

Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Sport Management

For 2021-2022 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
<p>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>	<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 excellence in teaching, research, and university service. The</p>	<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.</p>	<p>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.</p>

University Mission	School Mission	Department Mission	Degree Program Mission
	<p>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.</p>		

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
<p>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.</p>	<p>The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, and nursing.</p>	<p>Offer a baccalaureate program that promotes critical thinking in Sport Management and excellence in oral and written communication practices.</p>	<p>SLO#1: Demonstrate management and leadership skills in the sports industry.</p>
<p>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.</p>	<p>The SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs, and seven associate degrees</p>	<p>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.</p>	<p>Revised SLO #2: Weigh alternative marketing strategies in sport management scenarios.</p>
<p>To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.</p>	<p>The baccalaureate degrees are taught with a general education liberal arts perspective and an emphasis in a specialized field.</p>	<p>Facilitate students' willingness to expand their knowledge from baccalaureate programs to graduate degree programs so that students</p>	<p>SLO #3: Demonstrate mastery of current knowledge, theory, and research in Sports Management.</p>

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 sport 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.	SLO #4: Implement knowledge in the sport industry to 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
No changes were proposed in the previous academic year.	N/A	SLOs were reworded to conform with UAC guidelines.

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. Contemplate SLO #2	Y	1. SLO # 2 was reworded from "Students will apply ethical, legal, marketing, and communication principles to sport management scenarios" to "Weigh alternative marketing strategies in sport management scenarios."
2. Delete SLO #4A / keep 4B	Y	2. SLO #4A has been deleted.

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: Demonstrate management and leadership skills in the sport industry.																																																																																											
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>1B. On-site supervisor evaluations of the 300-hour internship experience of SPMT 4426 Sport Management Internship.</p>	<p>Ninety percent of students will receive a 6 or better (7-point Likert scale) on both supervisor evaluations: 1A (150-hour field experience) and 1B (300-hour internship).</p>	<p>1A. Required of all majors enrolled in SPMT 4116.</p> <p>1B. Required of all majors enrolled in SPMT 4426.</p>	<p>1A. n = 14</p> <p>1B. n = 13</p>	<p>1A. 100 percent of students met the standard.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th></th> <th colspan="5" style="text-align: center;">Rating</th> </tr> <tr> <th></th> <th style="text-align: center;">n</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;">7</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;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</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;">14</td> <td style="text-align: center;">9</td> <td style="text-align: center;">5</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></td> <td style="text-align: center;">64%</td> <td style="text-align: center;">36%</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> <p>1B. 100 percent of students met the standard.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th></th> <th colspan="5" style="text-align: center;">Rating</th> </tr> <tr> <th></th> <th style="text-align: center;">n</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;">8</td> <td style="text-align: center;">7</td> <td style="text-align: center;">1</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;">5</td> <td style="text-align: center;">5</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;">13</td> <td style="text-align: center;">12</td> <td style="text-align: center;">1</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></td> <td style="text-align: center;">92%</td> <td style="text-align: center;">8%</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						n	7	6	5	4	3	Fall	11	7	4	0	0	0	Spring	3	2	1	0	0	0	Total	14	9	5	0	0	0	Percent		64%	36%	0%	0%	0%			Rating						n	7	6	5	4	3	Fall	8	7	1	0	0	0	Spring	5	5	0	0	0	0	Total	13	12	1	0	0	0	Percent		92%	8%	0%	0%	0%	<p>1A. Y</p> <p>1B. Y</p>
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A. Student Learning Outcome					
SLO #1: Demonstrate management and leadership skills in the sport industry.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Conclusions					
<ol style="list-style-type: none"> 1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent. 3. What are the most valuable insights gained from the assessment results? Both measures represent independent appraisals of students relative internship work done in the sport industry. RSU students appear to be highly regarded. 4. What strengths and weaknesses in student learning do the results indicate? RSU Sport Management students appear to receive excellent preparation leading to their internship experiences. No particular weaknesses were noted. 5. What implications are there for enhancing teaching and learning? Since the Sport Management faculty appear to be doing well at preparing students for internship experiences, they should focus on expanding the range of internship opportunities (i.e., the number of sport organizations involved) and the number of students participating. 6. How can the assessment process be improved? Tracking the number of students who go on to work in a full-time capacity with the organization with which they did an internship could provide further validation of the value of the internship program and how it is perceived by the participating sport organizations. 					

