Student Learning Outcomes
Program Impact Report (PIR)
Fall 2018 - Spring 2021

Over the past three years, your academic program has identified student learning outcomes, assessed those outcomes, and used assessment evidence to improve teaching and learning. The Office of Institutional Effectiveness would like for you to consider the impact of assessment results and actions that have been implemented to improve teaching and learning, and any resulting changes to curriculum and/or pedagogy.

College: Human Sciences and Education
Degree Program/Stand Alone Certificate: Bachelors in Sport Administration

1. Please list the Student Learning Outcomes assessed over the past three years.

Graduates of the BS in Sport Administration degree will:

- Demonstrate an understanding of the subject matter for sport administration that reflects a variety of concepts from history, sociology, ethical/legal issues, marketing, finance, and management theory.
- Apply critical thinking skills, identify problems and make sound decisions in practical settings in a variety of settings in the sport industry.
- Develop and disseminate information in oral, written and technological communication formats to diverse populations.
- Understand, interpret, critique, and apply research to improve practice in the chosen field.

2. Identify the direct methods used to assess the stated student learning outcomes (mark all that apply).

   ○ Performance
   ○ Essay
   ○ Lab Report
   ⊗ Multiple Choice
   ⊗ Presentation
   ⊗ Reflection Paper
   ○ Short Answer
   ⊗ Other:
      - Internship
      - Research Project

This PIR is an example and not written by the assessment coordinator for Sport Administration but is based on information from the program’s previous annual reporting.
3. **Are the direct measures and assignment(s)/activities appropriate? Do they need to be revised, tweaked, changed?**

   - The majority of direct measures that we utilize in our assessment processes are sufficient and we use the findings to improve teaching strategies in core courses. We have decided, however, to revise how we report the findings of the multiple-choice exam. Currently, the multiple-choice exam is based on 120 mastery questions related to content areas (20 questions per six content areas). Over the past three years we have only looked at the overall scores – i.e. 70% of graduates will score 70% or better on the content knowledge exam. Moving forward, faculty have decided to provide scores for each content area so we are aware of student’s strengths and weaknesses in each content area.

4. **Are the assessment findings being used to make a positive impact in the program/unit? How can you tell? What’s different now compared to before? What were program faculty especially proud?**

   - In 18-19 and 19-20, the findings for written communication did not meet the programs expectations. Based on two years’ worth of assessment data, faculty choose to add written communication assignments and activities in core courses, specifically all 2000-level courses. In 2020-2021, based on the assessment in KIN 4518, students showed considerable improvement in written communication.

   - In 18-19 and 19-20, the findings showed that students consistently demonstrated weakness in outcome 4 (research). Therefore, the courses teaching research methods were reviewed and modified to enforce the skills students were expected to achieve (understand, interpret, critique, and apply research). In addition, opportunities for assistance were enhanced via the development of self-paced modules to reinforce course content. These changes were implemented in fall 2020 and assessed in spring 2021; due to the changes, students have become stronger in developing the skills needed to apply research in the field of sports administration.

   - The senior internship direct observation form has been conducted annually over the last five years and provides sound evidence of successful attainment of students using critical thinking skills to solve problems. The data however, seems to come back consistently showing students in our program are average. There have been many faculty discussions relating to the fact that we want our students to be more than merely average. In the summer of 2020 our program sent out a survey to all employers participating in the senior internship program. Questions asked centered around the knowledge and skills they wanted to see in our students. The goal was to search for gaps between what our employers want and what our curriculum is currently teaching. The analysis is still underway; however, we envision revisiting our curriculum based on these findings.

5. **Describe any changes or planned changes to the curriculum?**

   - There have not been any changes to the curriculum other than implementing new teaching strategies, however we are in the process of analyzing our employer survey. We do anticipate making a few changes to our curriculum based on that analysis.

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6. **What types of pedagogies, teaching strategies, or techniques were implemented?**

- In KIN 2510 and KIN 2530, written communication intensive assignments (draft, feedback, revise process) were added. For example, in KIN 2510 students were asked to write a 3-page essay on a sports topic of their choice. The student submitted the essay in Week 3, the instructor gave feedback by Week 4, and the student revised the exact same essay and resubmitted in Week 5. Not only has this type of teaching strategy increased student performance on the communication outcome, but instructors are noticing that students are becoming more confident in their writing skills.

- The courses teaching research methods were reviewed and modified to enforce the skills students were expected to achieve (understand, interpret, critique, and apply research). In addition, opportunities for assistance were enhanced via the development of self-paced modules to reinforce course content.

7. **Please provide any additional information that demonstrates and/or supports the program’s assessment efforts.** For example: indirect measures such as employer feedback, advisory boards, focus groups, graduate student and/or alumni satisfaction, teacher effectiveness, etc.

Graduating seniors are asked to complete a survey to gather information concerning their perspectives on their knowledge in the following subject areas: History, Legal/Ethical Issues in Sport, Sport Marketing, Event Management, Facility Management, Financial Issues in Sport, Sport Administration and Governance. The survey rating scale is as follows: (5= excellent, 4= good, 3= average, 2= poor, 1= extremely poor and NA= not applicable).

**Three Year Trend Data:**

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>2018-2019</th>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
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<td>4.05</td>
<td>4.10</td>
</tr>
<tr>
<td>Legal Issues in Sport</td>
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<td>3.94</td>
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<td>Ethical Issues in Sport</td>
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<td>Sport Marketing</td>
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<td>Event Management</td>
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<td>Facility Management</td>
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<td>Financial Issues in Sport</td>
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<tr>
<td>Governance</td>
<td>4.20</td>
<td>4.18</td>
<td>4.18</td>
</tr>
</tbody>
</table>

We continue to take students’ perceptions into consideration and work to address the curricular concerns by making modifications in the appropriate courses.

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