



WEST VIRGINIA STATE UNIVERSITY

Find *Your* Passion.

Academic Affairs Assessment of Student Learning Report for Academic Year 2017 - 2018

Department/Program Bachelor of Science in Sport Studies

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1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.] **The Program assessed all Programmatic Learning Outcomes (1-7) for the Academic year of 2017-2018. The assessment strategy followed the assessments completed during the previous academic year and reported on the programmatic assessment report for 2016-2017. Assessment of all programmatic outcomes over time and at different "levels" is also required for the programs report for accreditation by the NSCA (National Strength and Conditioning Association.)**
- 2.
3. **In which course(s) were assessments conducted?**
 - HHP 220 = PLO 1-7
 - HHP 350 = PLO 4,5 and 6
 - HHP 400 = PLO 3 and 5
 - HHP 440 = PLO 1-7
 - HHP 450 = PLO 1-7
4. **How did you assess the selected program learning outcomes**
 - HHP 220 assessed all PLO's via the National Bronze Coaching Certification Exam that is divided into all 7 components/standards set forth by NASPE**
 - HHP 350 assessed PLO 4,5 and 6 by utilizing a designed rubric to assess the "Mini-Thesis" assignment given in the course.**
 - HHP 400 assessed PLO 3 and 5 by utilizing a designed rubric that uses NSCA lifting standards.**
 - HHP 440 assessed all PLO's via the National Silver Coaching Certification Exam that is divided into all 7 components/standards set forth by NASPE**
 - HHP 450 assessed PLO 1-7 by utilizing a designed rubric that assess the intern's capability and knowledge within all seven domains of the NASPE standards.**
5. **How many students were included in the assessment(s) of each PLO in a course?**
 - HHP 220 = Summer 18 – 14
 - HHP 350 = Spring 2018 – 22
 - HHP 400 = Spring 2018 – 15
 - HHP 440 = Summer 2018 – 16
 - HHP 450 = Spring 201
 - 8 – 5 Summer 2017 – 3 Fall 2016 - 4

6. **How were students selected to participate in the assessment of each outcome** (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)? **All of the students in each class that programmatic learning outcomes were assessed were required to be assessed as part of the given course.**

7. **In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted). **The exams taken in HHP 220 and HHP 440 are national standard exams that students must take online with the National Federation of High School Coaches to become certified at given levels of coaching certification (Bronze, Silver and Gold). The rubrics utilized in HHP 450 and HHP 400 used National NSCA and NASPE standards to be created by the Program Director of the Sport Studies Program. The rubric for HHP 350 was created in-house by the Program Director.**

8. **Who analyzed results and how were they analyzed**
Basic mathematics and averaging was utilized by the Program Director to complete the assessment data report.

9. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome**

ASSESSMENT DATA

Assessment Data collected from HHP 450 Internship Capstone Experience. (Data is the average scores given in the FINAL column for each PLO at the conclusion of the internship.)

PLO/Academic Semester	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
Summer 14 (4)	3.3	3.4	4.0	3.0	2.0	3.0	3.5
Fall 14 (6)	3.1	3.5	3.6	3.5	2.5	2.8	3.7
Spring 15 (7)	3.4	3.7	3.3	2.9	2.1	2.9	3.9
Summer 15 (4)	3.2	3.4	3.5	3.2	2.3	3.1	3.9
Fall 15 (4)	3.3	3.3	4.2	3.1	2.7	3.3	3.7
Spring 16 (5)	3.3	3.2	4.3	3.3	2.9	3.2	3.8
Summer 16 (4)	3.5	3.1	4.4	3.5	2.9	3.4	3.8
Fall 16 (4)	3.5	3.2	4.3	3.6	3.2	3.5	3.8
Spring 17 (5)	3.5	3.3	4.3	3.6	3.3	3.4	3.7
Summer 17(3)	3.6	3.3	4.4	3.6	3.4	3.4	3.8
Fall 17 (6)	3.6	3.2	4.7	3.5	3.4	3.6	3.9
Spring 18 (5)	3.7	3.4	4.6	3.5	3.7	4.0	4.2
Summer 18 (3)	3.6	3.5	4.5	3.9	3.6	4.1	4.4

Assessment Data collected from HHP 220 Coaching Methodology I. (Students take the Certification Exam to become a Bronze Level Certified Coach with the NFHS.) The exam is broken down into four sections with 50 questions asked per section. The data collected and displayed below are the average scores per exam section per academic semester. The Exam assess (PLO 1,2,3,4,5,6 and 7)

Exam Section/ Academic year	Foundations of Coaching (PLO 1 – 7)	Health, Safety and First Aid for Coaches (PLO 2,3,4)	Teaching Sport Skills (PLO 2,3, 4,5,6)	Concussion Education (1,2,3,4, 6,7)
Fall 14 (14)	39.7	43.4	41.6	46.3
Summer 15 (6)	44.7	47.7	45	49.2
Fall 15 (10)	43.7	47.9	43.6	47.2
Summer 16 (12)	47.7	47.9	44.2	47.4
Summer 17 (14)	48.3	47.9	45	47.2
Summer 18 (12)	49.1	48.8	45	49.2

Assessment Data collected from HHP 440 Coaching Methodology II. (Students take the Certification Exam to become a Silver Level Certified Coach with the NFHS.) The exam is broken down into four sections with 50 questions asked per section. The data collected and displayed below are the average scores per exam section per academic semester. The Exam assess (PLO 1,2,3,4,5,6 and 7)

Exam Section/ Academic year	Strength & Conditioning Specialization (PLO 1 – 7)	Sport Specific Course (PLO 2,3,4)	Sports Nutrition Course (PLO 2,3, 4,5,6)	Heat Illness Education (1,2,3,4, 6,7)
Spring 14 (12)	43.1	41.7	45.1	47.7
Spring 15 (11)	41.1	42.3	44.7	47.3
Summer 16 (13)	44.3	43.3	44.3	47.7
Summer 17 (14)	44.7	44.7	44.3	47.9
Summer 18 (11)	43.3	43.5	45.3	47.3

Assessment Data collected from HHP 350 Research in Physical Activity. The Mini-Thesis assignment is designed to assess PLO 4, 5 and 6. Each area of the mini-thesis is assessed separately with a cumulative average given for each portion of the research. . The data collected is represented below.

Research Section/ Semester	Introduction (PLO 4 and 6)	Literature Review (PLO 4 and 6)	Methodology (PLO 4 and 6)	Results (PLO 4, 5 and 6)	Conclusion (PLO 4, 5 and 6)
Spring 14 (17)	3	2.7	2.5	2.7	3.3
Spring 15 (13)	2.7	3.3	2.7	3	3
Spring 16 (19)	3.3	3.7	3.1	3.3	3.3
Spring 17 (22)	3.7	3.7	3.3	3.5	3.3

Assessment Data Collected from HHP 400 Exercise Testing. The Olympic Lifting Video Demonstration/Teaching assignment is designed to assess PLO 3 and 5. Each Olympic Lift is assessed separately with a cumulative average given for each lifting assessment performed for the assignment. The data collected is below.

Olympic Lift/ Semester	Hang Clean (PLO 3 and 5)	Clean and Jerk (PLO 3 and 5)	Back Squat (PLO 3 and 5)	Snatch (PLO 3 and 5)	Bench Press (PLO 3 and 5)
Spring 15 (17)	2.7	2.5	3	2.1	3
Spring 16 (15)	2.9	2.9	3.9	2.3	3.9
Spring 17 (16)	3.1	3.1	3.3	2.7	3.9
Spring 18 (22)	3.6	3.6	4.1	2.9	4.1

Assessment Data collected from the Graduate Survey given to recent graduates to assess the program in general and to give feedback regarding areas of strength and weakness to address in program development. Data collected is below.

Semester/ Question on Survey	After Summer 14 graduation (2)	After Fall 14 Graduation (3)	After Spring 15 Graduation (5)	After Summer 15 Graduation (1)	After Fall 15 Graduation (7)	After Spring 16 Graduation (3)	After Summer 16 graduation (1)
Question 1	8	7.6	7.8	8	7.6	7.8	8
Question 2	9.5	7	8	7	8.2	8	9
Question 3	9	7.6	8.2	8	8.2	7.8	9
Question 4	7	7.6	7.4	9	7.8	8.2	9
Question 5	8	8	8	8	7.8	8	9
Question 6	8	7.6	8	7	8	8	7
Question 7	9	7	7.8	8	7.6	8	8
Question 8	9	6.6	7.6	9	8.4	9	9
Question 9	9	9.3	9	9	9.3	9.3	9
Question 10	8.5	8.3	8.4	9	9	8.7	9

