Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

   [Please limit your response to 200 words or less]

Since 2006-2007, there has been some effort to reconsider the learning outcomes and capacity to assess progress toward their achievement. Part of this has been in response to some of the required courses being offered or discontinued. As a result, there has been discussion about appropriate substitutions. By 2009-2010, a group of substitute courses was agreed upon and implemented, though program changes were not formalized (in terms of Form A program changes; in part because it was unclear if some of the discontinued courses would reappear. In the case of at least one course, it will be offered in Fall 2012 for the first time in five years). The coaching profession lacks a national certification, with each sport and level offering their own workshops and licenses. Because of this lack of national criteria, our coaching minor faculty have been working toward changing the coaching minor to a coaching certificate. As such, our learning outcomes will be developed to reflect the shift in new courses, as well as the national discussion surrounding coaching licenses and certification.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Learning Outcomes (in no order of prioritization)

1. To make positive professional contributions to the professional field of coaching, and to exhibit the professional disposition of an effective emerging professional.
   A. This outcome was selected because it is important for students to recognize and understand that coaching is a profession, and as such, requires behaviors reflective of a profession.

2. To examine and analyze physical activity and motor skill performance as they relate to the physiological, psychological, as well as social responses to exercise, physical training, and health promotion.
   A. This outcome was selected because it is critical for students to gain knowledge and experience in preparing training protocol based on physiological principles, techniques
that rely on sport psychology and sport sociology, and in working with athletes in holistic methods and approaches.

3. To demonstrate the ability to integrate learner competencies and skills as part of a prescribed learning activities and experiences throughout the curriculum.
   A. This outcome was selected because it is important for students to understand and develop training techniques and strategies that are based on learning progressions and appropriate practices.

4. To participate in a variety of learning experiences that model effective coaching practices, coaching strategies, and assessments that prospective coaches will be expected to use in their own coaching environment.
   A. This outcome was developed and included because coaching as a profession, no matter what the level, is a visible profession to American society and as such can have a profound and significant impact on people's lives. Students will be prepared in a variety of ways to enter the coaching profession and behave according to professional and established standards.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

Our learning outcomes are directly tied to the Baccalaureate Learning Goals. Their coursework prepares them to be competent in their discipline and their profession will offer them the opportunity to exhibit their competence in a number of ways (Competence in the Disciplines). Our program includes coursework that addresses a variety of subdisciplines, including sciences, social sciences, humanities, and histories (specific to Knowledge of Human Cultures and the Physical and Natural World). We aim to develop graduates who are capable and competent in reading research critically, asking research questions, and possess the skills to answer research questions (addressing Intellectual and Practical Skills). As stated above, recognizing coaching as a profession, students address the Baccalaureate Learning Goals of Personal and Social Responsibility, as well as Integrative Learning, in their various fieldwork and observation opportunities.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Learning Outcome #1. To make positive professional contributions to the professional field of coaching, and to exhibit the professional disposition of an effective emerging professional.
   a. Students enroll in fieldwork and have the opportunity to work as a coach. They submit a log of their hours, workouts, as well as reflections on their experiences.
b. Each student enrolled in fieldwork is assessed. They check in on an informal basis during the semester and officially at the end of the semester when they submit their paperwork.

c. At this time, we do not have an official instrument to measure the status of this learning outcome.

d. It is agreed that students benefit greatly from hands-on opportunities such as the fieldwork experience. There is discussion related to preferred sites for fieldworks, but there is no formal evaluation process in place (at this time) to reach conclusions about this learning outcome. Much of this is done in a very informal way. For example, many of our former students are coaching in area high schools and will often email their progress.

Learning Outcome #2. To examine and analyze physical activity and motor skill performance as they relate to the physiological, psychological, as well as social responses to exercise, physical training, and health promotion.

a. Students enroll in coursework that addresses the above outcome. Individual faculty use a variety of assessment tools – exams, reflective papers, research projects, etc. At the end of each semester, students are assigned grades which are reflective of their progress toward the learning outcomes.

b. The coaching minor is relatively small. Kinesiology majors are not able to enroll in the minor, so there is a bit of variety in the major disciplines the coaching minors come from, including criminal justice, communications, and recreation management.

c. As stated above in a., students complete and are evaluated through a variety of assignments and assessments in their various coursework (exams, reflective papers, research projects, etc.).

d. Faculty are generally left to determine their assignments and how they are graded. While we do discuss the courses included in the coaching minor, as well as some issues we believe should be included, there is no effort to control faculty and how their assess their students.

Learning Outcome #3. To demonstrate the ability to integrate learner competencies and skills as part of a prescribed learning activities and experiences throughout the curriculum.

a. Learning Outcome #3 is very similar to Learning Outcomes #1 and #2 – it is measured and assessed in coursework, as well as fieldwork.

b. The coaching minor is relatively small. Kinesiology majors are not able to enroll in the minor, so there is a bit of variety in the major disciplines the coaching minors come from, including criminal justice, communications, and recreation management.

c. As stated above in a., students complete and are evaluated through a variety of assignments and assessments in their various coursework (exams, reflective papers, research projects, fieldwork notes, etc.).

d. Faculty are generally left to determine their assignments and how they are graded. While we do discuss the courses included in the coaching minor, as well as some issues we believe should be included, there is no effort to control faculty and how their assess their students. We also believe that the fieldwork experience is very important.

Learning Outcome #4. To participate in a variety of learning experiences that model effective coaching practices, coaching strategies, and assessments that prospective coaches will be expected to use in their own coaching environment.

a. Students are encouraged to enroll in fieldwork (KINS 194D), where they have the opportunity to model effective coaching strategies, as well as observe other coaches.

b. Each student enrolled in fieldwork is assessed. They check in on an informal basis during the semester and officially at the end of the semester when they submit their paperwork.
c. The student's paperwork is used to assess and evaluate their fieldwork experience. There is no established format for the submission, but they must include certain elements: including hours, workouts, activities, and reflections.
d. Each student submits paperwork in connection to their fieldwork, including a log of their hours, a reflective paper, as well as their training workouts and other activities they do with their athletes. They are generally graded as credit/no credit.

Side bar: After reading through this question, it is clear to the faculty that some type of formal assessment process needs to occur for the coaching minor students. This could include a survey of former students who are currently coaching, as well as making the fieldwork experience include a more formalized evaluation process.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

This decision making has not occurred. While decisions have been made to make course substitutions, there has not been any work toward this item. In part, the delay can be attributed to the decision to work toward changing the coaching minor to a coaching certificate (which would then allow KINS majors to attain the certificate, as well as address local and national trends toward coaching certifications). The plan to address this item, then, seems as if it will be one that is initiated after the minor has been eliminated and replaced with the certificate. In developing the certificate program, assessment practices will be incorporated into the program to address the learning outcomes (most of which will remain). This will include an exit survey of students, as well as the development of an alumni group which could be called upon as supervisors, as well as used as an advisory board in helping shape the course content.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

No, at this time there has been no effort toward reaching out to alumni in the coaching minor. Minors take 20 units in KINS coursework, with each course taught by a different faculty member. There is one advisor for the coaching minor, who serves as the entry/exit point person for each student. In considering how we could seek such data, the coaching minor advisor could formalize a process to collect contact information and in developing an assessment tool for future use.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?
There are no national coaching standards or certification process. In fact, many schools and sport programs require a criminal background check and first aid. So, yes, we believe our coaching minor prepares young coaches much better than many sport programs and high schools. Our students engage in coursework that challenges their ideas, helps to develop their philosophies, provides them with opportunities to consider their ethics, and gives them practical hands-on experiences.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

This process has been helpful in guiding the faculty in their recent directive to work on developing a coaching certificate and how important the connections to the Baccalaureate Goals be made, as well as the methods of assessment and evaluation of the program (in addition to the students).