Student Learning Summary Form AY2016-17

Due to your dean by June 1
Due from dean to assessment office by June 15

Degree Program Name: _*Graduate 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

a. What learning outcomes did you assess this year? **If this is a graduate program, indicate the Graduate Student Learning Outcome each outcome aligns with.**	**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?**	**c. What expectations did you establish for achievement of the outcome?**	**d. What were the actual results?**	**e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?**
Objective 1 Conduct Research in Sport and Exercise Science Implement knowledge application of research in sport and exercise science.				
Outcome 1.1 Investigate a Sport Issue Incorporating Knowledge of Research Techniques Conduct a research project in the sport environment and articulate the project through an oral presentation **Graduate Student outcome:** Students demonstrate professional communication proficiencies.	Students will develop and conduct a research project which includes introduction, the problem, literature review, research methodology, and statistical analysis procedures and present it in a written form and an oral presentation. Additionally, students will develop a sport related research proposal Course PE 601 Course PE 660	85% of students will earn 80% of the specific points assigned for each element of the research project as outlined in the rubrics.	84% (10 out of 12) of students score 80 out of 100 points or higher. Average score was 84/100 points. Research project for PE 660 was not included since PE 660 was not taught this year. Will be included in the next year assessment.	(1) Ginter, Kuhlman (2) Program meeting, Meet 6 times an academic year
Objective 2				

Integrate Sport & Exercise Psychology Principles Integrate principles within sport and exercise psychology to enhance the sport and exercise experience.				
Outcome 2.1 **Integrate Appropriate Mental Skills Techniques and Appropriate Developmental Techniques** Analyze appropriate mental skills, including goal setting strategies, motivation, leadership, team cohesion, and provide developmental techniques for each skill in a coaching setting. **Graduate Student outcome:** Students achieve mastery of the knowledge required in their discipline or profession.	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% (12 out of 13) of students score 80 out of 100 points or higher. Average score was 98/100 points.	(1) Ginter (2) Program meeting, , Meet 6 times an academic year
Outcome 2.2 Integrate Stress Management Theory Integrate the concept of Stress management for an individual athlete with the development of a relaxation tape. **Graduate Student outcome:** Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession. Students achieve mastery of the knowledge required in	The student will develop an audio relaxation tape which takes an athlete into a state of relaxation and develops an area of improvement. Course PE 666	85% of the students will score 80% or higher on the project.	93% (13 out of 14) of students score 80 out of 100 points or higher. Average score was 98.5/100 points.	(1) Ginter (2) Program meeting, , Meet 6 times an academic year

their discipline or profession.				
Objective 4 **Effective Learning Environment** Design effective learning in a sport environment that is appropriate to the age and skill level of all participants.				
Outcome 4.1 Analyze Concepts of Growth and Maturation Integrate the principles of growth (social, psychological, physical) and maturation and their relation to sport and exercise in a skill learning environment. **Graduate Student outcome:** Students engage in and meaningfully contribute to diverse and complex communities and professional environment	The students will complete a written assignment in which they create a sport learning environment, apply various learning concepts and provide the theoretical rationale behind the application for each concept. Course PE 660	85% of students will score 80% or higher on each component of the rubric	Item was not assessed this year since course is only taught in the fall of odd numbered years. Will be assessed next year.	(1) Kuhlman (2) Program meeting, , Meet 6 times an academic year
Outcome 4.2 Plan and Structure Practice Sport Specific Strategies Plan and structure 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. Students achieve mastery of the skills (including using	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 Coaches that they represent (i.e. emergency action plan represents Domain 2 – Sports Safety and Prevention; Pre-season conditioning plans represent Domain 3-	85% of students will earn 85/100 points	100% (9 out of 9) of the students earned an 85% or better for their portfolio. Average score was 92/100	(1) Kuhlman (2) Program meeting, , Meet 6 times an academic year

