

Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Sport Management

For 2023-2024 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	<p>The mission of the School of Professional Studies (SPS) is to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.</p> <p>Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to excellence in teaching, research, and university service. The</p>	The mission of the Department of Business is to provide quality programs to support the School of Professional Studies' mission to prepare students to achieve professional and personal goals in the dynamic local and global communities.	The Sport Management degree is designed to assist students to meet their primary professional and personal goals, including graduating with sufficient competitive skills and knowledge to obtain meaningful employment and facilitate reasonable career advancement in sport management.

University Mission	School Mission	Department Mission	Degree Program Mission
	programs in the SPS are dynamic, and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.		

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, and nursing.	Offer a baccalaureate program that promotes critical thinking in Sport Management and excellence in oral and written communication practices.	SLO#1: Students will demonstrate management and leadership skills in the sports industry.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs, and seven associate degrees	Provide the student with an educational foundation containing the crucial body of knowledge necessary for employment in sport management. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	Revised SLO #2: Students will weigh alternative marketing strategies in sport management scenarios.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The baccalaureate degrees are taught with a general education liberal arts perspective and an emphasis in a specialized field.	Facilitate students' willingness to expand their knowledge from baccalaureate programs to graduate degree programs so that students	SLO #3: Students will demonstrate mastery of current knowledge, theory, and research in Sports Management.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
		truly become lifelong learners that flourish in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Have a diverse faculty that is committed to academic excellence so that students receive the most current information in sport management.	
To provide university-wide student services, activities and resources that complement academic programs.		Provide sports management students with the opportunity to intern with a sports program in the region. This will complement and reinforce the student's classroom learning activities.	SLO #4: Students will implement their knowledge in the sport industry to support the fulfillment of future career goals.
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.			

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
Track and report the number of students who go on to work for the organization with which they did a sport internship.	N	The changes proposed last year are still being considered and developed for inclusion in future student learning reports.
Utilize sport management professionals to critique student presentations and projects already included in the assessment process.	N	
Expand the exit survey to students in SPMT 4426 to inquire as to whether employment in the sport industry has been secured or acceptance to a graduate program has been attained.	N	

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory, and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comments
No recommendations regarding this Student Learning Report were provided in the previous peer review.	N/A	

PART 4
Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome							
SLO #1: Students will demonstrate management and leadership skills in the sport industry.							
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)
1A. On-site supervisor evaluation of the 150-hour field experience of SPMT 4116 Sporting Event and Facility Management.	Ninety percent of students will receive a 6 or better (7-point Likert scale) on both supervisor evaluations: 1A (150-hour field experience) and 1B (300-hour internship).	1A. Required of all majors enrolled in SPMT 4116.	1A. n = 20	1A. 90.0 percent of students met the standard.			1A. Y
1B. On-site supervisor evaluations of the 300-hour internship experience of SPMT 4426 Sport Management Internship.		1B. Required of all majors enrolled in SPMT 4426.	1B. n = 15	1B. 86.7 percent of students met the standard.			1B. N

A. Student Learning Outcome					
SLO #1: Students will demonstrate management and leadership skills in the sport industry.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					
<ol style="list-style-type: none"> 1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Although one standard was missed, the results are still strong enough to conclude that the learning outcome is being satisfactorily met, 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are mixed, but standard 1B was only slightly missed. 3. What are the most valuable insights gained from the assessment results? Both assessments provide distinct evaluations of students' performance within the sports industry during their internships. It is evident that RSU students are highly esteemed based on these appraisals. 4. What strengths and weaknesses in student learning do the results indicate? RSU Sport Management students are typically well-prepared for their internship placements, with no specific areas of weakness identified. 5. What implications are there for enhancing teaching and learning? Given the apparent proficiency of the Sport Management faculty in preparing students for internship experiences, it is suggested that they prioritize expanding the range of internship opportunities, including increasing the involvement of sport organizations and accommodating more students. 6. How can the assessment process be improved? Incorporating the tracking of students who transition into full-time roles with the organizations where they completed internships could offer additional validation of the internship program's efficacy and its standing within participating sport organizations. 					

