

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services</i>	<i>School of Kinesiology, Recreation and Sport</i>
<i>Sport Management (572)</i>	
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Is this an online program? ☐ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Examine the process of career exploration, development, and attainment across various sectors of the sport industry and master how to be a professional in the sport industry.
Evaluation	This PLO is still relevant; most of the courses we offer in the program touch on this PLO, and it is easily measured in SPM 290, both directly and indirectly. All of our PLOs were updated in fall 2023, and we continue to evaluate their relevancy.
Measurement Instruments	Direct and Indirect: SPM 290: Career Portfolio and Mock Interview Career Portfolio (Indirect and Direct): In setting the criteria for student success, it was important to consider that some students enter the class with no experience drafting career materials while others enter with strong baseline materials. Therefore, as an indirect assessment, the criterion for student success is that 100% of students leave the class with a working draft of their career portfolio (i.e., cover letter, resume, and list of references). For a direct assessment, the criterion for student success is that 80% of students will obtain 70% or higher on the final draft of their career portfolio to incorporate the quality of the career portfolios as a component of student success. For this assignment, 70% is meant to generally align with materials that would be considered "ready to submit for a job application". Mock Interview (Direct): Students are assessed across six dimensions: 1) cover letter, 2) resume, 3) references, 4) appearance and professionalism, 5) clarity and delivery of responses, and 6) interview closing. Interviews are conducted by several individuals that are external to the class for more authenticity with the interview experience. As such, the criterion for student success is that 100% of students complete a mock interview with a designated sport management faculty member or sport industry professional. These instruments are an effective measure of the course and PLO. We have implemented course work into this course where students utilize AI tools to enhance these projects to expose them to tools they could use in their future jobs. AI does not affect the assignment, it enhances it.
Criteria & Targets	For a direct assessment, the criterion for student success is that 80% of students will obtain 70% or higher on the final draft of their career portfolio to incorporate the quality of the career portfolios as a component of student success. For this assignment, 70% is meant to generally align with materials that would be considered "ready to submit for a job application".

	For indirect assessment, the criterion for student success is that 100% of students complete a mock interview with a designated sport management faculty member or sport industry professional. Both the direct and indirect assessments are a good measurement for this PLO. 80% of students are obtaining a 70% or higher on the final draft of their career portfolio each semester. Additionally, every semester, there are a few students who do not show up to the mock interview, but over 90% of students are achieving this target. At this time, the program is keeping the targets the same, as it is a good reflection of how students are doing in this course, which impacts our core courses.
Results & Conclusion	<u>Results:</u> Overall, students are exposed to the process of career exploration, development, and attainment across various sectors and successfully interviewed industry professionals to learn about their experiences. It is clear that around two-thirds of the students in this class every semester have had no experience with resume writing, cover letters, or interviews. This has been true throughout the last three years. We have looked at ways to provide more opportunities and resources for students to be more successful in this course. <u>Conclusions:</u> Becoming familiar with career materials and understanding the resources available for revising and refining these materials are major components of career development and attainment. These are achieved through the process of developing a career portfolio and participating in a mock interview, even if there is room for growth and improvement relative to reaching the target metric. Measurement Instrument 1 remains an effective measurement tool for PSLO 1.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Our plan for the next assessment cycle is to continue to provide our students with resources to successfully explore career opportunities within the industry. We will work, as a program, to explore new ways to teach this content and we will work with partners across campus and the Bowling Green Community to help expose our students to the industry. As we continue to look for ways to improve our program, we will explore the use of other artifacts to measure this PSLO. Because we updated our entire program for AY23-24, SPM faculty are in the process of updating all our courses and content to make sure each course in our program is meaningful and connects to the overall PSLOs. Some changes made to the program impact the sequence of required courses, the admission criteria, and GPA requirements. These changes were made to better prepare students for successful progression through the program and to better prepare students for experiences directly related to the skills and competencies necessary to be successful future employees in the field of sport management. Careful attention will be paid to the connection of the course mapping to our PSLOs.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Develop the attributes necessary to effectively lead and manage organizations within the sport industry.
