

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

Core Curriculum Academic Discipline: Activity/Wellness

Assessment Period Covered: Sept. 1, 2009 to May 31, 2010

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List Other Academic Discipline Faculty:

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The Core Curriculum Institutional Effectiveness Review 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.

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.

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.*

In DANC and MUEN we will focus on Objective #4.

☐ **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.

The attached 'Goal Setting' template will be used by students in DANC 1131, 1132, 2131, 2132 and MUEN 1137 to track the student's progress on a 'per semester' basis. Data will be collected at the beginning and end of each semester and will be reported to Bede Leyendecker to chart the student's progress throughout the semester and eventually to build a historical data base of our students' progress.

Indicate when assessment(s) will take place:

At the beginning (similar to a pre-test) and at the end (similar to a post-test) of each semester.

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

Students will chart their progress on the attached 'Goal Setting' document beginning at the start of each semester that the courses are offered (DANC is Fall and Spring, MUEN is Fall). Students will continue to chart their progress on a 'per class' basis and charts will be turned in at the end of the semester. Should we wish, we could also document the progress at Midterm. The

end of the semester findings will be compared to the student's abilities at the start of the semester and the percent improvement rate from start to end will be calculated and documented.

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.

Information for DANC courses is currently being collected. MUEN courses will begin to document in the Fall semester.

DANC1131, 1132, 2131, 2132: Students logged in their strength capabilities at four intervals throughout the semester. Specific strength training series that were documented included: Barbell press, Dumbbell row, Overhead press, Barbell curl, Bar/Dumbbell squat, Bar/Dumbbell calf raise, Abdominal crunches and Back extensions. The students logged in the weight that they were able to work at along with the number of repetitions that were performed. It should be noted that the number of repetitions would be expected to remain fairly level considering the increase of weight throughout the data collection period.

In so far as weaknesses are concerned, strength is only one component of fitness. It has been suggested that the documenting process also include cardio, flexibility and endurance logs so that a general overview of fitness components be studied.

What were the conclusions reached?

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. Use the Meeting Minutes template found at: <http://www.tamtu.edu/adminis/iep/resources.shtml>. Once completed, submit the minutes to integrate@tamtu.edu.

DANC 1131, 1132, 2131, 2132: Students logged in their strength capabilities at four intervals throughout the semester in each of the categories stated above. The percent improvement for each category ranged from 28-57% and the overall average improvement was 42.75%. The results were very successful.

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.

Noting the student's abilities at the start and end of each semester will provide data on the progress that is achieved throughout the semester. It might be helpful to add a narrative section to the 'Goal Setting' chart in which the student describes their own personal reflection on how they feel both at the start and end of the semester.

It has already been suggested to the primary faculty member teaching the course that the documenting process should include all components of fitness for a holistic view. We will also include a narrative section which describes the student's general view of themselves at the start and end of the semester and how they intend to incorporate the knowledge that they have gained into establishing an active life long plan for themselves.

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)

Resources needed: Larger classroom space to allow sufficient room for students to move freely and safely.

Imperative 6: Resources -6.4 Build, maintain, and renovate facilities to meet the needs of the University.

Enrollments in DANC 1131, 1132, 2131, 2132 continue to grow along with the growth of the university. National standards generally indicate 100 sq. ft. of space for each adult student for movement classes. The classroom used for dance conditioning is generally sufficient for about 5 students, yet the enrollments generally reach a total of 20 students. Classroom activities become limited because there is not ample space for the students to move in the space freely and safely.