

Sport Management (Bachelor's) Student Learning Outcomes Matrix –
Academic Year 2019-20

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify 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 - Critical thinking and reasoning skills to solve sport-related problems <i>SM 2210 – History, Philosophy, and Ethics of Sport</i>					
Direct: Personal Philosophy of Sport Applied to a Sport Situation (Written)	80% of students meet score range from C+ to A+	114	105	92	3. Exceeds Expectation
*Direct: Ethics Scenario Group Presentation (Verbal)	80% of students meet score range from C+ to A+	59	59	100	3. Exceeds Expectation
**Direct: Ethics Scenario Summary (Written)	80% of students meet score range from C+ to A+	55	53	96	3. Exceeds Expectation
**Direct: Ethics Scenario Group Discussion (Online)	80% of students meet score range from C+ to A+	55	37	67	1. Does Not Meet Expectations

SLO 2 - Communicate information clearly, concisely, and accurately in written and verbal form <i>SM 3660 – Psychological Aspects of Exercise and Fitness (Spring only)</i>					
**Direct: Stress management in reaction to the pandemic lockdown (Written)	80% of students meet score range from C+ to A+	35	31	89	2. Meets Expectation
**Direct: Mindfulness as a coping mechanism (Written)	80% of students meet score range from C+ to A+	35	35	100	3. Exceeds Expectation

**Direct: Take-home long essay final exam (Written)	80% of students meet score range from C+ to A+	35	32	90	3. Exceeds Expectation
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* Fall Semester 2019

** Spring Semester 2020 (COVID-19 forced changes in course delivery and assignments)

Assessment of Student Learning Outcomes for SM 2210: AY 2019-2020

Brief Explanation of Assessment Tools

Students enrolled in *SM 2210 – History, Philosophy, and Ethics of Sport* develop critical thinking and reasoning skills through two specific assignments. First, students develop a written Personal Philosophy of Sport in which they reflect upon what they believe is the purpose of sport. They then apply this philosophy to one of several questions related to the role of sports in society (e.g., does sport build character, should religion play a role in sport, does sport contribute to education, does the emphasis of “winning at all costs” destroy the true spirit of sport, etc.). During small group discussions, students share their personal philosophies and how they applied that philosophy to one of the sports situations. They compare and contrast each other’s viewpoints about the purpose of sport and the role of sport in society.

The second assignment is a group assignment: Ethics Scenario Presentation & Discussion. In groups of 4-5, students research and analyze a specific historical sports situation with some type of ethical controversy (e.g., doping, gambling, violence, rules infractions, NCAA violations, etc.). Each group researches the details of its selected ethical scenario and then gives an oral presentation to the entire class in which they share the facts of the scenario via role play. Each student takes on the role of someone from the scenario and explains how they were involved in or impacted by the questionable actions/decisions. Following the role play, group members discuss the ethics of the scenario by using three ethical theories (e.g., deontology, teleology, and authenticity) to ascertain whether the people’s decisions/actions in the scenario were ethical. Finally, group members respond to follow-up questions from classmates and the professor.

Interpretation of the Results

As shown on the Student Assessment Results Summary Table, on three of the four direct assessments, students exceeded expectations. For the Personal Philosophy of Sports written assignment, students were able to express their thoughts on the purpose of sport as well as the role of sport in society. Initially students assume that there is only one correct answer for this first assignment (what they think the professor thinks is the purpose of sport). However, through small group discussions they quickly learn that everyone has their own knowledge, background, and experiences that impact their viewpoint on sport, that there isn’t just one correct answer, and that everyone has the right to their own opinion.

For the Ethics Scenario assignment, the results have varied from semester to semester. During the in-class presentations, some groups were able to effectively convey to the class the various facts, decisions, and actions for their ethical scenario while some groups struggled to explain the situation. Some groups clearly understood the three ethical theories and properly analyzed their scenarios while other groups struggled to differentiate between the three theories. Traditionally this assignment has been a purely verbal assignment, based solely on the oral presentation and discussion. During the Spring 2020 semester the class was moved to an on-line environment due to COVID-19. The assignment was changed to fit the new delivery mode. Groups submitted a written description of their ethics scenario including commentary from the various characters involved in the scenario. These written scenario scripts were then posted to an online discussion board. The class was divided into small, online discussion groups with one member of the presentation group designated as the discussion leader for each discussion group. In theory, that person would post the discussion questions and the others in the discussion group would respond to the questions. The designated discussion leader would help manage the give and take of the online discussion in order to pull out the ethics of the scenario. This last-minute transfer of the assignment to an online discussion did not occur in the fashion in which the professor had envisioned. Many students were unfamiliar with the online discussion function of the learning management system while other students just simply did not participate in the online discussion due to anxiety from the pandemic.

