

OUTCOMES ASSESSMENT FOCUS AREAS: WHAT DOES THE BOC LOOK FOR?

SCOPE OF ACCREDITATION: (pages 5-6 in COSMA's *Accreditation Process Manual*)

What Sport Management programs will be included in this accreditation process?

Undergraduate degrees (list all):

Graduate degrees (list all):

Minors:

SM Tracks or Concentrations both within and outside of SM degrees:

Certificates:

The following are the areas that the Board of Commissioners notes the most errors in submissions for Candidacy Status. Each area is identified and is followed by a short description of what the BOC is looking for and, where relevant, examples are provided.

1. The sport management core courses required by each SM major and/or concentration.

The core courses must be outlined for **each** sport management major or track/concentration for **both** undergraduate and graduate degrees.

2. The required courses beyond the SM core courses for each SM major and/or concentration.

As with #1, include all required courses beyond the core for **each** sport management degree at **all** levels.

Outcomes Assessment

1. A copy of the sport management department/unit's outcomes assessment plan that covers all degree programs to be accredited included.

The Candidacy Status application **must** include an Outcomes Assessment plan that follows the Sample Outcomes Assessment template. The template can be found on the website, or Heather can send you a copy by email.

2. The outcomes assessment plan must follow the format of the sample outcomes assessment plan.

The format of the Outcomes Assessment plan template must be followed in all of its sections; no section should be excluded and additional information that is **not** requested is not recommended to be included.

3. The SM department/unit must identify at least two direct and two indirect measures for measuring student learning outcomes.

While more than two direct and two indirect measures may be utilized, the outcomes assessment plan must identify at least two. The Board of Commissioners will examine each measure to determine if they agree that they are direct measures or indirect measures – in other words, if they are classified appropriately. For example, in some cases a student portfolio would be classified as an indirect measure of student learning if not supported by a highly detailed and structured rubric that can evaluate directly what the student demonstrates that s/he learned. Similarly, in most cases an internship supervisor's evaluation is an indirect measure of student learning unless you can demonstrate that the supervisor has been trained in understanding student learning measures and that the evaluation instrument is structured and detailed enough to support showing direct evidence of student learning as evaluated by the internship supervisor.

4. The plan must include student learning outcomes.

The student learning outcomes are the objectives that you set that are going to be measured by your direct and indirect measures. They describe the information, skills, and behaviors that you want your graduates to demonstrate as a result of going through your sport management program. How many SLOs must you have? While there are no minimum or maximum requirements, in general, it is common to have 5-8 student learning outcomes. Remember, you have to measure **all** of your student learning outcomes, so if you have more than 10, you have a more complex outcomes assessment plan to work with!

5. The plan must include copies of assessment instruments (where applicable).

For each direct or indirect measure you identify, you must include the related instrument or rubric in the appendix of your Candidacy Status application. If you state that one of your direct measures of student learning is a comprehensive exam, include a copy of that exam in the appendix. If one of your indirect measures of student learning is an exit interview, provide a copy of the questionnaire or set of questions you are asking the students.

6. The plan must include copies of rubrics (where applicable)

As with #5, you must include any rubrics that you are using for your direct or indirect measures of student learning. For example, if one direct measure is a student presentation, provide a copy of the rubric used to evaluate the students' presentations. A rubric may also be used for a measure such as a student portfolio of work samples. As stated previously, the strength and detail of the rubric may determine whether the measure would be considered direct or indirect.

7. The application may or may not include the most current assessment results from the indirect and direct measures of student learning.

Some programs are just developing outcomes assessment plans, while others have developed them already and can report data collected. For both programs, you are still submitting a **plan** that the Board of Commissioners is evaluating. Their feedback must be incorporated into changes made to the plan and new data collected. In other words, you may have implemented an outcomes assessment plan, but if you are asked to reclassify or change any direct or indirect measures of student learning or if you

modify or change any student learning outcomes, you will re-implement the plan and collect new data. The O/A template contains two matrices: One for programs who have not yet collected data and one for programs that have data. Fill out only one matrix. If you have not collected data, Candidacy Status may still be granted to your program, but you will then be asked to submit one year of data before you are able to submit your self study for review. The Board of Commissioners would want to see how the outcomes assessment plan is doing, by reviewing the data, and further changes and modifications may be warranted.

Examples of Direct Measures of Student Learning:

Capstone/Culminating academic work products – papers, presentations, projects
Capstone/Culminating class assignments – papers, presentations, projects
Academic work products that arise from a required, structured internship
Portfolios of student work (electronic or traditional)
Mock interviews
Pre/Post tests
Comprehensive exams
Standardized exams/External Certification exams
Thesis/Dissertation

Examples of Indirect Measures of Student Learning:

Employer/Internship supervisor evaluation
Reflective paper
Focus groups
Alumni surveys
Graduate exit surveys
Anecdotal evidence