

ASSESSMENT REPORT FOR

Bachelor of Science Degree in Fitness and Sports All-Level Certificate(BS)
Instructional Degree Program

Spring 2004
Assessment Period Covered

June 1, 2004
Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and 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 is 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.

College/University Goal(s) Supported:

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 the system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

Intended Educational (Student) Outcomes:

- 1.** Preservice teachers in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.
- 2.** Student interns in the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment
- 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.
- 4.** 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 learn coaching skills.

5. Students will be able to observe a variety of school and community events to become better informed about the fitness and sports programs in these different contexts.

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 1 Preservice teachers in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.

First Means of Assessment for Outcome Identified Above:

1 **a. Means of Program Assessment & Criteria for Success:**

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain I (Designing Instruction and Assessment to Promote Student Learning) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

1 **a. Summary of Assessment Data Collected:**

Out of a population of 57 students, only 54 took the Pedagogy and Professional Responsibilities (PPR) Test of the new Texas Examination on Educator Standards (TExES) during the Fall term of 2003. The remaining three students either took the Examination for Certification of Educators in Texas (ExCET) or had not tested at the time this report was prepared. On average, the students who took the PPR Examination obtained 76.83% of the items correct on Domain I. An analysis of the students' performance on the four competencies comprising Domain I indicated that their two strongest areas were Competency #3 (Understands how to design effective instruction and assessment procedures) with 79.46% accuracy and Competency #2 (Understands and applies concepts related to student diversity) with 78.65% accuracy. On Competency #1 (Understands and applies human developmental processes), students demonstrated 77.3% accuracy and 71.93% accuracy on Competency #4: (Understands and applies learning processes and factors to plan effective instruction and assessment). Despite these differences, students' performance on Domain I and the respective competencies indicates that they exceeded the 70% criterion.

Out of a population of 73 students, only 23 took the Pedagogy and Professional Responsibilities (PPR) Test of the new Texas Examination on Educator Standards (TExES) during the Spring term of 2004. On average, the students who took the PPR Examination obtained 77.00% of the items correct on Domain I. An analysis of the students' performance on the four competencies comprising Domain I indicated that their two strongest areas were Competency #3 (Understands how to design effective instruction and assessment procedures) with 75.17% accuracy and Competency #2 (Understands and applies concepts related to student diversity) with 79.22% accuracy. On Competency #1 (Understands and applies human developmental processes), students demonstrated 80.04% accuracy and 73.57% accuracy on Competency #4: (Understands and applies learning processes and factors to plan effective instruction and assessment). Despite these differences, students' performance on Domain I and the respective competencies indicates that they exceeded the 70% criterion.

__1__ a. Use of Results to Improve Instructional Program:

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.

Second Means of Assessment for Outcome Identified Above:

__1__ b. Means of Program Assessment & Criteria for Success:

At the pre-service interview to enter the teaching internship, students in the teacher preparation program will provide evidence of knowledge of instructional design and assessment with a score of 90% or better, as determined by a committee of public school personnel and College of Education Supervising faculty who will use a rubric developed for this purpose.

__1__ b. Summary of Assessment Data Collected:

Spring 2004 Block II Data collected from 74 students through the use of the Internship Interview Rubric indicated that 74 (100%) of the students successfully participated in the interview process and were subsequently admitted into the internship experience. During this interview, students demonstrated appropriate knowledge of instructional design and assessment. Of the 74 students interviewed, no more than four (5%) needed to strengthen their understanding of: a) how to successfully work with students having special needs; b) develop a greater understanding of the learner-centered proficiencies; c) authentic assessment; or d) multiple intelligences.

__1__ b. Use of Results to Improve Instructional Program:

Program faculty reviewed the data mentioned above and agreed to continue to refine their courses by placing greater attention on the four areas mentioned and assessing through different means students' understanding of all relevant competencies.

Since students' performance on the Internship Interview Rubric has exceeded expectations, faculty members decided to place a special emphasis on Competency #7 (Communication: 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), especially since students' average performance over the last two TExES administrations has not been higher than 69%. This competency will be incorporated into the Professional Education courses that preservice teachers take.

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 2 Student interns in the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

First Means of Assessment for Outcome Identified Above:

2 **a. Means of Program Assessment & Criteria for Success:**

The average score of students completing the educator preparation program will be at or near 85% on the Field Performance Evaluations, with no score lower than 65%.

2 **a. Summary of Assessment Data Collected:**

Data collected from 73 students during the Spring 2004 semester through the use of the Field Performance Evaluations revealed that their scores ranged from 50 to 100 and that the mean for the group was 92.2. Students were particularly capable of maintaining positive rapport with the students and communicating information in an accurate, clear, and logical manner to their students. A trend observed among some students is that they need to make sure that students are attentive before beginning the lesson or giving directions. In addition, they need to question students in a variety of ways to promote critical thinking. Overall, the desired performance standard was exceeded.

