

# Degree Program Student Learning Report

Revised August 2017

## Department of Business

### **BS in Sport Management**

For 2017-2018 Academic Year

#### **PART 1**

#### **Degree Program Mission and Student Learning Outcomes**

A. State the school, department, and degree program missions.

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
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.	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 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.	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.	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		Provide an environment which fosters a tolerance of diverse perspectives of culture and society.	

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.		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 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
Due to a complete turnover of Sport Management faculty, no additional changes were proposed.	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
1) 2016-17 SLR Part 1, B. lists three department purposes, whereas 2015-16 SLR Part 1, B. lists five department purposes. Need to clarify whether this is accidental or deliberate. Listing all department purposes is appropriate, even if there is not a specific SLO corresponding to each department purpose.	Y	All five departmental purposes were reinstated in the current report.
2) 2016-17 SLO #1 there seems to be an inconsistency between AM 1 A. Results (F.) and Conclusions (H.): Results (F.) reports "15 of 16 (94%)," while Conclusions (H.) reports "16 of 25 (64%)" ; even though Conclusions (H.) reports "Data from SPMT 4116 is missing," the difference in the numbers remains unclear; does this mean that the actual Sample Size (E.) was 25, but was reported as only 16?	Y	Any inconsistencies were corrected in the current year's report.
3) Both 2015-16 and 2016-17 SLO #4 AMs 4A. and 4B. involve the use of a self-evaluation or other survey; in neither case, however, is it clear how many and what questions or criteria the students are evaluating and rating or scoring. For example, for AM 4B. the	Y	

<p>Performance Standard (C.) is that 80% of students will respond “satisfied” or “very satisfied”--but about what? Is there just a single question that asks about “educational experience in the Sport Management major” (AM 4B.)? If so, please clarify; also, if so, is a single question a significant and meaningful assessment measure?</p> <p>4) 2016-17 SLO #4 Conclusions (H.) is rather brief and vague and needs some meaningful development.</p>	Y	
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**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.

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>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>		<b>G. Standard Met (Y/N)</b>									
1A. On-site supervisor evaluation of the 150-hour field experience of SPMT 4116 Sporting Event	Eighty percent of students will receive a 5 or better (7-point scale) on both supervisor evaluations:	1A. Required of all majors enrolled in SPMT 4116.	1A. N=18	1A. 18 of 18 (100%) of students received 6 or above on the internship experience evaluation: <table border="1" data-bbox="1243 1328 1480 1437" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><b>6</b></td> <td style="text-align: center;"><b>7</b></td> </tr> <tr> <td style="text-align: center;"><b>N</b></td> <td style="text-align: center;">7</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;"><b>%</b></td> <td style="text-align: center;">25</td> <td style="text-align: center;">75</td> </tr> </table>			<b>6</b>	<b>7</b>	<b>N</b>	7	11	<b>%</b>	25	75	Y
	<b>6</b>	<b>7</b>													
<b>N</b>	7	11													
<b>%</b>	25	75													

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>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>						
and Facility Management  1B. On-site supervisor evaluations of the 300-hour internship experience of SPMT 4426 Sport Management Internship.	1A (150-hour field experience) and 1B (300-hour internship)	1B. Required of all majors enrolled in SPMT 4426.	1B. N=14	1B. 14 of 14 (100%) of interns received the highest score (7) on the agency supervisor evaluation: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><b>7</b></td> </tr> <tr> <td style="text-align: center;"><b>N</b></td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;"><b>%</b></td> <td style="text-align: center;">100</td> </tr> </table>		<b>7</b>	<b>N</b>	14	<b>%</b>	100	Y
	<b>7</b>										
<b>N</b>	14										
<b>%</b>	100										
<b>H. Conclusions</b>											
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 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=24	2A. 23 of 24 students received a C or better on the project. Six students scored 90 or above, 17 scored between 80 and 89, and 1 scored less than 60. <table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>F</th> </tr> </thead> <tbody> <tr> <th>N</th> <td>6</td> <td>17</td> <td>0</td> <td>1</td> </tr> <tr> <th>%</th> <td>25</td> <td>71</td> <td>0</td> <td>4</td> </tr> </tbody> </table>		A	B	C	F	N	6	17	0	1	%	25	71	0	4	Y
	A	B	C	F																
N	6	17	0	1																
%	25	71	0	4																
H. Conclusions																				
2A. 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	29 of 29 students (100%) received a C or better on the capstone project as measured by rubric. Fourteen students scored 90 or above, 13 scored between 80 and 89, 2 scored between 70 and 79. <table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <th>N</th> <td>14</td> <td>13</td> <td>2</td> </tr> </tbody> </table>		A	B	C	N	14	13	2	Y
	A	B	C										
N	14	13	2										

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)				
				<table border="1"> <tr> <td>%</td> <td>48</td> <td>45</td> <td>7</td> </tr> </table>		%	48	45	7	
%	48	45	7							
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 Management Internship.	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=14	4A. 14 of 14 students (100%) rated themselves with a 5 or better on the internship self-evaluation. <table border="1"> <tr> <td></td> <td>6</td> <td>7</td> </tr> <tr> <td>N</td> <td>11</td> <td>3</td> </tr> <tr> <td>%</td> <td>79</td> <td>21</td> </tr> </table>			6	7	N	11	3	%	79	21	Y  Y
	6	7													
N	11	3													
%	79	21													



<b>A. Student Learning Outcome</b>					
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>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
<b>H. Conclusions</b>					
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.

<b>Proposed Change</b>	<b>Applicable Learning Outcomes</b>	<b>Rationale and Impact</b>
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.

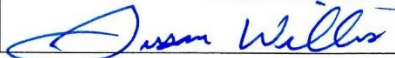
**PART 6  
Summary of Assessment Measures**

**A.** How many different assessment measures were used? 4

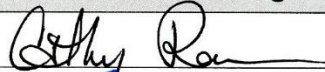
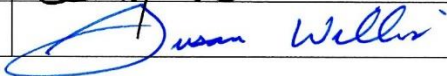
- B.** List the direct measures (see appendix): supervisor intern evaluation, supervisor field experience evaluation, Capstone case study scores
- C.** List the indirect measures (see appendix): student self-evaluation in SPMT 4426

**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?