

Student Learning Summary Form AY2018-19

Due to your dean by September 1

Degree Program Name: _____ *Physical Education Coaching* _____ **Contact Person:** Jolynn Kuhlman Jolynn.Kuhlman@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new form(s) along with this summary.

Part One

<p>a. What learning outcomes did you assess this year? If this is a graduate program, indicate the <u>Graduate Student Learning Outcome</u> each outcome aligns with.</p>	<p>b. What method(s) did you use to determine how well your students attained the outcome? In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>Objective 1 Research in Sport and Exercise Science Implement knowledge application of research in sport coaching and sport science.</p>				
<p>Outcome 1.1 Design, conduct , and present original research project Conduct a research project and articulate the project through a written form and/or an oral presentation Graduate Student outcome: Students demonstrate professional communication proficiencies.</p>	<p>Students will design, investigate, analyze, produce a report, and present the research project in a written and/or oral presentation. The presentation includes the problem, literature review, research methodology, and statistical analysis procedures and findings. PE 665</p>	<p>85% of students will earn 80% of the specific points assigned for each element of the research project as outlined in the rubric.</p>		<p>(1) Kuhlman (2) Program meeting. Program committee meet at least 6 times during the year</p>

<p>Outcome 1.2 Formulate a Position Statement Investigate and defend position in a written document</p>	<p>Student will formulate a position statement for a sport related issue. The student will investigate the topic and in a written document defend the position chosen. PE 665</p>	<p>85% of students will earn 80% or higher of the specific points assigned for each element of the position statement as outlined in the rubric</p>		<p>(1) Kuhlman (2) Program meeting. Program committee meet at least 6 times during the year</p>
<p>Objective 2 Integrate Sport & Exercise Psychology Principles Integrate principles within sport and exercise psychology to enhance the sport and exercise experience.</p>				
<p>Outcome 2.1 Apply theory and principles Investigate social reinforcement principles within sport psychology through observation of a coaching environment.</p> <p>Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>Employing the CBAS assessment system the student will observe and assess types of social reinforcement provided by a coach to a team. The student will provide a written report of the findings. Course PE 666</p>	<p>85% of students will score 80% of the specific points assigned for each element of the report as outlined in the rubric.</p>		<p>(1) Ginter (2) Program meeting. Program committee meet at least 6 times during the year</p>
<p>Outcome 2.2 Integrate Appropriate Mental Skills Techniques and Appropriate Developmental Techniques Evaluate appropriate mental skills, including goal setting strategies, motivation, leadership,</p>	<p>Students will assemble a manual that will address the following mental skills and their application in the student's coaching situation: team cohesion, goal setting strategies, motivational techniques, leadership, and player development. Course PE 666</p>	<p>85% of students will score 80% or higher on each component of the manual as outlined in the rubric.</p>		<p>(1) Ginter (2) Program meeting. Program committee meet at least 6 times during the year</p>

<p>team cohesion, and provide developmental techniques for each skill in a coaching setting.</p> <p>Graduate Student outcome: Students achieve mastery of the knowledge required in their discipline or profession.</p>				
<p>Outcome 2.3 Integrate Stress Management Theory Integrate the concept of stress management for a individual athlete through the development of a relaxation script</p> <p>Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>The student will design a audio relaxation script which takes an athlete into a state of relaxation and develops an area of improvement. Course PE 666</p>	<p>85% of the students will score 80% or higher on each component of the rubric</p>		<p>(1) Ginter (2) Program meeting. Program committee meet at least 6 times during the year</p>
<p>Objective 3 Effective Learning Environment Design effective learning conditions in a sport environment that is appropriate to the age and skill level of all participants.</p>				
<p>Outcome 3.1 Analyze Concepts of Growth and Maturation Integrate the principles of growth (social, psychological,</p>	<p>The students will design a sport learning environment, integrating various learning concepts and provide the theoretical rationale behind</p>	<p>85% of students will score 80% or higher on each component of the rubric</p>	<p>Course is not taught this year. Assessed in Odd years</p>	<p>(1) Kuhlman (2) Program meeting. Program committee meet at least 6 times during the year</p>

<p>physical) and maturation and their relation to sport and construct a skill learning environment.</p> <p>Graduate Student outcome: Students engage in and meaningfully contribute to diverse and complex communities and professional environment</p>	<p>the application for each concept. Course PE 660</p>			
<p>Objective 4 Professional Coaching Attributes and Behaviors Investigate ethical and moral attributes for the profession of coaching</p>				
<p>Outcome 4.1 Athlete-Centered Philosophy Create an athlete-centered philosophy</p>	<p>The student will create their athlete-centered coaching philosophy after evaluating the following: What they want to accomplish; what their responsibilities are; how they define success; what their teaching methods are; how practices and games will be organized; their team rules and consequences; and how they will communicate with their athletes/ This project is submitted in a written format. Course PE 618</p>	<p>85% of students will successfully complete 90% of the components required for the portfolio. A checklist of the required documents is provided to the student.</p>		<p>(1) Kuhlman (2) Program meeting. Program committee meet at least 6 times during the year</p>
<p>Outcome 4.2 Practice Sport Specific Strategies Practice sport specific strategies in an experiential learning environment.</p> <p>Graduate Student outcome: Students engage in and</p>	<p>Students will assemble a Coaching portfolio which will include all of the documents that the student utilized during their season (this would include pre and post seasons also).</p>	<p>85% of students will successfully complete 90% of the documents required for the portfolio. A checklist of the required documents is provided to the student.</p>		<p>(1) Kuhlman (2) Program meeting. Program committee meet at least 6 times during the year</p>

<p>meaningfully contribute to diverse and complex communities and professional environment.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>Additionally, each of the documents must be identified with the domain of the National Standards for Coaches that they represent (i.e. emergency action plan represents Domain 2 – Sports Safety and Prevention; Pre-season conditioning plans represents Domain 3- Physical Preparation and Conditioning; Daily practice plans represents Domain 5 Teaching and Communication). Included is current certification in the following First Aid, CPR, and AED; Concussion; Heat Illness; Sudden Cardiac Arrest; Nutrition; Social Media; Bullying, Hazing, and Inappropriate Behaviors; Sportsmanship; and Appearance and Performance Enhancing Drugs and Substances. Course PE 629</p>			
<p>Objective 5 Synthesize Administrative Processes in the Coaching Environment Investigate the administrative processes associated with the coaching environment.</p>				
<p>Outcome 5.1 Analyze and Disseminate the administrative practices critical for coaching</p>	<p>Details/Description: Students will assemble an athletic program plan. The plan will contain the following:</p>	<p>85% of students will successfully complete 90% of the components required for the athletic program plan. A</p>		<p>(1) Kuhlman</p>

<p>environments Perform analysis of a sport program and present in a written report</p> <p>Assemble a recruiting manual and submit in either written or electronic format.</p> <p>Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>executive summary, mission statement, program history, long-term goals, short-term goals, S.W.O.T. analysis, policies and procedures, human resource plan, marketing and promotional plan, financial projections/fundraising programs, and appendix. Course PE 616</p> <p>Students will assemble a manual that outlines the practices and procedures of the recruiting component of coaching. The manual will include the NCAA, conference, and the appropriate university's rules and regulations, the budget, the various communications (types and examples), the itinerary of official visits, the training of hosts, responsibilities of coaches, potential questions of coaches and PSAs, and other components of the recruiting process. Course PE 616</p>	<p>checklist of the required components is provided to the student.</p> <p>85% of students will successfully complete 90% of the components required for the recruiting manual. A checklist of the required components is provided to the student.</p>		<p>(2) Program meeting, Program committee meet 6 times during the year</p>
<p>Objective 6 Evaluate Movement Patterns with Motion Analysis Techniques Incorporate motion analysis techniques to evaluate and produce effective human movement patterns in sport</p>				
<p>Outcome 6.1 Perform a qualitative and quantitative</p>	<p>Students will film a sport skill in their chosen sport. They</p>	<p>85% of students will earn 80% or higher on the project</p>		<p>(1) Finch</p>

<p>biomechanical analysis Design and conduct a qualitative and quantitative biomechanical analysis using videographic and kinetic techniques of sport activities performance in order to optimize movement efficiency</p> <p>Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>will use proper quantitative and qualitative motion analysis techniques n conducting a research project using either APAS or Dartfish software to evaluate the movement pattern and report their findings in both and oral and written report. Course PE 685</p>			<p>(2) Program meeting, Program committee meet 6 times during the year</p>
<p>(INDIRECT MEASURE) Coaching students will articulate their evaluation of the Coaching Program</p>	<p>A program evaluation exit survey will be sent 2 years after the student graduates</p>	<p>20% of the students will meet this benchmark of completing and returning the survey.</p>		<p>(1) Kuhlman - qualtrics survey emailed to students (2) Program meeting, Program committee meet 6 times during the year</p>

If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., The student must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Dear Jolynn,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: MS Physical Education Coaching	
Assessment Practice Overall Rating: Developing (1.44/3.00)	
Student Success Practice Overall Rating: <i>Not reported; current reporting form was not used</i>	
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are generally specific and measurable, with good alignment to Graduate Student Learning Outcomes.• Clear information provided about the courses and assignments used for assessing each outcome. Great descriptions of the assignments.• Good information provided about expectations for student performance, and especially good note that an analytic rubric will be used with elements that are specifically tailored to the relevant learning outcomes for more accurate evaluation.• Good information about faculty involvement and sharing of assessment data.	<ul style="list-style-type: none">• Note the reason for lack of data provided in this assessment cycle.• Only include outcomes to be assessed this cycle – if a course isn't being taught, then no need to include the outcome.• When reporting data in the future be sure to include information about how findings were interpreted and used for improving practice or student learning. This is how the assessment process is intended to be useful.

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only. Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex. discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary