

End of Year Assessment Report for Programs

Program: Sport Management

Semester/year: Spring 2021

Program Director: Doug Faulkner

Submission date: 5/18/21

Year in Operational Plan: We are in the 2nd year with regard to the Program Objective timeline and in the Fall Even/Spring Odd two-year assessment cycle.

Assessment Methods and Benchmarks

Based upon your operational plan, what components of your program are assessed this year? For each program objective being assessed this year, report the data you have collected for Introductory, Developmental, and Mastery levels. Put this information in a chart. Refer back to Section D in your Operational Plan. Because this year has not been a particularly normal year, you may have adjusted your plans. Therefore, report on the data you have available.

Program Objective	Introducing	Developing	Mastering
PO 1	Course Activity:	Course Activity:	Course Activity:
	Benchmark:	Benchmark:	Benchmark:
	Evidence:	Evidence:	Evidence:
PO 4	Course Activity:	Course Activity:	Course Activity: smgt 401 spring 2021 simulation presentation
	Benchmark:	Benchmark:	Benchmark: greater than 70 %
	Evidence:	Evidence:	Evidence: 15 out of 19 = 79% passed
PO 4	Course Activity:	Course Activity: smgt 210 final exam – spring 2021	Course Activity:
	Benchmark:	Benchmark: greater than 70%	Benchmark:
	Evidence:	Evidence: 100% - 31/31passed	Evidence:
PO 4	Course Activity:	Course Activity: SMGT 301final exam- fall	Course Activity:
	Benchmark:	Benchmark: greater than 70%	Benchmark:
	Evidence:	Evidence: 23/25, 92%, passed	Evidence:

*The chart above is merely an example template. Please make sure to edit the chart to reflect your operational plan for the current year

Analysis of Assessment Findings

SMGT 101

The first thing I would note is that due to COVID, sporting events did not take place in the fall which meant students were not able to participate in Game Management. I worked toward finding events that they could gain some hands-on experience (2020 graduation, etc.) but again, due to COVID, these events did not take place. As in most courses, online attendance had an impact on overall student learning. Students that were quarantined struggled to be attentive and lacked class engagement, which negatively impacted their grade. I worked toward implementing more guest speakers that are relevant to career paths that are common today. The textbook covers some career paths that we just don't see students pursuing, so I tried to spend less time on those. I added a guest speaker that works in the field of Sport Psychology and I had several students very interested after hearing her speak. It was challenging at times having guest speakers via Zoom. It was harder for students to stay attentive.

Smgt 301: It is never easy to teach a course every other year, in spite of COVID19, some good changes were made. Students responded well to the various ways material was delivered (lecture, Kahoot, competition, pop quiz, You Be The Professor, etc.). The book was a good one though examples were dated. The Under Armour case and guest speakers added reality to terms and theory. Students did not use the Project Parts to complete their project well. More coaching was needed. The pandemic did make it a challenging semester, yet the athletes were dedicated, for the most part.

SMGT 210: I began the semester approaching the course the same way I did in spring 2019. However, after the first few weeks of content, I began to realize that this is not the type of course that you spend all class lecturing via PowerPoint and then quiz them on their memorization of the material. The topics we're discussing in this course are relevant and critical to sports involvement in society. They are topics that students need to be able to identify in the sport management field. With that being said, class lectures became more conversation/discussion. I approached topics such as race, gender and politics from a conversational standpoint. These aspects of society need to be understood and talked about – not placed in a PowerPoint and a weekly quiz. Students appeared to appreciate this approach, although several students appeared hesitant to verbalize their personal thoughts and opinions.

I did not do a good job of making Disunity in Christ a priority for discussion on a weekly basis. Students completed these assignments with minimal follow up. This was a lack of organization on my part.

Both Jane and Katie do a great job relating to sport management majors. As you can read, they're constantly looking for ways to relay the content in new ways. They are sticking with course objectives and trying to find creative methods for students to grasp the concepts.

SMGT 401:

Team teaching with Brady Bruhn makes this course an excellent one. He is a strong teacher and has real-world experience as a sales manager formerly for the Cardinals and now for an insurance company. He understands selling strategy and can communicate those ideas well. Role play is the key teaching tool. Brady and I alternate lecturing on chapters, presenting Habitudes (excellent devo) and bringing in outside resources. I oversaw the quizzes, tests and grading. He oversaw Team Sim, which is an individual assignment. Adding the competitive piece to the Sales Roadmap Selling Strategy role play called Battle to Be Better was a good change. Competition is always popular. Now to assess that individually better. Habitudes is an excellent devotional book to keep. Students like it, too.

