

**UNIVERSITY OF WISCONSIN-WHITewater
AUDIT AND REVIEW**

Program Title: COACHING MINOR

Review Date: 2002-2003

APPENDICES: *The appendices of this report are lengthy so I provided one copy of all of them. Some of the appendices are attached to the report and are noted as attachments within the body of the report.*

I. Academic Assessment (Section I was written by Dianne Jones)

A. Highlights/Initiatives

1. Overview the current curriculum, including options available within the program

- a. **COACHING MINOR MISSION STATEMENT**

The Coaching Minor in the Colleges of Education, Letters and Science, and Business and Economics at the University of Wisconsin-Whitewater is committed to the preparation of coaches who are capable of making decisions related to development, implementation, and evaluation of athletic experiences. The coaching minor prepares individuals to coach youth sports to high school interscholastic athletic teams.

- b. **OVERVIEW OF THE COACHING MINOR**

During the 1996-97 academic year the faculty and academic staff that had major responsibilities for the coaching minor began to revise the minor. The coaching minor revision proceeded through the curricular process during the 1998-99 academic year. During the fall of 1999 the coaching minor course offerings were a blend of the previous and revised minor so that students could transition into the revised coaching minor more easily. During the spring of 2000 the revised coaching minor was fully implemented.

The National Association for Sport and Physical Education (NASPE) National Standards for Coaching and Wisconsin Standards: Teacher Development and Licensure, which were changed to reflect coaching, were followed in the revision of the coaching minor. The NASPE Coaching Standards includes 37 standards covering eight domains of knowledge and abilities. The standards are further delineated by approximately 320 competencies that coaches should possess. The standards are formulated so the student progresses from awareness to application to mastery and ends with internalization. In the awareness phase the student should be able to recognize. For example, recognize the environmental and safety hazards in the competitive environment. In the awareness phase the student should understand the importance of the topic, and they should have full command of the topic at the mastery phase. For example at the awareness and mastery phase the student should know that safety equipment, coach's vigilance and other safeguards provide protection for student-athletes. Application applies to factual information or acts to be accomplished. Lastly internalization is used to reference skills or attitudes that should be part of the on-going professional development of coaches. For example, know when medical care is required. (NASPE)

Major changes were made in the required course offerings of the revised coaching minor so that all the National Association for Sport and Physical Education and Wisconsin Coaching Standards would be incorporated into the courses. All course syllabi in the required curriculum were written to make sure that all the NASPE and Wisconsin

Coaching Standards were addressed in some course (Appendix A for the NASPE Coaching Standards by course and Appendix B for the Wisconsin Coaching Standards by course).

Major changes in the coaching minor were:

- New required courses:
 - Introduction to Coaching, COACHING-240
 - Application of Mechanical Principles to Coaching, COACHING-250
 - Psycho-Social Aspects of Coaching, COACHING-256
 - Coaching Field Study, COACHING-492
- The revised and old Coaching Minor Checklists can be found in Appendix C (attached) and D respectively. The AR is attached to Appendix C.
- The requirements of the coaching minor in the three colleges were identical.
- Prerequisites were established for the required courses.
- A field experience was required, COACHING-492 Coaching Field Study.
- Students were given more flexibility in the selection of elective credits to meet their professional objectives.
- American Sport Education Program (ASEP)/National Federation of Interscholastic Coaching Education Program (NFICEP) courses were added to the curriculum so students could attain national certification:
 - Drugs and Sport, COACHING-466
 - Citizenship through Sport, COACHING-467
- Wisconsin Interscholastic Athletic Association Coaching Certification: Coaching Principles/Sports First Aid, COACHING-100 was developed for students that are not pursuing the coaching minor but wish to be certified to coach in Wisconsin. The Wisconsin Interscholastic Athletic Association (WIAA) requested the course because of a shortage of qualified coaches.
- Increase of women coaching minors from 37 in 1997 to 83 in 2002 with a high of 91 in 2000. This represents a 55% increase in women coaching minors.
- Instructors are using Blackboard to augment traditional classroom material.
- Development of five totally web-based undergraduate courses that are offered through Blackboard. The courses are COACHING-240, 256, 260, 463 and 492. While four totally web-based graduate courses were developed: COACHING-663, 705, 706 and 710.
- A web page was developed for the coaching minor:
 - <http://academics.uww.edu/coaching>

2. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

a. COACHING MINOR EMPLOYMENT PORTFOLIO AND CHECKLIST

Students are required to develop an employment portfolio, which is required for completion of the minor. (Appendix E)

b. COACHING MINOR SURVEY INFORMATION

The student's last assignment in Coaching Field Study (COACHING-492) is a self-assessment of their competencies on the NASPE and Wisconsin Coaching Standards. In addition students complete an evaluation of the courses in the coaching minor in terms of their application to the field study experience. (Appendix F)

c. FIELD STUDY SUPERVISOR EVALUATIONS

The field study supervisor (COACHING-492) completes a mid-term (Appendix G1) and final evaluation on the students in the field. (Appendix G2)

- d. **COACHING MINOR EXIT SURVEY**
Students are required to complete an exit survey for completion of the minor. (Appendix H)
- e. **ALUMIN SURVEY**
Alumni will be asked to complete an evaluation of the coaching minor after the first revised coaching minor class graduates, which will be in the spring of 2004. The first alumni survey will be conducted during the academic year of 2004-2005. (Appendix I)
- f. **EMPLOYER SURVEY**
Alumni that respond to the survey will be asked for permission to have their employers complete a survey on their coaching competencies. The first employer survey will be conducted during the academic year of 2004-2005. (Appendix J)
- g. **COACHING MINOR ADVISORY COMMITTEE**
A Coaching Advisory Committee was formed to accomplish specific duties, which are delineated later in this report.
- h. **COACHING MINOR ASSESSMENT PLAN**
An internal and external assessment plan was formulated and is explained in detail later in the report.