Semester/ Question on Survey	After Fall 16 Graduation	After Spring 17 Graduation	After Summer 17 Graduation	After Fall 17 Graduation	After Spring 18 Graduation	After Summer 18
Question 1	8	9	9	8	9	9.4
Question 2	9.5	8	9	9	9	9.4
Question 3	8	7.6	8.2	7.9	8	9
Question 4	7.4	7.6	8	9	8.4	8.8
Question 5	8	8.2	8	8	8.4	8.6
Question 6	7	7	8	8	9	9
Question 7	7.8	8.2	8.4	8.8	9	9
Question 8	9	8.7	9	8.2	8.6	8.8
Question 9	8.5	8	8.4	9	8.4	8.8
Question 10	8.5	9	8.8	8.2	8.6	9

Items Mentioned as strengths: Professors

Coaching Certification entering the work field

Internship Experience

Advising

Items Mentioned as Weaknesses: More Online Courses

More evening courses offered

Athletic Administration Portion of Program

Lifting Technique

10. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

It is very important that we continue to evaluate our graduates, first and foremost regarding our program and utilize their feedback to make changes to weakness and to strengthen strengths. We continue to work on improving our scores with our Olympic Lifting Techniques (Identified as a weakness by the NSCA in 2014). Our coaching results on the Bronze and Silver exam remain consistent and show solid competency in that area and PLO's assessed. We will continue with the research mini-thesis assignment

and assessing it as we believe a foundation in research is critical to our undergraduates and we have received positive feedback from graduates regarding the HHP 350 course and the assignment preparing them for graduate study.

11. Please attach an example of the assessment tool used to measure your PLO(s). These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

EXHIBIT A

West Virginia State University Bachelor of Science in Sport Studies - Graduate Survey

Every five years, all WVSU programs undergo an intensive review. Please take a few moments to complete this survey and return it with the pre-addressed, stamped envelope. You do not need to identify yourself on the survey, **unless you decide to do so**. If you have not already done so, please email the name of your graduate institution/program or your employer (now or your first job after graduation), name of a supervisor/professor, with a mailing address to Dr. Aaron A. Settle, ATC, CSCS or email, if you have any questions.

Your responses provide us with information essential for our report and a greater opportunity to serve current candidates with the feedback we received from you. We appreciate your cooperation.

Semester and year you graduated: _____

Current Status:

- Employed as a full-time Strength and Conditioning Professional
 Employed as a full-time Wellness and/or Youth Sport Director
 Employed full-time in an Athletic/Sport Administration Field
 Employed by the military in active duty
 In Graduate School at _____
 ___ full time ___ part time Anticipated date of completion _____
Major: _____
 Unemployed
 Other: _____

Work:

Does your job or schoolwork use the knowledge, skills and professional dispositions you acquired at WVSU in the sport studies program: ___yes ___no ___other:

Instruction:

On a scale of 1(poor) to 10(excellent), how would you describe your assessment of the overall preparation of WVSU's Sport Studies program as compared with other professionals in your place of employment?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

Curriculum: On a scale of 1(poor) to 10(excellent), how would you describe your assessment of:

1. Quality of the Exercise Science courses you took?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

2. Activity and Weight Lifting courses?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

3. Technology use and learning to use in the professional field?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

4. Learning to use Professional Communication?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

5. Diversity?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

6. Athletic Administration?

Poor

1 2 3 4 5 6 7 8 9

Excellent

10

7. Field Placements for given courses?

Poor

1 2 3 4 5 6 7 8 9

Excellent

10

8. Internship experience?

Poor

1 2 3 4 5 6 7 8 9

Excellent

10

9. Quality of Classroom management?

Poor

1 2 3 4 5 6 7 8 9

Excellent

10

10. Quality of your professor's Instructional planning?

Poor

1 2 3 4 5 6 7 8 9

Excellent

10

Strengths: Briefly, please identify three features of the program that you consider "strengths".

- 1.
- 2.
- 3.

Challenges: Briefly, please identify up to three features of the program that you believe need to be changed or improved.

- 1.
- 2.
- 3.

Future Plans: What goals do you have for the future?

Would you consider returning to WVSU for a Masters of Sport Studies? ___ yes ___no

Comments/Observations: If you would like to tell us anything that this survey did not cover, please feel free to use this space below.

