Program-Level Student Learning Outcomes Matrix – Academic Year 2016 – 2017

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| **Identify Each Student Learning Outcome and Measurement Tool(s)** | **Identify the Benchmark** | **Total Number of Students Observed** | **Total Number of Students Meeting Expectation** | **Assessment Results:**  **Percentage of Students Meeting Expectation** | **Assessment Results:**  **1. Does not meet expectation**  **2. Meets expectation**  **3. Exceeds expectation**  **4. Insufficient data** |
| **SLO 1 -** Develop critical thinking models that include qualitative and quantitative techniques and be able to analyze and solve problems using these models in an ethical context. | | | | | |
| **Direct: Sport Event Audit** | 80% of students meet score range from C+ to A+ | 106 | 78 | 74 | 1: Does not meet expectation |
| **Direct: Event Planning Project (Written)** | 80% of students meet score range from C+ to A+ | 90 | 64 | 71 | 1: Does not meet expectation |
| **Direct: Event Planning Project (Verbal)** | 80% of students meet score range from C+ to A+ | 90 | 75 | 83 | 2: Meets expectation |
| **Indirect: Event Planning Project Presentation - Communicate (Written)** | 80% of students meet score range from C+ to A+ | 30 | 27 | 90 | 3: Exceed expectation |
| **Indirect: Event Planning Project Presentations - Communicate (Verbal)** | 80% of students meet score range from C+ to A+ | 30 | 28 | 93 | 3: Exceed expectation |
| ***\*\*Explanation of course action for intended outcomes not realized:***  **Assessment of Student Learning Outcomes for SM 3010: AY 2016-17**  Brief Explanation of Assessment Tools  Students enrolled in SM 3010 – Sport and Event Management are required to complete a sport event audit (EA) and a major event planning project (EPP). For the sport event audit, the students must attend a sporting event and assess six different areas of event management that they witness during the game. The students are free to choose any areas to analyze that they desire from a list of topics that we discuss in the course. Once they analyze these areas, they must connect what they have viewed to the course content. The students are told to be specific and thorough in their connection and analysis. They are given the option of discussing strengths or weaknesses of the event that they observed or make suggestions on how to improve the event given what they have learned during the semester.  The major event planning project students are to create an event from scratch. They must identify target markets and put together a marketing/sponsorship proposal for an event. Additionally, they must be able to form unique marketing strategies (ticket packages) to attract each of the different target markets. And finally, the students must also form sponsorship packages for each of the target markets.  Interpretation of the Results  As shown on the Student Assessment Results Summary Table, students did better at meeting expectations on the oral presentation (83%) compared to the written reports (EA: 74%; EPP: 71%). The presentations do not require as much detail as the reports due to the 15-minute time constraint on the presentations. This course is often taken by second and third year students and they have given many presentations prior to entering this course. However, they do not have much exposure on large papers so this is often new to them. The 15 and 30 page maximums often induce panic. Unfortunately, a large number of students did not meet expectations for the written portion of the event audit or the event planning project. With both of these assignments, the problem was lack of detail and thoroughness.  The indirect measure was a brief survey given to students in the spring sections asking them how they perceived their written and verbal contributions to the event planning project. This survey was given to the spring 2017 students when the instructor noticed the fall section earning lower scores than students had in previous sections of the course. The students’ belief was that they performed at a higher level than what their scores reflected. The overwhelming majority of students selected agree (90% on written and 93% on verbal) when asked about the ability to clearly and effectively communicate the aspects of the event.  Action Plan: Assessment-based Changes to the Course  As the assessment data shows, the students need to be improve on their writing and verbal presentation skills. While they have a strong belief in their competencies in these areas, the students need to do a better job of thoroughly articulating their points and ideas. The following changes will be implemented for AY 2017-18 to help achieve the benchmark for this course:  • An optional rough draft due date will be implemented for all students so they are able to get feedback on the event audit and event planning project prior to the deadline.  • More class time will be allotted to the event planning project so students can work with their classmates in the classroom. Thus I will be able to speak with each group and give immediate feedback on ideas and pose questions to help with analyze and expand the different parts of the project.  • For the event audit, more time will be spent discussing specific athletic events on campus and connecting them with what we are learning about in each unit. The constant asking about strengths, weaknesses, and how it relates to the book will ideally better prepare students for how the event audit paper should be written.  • Less time will be spent lecturing on research terminology and concepts, and more time will be devoted to practical application of such concepts. In past years, the professor has provided examples to illustrate various concepts, but these examples were not related to each other and not necessarily presented in the form of a research project. The professor will spend the first 10-15 minutes of class to clarify terminology that students should have read before class. Then, the next 20-30 minutes will be spent on an illustrative classroom research project that will show students how to conduct research from the beginning of a research proposal through data analysis and interpretation. This illustrative classroom project should help students be better prepared to write and present their own RP and DAR.  • Over the years it has become clear that no matter how much class time is allotted for questions, there are a few students who do not like to do so in front of others. Thus after consulting with colleagues, I have decided to implement mandatory office hour meetings for the students. Students will be required to meet with the professor at least once prior to the event audit due date and at least once prior to the event planning project due date. During these meetings, students will have the option of looking over previous papers that have earned high grades so they can see what is expected of them. | | | | | |

*Notes: 1) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed.* 2) *At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required.*

Sport Administration (Master's) Student Learning Outcomes Matrix – Academic Year 2016-17