B. Educational Objectives and Assessment Techniques

1. State the subject matter, cognitive development, and skill objectives for the program, indicating what students will know and be able to do upon completion of the program.

a. OBJECTIVES OF THE COACHING MINOR

Upon the successful completion of the coaching minor prospective coaches will exhibit the following fundamental competencies:

- Identify and subscribe to the values of ethical sport participation, emotional control and respect, positive and appropriate feedback, sound goal setting, socio-cultural variables, competition and structured experiences which foster the development of these values.
- Recognize the stages of physical, cognitive and affective development in children and youth in order to select developmentally appropriate activities and learning experiences to improve performance.
- Demonstrate a basic knowledge of the physiological and biomechanical systems including responses to training, nutrition, ergogenic aids, contraindicated activities and mechanics of movement.
- Plan, organize and evaluate developmentally appropriate practice sessions for athletes of all ages and skill levels.
- Understand teaching methodology as applied to coaching to allow for the development, evaluation and selection of personnel.
- Demonstrate effective management of the athletic programs including event management, budgetary procedures, public relations and supervision.

- Demonstrate an understanding of risk management including: legal responsibilities, informed consent, medical coverage, and the need for continuing education of developing risk factors.
- Demonstrate an understanding of the prevention, care and management of sport injuries.

The objectives were developed by following the National Association of Physical Education and Sport Coaching Domains, which are listed below.

- Injuries: Prevention, Care and Management
- Risk Management
- Growth, Development and Learning
- Training, Conditioning and Nutrition
- Social/Psychological Aspects of Coaching
- Skills, Tactics and Strategies
- Teaching and Administration
- Professional Preparation and Development

The Department of Health, Physical Education, Recreation and Coaching wants prospective coaches to have a comprehensive understanding of the scientific and pedagogical knowledge base associated with coaching. This overall goal is accomplished through the student's exposure to the curriculum, which incorporates the instructional objectives for potential coaches as outlined by the National Association of Sport and Physical Education. Skill, attitudinal and cognitive domains are all important aspects of the coaching minor.

- **Skill Domain**
The coaching minor expects prospective coaches to have a thorough understanding of the techniques and physical skills associated with effective coaching. These include an understanding of the role of sport specific skills athletes are expected to perform. In addition, the prospective coach must also demonstrate skills and competencies related to athletic training and first aid.
- **Attitudinal Domain**
The coaching minor seeks to shape the values and attitudes of prospective coaches. Appropriate values toward equitable competition, prevention of injuries, sportsmanship, cooperation and teamwork must be taught but also emulated by instructors of the coaching courses. In addition, learning experiences will be provided to expose prospective coaches to these issues.
- **Cognitive Domain**
Students within the coaching minor receive background in anatomy, physiology, psychology, biomechanics, nutrition, administration, and methodology related to coaching. The coaching minor seeks to provide the fundamental competencies for athletic coaches. Because of their role as teachers, coaches must achieve high standards.

2. Describe the data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective above.

a. INTERNAL ASSESSMENTS OF THE COACHING MINOR

Students are given the opportunity to learn and practice knowledge through the internal assessments required in the coaching minor and found in Appendix K.

- **ASSESSING STUDENT MATERIALS**

In order to ensure assessment quality, accuracy, consistency, fairness and non-biased decisions when assessing student material, instructors are required to use some type of a grading rubric. The grading rubrics must be included in the material given to the student so they are aware of the method of assessment when the assignment is given.

- **COACHING MINOR EMPLOYMENT PORTFOLIO ARTIFACTS**

In each of the courses in the coaching minor two assignments are designated as artifacts for the student's Coaching Minor Employment Portfolio. The internal assessments can be found in Appendix K. The Employment Portfolio and Checklist is discussed in detail later in this document but can be found in Appendix E.

b. EXTERNAL ASSESSMENT OF THE COACHING MINOR

COACHING MINOR STUDENT AND SUPERVISOR SURVEY INFORMATION

- Coaching Field Study, COACHING-492 (Appendix L), is used as an assessment indicator for the coaching minor since all students are required to complete the course within the revised minor. However, the course has only been functioning as an assessment method since the summer of 2000. Please note that the students that have taken field study have not been part of the revised coaching minor. In addition, some students may not be part of the coaching minor but may have taken Coaching Field Study because they are going to be licensed to teach and this certifies them to coach in Wisconsin. The Department of Health, Physical Education, Recreation and Coaching also established a Coordinator of Coaching Field Study in the summer of 2000 so that consistent data collection and interaction with supervisors would take place.

The assessment data collected on the coaching minor started in the summer of 2000 and has focused on student self-evaluations of objectives/standards, courses in the coaching minor and the field study supervisor evaluations. Please note that the student assessment questions have undergone many changes as a result of NCATE accreditation changes. The changes in the assessment questions are reflected by term.

- **Student Survey**

- During the summer of 2000 through the summer of 2001 the students evaluated themselves on 12 objectives of the field study experience and evaluated the courses in the coaching minor.
- During the fall of 2001 and the spring of 2002 the students evaluated themselves on the NASPE Coaching Standards, five general questions and evaluated the courses in the coaching minor.
- During the summer of 2002 the students evaluated themselves on the NASPE and Wisconsin Coaching Standards and evaluated the courses in the coaching minor.

- **Supervisor Assessment of the Students in Coaching Field Study**

- The assessment completed by the supervisors included questions with an ordinal response scale of 1 (Outstanding) to 5 (Would not place this student again). The external assessments have changed over the terms to meet the NCATE assessment requirements. The changes in the assessment survey are reflected by term. The field study supervisor also evaluates the students at the midpoint of the field experience.

- During the summer of 2000-summer 2001 the supervisor responded to 11 general questions regarding the student's performance in the field.
- During the fall of 2001 and spring 2002 the supervisor responded to 30 general questions and 16 questions related to the NASPE coaching standards.
- During the summer of 2002 the supervisor responded to 30 general questions, 16 questions related to the NASPE coaching standards and ten questions related to the Wisconsin Coaching Standards.

c. **ASSESSMENT PLAN FOR THE COACHING MINOR**

Students are required to take COACHING-240, Introduction to Coaching, as a prerequisite to other courses in the coaching minor. In this course the National Association of Sport and Physical Education Coaching Standards and the Wisconsin Coaching Standards are reviewed. In addition, students are exposed to all the required and elective courses within the coaching minor that will help prepare them for the coaching profession. Students are given the coaching minor checklist, view the coaching minor web site, <http://academics.uww.edu/coaching>, and meet Dr. Dianne Jones, who will advise the students through the curricular process. The coaching minor requirements, listed on the web site, keeps students current with the minor and lets students view the breathe of experiences available through the coaching minor. The coaching minor guidelines are explained in detail in Introduction to Coaching (COACHING-240), especially in regards to prerequisites of courses. The student is asked to register as a coaching minor while they are enrolled in COACHING-240. The student is provided with the minor declaration form and told how to complete it but they must take the form to their major department to declare the minor. It would be much easier if the students could declare the minor in the HPERC Department. The student follows the entrance requirements of their respective college.