appropriate tools) required in their discipline or profession.	Physical Preparation and Conditioning; Daily practice plans represents Domain 5 Teaching and Communication). Course PE 629			
Objective 5 **Professional Coaching Attributes and Behaviors** Investigate ethical and moral attributes for the profession of coaching				
Objective 5.1 **Athlete-Centered Philosophy** Create an athlete-centered philosophy	The student will create their athlete-centered coaching philosophy taking into consideration what they want to accomplish, what are their priorities, what their responsibilities are, what are their teaching methods, how they define success, 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 629	85% of students will earn 85/100 points	100% (27 out of 27) students earned a score of 85/100 or better. The average score was 93/100	(1) Kuhlman (2) Program meeting, , Meet 6 times an academic year
Objective 6 **Synthesize Administrative Processes in the Coaching Environment** Construct an overall administrative plan incorporating the basic concepts of administrative practice in sport settings.				
Outcome 6.1 Evaluate and	Details/Description: Students	85% of students will score	87% of students (13 out of 15)	

Integrate essential business practices Evaluate and integrate the essential business practices to analyze a sport program and form a comprehensive program plan **Graduate Student outcome:** Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.	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	80% or higher on each component of the rubric	earned 85% or better on the components of the rubric. The average score was 89/100	(1) Kuhlman (2) Program meeting, , Meet 6 times an academic year
Objective 7 **Evaluate movement patterns with Motion Analysis Techniques** Incorporate motion analysis techniques to evaluate and produce effective human movement patterns in sport				
Outcome 7.1 Perform a qualitative and quantitative biomechanical analysis Perform a qualitative and quantitative biomechanical analysis using videographic and kinetic techniques of sport activities performance in order to optimize movement efficiency **Graduate Student outcome:** Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession	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 their findings in both an oral and written report Course PE 685	85% of students will score 80% or higher on the project	100% (10 out of 10) of the students earned 80% or higher on the written and oral project. Average score was 92/100.	(1) Finch (2) Program meeting, , Meet 6 times an academic year

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, practice, 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

As in the last year the students again seemed to need a tremendous amount of direction. The directions again needed to be repeated numerous times. When the blackboard site was checked to determine how many times the students accessed the site it appeared that they did not access it on a regular basis and that they often did not go to the assignment direction at all and just expected the directions to be given in class. Then if they could not remember what was discussed in class they would ask to have the directions described again in class and not bother to read for themselves the in-depth directions that were on the blackboard site. Since these are graduate students these behaviors are a bit alarming. I certainly hope that we have just hit a mild bump in the road as for our student's motivation, focus and dedication to assuming responsibility. Again for several courses, directions have been rewritten and still even more detail has been added.

The action research course will use smaller groups which will require every student to have greater responsibility for the research project. The research sport scenario will be created and data provided with the students formulating the interventions and analyzing the data. This process will hopefully will impress upon the students the importance of following proper research protocol.

With the addition of a new exercise science faculty member who has expertise in sport performance assessment the program committee has been discussing potential changes to the major in order to align and to address changes in the coaching profession. The students have been asked on numerous occasions for any specific topics that they did not feel prepared to address when they are on their internships. These topics will be addressed in the coming semester with the program faculty.

Students in numerous courses have a difficult time in being able to relate information given in one sport framework to their specific sport if it is different sport what sport was used for the explanation. Again we are working in several classes to have the students reflect on what they have heard and seen, to compare and contrast that information, and then create a scenario for their sport incorporating the information from the previous example.