**INTENDED OUTCOME ASSESSMENT TOOL RESULTS**

**# Observed # Meeting % Meeting Assessment**

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| MEASURE 1: All SA majors will be able to analyze, interpret, synthesize, and evaluate the literature appropriate to the area of study | Direct: Written Project/Thesis/Comps  Direct: Presentation/Defense  Indirect: Self-Assessment  Indirect: Faculty/Course Evals | 11  11  11  25 | 11  11  10  23 | 100  100  91  92 | 3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation |
|  |  |  |  |  |  |
| MEASURE 2: All SA majors will be able to integrate learning from courses taken in the area of study | Direct: Written Project/Thesis/Comps  Direct: Presentation/Defense  Indirect: Self-Assessment  Indirect: Faculty/Course Evals | 11  11  11  25 | 11  11  11  21 | 100  100  100  84 | 3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation  2 Meets expectation |
|  |  |  |  |  |  |
| MEASURE 3: All SA majors will be able to write clearly, demonstrating grammatical precision and avoiding unnecessary jargon | Direct: Written Project/Thesis/Comps  Direct: Presentation/Defense  Indirect: Self-Assessment  Indirect: Faculty/Course Evals | 11  11  11  25 | 11  11  10  25 | 100  100  91  100 | 3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation |
|  |  |  |  |  |  |
| MEASURE 4: All SA majors will be able to speak clearly at a level appropriate for listeners | Direct: Written Project/Thesis/Comps  Direct: Presentation/Defense  Indirect: Self-Assessment  Indirect: Faculty/Course Evals | 11  11  11  25 | 11  11  9  25 | 100  100  82  100 | 3 Exceeds expectation  3 Exceeds expectation  2 Meets expectation  3 Exceeds expectation |
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| MEASURE 5: All SA majors will be able to articulate reasoned beliefs in a civil manner | Direct: Written Project/Thesis/Comps  Direct: Presentation/Defense  Indirect: Self-Assessment  Indirect: Faculty/Course Evals | 11  11  11  25 | 11  11  10  24 | 100  100  91  96 | 3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation |
|  |  |  |  |  |  |
| MEASURE 6: All SA majors will be able to demonstrate competence in those skills required of the area of study | Direct: Written Project/Thesis/Comps  Direct: Presentation/Defense  Indirect: Self-Assessment  Indirect: Faculty/Course Evals | 11  11  11  25 | 11  11  11  23 | 100  100  100  92 | 3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation |
|  |  |  |  |  |  |
| MEASURE 7: All SA majors will be able to demonstrate knowledge, skills, and dispositions needed to interact within a diverse, multicultural, and global society | Direct: Written Project/Thesis/Comps  Direct: Presentation/Defense  Indirect: Self-Assessment  Indirect: Faculty/Course Evals | 11  11  11  25 | 11  11  10  25 | 100  100  91  100 | 3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation  3 Exceeds expectation |

This is the third year that we have collected data for our Sport Administration Program, and based on the data, our graduate faculty members are continuing to work on setting more stringent evaluation methods. To assist with this process, due dates for project and thesis requirements are being evaluated and revised, if necessary. For example, we have formalized official dates for Master’s project proposals to be submitted the semester prior to graduation to ensure sufficient time for feedback and evaluation from faculty 2nd readers of Master’s projects. This year was the 1st year for the comprehensive exams and only one student selected this option. Although no problems were reported, we are continuing to evaluate the timeline/due dates for the comp exams to ensure faculty and students have clear about the due dates and have sufficient time to prepare and grade the exams.

Program-Level Operational Effectiveness Goals Matrix

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| **Identify Each Operational Effectiveness Goal and Measurement Tool(s)** | **Identify the Benchmark** | **Data Summary** | **Assessment Results:**  **1. Does not meet expectation**  **2. Meets expectation**  **3. Exceeds expectation**  **4. Insufficient data** |
| **OEG 1: Keep up to date with the changing sport industry and mirror those practices within our program** | | | |
| Practicum and  Internship Site  Supervisor reports  -Indirect | Incorporate feedback into our classroom teaching | Based on feedback from intern site supervisors, we are up to date with current practices but we will continue to monitor and assess to stay current | 3 – Exceeds Expectation |
| **OEG 2 – Provide professional development opportunities to prepare students for the transition to the Sport Industry.** |  |  |  |
| Measure 1: Senior graduation Interview - Direct | 85% of students will  agree that the professional development opportunities we provide are instrumental in preparing them for transition into the sport industry. | 95% agreed | 3- Exceeds expectations |
| **OEG 3: All faculty are engaged in the sport management industry and/or academia** |  |  |  |
| Measure 1: Faculty  activity - Direct | Each faculty member will attend one sport management conference or serve as an industry consultant at least once per academic year | 9 of 9 | 3- Exceeds expectations |
| **OEG 4 – Increase communication with Advisory Board** |  |  |  |
| Measure 1: Actual Communication - Direct | We will communicate email/phone/Skype with Board more than 1x per semester | We communicated once per year | 1 – Does not meet expectation |
| ***\*\*Explanation of course action for intended outcomes not realized:***  ***This past year was marked with much transition which may have affected some intended outcomes. Our former program coordinator, Ray Schneider, is now the interim School Director, which resulted in myself, David Tobar, becoming the new program coordinator. We also had two faculty in our program on Faculty Improvement Leave. These factors certainly contributed to not meeting our expectation of communicating with our Advisory Board, but I plan to work with our faculty to achieve this outcome (e.g., assign each faculty member to maintain communication each semester with at least one Advisory Board member). We also noticed a slight decrease in perceptions of regarding professional development opportunities. While students overwhelmingly agree that we do provide ample opportunities, we were not able to host one of our professional development opportunities (i.e., Homecoming Symposium). We are working to resolve those issues and resume this event in the Fall as well as work closely with our student organization to continue to provide many professional development opportunities for our students.*** | | | |

*Notes: 1) Provide all explanations of this table that follows. 2) If you are using different operational outcomes measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.*