Thank you for filing out this survey. You will note that we have not asked for your name – this can be kept anonymous or not, as you wish. Your information will help us improve our program.

Exhibit B
Assessment Rubrics

Department of Health and Human Performance
Internship for Sport Studies Majors (Assessment Record)

Student: _____ Area of Emphasis: _____

Cooperating Supervisor: _____ Placement Location: _____

University Supervisor: _____

Client/Population: _____ Total Number of Weeks: _____

Date Started: _____ Date Completed: _____

GRADE EVALUATION

Directions: Based on the cumulative assessments from **PART II**, circle a recommended grade for the candidate. Use + and - if needed. (**Check** indicates mid-term grade; **circle** indicates final grade.)

GRADE:	A	B	C	D	F	I (Incomplete)
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FINAL VERIFICATION

(Name of Student)

has achieved all of the required Program Learning Outcomes and NASPE Outcomes as outlined on the INTERNSHIP ASSESSMENT RECORD. This student may now sit for the NSCA National Strength and Conditioning Certification Examination

Cooperating Supervisor Signature : _____ Date: _____

University Supervisor Signature : _____ Date: _____

PART II – SUMMARY EVALUATION

DIRECTIONS: Using all of the formal and informal assessment results obtained during the supervision period, rate the effectiveness of the student. Record the appropriate number based on summing the rubric scores from the various sections of the Assessment Instrument.		
	MID-TERM	FINAL
1. Role Model (PLO = 1)		
2. Planning/Safety and Risk Management (PLO = 2)		
3. Content/Instruction/Coaching/Teaching (Physical Conditioning and Physical Skill) (PLO =3)		
4. Growth, Development, Learning and Understanding (PLO = 4)		
5. Creating/Managing/Communicating (PLO = 4)		
6. Assessment and Evaluation (PLO = 5)		
7. Administration, Technology and other Professional Resources (PLO = 6)		
8. Professional Conduct and Ethics (PLO = 7)		
MID-TERM - OVERALL SUMMARY RATING	FINAL - OVERALL SUMMARY RATING	
Please write number to indicate rating. _____	Please write number to indicate rating. _____	
NOTE: For areas given a summary rating of U attach a copy of the Improvement Plan and the corrective course of improvement needed by the candidate. Students must be rated at the Emerging level or better on all items to successfully meet the minimal requirements of the Internship.		

Grade for Final Evaluation:

- A - 75% of total points with No unsatisfactory marks**
- B - 68% of total points with No unsatisfactory marks**
- C - 50 % of total points with No unsatisfactory marks**
- D - 38% of total points and must repeat student teaching**
- F - less than 38% of total points and must repeat student teaching**

Midterm Grade: _____

Candidate Signature : _____	Date: _____
Cooperating Teacher Signature : _____	Date: _____
University Supervisor Signature : _____	Date: _____

Final Grade: _____

Candidate Signature : _____	Date: _____
Cooperating Teacher Signature : _____	Date: _____
University Supervisor Signature : _____	Date: _____

Standard 1 Role Modeling

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1 & 7) NASPE (D:1 S:1)	Accomplished plus implements philosophy into coaching actions	Develops a coaching philosophy that directly addresses national standards and ethical codes of conduct	Develops a coaching philosophy that partially address national standards and ethical codes of conduct	Develops a coaching Philosophy that is misleading and does not address national standards and ethical codes of conduct
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1) NASPE (D:1 S:2)	Accomplished plus implements opportunity for development of values that apply inside and outside of sport	Directly structures opportunity for development of values that apply inside and outside of sport. (throughout entire plan)	Partially structures opportunity for development of values that apply inside and outside of sport	Does not structure opportunity for development of values that apply inside and outside of sport
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1&7) NASPE (D:1 S:3)	Accomplished plus teaches other professionals methods on how to incorporate these strategies into practice, training and advising sessions.	Student directly teaches and reinforces personal, social and ethical behavior during practice, training and advising sessions.	Student teaches personal, social and ethical behavior during practice, training or advising sessions but does not or only partially reinforces the characteristics	Does not teach and/or reinforce personal, social and ethical behavior during practice, training or advising sessions.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1 & 7) NASPE (D:1 S:4)	Accomplished plus reflection demonstrating their understanding of the professional growth through this process.	Student speaks about self-reflection, logs self-reflection regarding professional conduct and makes professional and good faith efforts to improve weaknesses.	Student speaks about self-reflection and partially logs self-reflection but makes no professional effort to improve on weaknesses	Student does not practice any form of self-reflection regarding personal conduct and behavior that influences players and/or clients
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 1 & 7) NASPE (D: 1 S:4)	Accomplished plus is recognized by other professionals for their demonstration of positive conduct.	Consistent demonstration of positive behavior regarding rules of game or facility including treatment of staff, officials, coaches and players	Demonstrates a inconsistent positive behavior regarding rules of game or facility including treatment of staff, officials, coaches and players	Does not model good before regarding rules of game or facility including treatment of staff, officials, coaches and players

