

## **Coaching Minor**

### **5-Year Program Review**

**April 17, 2014**

#### **History, Mission, and Vision of the Program**

In the fall of 2009, after a review of the surrounding universities in Mid-Missouri it was found that none offered a Coaching minor. A survey of the current students at that time showed a significant interest in such a program. The current, growing trend in youth sports participation is well documented. We currently have several Sports Management and Exercise Science majors who would like to coach, but do not want an Education degree. Creating a Coaching minor provides all education majors, and even non-education majors who may want to coach for local Parks & Recreation Departments or YMCAs, the knowledge base to take on coaching duties at the secondary school or youth sports level. Many new secondary school teachers are given coaching responsibilities without true coaching experience. They may have played sports in high school or college and that is all the experience they have. The coaching minor incorporates four “Theory of Coaching” courses. These theory classes give student the opportunity to learn the various rules and strategies of the sports. The other supporting courses provide the students with a background in the other non-theory areas that coaches have to have (i.e. administration, first aid).

The Coaching minor helps fulfill the “Professions Oriented” component of the University’s mission statement. While it is not a certification/credentialing program, there are many professions oriented degrees whose students can enhance their marketability with this minor. There are some sports which do have different level of coaching certification that are available to students and current coaches.

The courses required for the degree do not meet any General Education requirements. Throughout the courses in the degree there are many different assignments that will help to reinforce the General Education requirements. Throughout the minor there are various writing assignments, presentation requirements, discussion regarding ethics, the psychology aspect of sports and even cultural differences between potential sport participants.

## Section 1: Student Data

### A: Demographics Chart

William Woods University						
Assessment Data						
<b>Program: Coaching</b>						
		Academic Year				
		<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>
<b>Declared Minors</b>			30	41	42	49
<b>Graduated Minors</b>			5	6	10	
<b>Retention Rate: IPEDS definition<sup>1</sup></b>						
<b>University</b>		74.1%	66.8%	76.2%	70.5%	
<b>Program</b>						
		Cohort Year				
<b>Graduation Rate: IPEDS definition<sup>2</sup></b>		<b>03/04</b>	<b>04/05</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>
<b>University</b>		43.8	52.4	50.2	50.5	56.3
<b>Program</b>						
<b>Graduation Rate: Transfer Students<sup>3</sup></b>						
<b>University</b>		67.7%	71.2%	68.8%	63.2%	66.7%
<b>Program</b>						
<sup>1</sup> = % of full-time, first-time students that return to the institution in the subsequent fall semester						
<sup>2</sup> = % of the full-time, first-time cohort that graduate within 6 years						
<sup>3</sup> = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree						

### Reflection on the Demographic Data:

The program is only 3 years old and yet has a high number of students minoring in it. At this time there is no need to add additional sections of the current course offerings to accommodate this number. I would expect the number of students minoring in Coaching to remain steady. At this time there is not graduation data available.

**B: Placement Numbers** (do not need specific student names, aggregated data on students is appropriate)

**Chart 1B: 1**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-1013
Number of Graduates (total graduates, not cohort)	NA	NA	NA	0	0
Employed Within Field	NA	NA	NA	NA	NA
Employed Outside of Field	NA	NA	NA	NA	NA
Graduate School	NA	NA	NA	NA	NA
Not known					

The minor has not been active long enough to have graduated any students yet.

*What types of positions are considered relevant to the “Field” of study with this program? Please define what it means for students to be employed ‘within the field’ of the professional discipline. (100-word limit)*

Positions that would be relevant to the “Field” would include all graduates who are working for K-12 school districts, students who have continued on to a graduate program and include a graduate assistant or assistant coaching position. Students who are also employed by organizations such as the YMCA, municipal Parks & Recreation departments or competitive club sport organizations.

**C. Courses**

Course	Year 2010-2011 (course enrollment)	Year 2011-2012 (course enrollment)	Year 2012-2013 (course enrollment)	Year 2013-2014 (course enrollment)
ATR 230 Prevention &Care Injuries	FALL NA SPRING (25/25)	FALL (01/01) SPRING (17/26)	FALL NA SPRING (25/25)	FALL NA SPRING NA
ATR 231 Prevention & Care Lab	FALL NA SPRING (15/16)	FALL (01/01) SPRING (12/32)	FALL NA SPRING (26/32)	FALL NA SPRING NA
PED 104 First Aid & CPR	FALL (44/48) SPRING (34/48)	FALL (31/32) SPRING (25/36)	FALL (27/32) SPRING (32/32)	FALL (26/48) SPRING NA
PED 401 Theory Coaching Baseball & Softball	FALL (16/20) SPRING NA	FALL (20/20) SPRING NA	FALL (13/20) SPRING NA	FALL (13/20) SPRING NA
PED 402 Theory Coaching Track/Feld & Cross Country	FALL (14/20) SPRING NA	FALL (13/20) SPRING NA	FALL (20/20) SPRING NA	FALL (17/20) SPRING NA
PED 403 Theory Coaching Football/Soccer	FALL NA SPRING (19/20)	FALL NA SPRING (18/20)	FALL NA SPRING (20/20)	FALL NA SPRING NA
PED 404 Theory Coaching Basketball/Voll eyball	FALL NA SPRING (21/20)	FALL NA SPRING (42/40)	FALL NA SPRING (19/20)	FALL NA SPRING NA
PED 406 Management of Athletics	FALL (23/24) SPRING (02/02)	FALL (20/24) SPRING NA	FALL (21/24) SPRING (03/03)	FALL (23/24) SPRING NA
PSY 401 Sports Psychology	FALL (21/20) SPRING (28/32)	FALL (28/32) SPRING (33/32)	FALL (25/24) SPRING (26/32)	FALL (12/32) SPRING NA

