

**Texas A&M International University
Core Curriculum Institutional Effectiveness Review (CCIER)**

Core Curriculum Academic Discipline: ACTIVITY/WELLNESS

Assessment Period Covered: Sept. 1, 2011 to May 31, 2012

Discipline Coordinator (Preparer of Report):

Dr. Rafael Romo

List Other Academic Discipline Faculty:

Dr. Sukho Lee

Dr. Kung Shin-Park

Noemi Ramirez

Jessica Zamarripa

The Core Curriculum Institutional Effectiveness Review supports the following imperative of the Texas A&M International University 2011-2015 Strategic Plan:

Imperative 3: Teaching and Learning-- Enhance the educational environment by promoting excellence in teaching and learning.

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.

Core Curriculum Mission

At Texas A&M International University, the Core curriculum introduces students to academic disciplines which form the foundation of human thought: mathematics, science, history, language, literature, the arts, and social and behavioral sciences. Our Core is conceived to open new areas of learning for our students and to foster skills necessary for success in higher education.

As they move through this course of study, students are encouraged, as their knowledge increases, to develop the capacity to articulate and support a thesis, to think critically, to synthesize their observations and to perceive analogies and relationships between seemingly diverse ideas and intellectual pursuits.

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

The statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated.

Each student submitted a Pre-Assessment and Post-Assessment titled "How healthy are you?" The Pre-Assessment was submitted during the first week of the semester and the Post-Assessment was submitted during the final week of the course. On a scale from 1 to 20 (1 being the lowest and 20 being the highest), the majority of students' Pre-Assessment performance indicated scores between 5-14 in the following areas: physical, emotional, and environmental health, and personal health promotion/disease prevention.

An analysis of these results prompted changes to increase the overall well-being of the students. The plan that was implemented included the following: The instructor addressed each of the various health dimensions over the course of the semester through lectures, videos, presentations, and in-class activities. These activities were intended to help students develop an understanding of their overall health and learn new ways to address their current behavior. Information acquired was intended to help them implement their behavior change plan over the course of the semester. Moreover, students were given additional resources on campus and off-campus to help them with the process. Students were asked to track their progress using a behavior change log, and were expected to have changed their unhealthy behavior(s) by the end of the semester.

Texas Higher Education Coordinating Board Exemplary Educational Objectives for the following academic discipline:

ACTIVITY / WELLNESS

1. Explain the importance of a holistic approach to health and wellness.
2. Evaluate lifestyle factors that improve health and longevity.
3. Analyze and assess psychological and sociological health related components of fitness.
4. Develop a personal wellness lifestyle plan.

Section I: Planning and Implementation

Outcome(s):

From the list above, identify the outcome(s) that will be focused upon this year. (It is recommended that academic disciplines rotate through their entire set of Exemplary Educational Objectives over a multi-year period. Thus, disciplines are encouraged to focus only on a few outcomes each year.) To facilitate the completion of this report, please refer to the Core Curriculum Matrix completed for each academic discipline.

1. Explain the importance of a holistic approach to health and wellness.

☐ Please indicate if the outcome(s) is (are) related to writing (*Write On, TAMIU!*).

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.

Students will complete an assessment entitled “How healthy are you?” Subsequently, they will be asked to choose a behavior that they would like to change. Students will outline steps that they will need to take to develop a personal wellness and lifestyle plan and factors that might influence that change. Last, students will point out three specific objectives in the plan that will facilitate the change. The students will provide the information to the course instructor. Data will then be collected through the results of the post-assessment entitled “How healthy are you?” (Provided by the course text Health the Basic 8th ed.)

Indicate when assessment(s) will take place:

The Pre-Assessment and Post-Assessment will be submitted by all students enrolled in EDFS 1152 Health and Wellness. The Pre-Assessment will be submitted during the first week of the semester and the Post-Test will be submitted during the final week of the course.

Criteria/Benchmark(s) for assessing students’ progress in meeting the exemplary objective(s) selected:

Each student is expected to achieve an 85% accuracy rate or better on the “How healthy are you?” Post Assessment.

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) suggested by the results.

After implementation of the plan developed, students’ Post-Assessment results demonstrated an average score of 18 (or 90% accuracy), which exceeded the 85% criterion established as a benchmark. Results indicated strengths in social health, intellectual health, and spiritual health.

What were the conclusions reached?

Include a brief description of the conclusion(s) based on the evidence collected and describe the process used to disseminate the information. Use the Meeting Minutes template found at:

<http://www.tamui.edu/adminis/iep/resources.shtml>. Once completed, submit the minutes to integrate@tamui.edu.

Based on the students' assessment results, it was concluded that the knowledge students' obtained promoted change, leading to a healthier lifestyle. Of particular note is that the activities in which the students participated were developed to help them make easy changes in their lifestyles. For example, combining or "juicing" fresh broccoli and fresh strawberries into a drink enabled students to meet their daily serving of fruits and vegetables.

Describe the action plan formulated.

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

Students will assess themselves on the first class day and determine the health areas in which they excel and those they could improve. After totaling their score for each health dimension, students will reflect on their behaviors that influenced their score in each category and choose a behavior they would like to change (Behavior Change Contract).

The instructor will address each of the various health dimensions over the course of the semester through lectures, videos, presentations, and in-class activities. By engaging in these activities, students will develop an understanding of their overall health and develop new ways to address their current behavior. Information acquired will facilitate their behavior change over the course of the semester. Moreover, students will be given additional resources on campus and off-campus to help them with the change process. Students will be asked to track their progress using a behavior change log, and they will be expected to have changed their unhealthy behavior(s) by the end of the semester.

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

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)

There is no need for any new resources to implement this action plan.

Date Report Submitted: June 25, 2012