Standard 2: Planning, Safety and Risk Management

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:5)	Accomplished plus modifies plans for practice, competition or routine after assessing potential unsafe conditions.	Student references facility equipment safety in approved coaching plan or exercise plan and regularly inspects equipment for safety.	Student references facility equipment safety in approved coaching plans or exercise plans but inconsistently inspects equipment for safety..	Student does not assure facilities/equipment is installed, secured and protected according to safety specifications. Does not regularly inspect equipment.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:6)	Accomplished plus ensures that all athletes know how to properly select, use and care for protective equipment	Student consistently ensures athletes are provided equipment that meets recognized safety standards as required by governing agencies and assists in the monitoring of fitting and maintenance of all equipment for athletes	Student inconsistently ensures athletes are provided equipment that meets recognized safety standards as required by governing agencies	Student does not ensure that athletes are provided equipment that meets recognized safety standards as required by governing agencies.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:7)	Accomplished plus has stopped or modified play in accordance with rules or policies designed to protect athletes from environmental dangers	Student provides optimal information to other coaches, athletes, parents or clients on environmental safety in sports. Does facilitate proper hydration breaks in coaching/exercise plan	Student provides little or no information to other coaches, athletes, parents or clients on environmental safety in sports. Does facilitate proper hydration breaks in coaching/exercise plan.	Student does not provide information to other coaches, athletes, parents or clients on environmental safety in sports. Does not facilitate proper hydration breaks in coaching/exercise plan.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 2) NASPE (D:2 S:8)	Accomplished plus ensures the academic and/or medical clearance for athletes/clients to participate fully or partially in practices/training session or competition.	Coaching plan is created with considerations regarding used physical conditioning or practice activity and its potential to predispose athletes to injuries. Consistently takes clients/athletes emotional state into consideration for	Coaching plan is created with considerations regarding used physical conditioning or practice activity and its potential to predispose athletes to injuries. Inconsistently takes clients/athletes emotional state into	Coaching Plan is designed with no consideration regarding used physical conditioning or practice activity and its potential to predispose athletes to injuries.

		coaching plan manipulation.	consideration for coaching plan manipulation.	
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Standard 3: Physical Conditioning And Physical Skill

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S:12)	Accomplished plus creates sports specific and age/skill level specific warm up and cool down activities	Student utilizes proper physiological and/or Biomechanical principles when designing coaching plan or exercise plan and prescribes appropriate levels in each in relation age and sport specific demand	Student utilizes proper physiological and/or Biomechanical principles when designing coaching plan or exercise plan	Student does not utilize proper physiological and/or Biomechanical principles when designing coaching plan or exercise plan
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S:13)	Accomplished plus provides timely and accurate information to parents and guardians regarding nutrition.	The student makes reference to players or clients regarding eating or weight management principals and makes recommendations regarding food selection and assists in regulating safe levels of hydration.	The student makes reference to players or clients regarding eating or weight management principals and makes recommendations regarding food selection	The student makes no reference to players or clients regarding eating or weight management principals
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S:14)	Accomplished plus intervenes or refers athletes to appropriate experts when there maybe supplement related changes to an individual.	The student obtains current research based information related to supplements and their potential impact on performance and Health and disseminates this information to athletes/clients as well as parents and guardians.	The student obtains current research based information related to supplements and their potential impact on performance and Health and disseminates this information to athletes/clients.	The student makes no reference to drug free sport and training participation and makes no attempt to educate athletes regarding this topic.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE (D:3 S: 15)	Accomplished plus maintains consistent communication with parents and medical	Student creates coaching plan or exercise plan with physiological and/or	Student creates coaching plan or exercise plan with physiological and/or	Student does not create coaching plan or exercise plan with physiological and/or