The required courses offered in the coaching minor meet all the coaching standards required by the National Association of Sport and Physical Education and the Wisconsin Department of Public Instruction. The National Association of Sport and Physical Education and Wisconsin Coaching Standards and the courses in the coaching minor that address these standards can be viewed in Appendix A and B, respectively. In addition to these courses students select three to six credits of electives and the elective courses can be found on the coaching minor checklist (Appendix C).

The courses in the coaching minor were developed to meet the National Association of Sport and Physical Education and Wisconsin Coaching Standards. In addition course-teaching strategies were designed to focus on one of the following:

- Task that directly examined the behaviors coaches wanted to measure
- The product and quality of the performance
- Criterion-reference scoring
- Assessing higher levels of learning
- Assessing higher levels of critical thinking
- Students participating in the development and ownership of the final product
- Students being given assessment criteria in advance

In order to make sure that these strategies were the focal point of the coaching minor curriculum meetings will be held once a semester with the instructors teaching the required curriculum to review the opportunities students are given to learn and practice knowledge. These experiences are explained in detail under Internal Assessment of the Coaching Minor (Appendix K).

In order to ensure assessment quality, accuracy, consistency, fairness and non-biased decisions when assessing student material instructors are required to use some type of an assessment rubric. The rubrics must be included in the material given to the student so they are aware of the method of assessment when the assignment is given. This policy is explained to students in Introduction to Coaching, COACHING-240.

When the students in the coaching minor take Coaching Field Study, COACHING-492, they must meet with the Coordinator of the Field Study program prior to course enrollment. At this time the coordinator and the student discuss field placement at a site that meets the professional objectives of the student. The students express their professional coaching objectives in their philosophy paper, which is completed in Introduction to Coaching, COACHING-240. The coaching field study experience can be viewed in Appendix L. During the field experience the field study supervisor completes a mid-point evaluation (Appendix G1) and a final evaluation (Appendix G2) on the student. These inventories are used as assessment indicators of the effectiveness and quality of the students in the field. The student also completes a self-evaluation on their competencies in relation to NASPE and Wisconsin Coaching Standards (Appendix F). In addition, the student evaluates the effectiveness of coaching minor (Appendix F). These inventories are used to make changes in the coaching minor in terms of student preparation.

The last semester the student is at UW-Whitewater they will complete an exit survey to evaluate their perceptions of the coaching minor. The Coaching Minor Exit Survey can be found in Appendix H. The exit survey will begin in the spring of 2004 because the class of 2004 will be the first class to graduate under the revised coaching minor.

An alumni survey will also be completed every three years starting with the academic year of year 2004-2005 since some students will have graduated under the revised coaching minor by this time. The Coaching Minor Alumni Survey can be found in Appendix I. The alumni survey will be used to make curricular and experiential changes in the coaching minor. In addition, the alumni will be asked if their employer can be contacted so that the employer can evaluate their coaching competencies. If the alumni agree the Coaching Minor Employer Survey found in Appendix J will be administered and will also be used to improve the coaching minor curriculum.

A Coaching Minor Advisory Committee was also developed to give input regarding the coaching minor. The individuals on the committee are active athletic coaches and/or administrators from the area and two faculty members that teach the coaching curriculum. The members of the UW-Whitewater Coaching Minor Advisory Committee are:

- Kris Allsion, Athletic Director and Softball Coach at Westosha High School
- Barbara Diechl, Athletic Director at Waterford High School
- Hugh Gnatizg, Coach, Whitewater High School
- Mike Hall, Coach, Fort Atkinson High School
- Tom Barnes, Whitewater Recreation Director
- Two faculty members of the Health, Physical Education, Recreation and Coaching Department that teach the coaching curriculum

At the end of every academic year the following materials will be presented to the Coaching Minor Advisory Committee.

- Coaching Minor Employment Portfolio's and Checklist
- Field Study Supervisor Final Evaluation
- Student Final Survey
- Exit Survey
- Alumni Survey
- Employer Survey

The Coaching Minor Advisory Committee will perform the following duties and report to the Department of Health, Physical Education, Recreation and Coaching by November of the following year.

- **DUTIES OF THE COACHING MINOR ADVISORY COMMITTEE:**
 - Identify strengths and weaknesses of the Employment Portfolio's
 - Make recommendations on the Employment Portfolio's
 - Evaluate the quality of the students in the field
 - Identify strengths and weakness of the students
 - Make recommendations for change to eliminate any identified weaknesses
 - Identify strengths and weaknesses in the coaching minor identified by students
 - Make recommendations for change to eliminate any identified weaknesses
 - Make recommendations on required and elective courses based on the student response
 - Identify strengths and weakness of the coaching minor based on the Exit Survey
 - Make recommendations to eliminate any weaknesses identified
 - Identify strengths and weakness of the coaching minor based on the Alumni Survey
 - Make recommendations to eliminate any weaknesses identified
 - Identify strengths and weakness of the coaching minor based on the Employer Survey
 - Make recommendations to eliminate any weaknesses identified

The Department of Health, Physical Education, Recreation and Coaching will act on any recommendations made by the Coaching Minor Advisory Committee by the middle of February during the same academic year.

3. Explain how individual courses are related to the student outcomes that are part of the program's assessment plan. (Attach a list linking courses to assessment objectives as Appendix M. Attach a list of any dual-listed courses delineating graduate expectations as Appendix N).
 - a. The coaching minor student outcomes are defined using the 37 NASPE Coaching Standards. The courses that meet the standards and the internal and/or external assessment methods for the student outcomes are listed in Appendix M.
 - b. Appendix N lists the dual-listed courses and delineates the graduate expectations.