Identify courses that support other major programs each year (on campus, cohort, or on line). Report from registrar office identifying courses that are required in other programs).

**Chart 1C: 2**

Course offered	Supported Programs
NA	

What is the impact of the supported program? How are course impacted? Does your program need to modify course offerings to adjust?

## **Section 2. Faculty and Resources**

### **A. Physical Facilities**

1. In the fall of 2002 William Woods University opened a 12,000 sq. ft. facility called the Center for Human Performance. While this facility serves several purposes its main role is that of an academic building for the Division of Science, Mathematics & Human Performance's 4 different human performance programs including athletic training, sports management, exercise science and physical education. The facility houses 3 classrooms: each one approximately 756 sq. ft with up-to-date educational technology, a 3,000 sq. ft Athletic Training Room, faculty and staff offices of 162 sq. ft, and a human performance laboratory of 644 sq. ft. This facility is one of the newest academic facilities on campus. The classrooms are network/internet accessible, have computers with permanent projectors, a smart board, a TV with VCR and a visualizer. The classrooms also have adequate seating capacity, lighting, heating/cooling and ventilation. This building also houses the Coaching minor. In addition to the classrooms, the coaching minor utilizes the athletic Department facilities including Anderson Arena and the Multi-purpose room in the Helen Stephens Sports Complex, the softball/baseball field at the shared Baker West and Baker north fields, and Firley Soccer Field.

The Athletic Training Room consists of a separate 377 sq. ft hydrotherapy room, storage room, lavatory with shower, treatment area, rehabilitation area, and first aid and taping areas. There is adequate cabinetry for storage which is shared by the Athletic Training Department and the Athletic Training Program. The Athletic Training Room is used as a laboratory for Care & Prevention lab classes. Which are required of Coaching minors.

## B. Library Holdings

### William Woods University - Dulany Library COLLECTION ANALYSIS

March 2014

In Support of the Following Academic Program: Coaching Minor

#### I. **MOBIUS Holdings** (Subject Search):

Coaching (Athletics) – 474 catalog entries  
Baseball - Coaching – 97 catalog entries  
Basketball - Coaching – 261 catalog entries  
Football – Coaching – 232 catalog entries  
Soccer – Coaching 142 catalog entries  
Coach-athlete relationships – 36 catalog entries

#### II. **William Woods University Holdings:**

##### **Woods OneSearch (coaching sports)**

Academic Journal Articles – 5,765  
Magazine Articles – 15,278  
News Articles – 31,596  
Reviews – 174  
Trade publications – 212  
Reports – 25  
Ebooks - 199

#### **Books, Visual Materials, Electronic Books**

##### **By Publication Date**

Subject	Totals	1850-1899	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	Undefined
Sports	124	2	1	2	2	3	20	32	23	17	14	4	1	0	2	1
History	28	0	0	0	0	2	8	8	0	6	2	0	0	0	1	1
Biography	15	0	0	0	0	0	3	4	3	4	0	0	0	1	0	0
Sports for Special Classes of People	28	0	0	0	0	1	6	4	10	6	1	0	0	0	0	0
Athletic Contests,	47	0	0	0	0	0	4	9	11	7	11	1	1	2	1	0

Subject	Totals	1850-1899	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	Undefined
Sports Events																
Ball Games	156	0	3	2	6	12	29	41	27	15	11	5	1	1	2	1
Other Sports	61	0	1	1	2	4	15	7	11	3	10	1	1	2	2	1

## By Format

Subject	Totals	Articles	Books	Serial Publications	Internet Resources	Visual Materials
Sports	124		88	11	24	1
History	28		26	1	1	0
Biography	15		14	0	0	1
Sports for Special Classes of People	28		25	1	2	0
Athletic Contests, Sports Events	47		40	1	5	1
Ball Games	156		128	0	16	12
Other Sports	61		41	0	9	11

## Faculty Reflection on the Library Holdings:

The library holdings are adequate to support the Coaching minor. We are working with the library to purchase some additional videos that will be available for use in the Theory of Coaching courses.

