

Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Sport Management

For 2019-2020 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) 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.</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</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 Sports 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
	service. The programs in the SPS 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, and nursing.	Offer a baccalaureate program that promotes critical thinking in Sport Management and excellence in oral and written communication practices.	Revised SLO#1: The student will demonstrate management and leadership skills in the sports industry.
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 student with an educational foundation containing the crucial body of knowledge necessary for employment in sport management. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	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 with a general education liberal arts perspective and an emphasis in a specialized field.	Facilitate students' willingness to expand their knowledge from baccalaureate programs to graduate degree programs so that students	SLO #3: The student will demonstrate current knowledge, theory, and research in Sports Management.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
		truly become lifelong learners that flourish in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Have a diverse faculty that is committed to academic excellence so that students receive the most current information in spors management.	
To provide university-wide student services, activities and resources that complement academic programs.		Provide sports management students with the opportunity to intern with a sports program in the region. This will complement and reinforce the student’s classroom learning activities.	Revised SLO #4: Students will be able to develop practical experience in the sport industry and support the fulfillment of future career goals.
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 ticket sales assignment was incorporated within SPMT 3013, Marketing Sports	Y	This assignment helped assess how well the students grasp actually marketing and selling a sports venue. The sales element was not previously included in the sports management curriculum. This will be used to help assess SLO #2.

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
Are any of the SLOs evaluated before the end of the program? If not, could some of the evaluations be completed before the final year to reflect learning before the completion of the program?	Y	SLO #2 is assessed before the end of the program.
SLO#1. Is the standard high enough? Is this an unusual group of students or could the standard be raised without any concern? If the standard is too low, is it an appropriate standard? Also, does the standard reflect the learning provided in the degree or the level of effort that our students provide when working?	Y	The performance standard requires that students get greater than 80% in three dimensions, including job related (e.g., quality, productivity, professionalism), personal related (e.g., attitudes, willingness to work, cooperative works), and technical related (e.g., communication, written, organizational skills) from the supervisors. The evaluation reflects all learnings from SPMT 2023, 3013, 3213, 3423, and 4113. Going forward the performance standard will be changed to 90% of students will receive a 6 or better on the evaluations.
SLO #2. Do we know why the one student was unable to score a 70% or better? Although the standard was met, could this	Y	The 1 student (out of 25) did not meet the standard because the student did not complete all assignments for the class.

<p>information be used to determine if the course could be improved? It may reflect outside influences or the student's desire to complete the degree, but this is not documented anywhere.</p>		
<p>SLO #2. Although there are some ethical and potentially legal concerns about forcing students to provide money to an outside organization for a grade, this is an interesting assignment. However, were the students able to purchase all of the tickets themselves or did they have to show a method used for the ticket sales. Would a better assignment be convincing a specific number of RSU students (or faculty/staff) to attend a specific RSU sporting event? This would not entail forcing students to provide funding to a commercial organization and potentially improve the student participation in RSU sporting events.</p>	<p>Y</p>	<p>Students were assigned to sell 10 tickets with the marketing and promotional strategies learned from SPMT 3013 class. If they could not sell the number of tickets, students could submit 'call or visit' logs, which is the evidence to show their marketing efforts. In order to effectively process, Tulsa Drillers made a link and gave a specific code for each RSU student to use. The student's customers receive the special link from the student to process the ticket sale. Students are already required to attend RSU sporting events for another assignment in a different class.</p> <p>The marketing plan project is related with the ticket sale project. After students successfully completed ticket sales project with the Tulsa Drillers, student submit the marketing plan for Tulsa Drillers to improve the game attendance.</p>
<p>SLO #3 Conclusions. The scores do not, in and of themselves, reveal the rigorous nature of the case studies. More information will have to be provided to do so. The scores could reveal the capriciousness of the instructor or any number of other things. However, the rigor of the case studies could be revealed by providing more information in the conclusions. If students are consistently failing the case study, should the conclusions reflect why they are failing?</p>	<p>Y</p>	<p>Students were required to complete the case study project. Each group followed steps (six online assignments) to conduct their research. The group members read and summarized a significant number of research articles, and designed to propose a research paper based upon their interests. The students learned the concept of sport management research writing and how to interpret statistical data in research. One student did not complete any of the online assignments related to the research.</p>
<p>SLO #4. How does the rating of the quality of an internship experience reflect "substantive ways in which the sport management degree has prepared [the student] for a career in sport management"? This is not clear.</p>	<p>Y</p>	<p>SLO #4 will be updated see Part 5 for the change to this SLO.</p>

