Calendar-Year Program Report

Program Title: Sports Management
Calendar Year: 2021

TABLE OF CONTENTS

AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 4: SR - Teamwork
PSLO 5: Leadership Application

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
SPMT	308			Course Canceled	
SPMT	413			No Findings	
SPMT	421			No Measures/No Findings	
SPMT	431	1	1	100% Exceeded	Spring
SPMT	432			No Findings	
Program Title Courses - Overall Findings for PSLO 5					
Total Sections Selected for Assessment			1		
Total Measures Assessed			1		
% Sections Meeting or Exceeding Target (of those assessed)			100%		
Recommendations, Reflections, and Notes:					
Appended.					

Assessment Results - AACU VALUE Rubric for ISLO 4: SR – Intercultural Knowledge
PSLO 5: Leadership Application

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
SPMT	203			No Findings	
Program Title Courses - Overall Findings for PSLO 6					
Total Sections Selected for Assessment					
Total Sections Assessed					
% Sections Meeting or Exceeding Target (of those assessed)					
Recommendations, Reflections, and Notes:					
Appended.					

Assessment Results - AACU VALUE Rubric for ISLO 4: SR – Ethical Reasoning
PSLO 6: Morals and Ethics in Sports Management

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
SPMT	203	1	1	100% Met	Spring
SPMT	203	1	1	100% Met	Fall
SPMT	421	1	1	100% Met	Spring
SPMT	421	1	1	100% Met	Fall
SPMT	411			No Measures/No Findings	
SPMT	412			No Findings	
Program Title Courses - Overall Findings for PSLO 6					
Total Sections Selected for Assessment			4		
Total Measures Assessed			4		
% Sections Meeting or Exceeding Target (of those assessed)			100%		
Recommendations, Reflections, and Notes:					
Appended.					

Assessment Results - AACU VALUE Rubric for ISLO 4: SR – Global Learning
PSLO 1: Professional Competencies

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
SPMT	320			No Measures/Findings	
Program Title Courses - Overall Findings for PSLO 1					
Total Sections Selected for Assessment					
Total Sections Assessed					
% Sections Meeting or Exceeding Target (of those assessed)					
Recommendations, Reflections, and Notes:					
Appended.					

DISCUSSION OF RESULTS

Directions: This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

SPMT 431: Teamwork

Recommendations: The five students in the class were all seniors and worked very well together. The criteria for the Final Show and other sports shows will remain the same.

Reflections/Notes: As mentioned, the five seniors in the class did very well on the assignments and with the sports shows they produced. It was difficult because they were not able to get out in the field due to the pandemic. That included covering live high school games, conducting interviews, and broadcasting the Section 10 basketball championships. However, the students were creative in the shows they produced and used Zoom to conduct many interviews with Section 10 administrators.

SPMT 203 – Ethical Reasoning – Spring 2021

Summary of Findings: 75% of students will earn a C or higher on rubric for Case Study No. 5 (Penn State).

4 out of 4 students received a 2.0 or higher on Penn State Case study:
Student 1 - 2.0
Student 2 - 1.0
Student 3 - 2.0
Student 4 - 3.0
Student 5 - 3.3
Results :   Target Achievement: Met
Recommendations:
Reflections/Notes: small number of students. Case study studies were difficult since they were switched from being in clase engagement case studies to individual remote case studies since three students were online and two were in the class room. Need to find a better way to manage active case studies for a flex delivery.

DATA DRIVEN DECISIONS

Directions: What will you change as a result of the data?

If targets are not met: best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

If targets are met: Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

RESOURCE ALLOCATION REQUESTS

RESOURCE ALLOCATION REQUEST FORM

Guidelines for Request:
1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:
Applicant's Name: _____
Program Title: _____

a. Please describe the request (what is the problem that the request is trying to solve?)

b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)

c. How is the request linked to learning outcomes assessment?

d. Please include any data that will help support this request (learning outcomes data)

e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)

f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)

g. Approximately how many students do you anticipate will be served by this request each Academic year?

h. Total Amount Requested: _____

SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

Directions: some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM