

SPORTS MANAGEMENT
School of Science, Health, & Criminal Justice
Fall 2016 Assessment Report



Curriculum Coordinator: D. Para

Date of Presentation: Jan. 20, 2017

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
 - AACU Communication Rubric used for SPMT 411, 413, 415, 421
 - AACU Critical Thinking Rubric used for SPMT 306, 312, 413
 - 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 2016 = 96
(includes 001/182 students)



Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)

9

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>
SPMT	411	1	1	1 Exceeded
SPMT	413	1	1	1 Exceeded
SPMT	415	1	1	1 Exceeded
SPMT	432		Not taught Fall 2016	

Overall Findings for Communication

Total Sections Selected for Assessment	3
Total Sections Assessed	3
% Sections Meeting or Exceeding Target (of those assessed)	100%



Assessment Results - AACU VALUE Rubric for CRITICAL THINKING

9

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>
SPMT	306	1	1	1 Exceeded
SPMT	421	0	1	<i>Assessed for Communication</i>
SPMT	312	1	1	1 Not Met
SPMT	413	1	1	1 Exceeded
SPMT	432			<i>Not taught Fall 2016</i>

Overall Findings for Critical Thinking

Total Sections Selected for Assessment	3
Total Sections Assessed	3
% Sections Meeting or Exceeding Target (of those assessed)	67%



SLO 1 - Professional Competencies

	Measures		Not Met		Met		Exceeded	
	N		N	%	N	%	N	%
All Courses	35		15	15%	6	19%	10	32%
SPMT 101	5		5	100%				
SPMT 202	4				1	25%	3	75%
SPMT 240	1		2	100%				
SPMT 306	1						1	100%
SPMT 307	3		2	67%	2	33%		
SPMT 311	5						5	100%
SPMT 312	5		2	40%	3	60%		
SPMT 411	1						1	100%
SPMT 413	2						2	100%
SPMT 414	2				2	100%		
SPMT 415	1						1	100%
SPMT 421	4		4	100%				



SLO 2 - Application of Knowledge and Skill

	Measures		Not Met		Met		Exceeded	
	N		N	%	N	%	N	%
All Courses	81		24	30%	31	39%	25	231%
SPMT 101	2		2	100%				
SPMT 203	9		1	13%	7	88%		
SPMT 240	3		3	100%				
SPMT 241	24		8	33%	7	29%	9	38%
SPMT 307	3		2	67%	1	33%		
SPMT 308	19		3	15%	9	45%	8	40%
SPMT 311	5						5	100%
SPMT 312	3		1	33%	2	67%		
SPMT 410	2				2	100%		
SPMT 413	2						2	100%
SPMT 414	4		1	25%	3	75%		
SPMT 415	1						1	100%
SPMT 421	3		3	100%				



SLO 3 - Critical Thinking

	Measures		Not Met			Met		Exceeded	
	N		N	%	N	%	N	%	
All Courses	76		24	32%	27	36%	23	31%	
SPMT 101	2		2	100%					
SPMT 202	2								
SPMT 203	6		1	17%	5	83%			
SPMT 240	3		3	100%					
SPMT 241	24		8	33%	7	29%	9	38%	
SPMT 306	1						1	100%	
SPMT 307	2		1	50%	1	50%			
SPMT 308	19		3	15%	9	45%	8	40%	
SPMT 311	4		4	100%					
SPMT 312	3		1	33%	2	67%			
SPMT 411	1						1	100%	
SPMT 414	4		1	25%	3	75%			
SPMT 421	4		4	100%					



SLO 4 - Communication Skills

	Measures		Not Met		Met		Exceeded	
	N		N	%	N	%	N	%
All Courses	49		16	33%	18	38%	14	29%
SPMT 203	6		1	17%	5	83%		
SPMT 240	2		2	100%				
SPMT 241	11		5	45%	2	18%	4	36%
SPMT 306	1						1	100%
SPMT 307	1				1	100%		
SPMT 308	7				4	57%	3	43%
SPMT 311	4						4	100%
SPMT 312	2		1	50%	1	50%		
SPMT 410	4				3	100%		
SPMT 411	1						1	100%
SPMT 414	2				2	100%		
SPMT 415	1						1	100%
SPMT 421	7		7	100%				



SLO 5 - Leadership Application

	Measures		Not Met		Met		Exceeded	
	N		N	%	N	%	N	%
All Courses	32		7	23%	14	45%	10	32%
SPMT 203	10		1	11%	8	89%		
SPMT 241	9		3	33%	2	22%	4	44%
SPMT 308	4				4	80%	1	20%
SPMT 311	3						3	100%
SPMT 411	1						1	100%
SPMT 415	1						1	100%
SPMT 421	3		3	100%				



SLO 6 - Morals and Ethics of Sports Management

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All Courses	34	10	29%	10	29%	14	41%
SPMT 203	4	1	25%	3	75%		
SPMT 241	24	8	33%	7	29%	9	38%
SPMT 311	4					4	100%
SPMT 415	1					1	100%
SPMT 421	1	1	100%				



Department Meeting: Jan. 17, 2017

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. Students do not implement feedback given



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. Low grades due to weak or non-existent conclusions or inferences is evidence of this.

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. (ex. Internship data – all targets not met due to poor performance of two students out of 7.



CLOSING THE LOOP



1. Some students perform poorly largely due to academic behavior:

Changes in Teaching Methods:

- 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.
- Online faculty will coordinate due dates for modules/assignments and posts so there is no confusion with students on what is due and when.
- Adding quizzes to coordinate with chapter questions due so students take more time with the chapter content and instead of hurried completion.
- Increase already substantial efforts in preaching learning responsibility and course responsibility.



2. Students do not implement feedback given

Changes in Assessment Methods:

- Providing students opportunities to demonstrate learning from feedback by allowing re-submissions showing evidence of improvement.

3. Critical reading and thinking

Changes in Teaching Methods:

- 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.
- 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.



4. Poor writing skills still persistent problem for many students

Changes in Assessment Methods:

- 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.
- Similar or same writing rubrics will be used throughout the curriculum

Changes in Teaching Methods:

- In SPMT 203, required writing sessions will double from three hours to six hours.
- All SPMT faculty will re-examine writing exercises within their courses to investigate ways to improve writing skill



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- Similar or same writing rubrics will be used throughout the curriculum

Changes in Teaching Methods:

- In SPMT 203, required writing sessions will double from three hours to six hours.
- All SPMT faculty will re-examine writing exercises within their courses to investigate ways to improve writing skill



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

- No resources needed.



What changes would you make to the Assessment Process?

- Assessment rubrics need to be wholly applicable for the course or activity being assessed. The AACU rubrics provide a good starting point for rubric generation, however, if they are not a good fit programs/faculty should be allowed to modify or at least have access to a repository of approved rubrics to choose from that are best tailored for the assessment need.