<p>SLO #4. Since students have very little employment experience in the field when they graduate, are they truly able to determine the effectiveness of the degree in preparing them for a career in sport management? I appreciate how the supervisor scores may do this although, again, this might reflect the engagement and work ethic of the students rather than the degree of preparedness that the university has provided.</p>	<p>Y</p>	<p>The evaluation form of supervisor consists of three dimensions: job related dimension, personal dimension, and technical dimension. Therefore, the supervisor scores reflect not only work ethics but also integral abilities in the sport industry.</p>
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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.

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)																																				
<p>1A. On-site supervisor evaluation of the 150-hour field experience of SPMT 4116 Sporting Event and Facility Management.</p>	<p>Eighty percent of students will receive a 5 or better (7-point Likert scale) on both supervisor evaluations: 1A (150-hour field experience) and</p>	<p>1A. Required of all majors enrolled in SPMT 4116.</p>	<p>1A. Fall: 15 Spring: 12 Year: 27</p>	<p>1A. 100 percent of students met the standard.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="5" style="text-align: center;">Rating</th> </tr> <tr> <th></th> <th style="text-align: center;">7</th> <th style="text-align: center;">6</th> <th style="text-align: center;">5</th> <th style="text-align: center;">4</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">18</td> <td style="text-align: center;">6</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Percent</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>		Rating						7	6	5	4	3	Fall	11	4	0	0	0	Spring	7	2	3	0	0	Total	18	6	3	0	0	Percent	67%	22%	11%	0%	0%	<p>1A. Y</p>
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**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)																																				
1B. On-site supervisor evaluations of the 300-hour internship experience of SPMT 4426 Sport Management Internship.	1B (300-hour internship).	1B. Required of all majors enrolled in SPMT 4426.	1B. Fall: 6 Spring: 11 Year: 17	1B. 85% of students met the standard. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="5" style="text-align: center;">Rating</th> </tr> <tr> <th></th> <th style="text-align: center;">7</th> <th style="text-align: center;">6</th> <th style="text-align: center;">5</th> <th style="text-align: center;">4</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">8</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Percent</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table>		Rating						7	6	5	4	3	Fall	3	3	0	0	0	Spring	8	1	1	0	1	Total	11	4	1	0	1	Percent	65%	24%	6%	0%	6%	1B. Y
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Fall	3	3	0	0	0																																				
Spring	8	1	1	0	1																																				
Total	11	4	1	0	1																																				
Percent	65%	24%	6%	0%	6%																																				

**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	2A. Eighty percent of students will score a C (70%) or better.	2A. Required of all majors enrolled in SPMT 3013.	2A. Fall: 27 Spring: 17	2A. 100 percent of students met the standard.	2A. Y

**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)																																																																								
<p>(including a communications and promotion strategy) in SPMT 3013 Marketing Sports.</p> <p>2B. Rubric-graded ticket sales assignment in SPMT 3013 Marketing Sports.</p>	<p>2B. Students were required to sell a minimum of 10 tickets for the Tulsa Drillers baseball organization to earn full assignment points. Eighty percent of students will score a C or better.</p>	<p>2B. Required of all students enrolled in Spring 2019 section of SPMT 3013.</p>	<p>Year: 44</p> <p>2B. Fall: 27 Spring: 0 Year: 27</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="5" style="text-align: center;">Grade</th> </tr> <tr> <th></th> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> <th style="text-align: center;">C</th> <th style="text-align: center;">D</th> <th style="text-align: center;">F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">13</td> <td style="text-align: center;">13</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">20</td> <td style="text-align: center;">20</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Percent</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <p>2B. 84 Percent of students met the standard.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="5" style="text-align: center;">Grade</th> </tr> <tr> <th></th> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> <th style="text-align: center;">C</th> <th style="text-align: center;">D</th> <th style="text-align: center;">F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">20</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">20</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Percent</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table>		Grade						A	B	C	D	F	Fall	13	13	1	0	0	Spring	7	7	3	0	0	Total	20	20	4	0	0	Percent	45%	45%	9%	0%	0%		Grade						A	B	C	D	F	Fall	20	2	0	1	4	Spring	0	0	0	0	0	Total	20	2	0	1	4	Percent	74%	7%	0%	4%	15%	<p>2B. Y</p>
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**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. For spring, due to Covid-19 and the games in Tulsa Drillers postponed, this ticket sales project was merged into the final marketing plan and specified into Tulsa Drillers Marketing Promotion.