2 **a. Use of Results to Improve Instructional Program:**

The data mentioned above will be shared with program faculty to determine how to best incorporate these insights into the educator preparation program. Program faculty will also re-examine and possibly revise the assessment instrument used at this point in the educator preparation program to help them identify program strengths and areas of need.

Since students performance on the Field Performance Evaluations has exceeded expectations, faculty has decided to focus on Competency #10 (Assessment: The teacher monitors students 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).

Second Means of Assessment for Outcome Identified Above:

__2__b. Means of Program Assessment & Criteria for Success:

At the Portfolio Review, students completing the educator preparation program will provide evidence of their ability to apply principles of instructional design and assessment with a score of 85% or better, as determined by a team of Field Supervisors using a common rubric.

__2__b. Summary of Assessment Data Collected:

During the Spring 2004 term, 70 Block III students prepared and presented their portfolios for evaluation. Seventy-nine percent (55) of the 70 students earned a score of 80% or higher on their portfolios. The average score obtained by the 70 students was 87.17%. As a part of the portfolio presentation, students demonstrated an appropriate understanding of instructional design and assessment.

__2__b. Use of Results to Improve Instructional Program:

A team of educators working with the educator preparation program will re-examine the rubric used to assess students' performance on their portfolios to determine if any modifications to the rubric and/or program are needed. This team of educators will research different types of rubrics used to assess e-portfolios and will create a rubric to be utilized for e-portfolios with Block I students during the Fall 2004 term, Block II students during the Spring 2005 term, and Block III students during the Fall 2005 term. The rubric will then be used to help educators monitor program strengths and areas of need.

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

First Means of Assessment for Outcome Identified Above:

****3 a. Means of Program Assessment & Criteria for Success:****

The average score of students completing the Educator Preparation Program will be at 70% on the component dealing with Physical Education.

****3 a. Summary of Assessment Data Collected:****

Out of 6 students who took the All-level Physical Education ExCET 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.

****3 a. Use of Results to Improve Instructional Program:****

Although the Fitness and Sports program faculty did not feel action was required at this time, they agreed to evaluate systematically the content of these domains as they are embedded in the required courses.

Second Means of Assessment for Outcome Identified Above:

__3__b. Means of Program Assessment & Criteria for Success:

Students completing the Educator Preparation Program will be able to explain five physical fitness tests and satisfactorily perform the physical activity associated with each of these tests.

__3__b. Summary of Assessment Data Collected:

Data will be collected in EDFS 2300 Physical fitness during the Fall 2004.

__3__b. Use of Results to Improve Instructional Program:

Because program faculty will collect data for this means of assessment during Fall 2004, no results are available at this time.

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 4. 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 learn coaching skills.

First Means of Assessment for Outcome Identified Above:

4 a. Means of Program Assessment & Criteria for Success:

Students will prepare coaching reports with at least 80% accuracy as assessed by a common rubric developed by the Fitness and Sports faculty. The reports should depict the strengths, weaknesses, offense, defense, and game plans of teams.

4 a. Summary of Assessment Data Collected:

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.

__4__ a. Use of Results to Improve Instructional Program:

The Fitness and Sports Program faculty reviewed the above data. They plan to give particular attention to students who may readily grasp the concepts and appropriately apply the knowledge and skills in their scouting reports.

Second Means of Assessment for Outcome Identified Above:

__4__ b. Means of Program Assessment & Criteria for Success:

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.

__4__ b. Summary of Assessment Data Collected:

Out of a population of 30 students, six game plan groups were formed to assess two football games. On the average, students who participated in the assessment correctly addressed more than 90% of the items on the game plan rubric. The game plan rubric consisted 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.

__4__ b. Use of Results to Improve Instructional Program:

The Fitness and Sports faculty members reviewed the performance data but do not feel action is required at this point in time. They do feel, however, that they must make additional efforts to help guide and support students as they develop their own coaching game plans in a variety of sports.

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 5. Students will be able to observe a variety of school and community events to become better informed about the fitness and sports programs in these different contexts.

First Means of Assessment for Outcome Identified Above:

5 a. Means of Program Assessment & Criteria for Success:

Students will document at least 100 hours of observation in the following areas:

- Schools
- Coaching
- Community

Students will be given a form to document hours of observation. The focus of the observation will be on describing the different types of fitness and sport activities taking place at different sites. See attached.

5 a. Summary of Assessment Data Collected:

Data will be collected in the December 2004.

5 a. Use of Results to Improve Instructional Program:

Because program faculty will collect data for this means of assessment during Fall 2004, no results are available at this time.

Second Means of Assessment for Outcome Identified Above:

__5__b. Means of Program Assessment & Criteria for Success:

Students will complete 100% of their observations and record them on a form that is placed in a file in the Fitness and Sport department.

__5__b. Summary of Assessment Data Collected:

Data will be collected in the December 2004.

__5__b. Use of Results to Improve Instructional Program:

Because implementation of this assessment will begin in Fall 2004, no results are available at this time.

Observation Form

Fitness and Sport Program

College of Education

Texas A&M International University

Name: _____.

Major: _____.

Minor: _____.

	Date	Hours	Name of Event
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
Total:			