

CMU Assessment Plan Template

Program M.A. Education: Coaching
Assessment Coordinator Dr. Jennifer Cochran
Department(s) or Interdisciplinary Council Responsible for the Program Master of Arts Degree
in Education Council
Five-Year Implementation Dates (2004-2005 to 2008-2009)

1. Student Learning Outcomes for the program. List the Student Learning Outcomes in each of the domains that apply to the program.

This program is designed to provide knowledge and skills for individuals to function as teachers and in coaching positions in schools. It is not a certification program for teachers or coaches but can satisfy the need for continuing certification of teachers. It is designed for educators who are seeking coaching skills, while at the same time, to enhance their teaching competencies.

Graduates of this program will be able to:

- 1. Critically evaluate current issues and trends influencing the field of education.**
- 2. Identify relevant research, read it critically, and evaluate it appropriately.**
- 3. Conduct applied research: Formulate a researchable question or identify an organizational problem, design and conduct a study using appropriate methodologies, analyze data and draw reasonable conclusions, offer sound recommendations based on those conclusions.**
- 4. Design appropriate and effective curricula and instructional strategies that are informed by current theories of learning and pedagogy, including meeting the needs of diverse learners.**
- 5. Select and effectively utilize technologies for professional development and for enhancing student learning.**
- 6. Write and speak clearly and coherently using correct grammar and sentence structure; communicate ideas and articulate arguments/positions in ways appropriate to reach the intended audience.**
- 7. Establish effective professional relationships with a wide range of individuals in their workplace and/or associated with their work.**
- 8. Identify and differentiate among various classifications of motor skills and explain the structures and functions of the various neurological and physiological systems.**
- 9. Evaluate instructional and training procedures for motor skills; apply knowledge and experience gained in a practicum situation to teaching, coaching or administration.**

- 10. Analyze the various roles of a coach and the importance of those roles to interscholastic athletics, team development, and safety of student athletes.**
- 11. Demonstrate understanding of current trends and philosophies associated with various sports through teaching, developing scouting reports, and developing practice plans and game plans.**

2. Curriculum Alignment of Student Learning Outcomes. Where is the information introduced, emphasized, and/or reinforced in the courses required in the program? Use the format below to list the program Outcomes and the Required Courses. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'R' where the information is *reinforced*.

Program Student Learning Outcomes	CORE COURSES					CONCENTRATION COURSES								
	CED 655	EDU 590	EDU 614	EDU 660	EDU 705	PES 691	PES 560	PES 582	PES 606	PES 611	PES 690	PES 570	PES 572	PES 574
1		I	E	R	E,R	R	I	I						
2		I	E	I,E,R	I,E	E, R		I,E	I,E	I,E				
3				I,E		E,R								
4		I,E			E, R	R		I,E			E	I,E	I,E	I,E
5		I,E,R		R	I	R		I				I	I	I
6	I,E		I, E	E,R	I, E	R	I,E	I,E,R				I,E	I,E	I,E
7	I,E,R				I		I,E	E,R			R	R	R	R
8							I	E,R	I,E,R	I	R	E,R	E,R	E,R
9							E,R			I	R	E	E	E
10							I,E,R			E	R	E	E	E
11							I					E	E	E

I = Introduced E = Emphasized R = Reinforced

3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan. What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

Outcomes to be Assessed each Year	Instruments to be used each Year	Expected Measures from Instruments	Academic Year
	Direct Measures:		
1, 2, 8, 10, 11	Core individual written assignments/research paper evaluated with scoring rubric	Points per outcome, scored using rubric	Annually
3, 9	Capstone project/practicum experience evaluated with scoring rubric		Last course each cohort
4, 5	Curriculum unit plan with individual lesson plans (including technology component) scored by rubric		Annually
6	Core assignment/presentation (group), scored by rubric		Annually
7	Portfolio scored by rubric		Annually
	Supporting Measures		
1 – 11	End of Course Surveys	Survey results	As course is completed
1 – 11	Alumni Survey	Survey Data Analysis	2004 – 2005, 2006 – 2007 2008 – 2009
1 – 11	Current Student Survey	Survey Data Analysis	2005 – 2006, 2007 – 2008 2009 – 2010
1 – 11	Exit Interview	Interview Data Analysis	As cohorts complete 2-year program

Dissemination of Information over the 5 year period of this Plan. When, where, and how will results be disseminated to stakeholders in each of the 5 years?

Expected Measures from the Instruments	Affected Stakeholders	Dates and Locations for Dissemination of results
<ul style="list-style-type: none"> • Core written assignment/research paper: Points per outcomes, scored by rubric • Core group assignment: Points per outcomes, scored by rubric • Curriculum Unit Plan with individual lesson plans: Points per outcomes, scored by rubric • Research paper: Points per outcomes, scored by rubric • Capstone project: Points per outcomes, scored by rubric • Portfolio: Points per outcomes, scored by rubric 	<ul style="list-style-type: none"> • Students • Instructors • ProfEd/CMU • Academic Departments • Program Director • Master of Arts in Education Council 	<ul style="list-style-type: none"> • Annually or biannually; Program website (to be developed and added to CMU site) • Annually or biannually; Faculty Resource Center on the ProfEd website • Annual assessment report to the CMU Assessment Council • Annually or biannually; MA in Education Council • Annually or biannually; On Target (ProfEd Faculty publication) • Annually or biannually; The Voice (ProfEd Student publication)
Supporting Measures		
<ul style="list-style-type: none"> • End of Course Surveys: Data • Exit interview data • Alumni Survey data • Current Student Survey data 	<ul style="list-style-type: none"> • Students • Instructors • ProfEd/CMU • Academic Departments • Program Director • Master of Arts in Education Council 	<ul style="list-style-type: none"> • Annually or biannually; Program website (to be developed and added to CMU site) • Annually or biannually; Faculty Resource Center on the ProfEd website • Annual assessment report to the CMU Assessment Council • Annually or biannually; MA in Education Council • Annually or biannually; On Target (ProfEd Faculty publication) • Annually or biannually; The Voice (ProfEd Student publication)

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____