	staff regarding injury.	biomechanical needs in mind regarding previous or current injury to athlete(s) /client(s) also requires written permission from medical professional before engaging in physical activity	biomechanical needs in mind regarding previous or current injury to athlete(s) /client(s)	biomechanical needs in mind regarding previous or current injury to athlete(s) /client(s)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 3) NASPE D:3 S:12)	Accomplished plus the flexibility training is in combination with dynamic flex exercise and static stretch exercise at appropriate times.	Student makes reference to flexibility training within coaching plan or exercise plan and incorporates it into their daily training with athletes/clients	Student makes reference to flexibility training within coaching plan or exercise plan	Student makes no reference to flexibility training within coaching plan or exercise plan

Standard 4: Growth, Development, Learning and Understanding

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 4 S: 16)	Accomplished plus analyzes motor performance in relation to development of individual body structures and systems	Emerging plus develops instruction and practice that enhances the learning of the motor skill	Student identifies sequence of movements and critical environmental demands of a motor task to determine an athletes readiness to learn a skill	Students does not identify sequence of movements or critical environmental demands of a motor task to determine an athletes readiness to learn a skill
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 4 S: 17)	Accomplished plus emphasizes lifelong enjoyment of physical activity as a goal of sport participation.	Emerging plus supports a balanced lifestyle, allowing time for athletes to participate in a variety of activities outside of sport.	Student acknowledges the social-emotional issues that may affect athletes of different ages as well as helps athletes develop motivational and cognitive readiness by providing positive verbal and nonverbal performance feedback and clarifying cause of success and failure	Student does not acknowledge the social-emotional issues that may affect athletes of different ages.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D:	Emerging plus encourages athletes to practice leadership	Emerging plus designs practices to allow for athletes input and	Student teaches and encourages athletes to take responsibility for	Student does not teach an encourage athletes to take

4 S: 18)	skills and engage in problem solving.	self-evaluation	their actions in adhering to team rules	responsibility for their actions in adhering to team rules.
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Standard 5: Creating, Managing and Communication

Outcomes	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D:5 S: 19)	Accomplished plus offers corrective instruction and gives encouragement consistent with expectations for athlete success.	Emerging plus shows acceptance of athletes of all abilities by reacting positively when mistakes are made.	Student treats each athlete as an individual and implements activities that foster team cohesion	Student does not treat each athlete as an individual and does not foster and environment for team cohesion.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D:5 S: 20)	Accomplished plus Utilizes pre and post assessment of practice and/or competition.	Emerging plus facilitates the goal-setting process by providing opportunity for athletes and program staff to participate in setting realistic, performance-based goals.	Student sets goals for each practice and/or competition	Student does not set goals for each practice and/or competition
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 5 S: 21)	Accomplished plus prepares practice plans that reflect reasonable time allowances for skill development and shares plan with staff and athletes.	Emerging plus constructs monthly, weekly and daily practice plans based on seasonal goals.	Student identifies seasonal and practice objectives to meet desired outcomes in skill development.	Student does not identify or establish seasonal or practice objectives to meet desired outcomes in skill development.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 5 S: 22)	Accomplished plus Provides athletes with written descriptions and diagrams of new drills or team tactics prior to instruction.	Emerging plus organizes equipment and space to allow for easy regrouping of athletes and transition to next activity.	Student secures and/or advocates for proper staffing to maximize athlete supervision and instruction.	Student does not secure proper staffing to maximize athlete supervision and instruction.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4) NASPE (D: 5 S: 23)	Emerging plus plans the order of practice activities to provide sufficient practice time for skill acquisition and retention.	Emerging plus designs instructional progress that includes verbal, visual and tactical cues that address different learning styles.	Utilizes teaching/coaching progression for development of sport specific skills based on best practices in teaching and learning principles.	Does not utilize teaching/coaching progression for development of sport specific skills based on best practices in teaching and learning principles.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 4)	Accomplished plus helps athlete develop a	Emerging plus teaches athletes effective	Uses intrinsic and extrinsic rewards to	Does not use intrinsic and extrinsic rewards

NASPE (D: 5 S: 24)	mental game plan that includes pregame preparation	stress management coping strategies.	enhance motivation and learning.	to enhance motivation and learning.
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Standard 6: Assessment and Evaluation

