

Sport Management
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Annual Assessment

Sport Management

Program Profile

Program Mission Statement

Please insert your program mission statement here

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2015-2016

39

Student Minors 2015-2016

15

Student Majors 2016-2017

40

Student Minors 2016-2017

15

Concentrations 2015-2016

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

No concentration

Concentrations 2016-2017

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

No concentrations

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

I think the major will continue to grow as this is the most popular major for athletes. With the new concentrations, students will be able to be more confident in their career paths.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

None

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
SMG.1	Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization.
SMG.2	Design, analyze, and evaluate research in sport.
SMG.3	Understand, apply, and analyze legal concepts and principles in sports.
SMG.4	Construct and utilize marketing concepts and principles in marketing sport.
SMG.5	Identify and analyze the current issues and problems facing sport.
SMG.6	Apply fiscal management practices in managing a sport organization.
SMG.7	Function as an ethical practitioner in the sport industry.
SMG.8	Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Sport Management draws on the skills gained in the General Education Program. Students must be able to analyze data for value and critique the work of others in the field of study. Sport Management students must be able to quantitatively and qualitatively assess research. As sport management professionals, they must be able to related to a diverse culture,

communicate effectively (written and orally), strive for ethical behavior and draw from historical events that impacted failure and success of those that have come before them in the sport management field.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
I - Introduced
R - Reinforced
M - Master

SMG. 1

	SMG 100	BUS 351	SMG 406	SMG 390
SMG.1 Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization.	I	R	R, A	M, A

SMG. 2

	SMG 100	SMG 310	PSY 401	PED 322	PED 220	PED 205	BUS 351	BUS 321	SMG 406	SMG 390
SMG.2 Design, analyze, and evaluate research in sport.	I	R	R	R	R	I	R	R	M, A	M, A

SMG. 3

	SMG 100	PED 220	BUS 206	BUS 351	BUS 231	SMG 406	SMG 412	SMG 310	SMG 390
SMG.3 Understand, apply, and analyze legal concepts and principles in sports.	I	I	I	R	I	R	R	M, A	M, A

SMG. 4

	SMG 100	SMG 180	MIS 325	BUS 321	SMG 406	SMG 321	SMG 390
SMG.4 Construct and utilize marketing concepts and principles in marketing sport.	I	I	R	R	R	M, A	M, A

SMG. 5

	SMG 100	SMG 180	PED 205	PED 220	PED 322	PSY 401	SMG 310	SMG 321	SMG 406
SMG.5 Identify and analyze the current issues and problems facing sport.	I	I	I	R	R	R	R	R	R, M, A

SMG. 6

	SMG 100	BUS 206	BUS 231	BUS 351	SMG 406	SMG 412	SMG 390
SMG.6 Apply fiscal management practices in managing a sport organization.	I	I	R	R	R	M, A	M, A

SMG. 7

	SMG 100	PED 220	BUS 206	BUS 231	SMG 310	SMG 406	SMG 390
SMG.7 Function as an ethical practitioner in the sport industry.	I	R	I	I	M, A	M	M, A

SMG. 8

	SMG 100	MIS 125	BUS 351	BUS 321	BUS 231	MIS 325	SMG 180	SMG 310	SMG 321	SMG 406	SMG 412	SMG 390	Senior Showcase
SMG.8 Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.	I	I	R	R	I	R	I	R	R	R	R	M, A	M, A

Assessment Map

Assessment Map for SMG. 1
 Assessment Map for SMG. 2
 Assessment Map for SMG. 3
 Assessment Map for SMG. 4
 Assessment Map for SMG. 5
 Assessment Map for SMG. 6
 Assessment Map for SMG. 7
 Assessment Map for SMG. 8

Assessment Findings

Assessment Findings for the Assessment Measure level for SMG. 1

Assessment Findings for the Assessment Measure level for SMG. 2

Assessment Findings for the Assessment Measure level for SMG. 3

Assessment Findings for the Assessment Measure level for SMG. 4

Assessment Findings for the Assessment Measure level for SMG. 5

Assessment Findings for the Assessment Measure level for SMG. 6

Assessment Findings for the Assessment Measure level for SMG. 7

Assessment Findings for the Assessment Measure level for SMG. 8

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Sport Management students took an assessment test on Assessment Day in March 2017. The test was a multiple choice and matching test that covered material from classes in the major. Questions were determined to assess core competency in the objectives of the major. The following are the results:

Freshmen: Average -39.5 (34.5/74) N = 6

Sophomores: Average -41.5 (32.5/74) N = 10

Juniors: Average -29.9 (44/74) N = 8

Seniors: Average -34 N = 13

Juniors (did the best) and Seniors did should improved scores. The questions most missed dealt with objective #6:

- Apply fiscal management principles in managing a sport organization.

