

SPORTS MANAGEMENT

School of Science, Health, & Criminal Justice

SPRING 19 – FALL 19 Assessment Report



Curriculum Coordinator: D. Para

Date of Presentation: January 16, 2020

What was assessed?

ISLO #5: Professional, Discipline-Specific Knowledge and Skills

Corresponding Program Student Learning Outcomes

PSLO 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.

PSLO 2. Application of Knowledge and Skill

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



How was the assessment accomplished?

- Student work assessed:
 - Capstone projects
 - Capstone Experience (Internships)
 - Applied Learning Final Activities
- Measurement strategy:
 - Rubrics
 - Internship Supervisor Evaluations
- Sample size:
 - Total Enrollment of Courses (8) Assessed: 83



Assessment Results

ISLO #5: Professional, Discipline-Specific Knowledge and Skills

<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	2	1-Met, 1-Not Met	Fall
SPMT	311	1	1	Not Met	Spring
SPMT	311	1	1	Met	Fall
SPMT	411	1	2	2 - Met	Fall
SPMT	415	1	1	Met	Fall
SPMT	421	1	3	2-Met, 1-Not Met	Spring
SPMT	432	1	3	3-Met	Spring

Overall Findings for ISLO #5:			
Total Sections Selected for Assessment			8
Total Measures Assessed	14	Total Measures Meeting Target	10 (71%)
% Sections Meeting Target (of those assessed)			75%



Assessment results: What have the data told us?

- Overall, our students typically perform very well with capstone projects and capstone experiences that provide an assessment of Professional, Discipline-Specific Knowledge and Skills
- Where measures are not met it is usually for the following reasons:
 - Small class size and 1 student skews the data
 - Target is 100% (as is the case with Internship measures) and again 1 student skews the data.
 - Majority of students perform well on the measure but the measure is not met due to 1 or 2 students not submitting the necessary work for the measure.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

DISCUSSION FROM DEPARTMENT ASSESSMENT MEETING: MONDAY, JAN. 13, 2020

Since the majority of our students do very well with ISLO #5, though our results have a number of not met targets, faculty agreed that the data supports keeping our targets at 100% or higher than average for this outcome. While sometimes the small sample size is a more influencing factor on whether a target is met or not, we collectively believe that keeping our standards high is paramount to ensuring academic quality in our program and from our students.

There was discussion on whether more could be done to get students (the 1 or 2) who do not submit required work. Faculty routinely allow flexibility to a degree – but the courses where this outcome is measured are typically junior/senior level courses. Faculty felt strongly that students at this juncture should be held accountable and while some circumstances may warrant additional flexibility, junior and senior students should not need extra hand holding to complete course requirements especially in capstone courses.

No changes needed.



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

- none



What changes would you make to the Assessment Process?

- None. The current process is working well (shout out to Kirk!) Using the round table discussions instead of data presentations is a more valuable use of the symposium.

