

State University of New York at Fredonia

Applied Professional Studies

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**ASSESSMENT PLAN - SPORT MANAGEMENT**

1. **Goals for student learning:**

In accordance with the department mission to provide outstanding education to its students we expect our graduates to be able to:

1. **apply knowledge of sport management, including facility and event management, leadership, management and computer literacy to practical problems**
2. **incorporate quality organizational behaviors and extraordinary work-place behaviors to accomplish self-defined and organizational objectives.**
3. **provide effective personal and professional communication within a sport industry organization.**
4. **Methods of assessment:**

The formal assessment of **Goals 1, 2, and 3** is done though the capstone course SPMG 400 (Sport Management Internship). This experiential education class requires students to work under the direction of a field site-supervisor and is supervised by a faculty sponsor from within the department. During the course of the internship, the site supervisor sends mid-term and final evaluations of the student using a rubric. The student also sends mid-term and final self-evaluation reflecting on the internship experience and a journal of the performed tasks. These documents are used to assess the course using the rubric of Section 3. The faculty sponsors provide the Assessment Committee Chair with a copy of each student’s rubric. The Assessment Committee Chair processes the data and applies simple statistical methods (mean, median, frequency distribution, and others) to assess the goals.

1. **Goal Rubrics:**

**Goal 1: apply knowledge of sport management, including facility and event management, leadership, management and computer literacy to practical problems**

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| **Performance criteria for the goals** | **Low quality; below expectations** | **Average Quality; meets basic expectations** | **Good Quality** |
| Ability to learn | *slow or below average* | *average* | *rapidly or very quick* |
| Quality of work | *poor or barely acceptable* | *average* | *very good or superior* |
| Quantity of work  | *unproductive* | *acceptable* | *highly productive* |
| Attitude towards work | *indifferent* | *acceptable* | *industrious or highly enthusiastic* |

**Goal 2: incorporate quality organizational behaviors and extraordinary work-place behaviors to accomplish self-defined and organizational objectives.**

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| --- | --- | --- | --- |
| **Performance criteria for the goals** | **Low quality; below expectations** | **Average Quality; meets basic expectations** | **Good Quality** |
| Relations with co-workers | *poor* | *satisfactory* | *very well accepted by others* |
| Dependability | *unreliable* | *generally acceptable* | *exceptionally dependable* |
| Judgment | *immature* | *average* | *exceptionally dependable* |
| Punctuality | *usually late* | *generally punctual* | *exceptionally dependable* |

**Goal 3: provide effective personal and professional communication within a sport industry organization.**

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| --- | --- | --- | --- |
| **Performance criteria for the goals** | **Low quality; below expectations** | **Average Quality; meets basic expectations** | **Good Quality** |
| Oral communications | *needs improvement* | *satisfactory* | *very good* |
| Written communication | *needs improvement* | *satisfactory* | *very good* |
| Appearance | *often questionable* | *sometimes questionable* | *always acceptable* |
| Reaction to supervision | *resent criticism* | *accepts criticism* | *seeks guidance* |

1. **Time line:**

Every year a specific goal is assessed. The final report is submitted at the end of the Spring semester by the Department Chair. During the first department meeting in the following academic year, the faculty will consider ideas which will serve to improve the program.

1. **Assignment of responsibility:**

The instructors offering SPMG 400 are informed by the Chair of the Assessment Committee which data they should collect. After the data is collected, SPMG 400 instructors will present it to the Department Assessment Committee the week after the Fall and Spring final exam week. The Assessment Committee Chair performs the assessment applying specific statistical techniques. The committee chair will report the findings to the department chair no later than two weeks after the final exam week.

1. **Record keeping:**

At the end of each academic year, the department chair submits an annual report to the Dean of the School of Business. This report includes a summary of the department’s assessment activities for that year. The data is also kept by the chair of the Assessment Committee and is available upon request.

1. **Processes for using assessment results to improve learning:**

The Department Chair will share the findings with the faculty. The faculty will look for evidence of goal attainment as well as identify areas of concern. If problems are identified, the faculty will evaluate them in detail and propose changes during the following academic year. Additionally, at the end of the academic year, assessment results will be reviewed by those instructors who taught the courses. Following the review, instructors may initiate changes to improve the program as well.

**References:**

1. N.T.A. Othman, R. Misnon, S. Rozaimah Sh. Abdullah, et al. Assessment of Programme Outcomes Through Exit Survey of Chemical/Biochemical Engineering Students, Procedia Social and Behavioral Sciences 18 (2011) 39–48
2. G. W. Snedecor, W. G. Cochran, Statistical Methods, Iowa State University Press, ISBN 978-0813815619