C. Assessment Data

1. Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, then please do so. (Use tables where necessary.)

a. COACHING MINOR STUDENT AND SUPERVISOR SURVEY INFORMATION

- Coaching Field Study, COACHING-492, is used as an assessment indicator since all students are required to complete the course within the revised minor. However, the course has only been functioning as an assessment method since the summer of 2000.
 - The assessment data collected on the coaching minor started in the summer of 2000 and has focused on student self-evaluations of objectives/standards and the courses in the coaching minor as well as the field study supervisor evaluations of students in the field. Please note the student assessment has changed over the two-year period as a result of NCATE assessment requirements. The changes in the assessment survey are reflected by term.
- Student Survey
 - During the summer of 2000-summer of 2001 the students evaluated themselves on 12 objectives of the field study experience and evaluated the courses in the coaching minor (Appendix O, P, Q and R).
 - During the fall of 2001 and the spring of 2002 the students evaluated themselves on the NASPE Coaching Standards, five general questions and evaluated the courses in the coaching minor (Appendix S and T).
 - During the summer of 2002 the students evaluated themselves on the NASPE and Wisconsin Coaching Standards and evaluated the courses in the coaching minor (Appendix U).
 - The summary data of the student assessments for the summer 2000-summer 2002 can be found in Appendix V (attached).
- Supervisor assessment of the students in Coaching Field Study
 - The assessment completed by the supervisors included questions with an ordinal response scale of 1 (Outstanding) to 5 (Would not place this student again). The external assessments have changed over the two-year period to meet the NCATE assessment requirements. The changes in the assessment survey are reflected by term. The field study supervisor also evaluates the students at a midpoint of the field experience (Appendix G1).
 - During the summer of 2000-summer 2001 the supervisor responded to 11 general questions (Appendix W, X, Y and Z).
 - During the fall of 2001 and spring 2002 the supervisor responded to 30 general questions and 16 questions related to the NASPE coaching standards (Appendix AA and BB).
 - During the summer of 2002 the supervisor responded to 30 general questions, and 16 questions related to the NASPE coaching standards and ten questions related to the Wisconsin Coaching Standards (Appendix CC).
 - The summary data of the supervisor assessments for the summer 2000-summer 2002 can be found in Appendix DD (attached).

D. Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.
 - a. The following changes have occurred in the coaching minor curriculum:
 - Coaching minor was revised so that it meets the National Association of Sport and Physical Education Coaching Standards
 - Coaching Minor Employment Portfolio and checklist was added

- Coaching Minor Employment Portfolio artifacts were identified
- Specific and measurable student outcomes were added to the syllabi
- Assessment rubrics were required
- Coaching Field Study Manual was developed and the course was used as part of the assessment plan
 - The NASPE and Wisconsin Coaching Standards were used for assessment by students and supervisors
- Students evaluate the courses in the coaching minor
- NASPE and Wisconsin Coaching Standards are identified in the syllabi of all required courses
- Exit Interview was added
- Alumni Survey was added
- Employer Survey was added

The changes that have occurred were not related to internal assessment but to integrating the newly developed coaching standards and meeting the NCATE accreditation standards. The entire coaching minor has been revised and no students have gone through the revised minor yet. The plan is to wait until the first class graduates under the revised minor before systematic changes will be made.

2. Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report. (Attach Audit and Review Evaluation Report from last review as Appendix EE.)
 - a. The following changes have been made to the coaching minor based on the most recent audit and review:
 - Program and course objectives were developed by using the NASPE and Wisconsin Coaching Standards
 - Student outcomes in courses were developed
 - Assessment plan was developed
 - Coaching Field Study Manual was developed
 - Assessment data is being systemically collected in Coaching Field Study
 - Motion analysis lab and equipment was added to the Williams Center
 - Exit Survey was developed
 - Alumni Survey was developed
 - Employer Survey was developed
 - Coaching Minor Advisory Board was established

E. Information Shared with Constituencies

1. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.
 - a. The information has been shared through the NCATE report in the fall of 2002. However, systematic sharing of the information has not taken place since no students have completed the entire minor to experience the linkage of required courses to coaching standards and student outcomes. The assessment plan will be implemented by the spring of 2004 when the first students complete the revised coaching minor. During the 2002-2003 academic year the faculty/staff responsible for teaching in the coaching minor will meet to evaluate the following:

- How individual courses are meeting the coaching standards
- Assessment methods for meeting student outcomes
- Assessment rubrics
- Coaching Minor Employment Portfolio and Checklist.

II. Strategic Purposes and Performance (Section II A-E was written by Dianne Jones; Section II F-I was written by Willie Myers)

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The coaching minor supports the mission of the University of Wisconsin-Whitewater and is consciously implementing the strategic plan as stated below.

PRIORITY 1: “UW-Whitewater will keep student learning as the paramount focus of its programs and services”.

GOAL 1.1: “An environment that enables students to attain their full academic potential”.

The coaching minor provides students with the most current information available in the field while integrating technology and active learning. In addition the coaching minor provides many different types of experiential learning opportunities as indicated on the internal assessment document (Appendix K) so students can utilize their academic talents. The coaching minor focuses on the learning styles of students; especially the kinesthetic learner since data collected on the students in COACHING-256 indicated a higher percentage of kinesthetic learners than the norm (Jones, 2002). The coaching minor has made sure the students academic advising needs are being met, since minors do not have advisors, by posting information on the web, assigning one person to be involved with answering students questions, and clearly explaining the coaching minor requirements in COACHING-240.

GOAL 1.2: “High levels of support early in the student's academic career that enhance success and increase retention”.

The coaching minor students are required to take COACHING-240 as a prerequisite to all required courses in the minor. During the course the students are given the following materials: coaching minor checklist, NASPE and Wisconsin Coaching Standards, Coaching Minor Employment Portfolio and Checklist, declaring minor forms, and the Exit Survey. The coaching minor requirements and web site are discussed with the students and they are told that they should see Dr. Dianne Jones for any questions about the minor since there are no minor advisors. E-mails are also sent to the coaching minors making them aware of summer courses and reminding them of deadlines.