This is being addressed by the addition of a new course in the curriculum: Sport Finance. It will be taught by new faculty in 2017-18 school year.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Students presented on their experiences in the classroom and in their internship. Students applied course objectives to their internship/classroom experience.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

None

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

None

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

	3.000 <u>Assessment Reflects Best Practices</u>	2.000 <u>Assessment Meets the Expectations of the University</u>	1.000 <u>Assessment Needs Development</u>	0.000 <u>Assessment is Inadequate</u>	N/A
Learning Objectives weight: 1.000	✓ <ul style="list-style-type: none"> Detailed, measurable program learning objectives Objectives are shared with students and faculty 	✓ <ul style="list-style-type: none"> Measurable program learning objectives. Learning objectives are available to students. 	✓ <ul style="list-style-type: none"> Program learning objectives are identified and are generally measurable 	✓ <ul style="list-style-type: none"> Program learning objectives are not clear or measurable 	✓ N/A
Comment:					
Assessment Measures weight: 1.000	✓ <ul style="list-style-type: none"> Multiple measures are used to assess a student-learning objectives. Rubrics or guides are used for the measures. All measurements are clearly described. External evaluation of student learning included. 	✓ <ul style="list-style-type: none"> Assessment measures relate to program learning objectives. Various measures are used to assess student learning. Measures chosen provide useful information about student learning. 	✓ <ul style="list-style-type: none"> Assessment focuses on class content only. Minimal description of how the assessment relates to the objective. Minimal assessment measures established. 	✓ <ul style="list-style-type: none"> Assessment measures not connected to objectives. Assessment measures are not clear. No assessment measures are established. 	✓ N/A
Comment:					
Assessment Results weight: 1.000	✓ <ul style="list-style-type: none"> All objectives are assessed annually, or a rotation schedule is provided. Data are collected and analyzed to show learning over time. Standards for performance and gaps in student learning are clearly identified. 	✓ <ul style="list-style-type: none"> Most objectives assessed annually. Data collected and analyzed showing an annual snapshot of student learning. Data are used to highlight gaps in student learning. Some data from non-course based content. 	✓ <ul style="list-style-type: none"> Data collected for at least one program objective. Data collection is incomplete. Gaps in student learning not identified. Lacking external data to support course data. 	✓ <ul style="list-style-type: none"> Learning objectives are not routinely assessed. Routine data is not collected. No discussion on gaps in student learning. No use of external data to support student learning. Assessment data not yet collected. 	✓ N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	✓ <ul style="list-style-type: none"> Data is shared that incorporates multiple faculty from the program. Discussions on data results incorporate multiple faculty. Opportunities for adjunct faculty to participate. Includes input from external sources when possible. 	✓ <ul style="list-style-type: none"> Multiple program faculty receive assessment results. Assessment results are discussed Specific conclusions about student learning are made based on the available assessment results. 	✓ <ul style="list-style-type: none"> Minimal faculty input about results is sought Data not used to determine success or not to the objective. Minimal conclusions made. 	✓ <ul style="list-style-type: none"> Faculty input is not sought. Conclusions about student learning are not identified. N/A Program recently started or too few graduates to suggest any changes. 	✓ N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	✓ <ul style="list-style-type: none"> All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. Changes to assessment are inclusive of multiple faculty. Description of changes is detailed and and linked to assessment results. 	✓ <ul style="list-style-type: none"> More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. Changes to assessment measures is highlighted. Changes are realistic, with a good probability of improving learning or assessment. 	✓ <ul style="list-style-type: none"> At least one change to improve learning or assessment is identified. The proposed action(s) relates to faculty conclusions about areas for improvement. Adjustments to the assessment are proposed but not clearly connected to data 	✓ <ul style="list-style-type: none"> Lacking actions to improve student learning. Actions discussed lack supportive data. Lacking discussion of the effectiveness of the assessment plan 	✓ N/A