

SPORTS MANAGEMENT
School of Science, Health, & Criminal Justice
SPRING 17 – FALL 17 Assessment Report



Curriculum Coordinator: D. Para

Date of Presentation: Jan. 19, 2018



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:
 - Midterm and final exam short answer questions
 - Chapter exams
 - Critical Thinking Essays
 - Case Studies and Class Projects
 - Oral presentations
 - Discussion Boards
 - Interviews
 - Applied Learning Final Activities
- Measurement strategy:
 - rubrics used for oral presentations, projects, papers/essays, case studies, discussion boards
 - Evaluation of portfolio/milestone for applied learning activities
 - % of questions answered correctly exams and midterm/final exams
 - Internship Supervisor Evaluations
- Sample size:
 - Total Sport Management Students Fall 2017= 84
(includes 001/182 students)



**Assessment Results - AACU VALUE Rubric for
COMMUNICATION**

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>
SPMT	432	1	1	100% of sections exceeded	Spring
SPMT	421	1	1	100% of sections exceeded	Spring
SPMT	411	1	1	100% of sections met	Fall
SPMT	413	1	1	100% of sections met	Fall
SPMT	415	1	1	100% of sections met	Fall
SPMT	421	1	1	100% of sections met	Fall

<u>Overall Findings for Communication</u>		
Total Sections Selected for Assessment	6	
Total Sections Assessed	6	
% Sections Meeting or Exceeding Target (of those assessed)	100%	



**Assessment Results - AACU VALUE Rubric for
CRITICAL THINKING**

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>
SPMT	432	1	1	100% of sections exceeded	Spring
SPMT	421	1	1	100% of sections met	Spring
SPMT	306	1	1	100% of sections met	Fall
SPMT	413	1	1	100% of sections met	Fall
SPMT	312	1	1	Not Met	Fall
SPMT	421	1	1	100% of sections met	Fall

<u>Overall Findings for CRITICAL THINKING</u>		
Total Sections Selected for Assessment	6	
Total Sections Assessed	6	
% Sections Meeting or Exceeding Target (of those assessed)	83%	



Department Meeting: Jan. 9, 2018

Present: D. Para, M. Metcalf, P. Mahoney, L. Prier (via conf. call)

Discussion on Assessment results:

1. Some students perform poorly largely due to due 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. Cheating. Over the two semesters there seemed to be an increase in students cheating – mostly coping work or handing in work done by another student.



3. Assessment indicated that students struggle with critical reading and critical thinking. Largely noticeable through the lower level courses. Some improve as they mature through the program into the upper level courses but others struggle throughout. While it was noted that lack of effort or apathy towards assignments that require more effort/time in reading, reflection, and critical thought contribute to the poor performance; it is evident that some students have difficulty with analytic and reflective reading from which critical thought emerges. Students do not do assigned reading.

Assessment data did illustrate that students do show better critical thought and analysis when engaged in applied learning or hands-on projects as in the upper level courses.



4. Poor writing skills still persistent problem for many students.
5. Many targets not met due to small sample size. This led to considerable discussion about program enrollment. Which has been a concern for the past three semesters.
6. Quality of student seems to also be dropping.