**A.
Student Learning Outcome**

SLO #2: Weigh alternative marketing strategies in 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 = 27	2A. 100 percent of students met the standard. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="6" style="text-align: center;">Grade</th> </tr> <tr> <th></th> <th style="text-align: center;">n</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;">12</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</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>Spring</td> <td style="text-align: center;">15</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</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;">27</td> <td style="text-align: center;">12</td> <td style="text-align: center;">12</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></td> <td style="text-align: center;">44%</td> <td style="text-align: center;">44%</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>		Grade							n	A	B	C	D	F	Fall	12	5	4	3	0	0	Spring	15	7	8	0	0	0	Total	27	12	12	3	0	0	Percent		44%	44%	11%	0%	0%	2A. Y
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2B. Rubric-graded ticket sales assignment in SPMT 3013 Marketing Sports.	2B. Students were required to sell a minimum of 10 tickets for a professional sports organization to earn full assignment points. Eighty percent of students will score a C or better.	2B. Required of all students enrolled in Spring 2019 section of SPMT 3013.	2B. n = 27	2B. 100 Percent of students met the standard. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="6" style="text-align: center;">Grade</th> </tr> <tr> <th></th> <th style="text-align: center;">n</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;">12</td> <td style="text-align: center;">10</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;">0</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">15</td> <td style="text-align: center;">11</td> <td style="text-align: center;">1</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;">27</td> <td style="text-align: center;">21</td> <td style="text-align: center;">2</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></td> <td style="text-align: center;">78%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>		Grade							n	A	B	C	D	F	Fall	12	10	1	1	0	0	Spring	15	11	1	3	0	0	Total	27	21	2	4	0	0	Percent		78%	7%	15%	0%	0%	2B. Y
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**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent.

A. Student Learning Outcome					
SLO #2: Weigh alternative marketing strategies in sport management scenarios.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<p>3. What are the most valuable insights gained from the assessment results? 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.</p> <p>4. What strengths and weaknesses in student learning do the results indicate? The 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.</p> <p>5. What implications are there for enhancing teaching and learning? Student developed marketing plans are often presented to business professionals for critique and feedback. Incorporating such a presentation to sport management professionals as part of the assignment criteria and evaluation could prove valuable from several perspectives.</p> <p>6. How can the assessment process be improved? The aforementioned expansion of the evaluation of the marketing plan would provide another related assessment measurement that is also independent regarding its source.</p>					

**A.
Student Learning Outcome**

SLO #3: 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)																																										
3. A case study-based capstone project in SPMT 4323 Senior Capstone in Sport Management.	3. Eighty percent of students will score a C (70%) or better.	3. Required of all majors enrolled in SPMT 4323.	3. n = 27	3. 92 percent of students met the standard. <table border="1"> <thead> <tr> <th></th> <th colspan="6">Grade</th> </tr> <tr> <th></th> <th>n</th> <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> <td>0</td> </tr> <tr> <td>Spring</td> <td>12</td> <td>8</td> <td>3</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Total</td> <td>12</td> <td>8</td> <td>3</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Percent</td> <td></td> <td>67%</td> <td>25%</td> <td>0%</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table>		Grade							n	A	B	C	D	F	Fall	0	0	0	0	0	0	Spring	12	8	3	0	0	1	Total	12	8	3	0	0	1	Percent		67%	25%	0%	0%	8%	3. Y
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**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A
3. What are the most valuable insights gained from the assessment results? Students continue to perform well and meet expectations in SPMT 4323.
4. What strengths and weaknesses in student learning do the results indicate? The strong results on the case-study representing the capstone project indicates that Sport Management students are being well-prepared to exercise professional judgements to real-world scenarios. No particular weaknesses are indicated.
5. What implications are there for enhancing teaching and learning? The capstone project represents another item for which an independent sport management professional could be invited to critique presentations and provide feedback.
6. How can the assessment process be improved? The presentation and independent critique of capstone projects mentioned above would provide depth to the assessment process by possibly providing an additional metric. Other benefits in terms of building strong alliances between the Sport Management program and external sport organizations and professionals could result.

