



A Member of The Texas A&M University System

Office of the President

EXECUTIVE COUNCIL MEETING
October 1, 2007
8:30 a.m.
KL 270

J. GARCIA

1. Audit process
 - Audit Process Power Point Presentation: Mr. Garcia could not stress enough the importance of this process. (See attachment I)
 - Mr. Garcia will schedule a meeting with Faculty Senate members and Department Chairs to explain the university audit process
 - Dr. Mitchell will assist by coordinating the date and time and forwarding this information to the Faculty Senate.
 - Important note: all audit responses will have to be reviewed by VPFA before submitting to System.
 - TAMIU does not have an internal auditor we use the services of our System Auditors

R. KECK

2. Update on university issues

Board Meeting:

- Doctoral program process – we have 22 doctoral programs in the System and the Chancellor would like to see doctoral degrees delegated to the flag institution. Advised against adding more doctoral programs for the individual institutions.
- Campus Compact: The Chancellor is holding each university accountable for this report. Three items have been identified for TAMIU.
 - First-Year Experience Program for all Freshmen – freshmen should be part of learning communities and all should enroll in University 1101
 - Sponsored research – It is preferred that faculty research have an applicable social dimension
 - International studies – expand our international partnerships
- The System is working on gathering data from all institutions and agencies to develop a grant database to be shared with all System components. Purpose, to nurture cooperative efforts within the System. A committee will be formed to work on centralizing data.
- The possibility of opening a position to hire someone responsible for insuring that the university is environmentally in compliance. Dr. Keck mentioned that the same thing happened when the System requested a HUB individual be hires but instead the responsibility of compliance was assigned to staff already in place.
- David Killam and Sue Killam wrote thank you notes expressing gratitude for the University's assistance with Radcliffe Killam's memorial service.

L. STAMOULIS

3. Performance of LCC Transfer Students at TAMIU (Attachment II)

- As part of a study on retention, L. Stamoulis will do a comparison of GPA from those students completing the core at TAMIU and those students that finish core at LCC and then transfer to TAMIU
- M. Trevino reminded the group that the Coordinating Board P-16 Council was developed to address issues of concern in education such as curriculum alignment.

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4. Monetary Cost of High DWFI grades in First-Year Courses (Attachment III)
 - See handout: 3 courses were reviewed English, History and Math... DWFI translate into low retention rates.
 - Challenge to improve the retention rate.
 - Concurrent classes in High school require better advising by encouraging students to take the Math and History classes.
 - Devise a strategy with the schools for college ready students.
 - This topic will receive further discussing at the Dean's Council Meeting

B. MOMAYEZI

5. 2008 TAMUS Student Affairs Symposium (Attachment IV)
 - Symposium will be hosted by TAMIU on May 14-16, 2008
 - Student Affairs professionals attend this symposium a group of 125-200 is expected to be on campus.
 - Chancellor is expected to participate.

M. TREVINO

6. SECC update
 - Will send information by e-mail

B. GASKINS

7. Emergency E-mail/Text Msg. Notification System
 - The OIT is reviewing the E2Campus proposal. Cost: 75c/ per students. In case of an emergency the System will send out e-mail messages to all subscribers.
 - OIT will provide web site as soon as it becomes available
 - It is the responsibility of the individual to subscribe
8. Verdiem energy savings proposal
 - Was not discussed – add to next weeks agenda
9. Computer refresh
 - Is almost complete and will share more information with Executive Council next week.

C. HEIN

10. October 9 – Paul Harris Dinner Honoring Salo Otero , 6:30 p.m. (8 seats)
11. October 13 – STARS, 6:30 p.m., Laredo Country Club (need 3 to attend)
12. October 20 – American Heart Walk, 7:00 a.m., LCC Main Campus, Manolo Sanchez, Chair (Team needed)

D. JONES

13. Graduation: The number of graduates has increased with this the number of attendees at our last graduations. Because of safety reasons the university will be moving the Fall Commencement to the LEC. A meeting to review contract will be held tomorrow. Our main concern is for the safety of all.
14. Received notice that Title V was funded at \$356,000/year for the next 5 years.

