

**Report of Student Learning and Achievement
Concordia University Irvine
School of Health and Human Sciences – MCAA/MSCE Program**

For Academic Year:	2024-2025
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School of Health and Human Sciences Mission
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MCAA/MSCE Program Purpose

Guided by the Great Commission of Jesus Christ and as a Lutheran liberal arts institution, the **School of Health and Human Sciences (SHHS)** is committed to preparing students to become servant leaders and societal agents of change.

The Master of Arts in Coaching and Athletics Administration program focuses on the practical application of knowledge in the academic disciplines of coaching and athletics administration. The program is designed for working professionals who are looking to advance their careers in educational athletics. The Master of Arts in Coaching and Athletics Administration program offers a wide variety of elective options allowing students to explore multiple areas of educational athletics including finance, leadership, sport technology, sport psychology, and many more.

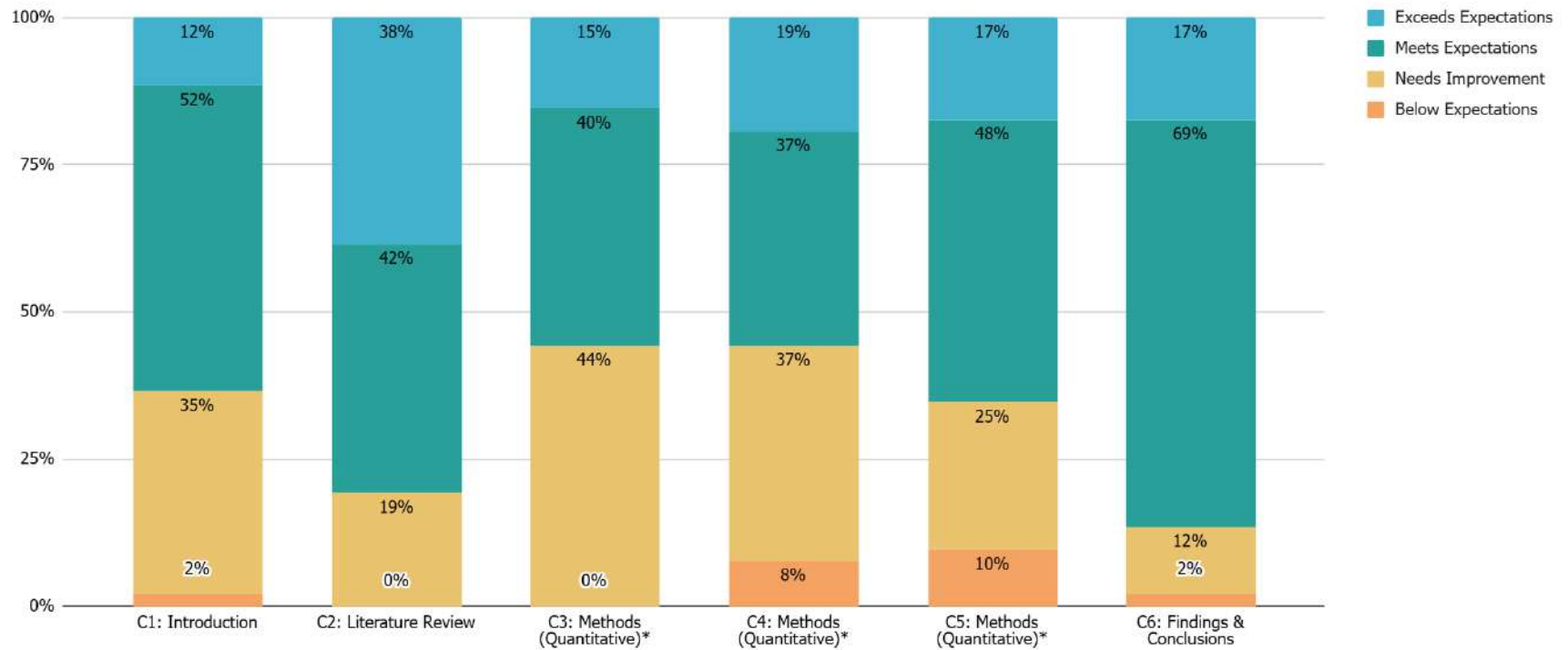
Program Learning Outcomes (PLOs)

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| 1. Create an athlete-centered leadership philosophy. |
| 2. Apply ethical values to issues encountered in sport. |
| 3. Apply research methods to acquire and analyze pertinent data that develops excellence in coaching and administration. |
| 4. Analyze legal principles unique to leadership in athletics. |
| 5. Design a personalized comprehensive athletic leadership portfolio with effective communication, both written and verbal. |

