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

Fall 2014 – Spring 2015

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 six 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.	The student will evaluate the quality of the internship experience and the sport management educational experience.
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2013-2014 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
The marketing plan specific to the sales project for the Tulsa Shock will be changed to allow more freedom for each student to choose an interest area.	Y	The students have shown more enthusiasm for the marketing plan project. However, working with the Tulsa Shock provided the students with some practical sales experience that our graduates need as they move on to their careers in the industry. Because of this, we are in the early stages of exploring the possibility of creating an elective class focusing on sales techniques and methods in sports.

PART 3

Discussion About the University Assessment Committee's 2013-2014 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
Part 4: The assessment of student learning uses only culminating or summative type measures (capstone, internships, senior level coursework). Consider incorporating a formative measure to assess student progress at key mid-point milestones. A foundational type course would be appropriate.	Ongoing	The measures associated with SLO #3 are actually assignments given in junior-level classes that are often taken by sophomores. That being said, the point made by the peer reviewers is well-taken: the other SLOs are primarily summative. We are currently looking for ways to measure student progress earlier in the degree plan.
Part 4, SLO #3 & #4: The measure standard uses student percent scores, but the results present findings as letter grades. Suggest either revising the standard to "Eighty percent of students will earn a C or better" or report findings as percent scores.	Y	The suggested changes have been implemented.
Part 4, SLO#5: Student satisfaction is not a learning outcome, but rather an indicator of perceived progress towards some goal. Satisfaction surveys are a common assessment tool, but should be used as indirect measures of student achievement toward the established outcomes for the program. A well-designed survey could provide information for multiple outcomes. For example, you could ask students to rate their level of satisfaction with their education in the following areas: 1) management and leadership skills in the industry, 2) ethical, legal, marketing and communication principles, and 3) current knowledge, theory and research in sport management. You would lose an outcome, but gain a measure for Outcomes 1-3. This may require some additional level of data analysis, but item analysis can be easily done with an online survey on our LMS (Angel, Blackboard).	Ongoing	We have eliminated SLO #5. For this report, we have incorporated the student assessment as a measure for SLO #4, which has been slightly re-worded to reflect the change. However, it must also be stated that the department is in the process of reviewing SLO #4 and deciding whether it presents the same the same type of issue – that a student evaluation in and of itself is not a learning outcome, but rather a measure.

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 <u>strengths and weaknesses of their performance</u>.

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 field experience of SPMT 4116 Sporting Event and Facility Management. 1B. On-site supervisor evaluations of this internship experience of SPMT 4426 Sport Management Internship.	Eighty percent of students will receive a 5 or better (7-point scale) on both supervisor evaluations: 1A (field experience) and 1B (internship).	1A. Required of all majors enrolled in SPMT 4116. 1B. Required of all majors enrolled in SPMT 4426.	1A. N=16 1B. N=27	1A. 16 of 16 (100%) of interns received 5 or above on the field experience evaluation: _**5, 6, 7 table**_ 1B. 26 of 27 (96%) of interns received 5 or above on the final internship evaluation report: _**4, 5, 6, 7 table**_				Supervisors in the field continue to be satisfied with the overall performance of our students. Like last year, the results from each work experience were evaluated separately. Overall, the final internship experience (SPMT 4425) showed higher scores than the field experience (SPMT 4116). This 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 internship	Y

Results table 1A:

	5	6	7
N	2	5	9
%	13	31	56

Results table 1B:

	4	5	6	7
N	1	3	6	17
%	4	11	22	63

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)
						because of the experience gained from the field experience.	
2. The student will apply the ethical, legal, marketing, and communication principles to sport manage-ment scenarios.	2A. Rubric-graded paper in SPMT 3213 Legal Aspects of Sport Manage-ment. 2B. Rubric-graded marketing plan in SPMT 3013 Marketing Sports.	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=34 2B. N=27	2A. 32 of 34 students (94%) received a C or better on the project. Fourteen students scored 90 or above, 18 scored between 80 and 89, none scored between 70 and 79, and 2 score 69 or lower. **ON GROUND** (n=26) <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D/F</td></tr><tr><td>N</td><td>6</td><td>18</td><td>0</td><td>2</td></tr><tr><td>%</td><td>23</td><td>69</td><td>0</td><td>8</td></tr></table> **ONLINE** (n=8) <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D/F</td></tr><tr><td>N</td><td>8</td><td>0</td><td>0</td><td>0</td></tr><tr><td>%</td><td>100</td><td>0</td><td>0</td><td>0</td></tr></table> 2B. 25 of 27 students (93%) received a C or better on the project. Four students scored 90 or above, 14 scored between 80 and 89, 7 scored between 70 and 79, and 2 score 69 or lower. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D/F</td></tr><tr><td>N</td><td>4</td><td>14</td><td>7</td><td>2</td></tr><tr><td>%</td><td>15</td><td>52</td><td>26</td><td>7</td></tr></table>	2A. This year's online scores were much higher, on average, than last year. This is most likely attributed to the fact that a new adjunct instructor taught the course and, due to a miscommunication with the department, may not have been as rigorous in his evaluation of the assignment. The department has communicated with the instructor and has cleared up the misunderstanding. Despite this, the students' performance shows that they understand the various legal issues present in the sport industry. 2B. For the first time in three years, this project did not focus on the Tulsa Shock. Instead, students had the opportunity to choose a sports property they were interested in and develop a marketing plan for it. The overall dip in scores (as compared to last year's) may be attributable to the idea that when working directly with a representative of the Shock, the students had easier access to	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)
						information essential to the completion of marketing plan.	
3. The student will demonstrate mastery of current knowledge, theory, and research.	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=25	23 of 25 students (92%) received a C or better on the capstone project as measured by rubric. Nine students scored 90 or above, 8 scored between 80 and 89, 6 scored between 70 and 79, and 2 score 69 or lower. |	A	B	C	D
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N	9	8	6	2
%	36	32	24	8		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 scores reflect the rigorous nature of the case studies. Beginning this year, a plan is in place to assign two different sets of case studies, one for each degree option in the program (Sport Business and Fitness Management).	
4. The student will evaluate the quality of the internship experience and the sport management educational experience.	4A. A self-evaluation will be completed by 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	4A. Eighty percent of students will rate 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."	4A. Required of all majors enrolled in SPMT 4426 Sport Management Internship 4B. Survey is required of all students in SPMT 4426 Sport Management Internship.	4A. N=27 4B. N=25	4A. 27 of 27 students (100%) rated themselves with a 6 or better on the internship self-evaluation. 4B. 25 of 25 students (100%) rated their overall educational experience in the Sport Management major at RSU as "satisfied" or "very satisfied." 19 students rated their satisfaction level "very satisfied" and 6 rated their satisfaction level as "satisfied."	Taken together, these two scores serve as some indication of the students' 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.	Yes

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)
	the educational experience in the Sport Management major.						

PART 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.
All student learning outcomes.	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.	With two degree options (Fitness Management and Sport Business) now available to students, the department must consider if the current SLOs reflect student learning in both options. This process may result in changes in the current SLOs.	Undetermined. The process is ongoing.

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.
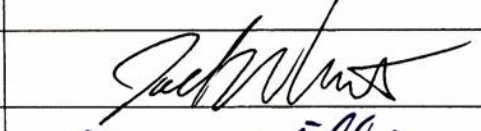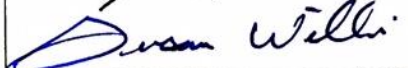
Description

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

1) How many different assessment measures were used? Six

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.

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. Susan Willis	Data collection and analysis in the classroom and the field, writing of the report.	

2) Reviewed by:

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

Exemplary	Established	Developing	Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet	The program, department, and school missions are incomplete	The program, department, and school missions are not stated.

	exhibit some deficiency (e.g., are partial or brief).	and exhibit some deficiency (e.g., are partial or brief).	

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

Exemplary	Established	Developing	Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?

Exemplary	Established	Developing	Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

Exemplary	Established	Developing	Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.

4) A. Are the student learning outcomes listed and measurable?

Exemplary	Established	Developing	Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

Exemplary	Established	Developing	Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

Exemplary	Established	Developing	Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

Exemplary	Established	Developing	Undeveloped
Sample size was listed for all assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

F. How well do the data provide clear and meaningful overview of the results?

Exemplary	Established	Developing	Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful

given that reveals an overview of student performance.	information was given that reveals an overview of student performance.	information was given that reveals an overview of student performance.	information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

H. Does the report indicate whether the performance standards were met?

Exemplary	Established	Developing	Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

5) **How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 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.**

Exemplary	Established	Developing	Undeveloped
All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.

6) **Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?**

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) A. How well did the faculty vary the assessment measures?

Exemplary	Established	Developing	Undeveloped
Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed.	Assessment measures vary, but they are all direct. The number of measures is consistent with those listed.	Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed.	Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed.

B. Does the list of faculty participants clearly describe their role in the assessment process?

Exemplary	Established	Developing	Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Examples include:

1) Ratings of student skills by their field experience supervisors.
2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.

3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
4) Written work or performances scored using a rubric.
5) Portfolios of student work.
6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
7) Score gains between entry and exit on published or local tests or writing samples.
8) Employer ratings of the skills of recent graduates.
9) Summaries and analyses of electronic class discussion threads.
10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are leaning is less clear and less convincing. Examples include:

1) Course grades.
2) Assignment grades, if not accompanied by a rubric or scoring guide.
3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
5) Placement rates of graduates into appropriate career positions and starting salaries.
6) Alumni perceptions of their career responsibilities and satisfaction.
7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA