Calendar-Year Program Report

Program Title: Sports Management
Calendar Year: 2020

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COURSES AND OUTCOMES ASSESSED

ISLO #1: Communication Skills – O,W
PSLO #4: Communication

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SPMT 413
SPMT 415
SPMT 421 (M)
SPMT 431 (M)
SPMT 432 (M)

ISLO 2: Critical Thinking
PSLO #3: Critical Thinking – CA, IA, PS

SPMT 203
SPMT 306
SPMT 308
SPMT 312
SPMT 411
SPMT 412
SPMT 413
SPMT 414
SPMT 415
SPMT 421 (M)
SPMT 431 (M)
SPMT 432 (M)

AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 1 - PSLO 4

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
SPMT	203			Missing	
SPMT	308	1	1	Not Met	Fall
SPMT	311	2	3	1 Met/2 Not Met	Spring/Fall
SPMT	411	1	5	Exceeded	Fall
SPMT	413	1	3	2 Met/1 Not Met	Fall
SPMT	415			Missing	
SPMT	421(M)	1	2	Met	Spring
SPMT	431(M)			Missing	
SPMT	432(M)	1	3	1 Met/ 2 Not Met	Spring
Program Title Courses - Overall Findings for PSLO 1					
Total Sections Selected for Assessment			7		
Total Sections Assessed			7		
% Sections Meeting or Exceeding Target (of those assessed)			70%		
Recommendations, Reflections, and Notes:					
Appended.					

Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 3

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
SPMT	203	1	1	Not Met	Spring
SPMT	306			No findings Added	
SPMT	308	2	2	Met	Fall
SPMT	312	1	3	Met	Fall
SPMT	411	1	1	Exceeded	Fall
SPMT	412	1	3	2 Met/1 Not met	Fall
SPMT	413	1	4	3 Met/1 not met	Fall
SPMT	414	1	2	1 Met/1 Not Met	Spring
SPMT	415			Missing	
SPMT	421(M)	1	1	Met	Spring
SPMT	431(M)			Missing	
SPMT	432(M)	1	2	1 Met/ 1 Not Met	Spring
Program Title Courses - Overall Findings for PSLO 8					
Total Sections Selected for Assessment			10		
Total Sections Assessed			10		
% Sections Meeting or Exceeding Target (of those assessed)			73%		
Recommendations, Reflections, and Notes:					
Appended.					

DISCUSSION OF RESULTS

Directions: This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

DATA-DRIVEN DECISIONS

Directions: What will you change as a result of the data?

If targets are not met: best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

If targets are met: Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

RESOURCE ALLOCATION REQUESTS

RESOURCE ALLOCATION REQUEST FORM

<u>Guidelines for Request:</u>
1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:
Applicant's Name: _____
Program Title: _____

    a.   Please describe the request (what is the problem that the request is trying to solve?)

    b.   Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)

    c.   How is the request linked to learning outcomes assessment?

    d.   Please include any data that will help support this request (learning outcomes data)

    e.   Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)

    f.   Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)

    g.   Approximately how many students do you anticipate will be served by this request each Academic year?

    h.   Total Amount Requested: _____

SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

Directions: some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM

SPMT 308

ISLO 1 - Communication

this project needs to be completely overhauled. Students are provided examples of how to complete and what packet should look like but many did not use examples and many did not really grasp the central idea of the sponsorship packet. This will be re-developed for the spring semester. Professional detail in their work still needs to be heavily emphasized!

SPMT 311 – Communication:

Recommendations:	Students in this class did very well on the writing assignments. Each assignment would have been 100% but there was two separate cases of plagiarism where a student received zeroes for their assignments. Due to the covid-19 situation, these were the only graded assignments for students.
Reflections/Notes:	This was a difficult class to teach remotely. Students do a sports photography portfolio and work extensively in the computer lab on desktop publishing and statistics. The portfolio was to be done after spring break on spring sports and that didn't happen. I was able to get access to Photoshop for the students, but a majority of them could not download the software due to computer issues so those assignments could not be done. I had planned a whole new way to teach this class in the spring, but had to alter that plan when the college went to remote learning. If we are back on campus in the fall, I will go back to that new plan of teaching the class. If not, I will create a new plan of teaching this class that will be effective remotely.
Recommendations:	The writing assignments are a critical part of the course. Writing is a integral part of working in the sports information profession and that is the main focus of the class and will continue to be. Students are also graded on Photoshop projects and in-class assignments.

Reflections/Notes:

Reflections/Notes: Obviously the numbers are low because two of the students chose not to do the work required. The three students that did do well were highly engaged and focused in the class. Each semester I have one or two students that just don't do the work. I need to focus more on those students and find ways to better engage them. This class was challenging this fall without any local college sports. Attending live events have been a focal point of the class, both in writing and sports photography assignments. I'm sure that will be the same in the spring so I will be implementing new assignments to adjust for that.