

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

**Core Curriculum Academic Discipline: ACTIVITY/WELLNESS**

**Assessment Period Covered: Sept. 1, 2010 to May 31, 2011**

**Discipline Coordinator (Preparer of Report):**

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**List Other Academic Discipline Faculty:**

<b>Sandra Leal</b>
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**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.*

**(DANC): Objective #2**—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. \*Reference can be made to Spring 2010 Strength Training Log.

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.

**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.*

**(DANCE): Objective #2**—Evaluate lifestyle factors that improve health and longevity.

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.*

**(DANC): Objective #2**—Short questionnaire at start of the Spring semester identifying the student’s perception of their standing on various lifestyle factors that impact their health and longevity (pre-test on a scale of 1-poor to 5-excellent). A list of individual goals will be identified by each student. The questionnaire will be distributed again the last week of April (post-test, same 1-5 scale) to document the student’s perception of improvement of lifestyle changes that affect their health and they will be asked to identify the goals for health improvement that they have achieved during the semester.

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

**(DANC): Objective #2**—Surveys will be completed the first week of the Spring Semester and again the last week of April 2011.

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

**(DANC): Objective #2**—The objective will be met if the student survey scores improve by 60% over the course of the semester in the April survey.

## 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.*

**(DANC): Objective #2**—Out of the 27 students surveyed 16 reported that they needed to lose weight and improve their overall level of fitness (strength, endurance and flexibility); 26 of the students reported that they not only needed to exercise more, they also needed to make modifications to their diets to include healthier menus and cut out fast food choices; only 1 student felt the need to gain some weight but healthily with increased muscle tone; 1 student reported the need to exercise to lower their blood pressure; 22 of the students reported that the need to exercise would also benefit them to reduce stress levels, improve self esteem and provide a medium for an overall sense of well being. The cohort listed their sense of motivation and support primarily coming from themselves and family members and also enforced through their knowledge of the benefits of exercise, improved lifestyles and energy and decreased stress levels.

**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.tamtu.edu/adminis/iep/resources.shtml>. Once completed, submit the minutes to [integrate@tamtu.edu](mailto:integrate@tamtu.edu).*

**(DANC): Objective #2**—All of the 27 students surveyed reported improvements in their overall level of fitness and general well being; 25 students reported that their stress levels had decreased and their energy levels had increased; 20 students reported that they had made significant changes in their eating habits to include healthier meals and reduced portions; 19 students reported actual weight loss, yet all 27 felt that their bodies were much more toned; 22 students reported that they planned to continue an daily exercise regimen.

NOTE: \*We also charted a sampling of 6 of the students and documented their strength at four points in the semester. The chart notes the number of repetitions and the weight increases for eight body points that were targeted over the course of the semester. There was a slight decrease in the second sampling’s number of repetitions which would seem normal due to the increased weight. The total number of repetitions continued to increase and leveled off between the third and fourth sampling; the amount of weight that the students were working with increased throughout all four samplings and a remarkable improvement was noted in their ability to perform chest presses.

**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.*

**(DANC): Objective #2**—Due to the recent budget constraints and faculty needs in other Dance courses the Dance Conditioning class will not be offered in the Fall 2011 semester. We will need to determine if it will be possible to include at least one class in the Spring 2012 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)**

**(DANC): Objective #2—N/A**

**Date Report Submitted:**

July 8, 2011