Evaluation	This PLO is still relevant and can be measured across multiple courses in our program. All of our PLOs were updated in fall 2023, and we continue to evaluate their relevancy.
Measurement Instruments	Direct: SPM 450 – Risk Management Assignment Direct: SPM 452 – Leadership & Management Final Project Both measurement instruments measure the PLO. We revised our program in 2023. As such, all our SLOs were revised to measure the PLOs. We have adopted an unofficial policy in our program where we work WITH technology to help our students utilize AI, and other systems, to remain relevant in the industry.

Criteria & Targets	SPM 450 – Risk Management Assignment Students are supplied with a vignette describing a fictitious incident that occurred at a sporting event. After reading the vignette the students are asked to complete the following: 1) Identify & Describe – Identify the potential legal risks in the situation and describe those risks in terms of what litigation may take place (e.g., <i>John Doe v. Jane Doe</i>, civil tort of negligence), 2) Deconstruct & Assess – Deconstruct the potential litigation using the appropriate legal elements (e.g., negligence = duty, breach, causation, damages, etc.) and fact pattern from the vignette and assess the legal defenses that may be applied to the litigation 3) Determine – Determine how the sporting organization might prepare for and manage such risks in the future. Students are assessed on each of the areas described above. The criteria for student success is for students to show a connection of theory to practice within each area by achieving a 80% or higher on the assignment overall. All students in the course were examined for this assessment. Students are assessed on each of the five areas described above. The goal is for students to show competency within each area by achieving a 70% or higher within each component of the assignment and a 70% or higher on the assignment overall. For the overall competency all students were examined and reported, while a 20% sample of students were randomly chosen each semester to assess the subcomponents of the assignment. SPM 452 – Final Project For the final project, students were asked to reflect on the content learned in class, based on the student learning outcomes for the course. Then, students were asked to create some sort of product (i.e. paper, presentation, video, poster, etc.) that effectively articulates their understanding of the course content and the application of the content in their future careers/life. Students were asked to address the following items: Objective #1: Define and explain the concepts of management and leadership Explain the difference between leadership and management Do you believe you have to be a good leader to be a good manager? Why/why not? Do you believe you have to be a good manager? Why/why not? Objective #2: Describe various skills, roles, and functions of sport managers Think about your future professional self: what do you think will be your biggest challenge as a manager (think about functions of management)? Think about your future professional self: what do you think will be your biggest strength as a manager (think about functions of management)? Objective #3: Articulate personal leadership strengths and weaknesses, and recognize and mediate personal stress behaviors as they relate to leadership roles Explain how you plan to use the information you have learned about yourself through the Birkman as you enter your profession. Use your needs, stress behavior, motivation, and all other reports you choose. The key here is to connect what the reports say with an application of how you will use that information to be more successful in your future career. Objective #4: Identify and examine the elements of leadership theory and practices as they relate to the various managerial responsibilities Expand and reflect on the leadership style (theory) you believe best represents your style. Explain how you will strive to be a good leader and manager in your future career. Think about what difficulties you might face
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	Think about how you will be mindful of stress behaviors and mediate that behavior to increase productivity In what ways do you feel that this course has prepared you for your future success as a leader and manager? Students are assessed on each of the areas described above. The criteria for student success is for students to show a connection of theory to practice within each area by achieving a 80% or higher on the assignment overall. All students in the course were examined for this assessment. 100% of students in the course will obtain an 80% or better on the final project.
