

Student Outcomes Assessment and Success Report AY2018-19

Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: Physical Education: Coaching **Contact Name(s) and Email(s)** Heather Abbott heather.abbott@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p>
<p>Objective 1: Research in Sport and Exercise Science Implement knowledge application of research in sport coaching and sport science</p>				
<p>Objective 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</p> <p>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>62.1% of students earned 80% or higher</p>	<p>Faculty: Jolynn Kuhlman Rational: Strict APA guidelines were implemented, and decreased grades. In the future a review, and practice of APA guidelines will be completed in PE 601.</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>75.8% of student earned an 80% or higher</p>	<p>Faculty: Jolynn Kuhlman Rational: Strict APA guidelines were implemented, and decreased grades. In the future a review, and practice of APA guidelines will be completed in PE 601</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 earn 90% or higher on their philosophy</p>	<p>89.6% of student earned 90% or higher on this assignment</p>	<p>Faculty: Jolynn Kuhlman Notes: Performance expectations were changed to reflect the Athlete Centered Philosophy Assignment, and not the Coaching Portfolio.</p>
<p>Outcome 4.2 Practice Sport Specific Strategies Practice sport specific strategies in an experiential learning environment. Graduate Student outcome: Students engage in and meaningfully contribute to diverse and complex communities and professional environment.</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). Additionally, each of the documents must be identified with the domain of the National Standards for Coaches that they represent</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>87.5% of student earned 90% or higher on this assignment.</p>	<p>Faculty: Jolynn Kuhlman</p>

<p>Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>(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 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 biomechanical analysis Design and conduct a qualitative and quantitative biomechanical analysis using video graphic and kinetic techniques of sport activities performance in order to optimize movement efficiency</p>	<p>Students will film a sport skill in their chosen sport. They will use proper quantitative and qualitative motion analysis techniques in conducting a research project using either APAS or Dartfish software to evaluate the movement pattern and report</p>	<p>85% of students will earn 80% or higher on the project</p>	<p>Fall 2018: 18 out of 19 students received above 82%</p>	<p>Faculty: Al Finch</p>

Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession	their findings in both and oral and written report. Course PE 685			
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Note: *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.*

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should 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 should be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students 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).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate

A PDF of the Blue Reports is included. Moving forward a better understanding of this data is needed.

What worked well in supporting student success this year? What are the most significant opportunities for improvement upon which to focus in the coming year?

Curriculum review and updating has been identified as a focus for the upcoming year.

Part 1c: Summary of Career Readiness Activities

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

NA Graduate Program

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
- 2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed).**
 - Formalized data collection procedures will be created to enhance the data/result provided by faculty. Currently class size and evaluation tools are not well represented.

- 3) what your assessment plan will focus on in the coming year:** Learning Objectives 2.1, 2.2, 2.3, 3.1 and 5.1 will be assessed in for the 2019-2020 school in the Fall of 2020.
- 4) how this information will be shared with other stakeholders:** Information will be shared during program and department meetings.

Summary:

It should be stated that the coaching profession does not have an accreditation body. Based on this cycle review of objectives 1.1, 1.2, 4.1, 4.2, and 6.1 students meet or exceeded expectations in 2 out of 4 categories. Lower than expected performance in outcomes 1.1 and 1.2 maybe due to the strict APA grading guidelines implemented in the course. It has been suggested that APA guideline review and practice should be added to help student become more confident and successful with implementation. The faculty will also be reviewing the class associated with learning objective 1.1. Moving forward PE 665 may not be the appropriate place for assessment of objective 1.1, we will consider moving to learning objective 1.1 to align with PE 601. Before the next review cycle formalized data collection procedures will be created to enhance the data/result provided by faculty. The variations and lack of supporting material make it challenge to asses performance results meaning. Moving forward class size and evaluation tools need to be better represented. As far as strengths, the learning outcomes are specific and clearly linked to courses and assignments. The Blue Reports were provided by the CHHS Associated Dean Whitney Nesser, for future reviews a better understanding of how to interpret and apply this data is needed.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Heather,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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: M.S. Physical Education – Coaching	Overall Rating: Mature (2.38/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable. They are aligned with the CGPS Graduate Student Learning Outcomes.• Courses and assignments used for assessment measures are clearly described. Evaluative tools for some measures are noted – rubrics, checklists.• Expected and actual student performance are clearly noted.• Analysis demonstrates strong attention to course content an assignment changes and power/quality of assessment processes and resulting data. Findings are used to create plans for strengthening assessment and course alignment moving forward.• Information is provided about how results are shared with faculty.	<ul style="list-style-type: none">• When using rubrics and checklists, you can use these to your advantage to pinpoint student learning weaknesses and focus your interventions. If these are designed to analyze different learning outcomes or components of the learning outcomes they can be really helpful in reporting data by performance level and analyzing data more effectively.

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. (some)</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 checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped