

**Part One**

| a. What learning outcomes did you assess this year?  | b. What method(s) did you use to determine how well your students attained the outcome? In what course or other   | c. What expectations did you establish for achievement of the outcome?  | d. What were the actual results?                                   | e. Who was responsible for collecting and analyzing the results? How were they shared with the department?                          |
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| 1. Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems. | Case Study Analysis delivered in SPM 624 – Sport Marketing  | Students will score at least 85% on the case study analysis rubric (achieve “at standard” level   | Altogether, 30 of 31 students (96%) met or exceeded the benchmark. | Dr. Strigas collected and analyzed data; data will be disseminated to the rest of the faculty during the August SPM faculty meeting |
| 2. Apply appropriate sport management core concepts and principles.  | Students developed a Marketing Plan for a sport organization delivered in SPM 624 – Sport marketing. The Plan was assessed via a 16-page marketing plan outline provided to all students.                 | Students will earn a minimum rating of 3 (competent) in each of four categories (content, organization, presentation skills, technical skills). | Altogether, 87% of students met or exceeded the benchmark (N=31).  | Dr. Strigas collected and analyzed data; data will be disseminated to the rest of the faculty during the August SPM faculty meeting |
| 3. Demonstrate professional level writing skills.  | Thirty-page research project/technical report related to an identified challenge sport organizations face in their everyday operations. Reports are assessed using a rubric in SPM 692 – Research Project | Students will earn a minimum rating of 2 (acceptable) in each of nine categories of the rubric.   | 86% of students met or exceeded the benchmark (N=7).               | Dr. Strigas collected and analyzed data; data will be disseminated to the rest of the faculty during the August SPM faculty meeting |

## Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

Faculty members expect 100% of students to earn at least "competent" ratings. As the chart above shows, students continue to meet this benchmark for all outcomes evaluated

**Outcome 1:** 96% of students met or exceeded the target. Adding keywords in Blackboard to link each test item to a specific outcome/sub outcome will simplify the analysis.

**Outcome 2:** As a group, students achieved the benchmark; 87% of students met or exceeded the benchmark (N=31).

**Outcome 3:** Grad students' writing skills continue to fall above the benchmark (ACCEPTABLE).

In 2016---17, the Sport Management Program will assess the following outcomes:

1. Apply, and further expand, the knowledge, skills, and experience acquired during the academic program in a professional setting
2. Identify strengths and weaknesses and identify personal and professional development needs
3. Study an issue in depth by seeking and integrating materials from reputable sources.

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: MS in Sport Management Date: 8.9.16

|                                     | <b>Level 0 – Undeveloped</b>                         | <b>Level 1 – Developing</b>  | <b>Level 2 – Mature</b>   | <b>Level 3 – Exemplary</b>   |
|-------------------------------------|--|--|---|--|
| <b>1. Student Learning Outcomes</b> | <input type="checkbox"/> No outcomes are identified. | <input type="checkbox"/> Outcomes were identified.<br><input type="checkbox"/> Some of the outcomes are specific and measurable.<br><input type="checkbox"/> Some of the outcomes are student-centered.<br><input type="checkbox"/> A Curriculum Map was provided. | <input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <b>Generally</b><br><input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.<br><input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed.<br><input type="checkbox"/> At least one outcome was assessed in this cycle. | <input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains.<br><input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals.<br><input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization).<br><input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.)<br><input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.<br><input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the |

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|   |  |   |  | <p>associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>   |
| <p><b>2. Measures &amp; Performance Goals</b></p> | <p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p> | <p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> | <p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.</p> | <p><input type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input checked="" type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the</p> |

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|  |  |  |   | <p>measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>  |
| <b>3. Results</b>                      | <p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input checked="" type="checkbox"/> Students are meeting few of the performance standards set for them.</p> | <p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p> | <p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them.</p> | <p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p> |
| <b>4. Engagement &amp; Improvement</b> | <p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input checked="" type="checkbox"/> No improvements (planned or actual) are identified.</p>                               | <p><input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are not</p>   | <p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty. <b>Will be?</b></p> <p><input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results</p>   | <p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals,</p>   |

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|                       | <input checked="" type="checkbox"/> No reflection is offered about previous results or plans. | clear and/or do not clearly connect to the results.<br><br><input type="checkbox"/> Little reflection is offered about previous results or plans. | of assessment.<br><br><input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.<br><br><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment. | outcomes, etc. according to established timelines.<br><br><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.<br><br><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.<br><br><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.<br><br><input type="checkbox"/> Assessment is integrated with teaching and learning. |
| <b>Overall Rating</b> | <input type="checkbox"/> <b>Level 0 - Undeveloped</b>   | <input checked="" type="checkbox"/> <b>Level 1 - Developing</b>   | <input type="checkbox"/> <b>Level 2 - Mature</b>  | <input type="checkbox"/> <b>Level 3 - Exemplary</b>   |

## COMMENTS

### Strengths, Concerns, Recommendations for Improvement

#### 1. Learning Outcomes

The outcomes are clear and measurable, except for the first—and it is easily fixed: Remove the “Think analytically” portion of the statement, since “thinking” cannot be measured, and use “Integrate experience and knowledge to form reasoned judgments and solve problems.”

#### 2. Measures, Performance Goals, and Results

Three discrete measures were used, and each is appropriate to the related outcome. The performance goals, however, are unclear: You indicate in Part Two that you expect 100% of students to meet these goals (and that they did so). But Part One shows that they attained none of them. That is not a problem, so long as you implement plans to help them improve performance. Or, if you are satisfied with less than 100% attainment, you should lower the benchmark.

You included three rubrics with your report—thanks! In next year’s report, please summarize the key areas the rubrics address, as well as what they specifically revealed about student performance—that is, what students know and do well and less well. Last, keep in mind that you need to develop an indirect measure of student learning (exit interview, alumni survey, etc.).

#### 3. Engagement & Improvement

Only one faculty member collects and analyzes assessment results, and these have not yet been shared with the faculty as a whole—but I assume they will be. Please note that some of the text comes directly from the sample Student Learning Summary Report. I look forward to learning more about what students know and can do well/less well and how you plan to ensure that learning continuously improves. Thanks!