SMGT 410

Students appreciated guest speakers and lessons that were geared towards life after college. I didn't want this course to be all about the research project, so I tried to spend more time talking about what's next. We spent some time with practice interview questions, how to make yourself stand out from other candidates, and drafting a resume that highlights individual strengths. With the course qualifying as an Upper Division Writing Intensive Course, we added writing assignments to the Good Game textbook. Students were to reflect personally on the content covered in each chapter presented. I felt like students benefited from this more than simply listening to the assigned students present.

This year was challenging with COVID and students attending virtually. I had two students that went home middle of the semester, so they attended via Zoom every day. Several of the final group presentations were presented entirely online due to quarantine cases. This made communication amongst groups more challenging. With that being said, adjustments and clarifications to project requirements need to be made in the syllabus.

Sharing and Discussion of Assessment Findings

I think the rich descriptions written in the analysis and the action plan clearly show how the professors are effectively using their assessment findings to continually improve. Katie, Jane and I continually dialogue about individual challenging students and methods we are using to address these challenges. I've shared with Jane and Katie that this was my most challenging semester. In fact, I am adding a replacement course for DMDA 125/325, because over the last few years, I've struggled to get students to work with other students in the Papyrus. The course assessment has led us to acknowledge we need to do more basic content delivery before the students are ready for producing articles and media content for the school publication on a consistent basis. Therefore, this year we are making a curricular change because of the assessment finding over the last few years.

Use of Assessment Findings for Program Improvement (Action Plan)

Fall 2020:

SMGT 101:

1. Reimplement Game Management and add some reflection on my end. In the past, BJ Schneck has run this but I think it's important I tie it into the course more.
2. Prioritize time to discuss Briner reflections.
3. Reconsider intent of News Reports. I think the practice of public speaking is important. Students need to get comfortable talking in front of a group of people. Topics were better this year as I did not allow them to talk about the outcome of a game.

SMGT 301

1. Get an updated text book.
2. Make sure the case is up to date.
3. Have students really market an event.
4. Make the current event news presentation ALL about presenting and very little about content to improve those skills.
5. Keep the press release in the team project and/or have them write one for an additional assignment.
6. Have GU Marketing come in for data analysis.
7. Give them an Honorable Influence chapter to discuss.
8. Provide feedback after quizzes. (Shorten window for make-up quizzes so that can be done

PHED 410:

1. Update project requirements in syllabus.
2. Allow for students to choose between working in a group or individually. Grading was hard to make fair in group work with certain students taking on more of the workload. Spring Seminar worked well with groups of two, but there is still unequal work distribution in group work.
3. Set aside more time for follow up and reflection of Habitudes. Chapters were relevant to the course but became extra work that we didn't always discuss.

Spring 2021

SMGT 210:

1. How can I create more class discussion? How can I assure students confidence/comfortability with sharing personal experiences and opinions on potentially sensitive topics?
2. I would like to reorganize the group presentations. Rather than students covering essentially the same content I've already covered, I want students to have to do their own research and dive deeper into these topics and find current, relevant events that are occurring in society today.
3. Conversation/review over Disunity in Christ needs to be a priority every week.

Overall action items: Doug Faulkner served on the admissions committee to try and understand what appears to be a decline in high school preparation for College academics. Doug made a case for additional dollars to be spend in our student success program. The admissions committee work ended up being a major action item to influence our admissions process which directly impacts the sport management major. The major is made up of mostly athletes. Some of our most challenged athletes academically chose sport management as a major, simply because they enjoy participation in sport. The courses taught by Katie and Jane, once again, show great examples of excellent professors trying to improve their teaching, thereby strengthening and responding to the current day challenges in our program.

SMGT 401

Sponsorship and Sales

1. Score the Battles to Be Better for easier assessment and post those grades, or at least give some points each week.
2. Give students more time for role play practice and have them evaluate each other.
3. Give a better rubric for the Habitude papers. Add more focus on self-reflection. Rewrite the requirement in the syllabus.
4. Be sure to put in the grade box in the syllabus. It was left out this year by accident.
5. Many students complained about the length of the class. Perhaps being reminded of the fact that it's the time Brady can join us as a teacher will make it a bit more tolerable because he is a popular teacher.
6. Continue to help students learn to take notes better and require them to do so. I am hesitant to always put the slides up in D2L because then students can disengage with the lecture/discussion during class time. Talk this over with Brady next time.

Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]