statistics, chemistry, biology, accounting, social sciences. Tutor evaluation reports are consistently high with approximately 95% of the students indicating that the services they have received are excellent or very good. Data for Fall 2005 through Fall 2006 indicate that 5341 tutoring hours were logged and 7352 tutoring sessions took place. The Fall 2006 data alone is a record 3558 tutoring sessions for a total of 10,910 for Fall 2005 through Fall 2006. All figures mark an increase in student traffic.

Writing Center

The Writing Center’s growth is evident in tutor visits, class presentations, writing workshops. “Voices in the Monte”, the Visiting Writer’s Series brought two writers on campus who presented before students, faculty, and community. Student tutors published seven issues of the Writer’s forum, a bimonthly newsletter.

The number of students receiving tutoring increased from 114 students a week in 2004-2005 to 137 students a week in 2005-2006 for a total number of 8,194 students from Fall 2005 to Fall 2006.

Tutor evaluations indicate that 98% of students served rated the service as “excellent” or “very good”. The tutors have received this extremely high rate of satisfaction, 97% from 2003 – 2005, due to the excellent training they receive through their Directors.

Writing Center staff made 70 class presentations, 32 to GENU students and 38 to students in other classes.
The University’s TRIO Program- Student Support Services- completed its last year of the first grant cycle in 2005-2006 and began its first year of its second cycle in Fall 2006 due to its successful refunding.

The program has over 160 participants who are either 1st generation, and/or economically disadvantaged and/or disabled. The greatest number of TRIO participants was seniors in 2004-2005. Most of these entered the program as freshmen in 2001. Fourteen of the 74 seniors graduated; the others will be graduating 2005-2006.

TRIO focuses on two levels of objectives: 1) the grant objectives reported to the federal government which includes 1st time freshmen and transfer student retention GPA data and graduation rate. All three objectives were met. 2) TAMIU objectives include a 65% participation rate in tutoring services and academic, career, and personal advising. Both objectives were met with 87% (tutoring) and 92% (advising) of the students participating in these academic support activities.

Students received a total of $16,909 in grant aid, varying from $100 to over a $1000 depending on unmet need and academic standing.

Of particular note have been the success of the student activities that lead to personal and professional enrichment, such as orientation, attendance (8 students) at national conference of the National Council of La Raza in Los Angeles, the leadership training through state TRIO sponsored conference events, attendance to theater production of “The Lion King,” technology workshops, and the award banquet.

The Testing Center activity increased for the seventh year in a row, with 9002 tests administered during 2005-2006. The administration of EXCET and QTHEA accounted for the largest test activity growth.

However, the Testing Center revenues, according to FAMIS August 2006 budget report, totaled $83,183, a decrease of $4,573 dollars from 2004-2005. Expenditures totaled $82,392, a $250 increase from the previous year. Even though the profit for the year was minimal, the end of the year balance was still a healthy $33,529. The decrease in revenue is partially due to the waiving of THEA test fees for incoming freshmen students, and the increase in expenditures is due to our reduced participation in ACT pilot exams which awards us free Compass test units.

One major accomplishment is the launching of the internet EXCET exam for future teachers which has provided a great benefit to local area students seeking certification.