



**Undergraduate Program-Specific Student Learning Outcome Assessment
Annual Report – 2020-21
GUIDELINES
for the
2020-21 ACADEMIC YEAR**

Office of Institutional Effectiveness, Planning, and Assessment

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For more information, please contact:
Robert E. Smith, Ed.D. Email: rsmith91@esu.edu | Phone: #3080

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I. Program Information

Program/Department: **B.S. Sport Management / Sport Management**

Department Chair: Jaedeock Lee

E-mail: jaedeock@esu.edu Phone: 3340

Department Assessment Coordinator: Jaedeock Lee

E-mail: jaedeock@esu.edu Phone: 3340

II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During Last Academic Year

List ALL Program-Specific SLOs first, their direct alignment to University SLOs, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

* Numbers are derived from September 2019 counts.

Program SLO:	UNIVERSITY SLO	TIMELINE for ASSESSMENT (annual, semester, bi-annual, etc.)
1. Identify the managerial functions required of sport managers and implement these functions in a contemporary sport setting.	ESU SLO V. Apply scientific reasoning to solve problems.	Semester
2. Demonstrate oral and written communication skills required of professionals in the sport industry.	ESU SLO III. Communicate orally, in writing, and through other formats.	Semester
3. Critique and evaluate sport-related resources and provide practical application to various contexts of sport.	ESU SLO IV. Demonstrate information literacy and technological skills.	Semester
4. Utilize critical thinking skills to address issues confronting professionals in sport management.	ESU SLO II. Utilize critical thinking skills.	Semester
5. Examine ethical issues and the impact of global diversity in the sport culture.	ESU SLO I. Demonstrate an understanding of their role as citizens of a diverse, global society.	Semester

III. Direct Measures Used

Using the table below, list and briefly describe the direct methods used to collect information assessing (if applicable).

Dept. SLO #	Direct Assessment Measure(s) Used	Assessment description (exam, observation, national standardized exam, oral presentation with a rubric, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When the assessment was administered in the student (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
1	SMGT 201 Written Assignment	Project with rubric	Faculty	1 st or 2 nd year	All
1	SMGT 445 Event Planning	Project with rubric	Faculty	3 rd year	All
2	SMGT 304 Historical figure paper/presentation	Project with rubric	Faculty	2 nd year	All
2	SMGT 347 Memorandum	Project with rubric	Faculty	3 rd year	All
3	SMGT 408 Financial analysis project	Project with rubric	Faculty	3 rd year	All
3	SMGT 447 Facility analysis	Project with rubric	Faculty	4 th year	All
4	SMGT 302 Online discussion	Project with rubric	Faculty	2 nd year	All
4	SMGT 440 Research idea statement	Project with rubric	Faculty	4 th year	All
5	SMGT 302 Reaction paper	Project with rubric	Faculty	2 nd year	All
5	SMGT 405 International sport project	Project with rubric	Faculty	3 rd year	All

IV. Indirect Measures Used

Using the table below, list and briefly describe the indirect methods used to collect information assessing (If applicable).

Dept. SLO #	Indirect Assessment Measure(s) Used	Assessment description (Exit and other interviews, focus groups, written surveys, and questionnaires, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When the assessment was administered in the student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
1,2,3,4,5	1. Senior survey	Survey	Student	4 th year	All
1,5	2. Internship site supervisor evaluation	Written evaluation	Internship Site Supervisor	4 th year (Internship)	All

V. Student Performance Outcomes

How did the student perform on each assessment, compared to the department/program goal?

What is the target/goal/score for each assessment? Then briefly summarize the results.

Assessment number/name	Target/Acceptable score	Number assessed in 2020-21 (N)	Number & % meeting target/ Number and % not meeting target
1.1.SMGT 201 Written Assignment	80%	18	18 (100%)
1.2. SMGT 445 Event planning	80%	25	19 (76%)
2.1. SMGT 304 Historical figure presentation	80%	59	43 (73%)
2.2. SMGT 347 Memorandum	80%	52	42 (81%)
3.1. SMGT 408 Financial analysis	80%	41	27 (65.8%)
3.2. SMGT 447 Facility analysis	80%	36	35 (97%)
4.1. SMGT 302 Online discussion	80%	34	28 (82%)
4.2. SMGT 440 Research idea statement	80%	16	12 (75%)
5.1. SMGT 302 Reaction paper	80%	34	29 (85%)
5.2. SMGT 405 International sport	80%	35	34 (97%)

1. Senior survey	80% of students will get strongly agree or agree on the selective item.	32	29 (91%)
2. Internship site supervisor evaluation	80% of students will get 3 or higher score (4-item scale) on the selective item.	31	31 (100%)

***Explanation of course action for intended outcomes not realized:*

Measure 1.2. SMGT 445 Event Planning: This project-based learning assignment is meant to be a hands-on application experience. Due to COVID-19 restrictions (course being taught in an online platform) modification to this assessment was needed and may had led to student expectations not being met. The course will resume in-person instruction in the fall with an event that provides an opportunity to apply the functions of management and services the entire ESU community.

Measure 2.1. SMGT 304 Historical figure paper and presentation: With relation to written communication, students demonstrated a deficiency in sentence structure, paragraph/essay continuity, and APA formatting. These areas are addressed though instruction but may require additional resources not readily available to the student in an online platform. While assistance and direction to resources are provided, student participation and instructional platform fatigue may have resulted in student underperformance. Additional attention to these areas is required with a return to in-class instruction and we expect it will help students accomplish the goal of this assignment.

Measure 3.1. SMGT 408 Financial analysis: 65.8% of students assessed received “acceptable” or better in this measure. This was used to be assigned to students through in-person instructions but due to COVID-19, students were given instructions online only (via synchronous and asynchronous recording). This might be a reason why some students struggled to understand how to meet expectations. This course will be taught back to in-person for 2021-22 year and we expect it will help students accomplish goal of this assignment.

Measure 4.2. SMGT 440 Research Idea statement: 75% of students have achieved this learning goal. Students who did not meet the goal either did not submit the assignment or did not fully understand the assignment. Three strategies will be implemented to improve student performance. First, more background knowledge on research will be provided in class and discussion sessions will be used to deepened the understanding. Second, a sample essay will be provided and discussed in class. Third, a list of research problems will be provided for students to choose from so that students can focus more on developing a research plan rather than to discover a problem.

VI. Key Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

SLO 1. Identify the managerial functions required of sport managers and implement these functions in a contemporary sport setting.

Measure 1.1: SMGT201 Written Assignment

The purpose of this assignment is to improve students' understanding of different sport management functions and develop skills necessary for career success. According to the data, all students have achieved this learning goal. Therefore, this assignment will be continually used for the future semester without major change. Specifically, students will collect data about the sport management job market and write a reflection paper summarizing sport management career opportunities and respective developmental areas.

Measure 1.2: SMGT 445: Event Planning

***Data for Fall '20 was not collected due to instructor change: Dr. Greenawalt taught the course due to faculty reassignment.

The purpose of this assignment is to apply the functions of management (planning, organizing, staffing, directing, and evaluating) in a sport setting, self-evaluate based on their experience, and identify/provide possible areas of improvement. Due to restrictions of the past year, modification of this project-based learning experience may have led to difficulties in students achieve the desired outcome. The students who did not meet expectation failed to complete the requirement, and the students who completed the assignment achieved above average assessment. To improve on attainment of this SLO, the professor will provide a detailed checklist of expectation beyond that of instruction and project direction. Student participation will also be addressed through emphasis on incremental deadlines to ensure progression of work and understanding of expectation.

Measure 1.3. Senior survey item 3-a

All 32 graduating seniors either strongly agreed or agreed on the item 3-a, "Utilize sport managerial functions in a contemporary sport setting." This indirect measure supported students met the SLO #1.

Measure 1.4. Internship site supervisor evaluation

Out of 35 students, 31 students (88.5%) received "A" grades from their internship site supervisors. Three students got a B and one student earned a B+. Most students impressed their supervisors at the internship sites. Students who didn't receive an A grade need improvement in time management, attention to details, and communication skills.

SLO 2. Demonstrate oral and written communication skills required of professionals in the sport industry.

Measure 2.1: SMGT 304 Historical figure paper and presentation

The purpose of this assignment is to identify the significance of an historical sport figure and support their influence/impact on the sport industry. While oral communication skills met expectation through data collected, writing assessment failed in areas of sentence structure, paragraph/essay continuity, and APA formatting. To improve on these areas the professor will continue to stress the importance of written communication, amend lectures to include additional instruction of these concepts, and direct students to seek writing resources provided by ESU.

Measure 2.2: SMGT 347 Memorandum

The purpose of this assignment is to improve research skills, develop comprehension and application of law in sport, and effectively communicate the student's appreciation of legal issues facing sport professionals. Students met expectation of this assessment but improvements in course structure will assist in enhancement of the desired outcome. Evaluation of this requirement in correlation to the SLO, has led to changes made in the alignment of course assignments and completion of this assessment. The professor will underscore the necessity of written communication in support of legal positioning and recognizing questions of law.

Measure 2.3. Senior survey item 3-b and 3-c

All 32 graduating seniors either strongly agreed or agreed on the item 3-b, "Demonstrate effective oral communication skills required by professionals." and 3-c, "Demonstrate effective written communication skills required by professionals." This indirect measure supported students met the SLO #2.

SLO 3 Critique and evaluate sport-related resources and provide practical application to various contexts of sport.