A. Student Learning Outcome					
SLO #4: Implement knowledge in the sport industry to support the fulfillment of future career goals.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
4. A 7-point Likert-type scale questionnaire used for the evaluation of the educational experience in the Sport Management major.	4. Eighty percent of students will respond "satisfied" (6) or "very satisfied (7)"	4. Required of all majors enrolled in SPMT 4426: Sport Management Internship.	4B. n = 16	4. 100 percent indicated that they were either satisfied or very satisfied with their educational experience. Fall: 8 Very satisfied 1 Satisfied Spring: 6 Very Satisfied 1 Satisfied Year: 14 Very Satisfied 2 Satisfied	4. Y
H. Conclusions					
<ol style="list-style-type: none"> 1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? Yes, both measures are consistent in terms of student satisfaction with the Sport Management program. 3. What are the most valuable insights gained from the assessment results? The Sport Management program, including the internship, are highly regarded by students completing their degrees. 4. What strengths and weaknesses in student learning do the results indicate? The Sport Management program is providing satisfactory results for both students and the program's constituents. No particular weaknesses are indicated. 5. What implications are there for enhancing teaching and learning? The Sport Management faculty should continue building on the program's strengths by seeking more students and by increasing involvement of sport management professionals in the program's activities. 6. How can the assessment process be improved? The exit survey could query graduates as to whether they have secured employment in sport management or been accepted to a graduate program. 					

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
Track and report the number of students who go on to work for the organization with which they did a sport internship.	SLO #1	The actual hiring of students who interned with an organization provides further validation of the value of the Sport Management program to constituents.
Utilize sport management professionals to critique student presentations and projects already included in the assessment process.	SLO #2 and SLO #3	The proposed change would add independence and depth to the applicable assessments.
Expand the exit survey to students in SPMT 4426 to inquire as to whether employment in the sport industry has been secured or acceptance to a graduate program has been attained.	SLO #4	Obtaining information about employment and graduate school admission provides further validation of the value of the Sport Management program to its graduates.

PART 6
Summary of Assessment Measures


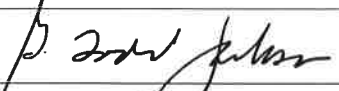
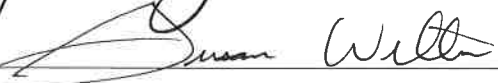
- A.** How many different assessment measures were used? Six different assessment measure were used.
- B.** List the direct measures (see appendix): The following direct measures were used: Supervisor intern evaluation, Supervisor field experience evaluation, capstone case study scores, rubric-graded marketing plan scores, rubric-graded ticket sales assignment scores.
- C.** List the indirect measures (see appendix): The following indirect measures were used: Student survey administered in SPMT 4426.

PART 7
Faculty Participation and Signatures

A. Names and signatures of all full time and adjunct faculty who contributed to this report:

Faculty Name	Assessment Role	Signature
Dr. Junmo Sung	Data collection – SPMT 4426, SPMT 3013, SPMT 4323, SPMT 4426	 Junmo Sung (May 25, 2022 15:40 CDT)
Dr. Jaemon Son	Data collection – SPMT 4116	 Jaemon son (Jun 7, 2022 15:47 PDT)
Dr. Todd Jackson	Report writing	

B. Reviewed by:

Titles	Name	Signature	Date
UAC Business Rep	Dr. Brook Purdum	 Dr. Brook Purdum (Jun 8, 2022 13:21 CDT)	
Department Head	Dr. Todd Jackson		6.8.2022
Dean	Dr. Susan Willis		6-8-22

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?