J. SO

15. BBVA group was on campus today for the Executive Education Program .Training sessions will be going on Monday – Thursday.

J.M. SOLIZ

- October 2 – Seventh Annual Red Mass, 6:00 p.m., San Agustin
- October 3 – Reception for Dr. Juan Maldonado, 6:00 p.m. SC Rotunda
- October 5 – Elmo Lopez 80th Birthday, 6:30 p.m., Elmo Lopez Ranch
- October 6 – TAMIU AutMus Fest
- October 7 – Athletics’ BBQ, 6:00 p.m., Memo Trevino’s ranch
- October 8 – Sames Scholars Campus Day
- October 11 – Sanchez Lecture, 7:00 p.m. FA Recital Hall
- For more TAMIU events visit <http://www.tamiu.edu/calendar/month.php>

No Items

E.N. MARTINEZ, T. MITCHELL JONES, C. HEIN, B. MOMAYEZI. N. BURKHALTER, J. SO, LIRA, N. MOMAYEZI, J. BROWN, D. SNELL, S. HARMON

Absent. RAMIREZ, H. GONZALEZ

Audit Review Process Presentation

Jose Garcia

**Vice President for Finance &
Administration**

Introduction

- Audits are independent reviews of the financial, operational or technical operations of the University to determine the adequacy and effectiveness of internal control policies and procedures and the quality of performance to carry out the assigned responsibilities.

Who Audits the University

- Texas A&M University System Auditors
- Federal Government Auditors
- State of Texas Auditors
- Program Specific Auditors

System Audit Plan

- Annual Meeting with System Internal Audit Group
- Discuss areas that are of concern that may be vulnerable
- Determine specific areas to audit in following next year's audit plan
- System Internal Auditor presents the audit plan to the Audit Committee and is approved by the Board of Regents

Audit Notification

- Engagement letter sent to University President
- Departments affected are notified and if necessary a meeting is conducted by the Office of the Vice President for Finance & Administration

Conducting the Audit

- Auditors request information prior to arrival on campus
- Formal entrance briefing
- Team arrives on-campus and conducts the audit
- Formal exit briefing at the conclusion of the audit

Report of Observations

- Audit team prepares initial draft report and provides it to the University, usually within 30 days of the audit
- University has 2 weeks to review report and provide feedback. Response to the observations is to be processed through VPFA
- Report is revised and then provided to President who must respond within 30 days
- University prepares responses to findings and submits responses through the VPFA

Report on Observations

- A final report is prepared, which includes the University responses, and is formally issued to the President, the Board of Regents and is made available to the public on the System Internal Audit website
- Management – Who is management?

Report Classification for Audit Committee

- Internal Auditor reports quarterly on audit status to the Board Audit Committee
- Reports are grouped as TAB I or TAB II audits
- TAB I classifications apply to audits coded 4 and 5
- Tab II classifications apply to audits coded 1, 2, & 3

Levels of Audit Findings

- Notable – minor to moderate violations of controls, policies & laws
- Significant – Require CEO, Dean, Director or VP involvement for resolution
- Major – most serious and have probability of legal, financial or reputational damage & require Chancellor or Board involvement

Audit Scoring System

- Code 1 – Indicates no observations
- Code 2 – Notable observations
- Code 3 – Many notable and/or some significant observations
- Code 4 – Many significant observations
- Code 5 – One or more major observations

Follow-up Audits

- Internal Auditors will visit campus to verify status of prior audit recommendations
- Findings will be reported to the President and to the Audit Committee of the Board
- President will be required to address reasons for non completion of recommendations
- A subsequent follow-up will be required to once again determine the status of prior audit recommendations.

Conclusion

- We must address recommendations rapidly and in a responsible manner.

QUESTIONS

The Monetary Cost of High DWFI Rates in First-Year Courses

In academic year 2006-2007, the faculty committee working on the Learning Dimension of TAMIU's Foundations of Excellence¹ project discovered that an alarming rate of students taking first-year core classes were earning "Ds" or "Fs," or taking "Ws" (Withdrawals) or "Is" (Incompletes).