Measure 3.1. SMGT 408 Financial analysis

65.8% of students assessed received "acceptable" or better in this measure. This was used to be assigned to students through in-person instructions but due to COVID-19, students were given instructions online only (via synchronous and asynchronous recording). This might be a reason why some students struggled to understand how to meet expectations. This course will be taught back to in-person for 2021-22 year and we expect it will help students accomplish goal of this assignment.

Measure 3.2.: SMGT 447 Facility analysis

The purpose of this assignment is to improve students' critically thinking skills through analyzing a sport facility and develop management plans to make the venue more successful in the future. 97% of students (35 out of 36) have achieved this learning goal. One student who did not meet the expectation did not fully understand the assignment providing insufficient understanding on the presentation topic. Thus, for the future semester, more specific instructions regarding the assignment will be provided.

Measure 3.3. Senior survey item 3-d

All 32 graduating seniors either strongly agreed or agreed on the item 3-d, "Efficiently evaluate sport-related resources in its application." This indirect measure supported students met the SLO #3.

SLO 4. Utilize critical thinking skills to address issues confronting professionals in sport management.

Measure 4.1. SMGT 302 Individual online discussion

The purpose of this assignment is to improve students' critically thinking skills through a civil, mature, evidenced-based discussion with peers about the psychosocial aspects of sport and physical activity. According to the data, 82% of students have achieved this learning goal. Students who did not meet the goal either did not participate in the discussion or completed part of the discussion. Therefore, this assignment will be continually used for the future semester with minor changes. Specifically, the professor will post a topic on a contemporary psychosocial issue in sport and students will comment on the issue and respond to other students' opinion using concepts and theories that they have learnt in class. To improve participation, the professor will emphasize the importance of this assignment send extra reminders about deadline.

Measure 4.2. SMGT 440 Research Idea Statement

The purpose of this assignment is to improve students' critically thinking skills through analyzing a business problem in the sport industry and develop a research plan to address it. According to the data, 75% of students have achieved this learning goal. Students who did not meet the goal either did not submit the assignment or did not fully understand the assignment. Three strategies will be implemented to improve student performance. First, more background knowledge on research will be provided in class and discussion sessions will be used to deepened the understanding. Second, a sample essay will be provided and discussed in class. Third, a list of research problems will be provided for students to choose from so that students can focus more on developing a research plan rather than to discover a problem.

Measure 4.3. Senior survey item 3-e.

All 32 graduating seniors either strongly agreed or agreed on the item 3-e, “Develop decision making skills for current issues facing sport professionals.” This indirect measure supported students met the SLO #4.

SLO 5. Examine ethical issues and the impact of global diversity in the sport culture.

Measure 5.1. SMGT 302 Reaction Paper

The purpose of this assignment is to improve students’ understanding of social issues in sport and develop ethical approaches to address social problems. According to the data, 85% of students have achieved this learning goal. Students who did not meet the goal mostly did not submit the assignment, indicating lack of awareness of the assignment. For the future semester, more in-depth discussion about the paper topic will be held in class to encourage students actively think about the assignment. In addition, the professor will emphasize the importance of submitting assignments on time.

Measure 5.2.: SMGT 405 International sport project

The purpose of this assignment is to improve students’ understanding of ethical issues and the impact of the global diversity in the sport culture. 97% of students (34 out of 35) have achieved this learning goal. One student who did not meet the expectation did not present a topic. The students did not submit most of requirements of the class throughout the semester because of his personal issues related to the pandemics. There will be no major change on this assignment.

Measure 5.3. Senior survey item 3-f and 3-g

29 out of 32 (91%) students either strongly agreed or agreed on item 3-f, “Understand ethical sport-related issues.” and item 3-g, “Identify my role in a diverse sport community.” This indirect measure supported students achieved SLO #5 but still have room to improve. We will continue to teach subjects related to sport ethics and diversity issues in multiple sport management courses.

VII. Describe Process Used by Program Faculty to Discuss and Interpret Key Findings

Through what modes were assessment results shared with program faculty? What process was used by program faculty to discuss and interpret the key findings? What hypotheses do program faculty have for why these are the results?

Outcome assessment plan is one of the most important principles outlined by COSMA and the entire department faculty have worked on revising the outcome assessment plan, developing assessment rubrics, and building a strategic plan. There’s monthly Assessment meeting throughout the semester and we have discussed key findings of assessment and how we can

improve them to meet the COSMA standards. With reviewing key findings, we share all of our rubrics and make sure our assessment is current and in line with Student Learning Outcomes.

VIII. Changes Made as a Result of the Key Findings / Actions Taken

What changes or actions were taken or are planned for 2020-2021 and in the future in response to your key findings?

See the above IV. Key Findings – we outlined how we will make changes and try to improve student learning for each assessment item.

IX. Adjustments to/Deviation from the Department Assessment Plan

Describe any disparity from the submitted assessment plan and why it occurred.

Not applicable.