

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

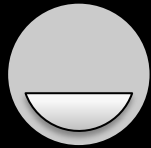
Mission

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

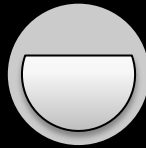
Customer

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

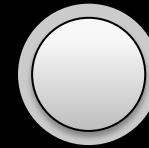
Contextual Literature Review



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



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



(Online) Evaluation
(e.g., Johnston, 2007)

Perception

Content

**Community of
Inquiry (now
integrating)**

Construction

Delivery

Ownership

Learning

Interaction
Evaluation

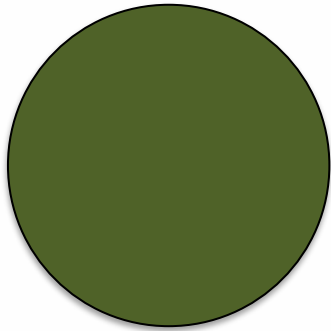
Individual-within-
Community (mine)

Assessment
Evaluation

Community
Evaluation

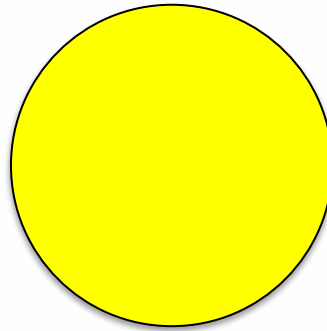
Purpose

Overall, our study examined the strategic and



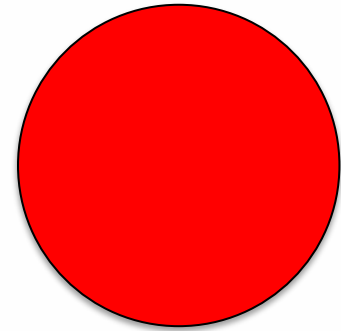
Advance COI theory and conduct

- 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

Facilitated
Reflexivity

COSMA Annual
Assessment Process
(Gummesson 2001, 2003, 2005)

Flexibility in
Analysis Given
Integration of
Data

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

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

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



Strategic Problems

Strategic Problems

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.

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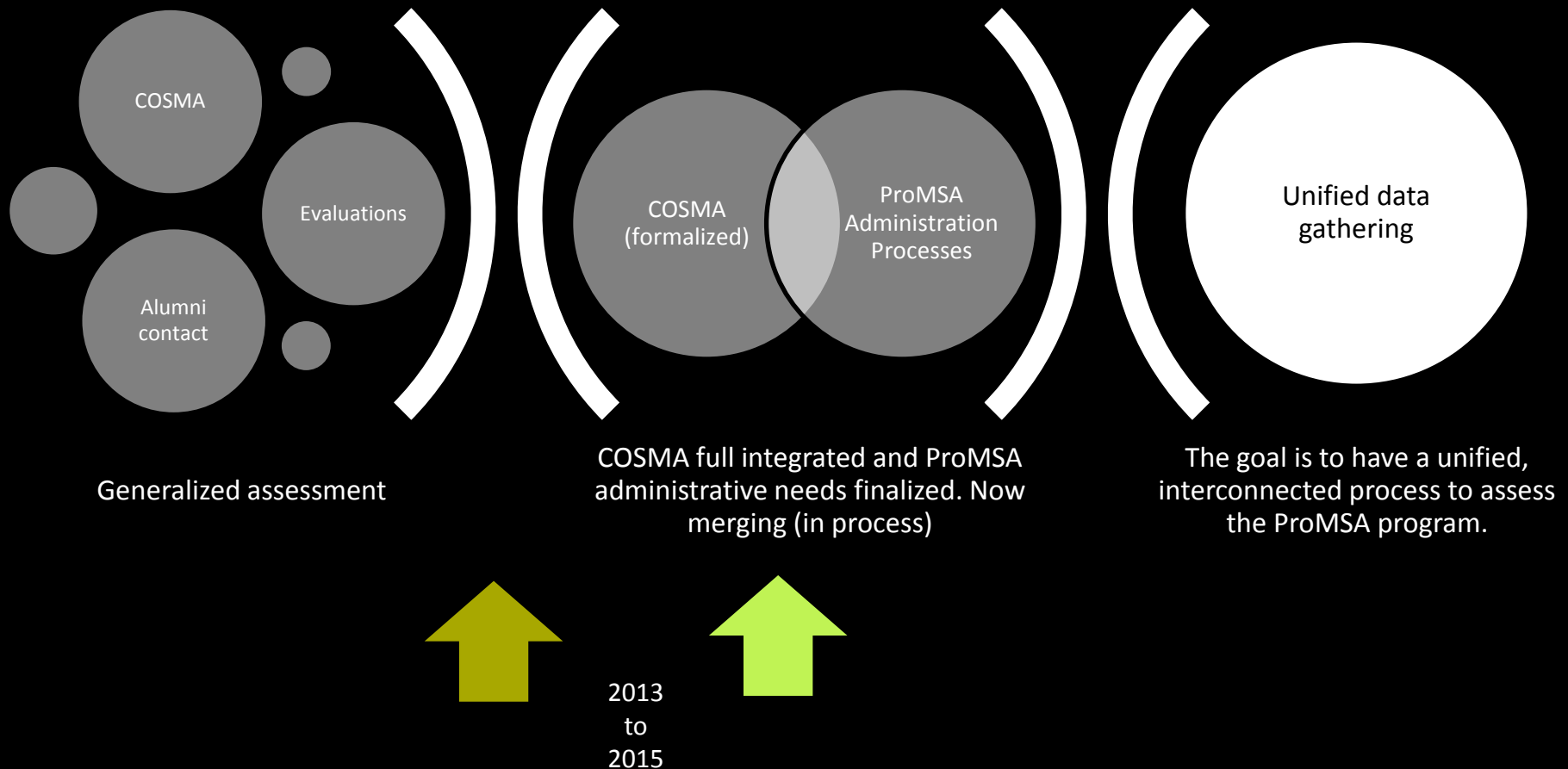
Strategic Emphases

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....



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,



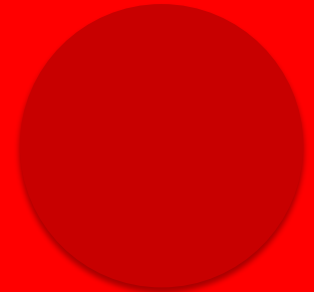
COSMA areas of assessment and COI areas interact most frequently at **Academic/Teaching Presence**, then **Faculty and Collegial/Social Presence**

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