## C. Faculty

**Chart 2C: 1**

<b><i>Name of Faculty</i></b>	<b><i>Highest Degree Earned (Concentration)</i></b>	<b><i>Degree Granting Institution</i></b>	<b><i>Years Full-time Teaching in Higher Ed</i></b>	<b><i>Contracted Course Load</i></b>
<b><i>Anthony Lungstrum</i></b>	<b><i>MS in College Teaching</i></b>	<b><i>Northeastern State University</i></b>	<b><i>14</i></b>	<b><i>6</i></b>
<b><i>Tim Hanrahan</i></b>	<b><i>Ph.D. in Education Administration K-12</i></b>	<b><i>Walden University</i></b>	<b><i>5</i></b>	<b><i>12</i></b>

<b>Cindy Robb</b>	<b>Master of Arts</b>	<b>University of Denver</b>	<b>22</b>	<b>9</b>
<b>Mike McElhinney</b>	<b>MS – Athletic Training</b>	<b>West Virginia University</b>	<b>4</b>	<b>Adjunct Faculty</b>
<b>Darren Munns</b>	<b>MEA – Athletic Administration</b>	<b>William Woods University</b>	<b>8</b>	<b>Coach/Adjunct Faculty</b>
<b>Tracy Gastinue</b>	<b>Master's Degree in Education-Curricular and Instruction</b>	<b>William Woods University</b>	<b>2</b>	<b>Coach/Adjunct Faculty</b>
<b>Daniel Radekowic</b>	<b>MEA – Athletic Administration (May graduation)</b>	<b>William Woods University</b>	<b>2</b>	<b>Coach/Adjunct Faculty</b>
<b>Moinca Herschelmann</b>	<b>MEA – Athletic Administration (May graduation)</b>	<b>William Woods University</b>	<b>2</b>	<b>Coach/Adjunct Faculty</b>
<b>Randy Hall</b>	<b>MSRSS -- concentration in Coaching Education</b>	<b>Ohio University</b>	<b>9</b>	<b>Coach/Adjunct Faculty</b>
<b>Dan Chapla</b>	<b>Master's in Sports Administration</b>	<b>Central Missouri State</b>	<b>12</b>	<b>Coach/Adjunct Faculty</b>

Do you feel your program is adequately staffed in order to meet the goals of the program? Do you feel that your faculty are qualified for the program: **yes**/no/why?

The faculty that teach the non-theory of coaching courses are well prepared in their respective disciplines. The adjunct faculty that teach the theory courses are current intercollegiate coaches. Their expertise in their respective sports provide the students the opportunity to interact with working professionals.

How many staff are designated to support the program? Do you feel your program is provided adequate administrative (full time/part time) staff to meet the needs of the program? Why/why not?

Currently the Division of Science, Mathematics & Human Performance has one part-time Administrative Assistant. This position is adequate to support the needs of the Division and the Coaching Minor.

#### **D. Internship Experiences**

1. *What if any placements outside of the university are used for internship/practicum/student teaching/clinical experience? If so, explain.*

There are no placements outside the University required for the Coaching Minor.



### Section 3: Financial Analysis of Program (data from Academic Dean and Comptroller)

**Chart 3A: 1**

Program	Total Cost (Personnel, budget and special expenses)	Total Income (Course Fees, tickets, sales)	Number of Minors (2013)	Cost per Major
Coaching	\$7500.00	0	43	\$174.41

Additional explanation can be provided below if programs feel it is necessary.

1. Discussion of Additional expenses related to instruction. i.e. Internship, clinical, practicums...
2. Description of Non-Instructional Expenses: Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs will have this.

### Section 4: Objectives and Assessment

#### Coaching Minor Assessment Plan (Section A)

Academic Year	2013-2014
Program	Coaching Minor
Faculty	Anthony Lungstrum, Tim Hanrahan, Cindy Robb, Mike McElhinney, Darren Munns, Tracy Gastinue, Daniel Radekovic, Monica Herschelmann, Randy Hall, Dan Chapla
Program Mission Statement	A coaching minor will provide education majors the knowledge base they need to take on coaching duties at the secondary school level. Students interested in coaching for their local parks and recreation departments, YMCAs, club teams or a company's sports team would also benefit from the coaching minor.

## Program Objectives Matrix

	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8	Obj. 9	Obj. 10
ATR230		IRM A								
ATR231		RMA								
PED104	IRM A									
PED401				R		IRM A	IRM A	IRM A	IRM A	IRM A
PED402				R		IRM A	IRM A	IRM A	IRM A	IRM A
PED403				R		IRM A	IRM A	IRM A	IRM A	IRM A
PED404				R		IRM A	IRM A	IRM A	IRM A	IRM A
PED406			IRM A							
PSY401				IRM A	IRM A					

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective.