Outcome	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 27)	Accomplished plus analyzes skill and tactics.	Emerging plus Provides accurate feedback regarding skill movement	Utilizes accurate physical skills when demonstrating physical activity	Does not demonstrate accurate physical skills when demonstrating physical activities
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 28)	Accomplished plus provides feedback to athlete regarding range compared to National Norms.	Emerging plus creates a training base Needs Assessment based on data	Utilizes proper anthropometric measurement techniques	Does not utilize proper anthropometric measurement techniques
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 29)	Accomplished Plus compares data to national norms and educates athlete on the findings.	Emerging plus analyzes data from VO2 sub maximum test and provides a plan of improvement	Recognizes and utilizes sub maximum VO2 testing	Does not recognize or utilize sub maximum VO2 testing
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D:6 S: 29)	Accomplished plus compares data to national norms and educates athletes on the findings	Emerging plus analyzes data from body fat measurement and provides plan of improvement	Utilizes current standard procedures to analyze body fat percentage	Does not recognize or utilize current standard procedures to analyze body fat percentage
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 29)	Accomplished plus provides alternative movement options for athletes injured or in rehabilitation	Emerging plus provides specific feedback to athlete regarding technique including bar placement and triple extension	Demonstrates proper mechanics teaching universal Olympic Lifting Techniques.	Does not demonstrate proper mechanics teaching universal Olympic lifting technique
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 5) NASPE (D: 6 S: 29)	Accomplished plus provides a plan of improvement based on current status with drill and skill performance	Emerging plus provides accurate feedback regarding drill achievement and skill progression	Recognizes and utilizes proper speed training drills and skills	Does not recognize or utilize proper speed training drills and skills

Standard 7: Administration, Technology and other Professional Resources

Outcome	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 30)	Accomplished plus implements a plan for facility game day preparation	Emerging plus ensures athletes have proper and appropriate transportation	Utilizes sport organization resources to create a fair and safe completion environment	Does not utilize sport organization resources to create a fair and safe competition environment
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 31)	Accomplished plus prepares athletes to become involved in public relations.	Emerging plus communicates policies and ongoing program activities to athletes, staff, parents, administrators and public.	Conducts effective and informal meetings for parents before, during or after the season.	Does not conduct effective and informal meetings for parents before, during or after the season.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 32)	Accomplished plus utilizes current technology to track game day statistics to make improvement to players, facilities and public enjoyment of the activity.	Emerging plus utilizes current technology to manage and analyze statistics related to the sport activity.	Utilizes current technology (email, twitter, facebook, etc.) to communicate effectively	Does not utilize current technology (email, twitter, facebook, etc.) to communicate effectively
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D:7 S: 33)	Accomplished plus Provides clear guidelines for booster clubs and other sources of external support for the program	Emerging Plus creates a yearly balanced budget.	Follows procedure to manage and utilize program funds in a fiscally responsible manner	Does not follow procedure to manage and utilize program funds in a fiscally responsible manner.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 34)	Accomplish plus completes necessary forms that document each medical emergency	Emerging Plus Design and maintain a written record of an Emergency Action Plan	Recognizes and corrects unsafe conditions of game and practice facilities.	Does not recognize or correct unsafe conditions of game and practice facilities
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 6) NASPE (D: 7 S: 35)	Accomplished plus prepares and maintains all Medical history and physical release forms.	Emerging Plus Organizes and maintains copies of all practice plans and training in case of legal challenge.	Maintains regular facility inspection, repairs and request for maintenance.	Does not maintain regular facility inspection, repairs and request for maintenance.