**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. Fall: 0 Spring: 26 Year: 26	3A. 100 percent of students met the standard. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">Grade</th> </tr> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>10</td> <td>9</td> <td>7</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>10</td> <td>9</td> <td>7</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percent</td> <td>38%</td> <td>35%</td> <td>27%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		Grade					A	B	C	D	F	Fall	0	0	0	0	0	Spring	10	9	7	0	0	Total	10	9	7	0	0	Percent	38%	35%	27%	0%	0%	3A. Y
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**H.
Conclusions**

Students continue to perform well and meet expectations in SPMT 4323.

**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 their internship	4A. Required of all majors enrolled in SPMT 4426: Sport	4A. Fall: 6 Spring: 11 Year: 17	4A. 100 percent of students rated the quality of their internship experience at 6 or better.	4A. 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	experience 5 or better on a 7-point scale.	Management Internship.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="5" style="text-align: center;">Rating</th> </tr> <tr> <th></th> <th style="text-align: center;">7</th> <th style="text-align: center;">6</th> <th style="text-align: center;">5</th> <th style="text-align: center;">4</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">9</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">13</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Percent</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>		Rating						7	6	5	4	3	Fall	4	2	0	0	0	Spring	9	2	0	0	0	Total	13	4	0	0	0	Percent	76%	24%	0%	0%	0%	
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4B. A 7-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" (6) or "very satisfied (7)"	4B. Required of all majors enrolled in SPMT 4426: Sport Management Internship.	4B. Fall: 6 Spring: 11 Year: 17	4B. 100 percent indicated that they were either satisfied or very satisfied with their educational experience. Fall: 4 Very satisfied 2 Satisfied Spring: 6 Very Satisfied 5 Satisfied Year: 10 Very Satisfied 7 Satisfied	4B. Y																																				

**H.
Conclusions**

The Sport Management program, including the internship, are highly regarded by students completing their degrees.

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
SLO #1 is changed to: The student will demonstrate management and leadership skills in the sports industry.	SLO #1	This change is to refine the SLO wording to reflect the desired learning outcome more accurately.
SLO #4 is changed to: Students will be able to develop practical experience in the sport industry and support the fulfillment of future career goals.	SLO #4	This change is to refine the SLO wording to reflect the desired learning outcome more accurately.
Performance Standard for SLO #1 will be changed to: Ninety percent of student will receive a 6 or better (on a 7-point Likert scale) on both supervisor evaluations: 1A (150-hour field experience) and 1B (300-hour internship).	SLO #1	This change represents a tightening of the standard, reflecting the faculty's desire to show continuous improvement.


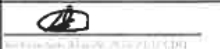

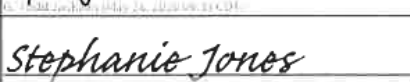
PART 6

Summary of Assessment Measures



- A. How many different assessment measures were used? Six different assessment measure were used.
- B. List the direct measures (see appendix): The following direct measures were used: Supervisor intern evaluation, Supervisor field experience evaluation, capstone case study scores, rubric-graded marketing plan scores, rubric-graded ticket sales assignment scores.
- C. List the indirect measures (see appendix): The following indirect measures were used: Student surveys and exit interviews in the form of a student self-evaluation administered in SPMT 4426 and the Program Satisfaction Questionnaire administered 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
Junmo Sung	Data collection for SPMT courses	 Junmo Sung (May 28, 2020 11:57 CDT)
Jaemon Son	Data collection for SPMT courses	 Jaemon Son (May 28, 2020 11:57 CDT)
Todd Jackson	Advise on revisions and compile data	 Todd Jackson (May 28, 2020 11:57 CDT)
Stephanie Jones	Make corrections and write assessment report	 Stephanie Jones (May 28, 2020 14:28 CDT)

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Todd Jackson		5-29-20
Dean	Susan Willis		5-29-20

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?