

## End of Year Assessment Report for Programs

Program: Sport Management

Semester/year: Spring 2019

Contact Person: Doug Faulkner

Submission date:

### Program Mission Statement

The Sport Management program strives to help undergraduate students integrate faith, communicate effectively, recognize critical issues in sport, and practice experiential learning.

### Program Objectives

At the close of their degree, students should be able to:

1. Integrate Christian thought into the field of sport management.
2. Demonstrate effective interpersonal and mass communication for the purpose of effective leadership as a sport management professional.
3. Administer student experiential learning in the field of sport management.
4. Recognize critical issues in the field of sport management and produce potential solutions.

### Assessment Methods and Benchmarks – SPRING SEMESTER

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. Integration of faith	SMGT 101 Briner Assignments	SMGT 210 Disunity in Christ	PHED 410 habitudes quizzes
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 92% completion	Evidence: 91% completion	Evidence: 94% completion
PO2. Communication/Leadership	Smgmt 210	no classes measuring D	PHED 410
	Benchmark: >=70%	Benchmark:	Benchmark: >=70%
	Evidence: 90% passes	Evidence:	Evidence: 78%
PO3. Experiential Learning	SMGT 101 Game Management Lab	No classes measuring D	SMGT 405
	Benchmark: >=70%	Benchmark:	Benchmark: >=70%
	Evidence: 71% completion	Evidence:	Evidence: 100%

PO4. Critical Issues/Solutions	SMGT 101 disc profile	SMGT 210 Final Exam	PHED 401 project simulationPresentation
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: 70%
	Evidence: 96%	Evidence: 81% completion	Evidence: 88% completion

### **Analysis of Assessment Findings – SPRING SEMESTER**

One of the strengths of our program is the Seminar presentations. The faculty in our department have been very encouraging in their feedback regarding our senior presentations. We've continued to break this semester long assignment into smaller assignments to guide them through the steps.

In addition, our students are getting very good feedback from the supervisors in our internship/practicum course. This is encouraging since it is one of our mastery level evaluations.

We just finished a program review this year and received positive feedback from our outside reviewers, especially regarding our faith integration. It was well noted that we are not staffed with enough faculty to cover our 50 plus majors.

We are improving our grading criteria by being more specific with our rubric for our Sport and Society presentations.

We are still experimenting in our seminar class with faith integration. We used the book "Good game" for students to bring a presentation on faith topic in sport as opposed to using the habitudes books to assess faith integration. We increased the number of outside speakers for our intro class and the speakers went longer than normal. It left us with less time to facilitate class discussion on Briner. Katie and I plan on discussing ways to improve Briner discussion in intro.

Jane Bell and Brady Bruhn co-taught Sport law in the spring semester. Jane commented that they work well together. See Jane's comments below regarding sponsorship and sales- "This year we changed textbooks, which was a great thing. The material was more clear and relevant. Bruhn also brings practical knowledge which he imparts well to the students. The Habitudes journals and discussions helped students understand Christian leadership character qualities. With the limited time per week, there were not enough sales role-play exercises that were assessed. Most were just done in class as practice. No real-world sales experience was included, either. Using Kahoots was an excellent way to review for quizzes and tests. Students like the engagement and competitive nature of the on-line polling quiz".

### **Sharing and Discussion of Assessment Findings – SPRING SEMESTER**

Katie and I spent an hour simply improving our criteria for grading group presentations for Spring of 2021. We reviewed the class in detail trying to decide between offering the class three times a week or twice a week. We decided three times a week is still best. Jane Bell was a member of my FLC team so we discussed ideas and concepts about how to work with struggling freshmen and new students.

### **Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER**

I put some of this in the analysis- we improved criteria for sport and society presentation, seminar presentation. We have implemented an operational plan that will streamline the FCAR evaluation on yearly basis.

### **Full Year Reflection – FALL/INTERTERM/SPRING TERMS**

We are meeting the benchmarks and the data supports our learning objectives. We are moving our faith integration assignment from habitudes to “Good Game book” in our senior seminar class. We have put together an operational plan that is a two-year cycle of evaluation. In general, our assignments are measuring our objectives and our students are meeting the bench marks on thee assignments. We are continuing to make small adjustments to our assignments trying to tweak them and improve our criteria for grading and our communication.

### **Supporting Documents**

**We are including our sport management program review (outside reviewer’s response paper) in the D2L dropbox.**