

Unit Assessment Report

Submit to the Institutional Research and Assessment Office by August 1st

The goal of this unit assessment is to inform institutional effectiveness. Institutional effectiveness assessment is conducted to determine the extent to which the college is achieving its mission. The unit supports this by identifying expected outcomes, assessing the extent to which it achieves these outcomes, and providing evidence of improvement based on analysis of the results.

Academic/Fiscal Year: 2017-2018

Person submitting report:

Unit name: Athletics

Unit mission: The McPherson College Athletic Department mission is to develop whole student-athletes with a valuable, first-class experience while pursuing their degree.

Outcomes	Outcome Target	Institutional Link
<p>What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the next few years to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measureable and can be strategic or operational.</p>	<p>What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.</p>	<p>How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation</p>
<p>Outcome 1: Student athletes will succeed academically.</p>	<p>Residential GPA of each athletic team will be above a 2.0. Six year athlete graduation rates will be within 3% of non-athlete six year graduation rates.</p>	<p>Athletic handbook: Time away from campus and/or class time missed will be limited to no more than SIX classes during a semester. Athletes are responsible for contacting instructors prior to the missed day to make arrangements due to absence(s). Student-athletes are responsible for meeting the attendance policies for all academic courses. It is unacceptable for student-athletes to miss classes for sports related activities (meetings, weight lifting, etc.) during the academic day unless approved by the athletic director. “...all student-athletes anticipating dropping a course must consult their academic advisors prior to formally dropping one or more courses. In the event a student drops below full-time status, the student will be declared ineligible and unable to participate until status is reestablished.” KCAC Philosophy: “Our intention is that intercollegiate athletics, among Kansas Collegiate Athletic Conference (KCAC) members, be an integral part of the total educational process...”College catalog-“ The responsibility for understanding and meeting graduation requirements rests entirely with the student.” Student handbook-Academic regulations-academic integrity, class attendance</p>
<p>Outcome 2: Student athletes will be active participants on campus and in the community.</p>	<p>TBD after baseline data is gathered and analyzed by athletics.</p>	<p>College mission: “Participation – “A smaller community requires greater participation from its members...For these reasons, McPherson College is committed to being a small college and encouraging student participation in a variety of activities. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others”.</p>
<p>Additional Outcomes (optional): Student-athletes will hold themselves to high personal standards.</p>	<p>TBD after baseline data is gathered and analyzed by athletics.</p>	<p>Athletic handbook social media, alcohol, drug, and tobacco, substance abuse education and testing polices (pgs. 8-10). Student-athlete code of conduct-“ The Student-Athlete Code of Conduct is a statement of behavior required of all student-athletes at McPherson College. All student-athletes are members of the</p>

		McPherson College student body.”” As a student-athlete at McPherson College, you agree to hold yourself to the highest of standards of integrity in the classroom, on the campus, on the training grounds, during competition and in the community. All student-athletes are continually in the public eye and must accept the responsibility of constantly representing the McPherson College Athletic Department. Deviations from the expectations above may result in disciplinary actions at the coaches and/or athletic director’s discretion.”
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Performance Indicators

What will you do to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. You should have at least one performance indicators for each outcome.

Outcome 1: Monitor athletic team GPAs each semester. Notify coaches and implement assistance as needed to improve team GPA. Research data on athlete vs. non-athlete graduation rates to determine if M.C. athlete grad. rates are comparable to the region/nation.	Outcome 2: Each coach is responsible for organizing and conducting team community service at least once per semester. Use survey data to determine which teams, or sub-population are not involved in the community or on campus outside of athletics. Consider an involvement award at athletics recognition event.	Additional Outcomes (optional): Athletes, especially members of SALT, will be encouraged by coaches to take on leadership roles on campus outside athletics. Make coaches and athletes aware of the requirements to receive the Champions of Character Award/Team of Character Award. Ensure all athletes understand the student code of conduct and implications of a violation. Obtain conduct violations by athletes and take preventative actions in the future if possible.
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Assessment Measures

How and when will you measure your success? Identify at least two ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.