GOAL 1.3: “Student mastery of their disciplines that prepares them to flourish in a global environment”.

Each course in the coaching minor was established based on the NASPE Coaching Standards and the student is given clearly defined student outcomes through the syllabi in each course. Student learning is monitored through an established assessment plan that ensures high quality academic programs. In addition, the students are required to complete a field experience in coaching.

GOAL 1.4: “Graduates who are broadly-educated, life-long learners”.

The coaching minor integrates critical thinking, problem solving, collaborative learning, and creativity skills throughout the curriculum as seen in the internal assessments. In addition, students receive leadership education and training in COACHING-240 and they are given an opportunity for involvement in a leadership role in COACHING-492 where they must implement a project on their own in the field.

PRIORITY 2: “UW-Whitewater will deliver state of the art programs and services”.

GOAL 2.1: “Academic programs that are intellectually challenging, current, and dynamic”.

The coaching minor provides an array of academic courses that reflects best practices within coaching education. Several new courses have been added to meet the needs of students that are entering the coaching field. The faculty and academic staff are current in their field and integrate sound educational practices that are responsive to the needs of students. The coaching minor is regularly reviewed for NCATE and DPI accreditation and through an external advisory board.

GOAL 2.3: “A current technological and physical infrastructure that effectively supports academic programs, support services, and outreach activities”.

Williams Center received an addition in the fall of 2002, which included five classrooms with state of the art technology and a computer lab for students. The faculty and academic staff that teach in the coaching minor have embraced the technology and use it in their classes in the following ways: Blackboard, web site assessments, digitized videos, PowerPoint, interactive CD ROMs, interactive web sites, etc. In addition the teaching personnel have attended many technology educational sessions on campus and at conferences.

PRIORITY 3: “UW-Whitewater faculty and staff will be exemplars in their fields”.

GOAL 3.1: “A diverse instructional staff, nationally recognized for their achievements, who are outstanding teachers, productive scholars and active contributors of professional, university and community service”.

The faculty and academic staff that teach courses in the coaching minor reflect the teacher-scholar model where they have the goal of enhancing student learning and development. In addition, they are contributors in the area of service. The faculty and staff contributions to teaching, scholarship and service are indicated in the section III. B, C and E of this report.

PRIORITY 4: “UW-Whitewater will foster a sense of community, a respect for diversity, and an appreciation of global perspectives”.

GOAL 4.1: “A dynamic learning community that encourages individual growth and development of values, service, respect for others, sense of citizenship, and commitment to civil discourse”.

The teaching environment within the coaching minor fosters a learning environment in which the well-being of every individual is valued, service to one another is encouraged, freedom of expression is not compromised, and civility is affirmed. The following statements are included in all syllabi to help reinforce this ideal to students.

COLLEGE OF EDUCATION AND DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND COACHING

The College of Education and the Department of Health, Physical Education, Recreation and Coaching is dedicated to a safe, supportive and non-discriminatory learning environment. These concepts are reflected in the Wisconsin State Teaching Standards, Wisconsin State Academic Standards, National Association for Sport and Physical Education Standards for Beginning Teachers in Physical Education,

American Association for Health Education, and the National Association for Sport and Physical Education Standards for Coaching. These standards are used to guide the preparation of physical education teacher educators, health educators and athletic coaches in the license programs in Physical Education, Health Education and Coaching Education.

UW-WHITEWATER ENVIRONMENT

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, <http://www.uww.edu/bulletin/Legal/legal6.html#Disability>, Misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events. <http://www.uww.edu/bulletin/Legal/legal5.html>. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin <http://www.uww.edu/bulletin/Legal/index.html#Rights>; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]. See <http://WWW.UWW.EDU/stdhdbk/uwsystem.html>

GOAL 4.2: “An intellectual climate that reflects the diversity of students, faculty, and staff and a shared commitment to achieving a global vision”.

The coaching minor has a diverse ethnic, racial, and gender perspective in the classroom. One of highlights of the revised coaching minor has been the increase of women coaching minors since the revised minor has been implemented. There are also quite a few disabled students who are pursuing a coaching minor, as they are involved in wheelchair athletics.

PRIORITY 5: “UW-Whitewater will serve as a vital resource, particularly to the region”.

GOAL 5.1: “A thorough identification of the educational, cultural, and social needs of the region and the offering of programs and activities that meet these needs”.

The faculty and academic staff, involved with the coaching minor are very active in non-credit instruction by offering coaches clinics. There are also numerous sport camps offered throughout the year. In addition the coaching minor offers five totally web-based undergraduate courses and four graduate courses that fit the diverse needs of the population served.

GOAL 5.2: “A substantive contribution to the economic development of the region and the quality of life of its citizens”.

The coaches and faculty are involved as consultants for local school districts and offer traditional and distance courses at times that accommodate the needs of the public. The coaching minor web page also has a link to help find coaches for school districts that have openings.

PRIORITY 6: “UW-Whitewater will continue to strengthen its leadership position as a premier comprehensive university”.

GOAL 6.3: “Supplemental outside funding support sufficient for the University to achieve its goals and priorities”.

Faculty members in the Department of Health, Physical Education, Recreation and Coaching secured a NCAA grant for \$30,000 and a U.S. Department of Education grant for \$199,038. Both grants dealt with alcohol education and athletics. Several faculty and staff have received internal grants as well.

GOAL 6.4: “Public awareness of the University's accomplishments that recognizes the contributions of faculty, staff, students, and alumni”.

The newly developed coaching minor web page has been used successfully to recognize contributions and to link the community with the university.

2. Explain the relationship of the program to other programs at the University.
The coaching minor is offered in the Colleges of Education, Letters & Science and Business & Economics. It is currently ranked second out of fifty-seven minors on campus in terms of number of students pursuing the degree and augments the major of many academic disciplines. Many students, that are not coaching minors, also select coaching courses as electives since the nature of sport is one that seems to transcend all academic areas. For example students majoring in sociology often take COACHING-260 History and Social Aspects of Sport while students in psychology often elect COACHING-256 Psycho-Social Aspects of Coaching.