## Coaching Program Objectives:

Objective 1	Develop the skills needed in basic first aid and CPR/AED to properly provide emergency care to athletes of all ages.
Methods	American Red Cross First Aid and CPR/AED exam
Benchmark	Students must score 70% or higher on exam.
Sample Information	Class (all students enrolled) are assessed each semester
Who	Mike McElhinney (adjunct instructor)
When	Each semester

Objective 2	Obtain the knowledge and skills needed to help prevent, manage and provide basic treatment for sports injuries.
Methods	Skill Evaluations
Benchmark	70%
Sample Information	Class (all students enrolled) are assessed each semester
Who	Cindy Robb
When	Every Spring

Objective 3	Manage an athletic program including leadership, budget, and facility management.
Methods	Budget/Facility Portfolio, Personal management and leadership philosophy. Rubric used
Benchmark	70% on rubric for each (minimum)
Sample Information	Class (all students enrolled) are assessed
Who	Anthony Lungstrum
When	Every Fall

Objective 4	Acquire the skills necessary to apply psychological concepts to sports participation.
Methods	4 project portfolio (Rubric based)
Benchmark	70% average between the 4 assignments.
Sample Information	Class (all students enrolled)
Who	Tim Hanrahan
When	Every semester

Objective 5	Develop an understanding of how an athlete's psyche changes during sports participation and the ability to manage different personalities and psychological issues.
Methods	4 project portfolio (Rubric based)

Benchmark	70% average between the 4 assignments.
Sample Information	Class (all students enrolled)
Who	Tim Hanrahan
When	Every semester

Objective 6	Enhance their understanding of the various offensive and defensive strategies of football, soccer, basketball, volleyball, baseball, softball, track & field and cross country.
Methods	Portfolio uploads from Theory of Coaching classes
Benchmark	70% average on all portfolio assignments
Sample Information	Class
Who	Darren Munns, Tracy Gastinue, Daniel Radkovic, Monica Herschelman, Randy Hall, Dan Chappela
When	Every semester

Objective 7	Assess players and design practices and drill to instruct proper technique.
Methods	Portfolio uploads from Theory of Coaching classes
Benchmark	70% average on all portfolio assignments
Sample Information	Class
Who	Darren Munns, Tracy Gastinue, Daniel Radkovic, Monica Herschelman, Randy Hall, Dan Chappela
When	Every semester

Objective 8	Expand their understanding of the various philosophies and approaches to the arrangement of practice sessions of off-season programs.
Methods	Portfolio uploads from Theory of Coaching classes

Benchmark	70% average on all portfolio assignments
Sample Information	Class (all students enrolled)
Who	Darren Munns, Tracy Gastinue, Daniel Radkovic, Monica Herschelman, Randy Hall, Dan Chappela
When	Each semester

Objective 9	Gain an appreciation for the various game strategies, how to scout opponents and develop game strategies.
Methods	Portfolio uploads from Theory of Coaching classes
Benchmark	70% average on all portfolio assignments
Sample Information	Class (all students enrolled)
Who	Darren Munns, Tracy Gastinue, Daniel Radkovic, Monica Herschelman, Randy Hall, Dan Chappela
When	Each semester

Objective 10	Break down the rules and officiating of football, soccer, basketball, volleyball, baseball, softball, track & field and cross country at both the interscholastic and intercollegiate levels.
Methods	Portfolio uploads from Theory of Coaching classes
Benchmark	70% average on all portfolio assignments
Sample Information	Class (all students enrolled)
Who	Darren Munns, Tracy Gastinue, Daniel Radkovic, Monica Herschelman, Randy Hall, Dan Chappela
When	Each semester

## **Section 5: External Review – Not required for stand-alone minors.**

## **Section 6: Conclusions and Recommendations**

1. This program should be maintained. A workshop for the adjunct faculty that are teaching the Theory of Coaching classes regarding assessment of portfolio assignments will need to be held this summer. Dr. Hanrahan has agreed to work with the adjunct faculty on both updating their syllabus and the assessment component. At this time there is a large number of students in the minor. One option would be to look at the Theory of Coaching classes and poll the student to see if an additional Theory class would need to be offered to meet the needs of future coaching professionals. Continued support from the Division and University to support the minor and the adjunct faculty, whom are coaches here at WWU is vital in maintaining the minor.
2. Implementation Plan of Academic Council recommendations.  
(Any recommendation requiring an increase or request for more money outside of the regular budget needs to have a detailed proposal with supporting data for evidence on the need with specific costs associated that can be submitted at the next budget cycle.)