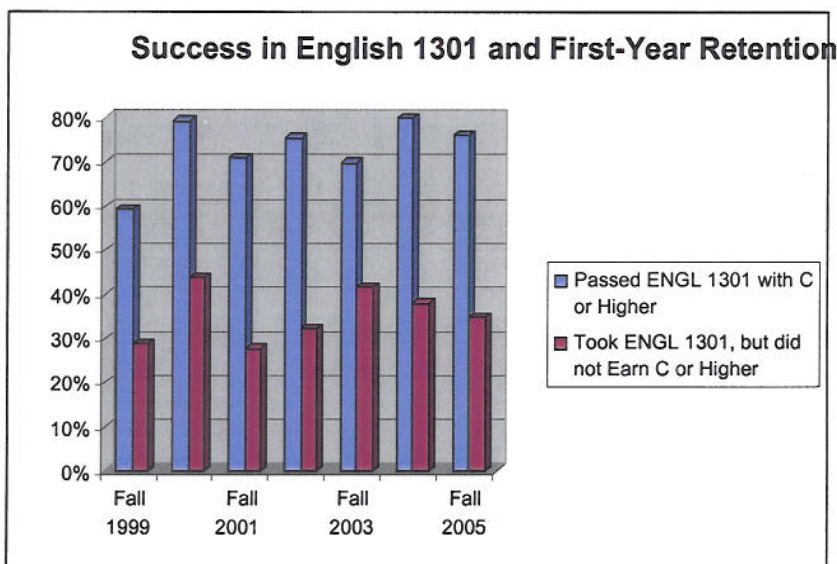
The impact of these high "DWFI" rates on First-Year students—and on the financial well-being of TAMIU—has been very costly, both in terms of student success and university finances.

Of the 2,994 first-year freshman students who entered TAMIU from 1999 to 2005, 788 or 26.3% earned a DWFI in English 1301, History 1301, or Math 1314.

Of the 1,183 students in the 1999 – 2005 First-Year Freshman cohorts that took English 1301 their first year, only 69% passed the course with a grade of at least a C. Of the 276 students who took Math 1314 (College Algebra) their first year, only 52.2% passed the course with a grade of C or higher. Of the 634 First-Year students who took History 1301, only 55.2% passed with at least a C.

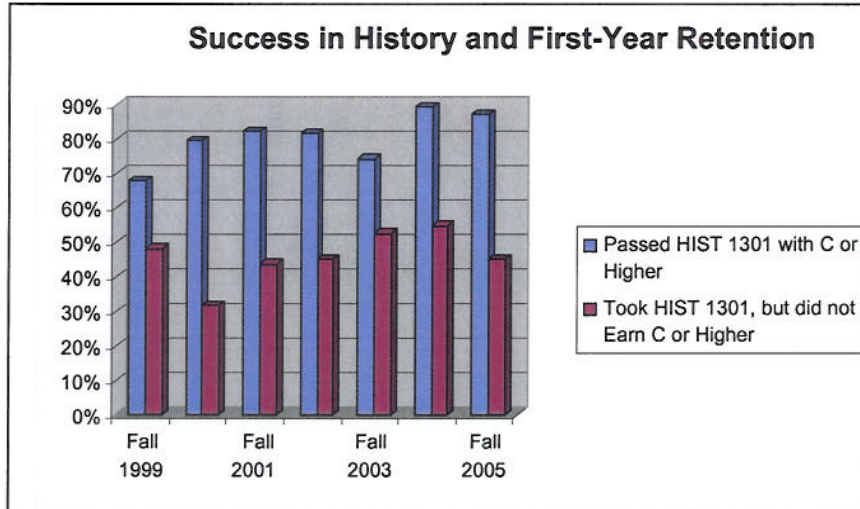
High DWFI rates in first year classes affects university finances because there is a strong relationship between earning a DWFI in a first year course and dropping out of school altogether.

In the Fall 1999 to Fall 2005 cohorts, first-year students who passed English 1301 with at least a C had an average first-year retention rate of 73.1%, compared to a retention rate of only 36% for students who took the class their first year, but withdrew or earned a grade of less than C.