B. Goals and Objectives

1. Describe the current (non-assessment) goals and objectives of the program, plus any stated mission for the program itself.

COACHING MINOR MISSION STATEMENT

The Coaching Minor in the Colleges of Education, Letters and Science, and Business and Economics at the University of Wisconsin-Whitewater is committed to the preparation of coaches who are capable of making decisions related to development, implementation, and evaluation of athletic experiences. The coaching minor prepares individuals to coach youth sports to high school interscholastic athletic teams.

GOALS:

- a. Develop and offer the following coaching of courses:
 - Cross Country
 - Golf
 - Gymnastics
 - Ice Hockey
 - Soccer
 - Tennis
 - Cheerleading/Pon Pon
 - b. To offer more elective courses so students have a broader array of courses to fulfill their 3-6 credit electives.
 - c. To allow student to declare the coaching minor in the HPERC Department when they are enrolled in COACHING-240.
 - d. To seek accreditation through the National Council for Accreditation of Coaching Education (NCACE).
2. Summarize the progress in fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.
 - a. Develop and offer the following coaching of courses:
 - Cross Country
 - Golf
 - Gymnastics
 - Ice Hockey
 - Soccer
 - Tennis
 - Cheerleading/Pon Pon

The HPRC Department does not have individuals on staff to teach these courses or those that can teach the courses do not have time. Students are only required to take one coaching of course and if they wish to coach these sports the coaching minor cannot accommodate their needs. The positions could possibly be filled with ad hoc instructors if dollars were available.

In 2002 the HPERC lost one tenured position to athletics and two more faculty members with athletic assignments tied to their position are nearing retirement and the department may lose two more tenured positions. Two of the three positions that will be lost are individuals with terminal degrees that teach coaching education. If the positions are lost there will only be one person with a terminal degree teaching coaching education.

- b. To offer more electives so students have a broader array of courses to fulfill their 3-6 credit electives.

Five new courses have been added to the elective list however they have not been offered yet.

- c. To allow student to declare the coaching minor in the HPERC Department when they are enrolled in COACHING-240.

The department chair has requested that this occur so we know students are getting their minors declared but the request was denied.

- d. To seek accreditation through the National Council for Accreditation of Coaching Education (NCACE).

The department will determine the feasibility of seeking accreditation after the first cohort of students completes the revised coaching minor and a complete review of the coaching minor has occurred.

3. Describe how the program contributes to meeting specific state and societal needs.

There is currently a shortage of coaches available in Wisconsin, which is why the Wisconsin Interscholastic Athletic Association asked UW-Whitewater to develop COACHING-100. The coaching minor helps fulfill a shortage of coaches and also enhances the pool by making sure they are qualified. In Wisconsin anyone with a teaching degree can coach so the coaching minor augments the individuals knowledge base. According to the American Sport Education Program less than 30% of the coaches in the field have any formal training in coaching education so the coaching minor fills a huge educational void.

4. Explain any changes in goals and objectives that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to the Appendix EE as necessary.

The following have been addressed since the last audit and review:

- Coaching minor was revised so that it meets the National Association of Sport and Physical Education Coaching Standards
- Educational objectives established
- Assessment plan established
- Specific and measurable student outcomes were added to the syllabi
- NASPE and Wisconsin Coaching Standards are identified in the syllabi of all required courses
- Coaching Field Study Manual was developed and the course is used as part of the coaching minor assessment plan
 - The NASPE and Wisconsin Coaching Standards were used for assessment by students and supervisors
- Students evaluate the courses in the coaching minor
- Employment Portfolio added

- Exit Interview added
- Alumni Survey added
- Employer Survey added
- Advisory Board added

C. Trend Data

1. Respond to the following trend data for the program:

a. Number of students enrolled each fall for each of the past five years. (Data provided from the University’s fact book.)

SEMESTER	LS/BE	EDUCATION	TOTAL COACHING MINORS
Fall 2001	107	94	201
Fall 2000	123	104	227
Fall 1999			156
Fall 1998			144
Fall 1997			136

b. Number of degrees granted each year for the past five years. (Data provided from the University’s fact book.) (Attach trend data from the University’s Fact Book as Appendix FF)

ACADEMIC YEAR	GRADUATES
1997	37
1998	34
1999	27
2000	26
2001	48

D. Demand for Graduates

1. Identify career opportunities available for graduates of the program. These may include such issues as:

a. Acceptance into graduate programs and employment.
 Coaching opportunities are readily available and some field study students get paid coaching positions. Teachers who are qualified to coach are especially attractive because school districts can hire from within the district, which means the individual already knows the policy and procedures. Coaches and faculty/staff teaching coaching education often get telephone calls soliciting individuals for coaching positions. Other opportunities for which the coaching minor can prepare students are:

COACHING OPPORTUNITIES

- Interscholastic Programs
- Intercollegiate Programs
- Sport Camps
- Sport Clubs
- Community Sport Programs
- Military Sport Programs
- AAU (Amateur Athletic Union) Sport Programs

SPORT MANAGEMENT OPPORTUNITIES

- Athletic Administration
- Aquatic Administration
- Sport Facility Management
- Commercial Sport Club Management
- Sport Governing Bodies
- Health Club Management
- Sport Retailing
- Corporate Wellness
- Community Wellness
- Sport Professional Organization

SPORT MEDIA OPPORTUNITIES

- Sports Information
- Sport Journalism
- Sport Photography
- Writing Sport Books
- Sports Publishing
- Sports Broadcasting
- Sports Production
- Sport Art
- Sport Product Advisor

SPORT-RELATED OPPORTUNITIES

- Player personnel
- Community Relations
- Sport Law
- Professional Athlete
- Entrepreneur
- Research
- Academic Counseling
- Sport Agent
- Officiating
- Contest Management
- Statistician
- Consulting
- Compliance
- Golf Clubs
- Sport Psychologist

b. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or

c. Other indicators of employment trends.

