

# OHIO NORTHERN UNIVERSITY

## 2007 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Academic Program: Sport Management  
Department: Human Performance and Sport Sciences  
College: Arts and Sciences  
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The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the learning objectives and measures as previously identified.

Part II requests information about assessment activities for the previous academic year.

Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by **December 3, 2007**. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by **March 3, 2008**.

### I. ASSESSMENT PROGRAM COMPONENTS

*Instructions: Please review the following and make changes as needed.*

#### A. Learning Objectives

1. Possess entry level **communication and organizational** skills.
2. Understand the different segments of the sports and recreation industry.
3. Recognize the relationship that exists between sport and various elements of society.
4. Understand the basic business structure of sport and recreation.
5. Recognize basic **business and societal** problems facing managers of sport and recreation facilities.
6. Employ positive interpersonal skills.
7. Gain valuable practical experience under professional supervision.

#### B. Measurements

- Internship/practicum evaluations
- Evaluation of capstone presentations

### II. ASSESSMENT ACTIVITIES FOR 2006-07 (ACADEMIC YEAR)

*Instructions: Please complete the following sections.*

#### A. Describe the *measures* used to collect the data?

(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

- A. All sport management students complete an internship prior to graduation. Students must have junior status to enroll for the internship. Students are assessed upon completion of their internship by their site supervisor using a standardized rubric containing various items which are aligned with the learning objectives for the sport management major the. Target minimum level in each area is 3 out of a 1-5 point scale (5=Excellent; 4=Very Good; 3=Good; 2=Average; 1=Needs Improvement).
- B. Upon completion of the internship, the capstone presentation is assessed by the faculty using a standardized rubric containing various items which are aligned with the learning objectives for the sport management major the. Target minimum level in each area is 3 out of a 1-5 point scale (5=Excellent; 4=Very Good; 3=Good; 2=Average; 1=Needs Improvement).

**B. Present the *results* of the data collection and analysis for each measure listed above.**

(Present the data resulting from 2006-07 assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results? *Please do not include any students' names.*)

No students enrolled for internships during the winter or spring quarter 2007. Summer internship results from the site supervisors are being collected and will be turned in to institutional research upon completion.

Capstone presentations were conducted during the fall quarter and results from faculty evaluations follow:

**Sport Management Capstone Presentation Evaluations; Fall 2007  
(16 students total)**

<b>Objective 1. 1. Possess entry level communication and organizational skills.</b>	<b>N</b>	<b>Average</b>	<b>SD</b>
Written communication	66	4.30	0.70
Oral communication	67	4.28	0.73
Presentation	67	4.24	0.80
Listening	67	4.63	0.55
Marketing	60	4.57	0.59
Independent worker	66	4.76	0.53
Time management	66	4.62	0.55
Organization	66	4.74	0.56
Dependability	67	4.88	0.44
Delegation	52	4.52	0.61
Problem-solving	65	4.48	0.62
Computer	62	4.77	0.53
Facilitator	33	4.61	0.66
Telephone	32	4.38	0.75
Leadership	66	4.42	0.72
<i>Overall</i>		<i>4.55</i>	

<b>Objective 2. Understand the different segments of the sports and recreation industry.</b>	<b>N</b>	<b>Average</b>	<b>SD</b>
Understanding of different segments of sports and recreation industry	67	4.58	0.61

<b>Objective 3. Recognize the relationship that exists between sport and various elements of society.</b>	<b>N</b>	<b>Average</b>	<b>SD</b>
Recognition of relationship between sport and society	67	4.69	0.63

<b>Objective 4. Understand the basic business structure of sport and recreation.</b>	<b>N</b>	<b>Average</b>	<b>SD</b>
Understanding of basic business structure for the sport and recreation industry	67	4.72	0.65

<b>Objective 5. Recognize basic problems facing managers of sport and recreation facilities.</b>	<b>N</b>	<b>Average</b>	<b>SD</b>
Understanding of problems facing sport and recreation facilities	67	4.61	0.65

<b>Objective 6. Employ positive interpersonal skills.</b>	<b>N</b>	<b>Average</b>	<b>SD</b>
Conflict resolution	62	4.39	0.69
Constructive criticism	65	4.51	0.64
Team work	66	4.73	0.51
Assertiveness	67	4.51	0.70
Initiative	67	4.70	0.63
Cooperation	67	4.73	0.54
<i>Overall</i>		<i>4.60</i>	

All items were rated above the target level minimum of a 3.0. All items were rated above a 4.5 on a five-point scale (5=Excellent; 4=Very Good; 3=Good; 2=Average; 1=Needs Improvement).

### III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

*Instructions: Please complete the following sections.*

**A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.**

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

There are no adjustments proposed based on the capstone presentation data due to the high performance of students in the various areas.

Practicum experiences have been redesigned so students are assigned one of the three practicum's each quarter of their junior year. Several senior level students are being place in practicum experiences along with the junior level students during the 2007-08 academic year to ensure that the practicum experience takes place during the junior year of the program. This will

allow for all three of the practicum experiences being completed prior to the internship experience.

Proposing that students must have “completed” their junior year prior to enrolling for the internship experience. This will ensure that all three practicum experiences are completed prior to moving to the internship experience.

Currently working to develop a rubric scale to evaluate the practicum experience. Also considering a self evaluation rubric for the student to complete at the conclusion of both the internship and practicum experiences.

Considering a change to the number of credit hours assigned to the internship experience. The hardship that is placed on the majority of students to enroll for the internship during the summer needs to be addressed. Considering reducing the credit hours of the internship from 16 to 12, but may increase the internship seminar credit hours from 1 to 4, and the seminar hours would cover the capstone presentation requirement separate from the internship experience. We are waiting to see if there is a change in University policy toward tuition cost for internships during summer.

Decisions need to be made concerning NAASM accreditation. Do we go for accreditation or not, advantages/disadvantages? Who will lead the process? Will accreditation help develop our assessment plan? All these questions concerning accreditation need to be determined. Accreditation standards may help us to create a better assessment plan.

**B. Describe the *changes* that need to be made to the assessment plan and practices for the future?**

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed? )

As per the recommendation of the assessment committee, we clarified some wordage used in the learning objectives (additional wording is in bold, under Learning Objectives).

Need to add indirect measurements and the use of student self evaluations of the internship and practicum experiences. Also need to develop methods to evaluate learning objectives during the first two years of the program. Current evaluation methods only occur during the junior and senior years in the program.

We are welcoming the recent assignment of assessment “mentors” from the Dean’s office to assist us in fully developing our assessment plan. We realize we are behind at this point and need to make great strides during the next year.