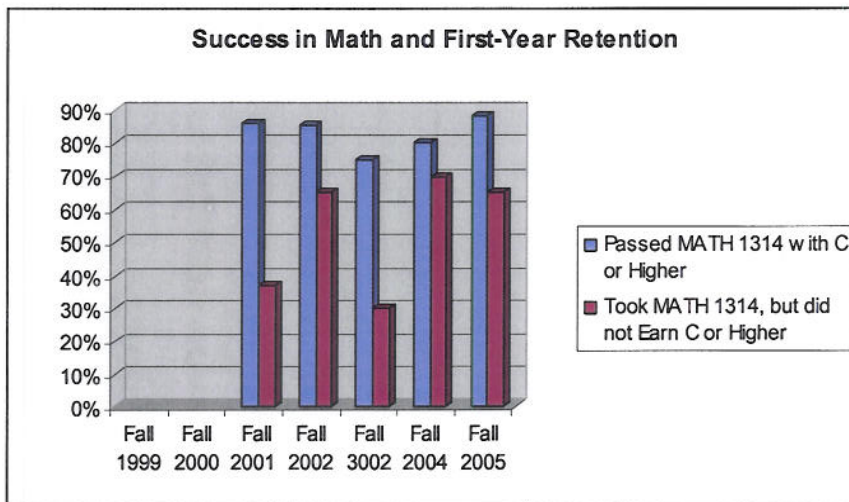


¹ The Foundations for Excellence project was a year-long self-study and planning project TAMIU completed, under the guidance of the Policy Center on the First Year of College, in May of 2007.

First-Year students who passed History 1301 their first year with at least a C had an average first-year retention rate of 80.9%. This compares to a rate of only 47.9% for those students who took the class their first year, but withdrew or earned less than a C.



First-Year students who passed Math 1314 their first year with at least a C had an average first-year retention rate of 83.3%. This compares to a 59.1% first-year retention rate for first-year students who took College Algebra their first year, but withdrew or earned less than a C grade.



Looking only at the Fall 2004 and Fall 2005 first time freshman cohorts (524 and 484 students respectively), 23.6% took English 1301 their first year at TAMU, 14.2% took History 1301, and 10.2% took Math 1314. Of the 238 students who took English 1301 their first year, 189 or 79.4% passed² (an improvement over earlier years), and 49

² “Passed” in this report means passing a course with a grade of at least a “C.”

students (20.6%) received a DWFI. Of the 143 students who took History 1301, 94 or 65.7% passed, and 49 or 34.3% received a DWFI. Of the 103 students who took Math 1314 their first year, 61 or 59.2% passed, while 42 students or 40.8% got a DWFI.

So, what is the cost to TAMIU of these DWFIs? Looking only at the first-year freshmen in the Fall 2004 and Fall 2005 cohorts, if all students passed English 1301, History 1301 and Math 1314, up to an additional 87 students would have persisted to the Fall of 2005, and up to an additional 165 students would have persisted to the Fall of 2006. In dollars (taking both formula funding³ and tuition and fees⁴ into account), that would have meant an extra income (assuming formula funding was received for the additional students) for TAMIU of up to \$582,342 in Fiscal Year 2005, and up to \$1,104,444 for Fiscal Year 2006 (See Table 1, Page 4).

A 100% pass rate is rather fanciful, of course, but each freshman student who is added to those retained to the following fall, and who continues throughout three more years at TAMIU, brings an added income to the university of \$20,081 over three years. Increasing the retention rate of this year's first-year freshman class by only 5% (from 70.8% to 75.8%) would result in an income increase for TAMIU of over a quarter of a million dollars in Fiscal Year 2008 alone. Whatever investment TAMIU makes to increase pass rates in first-year courses will reap invaluable increases in the success of our students, and is also likely show a return on investment of millions of dollars over the next five or six years. Increasing pass rates in first year courses is the focus of Objectives 2 and 3 of Priority 1 of the TAMIU System Compact.

³ The weighting used in this calculation is 1.0 for undergraduate Liberal Arts courses (\$55.72 per semester credit hour). There are higher weightings for other types of courses, but I used the lowest to avoid over-estimation.

