

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

**Date Submitted** March 2, 2007

**Assessment Period Covered (2006)**

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

**Person(s) Preparing Review** Sukho Lee, Kyung-Shin Park

**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 2005 and Fall 2005 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 2006 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).

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**Outcome 2**

**Is this outcome related to writing (QEP)?**

Student interns in the educator preparation program will demonstrate the skills related to implementing effective authentic assessment.

**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).

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**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 and health 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**

Spring 2006/ June 2, 4, 6, 8, 10

#### **Outcome 2**

Spring 2006/ June 2, 4, 6, 8, 10

#### **Outcome 3**

Spring 2006/ June 2, 4, 6, 8, 10

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### **What were the results attained (raw data)?**

#### **Outcome 1**

On average, the students who took the PPR Examination obtained 77.9% of the items correct on Domain III. An analysis of the students' performance on the four competencies comprising Domain III indicated that their two strongest areas were Competency #7 (Communication) with 83% accuracy and Competency #9 (Technology) with 83% accuracy. On Competency #8 (Instructional Practice), students demonstrated 71% accuracy and 61% accuracy on Competency #10: (Assessment).

#### **Outcome 2**

On average, the students who took the PPR Examination obtained 61% of the items correct on Competency 010.

#### **Outcome 3**

The averaged scaled score was 232.1 compared to state average (249.1). Therefore, the students' average performance on the entire exam did not exceed the criterion. Overall passing rate was 53.3% (8 out of 15) in 2006. Out of 8 students who passed All-level Physical Education Certification exam, 6 students passed test on their first trial. The other two students passed exam on their third trials. Also, there are four students who did not pass on their thir trial.

An analysis of their performance on Domains I (Promoting Learners' Physical Development), II (Promoting Learners' Affective, Social, and Cognitive Development), and III (Implementing Physical Education Programs) indicated that their average performance did not exceed the passing standard of 70% (Domain 1: 233.8 (64.7%), Domain 2: 229.8 (62.9%), Domain 3: 231.7 (63.7%). Especially, performance was poor in Competency 001, Motor development and motor learning (56.7%) and Competency 012, Structure, organization, goal and purposes of physical education programs (45.3%).

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Dr. Ronald Anderson

**Outcome 2**

Dr. Ronald Anderson

**Outcome 3**

Dr. Ronald Anderson & Dr. Sukho Lee

**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](mailto:assessment@tamiu.edu) (Please use Minutes Template located on the [Project INTEGRATE](#) web page.)**

Outcome 1 & 2

The results and analysis were shared on January 11, 2007 with Dr. Diana Linn, Ms. Thelma Solis, and Ms. Cordelia Nava. Results were also shared with Dr. Jennifer Coronado, Interim Chair of the Department of Teacher Preparation.

Outcome 3

Jan 19th, 2007 with Drs. Sukho Lee, Kyungshin Park and Steven Garippa for Fitness and Sports (General meeting for Fitness and Sports)

Jan 23<sup>rd</sup>, 2007 with Dr. Ronaldo Anderson (Analysis)

Jan 24<sup>th</sup>, 2007 with Drs. Sukho Lee, Kyungshin Park and Steven Garippa for Fitness and Sports (Results and analysis were shared and discussed.)

**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:** Enter text here

**Outcome 2**

Met    Not Met

**Provide narrative:** Enter text here

**Outcome 3**

Met    Not Met

**Provide narrative:** The average scaled score was 232.1 compared to state average (249.1). Therefore, outcome 3 was not achieved.

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

As was discussed at the August 26, 2005 SACS Integrate Subcommittee for Bachelor of Science Degree in Early Childhood Education/Reading Specialization meeting, faculty will continue to focus effort on increasing scores on Domain III by implementing the following activities into the Block I classes (EDCI 3301)

At the beginning of the semester Mr. Randy Koch from the Writing Center will visit the Block I classes to present what services/materials are available from the Writing Center.

Students will be required to write a one-page paper on their educational philosophy, and include a minimum of one cited source (APA).

