Strategic Planning Via COSMA Assessment Data Gathering: A Case Study and Framework

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Today’s Discussion...

• Is part of a larger effort to integrate Professional MSA (ProMSA) program level assessment (bespoke) with COSMA assessment practices (protocol) to improve overall strategic planning.

• Is simultaneously programmatic and research in nature

• Includes
  – Current situation
  – Contextual review and purpose
  – Framework and results – Qualitative data only (summarized)
  – Strategic learning points
ProMSA Current Situation

Program and Competition
- Changes within program content, conduct
- Changes to financial and competitive environment

Mission
- Pressures on faculty members to excel at teaching and research while generating new revenues
  (e.g., Boyer, 1990; Glassick, Tayler Huber, & Maeroff, 1997; Ko & Rossen, 2004)

Customer
- Changes in student demand, demographics, expectations, experiences, financial implications
  (e.g., Allen, Seaman, Lederman, & Jaschik, 2012; Keiper & Keiper, 2014)
## Contextual Literature Review

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<tr>
<th>Perception</th>
<th>Content</th>
<th>Interaction</th>
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<td>Construction</td>
<td>Delivery</td>
<td>Evaluation</td>
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<tr>
<td>Ownership</td>
<td>Learning</td>
<td>Assessment</td>
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<tr>
<td>Individual-within-Community (mine)</td>
<td></td>
<td>Community of Inquiry (now integrating)</td>
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</tbody>
</table>

*(Online) Community (e.g., Conrad, 2005)*

*(Online) Structure (e.g., Sadera, Robertson, Song, & Midon, 2009)*

*(Online) Evaluation (e.g., Johnston, 2007)*
Overall, our study examined the strategic and administrative elements of a graduate online sport management program through the lens of Community of Inquiry (COI).

- **Advance COI theory and conduct**: Within online sport management program. COI elements: Social Presence, Cognitive Presence, Teaching Presence.
- **Apply COI theory elements to online sport management**: Community development, Technology Infrastructure, Content and conduct of courses, Interaction, Assessment.
- **Link COSMA assessment processes to COI components**: Social Presence, Cognitive Presence, Teaching Presence with Integrated data assessment, Strategic planning connections. Part of philosophical guidance of program.

**Programmatic/Philosophic**
Research Framework of Understanding

COSMA Annual Assessment Process

Community of Inquiry
(Garrison & Arbaugh, 2007; Garrison, Anderson, & Arbaugh, 2010)

Thematic Analysis
(e.g., Charmaz, 2000; Glaser & Strauss, 1967)

Facilitated Reflexivity

Flexibility in Analysis Given Integration of Data
Cosma Assessment Areas – Linked With COI

- 11 question areas related to COSMA data gathering within COI framework (parentheses):
  - Academic Content Faculty (Teaching Presence)
  - Program Administration (Department) (Social Presence)
  - Professional Development (Cognitive Presence)
  - Classmates (Social Presence)
  - Student Support Residencies (Social Presence)
  - Interaction w/ students on campus (Social Presence)
  - Interaction w/ alumni (Social Presence)
  - 2 open topic areas
    - Topic 1: Academic (Teaching Presence)
    - Topic 2: Academic (Teaching Presence)

- $N = 44$ overall survey with qualitative comments collected
- First level of coding (15 overall codes used) including Positive, Neutral, Negative coding
- Four primary themes emerged: Academic, Culture, Faculty, and Career, which tie to COI framework elements
Data (Summarized)

• Q1 Academic Content (N = 40)
  – 35 Academic +, 2 Neutral, 3 –

• Q2 Faculty (N = 30)
  – 25 Faculty +, 3 Neutral, 2 –

• Q3 Program Administration (N=26) (DSA, College, University)
  – 21 Career +, 1 Neutral, 2 –

• Q4 Classmates (N=40)
  – 37 Culture +, 3 Neutral

• Q5 Student Support (N=13)
  – 10 Culture +, 1 Neutral, 1 –

• Q7 Residencies (N=33)
  – 27 Culture +, 1 Neutral, 2 –

• Q8 Interactions with Students On-campus (N=26)
  – 14 Culture +, 1 Neutral, 11 –

• Q9 Interaction with Alumni (all) (N=20)
  – 12 Culture +, 4 Neutral, 4 –
Data (Summarized) continued

• Open Area 1
  – 10 Academic +, 2 Neutral, 1 –
  – 1 Faculty –
  – 1 Administrative +, 1 Neutral
  – 1 Career +

• Open Area 2
  – 9 Academic +, 1 Neutral, 1 –
  – 3 Culture –
  – 1 Administrative +
Strategic Successes

COI Elements Present in ProMSA program

- Community development
- Technology Infrastructure
- Content
- Conduct of courses
- Interaction

COI Present in ProMSA and COSMA

COSMA and COI areas interact most frequently at:
1) Teaching Presence and 
2) Social Presence

This fits within literature related online community and structure
Not all COI areas accounted for well (i.e., cognitive presence)

***

COI areas need to be articulated better and evaluated over time to 1) determine overall analysis of the program and 2) determine specific issues related to each cohort.

Evolution of the ProMSA program over time requires closed loop approach to changes made (inconsistent in that effort).

Too many changes.

Need to make certain intended outcomes (e.g., improve cognitive) are undertaken, completed, measured (as reported in Annual Report to COSMA).
Every day is a winding road….

COSMA full integrated and ProMSA administrative needs finalized. Now merging (in process)

The goal is to have a unified, interconnected process to assess the ProMSA program.

Unified data gathering

Generalized assessment

COSMA (formalized)

ProMSA Administration Processes

2013 to 2015
Contact

On behalf of the team...thank you!

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Strategic Learning

COI Elements Present in ProMSA program
- Community development,
- Technology Infrastructure,
- Content and Conduct of courses,
- Interaction,

COSMA areas of assessment and COI areas interact most frequently at Academic/Teaching Presence, then Faculty and Collegial/Social Presence
- This fits within literature related online community and structure

Cognitive experiential aspects less emphasized
- Most salient is professional development within our analytical framework (weakness for us)

Strategic Need
- Need to re-evaluate the question set asked in order to capture all COI elements and better detail