

Degree Program Student Learning Report

Revised August 2017

Department of Business

BS in Sport Management

For 2016-2017 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. | <p>The mission of the School of Professional Studies (SPS) 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.</p> <p>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</p> | 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. |

| University Mission | School Mission | Department Mission | Degree Program Mission |
|--------------------|--|--------------------|------------------------|
| | are dynamic, and foster student 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. | The Department will foster students' critical thinking skills and specialized business skills. | 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. | Facilitate student ability to expand their knowledge base from the Arts and Sciences including competence in multiple methods of communication. | 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 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. | Business graduates will meet the needs of the area, state, region and nation. | 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 | | | |

| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|---|-----------------|---------------------|--|
| pursuits and continuous improvement of programs. | | | |
| To provide university-wide student services, activities and resources that complement academic programs. | | | 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 |
|-----------------|-----------------------|----------|
|-----------------|-----------------------|----------|

| | | |
|---|---|---|
| A re-evaluation of the standards required for satisfactory completion of measure 2B | Y | The new method of collecting this data due to the method of assessing the marketing plan components rather than the final plan was implemented. |
| A modification in the assignment used to measure SLO 3 | N | 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

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 |
|----------------------|-------------------|--|
| | | There was no peer review last year and none found for the previous year. |

PART 4

Evidence of Student Learning

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.

| A. Student Learning Outcome | | | | | | | | | | | | | | | | | | | | |
|--|---|---|-----------------------|---|--------------------------|---|---|---|---|---|---|----|---|---|----|----|---|----|----|---|
| 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 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=16 | 1A. 15 of 16 (94%) of students received 5 or above on the internship experience evaluation: <table><tr><td></td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>N</td><td>1</td><td>0</td><td>8</td><td>7</td></tr><tr><td>%</td><td>6</td><td>0</td><td>50</td><td>44</td></tr></table> | | 4 | 5 | 6 | 7 | N | 1 | 0 | 8 | 7 | % | 6 | 0 | 50 | 44 | Y |
| | | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | |
| N | 1 | 0 | 8 | 7 | | | | | | | | | | | | | | | | |
| % | 6 | 0 | 50 | 44 | | | | | | | | | | | | | | | | |
| 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=24 | 1B. 24 of 24 (100%) of interns received 5 or above on the agency supervisor evaluation: <table><tr><td></td><td>5</td><td>6</td><td>7</td></tr><tr><td>N</td><td>1</td><td>8</td><td>15</td></tr><tr><td>%</td><td>4</td><td>33</td><td>63</td></tr></table> | | 5 | 6 | 7 | N | 1 | 8 | 15 | % | 4 | 33 | 63 | Y | | | |
| | 5 | 6 | 7 | | | | | | | | | | | | | | | | | |
| N | 1 | 8 | 15 | | | | | | | | | | | | | | | | | |
| % | 4 | 33 | 63 | | | | | | | | | | | | | | | | | |
| H. Conclusions | | | | | | | | | | | | | | | | | | | | |
| Data from SPMT 4116 is missing. Evaluations from only 16 of 25 (64%) students were available due an instructor moving and the data he left was incomplete. However, the percentage of total students in the course from which data was obtained is large enough to make a conclusion that the standard was met. | | | | | | | | | | | | | | | | | | | | |
| 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 the 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 analysis addressing ethical and legal issues in SPMT 3213 Legal Aspects of Sport Management. | 2A. Eighty percent of students will score a C (70%) or better. | 2A. Required of all majors enrolled in SPMT 3213. | 2A. N=0 | 2A. The instructor who taught this course left the university and the data for this could not be recovered. | ? | | | | | | | | | | | | | | | |
| 2B. Rubric-graded marketing plan (including a communications and promotion strategy) in SPMT 3013 Marketing Sports. | 2B. Eighty percent of students will score a C (70%) or better. | 2B. Required of all majors enrolled in SPMT 3013. | 2B. N=40 | 2B. 36 of 40 students (90%) received a C or better on the project. Seven students scored 90 or above, 26 scored between 80 and 89, 3 scored between 70 and 79, and 4 scored between 60 and 69. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td></tr><tr><td>N</td><td>7</td><td>26</td><td>3</td><td>4</td></tr><tr><td>%</td><td>18</td><td>65</td><td>8</td><td>10</td></tr></table> | | A | B | C | D | N | 7 | 26 | 3 | 4 | % | 18 | 65 | 8 | 10 | Y |
| | A | B | C | D | | | | | | | | | | | | | | | | |
| N | 7 | 26 | 3 | 4 | | | | | | | | | | | | | | | | |
| % | 18 | 65 | 8 | 10 | | | | | | | | | | | | | | | | |
| H. Conclusions | | | | | | | | | | | | | | | | | | | | |
| 2A. Unable to draw conclusions on this due to no data being available. The instructor was contacted but he was unable to provide these scores. | | | | | | | | | | | | | | | | | | | | |
| 2B. Scores were slightly lower than the previous year. Again, the professor for this class left RSU and, even though he provided the data for the report, there was no interpretation for the change. It can be assumed that the implementation of collecting the scores for each component of the marketing plan rather than the final plan might have accounted for some of the change. However, since the performance standard was met, the conclusion must be made that the students were able to apply the marketing concepts to sport management scenarios. | | | | | | | | | | | | | | | | | | | | |