**A.
Student Learning Outcome**

SLO #2: Students will weigh alternative marketing strategies in sport management scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																			
2A. Rubric-graded marketing plan (including a communications and promotion strategy) in SPMT 3013 Marketing Sports.	2A. Eighty percent of students will score a C (70%) or better.	2A. Required of all majors enrolled in SPMT 3013.	2A. n = 41	2A. 92.7percent of students met the standard. <table border="1" data-bbox="997 552 1820 771"> <thead> <tr> <th></th> <th>n</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>19</td> <td>3</td> <td>11</td> <td>4</td> <td>1</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>22</td> <td>10</td> <td>3</td> <td>7</td> <td>0</td> <td>2</td> </tr> <tr> <td>Totals</td> <td>41</td> <td>13</td> <td>14</td> <td>11</td> <td>1</td> <td>2</td> </tr> <tr> <td>Percentages</td> <td></td> <td>31.7%</td> <td>34.2%</td> <td>26.8%</td> <td>2.4%</td> <td>4.9%</td> </tr> </tbody> </table>		n	A	B	C	D	F	Fall	19	3	11	4	1	0	Spring	22	10	3	7	0	2	Totals	41	13	14	11	1	2	Percentages		31.7%	34.2%	26.8%	2.4%	4.9%	2A. Y
	n	A	B	C	D	F																																		
Fall	19	3	11	4	1	0																																		
Spring	22	10	3	7	0	2																																		
Totals	41	13	14	11	1	2																																		
Percentages		31.7%	34.2%	26.8%	2.4%	4.9%																																		
2B. Rubric-graded ticket sales assignment in SPMT 3013 Marketing Sports.	2B. Students were required to sell a minimum of 10 tickets for a professional sport organization to earn full assignment points. Eighty percent of students will score a C or better.	2B. Required of all students enrolled in Spring 2023 section of SPMT 3013.	2B. n = 41	2B. 80.6 Percent of students met the standard. <table border="1" data-bbox="997 950 1820 1169"> <thead> <tr> <th></th> <th>n</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>19</td> <td>16</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Spring</td> <td>22</td> <td>12</td> <td>1</td> <td>2</td> <td>4</td> <td>3</td> </tr> <tr> <td>Totals</td> <td>41</td> <td>28</td> <td>2</td> <td>3</td> <td>4</td> <td>4</td> </tr> <tr> <td>Percentages</td> <td></td> <td>68.4%</td> <td>4.9%</td> <td>7.3%</td> <td>9.7%</td> <td>9.7%</td> </tr> </tbody> </table>		n	A	B	C	D	F	Fall	19	16	1	1	0	1	Spring	22	12	1	2	4	3	Totals	41	28	2	3	4	4	Percentages		68.4%	4.9%	7.3%	9.7%	9.7%	2B. Y
	n	A	B	C	D	F																																		
Fall	19	16	1	1	0	1																																		
Spring	22	12	1	2	4	3																																		
Totals	41	28	2	3	4	4																																		
Percentages		68.4%	4.9%	7.3%	9.7%	9.7%																																		

**A.
Student Learning Outcome**

SLO #2: Students will weigh alternative marketing strategies in sport management scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent.
3. What are the most valuable insights gained from the assessment results? Students are effectively applying marketing concepts to sport management scenarios. The percentage of students meeting the standard suggests that the curriculum is successful imparting the necessary skills. In particular, the marketing plan assignment, it demonstrates that students can develop comprehensive marketing strategies that include communications and promotion plans. These results highlight the students' ability to integrate theoretical knowledge with practical application, a crucial skill in Sport Management.
4. What strengths and weaknesses in student learning do the results indicate? Strengths: The strong performance indicates that students have a solid understanding of creating detailed marketing strategies. This assignment showcases their ability to think strategically and execute their ideas effectively. This assignment provides valuable real-world experience and exposes students to the sales aspect of sports marketing Weaknesses: Some students struggled with the practical aspects of sales. This may indicate a need for more support or instruction in this area. The lower grades in this assignment highlight a potential gap in the students' practical sales skills.
5. What implications are there for enhancing teaching and learning? Incorporating feedback from industry professionals on student-developed marketing plans could further enhance learning. Presenting these plans to sport management professionals for critique could provide students with more relevant, real-world insights and help them refine their strategies.
6. How can the assessment process be improved? Establishing a more structured feedback loop where students receive ongoing feedback during the course, rather than only at the end, might help identify and address learning gaps earlier. This approach could include periodic check-ins or progress reports.

**A.
Student Learning Outcome**

SLO #3: Students will demonstrate mastery of current knowledge, theory, and research in sport management.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)						
3. A case study-based capstone project in SPMT 4323 Senior Capstone in Sport Management.	3. Eighty percent of students will score a C (70%) or better.	3. Required of all majors enrolled in SPMT 4323.	3. n = 18	3. 94.4 percent of students met the standard.		3. Y					
					n		A	B	C	D	F
				Fall	0		0	0	0	0	0
				Spring	18		11	6	0	1	0
				Totals	18		11	6	0	1	0
Percentages		61.1%	33.3%	0.0%	5.6%	0%					

**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A
3. What are the most valuable insights gained from the assessment results? The high percentage of students meeting the standard suggests that the capstone project effectively prepares students for real-world scenarios in sport management.
4. What strengths and weaknesses in student learning do the results indicate? Strengths: The strong performance on the capstone project indicates that students are well-prepared to exercise professional judgement and apply their knowledge to complex, real-world scenarios. Weaknesses: The presence of one student who did not meet that standard suggests a minor area for improvement, although it does not indicate a significant weakness in overall student learning.
5. What implications are there for enhancing teaching and learning? For the minority of students who may struggle, offering additional support or resources could help ensure that all students meet the performance standard. This could include targeted mentoring or workshops on specific areas of the capstone project.
6. How can the assessment process be improved? Regularly reviewing and updating the rubric used for the project to ensure it aligns with current industry standards and expectations can help maintain the relevance and rigor of the assessment.