The Wisconsin Interscholastic Athletic Association sent a letter to individuals involved in coaching education and athletics in the fall 2000 indicating a shortage of qualified coaches and requested that the American Sport Education Program Coaching Principles and Sports First Aid course for coaches be offered. UW-Whitewater offers this course and it is called COACHING-100 WIAA Coaching Certification: Coaching Principles and Sports First Aid. The course is team taught by Dianne Jones and Brian Schroeder who were certified to teach the course through the American Sport Education Program.

E. Accreditation (if relevant)

1. Identify the role of program accreditation for employment of graduates or program continuation.

Sport organizations and institutions may seek accreditation through the National Council for Accreditation of Coaching Education (NCACE). The reviews are based on compliance with the Guidelines for Coaching Education and the National Standards for Athletic Coaches. UW-Whitewater has not applied for accreditation because the first cohort of students has not finished progressing through the coaching minor so a complete assessment and review of the program cannot be completed.

Students may get certified by the National Federation Interscholastic Coaches Education Program (NFICA) in two courses:

- COACHING-466 Drug and Sport
- COACHING-467 Citizenship through Sport

Dr. Dianne Jones, who was certified by the American Sport Education Program, teaches the courses.

2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation. (Attach the most recent accreditation report as Appendix E if relevant.)

Accreditation is not required for graduates' employment however the Department of Health, Physical Education, Recreation and Coaching believes that accreditation would advantage UW-Whitewater since it would be the only coaching minor accredited by NCACE in the state of Wisconsin.

(Sections written by Dianne Jones ends)

F. Location Advantage (Sections written by Willie Myers begins)

1. Explain any advantage the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

The University of Wisconsin-Whitewater is strategically located in the beautiful southern Kettle Moraine State Forest range. The location is easily accessible by the following major highway: US 12 goes right through the community. In addition, Interstate 90 and Interstate 43 are both within a 30 minutes drive and Interstate 94 is only 30 minutes from campus. Madison, Milwaukee Wisconsin and Rockford Illinois are within an hour drive from campus and Chicago, Illinois is only 2 hours away, thus a population source of a million people.

G. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs and/or elements that contribute to the program having a competitive edge. Factors to discuss may include:

- a. The program's content or special emphases;
The coaching minor as been revised to clearly meet the national coaching standards of the National Association for Sport and Physical Education (NASPE).

- b. Its focus on a specific population;
The coaching minor provides an opportunity for students majoring in each of the four colleges

to obtain a minor unique to their own major field of study, such as majoring in business and obtaining a minor in coaching that would include courses appropriate for a individual that would be working in the business world.

- c. The expertise of the faculty and staff in specific areas;
The faculty and staff responsible for teaching the various courses in the coaching minor are all active coaches in their specific sport. In addition, many of the faculty/staff have developed videos, written books/articles and serve as active members in national organizations pertinent to their area of instruction. (See Section III A1 Faculty and Staff Characteristics)
- d. The availability of practicum or internship experiences; and/or
This coaching minor provides opportunity for the students to gain valuable experience as assistant coaches in the community or serving as assistant coaches on campus via Coaching Field Study, COACHING-492. Additional experiences are available to students, such as contest management, tournament administration and camp involvement through Coaching Field Study, COACHING-492. The type of experience is contingent upon the professional goals of the student.
- e. The lack of duplication of the program at other institutions in the University of Wisconsin System.

H. Community Impact

- 1. Discuss the impact that the program has on the community and/or region. Factors to discuss may include:
 - a. The involvement of students and/or faculty in the region;
There is a constant and regular request from schools in the community for students who can serve as coaches for their sports program.
 - b. The utilization of the program by consumers (i.e., performances and/or services); and/or
The teaching faculty/staff in the area of coaching education are actively involved in the development and promotion of specialty athletic camps that attract in excess of 22,000 student athletes from the surrounding area and community.
 - c. Support by regional constituencies.
Many of our teaching staff/coaches serve in active and leadership roles in national, regional and state professional organizations. In addition several coaches are called upon to be speakers at athletic banquets or clinicians at various presentations.

I. Strategic Planning

- 1. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.
 - a. There is indication that developing courses to prepare students in the area of sports management and marketing are of interest.
 - b. With the implementation of technology in the various areas of athletics being emphasized, there appears to be a need to introduce courses in the area of computer skills.

III. Resource Availability and Development (Section written by Willie Myers)

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the key faculty and staff responsible for the program (including such individuals as the program coordinator, those who regularly teach required courses, and those who are regular advisors). Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.
There are 3 faculty and 8 academic staff in the department that may teach in the coaching minor, based on their professional expertise. Two individuals with faculty rank of professor have terminal degrees and the other faculty member has the rank of assistant professor. The remaining instructors in the coaching minor are academic staff. The individuals teaching in the coaching are recognized not only as successful coaches in their field but successful teachers as well. The individuals teaching in the coaching minor integrate the teacher/scholar model by providing excellent educational experiences.
The faculty/academic staff has been recognized at the state, regional and national level for their achievement and contribution to the area of athletics. Many of the instructional faculty and staff in the coaching minor have been successful as coaches in their respective areas as identified in Appendix GG. (See Appendix GG, attached)

2. Indicate the courses in the curriculum for which the key faculty and staff members are responsible.

COURSE #	COURSE TITLE	INSTRUCTOR
COACHING-240	Introduction of Coaching	Dr. Dianne Jones
COACHING-250	Application of Mechanical Principles to Coaching	Stan Zweifel
COACHING-255	Conditioning of Interscholastic Sports	Steve Brown
COACHING-256	Psycho-Social Aspects of Coaching	Dr. Dianne Jones
COACHING-460/660	Organization and Administration of Interscholastic Athletics	Dr. Willie Myers
COACHING-461/661	Prevention and Care of Injuries	Brian Schroeder
COACHING-492	Field Study in Athletic Coaching	Dr. Dianne Jones
COACHING	Coaching/Coaching of: 350,351,352,353,355,356,359,360,361 Taught by the instructor with the appropriate experience and knowledge.	