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

Degree Program: MS in Physical Education (Coaching) Date: 01.03.18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	☐ No outcomes were identified. ☐ No Curriculum Map was provided.	☐ Outcomes were identified. ☐ Some of the outcomes are specific, measurable, student-centered, program-level outcomes. ☐ A Curriculum Map was provided.	☒ Outcomes are specific, measurable, student-centered, program-level outcomes. **Some are.** ☐ Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☐ The Curriculum Map identifies where/to what extent each outcome is addressed. ☐ At least one outcome was assessed in this cycle.	☐ Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. ☒ Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☐ Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). ☐ Learning outcomes are consistent across different modes of delivery (face-to-face and online.) ☒ Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. ☒ 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. ☒ Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	☐ No measures are provided. ☐ No goals for student performance are identified.	☐ Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. ☐ Measures are primarily indirect. ☐ Performance goals are identified, but they are unclear or inappropriate. ☒ Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	☒ At least one direct measure was provided for each outcome. ☐ Some information is provided to suggest that measures are appropriate to the outcomes being assessed. ☐ Clear and appropriate standards for performance are identified. ☐ Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. ☐ Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	☐ Multiple measures were employed, and most are direct. ☒ Detailed information is provided to show that measures are appropriate to the outcomes being assessed. ☒ Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) ☐ If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. ☒ Some measures allow performance to be gauged over time, not just in a single course. ☐ If a measure is used to assess more than one

				outcome, a clear explanation is offered to substantiate that this is appropriate. ☐ Clear and appropriate standards for performance are identified and justified. ☐ Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. ☐ If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	☐ No data are being collected. ☐ No information is provided about the data collection process. ☐ No results are provided. ☐ Students are meeting few of the performance	☐ Some data are being collected and analyzed. ☐ Some results are provided. ☐ Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.	☒ Data are being collected and analyzed. ☒ Results are provided. ☒ Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. ☒ Students generally are	☐ 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. ☐ Students generally are achieving the performance standards expected of them and demonstrate continuous

	standards set for them.	☐ Students are achieving some of the performance standards expected of them.	achieving the performance standards expected of them.	improvement on standards they have yet to achieve/achieve less well. ☐ If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	☐ No one is assigned responsibility for assessing individual measures. ☐ Assessment primarily is the responsibility of the program chair. ☐ No improvements (planned or actual) are identified. ☐ No reflection is offered about previous results or plans.	☐ The same faculty member is responsible for collecting and analyzing most/all assessment results. ☐ It is not clear that results are shared with the faculty as a whole on a regular basis. ☐ Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. ☐ Little reflection is offered about previous results or plans.	☒ Multiple faculty members are engaged in collecting and analyzing results. ☒ Results regularly are shared with the faculty. ☒ The faculty regularly engages in meaningful discussions about the results of assessment. ☒ These discussions lead to the development of specific, relevant plans for improvement. ☐ Improvements in student learning have occurred as the result of assessment.	☐ All program faculty members are engaged in collecting and analyzing results. ☐ Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. ☐ 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. ☐ Continuous improvement in student learning occurs as the result of assessment.

				☐ Outcomes and results are easily accessible to stakeholders on/from the program website. ☒ Assessment is integrated with teaching and learning.
Overall Rating	☐ **Level 0 – Undeveloped**	☐ **Level 1 - Developing**	☒ **Level 2 – Mature**	☐ **Level 3 – Exemplary**

The program's outcomes are clear, but several would benefit from the inclusion of qualifiers that indicate how well students should be able to perform the outcome (as 2.1 already does, for example). You provided a summary of each measure that demonstrates its alignment to the related outcome. (And by the way, the relaxation tape sounds like fun!) Standards are appropriate to a graduate program, though since you are using grades as the benchmarks, you should provide evidence that they link directly to the outcomes, criteria, and level of achievement—otherwise, you are grading rather than assessing. A simple solution is to provide and summarize one of the scoring rubrics you mention in connection to outcomes 4.1 and 6. Students met standards for six of the seven outcomes assessed (and they just barely missed 1.1). Part One shows that multiple faculty (perhaps all?) participate in assessment and meet quite frequently to discuss it.

Part Two offers a good general analysis of and reflection on student performance, as well as of recently implemented and planned changes intended to help improve students' focus, motivation, and their ability to follow appropriate research protocol and to synthesize information from multiple sports. I appreciate your proactive approach.

Thank you for submitting your 2017 Student Learning Summary Report!