

Degree Program Student Learning Report (rev. 7/14)

Fall 2015 – Spring 2016

The Department of Sport Management in the School of Business & Technology

Sport Management, B.S.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the SBT is to support RSU in its mission to prepare students to achieve professional and personal goals in dynamic local and global communities.	The Sport Management degree is designed to assist students to meet their primary professional and personal goals, including graduating with sufficient competitive skills and knowledge to obtain meaningful employment and facilitate reasonable career advancement in the area of sport management.	The Sport Management degree is designed to assist students to meet their primary professional and personal goals, including graduating with sufficient competitive skills and knowledge to obtain meaningful employment and facilitate reasonable career advancement in the area of sport management.

B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The SBT provides this support by providing two-year and four-year educational opportunities in business, sport management, and technology.	Offer a baccalaureate program that promotes lifelong learning and prepares the student for graduate education in sport management, business, or law.	The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The SBT accomplishes its mission through traditional and innovative learning opportunities including one graduate program, five bachelor's programs and four associate degrees.	Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for employment in sport management.	The student will apply the ethical, legal, marketing and communication principles to sport management scenarios.
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The baccalaureate degrees are taught using a large array of innovative methods.	Facilitate student ability to expand their knowledge base from the Arts and Sciences including competence in multiple methods of communication.	The student will demonstrate mastery of current knowledge, theory and research in Sport Management.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Provide an environment which fosters a tolerance of diverse perspectives of culture and society.	
To provide university-wide student services, activities and resources that complement academic programs.		Provide sport management graduates to meet the needs of the area, state, region and nation.	Students will be able to express substantive ways in which the sport management degree has prepared them for a career in sport management.
To support and strengthen student, faculty and administrative structures that promote shared			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.			

PART 2

Discussion of Instructional Changes Resulting from 2014-2015 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
A re-evaluation of all SLOs that will take into consideration suggestions from the UAC, as well as examining the assessment of the Sport Management program as it grows.	N (for now)	It has been decided that the current student learning outcomes apply to both degree options – sport business and fitness management. The two options require the same core classes, and the current SLOs are measured by the students' work in the core. Of course, this program may continue to evolve to the point where assessment of each degree option is necessary.

PART 3

Discussion About the University Assessment Committee's 2014-2015 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
There is a discrepancy in the wording of a learning outcome in Part 1B and Part 4. The outcome is worked as "The student will demonstrate mastery of current knowledge, theory and research in Sport Management" in Part 1, but the "...in Sport Management" is dropped in Part 4. Presumably, the first instance is correct.	Y	The mistake has been corrected.
Regarding assessment measures 2A and 2B, it is indicated that the items are graded by rubric. Can additional substance as to what is being measured and evaluated be provided? Does the rubric, for example, really address communication principles in the paper and marketing plan? If so, then to what extent are communication principles considered?	Ongoing	The descriptions of the assessment measures have been reworded to provide some specificity. However, more clarification on this recommendation is needed. Is the UAC suggesting that a deeper analysis of each of the grading rubrics used be included somewhere in Part 4 of the SLR?
The department has correctly noted that SLO # 4 is not really a student learning outcome. Suggest a rewording along the following lines: <i>"Students will be able to express substantive ways in which the sport management educational experience and internship experience have prepared them for a career in sport management".</i> To help ensure that the surveys are addressing key points and eliciting unbiased responses, independent reviews of the instruments should be obtained. Supplementing the Likert-scaled survey items with carefully drafted open-ended questions should help the department assess the quality of the responses	Ongoing	SLO #4 has been reworded to reflect the suggestions of the UAC. However, the surveys used as the measure are still under review and the program is continuing to find ways to improve the measurement of SLO #4.

received.		
Part 1B: The peer review team noted some incongruity in the alignment of purposes and learning outcomes with the institutional commitments. We suggest the school and department reevaluate these in the near future. We are about to enter a new cycle of strategic planning, so this would be well-timed.	Ongoing	In addition to our review of SLO #4 (as stated above), the department is evaluating of all of the student learning outcomes (see Part 5 below).