3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.
Should the area of athletic administration at the graduate level be explored and accepted as a viable program to be developed, there would be a need to reassign personnel to provide adequately for the requirement. Within a few years the individuals that are involved in the teaching of Coaching of Baseball, Coaching of Wrestling, Organization of Interscholastic Athletics, and Coaching of Community Sponsored Sports may retire. It is assumed that the personnel that would be hired to replace each of these individuals could teach these courses.
(Teaching Qualifications of Faculty and Staff are attached as Appendix GG.)

B. Teaching and Learning Enhancement

1. Summarize faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Factors to discuss may include:
 - a. Participation in on-campus and off-campus teaching enhancement activities;

The faculty and academic staff teaching in the coaching minor participate in but not limited to The following types of activities:

 - i. Creation of unique summer school workshops to meet the needs of undergraduate and graduate students.
 - ii. Presenters at a variety of professional meetings unique to their expertise and qualifications.
 - iii. Participation in workshops and seminars to obtain current and pertinent data to use and apply in their various classes to improve their teaching skills.
 - b. Involvement in academic advising and efforts to maintain or improve advising performance;

Dr. Dianne Jones, who serves as the Coordinator of the Coaching Minor, does advising for the coaching minor.
 - c. Work with undergraduate students on research projects;

Dr. Dianne Jones will be working with an honor student in the fall of 2002 on a learning style research project.
 - d. Initiatives in student-learning based outcomes;

Student-learning based outcomes can be found in Appendix K-Internal Assessments in the Coaching Minor; Appendix O, P, Q, R, S, T and U-Student Self-Assessment of the Coaching Standards, Summer 2000-Summer 2002; Appendix V-Summary Data of the Student Self-Assessment of the Coaching Standards, Summer 2000-2002, attached; Appendix W, X, Y, Z, AA, BB, CC-Supervisor Assessment of the Coaching Minor Students on the Coaching Standards, Summer 2000-Summer 2002 and Appendix DD-Summary Data of the Supervisor Assessment of the Coaching Minor Students on the Coaching Standards, Summer 200-2002, attached)
 - e. New course development; and/or

Since the last audit and review the following course have been approved and added to the Coaching minor:

COACHING-240	Introduction to Coaching
COACHING-250	Application of Mechanical Principles to Coaching
COACHING-252	Sports Pedagogy: Teaching and Coaching Sports Skills
COACHING-256	Psycho-Social Aspects of Coaching
COACHING-354	Coaching of Swimming
COACHING-464/663	Children and Sports
COACHING-466	Drugs and Sport
COACHING-467	Citizenship through Sport
COACHING-492	Coaching Field Study
 - f. Involvement with interdisciplinary course development and/or delivery.

(Faculty and Staff Teaching Qualifications can be found in Appendix GG.)

C. Research and Other Scholarly/Creative Activities

1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

Several of the faculty and staff that teach in the coaching minor have or are engaged in a variety of activities that support or improve their teaching of a particular course through scholarly activity. Besides the traditional types of scholarly activity, other types of creative activities include such items as the NCAA weight management appeal process, NCAA Season Record Form, and presenter at various coaching conferences or clinics. (Faculty and Staff Involvement can be found Appendix HH-attached)

D. External Funding

1. Summarize the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

- Dianne Jones, Bonnie Trudell and Lynn Mucha. Choices: An NCAA Alcohol Education Grant, 1998-2001, \$30,000.
- Dianne Jones, Bonnie Trudell, Lynn Mucha and Richard Lee. "Choices and voices: Warhawks educated for alcohol, drug, and violence". U.S. Department of Education: Safe and Drug-Free School Program, 1998-2000, \$199,038.
- Dianne Jones. Selected to attend the NCAA/ Betty Ford Center Professional in Residence Alcoholism and Drug Addiction Program, February 24-27, 1998 (Grant from the NCAA \$1,313).
- Dianne Jones, Bonnie Trudell, Lynn Mucha, Bob Berezowitz, Phillip Klam and Betsy Walls. Selected to attend the Athletic Prevention Programming and Leadership Education Conference, February 6-8,1998. (Grant from NCAA \$1,800).
- Dianne Jones. UWW Title III Instructional Technology Workshop Grant, \$1,000, 2000.
- Dianne Jones. UWW Title III Conference Support Grant, \$1,000, 2001.
- Dianne Jones. UWW Title III Conference Support Grant, \$1,000, 2002.
(Faculty and Staff Involvement can be found in Appendix HH-attached)

E. Professional and Public Service

1. Summarize the professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as:

- a. Service involvement in professional organizations at state, regional, national, or international levels;

The teaching faculty and staff are involved in variety of professional and public organizations. The faculty and staff are active members in their various coaching associations as well as service organizations in the community. Examples of involvement include service to National Association of Health, Physical Education, Recreation and Coaching, NASPE Coaches Executive Committee, member of the NCAA III National Football Championships Committee, member of the NCAA III National Wrestling Championships Committee, presentations at various conferences, workshops and clinics in their area of expertise. (Faculty and Staff Involvement can be found in Appendix HH-attached)

- b. Editing or reviewing for professional publications within the discipline;

Dianne Jones is a member of the National Association of Sport and Physical Education Coaches Executive Committee and this committee reviews the coaching presentations for the national convention of the American Alliance of Health, Physical Education, Recreation and Dance.

- c. Non-compensated consulting or intervention activities related to the discipline; and (See Appendix HH for consulting activities-attached)
- d. Roles and memberships in university, college and departmental committees. Faculty and staff are involved in committees at the department, college and university level. (Faculty and Staff Involvement can be found in Appendix HH-attached)

F. Resources for Students in the Program

- 1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include:
 - a. The number of students per faculty member; and
The coaching minor is part of the HEALTH, PHYSICAL EDUCATION, RECREATION AND COACHING DEPARTMENT and thus the number of students per faculty member and resources available is part of total department operational budget.
 - b. The amount budgeted to student help, capital, supplies/services, etc.

G. Facilities, Equipment, and Library Holdings

- 1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.
The Williams Center and Kachel Field house are to be considered the finest facilities available for the area of instruction. The instructional classrooms are equipped with modern computer technology, video capability and well as conventional overhead and slide projection. Each year the department has been able to request and receive literature and publication from the instructional media account to meet the immediate needs.