

**Texas A&M International University  
Annual Institutional Effectiveness Review (AIER)  
of Academic Programs**

**Program: BS-Fitness and Sports Non-Certification**

**Assessment Period Covered: March 1, 2008 to January 31, 2009**

**Program Coordinator (Preparer of Report): Rafael Romo**

**List Other Program Faculty:**

<b>Dr. Sukho Lee</b>
<b>Dr. Kung-Shin Park</b>
<b>Cordelia Rodriguez</b>
<b>Noemi Ramirez</b>

**The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:**

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

**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 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.

**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.

**Selected list of program-level intended student learning outcomes** *(It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate.)*

1. Students will be able to program an event in EDFS 4307 Organizational Administration of Sports and Fitness Programs.
2. Students will be able to create a lesson plan and teach a physical activity in different contexts for fitness and sports program development.
3. Students will score an average of 80% on scouting reports using a common rubric developed by the Fitness and Sports faculty. Students will observe and report on the strengths, weaknesses, offense, defense, and game plans of teams to help them acquire the requisite knowledge to effectively analyze coaching skills.

## Section I: Planning and Implementation

### **Outcome(s)**

*Identify the outcome(s) that will be focused upon this year.*

1. Students will be able to program an event in EDFS 4307 Organizational Administration of Sports and Fitness Programs.
2. Students will be able to create a lesson plan and teach a physical activity in different contexts for fitness and sports program development.
3. Students will score an average of 80% on scouting reports using a common rubric developed by the Fitness and Sports faculty. Students will observe and report on the strengths, weaknesses, offense, defense, and game plans of teams to help them acquire the requisite knowledge to effectively analyze coaching skills.

**Please indicate if the outcome(s) is(are) related to writing (Write-On TAMIU, previously known as QEP).**

**Methods of assessment to be used:** *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

1. During the Spring 2008 semester students enrolled in EDFS 4307 students will obtain a score of 80% on a lesson plan designed to assess their ability to program an event. A common rubric devised by the Fitness and Sports faculty will serve as the means for the assessment.
2. During the Spring 2008 semester students enrolled in EDFS 3305 will be evaluated by the instructor using a common rubric developed by the COED. The rubric will be used to assess students ability to create and deliver a lesson plan designed to teach physical activity.

3. During the Fall 2007 semester students enrolled in EDFS 3301 collected data through observation and then prepared a report to document their observation.

**Indicate when assessment(s) will take place**

Annually

**Criteria/Benchmark(s):** *Specify, if deemed appropriate to assess outcome(s). Criteria/benchmark(s) may be optional, especially if qualitative measures are used for data collection.*

1. Students will obtain a score of 80% on a lesson plan designed to assess their ability to program an event. A common rubric devised by the Fitness and Sports faculty will serve as the means for the assessment.
2. Students will obtain a score of 80% on the execution of the lesson plan using a common rubric developed by the COED.
3. Students will analyze various game plans (e.g., those developed for baseball, football, basketball, volleyball, hockey, and soccer games) with an average of 80% accuracy based on a common rubric.

Section II: Analysis of Results

**What were the results attained?**

*Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.*

1. Out of a population of 20 students, four groups were formed to program an activity/event. The activity/event rubric was comprised of 12 areas: 1) Title and Purpose of activity/event, 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/event.); 7) Eligibility (At least three statements were devised to describe the specific criteria that needed to be met to participate in the activity/event.); 8) Number of community hours generated. (Identify contributors as a group and the total number of hours each group devoted to the activity/event. 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/event and appreciation for providing the children with this type of activity/event; 10) Funding sources (Names of individuals/organizations that provided funding to sponsor the activity/event 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 80% criterion on the 12 areas indicated above.

2. 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 boredom likely to set in? 9) Is the activity safe? The average score based upon this rubric was 80%.

3. 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.

### **What were the conclusions reached?**

*Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to [assessment@tamtu.edu](mailto:assessment@tamtu.edu).*

### 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 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.

## Meeting 3

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

September 3, 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 November examination. The Fitness and Sports faculty will collect and summarize during the spring 2009 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 November 12, 2008.

**Describe the action plan formulated. (The plan may be multi-year in nature.)**

*Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.*

Faculty agreed to continue to systematically incorporate these activities into their courses and will begin implementing the revised courses in the Fall 2008 semester. Furthermore, faculty agreed these data-based changes have allowed program improvements to be more effective and consistent with state and federal standards.

Section III: Resources

**Resource(s) to implement action plan:**

*Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

Funding

- New Resources Required
- Reallocation of current funds
- Current funding resources are sufficient.

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

**Identify proposed outcomes for the next assessment cycle:**

*Continuation of present outcome(s) – (Indicate reason for continuation):*

The Fitness and Sports faculty decided to continue to use the 12 components depicting the criteria that help 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/event for a group of individuals.

*New Outcome(s) – (List outcomes below):*

Faculty agreed to continue present outcome(s) and review the data to help create new outcomes in the future.

*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 outcome is beneficial for the proficiency and capability of Fitness and Sports students. The students in the EDFS 3305 Teaching Physical Education course were above the 80% passing criterion with an average of 89.7% in lesson planning for teaching physical education. The students attained an average of 89.7% on their recreational activity lesson plan.

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. The students in the EDFS 3301 Coaching course completed their game plans and scouting reports with an average of 84.6% accuracy.