PART 4

Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1. The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.	1A. On-site supervisor evaluation of the 150-hour field experience of SPMT 4116 Sporting Event and Facility Management.	Eighty percent of students will receive a 5 or better (7-point scale) on both supervisor evaluations: 1A (150-hour field experience) and 1B (300-hour internship).	1A. Required of all majors enrolled in SPMT 4116.	1A. n/a	1A. The instructor of SPMT 4116 left the university without leaving any grades or records behind.	Overall, supervisors in the field continue to be satisfied with the overall performance of our students. Even though the surveys from supervisors of the field experience were not available, all of the students enrolled in SPMT 4116 passed, indirectly indicating that their performance in the field was most likely satisfactory. The students' performance during the internship indicates students are taking what they learn during the field experience and applying it to their internship, which is normally the final step	?

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)												
	1B. On-site supervisor evaluations of the 300-hour internship experience of SPMT 4426 Sport Management Internship.		1B. Required of all majors enrolled in SPMT 4426.	1B. N=36	1B. 35 of 36 (97.2%) of interns received 5 or above on the internship experience evaluation: <table border="1" data-bbox="1056 703 1371 800"> <thead> <tr> <th></th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>2</td> <td>8</td> <td>27</td> </tr> <tr> <td>%</td> <td>6</td> <td>22</td> <td>75</td> </tr> </tbody> </table>		5	6	7	N	2	8	27	%	6	22	75	in the degree plan. Students are presumably more prepared for their 300-hour internship because of the experience gained from the 150-hour field experience.	
	5	6	7																
N	2	8	27																
%	6	22	75																
2. The student will apply the ethical, legal, marketing, and communication principles to sport management scenarios.	2A. Rubric-graded analysis addressing ethical and legal issues in SPMT 3213 Legal Aspects of Sport Management. 2B. Rubric-graded marketing plan (including a communications	2A. Eighty percent of students will score a C (70%) or better. 2B. Eighty percent of students will score a C (70%) or better.	2A. Required of all majors enrolled in SPMT 3213. 2B. Required of all majors enrolled in SPMT 3013.	2A. N=25 2B. N=54	2A. 21 of 24 students (84%) students enrolled in the on-ground section of the course received a C or better on the project. However, due to a miscommunication, specific grade data were lost when the university switched to a new LMS, including all grades from the online section of the course. 2B. 54 of 55 students (98%) received a C or better on the project. Twenty students scored 90 or above, 29 scored between 80 and 89, 5 scored between 70	2A. This year's reported scores were lower, on average, than last year's. This is most likely attributed to the fact that a new instructor taught the course and may have provided an added level of vigor in his evaluation of the assignment. The students' performance shows that they understand the various legal issues present in the sport industry. 2B. Scores were decidedly higher than in years past. This may be attributable to a change in the way the marketing plan assignment was delivered.	Y												

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)															
	and promotion strategy) in SPMT 3013 Marketing Sports.				and 79, and 1 scored 69 or lower. <table border="1" data-bbox="1056 397 1367 495"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D/F</td> </tr> <tr> <td>N</td> <td>20</td> <td>29</td> <td>5</td> <td>1</td> </tr> <tr> <td>%</td> <td>36</td> <td>53</td> <td>9</td> <td>2</td> </tr> </table>		A	B	C	D/F	N	20	29	5	1	%	36	53	9	2	Components of the plan were assigned throughout the semester rather than all at once. The individual components were graded and returned to the students, who then were able to make corrections and improve their work before compiling the final marketing plan. Assessment of this new process is being reviewed and will be modified for next year's SLR (see Part 5).	
	A	B	C	D/F																		
N	20	29	5	1																		
%	36	53	9	2																		
3. The student will demonstrate mastery of current knowledge, theory, and research in Sport Management.	A case study-based capstone project in SPMT 4323 Senior Capstone in Sport Management.	Eighty percent of students will receive a C (70%) or better.	Required of all majors enrolled in SPMT 4323.	N=18	15 of 18 students (83%) received a C or better on the capstone project as measured by rubric. Three students scored 90 or above, 12 scored between 80 and 89, none scored between 70 and 79, and 3 scored 69 or lower. <table border="1" data-bbox="1056 993 1367 1091"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>N</td> <td>3</td> <td>12</td> <td>0</td> <td>3</td> </tr> <tr> <td>%</td> <td>17</td> <td>66</td> <td>0</td> <td>17</td> </tr> </table>		A	B	C	D	N	3	12	0	3	%	17	66	0	17	This year's scores are consistent with the students' performance last year. This is further indication that the in-class emphasis given the online assignment (it's a blended class) has resonated with students. However, it must be noted that one section of the class (another 18 students) failed to report. Overall, the reported scores reflect the rigorous nature of the case studies. Although a plan to assign two different sets of case studies (one for each degree option) was not implemented, this year it will be (see Part 5).	Y
	A	B	C	D																		
N	3	12	0	3																		
%	17	66	0	17																		
4. Students will be able to express	4A. A self-evaluation will be completed by	4A. Eighty percent of students will rate	4A. Required of all majors enrolled in SPMT	4A. N=36	4A. 35 of 36 students (97.2%) rated themselves with a 6 or better on the internship self-	Taken together, these two scores serve as some indication of the students' sense of their	Y															