Outcome 1 Direct method: Team residential GPA Direct: Six-year graduation rates Other methods: # of teams recognized by NAIA for academics	Outcome 2 Direct method: Amount of hours athletes perform community service with teams. Other methods: Student Athlete Leadership Team (SALT) and athlete survey about campus involvements beyond athletics.	Additional assessment (optional): Direct method: Champions of Character individual award/Team of Character award –Each team with these awards at end of season. Other methods: # of SALT members in leadership roles elsewhere on campus. Indirect: All athletes are aware of and sign the Student Code of Conduct.
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Assessment Results

Outcome 1 <ul style="list-style-type: none"> List of team GPAs *Tennis Women’s 3.78 *Outdoor Track & Field Women's 3.60 *Tennis Men’s 3.55 *Cross Country Men’s 3.51 *Volleyball Women's 3.50 *Competitive Cheer 3.42 *Cross Country Women’s 3.40 *Softball 3.33 *Indoor Track & Field Women's 3.28 *Basketball Women’s 3.27 *Soccer Men’s 3.27 *Soccer Women’s 3.19 *Outdoor Track & Field Men's 3.11	Outcome 2 <ul style="list-style-type: none"> Athlete community service hours: 512 hours SALT survey results: (you can attach these to the report). 	Outcome 3 <ul style="list-style-type: none"> Teams with Champions of Character Awards <u>KCAC Team of Character</u> Baseball Men’s Basketball Number of SALT members in leadership roles elsewhere on campus: 6 Percentage of athletes aware of and signed Student Code of Conduct: 95%
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<p>*Basketball Men's 3.09 *Indoor Track & Field Men's 3.03 Baseball Football *Denotes NAIA Scholar Team Award</p> <ul style="list-style-type: none"> • 6-year graduation rate 2012 cohort Athletes 37% 2012 cohort 37% • Teams recognized by NAIA for academics-see * teams above. 		
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How does the unit plan to use the results to improve student learning and/or unit effectiveness?

The data indicates room for improvement with service engagement and leadership training opportunity. One way to do this is applying competitive challenge amongst the sports to promote community, campus, and service activities. The challenge is call Bulldog Growler where the team who earns the most points will be awarded a trophy and a private event at the end of the year. I attached the different activities to earn points.

Please describe in detail the action plan, including when, these actions will be implemented?

The Bulldog Growler was introduced at our Coaches Orientation and have already launched. Teams have already earned points through working different athletic events. Each team have the opportunity to earn more points by attending non-athletic events on campus and in the McPherson Community. We hope this encourages ownership in the student-athletes values of engaging with people and activities outside of athletics.

Are any of the unit outcomes changing for next year? Yes No

(If you answer yes, the IRA office will send you a new prepopulated template to adjust for the 2018-2019 reporting year).

Assessment committee feedback:

Unit Assessment Timeline	
August 1	Assessment plan due for current fiscal year.
October 1	Assessment committee provides feedback
October 14	Any clarification or changes need to the plan are resubmitted to the assessment committee
Academic Year	Implement the assessment plan.
August 1	Final report from the previous fiscal year is due and upcoming assessment plan for the current fiscal year.

Assessment Glossary

Direct measure: data— examine actual results based on comprehensive data that reflect results of the outcome—evaluates actual performance, is quantifiable. Examples: number of reported crimes on campus, number of outstanding tuition payments, service will be provided within two days of request, retention data, time, cost, productivity

Indirect measure: evaluates perception/feelings, perceived performance, often self-reported, and is qualitative. Examples: surveys, focus groups, perceived efficiencies

Institutional effectiveness: Assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Performance indicator: A specific, measureable statement identifying student performance(s) required to meet the outcome, confirmable through evidence. A means of objectively quantifying results of products, projects, services, or programs.

Operational outcome: Addresses regular operational or procedural tasks. Generally provide service or product. Direct and indirect effects on stakeholders. Outcomes are directly related to the mission and/or key functional responsibilities of the unit.

Strategic outcome: Reflect future expected results of the department/unit, based on a planned activity. Strategic outcomes are generally assessed as part of the planning process to ensure strategic initiatives have the intended or positive results.

Student learning outcome (SLO): A very specific statement that describes exactly what a student will be able to do in some measureable way.