

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

Date Submitted Feb, 2007

Assessment Period Covered (2006)

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

Person(s) Preparing Review Dr. Steve Garippa

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

Students' performance data were examined by the Fitness and Sports faculty and insights will be incorporated into the teaching and learning experiences provided throughout the Fitness and Sports program. The Fitness and Sports Program faculty reviewed the data to use in the improvement and development of the current curriculum. They plan to give particular attention to students who may not readily grasp the concepts and appropriately apply the knowledge and skills in their community service, teaching observations, and coaching techniques in fitness and sports coursework.

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 for educators a comprehensive and coherent professional development system that links all aspects of the educational profession. Through educational experiences provided by this 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)?

Students will understand components of health and exercise. Students will carry out research related to health and fitness.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

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

During the Spring 2007 semester students enrolled in EDFS 3300 will plan and carry out research related to health and physical parameters as a term project and then prepare a report to document their knowledge in Fitness and Sports.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Students will understand components of health and exercise with scoring an average of 80% from their term project.

Outcome 2

Is this outcome related to writing (QEP)?

Students will be able to create a lesson plan and teach a physical activity in different contexts for fitness and sports program development.

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

During the Spring 2007 semester students enrolled in EDFS 3305 will be evaluated by the instructor using a common rubric.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Students will obtain a score of 80% on the execution of the lesson plan using a common rubric developed by the Fitness and Sports faculty.

Outcome 3

Is this outcome related to writing (QEP)?

Students will be able to plan, develop and operate an event related to sports and fitness

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

Provide support programs, services, and activities that promote student learning, enhance student development and advance campus internationalization.

Identify methods of assessment to be used

During the Spring 2007 semester students enrolled in EDFS 4307 will program an event and collect data.

Indicate when assessment will take place

Spring

Criteria/Benchmark

Students will obtain a score of 80% on a lesson plan designed to assess their ability to program an event.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 2006

Outcome 2

Fall 2006

Outcome 3

Fall 2006

What were the results attained (raw data)?

Outcome 1

Out of a population of 20 students, four groups were formed to program an activity. The activity rubric was comprised of 12 areas: 1.) Title and Purpose of activity, 2.) Objectives (A minimum of five objectives was required and objectives had to be measurable), 3.) Timeline (A minimum of 10 tasks were completed in preparation for this event, and a timeline for completion of each task was developed.); 4.) Description of the events (Three to five sentences were formulated to describe the event.); 5.) List of committee members (Could include others besides class participants.) 6.) Rules (At least five rules were devised and had to be followed for completion of the activity.); 7) Eligibility (At least three statements were devised to describe the specific criteria that needed to be met to participate in the activity.); 8.) Number of community hours generated. (Identify contributors as a group and the total number of hours each group devoted to the activity. The groups can be students in the course, other adults, or other students., 9.) Letters from parents, community members, school and facility officials, and participants acknowledging students' participation in the activity and appreciation for providing the children with this type of activity. 10.) Funding sources (Names of individuals / organizations that provided funding to sponsor the activity were provided by the students.) 11.) Evaluation (Results should be aligned to objectives. Report the number of participants, identify any problems that were encountered, and explain how they were handled.); 12.) Pictures (At least 10 pictures taken the day of the event). The students exceeded the 75% criterion on the 12 areas indicated above.

Outcome 2

Out of a population of 45 students, 44 individuals completed the scouting assignment of assessing an interscholastic contest of their choice. On average, students who participated in the assessment incorporated 89% of the items on the coaching rubric. The coaching rubric was comprised of four areas: 1) Personnel (number of players, classification, weight and height, overall attitude and work ethic); 2) Offense (basic offensive set, trick plays); 3) Defense (basic defense); 4) Strengths and weaknesses (team and individual). The students exceeded the 80% criterion on the four areas indicated above.

Outcome 3

Twenty-six students taught a lesson using a common rubric that was designed by Fitness and

Sports faculty. The activity rubric was comprised of nine areas: 1. Does the activity meet the needs of your student population? 2. Do the objectives for the activity fit with your program goals and expected outcomes? (This rubric is consistent with National Association of Sports and Physical Education (NASPE) outcomes and TExES Physical Education standards.) 3. Do you have the necessary facility and equipment? 4. Is the activity developmentally appropriate for your students? 5. Is this activity designed with maximum student participation in mind or can it be modified for greater or lesser student participation? 6. Does the activity allow for a variety of difficulty levels? 7. Can the activity be applied in a setting other than a formal instructional setting? 8. Will the activity hold the interest of your students or is boredom likely to set in? 9. Is the activity safe? The average score based upon this rubric was 80%.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Sukho Lee

Outcome 2

Dr. Steve Garippa

Outcome 3

Dr. Steve Garippa

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.)**

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

Jan 24th, 2007 with Drs. Sukho Lee, Kyungshin Park and Steven Garippa for Fitness and Sports (Results and analysis 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: The Fitness and Sports faculty decided to continue to use the 12 components depicting the criteria that help to define this task, since the thoroughness helps students acquire a deep understanding of how to plan, implement, monitor, and possibly modify a Fitness and Sports activity for a group of individuals.

Outcome 2

Met **Not Met**

Provide narrative: Review of the performance data by Fitness and Sports faculty resulted in the determination that the current outcome is beneficial for the proficiency and capability of Fitness and Sports students. This assignment and rubric will continue to be used to develop and train these future teachers.

Outcome 3

Met **Not Met**

Provide narrative: Review of the performance data by Fitness and Sports faculty resulted in the determination that the current outcome is beneficial for the proficiency and capability of Fitness and Sports students. This assignment and rubric will continue to be used to develop and train these future teachers.

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

These data-based changes have allowed program improvements to be more effective and consistent with state and federal standards.

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): None.
New Outcome(s) – (List outcomes below): None.
Modification of present outcome(s) – (Indicate reason for modification): Review of the performance data by Fitness and Sports faculty resulted in the determination that the current outcomes are beneficial for the proficiency and capability of Fitness and Sports students. However, faculty decided to emphasize teaching in future review and changed the order between outcome 1 and 3. Also, health and wellness will be stressed more in outcome 2.

**** 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