Action Plan: Assessment-based Changes to the Course

Going forth in the “new normal” of the COVID-19 pandemic, delivery of courses and design of assignments will need to be changed. Much of these changes will depend upon whether courses are delivered face-to-face, remotely, or in a hybrid of the two delivery modes. The following strategies for improvement should positively impact the students’ abilities to develop critical thinking and reasoning skills:

- The biggest challenge for students seems to be understanding of the three ethical theories and then using them to analyze a specific sports scenario. Up until now, information about philosophy, ethical theories, and decision making has been delivered via lecture. This course covers a wide array of topics including history, philosophy, and ethics of sports for which a single textbook is not available for all three areas. In addition to the history textbook, a second textbook with a focus on philosophy and ethics will be added to the course requirements.
- Reliance on just one assignment to assess students’ understanding of ethical decision making is insufficient. To ascertain comprehension of the subject matter, quizzes for the new textbook on philosophy and ethics will be added. Prior to completing the Ethics Scenario assignment, small group discussions (online or in person) of numerous ethics cases will be developed to help students challenge assumptions, apply the ethical theories, and better understand why and how people make (un)ethical decisions. Having already discussed several ethics cases, students will have a firmer grasp on the ethical

theories and ethical decision-making leading to a more successful learning outcome from the Ethics Scenario assignment.

- Indirect assessment should also be incorporated as a way for the students to reflect upon their personal growth throughout the semester. Students will be asked to reflect upon their ability to think critically about the ethics of sports at the beginning and then at the end of the semester. This will help the students recognize their personal growth and knowledge over the course of the semester as well as help the professor ascertain the effectiveness of the readings and assignments.

Assessment of Student Learning Outcomes for SM 3660: AY 2019-2020

Brief Explanation of Assessment Tools

Due to Covid-19 and the shift to remote learning, the format of class assignments changed. As the class worked together to remain mostly on task, we also had to cope with changed living arrangements, variations in learning environments, wide-ranging connectivity abilities, and other distractions. Because of that, class focus and assignments shifted. Attending to student mental and physical health was consistent with this course's objectives. Instead of large writing assignments, student completed many shorter activities that melded psychology of fitness concepts with personal mental and physical health activities. These writing assignments included stress management in reaction to the pandemic lockdown; mindfulness as a coping mechanism reaction paper; and a take-home long essay final exam.

- **Stress management in reaction to the pandemic.** Students researched and practiced a variety of stress management techniques. From those, they selected one exercise they felt would be helpful to use consistently to help reduce or manage stress during the lockdown. A one-page essay included: a description of the stress management technique, reasons why it would be helpful and potential benefits, and strategies to include this exercise in their typical daily routine.
- **Mindfulness as a coping mechanism:** Students were instructed to respond to a series of prompts that addressed their physical, emotional, and psychological states and how those feelings were related to being in lock-down due to covid-19. They conveyed their responses in short answer essays. Next, they completed a series of mindfulness exercises and responded to another series of prompts in which they considered how their physical, emotional, and psychological states changed and ways in which using mindfulness could help them cope during the pandemic.
- **Take-home long essay final exam.** During the final exam week, students completed a take-home essay exam that covered material from the second half of the class (about half of which had shifted to remote delivery). The exam consisted of 5 point questions that assessed knowledge of basic concepts. Students had to concisely and accurately explain essential concepts from this portion of the class. The second section of the exam consisted of 10-point questions that assessed their ability to draw practical applications from the

theories presented during class. These responses were longer and encouraged creativity in proposing interventions. The final section of the exam, 15-point questions, required critical thinking about a scenario presented. These questions could not be answered by just parroting information from the class readings. Students were required to demonstrate their understanding of the theory and research by developing strategies to problems presented (e.g., reducing the risk of burnout, creating a healing imagery script, reducing likelihood of steroid abuse).

Interpretation of the Results

As shown on the Student Assessment Results Summary Table, on two of the three direct assessments, students exceeded expectations, and on the other assessment, they met expectations. For the stress management assessment, 89% (31 of 35) students received a C+ or better. On the mindfulness assignment, all of students received a C+ or better and 90% of students (32 of 35) received a C+ or better on the take-home final exam. In each of the assessments, students demonstrated their ability to communicate in writing via short responses. Each assessment tapped into a different element of writing (e.g., imparting personal feelings, presenting interventions, and critical thinking and theoretical application). Overall, students demonstrated and conveyed their understanding of the class material through clear written assignments.

Action Plan: Assessment-based Changes to the Course

As noted previously, the class assignments were modified in response to the sudden and unexpected change to remote learning mid-semester. In the future, we can, and will, be better prepared to offer on-line learning experiences that involve assessment of longer writing assignments, such as a 10-15 page major project. When a semester begins with the expectation that the class will be on-line, better planning can go into developing major assignments (for faculty) and preparing to complete them in an on-line environment (for students). In the future, I plan to develop a major paper assignment that reflects the current climate. Students seemed appreciative that they could focus assignments in ways that were helpful to them as they learned to cope with the pandemic. I also strongly believe that our students will benefit from considering how the messages from the Black Lives Matter protests, concerns over immigration, etc. can be applied to their practical application of course content. The new writing assignment will stress an understanding of the theory and/or research behind any interventions, involve critical thinking, require creative development of interventions, and address current social issues.

Covid-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instruments changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.

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 2019-20**

INTENDED OUTCOME	ASSESSMENT TOOL	RESULTS			
		# Observed	# Meeting	% Meeting	Assessment
MEASURE 1: Interpret, synthesize, and evaluate literature appropriate to Sport Administration	Direct: Written Project/Thesis/Comps	11	11	100	3 Exceeds expectation
	Direct: Presentation/Defense	11	11	100	3 Exceeds expectation
	Indirect: Self-Assessment	11	11	100	3 Exceeds expectation
	Indirect: Faculty/Course Evals	8	8	100	3 Exceeds expectation
MEASURE 2: Integrate learning from courses taken in Sport Administration	Direct: Written Project/Thesis/Comps	11	11	100	3 Exceeds expectation
	Direct: Presentation/Defense	11	11	100	3 Exceeds expectation
	Indirect: Self-Assessment	11	11	100	3 Exceeds expectation
	Indirect: Faculty/Course Evals	8	8	100	3 Exceeds expectation
MEASURE 3: Write clearly, demonstrating grammatical precision and avoiding unnecessary jargon	Direct: Written Project/Thesis/Comps	11	11	100	3 Exceeds expectation
	Direct: Presentation/Defense	11	11	100	3 Exceeds expectation
	Indirect: Self-Assessment	11	11	100	3 Exceeds expectation
	Indirect: Faculty/Course Evals	8	8	100	3 Exceeds expectation
MEASURE 4: Demonstrate critical thinking skills encompassing different perspectives	Direct: Written Project/Thesis/Comps	11	11	100	3 Exceeds expectation
	Direct: Presentation/Defense	11	11	100	3 Exceeds expectation
	Indirect: Self-Assessment	11	11	100	3 Exceeds expectation
	Indirect: Faculty/Course Evals	8	8	100	3 Exceeds expectation

This is sixth year that we have collected data for our Sport Administration Program, and based on the data and feedback, our graduate faculty members are continuing to revise the program, when needed. We have on-going conversations about the content of the research methods course, updated the website, and added a required formal proposal for Master's projects. No other changes have been made to the program.

Program-Level Operational Effectiveness Goals Matrix

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: Survey of Juniors and Seniors - Direct	85% of students will agree that the professional development opportunities we provide are instrumental in preparing them for transition into the sport industry.	85% (29 of 34 students who completed the survey)	2 – Meets 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-related conference or serve as an industry consultant at least once per academic year	7 of 7	3 - Exceeds expectations
OEG 4: Increase communication with Advisory Board			
Measure 1: Actual Communication - Direct	We will communicate email/phone/Skype with the Board more than 1x per semester	We communicated with multiple Board members in the fall semester.	1 – Does not meet expectation
<p>**Explanation of course action for intended outcomes not realized: <i>We did not meet our goal to communicate with the Advisory Board in the spring. We did achieve the goal in the fall but in the spring, faculty prioritized other issues caused by the pandemic. COVID-19 was an unexpected crisis, but we are more prepared now and we should be able to achieve this goal in the upcoming year. As we continue to prepare for the on-going effect of COVID-19, we will evaluate the possibility of revisions to our curriculum that will be based on input from students, faculty, and industry professionals as we continue our efforts to maintain a cutting-edge program.</i></p>			

PROGRAM INFORMATION PROFILE

This profile offers information about the performance of a program in the context of its basic purpose and key features.