| 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) | | | | | | | | | | | | | | | |
| 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=29 | 26 of 29 students (90%) received a C or better on the capstone project as measured by rubric. Six students scored 90 or above, 18 scored between 80 and 89, 2 scored between 70 and 79, and 3 scored between 60 and 69. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td></tr><tr><td>N</td><td>6</td><td>18</td><td>2</td><td>3</td></tr><tr><td>%</td><td>21</td><td>62</td><td>7</td><td>10</td></tr></table> | | A | B | C | D | N | 6 | 18 | 2 | 3 | % | 21 | 62 | 7 | 10 | Y |
| | A | B | C | D | | | | | | | | | | | | | | | | |
| N | 6 | 18 | 2 | 3 | | | | | | | | | | | | | | | | |
| % | 21 | 62 | 7 | 10 | | | | | | | | | | | | | | | | |
| 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 | 4A. Eighty percent of students will rate the quality of the experience as 5 or | 4A. Required of all majors enrolled in SPMT 4426 Sport | 4A. N=23 | 4A. 23 of 23 students (100%) rated themselves with a 5 or better on the internship self-evaluation. | | | Y |
| | | | | | | | |

| 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) | | | | | | | | |
| 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. | better on a 7-point scale. 4B. Eighty percent of students will respond “satisfied” or “very satisfied.” | Management Internship 4B. Survey is required of all students in SPMT 4426 Sport Management Internship. | 4B. N=24 | <table><tr><td>N</td><td>1</td><td>15</td><td>7</td></tr><tr><td>%</td><td>4</td><td>65</td><td>31</td></tr></table> 4B. 24 of 24 students (100%) rated their overall educational experience in the Sport Management major at RSU as “satisfied” or “very satisfied.” 17 students rated their satisfaction level "very satisfied” and 7 rated their satisfaction level as “satisfied.” | | | | N | 1 | 15 | 7 | % | 4 | 65 | 31 | Y |
| N | 1 | 15 | 7 | | | | | | | | | | | | | |
| % | 4 | 65 | 31 | | | | | | | | | | | | | |
| H. Conclusions | | | | | | | | | | | | | | | | |
| Taken together, these two scores serve as some indication of the students’ sense of their 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. | | | | | | | | | | | | | | | | |

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 |
|---------------------|------------------------------|--|
| No changes proposed | | With a complete turnover of department faculty for this academic year, it was decided to wait a year before considering any changes. |

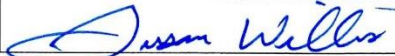
PART 6

Summary of Assessment Measures

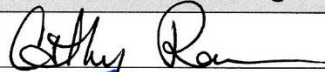
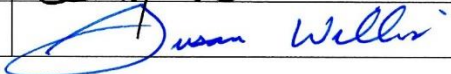
- A. How many different assessment measures were used? seven
- B. List the direct measures (see appendix): supervisor intern evaluation, supervisor field experience evaluation, marketing plan components scores, legal analysis project scores, Capstone case study scores
- C. List the indirect measures (see appendix): student self-evaluation in SPMT 4426, student graduation survey

PART 7
Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

| Faculty Name | Assessment Role | Signature |
|------------------|-----------------|---|
| Dr. Susan Willis | author |  |

B. Reviewed by:

| Titles | Name | Signature | Date |
|-----------------|--------------------|---|---------|
| Department Head | Dr. Cathy Kennemer |  | 9-14-17 |
| Dean | Dr. Susan Willis |  | 9-14-17 |

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a “Proficient” or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?