

Degree Program Student Learning Report

Revised August 2017

Department of Business

BS in Sport Management

For 2018-2019 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. 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 School of Professional Studies (SPS) is to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.	The mission of the Department of Business is to provide quality programs to support the School of Professional Studies' mission to prepare students to achieve professional and personal goals in the 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.
	Curricula for the associate, bachelors and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research and university service. The programs in the SPS are dynamic, and foster student		

University Mission	School Mission	Department Mission	Degree Program Mission
	achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.		

B. Align school purposes, department purposes, and program student learning outcomes 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 SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, nursing, and emergency medical services.	Offer a baccalaureate program that promotes lifelong learning and prepares the student for graduate education in sport management, business, or law.	SLO#1: 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 SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs and seven associate degrees.	Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for employment in sport management.	SLO#2: The student will apply ethical, legal, marketing and communication principles to sport management scenarios.
To provide a general liberal arts education that supports specialized academic programs and 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.	SLO#3: 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.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	SLO#4: 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 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

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
The program was not subject to review in the previous cycle.	NA	NA

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comments
The program was not subject to review in the previous cycle.	NA	NA

PART 4

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the Appendix for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

SLO #1: The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)									
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 likert 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=23	1A. 23 of 23 (100%) students received 6 or above on the internship experience evaluation: <table><tr><td></td><td>6</td><td>7</td></tr><tr><td>N</td><td>8</td><td>15</td></tr><tr><td>%</td><td>35</td><td>65</td></tr></table>		6	7	N	8	15	%	35	65	Y
	6	7												
N	8	15												
%	35	65												
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=25	1B. 25 of 25 (100%) interns received 6 or above on the agency supervisor evaluation: <table><tr><td></td><td>6</td><td>7</td></tr><tr><td>N</td><td>5</td><td>20</td></tr><tr><td>%</td><td>20</td><td>80</td></tr></table>		6	7	N	5	20	%	20	80	Y
	6	7												
N	5	20												
%	20	80												

H. Conclusions

Supervisors in the field continue to be satisfied with the overall performance of our students. 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 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.

A.
Student Learning Outcome

SLO #2: The student will apply ethical, legal, marketing, and communication principles to sport management scenarios

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)															
2A. Rubric-graded marketing plan (including a communications and promotion strategy) in SPMT 3013 Marketing Sports.	2A. Eighty percent of students will score a C (70%) or better.	2A. Required of all majors enrolled in SPMT 3013.	2A. n=48	2A. 47 of 48 students earned a C or better on the project. Sixteen students scored 90 or above, 26 scored between 80 and 89, five students scored between 70 and 79 and 1 scored less than 60. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>F</td></tr><tr><td>N</td><td>16</td><td>26</td><td>5</td><td>1</td></tr><tr><td>%</td><td>33.3</td><td>54.2</td><td>10.4</td><td>2.1</td></tr></table>		A	B	C	F	N	16	26	5	1	%	33.3	54.2	10.4	2.1	Y
	A	B	C	F																
N	16	26	5	1																
%	33.3	54.2	10.4	2.1																
2B. Rubric-graded ticket sales assignment in SPMT 3013 Marketing Sports.	2B. Students were required to sell a minimum of 10 tickets for the Tulsa Drillers baseball organization in order to earn full assignment points. Eighty percent of students will score a C or better.	2B. Required of all students enrolled in Spring 2019 section of SPMT 3013.	2B. n=23	2B. 21 of 23 students earned an A or B on the assignment. <table><tr><td></td><td>A</td><td>B</td><td>D</td><td>F</td></tr><tr><td>N</td><td>14</td><td>7</td><td>1</td><td>1</td></tr><tr><td>%</td><td>61</td><td>30.4</td><td>4.3</td><td>4.3</td></tr></table>		A	B	D	F	N	14	7	1	1	%	61	30.4	4.3	4.3	
	A	B	D	F																
N	14	7	1	1																
%	61	30.4	4.3	4.3																

H.
Conclusions

Students were able to apply marketing concepts to sport management scenarios. Through the marketing plan assignment, sport management students are exposed to creating marketing efforts that begin with strategy formulation followed by creative execution. Dr. Sung's implementation of the Tulsa Drillers ticket sales assignment allowed students to explore the sales profession within marketing and sports organizations. This assignment pushed students out of their comfort zones and provided them with a tangible industry experience.

A.
Student Learning Outcome

SLO #3: The student will demonstrate mastery of current knowledge, theory, and research in Sport Management

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)															
3A. A case study-based capstone project in SPMT 4323 Senior Capstone in Sport Management.	3A. Eighty percent of students will score a C (70%) or better.	3A. Required of all majors enrolled in SPMT 4323.	3A. n=25	3A. 24 of 25 students earned a C or better on the capstone project as measured by rubric. Eight students scored 90 or above, 12 scored between 80 and 89, and 4 scored between 70 and 79. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>F</td></tr><tr><td>N</td><td>8</td><td>12</td><td>4</td><td>1</td></tr><tr><td>%</td><td>32</td><td>48</td><td>16</td><td>4</td></tr></table>		A	B	C	F	N	8	12	4	1	%	32	48	16	4	Y
	A	B	C	F																
N	8	12	4	1																
%	32	48	16	4																

H.
Conclusions

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. Overall, the reported scores reflect the rigorous nature of the case studies.

A.
Student Learning Outcome

SLO #4: Students will be able to express substantive ways in which the sport management degree has prepared them for a career in sport management.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)									
4A. A self-evaluation will be completed by each student intern over their internship experience in SPMT 4426 Sport	4A. Eighty percent of students will rate the quality of their internship experience 5 or better on a 7-point scale.	4A. Required of all majors enrolled in SPMT 4426 Sport Management Internship.	4A. n=25	4A. 25 of 25 students (100%) rated themselves with a 6 or better on the internship self-evaluation. <table><tr><td></td><td>6</td><td>7</td></tr><tr><td>N</td><td>15</td><td>10</td></tr><tr><td>%</td><td>60</td><td>40</td></tr></table>		6	7	N	15	10	%	60	40	Y
	6	7												
N	15	10												
%	60	40												

A.
Student Learning Outcome

SLO #4: Students will be able to express substantive ways in which the sport management degree has prepared them for a career in sport management.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Management Internship. 4B. A 5-point Likert-type scale questionnaire used for the evaluation of the educational experience in the Sport Management major.	4B. Eighty percent of students will respond "satisfied" or "very satisfied."	4B. Survey is required of all students in SPMT 4426 Sport Management Internship.	4B. n=23	4B. Twelve students responded "very satisfied" with their experience with the Sport Management program. Nine students responded "satisfied."	

H.
Conclusions

The self-evaluation scores along with internship supervisor scores serve as some indication of the sense of 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. This is corroborated by the supervisor scores as shown in SLO 1B.

PART 5
Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
A ticket sales assignment was incorporated within SPMT 3013 Marketing Sports.	The desired outcome was to expose students to ticket sales for a sport organization. The assignment allowed students the opportunity to work sales lead lists, generate their own leads, and to learn and to practice sales techniques.	The sales element was not currently included within the sport management curriculum.

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? 7
- B. List the direct measures (see appendix): supervisor intern evaluation, supervisor field experience evaluation, capstone case study scores, rubric-graded marketing plan assignment scores, rubric-graded ticket sales assignment scores.
- C. List the indirect measures (see appendix): student self-evaluation administered in SPMT 4426, program satisfaction questionnaire administered in SPMT 4426.

Documentation of Faculty Assessment

- 8) A. How many full time faculty (regardless of department affiliation) teach in the program? **Click here to enter text.**
- B. 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
<i>Junmo Sung</i>	Data collection	<i>Junmo Sung</i>
<i>Jaewon Shin</i>	Data collection	<i>Jaewon Shin</i>

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	<i>Cathy Kennemer</i>	<i>Cathy Kennemer</i>	<i>5/29/19</i>
Dean	<i>Susan Wilkins</i>	<i>Susan Wilkins</i>	<i>5-29-19</i>