

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

Date Submitted September 5, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

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

Person 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 Fall 2003 and Spring 2004 TExES data revealed that greater attention needs to be given to Domain III of the TExES, since students' average performance on competencies #7 (Communication), #8 (Instructional Practice), #9 (Technology), and #10 (Assessment) did not consistently exceed 75% 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 2004 semester.

Provide summary of budget decisions and their impact on your program/division.

N/A

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/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 relationship to Strategic Plan

Outcome 1

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

To insure that TExES proficiencies are part of all education courses and field requirements

Methods of assessment

Texas Examination on Educator Standards (TExES).

Frequency of administration

The TExES is administered four times throughout the year in Laredo, Texas.

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

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

To insure that TExES proficiencies are part of all education courses and field requirements.

Methods of assessment

Texas Examination on Educator Standards (TExES).

Frequency of administration

The TExES is administered four times throughout the year in Laredo, Texas.

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% on Competency 007 (The teacher understands and applies principles and strategies for communicating effectively

in varied teaching and learning contexts) from Domain III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Outcome 3

Students completing the educator preparation program will compare favorably with their knowledge of physical development and maintenance to promote physical fitness with students completing similar programs statewide.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

To insure that TExES proficiencies are part of all education courses and field requirements.

Methods of assessment

Texas Examination on Educator All-level Physical Education certification exam.

Frequency of administration

The TExES is administered four times throughout the year in Laredo, Texas.

Criteria/Benchmark

Students need to complete all (42 hours) of course work in the Fitness and Sports program before taking the TExES exam.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1
Spring 2006

Outcome 2
Spring 2006

Outcome 3
Spring 2006

What were the results attained (raw data)?

Outcome 1
On average, the students who took the PPR Examination obtained 74.7% 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 80.25% accuracy and Competency #9 (Technology) with 79.93% accuracy. On Competency #8 (Instructional Practice), students demonstrated 72.57% accuracy and 66.05% accuracy on Competency #10: (Assessment).

Outcome 2
On average, the students who took the PPR Examination obtained 80.25% of the items correct on Competency 007.

Outcome 3
Out of 6 students who took the All-level Physical Education Certification exam, 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 two strongest areas were Domains II and III; however, their average performance did not exceed the passing standard of 70%. In addition in Domain I, students' average performance was below 70%. The students' average performance on the entire exam did not exceed the 70% criterion.

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? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)

August 26, 2005 with Dr. Mary Petron, Ms. Cordelia Nava, Ms. Ma. Thelma Solis, and Mr. Rafael Romo.

August 28, 2005 with Dr. Sukho Lee, Todd Farmer, Rafael Romo for Fitness and Sports

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Yes

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Outcome 1

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 work on Domain III. It was recommended that additional faculty 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.

Outcome 2

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 work on Competency 007. It was recommended that additional faculty be hired to assist in the delivery of the block pedagogy courses to alleviate the large class sizes and to facilitate effective instruction and feedback that is required.

Outcome 3

As was discussed at the August 30, 2005 SACS Integrate Subcommittee for Bachelor of Science Degree in Fitness and Sports (Certification) meeting, the Fitness and Sports program faculty did not feel action was required at this time nonetheless, they 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 require all Fitness and Sports students to complete their fitness and sports courses before taking the Certification exam. Furthermore, the Fitness and Sport Faculty removed outcomes four and five because students are currently required to engage in community service, teaching observations and coaching techniques in fitness and sport coursework.

Section III: Programmatic Review

What are the implications of the recommended changes?

Student performance on the TExES Physical Education Exam is expected to increase. Evidence of the growth is already met as indicated by an 83% passing rate in the spring 2005 administration of the TExES exam.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated 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

Narrative description and justification for request including related strategy (Attach Budget Request ‘Form B’ and/or ‘Form C’)

N/A

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

Enter text here

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): All students need to complete their fitness and sports courses before taking the Certification exam. Students performance on the TExES exam has increased since the implementation of this objective.
New Outcome(s) – (List outcomes below): Students will achieve a 90 % pass rate on the TExES All-level certification Physical Education Exam.
Modification of present outcome(s) – (Indicate reason for modification): These modifications were implemented because students are currently required to engage in community service, teaching observations and coaching techniques in fitness and sport coursework.