

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

For Academic Year:	2025-2026
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School of Health and Human Sciences Mission

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.

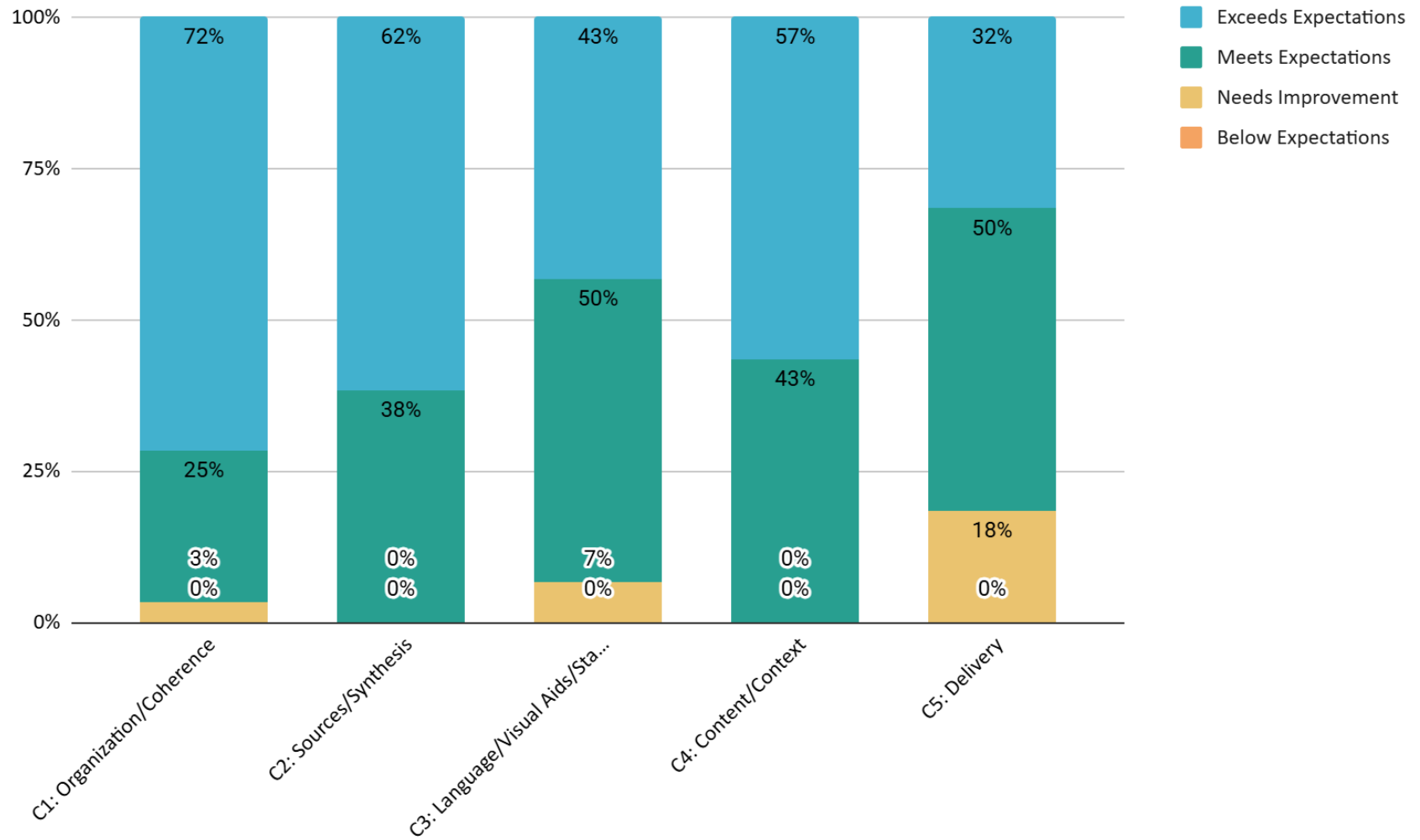
The Master of Science in Coaching and Exercise Sciences program provides a comprehensive study of the varied aspects of human movement in the context of educational athletics. Movement is studied from mechanical, physiological, psychological, sociocultural, behavioral, instructional and professional points of view. The coursework for the degree is designed to provide students with background knowledge and experience for professional careers in educational athletics including teaching, coaching, performance enhancement, or fitness and health promotion.

Program Learning Outcomes (PLOs)

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| 1. Create an athlete-centered leadership philosophy. |
| 2. Apply Christian virtues and civic responsibility to situations 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. |

Program Assessment Overview Aligns with GLO: Effective Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Design a personalized comprehensive athletic leadership portfolio with effective communication, both written and verbal.	MCAA/595 - Culminating Project MSCE/595 - Culminating Project Virtual Business Card – Culminating Project – three to five-minute video oral and written PowerPoint presentation to include within the Culminating Project.	70% of students will meet a minimum standard of 3.0 on the Effective Communication rubric.	Percentage of students who met or exceed expectations: Organization / Coherence - 97% Sources / Synthesis - 100% Language / Visual Aids/ Standard Written English - 93% Content / Context - 100% Delivery (oral communication) - 82%

Program Assessment Results



Summary of Program Assessment Findings

Results for the Organization/Coherence criteria exceeded and met expectations within the Effective Communication rubric, as 72% earned a score of 4 (Exceeds Expectations), and 25% earned a score of 3 (Meets Expectations). The majority of students were well organized and remained within the parameters of the criteria. A low percentage, three percent, of students did not meet expectations and earned a score of 2 (Needs Improvement) in the Organization/Coherence criteria within the Effective Communication rubric. Though students were instructed to include the four objectives of a virtual-business card and remain in the required timeframe to deliver their oral presentation, some students went over the time limit. A few strategies can be presented to students to improve delivering their virtual business cards within the required time limit: 1. Plan the presentation structure, 2. Prioritize key information, 3. Practice with a timer, and 4. Create speaking notes. Implementing organization and coherence can help graduate students become comfortable balancing depth of content with strict time limits.