Results & Conclusion	Results: The results for SPM 450 and 452 are expected; both courses are some of the final courses that students in the program take prior to their capstone internship experience. As such, it is expected that students could effectively, “Develop the attributes necessary to effectively lead and manage organizations within the sport industry.”, as indicated in Program Student Learning Outcome (PSLO) #2 Conclusions: The selected assessments for both SPM 450 and 452 are effective assessments for this PSLO. The faculty teaching both courses have taught them for several semesters and adapted the respective assessments to measure the intended outcomes.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The plan for the next assessment cycle is to adjust the targets for SPM 452. This course is an “Experience Point Grading Course”, meaning students select their assignments and work toward 400 points for an A. Students never lose points in the course. The past two semesters, a couple of students have not submitted the final project because they had well over 400-points. As such, the target needs to change to “90% of students in SPM 452 will achieve a score of 80% or better on the final project”. As we continue to look for ways to improve our program, we will explore the use of other artifacts to measure this PSLO. Because we updated our entire program for AY23-24, SPM faculty are in the process of updating all our courses and content to make sure each course in our program is meaningful and connects to the overall PSLOs. Some changes made to the program impact the sequence of required courses, the admission criteria, and GPA requirements. These changes were made to better prepare students for successful progression through the program and to better prepare students for experiences directly related to the skills and competencies necessary to be successful future employees in the field of sport management. Careful attention will be paid to the connection of the course mapping to our PSLOs.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Express the importance of foundational principles in sport management (e.g., law, finance, communication, etc.) and their application to the sport industry.
Evaluation	This PLO is still relevant and can be measured across multiple courses in our program. All of our PLOs were updated in fall 2023, and we continue to evaluate their relevancy.
Measurement Instruments	Direct: SPM 315 Series of class weekly assignments that allow students to utilize different communication channels/tactics to interact with key publics and stakeholders that include Game Re-Cap Assignment, Team Website Evaluation Assignment using the Model for Online Sport Communication, Media Grid Activity, Appropriate Sponsor Assignment, and Communicating with the Media. Direct: SPM 402 – Budget Project Assignment The measurement instruments for this assignment include rubric-based evaluation of several key areas across all three parts. Students are assessed on content accuracy and completeness, ensuring all questions and budget elements are thoroughly addressed. Critical thinking and justification are measured by how well students analyze budgeting methods, equity concerns, and stakeholder needs using case study evidence. Communication and professionalism are evaluated in the written documents (executive summary and memos) based on clarity, tone, structure, and persuasiveness. Technical accuracy is assessed in the Excel budget, focusing on correct use of formulas, totals,

	formatting, and adherence to the \$312,000 limit. Additionally, alignment with the OakBend Athletic Department’s mission and goals is measured by how well budget decisions reflect values like fairness, equity, and access. Both measurement instruments measure the PLO. We revised our program in 2022. As such, all our SLOs were revised to measure the PLOs. We have adopted an unofficial policy in our program where we work WITH technology to help our students utilize AI, and other systems, to remain relevant in the industry.
Criteria & Targets	SPM 315 Public Relations/Communication Group Project Throughout the semester students participate in a series of activities (Game Re-Cap Assignment, Team Website Evaluation Assignment using the Model for Online Sport Communication, Media Grid Activity, Appropriate Sponsor Assignment, and Communicating with the Media) in which they use different communication channels to interact with fans, sponsors, and team stakeholders. With the exception of the appropriate sponsor board the activities are worth 100 point. The discussion is worth 50 points. SPM 402 – Budget Project Assignment In the SPM 402 Budget Project Assignment, students are required to read a detailed case study and complete a three-part budget assignment, with each part valued at 100 points for a total of 300 points. Based on the case study and information presented in class, all students will assume the role of Athletic Director at Oakbend High School and are tasked with preparing a revised athletic budget for the upcoming year, not to exceed the \$312,000 allocated by the school district. Part 1 involves answering a series of questions related to the case study using both the provided materials and outside sources. In Part 2, students must write an executive summary addressed to the Oakbend Superintendent, justifying all aspects of their revised budget, including specific cuts and expenditures. They are also required to prepare two memos explaining the changes: one directed to the coaches and one to the booster club, with each document contributing to the overall Part 2 score—34 points for the executive summary, and 33 points each for the two memos. Part 3 requires students to create the actual budget using spreadsheet software such as Microsoft Excel, utilizing the template provided by Bob Marcus and including formulas to calculate totals and subtotals. A rubric is provided for grading. To successfully complete the project, students must earn at least 80% of the total 300 points (i.e., 240 points), and the course goal is for 90% of students to achieve this benchmark or higher. The criteria for success in both courses are a good measure of success for our PLO.
