

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

Date Submitted January 31, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit Bachelor of Science Degree in Fitness and Sports All Level Certification (BS)

Person(s) Preparing Review Rafael Romo

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

Students' performance data were shared with program faculty who agreed that it was important to refine their instructional efforts with respect to Domain I. Additionally, closer inspection of the Spring 2006 and Fall 2006 TExES data revealed that greater attention needed to be given to Domain III of the TExES, since students' average performance on competency #10 (Assessment) did not consistently exceed 70% across two administrations of this exam. Faculty agreed to develop a plan to systematically incorporate these competencies into their courses and will begin implementing the revised courses in the Fall 2007 semester.

Fitness and Sports Faculty agreed to develop a plan to systematically incorporate competencies (#1 & #12) into their courses and will offer TExES review sessions beginning in the Fall 2007 term.

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

The mission of the College of Education at Texas A&M International University is to provide a comprehensive and coherent professional development system for educators linking all aspects of the educational profession. Through educational experiences provided by the system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Preservice teachers in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Texas Examination on Educator Standards (TExES)

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain III (Implementing Effective, Responsive, Instruction and Assessment) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Outcome 2

Is this outcome related to writing (QEP)?

Preservice teachers in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Texas Examination on Educator Standards (TExES)

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% on Competency 010 (The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students) from Domain III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the educator preparation program will achieve the same degree of knowledge for physical education as students completing similar programs statewide (TExES).

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Texas Examination on Educator Standards (TExES), ExCET Physical Education EC-12

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students taking TExES (Physical Education EC-12) will meet or exceed the state average.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Assessment will be conducted in Spring 2008.

Outcome 2

Assessment will be conducted in Spring 2008.

Outcome 3

Assessment will be conducted in Spring 2008.

What were the results attained (raw data)?

Outcome 1

Data will be collected in Spring 2008.

Outcome 2

Data will be collected in Spring 2008.

Outcome 3

Data will be collected in Spring 2008.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Ronald Anderson

Outcome 2

Dr. Ronald Anderson

Outcome 3

Dr. Ronald Anderson

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.)

Meeting 1

SACS Committee Meeting for Bachelor of Science Degree in Fitness and Sports

January 24, 2008

1:30 PM

Minutes

Present: Rafael Romo, Dr. Sukho Lee, Dr. Kin-Shin Park, Noemi Ramirez, Cordelia Rodriguez.

Dr. Sukho Lee submitted for approval minutes from January 14, 2008 at 1:30 PM. Motion to approve by Dr. Park, seconded by Rafael Romo. Minutes approved.

Based on the recommendations made during the Fitness and Sport meeting on January 14, 2008, accepted the changes and agreed on the collection and assessment of the data for Spring 2008.

Meeting 2

SACS Committee Meeting for Bachelor of Science Degree in Fitness and Sports
January 29, 2008
5:00 PM

Minutes

Present: Rafael Romo, Dr. Sukho Lee, Dr. Kin-Shin Park, Noemi Ramirez, Cordelia Rodriguez.

Rafael Romo submitted for approval minutes from January 24, 2008 at 1:00 PM. Motion to approve by Dr. Park, seconded by Dr. Sukho Lee. Minutes approved.

The committee recommended that we would collect data of State Exam after February examination. The Fitness and Sports faculty will collect and summarize the during the Spring 2008 semester. This will provide ample time to make some changes in our program and target areas of need.

The meeting was adjourned with Dr. Lee providing a motion for adjournment and Rafael Romo second it. We agreed to meet March 3, 2008.

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: The assessment and collection of data be conducted in Spring 2008.

Outcome 2

Met Not Met

Provide narrative: The assessment and collection of data be conducted in Spring 2008.

Outcome 3

Met Not Met

Provide narrative: The assessment and collection of data be conducted in Spring 2008.

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

Enter text here

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 proposed outcomes for this data will be collected in Spring 2008.
New Outcome(s) – (List outcomes below): The proposed outcomes for this data will be collected in Spring 2008.
Modification of present outcome(s) – (Indicate reason for modification): The proposed outcomes for this data will be collected in Spring 2008.

**** 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