

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

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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?</p> <p>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 and exercise science.</p>				
<p>Outcome 1.1 Apply Knowledge Apply Knowledge of basic research design</p> <p>Graduate Student outcome: Students demonstrate professional communication proficiencies.</p>	<p>Students will develop a research proposal for an individual research project which includes the problem, literature review, research methodology, and statistical analysis procedures. Course PE 601</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>29% of students earned 160/200 or more points. (4/14 students)</p>	<p>(1) Ginter (2) Program meeting</p>
<p>Outcome 1.2 Articulate Understanding through Oral Presentation Articulate understanding of research in the Coaching setting through an oral presentation</p>	<p>Students will conduct an individual research project that includes the problem, literature review, methodology, and statistical analysis and present it in oral presentation.</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>100% of students scored 80/100 points or better. (18/18 students)</p>	<p>(1) Kuhlman (2) Program meeting</p>

<p>Graduate Student outcome: Students demonstrate professional communication proficiencies.</p>	Course PE 660			
<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 Apply sport and exercise psychology theory and principles through writing.</p> <p>Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</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	85% of students will score 80% or higher for the report.	This assignment was not included this year	(1) Ginter (2) Program meeting
<p>Outcome 2.2 Appropriate Mental Skills Techniques Identify appropriate mental skills, including goal setting strategies, motivation, leadership, team cohesion, and development techniques in a coaching setting.</p> <p>Graduate Student outcome: Students achieve mastery of the knowledge required in their discipline or profession.</p>	Students will develop 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	85% of students will score 80% or higher on each component of the manual	92% scored 16/20 points or higher. (12/13 students)	(1) Ginter (2) Program meeting
<p>Outcome 2.3 Apply Stress Management Theory Apply the concept of Stress management for an individual</p>	The student will develop an audio relaxation tape which takes an athlete into a state of relaxation and develops an	85% of the students will score 80% or higher on the project.	92% scored 12/15 points or higher. (12/13 students)	(1) Ginter (2) Program meeting

<p>athlete through the development of a relaxation tape.</p> <p>Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p> <p>Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>area of improvement. Course PE 666</p>			
<p>Outcome 3.1 Physiological Responses to Aerobic Exercise Explain physiological responses to aerobic exercise training.</p> <p>Graduate Student outcome: Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>Will answer an essay question on the midterm exam in which they will explain the physiological responses to aerobic training. Course PE 615 (684)</p>	<p>85% of students will score 8/10 points.</p>	<p>77% of students scored 80 points or better (10/13 students)</p>	<p>(1) Kuhlman and Fleming (2) Program meeting</p>
<p>Outcome 3.2 Neuromuscular Responses to Resistance Exercise Explain neuromuscular responses to resistance training.</p> <p>Graduate Student outcome: Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>The written assignment comprises of a literature review of a particular topic of neurophysiology as it relates to sport and exercise. Students must provide a detailed review of the subject, including appropriate references to relevant scientific articles. The assignment should be prepared using Word or equivalent software, and</p>	<p>85% of students will score 80/100 points</p>	<p>77% of students scored 80 points or better (10/13 students)</p>	<p>(1) Kuhlman and Fleming (2) Program meeting</p>

	<p>should be no shorter than 5 pages, at Times New Roman, Font 12, spacing 1.5. A minimum of 5 references should be including using the Journal of Physiology referencing style. Course PE 615 (684)</p>			
<p>Objective 4 Effective Learning Environment Facilitate effective learning in a sport environment that is appropriate to the age and skill level of all participants.</p>				
<p>Outcome 4.1 Understand Growth and Maturation Understand growth (social, psychological, physical) and maturation and its relation to sport and exercise. Graduate Student outcome: Students engage in and meaningfully contribute to diverse and complex communities and professional environment</p>	<p>The students will create a learning environment, apply various learning concepts and provide the theoretical rationale behind the application for each concept. Course PE 660</p>	<p>85% of students will score 80% or higher on each component of the rubric</p>	<p>80% of students scored at least 16 out of 20 points on the project. (16/20 students)</p>	<p>(1) Kuhlman (2) Program meeting</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</p>	<p>The Coaching portfolio 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</p>	<p>85% of students will earn 85/100 points</p>	<p>100% of students score over 86 /100 points. (6/6 students)</p>	<p>(1) Kuhlman (2) Program meeting</p>

<p>environment.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>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). Course PE 629</p>			
<p>Objective 6 Demonstrate Understanding of Administration Demonstrate understanding of the organization and administration systems in sport settings.</p>				
<p>Outcome 6.1 Disseminate ethical administrative practices Understand and disseminate ethical business administrative practices</p> <p>Graduate Student outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>Details/Description: Students will assemble an athletic program plan. The plan will contain the following: 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>85% of students will score 80% or higher on each component of the rubric</p>	<p>87% of students earned 42/50 or higher. (13/15 students)</p>	<p>(1) Kuhlman (2) Program meeting</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.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students’ learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator’s feedback on last year’s summary; and 3) what your assessment plan will focus on in the coming year.