Name of Institution

Institution: Bowling Green State University

Program/Specialized Accreditor(s): Commission on Sport Management Accreditation (COSMA)

Institutional Accreditor: Higher Learning Commission (HLC)

Date of Next Comprehensive Program Accreditation Review: 2022

Date of Next Comprehensive Institutional Accreditation Review: 2023

URL where accreditation status is stated: <https://www.bgsu.edu/academics/sport-management.html> (landing page) & <https://www.bgsu.edu/education-and-human-development/human-movement-sport-leisure-studies/sport-management/accreditation.html> (specific COSMA page)

Program Context and Mission

Program Mission: The mission of the Sport Management Program at BGSU is to have an impact on the management of sport enterprises by initiating intellectual discussion, innovating curriculum and researching topics concerning the area of sport management. This involves providing students with appropriate coursework and field experiences, assisting students in acquiring high levels of competence, encouraging volunteerism, emphasizing diversity, promoting intellectual inquiry and developing sound professional ethics.

Program Goals: Upon completion of the baccalaureate degree, students in sport management are expected to:

- Explain that sport is a microcosm of society and is influenced by cultural traditions, social values, and psycho-social experiences;
- Explain the concepts of management and leadership and describe the various skills, roles, and functions of sport managers;
- Identify and explain moral issues related to sport in its intrinsic and extrinsic dimensions;
- Apply fundamental marketing concepts to the sport industry and understand sport as a product, and those unique aspects of the sport consumer and product markets;
- Apply and evaluate principles of interpersonal communication, mass communications, public relations, and interaction with the public, particularly related to sport agencies;
- Explain why budget and finance is a critical component of all sport-related industries and evaluate economic principles related to sport's fit in the national economy;
- Explain the legal concepts within the sport workplace and evaluate the role of sport governance agencies, including their authority, organizational structure, and functions.

Brief Description of Student Population: As of July 28, 2020, the Sport Management Program has a fall 2020 enrollment of 360 students. This number includes an incoming class of 79 “new” students. Note: these numbers are likely to rise as new or transfer students complete the admissions and orientation process.

Admissions Requirements: There are no specific admissions requirements for Sport Management other than the university’s general admissions requirements. When a student enrolls at BGSU and selects Sport Management as the major, the student will be assigned an academic advisor from the College of EDHD who will work with the student to determine a course map as well as discuss specific Sport Management requirements. A Sport Management faculty advisor will also be assigned and will assume the primary advisor role in the second year through graduation.

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation
Year: AY 2019-20 # of Graduates: 100 Graduation Rate: NA
2. Completion of Educational Goal (other than degree – if data collected)
of Students Surveyed: NA # Completing Goal: NA
3. Average Time to Degree
4-Year Degree: 9 semesters 5-year Degree NA
4. Annual Transfer Activity (into Program):
Year: AY 2019 - 20 # of Transfers: 46 (transferred in); 15 (transferred out)
Transfer Rate: NA
5. Graduates Entering Graduate School
Year: AY 2019-20 # of Graduates: 100 # Entering Graduate School: Of the graduates who completed a survey ($N = 51$), eight graduates indicated seeking further education.
6. Job Placement (if appropriate)
Year: AY 2019-20 # of Graduates: 100 # Employed: Of the graduates who completed a survey and were not seeking further education ($N = 43$), 23 reported accepting or continuing with a job, one opening a business, one continuing a post-graduate internship, and one committed to service/volunteer. Sixteen were still looking for a job and one postponed the job search. Thus, placement is about 60% for the past academic year. However, it should be noted that these data reflect responses immediately following graduation for this year and most certainly the impact of COVID-19. For AY 2018-19 and 6-months after graduation, the placement rate was 96% (26 of 27) for those seeking employment, a post-graduate internship or starting a business.
7. Additional Indicators, if any: None

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