Program Assessment Overview Aligns with GLO: Scholarly Research			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Generate scholarly research on problems and issues in their field of study.	MCAA/550 & MSCE/550 - Minimum 10-page research proposal	70% of sampled students are expected to meet a minimum of 3.0 on the GLO: Scholarly Research rubric.	Percentage of students who met or exceed expectations: Introduction - 63%; 88% Literature Review - 81%; 63% Methods 1 - 56%; 75% Methods 2 - 56%; 100% Methods 3 - 65%; N/A Findings & Conclusion - 86%; 100% (Quantitative; Qualitative)

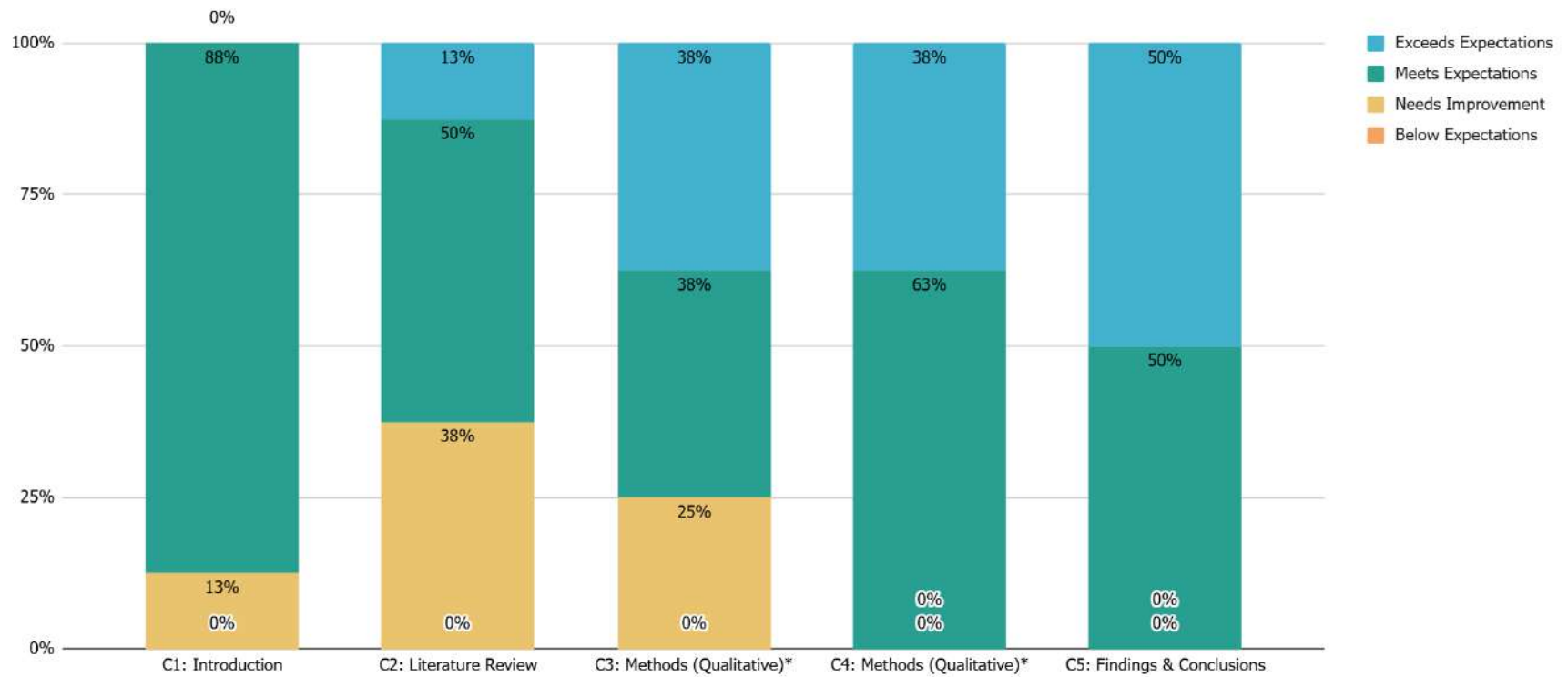
Program Assessment Results

Quantitative



Program Assessment Results

Qualitative



Summary of Program Assessment Findings

Results for the Introduction met expectations within the qualitative rubric, as 88% earned a score of 3 (Meets Expectations). The majority of students had a clearly defined research question or hypothesis statement. Results for the Introduction did not meet expectations within the quantitative rubric, as 35% earned a score of 2 (Needs Improvement), and 2% earned a score of 1 (Below Expectations). Though students were instructed to identify and research a problem within their sport discipline, and include their coaching/leadership styles and how it relates to their research topics, students failed to relate the specific problem with their coaching/leadership style within the Introduction heading. An additional lecture video or PowerPoint presentation that includes details on how to construct an Introduction within a research proposal can assist students to clearly establish the importance of the problem or issue within the introduction and statement of the problem chapter, and relate the problem to their coaching/leadership style. By developing a clear and concise Introduction, students can establish the context of the research by outlining and stating the purpose of the research proposal to define the core concepts of a research question or hypothesis statement.