Students will be required to write two lesson plans and a reflection statement each of a minimum of ½ page. Each lesson plan will state specific instructional strategies that will meet the needs of English Language Learners, special needs of students, and address the gifted and talented populations in the classroom.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week.

Students will write a one to two page paper on the history/importance of parental involvement, and how they plan to involve parents in the classroom. Students must include at least three cited sources (APA).

Students will write a reflective paper based on an interview with their mentor teacher. This particular assignment will adhere to instructional best practices designed to meet the needs of diverse types of learners, e.g., English Language Learners, Special Education, and gifted and talented populations. Topic of the interview will be determined by Block I faculty, and remain consistent among all Block I classes.

Changes to the Block II (EDCI 3304/3305) syllabi include:

Students will write a one-page enhanced version of their educational philosophy and include a minimum of two cited sources (APA). Students will submit their philosophy from Block I with their Block II philosophy.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week. Students must be able to address instructional practices and assessments that are being observed.

Students will write a letter to parents in English and Spanish. Topics to be determined by the Block II faculty.

Students will participate in role-plays involving administrator/teacher conferences and teacher/parent conferences.

Students will write a reflective paper based on an interview with a parent. Topic of the interview to be determined by Block II faculty.

Students will write a six-page paper in regards to assessment. The students will collect three forms of assessment used by their mentor, provide a description of the different types of assessment, critique the three forms of assessment, create their own assessment instrument, implement their assessment instrument, and reflect on how well the instrument assessed the intended outcomes. Data will be used to help individualize instruction for diverse students in a class, address students with special needs, and determine ways to enhance instructional practices through the use of technology. The data will also be used as a reflective piece that will help student interns determine the validity and reliability of their instrument, the use of the instrument, and how to accelerate learning.

In addition, it was recommended that an additional faculty member be hired to assist in the delivery of the block pedagogy courses to alleviate the large class sizes in order to facilitate effective instruction and provide necessary feedback. For example, for the 2005 fall term there were 5 sections of EDCI 3301, with 35 students as the average class size. There were 3 sections of EDCI 3304, with 36 students as the average class size. In order to offer 5 sections of Block I, it was necessary to hire 2 adjunct faculty members to deliver instruction. Hiring adjuncts for Block courses makes it extremely difficult for students to meet with faculty, since they do not hold office hours, and it does not allow for adjuncts to meet with other Block faculty to plan, since they are not on campus. The large class sizes make it very hard to provide the quality feedback that the students need. For example, in Block II the students are required to write 6 lesson plans. If a faculty member has a class of 36 students, that totals to 216 lesson plans that a faculty member needs to read and provide detailed feedback to the students. Adjuncts that are hired will receive personal training from block faculty to ensure a smooth transition into teaching and preparing students within their methods block classes.

As was discussed at the January 19, 2007, SACS Integrate Subcommittee for Bachelor of Science Degree in Fitness and Sports meeting, the Fitness and Sports program faculty agreed to evaluate systematically the content of these domains as they are embedded in the required courses. Furthermore, the Fitness and Sports program faculty agreed to advise all Fitness and Sports students to complete their fitness and sports courses before taking the Certification exam. Also, Fitness and Sports program faculty will begin offering TExES review sessions in Fall of 2007. Based on analysis of each competency (Competency 001, Motor development and motor learning (56.7%) and Competency 012, Structure, organization, goal and purposes of physical education programs (45.3%).), we agreed to strengthen current classes (EDFS 4307 Sports Management) and consider developing a new course (Motor Control or Sports Psychology).

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 checked="" type="checkbox"/> Primarily faculty/staff time
<input checked="" 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)**

To able to prepare and conduct series of TExES review sessions (2-3 per year or one per semester), we need an extra fund (stipend for instructors) to compensate them for their time and efforts.

<b>Identify proposed outcomes for the next assessment cycle:</b>
Continuation of present outcome(s) – (Indicate reason for continuation): After reviewing students' performance data, Fitness and Sports faculty decided to continue addressing the current outcomes, since these need to be addressed in a more focused manner.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

**\*\*\*\* 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