Results for the Sources/Synthesis criteria exceeded and met expectations within the Effective Communication rubric, as 62% earned a score of 4 (Exceeds Expectations), and 38% earned a score of 3 (Meets Expectations). The students analyzed sources and provided results that strengthened credibility, supported statements, and demonstrated analytical and critical thinking skills. Though students included supporting statements within PowerPoint slides, sources were needed for validity and reliability. Students can include sources by providing in-text citations within slides, along with including a References slide at the end of the PowerPoint presentation. A synthesis of sources can create a clear understanding or new perspective to explain relationships or patterns and draw unbiased conclusions.

Results for the Language/Visual Aids/Standard Written English criteria exceeded and met expectations within the Effective Communication rubric, as 43% earned a score of 4 (Exceeds Expectations), and 50% earned a score of 3 (Meets Expectations). The majority of students used proper verbiage and standard written English with minimal grammatical and writing mechanic errors. A low percentage, seven percent, of students did not meet expectations and earned a score of 2 (Needs Improvement) in the Language/Visual Aids/Standard Written English criteria within the Effective Communication rubric. Some students struggled to include a minimum of five terms within bullet points in the PowerPoint presentation. Regarding language usage and standard written English, there were instances of informal language, grammar, and sentence structure errors. Students can work to strengthen their writing skills, improve slide organization, and create visuals that support the content in the PowerPoint presentation to help students effectively communicate.

Results for the Content/Context criteria exceeded and met expectations within the Effective Communication rubric, as 57% earned a score of 4 (Exceeds Expectations), and 38% earned a score of 3 (Meets Expectations). Students provided sufficient content and context by including statistics, images and key points that were relevant to the four required objectives: Personal path/growth as a coaching professional; style of leadership; description of what a program under the coach's leadership would represent; and how the coach will strive to achieve their goals. By the inclusion of strong content and context to connect ideas, the PowerPoint presentations included clear, concise, and specific information regarding the four objectives, and allowed the presenter to actively engage in the delivery process.

Results for the Delivery criteria exceeded and met expectations within the Effective Communication rubric, as 32% earned a score of 4 (Exceeds Expectations), and 50% earned a score of 3 (Meets Expectations). Regarding oral delivery - non-verbal skills, the majority of students delivered a

compelling presentation. Students were polished and confident, and eye contact and gestures were appropriate. Regarding oral delivery and language - verbal skills, students' language choices were imaginative, memorable, and compelling, and enhanced the effectiveness of the PowerPoint presentation. A percentage of students, 18%, did not meet expectations and earned a score of 2 (Needs Improvement) in the Delivery criteria within the Effective Communication rubric. Effective delivery within a PowerPoint presentation is important, as students should include the following common delivery criteria: 1. Clarity of speech, 2. Eye contact - virtual-live presentations - look into the camera during the delivery process, 3. Confidence and professionalism, 4. Organization and flow, and 5. Use of visual aids.

Summary of Achievement of Program Learning Outcomes Aligns with GLO: Effective Communication		
2025-2026 PLO Assessed	Student Evidence: MCAA/595 - Culminating Project MSCE/595 - Culminating Project	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Organization / Coherence	Met	
Sources / Synthesis	Met	
Language / Visual Aids/ Standard Written English	Met	
Content / Context	Met	
Delivery (oral communication)	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes
After the summer 2026 term, the MCAA/MSCE 595 chair, Dr. Sheila Hannah, will schedule an in-person or virtual-live meeting to discuss and disseminate the results of the assessment, once received, with the MCAA/MSCE 595 full-time and adjunct faculty. 1. The specific improvement plans to address the areas of concerns identified by the MCAA/MSCE 595 faculty through the assessment are as follows: - Add student sample oral PowerPoint presentations that clearly meet the criteria for the four objectives. - Add sources, as in-text citations within slides and a references page, to support the accuracy of statements. - Add images that communicate ideas clearly, keep the audience engaged, and strengthen the understanding of objectives. - Rehearse the topics within the PowerPoint presentation to help the presenter to build confidence, organization, and effective communication.

To enhance students' abilities regarding "Effective Communication", the following will be implemented in the virtual business card rubric: Criteria will be included to ensure that students elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and/or digital media.

2. Dr. Sheila Hannah is responsible for the implementation of the plans. The timeline for implementation is by the fall 2026 or winter 2026-27 term.
3. Results from this assessment will be presented to the MCAA/MSCE 595 full-time and adjunct faculty in the MCAA/MSCE program by the fall 2026 term, or after receiving the results from the OIR and EEC. After all information has been updated regarding the specific improvement plan, Dr. Sheila Hannah will meet with the MCAA/MSCE 595 faculty to receive a final approval to attach updated documents and instructional videos within the 595 course.