

# SPORTS MANAGEMENT

School of Science, Health, & Criminal Justice

SPRING 18 – FALL 18 Assessment Report



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Date of Presentation: Jan. 18, 2019

# What was assessed? Student learning outcomes list:

**SLO 1. Professional Competencies**

Students will be able to demonstrate adequate knowledge and competencies needed to be successful sports management professionals in a variety of settings.

**SLO 2. Application of Knowledge and Skill**

Students will be able to effectively apply knowledge and skills learned throughout the curriculum in real world settings.

**SLO 3. Critical Thinking**

Students will be able to apply critical thinking and reasoning skills as sport management professionals.

**SLO 4. Communication Skills**

Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings.

**SLO 5. Leadership Application**

Students will be able to analyze situations and apply the principles of appropriate leadership skills and behaviors related to sport management and sport leadership responsibilities.

**SLO 6. Morals & Ethics in Sports Management**

Students will be able to analyze moral and ethical issues related to sport and develop a personal philosophy regarding social responsibility and moral commitment in the sports management setting and as a sports management professional.



# How was the assessment accomplished?

- Student work assessed:
  - Critical Thinking Essays
  - Discussion Boards
  - Interviews
  - Applied Learning Final Activities
- Measurement strategy:
  - rubrics
  - Internship Supervisor Evaluations
- Sample size:
  - Total Sport Management Students Fall 2018= 84  
(includes 001/182 students)



## Assessment Results

### SOCIAL RESPONSIBILITY: TEAMWORK

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<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
SPMT	308	1	1	Not Met	Spring
SPMT	308	1	1	Met	Fall
SPMT	413	1	1	Met	Fall
SPMT	431	1	1	Exceeded	Spring
SPMT	432	1	1	Exceeded	Spring

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#### Overall Findings for Social Responsibility: Teamwork

Total Sections Selected for Assessment	5
Total Measures Assessed	5
% Sections Meeting or Exceeding Target (of those assessed)	80%



## Assessment Results

### SOCIAL RESPONSIBILITY: INTERCULTURAL KNOWLEDGE

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<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
SPMT	203	1	3	66.6% Met or Exceeded	Spring
SPMT	203	1	4	25% Met or Exceeded	Fall

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#### Overall Findings for Social Responsibility: Intercultural Knowledge

Total Sections Selected for Assessment	2
Total Measures Assessed	7
% Sections Meeting or Exceeding Target (of those assessed)	43%



Assessment Results  
SOCIAL RESPONSIBILITY: GLOBAL LEARNING

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
SPMT	320	1	2	100% met	Spring

Overall Findings for Social Responsibility: Global Learning

Total Sections Selected for Assessment	1
Total Measures Assessed	2
% Sections Meeting or Exceeding Target (of those assessed)	100%



## Assessment Results

### SOCIAL RESPONSIBILITY: ETHICAL REASONING

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<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
SPMT	203	1	2	100% Not	Spring
SPMT	203	1	2	50% Met	Fall
SPMT	421	1	1	Met	Spring

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#### Overall Findings for Social Responsibility: Ethical Reasoning

Total Sections Selected for Assessment	3
Total Measures Assessed	5
% Sections Meeting or Exceeding Target (of those assessed)	40%



# Discussion on Assessment results:

## Highlights!

- Since incorporating the Academic pledge form after the last assessment cycle, all sports management faculty noted a dramatic drop in cheating occurrences.
- Students continued to do well in applied learning activities
- Students who complete internships continue to excel in those environments and receive great praise from internship site supervisors.
- Online faculty noted that discussion writing was improved over the last assessment cycle.





# Discussion on Assessment results:

## *Measure Assessment - Discussion*

1. Some targets are not met due to the lower than normal course enrollments. With a class size of 10 or smaller, one student could be the difference between a target being met or not.



# Discussion on Assessment results:

**2.a** As has been noted on each previous report, some students perform poorly largely due to poor academic habits (lack of serious effort, handing in assignments late or not completing assignments, not following proper instructions) contributing to outcomes not being met.

***“Going through the Learning Motions”***

**2.b** Related to above, all faculty expressed their concern that students seem just to be reaching for or doing just enough that will get them by and that is their priority. Apathy for academic excellence continues to be a concern.



**2.c** It was noted from face to face faculty that this semester more than others, faculty were frustrated with students not engaging in class discussion. Different methods were tried to get students to participate with some success. It was noted that those who do engage in discussions, also seem to perform better.



**3.** Data from the last assessment cycle showed that students do better with critical thought and analysis when engaged in applied learning or hands-on projects as in the upper level courses and especially those in which students role play.

- As a result of that data, for this assessment cycle additional case studies and applied learning activities were incorporated in a number of courses. Again, students performed better and were more engaged leading to measures relating to these activities mostly being met.
- In addition, a shared role playing case study was developed for two courses taught in the Fall. First introduced in Fall 17, as a test case, it proved to be a valuable method and perhaps more important a fun learning method for students. Students do show better critical thought and learning engagement which the data supported.



- Incorporating a role playing case study scenario in simultaneous courses can help strengthen the learning experience even further and has other benefits as well. Finding ways to incorporate a shared applied learning experience can help strengthen the overall experience and connectedness among students in the major
- Assessment results and feedback from students and faculty observation does support the idea that students seem to be more engaged when multiple classes are involved in the same exercise.
- There was considerable discussion amongst faculty at our assessment meeting on developing more shared applied learning experiences between courses.



4. Poor writing skills is still a persistent problem for many students.
5. It was also noted that some measures are not met when they could and should be simply because students do not utilize feedback and/or don't take advantage of re-submission opportunities when provided. Which is related, again, to student apathy for academic excellence.
6. With direct reference to ISLO #4, it was noted and discussed that we do not have enough of this content area in our curriculum, most notably – global learning and intercultural knowledge subsets. This also came to light when completing our self-study for accreditation.



# CLOSING THE LOOP



# DISCUSSION OUTCOMES AND PLANNED CHANGES

1. *Much discussion centered on addressing the apathy issue. How can we better motivate students to first want to do well and second do just that?*

Focusing on motivating students to participate more in class discussions which might have an overall positive influence on the apathy issue as a whole, a reward program was discussed (earn coins for participating in class). At the end of the semester, students could “cash” their engagement coins in for sports management a sports management hat, t-shirt, or pull-over depending on amount of coins earned. Students could also earn coins for excelling in online discussions which incorporates online students into the program as well.





# DISCUSSION OUTCOMES AND PLANNED CHANGES

## 2. *Developing more cross-course applied learning case studies*

Using the SPMT 413/SPMT 411 model, faculty will explore innovative ways of using simultaneous case studies in more courses.

3. All faculty will be reviewing all course outcomes for the courses they teach and find areas where global learning and intercultural knowledge can be strengthened in the curriculum. In addition, a new specific program learning outcome addressing those areas will be created.
4. Faculty will better utilize the shared writing resources to ensure students understand and recognize the same writing expectations from course to course.



## DISCUSSION OUTCOMES AND PLANNED CHANGES

5. Faculty also discussed whether or not we are overwhelming our students with the various capstone projects they do at the end of each course. Since most of our courses require a lengthy project for their final, it was suggested that we may need to stagger when projects are due – during finals week or the last week of courses. We will look into this for spring semester and adjust course syllabi if appropriate.



# What resources were used or have been requested to close the loop?

- To begin the engagement coin program, money would be needed to purchase coins.
- Cost - \$200.00 would most likely be a one time cost.