**A.
Student Learning Outcome**

SLO #4: Students will implement their knowledge in the sport industry to support the fulfillment of future career goals.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																			
4. A 7-point Likert-type scale questionnaire used for the evaluation of the educational experience in the Sport Management major.	4. Eighty percent of students will respond "satisfied" (6) or "very satisfied (7)"	4. Required of all majors enrolled in SPMT 4426: Sport Management Internship.	4B. n = 15	4. 100 percent of students responded as "Very Satisfied" or "Satisfied" <table border="1" data-bbox="982 586 1814 812"> <thead> <tr> <th></th> <th>n</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>10</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Totals</td> <td>15</td> <td>13</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentages</td> <td></td> <td>86.6%</td> <td>13.4%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table>		n	7	6	5	4	3	Fall	5	5	0	0	0	0	Spring	10	8	2	0	0	0	Totals	15	13	2	0	0	0	Percentages		86.6%	13.4%	0.0%	0.0%	0.0%	4. Y
	n	7	6	5	4	3																																		
Fall	5	5	0	0	0	0																																		
Spring	10	8	2	0	0	0																																		
Totals	15	13	2	0	0	0																																		
Percentages		86.6%	13.4%	0.0%	0.0%	0.0%																																		

**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A
3. What are the most valuable insights gained from the assessment results? The near unanimous "Very Satisfied" responses show that the program is successfully preparing students for sport industry careers and meeting their educational expectations
4. What strengths and weaknesses in student learning do the results indicate? The Sport Management program offers an excellent educational experience, successfully meeting its goals and helping students achieve their career aspirations.
5. What implications are there for enhancing teaching and learning? Given the high satisfaction with the internship experience, further emphasizing practical, hands-on opportunities within the curriculum could enhance students' readiness for the sport industry.
6. How can the assessment process be improved? Conducting focus groups with current students and recent graduates could provide deeper insights into their experiences and suggestions for program improvements.

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in the next assessment cycle.

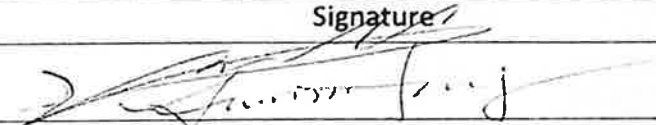
Proposed Change	Applicable Learning Outcomes	Rationale and Impact
<p>The changes below are being carried forward from the previous year's SLO. The changes are still under consideration and development.</p> <p>Track and report the number of students who go on to work for the organization with which they did a sport internship.</p> <p>Utilize sport management professionals to critique student presentations and projects already included in the assessment process.</p> <p>Expand the exit survey to students in SPMT 4426 to inquire as to whether employment in the sport industry has been secured or acceptance to a graduate program has been attained.</p>	<p>SLO #1</p> <p>SLO #2 and SLO #3</p> <p>SLO #4</p>	<p>The actual hiring of students who interned with an organization provides further validation of the value of the Sport Management program to constituents.</p> <p>The proposed change would add independence and depth to the applicable assessments.</p> <p>Obtaining information about employment and graduate school admission provides further validation of the value of the Sport Management program to its graduates.</p>

PART 6
Summary of Assessment Measures

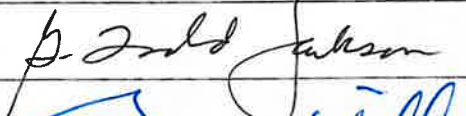

- A. How many different assessment measures were used? Six different assessment measures were used.
- B. List the direct measures (see appendix): The following direct measures were used: Supervisor intern evaluation, Supervisor field experience evaluation, capstone case study scores, rubric-graded marketing plan scores, rubric-graded ticket sales assignment scores.
- C. List the indirect measures (see appendix): The following indirect measures were used: Student surveys and exit interviews in the form of a student self-evaluation administered in SPMT 4426 and the Program Satisfaction Questionnaire administered in SPMT 4426.

PART 7
Faculty Participation and Signatures

A. Names and signatures of all full time and adjunct faculty who contributed to this report:

Faculty Name	Assessment Role	Signature
Dr. Junmo Sung	Data collection and report writing	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		6-4-24
Dean	Dr. Susan Willis		6-4-24

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?