Standard 8: Professional Conduct and Ethics

Outcome	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D: 8 S: 37)	Accomplished plus Communicates findings and sanction implementation to league officials	Emerging plus enforces team and sport rules and imposes self-sanctions when appropriate	Maintains confidentiality with personal and/or medical athlete information	Does not maintain confidentiality with personal and/or medical athlete issues
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D: 8 S: 38)	Accomplished plus incorporates evaluation techniques into daily practice/habit.	Emerging Plus uses data from assessment to improve personal coaching strategy and performance	Uses authentic assessment techniques in practice and/or games to measure personal success	Does not use authentic assessment techniques in practice and/or games to measure personal success.
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D: 8 S: 39)	Accomplished plus provides athletes with feedback regarding self-evaluation.	Emerging plus seeks athletes input and encourages self-evaluation techniques for athletes to measure individual progress and performance	Establishes objective and relevant criteria for the selection/assignment of athletes	Does not establish objective and relevant criteria for the selection/assignment of athletes
Evaluation	() Midterm () Final	() Midterm () Final	() Midterm () Final	() Midterm () Final
(PLO = 7) NASPE (D:8 S: 40)	Accomplished plus is diplomatic when providing feedback on personnel evaluation or hiring decision.	Emerging plus Seeks additional feedback from experienced coaches regarding seasonal performance.	Collects input from athletes, parents, coaches, other stakeholders regarding athlete satisfaction, perception of seasonal goals and coaching performance	Does not collect input from athletes, parents, coaches, other stakeholders regarding athlete satisfaction, perception of seasonal goals and coaching performance.

HHP 350
Research in Physical Activity
Mini-Thesis Assessment

This Assessment is performed on Junior and/or Senior level students enrolled in HHP 350. This Assessment Assess Programmatic Learning Outcomes: #4, #5 and #6. NASPE Domains and Standards will vary based on Research Interest and Final Project Selection.

Standards/Traits for the Assessment:

**4 = Appropriate in tone and structure to scientific and/or peer reviewed journals
*(Distinguished)***

**3 = Appropriate in tone and structure to scientific and/or peer reviewed journals but may lack descriptors, key experiential functions or lack depth of information.
*(Accomplished)***

2 = Minimal accepted tone to scientific and/or peer reviewed journals. Missing key descriptors and has no depth of information. *(Emerging)*

1 = Does not have appropriate tone and structure to scientific and/or peer reviewed journals. Lacks many descriptors, key experimental functions and contains no depth regarding information. *(Unsatisfactory)*

INTRODUCTION

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Problem Statement (PLO 4 and 6)				
Significance of Study (PLO 4 and 6)				
Critical Term Identification (PLO 4 and 6)				
Limitations/ Assumptions (PLO 4 and 6)				
Hypothesis (PLO 4 and 6)				
Research Questions (PLO 4 and 6)				

LITERATURE REVIEW

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Introductory paragraphs (PLO 4 and 6)				
Proper reference and documentation (PLO 4 and 6)				
Utilization of Peer reviewed journals for				

review (PLO 4 and 6)				
Comparing and Contrasting conflicting information				

METHODOLOGY

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Introductory Paragraphs (PLO 4 and 6)				
Organized system of method (PLO 4 and 6)				
Specific equipment identification (PLO 4 and 6)				
References Tables and/or Pictures (PLO 4 and 6)				
Links method to previously conducted research methods (PLO 4 and 6)				

RESULTS

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Selects appropriate Test (PLO 4, 5 and 6)				
Demonstrates understanding and utilization of SPSS (PLO 4, 5 and 6)				
Interprets data correctly (PLO 4, 5 and 6)				
Utilizes Data Tables to display results (PLO 4, 5 and 6)				
Analysis data and describes				

correctly (PLO 4, 5 and 6)				
Links results to hypothesis (PLO 4, 5 and 6)				

CONCLUSION

Standard/ Outcome/PLO	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Introductory paragraph (PLO 4, 5 and 6)				
Addresses variables, assumptions and limitations to study (PLO 4, 5 and 6)				
Identifies Hypothesis results (PLO 4, 5 and 6)				
Links results to significance of the study and n (PLO 4, 5 and 6)				

**NSCA Olympic Lifting Required Competencies
Rubric for Assessment**

Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Hang Clean PLO (3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Floor Return
Evaluation	()	()	()	()
Clean and Jerk (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()
Back Squat (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on erect back, bar placement, proper grip, Heel Press, Eyes up cue, Proper racking	Student Performed and/or instructed all but 1 or 2 of the following: Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue ()	Student Performed and/or instructed only 1 or 2 of the following: Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue ()	Student did not perform and/or instruct any of the following: Erect back Bar Placement Proper Grip Heel Press Eye Up Cue Proper racking

		Proper racking ()	Proper racking ()	
Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Snatch (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()
Bench Press (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on Shoulder/Glute, bar placement, proper grip, valsava, Breath pattern, Proper racking	Student Performed and/or instructed all but 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Shoulder/Glute Bar Placement Proper Grip Valsava Breath Pattern Proper racking