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
substantive ways in which the sport management degree has prepared them for a career in sport management.	each student intern over their internship experience in SPMT 4426 Sport Management Internship. 4B. A 5-point Likert-type scale survey used for the evaluation of the educational experience in the Sport Management major.	the quality of the experience as 5 or better on a 7-point scale. 4B. Eighty percent of students will respond "satisfied" or "very satisfied."	4426 Sport Management Internship 4B. Survey is required of all students in SPMT 4426 Sport Management Internship.	4B. N=35	evaluation. 4B. 35 of 35 students (100%) rated their overall educational experience in the Sport Management major at RSU as "satisfied" or "very satisfied." 25 students rated their satisfaction level "very satisfied" and 10 rated their satisfaction level as "satisfied."	preparedness to work in the sport industry. Student responses show their confidence and belief that they possess the knowledge and skills to perform in the industry.	

PPART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
SLO 2: The student will apply the ethical, legal, marketing and communication principles to sport management scenarios.	A re-evaluation of the standards required for satisfactory completion of measure 2B.	The manner in which the assignment is delivered has required a change in the corresponding method of reporting student performance for assessment purposes (see Part 4, SLO 2, measure 2B).	The new standards should provide a more accurate measure of the students' performance. Review is ongoing.
SLO 3: The student will demonstrate mastery of current knowledge, theory and research in Sport Management.	A modification in the assignment used to measure SLO 3.	With two degree options (Fitness Management and Sport Business) now available to students, the department feels that the capstone case studies should be tailored to each option.	The capstone case study project will now allow students to focus on their specific area of study.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
<p>Dr. Malmo's poker chip in-class activity serves as a break from standard lecture and makes students more responsible for their preparation for the class. Students are split into groups and given a number of poker chips, representing points. Groups develop questions based on course material, then proceed to ask other groups their best questions. An exchange of chips between groups (depending on the responses to the questions) ensues. The activity provides a great opportunity for students to review the course material, as well as increase student interaction and participation.</p>

PART 7 (A & B)

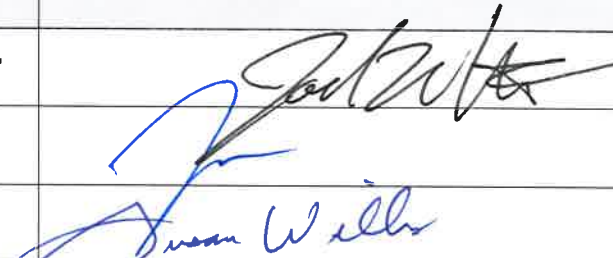
Assessment Measures and Faculty Participation

A. Assessment Measures:

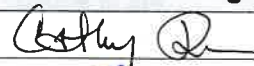

- 1) How many different assessment measures were used? Seven
- 2) List the direct measures (see rubric): Ratings of student skills by their field experience/intern supervisors; capstone project scored by a rubric; sport law analysis paper scored by a rubric; sport marketing plan scored using a rubric.
- 3) List the indirect measures (see rubric): Student ratings of their knowledge and skills in the internship self-evaluation (including reflections on what they have learned over the course of the program and their satisfaction with their learning) collected through surveys.

B.

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Dr. Joel White	Data collection and analysis in the classroom, writing of the report.	
Dr. John Malmo	Data collection and analysis, writing of the report.	
Dr. Susan Willis	Data collection and analysis.	

- 2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Cathy Kennamer		10-17-16
Dean	Dr. Susan Willis		10-17-16