Results for the Literature Review met or exceeded expectations within the quantitative rubric, as 43% of the results were 3s (Meets Expectations) and 38% were 4s (Exceeds Expectations). Generally, students were successful including a minimum of five sources to support their research topics. Results for the Literature Review did not meet expectations within the qualitative rubric, as 38% of the results were 2s (Needs Improvement). The students were expected to provide evidence of analysis/synthesis of critical and logical facts using an acceptable number of current, relevant, peer-reviewed and theoretical sources. With 13% of the sample scoring a 4 for this criteria within the qualitative rubric, one goal is for instructors to ensure that students comprise exceptional integration of current reputable, peer-reviewed scholarly sources with a date of publication within the past five years to support their research topics.

Results for Methods (Literature-Based) – Out of the 15 student artifacts reviewed, 0 out of 15 applied to this rubric.

Results for Methods 1 (Qualitative) met or exceeded expectations, as 75% of the results were 3s or 4s. After reviewing the data results, 38% were 4s, and 37% were 3s within this criteria. Students were expected to include their chosen population and determine a sample size to retrieve quantitative, qualitative or mixed methods data within the Methodology chapter of the research proposal. Results for Methods 1 (Quantitative) did not meet expectations within the quantitative rubric, as 44% of the results were 2s (Needs Improvement). With 44% of the sample scoring a 2 for this criteria, one goal is to include an instructional video within week five of the course that describes how to realistically recruit the population and sample size for the student's research study, using both quantitative and qualitative information.

Results for Methods 2 (Qualitative) met or exceeded expectations, as 100% of the results were 3s or 4s. After reviewing the data results, 38% were 4s, and 62% were 3s within this criteria. Students were expected to include their data of specific statistical measurements, data collection, and instruments within the Methodology chapter of the research proposal. The inclusion of a confidentiality subheading was not a requirement, as most students explained how they protected participants' confidentiality within the Population and Sample subheading. Results for Methods 2 (Quantitative) did not meet expectations within the quantitative rubric, as 37% of the results were 2s (Needs Improvement). With 37% of the sample scoring a 2 for this criteria, one goal is to include a confidentiality subheading, along with specific details regarding each subheading of the

Methodology chapter to ensure that students comprehend that the procedures, data, data collection, instruments and confidentiality sections must be clearly guided by the literature review.

Results for Methods 3 (Quantitative) did not meet expectations, as 25% earned a score of 2 (Needs Improvement). The students were expected to systematically investigate phenomena by proposing to collect quantifiable data and implement statistical techniques. A lecture video or PowerPoint presentation that includes specific details regarding quantitative (analytical) methods can assist students to reflect on what they learned and how to describe and incorporate descriptive, numerical data within the research proposal. By developing a clear and concise quantitative research study, students can determine the relationship between independent and dependent variables within a population.

Results for Findings & Conclusions met or exceeded expectations, as 86% (Quantitative) and 100% (Qualitative) of the results were 3s or 4s. Students were successful discussing their anticipated findings and how they used the findings to advance knowledge in their sport discipline. One observation was that students failed to include a clear and persuasive summation of the proposal's significance for further research. A chapter summary or lecture video can be developed and implemented to clearly highlight and summarize key findings to ensure that students form connections between the results of their analysis and existing research. By developing a clear and concise Findings and Conclusions chapter, students can avoid providing incomplete descriptions of the significance to the coaching/athletics administration or exercise sciences field, and/or irrelevant recommendations for further research.

Summary of Achievement of Program Learning Outcomes Aligns with GLO: Scholarly Research		
2024-2025 PLO Assessed	Student Evidence: Quantitative	Student Evidence: Qualitative
Criterion Measured	Performance Target Was...	Performance Target Was...
Introduction	Not Met	Met
Literature Review	Met	Not Met
Methods	Not Met	Met
Methods (if applicable)	Not Met	Met
Methods (if applicable)	Not Met	
Findings & Conclusions	Met	Met

Program Proposed Course of Action for Improvement in Learning Outcomes

The specific improvement plans to address the areas of concerns identified by the MCAA/MSCE 550 faculty through the assessment are as follows:

- a. Add a lecture video or PowerPoint presentation that includes details on how to construct an Introduction within a research paper to assist students to clearly establish the importance of the problem or issue within the introduction and statement of the problem chapter.
- b. Add a chapter summary or lecture video to clearly highlight and summarize key findings to ensure that students form connections between the results of their analysis and existing research.
- c. Add a lecture video or PowerPoint presentation that includes specific details regarding quantitative (analytical) methods to assist students to reflect on what they learned and how to describe and incorporate descriptive, numerical data within the research proposal.
- d. Include a confidentiality subheading within the Methodology chapter to ensure that students explain how they will maintain participants' confidentiality.