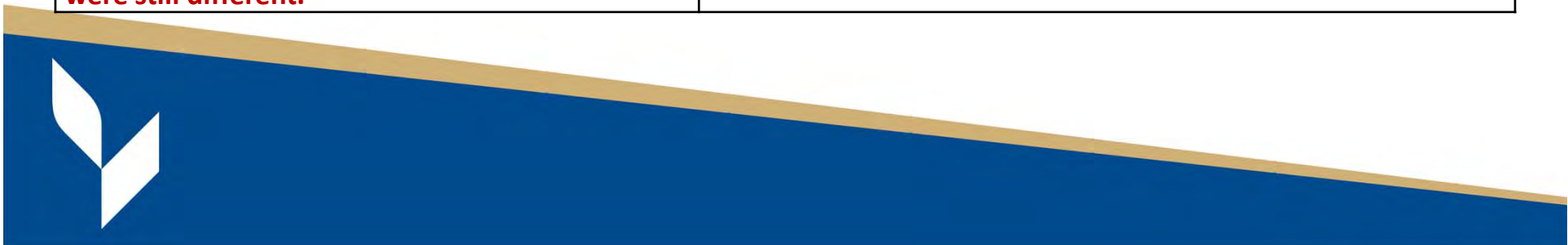


CLOSING THE LOOP



1. Some students perform poorly largely due to academic behavior: Changes in Teaching Methods:

Prior Year Initiative	Changes for next assessment cycle adopted through discussion
<p>To better encourage positive academic behavior, SPMT faculty will be consistent in a progressive expectation model. Allowances and flexibility will only be offered through midterm for lower level courses. Upper level courses will have little to none throughout the course.</p>	<p>A new set of class policies was developed to be utilized for all SPMT courses – standard attendance policy, standard procedures for academic dishonesty, standard online submission policies etc. Having uniform policies throughout the program will hopefully eliminate any confusion by students.</p>
<p>Outcome: though encouraged, this was not defined enough to provide consistent feedback to a student.</p>	
<p>Online faculty will coordinate due dates for modules/assignments and posts so there is no confusion with students on what is due and when.</p>	<p>Day and time for final submissions for all online courses will remain consistent and faculty will also coordinate discussion posting deadlines and coordinate as well.</p>
<p>Outcome: Online faculty used the same day and timing for final submission deadlines – i.e. Sunday by midnight for all courses. However, it was discovered that discussion posting deadlines were still different.</p>	



Prior Year Initiative	Changes for next assessment cycle adopted through discussion
Adding quizzes to coordinate with chapter questions due so students take more time with the chapter content and instead of hurried completion.	Instead of quizzes being administered at the beginning of class when chapter assignment is due, they will be administered at the end following the lecture of the same material to give students more opportunity to learn and understand the content before being quizzed. Students will still need to read the chapters and complete chapter questions but having students fail the quizzes misses the mark on the end goal.
Outcome: done in some courses, however, many students failed the quizzes.	



2. Students do not implement feedback given

Prior Year Initiative	Changes for next assessment cycle adopted through discussion
Providing students opportunities to demonstrate learning from feedback by allowing re-submissions showing evidence of improvement	Continue practice
Outcome: done in some courses and had a positive impact on some students – especially in upper level courses	



3. Cheating

Changes in Program:

- To deter cheating, an Academic Honesty Pledge was developed along with uniform policies for educating and informing students on academic integrity, what constitutes academic dishonesty, policies and sanctions. Starting Spring 2018. After, students will sign the pledge at the beginning of each academic year.
- Adopted uniform sanctions for violations of academic dishonesty



4. Critical reading and thinking

Prior Year Initiative	Changes for next assessment cycle adopted through discussion
<p>Create a 1 credit Major Prep course required for all freshman SPMT students. Course will provide introduction to foundational knowledge and promote foundational skill in critical reading, critical thinking, academic writing, plagiarism, APA, study skills, etc. better prepare students for future courses.</p>	
<p>Outcome: Class was developed and approved. Some did not take the course seriously and thus failed due to not completing required milestones or attendance. No data yet on impact.</p>	



Critical reading and thinking (continued)

Prior Year Initiative	Changes for next assessment cycle adopted through discussion
<p>Faculty will incorporate same or similar critical reading/thinking assignments in all SPMT courses using same or similar grading rubrics and assignment structure - consistent terminology, explanations, and expectations through repeated exercises throughout the curriculum will hopefully help students better develop these essential competencies.</p>	<p>A reading summary exercise template to ensure students 1) complete assigned reading assignments and 2) help encourage critical reading was developed for all faculty to use.</p>
<p>Outcome: a depository was set up on blackboard for faculty to access items to use or modify for individual courses. More consistent use of rubrics, grading, and informational pieces was seen but need to develop common critical thinking exercises which will allow for repetitive exercises to help develop better critical thinking skills throughout the program.</p>	



Critical reading and thinking (continued)

Prior Year Initiative	Changes for next assessment cycle adopted through discussion
<p>In face to face courses across the curriculum, we will look to do more in-class critical reading and thinking exercises to assist students in real time. Hopefully, this will help students better meet expectations when assignments are done on their own.</p>	<p>Will continue to incorporate and add more role playing case studies/exercises</p>
<p>Outcome: More in class exercises were introduced in SPMT 203, 241, 413, 411. Seemed to have a positive impact on student performance and engagement.</p>	



5. Poor writing skills still persistent problem for many students

Prior Year Initiative	Changes for next assessment cycle adopted through discussion
<p>Create a 1 credit Major Prep course required for all freshman SPMT students. Course will provide introduction to foundational knowledge and promote foundational skill in critical reading, critical thinking, academic writing, plagiarism, APA, study skills, etc. better prepare students for future courses</p>	<p>Need to develop mini writing exercises to correspond with writing progression so students have more opportunity to write and instructor has more opportunity to assess student's writing deficiencies earlier in the course</p>
<p>Outcome: Class was developed and approved. Some did not take the course seriously and thus failed due to not completing required milestones or attendance. No data yet on impact.</p>	



Poor writing skills still persistent problem for many students (continued)

Prior Year Initiative	Changes for next assessment cycle adopted through discussion
Writing resources and expectations that are used in SPMT 203 will be shared with all faculty for both lower and upper level courses so there is consistent feedback on writing inadequacies.	A writing exercise template to incorporate with reading assignments was developed for all faculty to use.
Outcome: a depository was set up on blackboard for faculty to access items to use or modify for individual courses. More consistent use of rubrics, grading, and informational pieces was seen but need to develop common writing exercises which will allow for repetitive exercises to help develop better writing thinking skills throughout the program.	



OUR MOST IMPORTANT ASSESSMENT MEASURE.....

From Aimee Craig, Class of 2015

The Sport Management program at SUNY Canton prepared me incredibly for my time spent at Georgetown University obtaining my Master's degree, as well as my career now as Manager of Youth Initiatives with Special Olympics DC. I always felt as though I had the upper hand in my program at Georgetown because of how well I was previously educated in areas such as writing, problem-solving, and leadership. These fundamental skills have followed me into my career now and I feel confident when accomplishing any task handed to me.



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

- No resources needed.





SPORTS MANAGEMENT



STUDENT ACADEMIC INTEGRITY PLEDGE & ACADEMIC DISHONESTY VIOLATION POLICY

The goal of every student in the Sports Management program should be to learn and develop intellectual and professional skills that will foster personal and professional growth hopefully leading towards a successful career in the sports management industry. In the pursuit of that overarching goal, it is incumbent on each student to pursue their education with the utmost respect for academic integrity and the honest pursuit of learning. Nurturing a value system that embraces the honest pursuit of learning will ensure that the integrity of the student and the integrity of the program stay intact throughout the journey.

This pledge serves as a statement of commitment to fully embrace and uphold the principles of academic integrity and to not engage in any form of academic dishonesty. This pledge also serves as acknowledgement that you have read and understand the College's Academic Integrity Policy and understand the consequences of violating that policy.

STUDENT: _____ **ACADEMIC YEAR** _____

Initial

_____ I have read the College's Academic Integrity Policy in its entirety and understand the following definitions of academic dishonesty:

1. Plagiarism: Presenting as one's own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation.
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments.
3. Presenting someone else's paper, assignment (any part of), computer work, or other material as one's own work.
4. Writing, or attempting to write, an examination, paper, computer work, or other material for another student; allowing someone else to take one's examination.
5. Buying and selling of examinations: Possession of examinations or answers to examinations without permission of the instructor.
6. Using "cheat sheets," looking onto another's paper, or talking to someone other than the instructor or proctor during an examination, without the instructor's permission.
7. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated by him/her in a written course syllabus.
8. Presenting work for which credit has been received or will be received in another course without the consent of the instructor(s).
9. Forging of official College documents, which includes, but is not limited to, grade sheets, change of grade forms, and transcripts.
10. Facilitating Academic Dishonesty: If you allow another individual to cheat, you too are guilty of academic dishonesty. Students facilitate academic dishonesty when they allow another student to copy an assignment that was given as individual work, when they allow another to copy exam answers, when they take exams or complete assignments for another student, or when they provide their completed work to another in order for that student to submit the work as his/her own.

Initial

_____ I have read the College's Academic Integrity Policy in its entirety and understand the following Sports Management academic integrity violation procedures (adapted from the College's violation procedure outlined in the Policy).

1st Offense

- The sports management faculty member will discuss the infraction with the student(s) and provide education regarding existing policies, procedures, and academic expectations.
- Student(s) will receive a zero for the particular assignment/paper/exam.
- For all students involved (including a student providing work to another student) faculty member will notify student(s) of sanctions, complete an Academic Integrity Report Form for each student and forward it to the Provost's Office.
- The Provost's Office notifies student(s) of the report and the potential consequences of future infractions by email.

2nd Offense – same course

- The sports management faculty member will discuss the infraction with the student(s) and provide education regarding existing policies, procedures, and academic expectations.
- Student(s) will receive a zero for the particular assignment/paper/exam and receive an F for the course.
- For all students involved (including a student providing work to another student) faculty member will notify student(s) of sanctions, complete a second Academic Integrity Report Form for each student and forward it to the Provost's Office.
- The Provost's Office will convene the Academic Integrity Committee to hear the case.
- Once convened, the Academic Integrity Committee will review the case and discuss whether or not the sanction imposed by the faculty member is appropriate or if there should be additional or different sanctions, including, but not limited to, dismissal from the course or suspension from the college. The committee's recommendation will be sent to the Provost.
- In the event of additional and/or different sanctions, the Provost's Office will send an email and a letter to the student's permanent address notifying him/her of the decision; a copy of the email will also go to the faculty member, the Registrar, and the appropriate Deans and advisors.

2nd Offense (or more) – different course

- If the second offense is a different course from the first offense, different semester, or different academic year, the above sanctions will be enforced along with the student being placed on academic watch. A third occasion to which an Academic Integrity Report is filed on the same student, the sports management faculty will recommend to the Academic Integrity Committee that the student be suspended from program and/or college.

I, _____, pledge to fully embrace and uphold the principles of academic integrity and the honest pursuit of learning, and pledge to not engage in any form of academic dishonesty while a student at SUNY Canton; and in doing so demonstrate respect for the integrity of the college and the sports management program.

***Signature*_____ *Date*_____**

SPMT 203: Course Pack Reading Summary Description and Sample Reading Summary

Adopted & modified from: University of Washington CSE 403:
Software Engineering Reading Summary Description and Sample Reading Summary

Each summary should contain the following:

- A topic sentence that states the name and author
- A paragraph containing the main idea and several of the most important points from the reading (be specific! cite specific examples or ideas used in the article)
This not just taking sentences out of the article in putting them on your page!

Must contain at least one direct quote that is appropriate and properly supports the point you are making and demonstrates proper use of APA citation.

- A paragraph of your own analysis of the paper (Does the author present valid points? Do you agree with the points the author is making? Why or why not?)
- A concluding reflective question to pose to the class

The summary should be typed. It should occupy no more than one page. Assume that the reader of your summary has not read the article!

Summaries will not be accepted late. The summaries will be graded on the following four-point scale:

- 4: All main concepts and skills mastered and all major questions answered, with only minor errors. Direct quote used appropriately with correct APA citation.**
- 3: Important points made, but contain some significant omissions or errors. Good attempt with director quote but not used appropriately or not substantially linked or relevant to point being made. Citation APA may be correct or may contain slight error**
- 2: Substantial missing concepts or errors and improper use of direct quote and improper APA citation.**
- 1: Effort shown, but not a significant amount of relevant or correct content. No director quote.**
- 0: Not turned in, or almost no effort or understanding demonstrated.**

The cumulative average of all summaries will carry a weight of 3 for the final grade. A sample summary follows:

Sample: words in blue are direct quotes needing citation.

SPMT 203: Course Pack Reading Summary

PART 9

Article: Are You a Transformational Coach?

Due: Thur. Feb. 15

Name:

Summary

In "Are You a Transformational Coach?", author Scott Armstrong suggests that the most important aspect of the coach-athlete experience is the leadership behavior of the coach. Therefore, according to Armstrong, effective leadership beyond the wins and losses is the truest measure of a successful coach. To support his suggestion, he cites McGuire (1992), **"the quality of an athlete's experience can never exceed the quality of the leadership providing it" (as cited in Armstrong, 2001, p. 12).**

The author suggests that the best coach/leader behavior or leadership style best suited for athletics is a transformational leadership model. Armstrong believes utilizing a transformational leadership model in an athletic setting can have significant value not just for the team in terms of performance, but for the players involved as well. **As noted by Armstrong (2001), "while winning is no less important, the components of fair play, total group effort, and honesty take on greater meaning for both team and coach" (pg. 1).** The author defines transformational leadership and offers an explanation of various characteristics of transformational leadership important for the coach-athlete experience and how a coach might implement each in his/her coaching. Those include:

- emphasizing ethical behavior,
- developing leadership among team members,
- sharing a vision and goals,
- improving performance through charismatic leadership,
- leading by example, and
- using encouragement and praise effectively

In his summary, the author suggests there is a relationship between successful coaches and the use of a transformational leader model that provides more than just competitive wins. As Armstrong notes, **"while success in this model may include more wins than losses, it is best described as a positive experience for both player and coach, where lessons of life are learned and future leaders are groomed.**

Own Analysis

I agree with the idea of coaches using a transformational leadership model as suggested by the author. Since in any given sport and season, there are teams who may not show substantial success in terms of wins, the fact that many athletes still have a positive experience shows there is more to the overall experience of playing a sport. It makes sense that a coach who is a transformational leader as defined by the author would lead to a positive experience regardless of wins and losses. In my playing experience, I have been on teams that were not that successful but I had a very positive experience and felt like I was a part of a special team. Reflecting back after reading this article, I would agree that my coach fit the author's description of a transformational leader which contributed to my positive experience. This is an article that all beginning coaches should read.

Reflective question to pose to the class

If you played a sport and did not have a positive experience, do you think it relates to your coach not being a transformational leader as defined in the article?

SPMT 203
WEEKLY WRITING EXERCISE

PART 9



NAME:

After reading each article, create in your own words a sentence that informs your reader of a point you would want to make (like the start of a paragraph). Then following that sentence, add a direct quote from the reading that helps reinforce that point USING PROPER APA CITATION. Following your two exercises, make a reference list of the articles in proper APA format.

1) Article: *Are you a “transformational” coach?*

For example, (red - my words, blue direct quote from article)

Utilizing a transformational leadership model in an athletic setting can have significant value not just for the team in terms of performance, but for the individuals involved as well. As noted by Armstrong (2001), “While winning is no less important, the elements of fair play, total group effort, and honesty take on greater meaning for both team and coach” (pg. 1).

2)

REFERENCES

Armstrong, S. (2001). Are you a “transformational” coach? *The Journal of Physical Education, Recreation and Dance*, 72(3), 44. Retrieved from http://www.winstonbrill.com/bril001/html/article_index/articles/301-350/article305_body.html