Results & Conclusion	Results: Over the past three years, student performance in SPM 315 and SPM 402 met expectations. Most students scored 80% or higher on their major assignments, including the Budget Project in SPM 402 and the communication activities in SPM 315. One of the biggest improvements was in how well students communicated with different audiences, like coaches and sponsors, and how they applied what they learned in class to real-life situations. Their written work, use of digital tools, and budgeting skills got stronger. However, a few students struggled early on, especially with understanding the basics of budgeting and how to tailor messages to specific groups. Conclusions: Several changes made over the past few years helped students do better. For example, adding Excel training, clear rubrics, and examples of real-world communication helped students understand what was expected. Using a flipped classroom model (where students review materials before class and practice in class) gave them more time to apply what they learned. In SPM 315, updating assignments to include social media and digital communication tools made the content more relevant. Teachers also received training in new technology and communication methods, which helped improve instruction. On the downside, students who didn’t get enough support early on found it hard to keep up, so the program added draft checkpoints and changed the course order, so students take key classes earlier. Overall, using more technology, updating teaching methods, and improving course structure led to better results and more students succeeding in both course.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Plans for Next Assessment Cycle: As we work to improve our program, we plan to look at new ways to measure this PSLO using different types of student work. Since we made major updates to the program for the 2023–2024 academic year, the Sport Management (SPM) faculty are now updating all courses to make sure they are meaningful and clearly connected to our program’s learning goals. Some of the changes we made include adjusting the order of required courses, updating admission requirements, and raising the GPA standards. These changes are meant to help students move through the program more successfully and gain the skills they need to do well in sport management careers. We will pay close attention to how each course supports our overall learning goals. Also, because we have fewer faculty members now, we will review how we assess student learning in SPM 315, which is now taught online. SPM 402 will continue to be taught in person so that students can better learn modern finance techniques used in the field.
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Program Student Learning Outcome 4	
Program Student Learning Outcome	Engage in relevant experience through experiential learning opportunities and internships.
Evaluation	This PLO is still relevant and can be measured across multiple courses in our program. All of our PLOs were updated in fall 2023, and we continue to evaluate their relevancy. Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom’s Taxonomy?
Measurement Instruments	Indirect: SPM 490 – Final Internship Evaluation Because this report is completed by the site supervisor, it is not a direct measurement of this PLO. As such, a new measurement instrument will need to be created to measure this PLO.
Criteria & Targets	Indirect: SPM 490 – Final Internship Evaluation Each student was required to have a final internship performance evaluation conducted by their site supervisor. The evaluation consisted of 50 questions scored on a 5-point Likert scale. The assessment evaluates students in professionalism, dependability, leadership, administrative abilities, activity planning, implementing activities, evaluation skills, community/population knowledge, and an overall ranking of employability. 80% of students will average a 4 or better on this assessment. The entire assessment needs to change so that we have a direct measurement of the PLO. Students have consistently earned at least a 4 or better on the assessment, but as stated above, the instructor is not giving them this grade, their individual site supervisors are. As such, a new assessment needs to be created.
Results & Conclusion	Results: The results have been consistently what has been expected: students are well prepared for the internship because of the design of the program and their previous coursework. Students get high marks on the current assessment.

	<u>Conclusions:</u> Although the Final Internship Evaluation is a great tool for us to see how students are performing in the field, a new assessment needs to be created to capture the true effectiveness of this PLO.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	After meeting with our Board of Advisors last spring, and going through the APR process, it is clear that our internship program needs a revision to better accommodate the needs of our students and the needs of the industry. Over this next assessment cycle, our program will look at updating our internship requirements, as well as create/collect an artifact that is more aligned with the PLO.