

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 Non-Certification (BS)

Person Preparing Review Rafael Romo

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. 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.

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 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 relationship to Strategic Plan

Outcome 1

Students will be able to program an event in EDFS 4307 Organizational Administration of Sports and Fitness Programs.

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 areas covered on professional licensing examinations are part of all relevant courses.

Implement an institutional plan to evaluate academic and educational/administration support units and track the use of results used to improve program.

Provide quality instruction to prepare graduates for leadership roles in their chosen profession.

Methods of assessment

During the Spring 2006 semester students enrolled in EDFS 4307 will program an event and collect data. The data will be collected in Spring 2006 because the rubric was being developed and field tested in Spring of 2005.

Frequency of administration

EDFS 4307 is offered every Spring semester and the collection of data is administered at this time.

Criteria/Benchmark

Students will obtain a score of 75% 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.

Outcome 2

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. Students will develop a game plan.

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 are part of all education courses and field requirements.

Methods of assessment

During the Fall 2003 semester students enrolled in EDFS 3301 collected data through observation and then prepared a report to document their observationnter text here

Frequency of administration

Data will be collected every Fall semester.

Criteria/Benchmark

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.

Outcome 3

Students will be able to observe a physical education teacher in our community, create a lesson plan and teach a recreational activity to become better informed about the fitness and sports programs in these different contexts.

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

During the Fall 2003 semester students enrolled in EDFS 3305 will be evaluated by the instructor using a common rubric that is used by the College of Education . Furthermore, students are currently required to engage in community service and teaching observations in fitness and sport coursework.

Frequency of administration

Data will be collected every Fall and Summer.

Criteria/Benchmark

Students will score 85% on the execution of the lesson plan using a common rubric developed by the Fitness and Sports faculty.

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

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 30 students, six scouting groups were formed to assess two football games. On the average, students who participated in the assessment incorporated 88% of the items on the coaching rubric. The coaching rubric was comprised of four areas: 1) Personnel (number of players, classification, weight, height, overall attitude and work ethic); 2) Offense (basic offensive set, five best running plays, five best passing plays, trick plays); 3) Defense (basic defense, stunts, weaknesses); 4) Special teams (kick-off team, kick-off receiving, punting team, punt receiving team, extra point kicker). The students exceeded the 80% criterion on the four areas indicated above.

Outcome 3

Twenty-eight students taught a lesson using a common rubric that was designed by the Fitness and Sports faculty. The activity rubric was comprised of three areas: 1.) Preparation (use of visual aids, visibility of aids.) 2.) Content (attention getting, clear, substantive transitions.) 3.) Delivery (eye contact, minimal reliance on notes, energy, posture, avoidance of “ah” and “um” expressions; appropriate use of gestures, volume, and rate of speech; acceptable length of time). The first two criteria were used in the lesson planning process. The third criterion was used in the execution of the lesson plan. The students exceeded the 80% criterion on the first two areas indicated above. Thirty-nine students observe a variety of school and community events. The students averaged 34.5 hours of observation. The average score on their reflection observation papers was 78.7.

Who (specify names) conducted analysis of data?

Outcome 1

Rafael Romo

Outcome 2

Rafael Romo

Outcome 3

Rafael Romo

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 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

The Fitness and Sport 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

The Fitness and Sports faculty members reviewed the performance data but do not feel action is required at this point in time. Nonetheless, they have continued to guide and support students as they develop their own coaching game plans in a variety of sports.

Outcome 3

The Fitness and Sport Faculty removed outcomes four 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?

N/A

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 will continue to engage in activities which include observing teachers, coaches, their peers in the classroom environment and organizing and planning a sporting event. This will provide a variety of activities that are related to our fitness and sport courses.
New Outcome(s) – (List outcomes below): Provide by Spring 2006, certification in personal training. E.g., ACSM certification of personal training.
Modification of present outcome(s) – (Indicate reason for modification): Outcomes three and four were incorporated into outcome three. These modifications were implemented because students are currently required to engage in community service, teaching observations and coaching techniques in fitness and sport coursework.