The students for this year seemed to have more difficulty in following directions and needed more directions. Additionally, the students needed to have the directions be repeated numerous times, even though they were posted on blackboard and the rubrics were available. This was especially true for the research proposal in PE 601 and the Learning Principles Paper in PE 660. For the manual in PE 616 a checklist of the elements that needed to be addressed was provided so they could make sure they had all the individual elements for the paper and still a few of the students were asking what needed to be in the manual.

The PE 601 (543) was revised this year to provide the coaching students with action research instead of experimental research. The students worked as a group to conduct a study in student success, ran the data and presented the findings in a formal presentation on campus to the student success council. Additionally they are writing an article discussing the study. Dr. Ginter and I have discussed the results for the 601 (543) and feel that for next year she will have the students form small groups that will each conduct a study for their specific sport. They will present their findings in both a written and oral form. This will hopefully help them focus on the one project and they will be able to diagnose a problem, develop a plan to address the problem, and evaluate the results of the action and present their process and results in both a written and verbal form.

This year I tried a different presentation method for PE 615 neuromuscular physiology including the introduction of the movement analysis program of Kinovea. The method I used was a hybrid class that took advantage of skype, blackboard, and collaborate. There were some technological challenges with ISU’s resources. These difficulties created disruptions in the presentation of the course material and may have had an effect upon the comprehension of the material covered in the class. Additionally, not all of the students had the same level of preparation with regard to physiology which made it more challenging for some of the students. A new faculty member has been hired to teach neuromuscular physiology and we are investigating the possibility of creating a new course geared toward performance presented in a traditional manner. Hopefully this will help the students develop a better and deeper understanding of the course material resulting in the students being able to illustrate the application of neuromuscular theories in the development of a training program.

For next year we will use a survey of alumni to determine their level of satisfaction with the program (likert scale from strongly dissatisfied to highly satisfied) and open ended questions to determine strengths and weaknesses of the program. In previous years I asked students after they had completed their internships and some after their first one or two years of coaching what they felt they were not prepared to handle when they started coaching and based upon their feedback added one course and various material to other courses.

As we are constantly trying to better the program to meet student’s needs we are planning and developing a survey for our graduates who go into the field what our program might offer that they feel was lacking.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: MS in Physical Education/Coaching Date: 8.7.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input checked="" type="checkbox"/> Outcomes were identified. <input checked="" type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	<input type="checkbox"/> Multiple measures were provided, and a majority are direct. <input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that

				<p>demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
3. Results	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
4. Engagement & Improvement	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are</p>	<p><input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals,</p>

	<p>identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p>provided, but they are not clear and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p><input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

The program assessed ten outcomes. Two call on students to “understand,” an action that is not measurable; and some are too narrow to be program-level outcomes (1, 6, 7). Do you have the opportunity to combine some of these too-specific outcomes with other related outcomes—for example, can 1.1 be joined with 1.2 to create a more rigorous outcome that requires students to “Conduct and present an original research project....”

2. Measures & Performance Goals

The methods identified are rigorous and detailed very thoroughly, so that I can easily see the connection between them and their related outcome. I would note that the second measure really is “bigger” than its outcome (which looks only at oral communication skills), but as I suggested above, combining 1.1 and 1.2 would resolve this. Also, I am not clear about the “learning environment” referenced in conjunction with outcome 4.1. Performance expectations appear to be appropriate, even though students do not achieve some of them. I could tell more about them if I had access to the rubrics that are referenced.

3. Results

Students achieved five of the nine outcomes for which results are available.

4. Engagement & Improvement

Multiple faculty are engaged in collecting and analyzing results which are shared at an undefined program meeting. (Which one? How often?). Part Two offers a thorough summary of specific areas of concern and offers some solutions. Beyond students’ difficulty paying attention, are you seeing any specific changes in student performance? Are they successful overall? Is there evidence that previous changes worked? Is learning continuously improving?

Thanks for sharing this information about your assessment program. I look forward to learning more next year!