⁴ \$2,511 per long semester was used as the cost of tuition and fees for this calculation.

| Table 1 Monetary Losses in 2005 and 2006 Associated With Freshman DWFJ Rates (Fall 2004 and Fall 2005 Cohorts) in English 1301, History 1301, and Math 1314 | | | | | | | | | |
|--|--|---|--|--|---|--|--|---|--|
| 2004 Cohort | Fall 2005 | | | | Fall 2006 | | | | |
| | First Year Retention Rate for Those who Passed | First Year Retention Rate for those who got DWFJs | Additional Students Retained if all Passed | Additional \$\$s that Could Have Come to TAMU for the 2005 Fiscal Year | Second Year Retention Rate for Those who Passed | Second Year Retention Rate for those who got DWFJs | Additional Students Retained if all Passed | Additional \$\$s that Could Have Been Come to TAMU for the 2006 Fiscal Year | |
| English 1301 | 80.0% | 38.1% | 59 | \$394,922 | 62.2% | 23.8% | 44 | \$294,518 | |
| History 1301 | 89.5% | 54.7% | 24 | \$160,646 | 81.6% | 39.1% | 24 | \$160,646 | |
| Math 1314 | 80.0% | 69.6% | 4 | \$26,774 | 66.7% | 47.8% | 6 | \$40,162 | |
| 2005 Cohort | | | | | | | | | |
| English 1301 | | | | | 76% | 34.8% | 45 | \$301,212 | |
| History 1301 | | | | | 87% | 45.2% | 31 | \$207,502 | |
| Math 1314 | | | | | 88.1% | 65% | 15 | \$100,404 | |
| Total for 2004 and 2005 Cohorts | | | 87 | \$582,342 | | | 165 | \$1,104,444 | |

Assumptions: Students are enrolled full-time Fall and Spring semesters. Monetary gains include formula funding (computed at the Liberal Arts rate of \$55.72 per semester hour) and tuition (\$2,511 per semester).

**Performance of LCC Transfer Students at TAMIU
During First Year Enrolled after Graduation/Transfer from LCC**

The data in this summary comes from a new report from the Coordinating Board, “Academic Performance of 2-Year College Transfer Students at Texas Public Universities.” The report can be found at <http://www.txhighereddata.org/reports/performance/ctctransfer/>.

Looking at the Fall 2004 and Fall 2005 Cohorts together:

LCC transfers who took developmental courses at LCC before entering TAMIU were retained at about the same rate as LCC transfers who did not take developmental courses at LCC. However, LCC transfer students who had taken developmental courses at LCC were significantly more likely to earn a first-year GPA below a 2.0 than students who had not taken developmental courses at LCC. LCC transfers who had taken developmental courses at LCC were also significantly less likely than their counterparts, who had not taken such courses, to earn GPAs of 3.0 or higher their first year at TAMIU.

- 56% of LCC transfer students entering TAMIU Fall 2004 and Fall 2005 had taken developmental courses at LCC.
- LCC transfers who had taken developmental courses at LCC persisted to the following fall semester at a rate of 70.1%; this compares to a first year retention rate of 72.7% for LCC transfers who did not take developmental courses at LCC before transferring to TAMIU (average retention rate of all LCC transfers to TAMIU is 71.3%),
- 23.1% of LCC transfer students who had taken developmental courses earned a first-year GPA at TAMIU below a 2.0. Only 16.6% of LCC transfers who had not taken developmental courses at LCC earned below a 2.0 their first year at TAMIU.
- 26.0% of LCC transfers to TAMIU who had taken developmental courses at LCC earned a first-year GPA at TAMIU of 3.0 or above. This compares to 45.5% of LCC transfers who had not taken developmental courses at LCC before transferring to TAMIU.

This data may suggest that LCC transfers who have taken developmental courses at LCC may profit from a course like UNIV 1101 that focuses on the academic skills they need to help them succeed in TAMIU courses. Perhaps students who have taken developmental courses at LCC and LCC transfers who need to take developmental courses at TAMIU should be encouraged or required to take a UNIV 1101 type of course.

The most successful LCC transfers to TAMIU are those who complete their academic core before entering TAMIU. Also, LCC transfers to TAMIU who complete their academic core before entering TAMIU enjoy a significantly greater degree of academic success than LCC students who do not complete the core before transferring to TAMIU

- 86.4% of LCC transfer students who earn the academic core at LCC and 87.5% of LCC transfer students who complete an academic associate degree at LCC persist to the following fall semester (one year after having entered TAMIU). This compares to the average one-year persistence rate for all LCC transfers of only 71.3%).
- LCC transfer students who complete the academic core at LCC are significantly less likely than other LCC students to earn first-year TAMIU GPAs of less than 2.0. Only 8.8% of LCC transfers that completed their academic core at LCC (and 8.1% of LCC transfers that completed the academic associate) earned first-year TAMIU GPAs of less than 2.0. This compares to 20.2% of all LCC transfer students to TAMIU.
- 56.8% of LCC transfer students who earn the academic core at LCC and 56.6% of those who complete an academic associate degree at LCC earn first-year TAMIU GPAs of 3.0 or above. This compares to only 37.3% of all LCC transfers.

Perhaps transfer students who transfer to TAMIU from LCC before completing their academic core should be encouraged or required to take a course (like UNIV 1101) that develops skills that contribute to academic success.

Perhaps TAMIU might want to increase the percentage of the academic core completed by LCC transfers before leaving LCC for TAMIU. Such a policy could help increase the academic success of transfer students and lower the number of students that need to be accommodated in TAMIU's overcrowded core courses. This would not decrease average class sizes at TAMIU, it would just push the numbers into higher level classes as more students (both transfers and first-time freshmen*) were retained to continue their course of study and complete their degrees at TAMIU.

LCC Transfer students most at risk at TAMIU are students who complete technical associate degrees at LCC before entering TAMIU.

- Only 60.6% of LCC transfers who complete technical associate degrees at LCC before transferring to TAMIU are retained to the fall of the next year. This compares to 87.5% of LCC transfers who earn academic associate degrees (and to 86.4% of LCC transfers who earn their academic core at LCC).
- More than a quarter (25.4%) of LCC transfers who earn technical associates before entering TAMIU earn first-year TAMIU GPAs of less than 2.0. This compares to only 8.1% of LCC transfers who earn academic associates at LCC and 8.8% of LCC transfers that complete their academic core at LCC before transferring to TAMIU.

Again, this data may suggest that TAMIU consider increasing the percentage of the core earned by LCC students before being admitted to TAMIU.

* Smaller core classes may have a positive effect on the academic success and retention of first-year freshmen.

Texas A&M University System Annual Student Affairs Symposium
Texas A&M International University
May 14-16, 2008

Sample Schedule:

Wednesday, May 14

| | | |
|-------------|---|---|
| 1:00 – 5:00 | Registration, Rotunda or RLC | |
| 3:00 – 4:15 | Pre-Symposium Interest Sessions Session 1 Session 2 | |
| 4:30 – 5:30 | Counterpart Sessions Student Activities Student Health Disability Services Judicial Affairs Career Services Admissions Recruitment | CSAB Student Counseling Recreational Sports Student Center Registrar Financial Aid International Student Services |
| 7:00 – 9:00 | Dinner and Keynote Speaker | |

Thursday, May 15

| | | |
|---------------|---|--|
| 7:30 – 9:00 | Breakfast | |
| 9:00 – 10:15 | Interest Sessions I | |
| 10:30 – 11:45 | Interest Sessions II | |
| 12:00 – 1:30 | Lunch and Speaker | |
| 1:45 – 5:00 | See the Sights Downtown Laredo Historic Tour; Shopping down San Bernardo and Downtown Laredo; Golf or Tennis; Planetarium Shows; Organ Recital | |
| 6:00 | Dinner and evening entertainment | |

Friday, May 16

| | | |
|---------------|--|--|
| 7:30 – 9:00 | Breakfast | |
| 9:00 – 10:00 | Closing Session Speaker | |
| 10:15 – 11:15 | Counterpart Sessions | |
| 11:15 - | Closing Session – Evaluations, Counterpart Session Reports, West Texas A&M Presentation for 2009 | |
| 12:00 | Box Lunches | |