

**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.*

4. Develop a personal wellness and lifestyle plan

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 form entitled "How healthy are you?" Students: (1) choose a behavior that they would like to change; (2) outline steps that will need to be taken to develop a personal wellness and lifestyle plan and factors that might influence that change; and (3) point out three specific objectives in the plan that will help them make the change. Data will be collected by the results of the assessment plan form "How healthy are you?" (Provided in the course text Health the Basics).

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 course. The Pre-Assessment will be submitted during the first week of the semester and the Post-Test will be completed 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 a 90% pass rate or better on the 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.

At the beginning of the fall 2008 and spring 2009 the benchmark for the students that completed the “How healthy are you?” assessment plan form was 85%. The 95 students that completed the assessment plan form “How healthy are you?” in the fall 2008 and spring 2009 achieved a 90% pass rate or better on the post assessment and understood the importance of this assessment plan by reflecting on their healthy and unhealthy habits.

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.

Based on the data reported in the results and the achievement of 90% or better on the post assessment, the students understood the importance of their healthy and unhealthy lifestyle habits. The results were shared with the AIER Committee for the Bachelor of Science Degree in Fitness and Sports at the April 23, 2010 meeting.

CCAIER Committee Meeting for Bachelor of Science Degree in Fitness and Sports
April 23, 2010
11:30 AM

Present: Dr. Rafael Romo, Ms. Noemi Ramirez, Jessica Zamarripa.

Agenda

- I. CCAIER Reports
Submit CCAIER by Friday, May 7, 2010.
- II. Recommended changes for next report based on data reviewed
- III. Meeting adjourned.

Describe the action plan formulated. (The plan may be multi-year in nature.)

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

After reviewing students’ performance April 23, 2010, EDFS 1152 Health and Wellness faculty members determined that the current outcomes are beneficial for the proficiency and capability of Fitness and Sports students. However, these faculty members decided that in addition to

implementing the assessment plan, the instructors need to maintain good teacher-student relationships in order to guide students to develop more appropriate goals based on each student's lifestyle. For example, a student that has diabetes needs special care for this illness so the instructor can guide the students to understand various ways to implement a plan properly suited for him/her. The student will keep a record of his/her blood sugar level; this will reveal the positive effects that upon implementing the plan that the instructor recommended, significant results were accomplished.

Section III: Resources

Resource(s) to implement action plan: No resources are requested at this time.

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)