**Outcomes Assessment Plan Template**

**Commission on Sport Management Accreditation**

**Program Mission**

**Program Broad Based Goals (aim for 3-7 goals)**

Bachelor’s level:

 1.

 2.

 3.

Master’s level:

 1.

 2.

 3.

Doctoral level:

 1.

 2.

 3.

**Program-Level Student Learning Outcomes and Measurement Tools**:

Reminders and requirements

* Aim for 4-7 SLOs per degree
* Identify direct and indirect measurement tools (overall – at least two direct and two indirect measures. Measure each SLO at least once, but a better practice is to measure each SLO two or more times.)
* Benchmarks may not be grades; if you use scores from a rubric, the benchmark must match the categories on the rubric
* ALL students in your program must be included in the data collection. Sampling is not allowed
* Include copies of ALL measurement tools in the Appendix, in the order you refer to them and labeled by corresponding SLO and measurement number. The names should correspond.. For example (below): SLO !, Measurement 1, “Writing on the Job” rubric. We should be able to find it in the Appendix, labeled the same.
* Do not use the “samples” below. Write your own SLOs that relate back to your broad-based goals and program mission.

Bachelor’s degree:

Sample SLO 1: Students will demonstrate improved writing skills as applied to the sport industry setting.

Example Measurement1: Writing on the Job Rubric – part A (formative assessment), Direct measure (Appendix 1)

Benchmark:

Number of Students Observed:

Example Measurement 2: Writing on the Job Rubric – part B (summative assessment): Direct measure (Appendix 2)

Benchmark:

[The difference in scores on these two rubrics will be used to measure “improvement.”]

Number of Students Observed:

Example Measurement 3: Writing reflection rubric: Indirect measure (Appendix 3)

Benchmark:

Number of Students Observed:

Sample SLO 2: Students will apply knowledge from finance and accounting coursework within the sport industry internship setting.

Example Measurement 1: Finance class final exam; Direct (Appendix 4)

Benchmark:

Number of Students Observed:

Example Measurement 2: Accounting final exam; Direct (Appendix 5)

Benchmark:

Number of Students Observed:

Example Measurement 3: Internship Supervisor Evaluation of the application of finance and accounting principles; Indirect (Appendix 6)

Benchmark:

Number of Students Observed:

SLO 3:

Benchmark:

Number of Students Observed:

SLO 4:

Benchmark:

Number of Students Observed:

[Add more as needed)

Master’s degree:

 Follow the format above

Doctoral degree:

 Follow the format above

**Program-Level Operational Effectiveness Goals and Measurement Tools** (aim for 3-5 OEGs). No need to provide measurement tools in the Appendix.

Examples: Graduation rates, enrollment, retention, program completion, job placement, graduate school placement, community affiliations, faculty professional growth, teaching, doctoral directive faculty members versus non-doctoral directive faculty members, research release time, how faculty are compensated and/or provided time to advise doctoral students, release time for doctoral students in candidacy

Sample OEG 1: Increase graduation rates each year

Example Measurement tool: 4, 5 and 6 year Graduation rates

OEG 2

OEG 3
OEG 4: Operational goal specific to programs with a Master’s degree

OEG 5: Operational goal specific to programs with a doctoral degree

**Basic Skills Development Program**: Describe the methods used to ensure that students are able to operate at a college level in terms of math and writing and methods used to assess this development.

**Personal Development Program**: Describe programs that enhance your students’ development such as resume writing, interviewing skills, international experience, etc., along with methods used to assess this type of development in your students.

**Student Learning Outcomes Matrix.** Complete the table on the following page.

Reminders and requirements:

* If you have not yet collected data on your SLOs, indicate when you will collect the data (e.g., Fall 2022).
* If you use a multi-year assessment cycle, include ALL of your SLOs and indicate when data will be or was collected for each SLO.
* If you have collected data, include the most recent academic year (or cycle) of data.

Program-Level **Student Learning Outcomes** Data Matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Identify Each Student Learning Outcome and Measurement Tool(s) – direct and indirect** | **Identify the Benchmark** | **Total Number of Students Observed** | **Data for each tool or rubric category** | **Percentage of Students Meeting Expectations or Higher** | **Assessment Results:****1. Exceeds expectations****2. Meets expectations****3. Falls below expectation****4. Insufficient data** |
| **SLO 1** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 2** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 3** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 4** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 5** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| *Notes: 1) Data discussion and analysis will occur for all SLOs in the summary and action plan sections below.**2) Replicate this form for each degree program level (master’s, doctoral) AND/OR for degree programs with different SLOs or measurement tools.* |

**Summary of Student Learning Outcomes Assessment:** Talk about your data. Which data are most important to your program? Which SLO benchmarks were exceeded, met or not met? Why?

**Action Plan:** What are you going to do based on the results of this data? You might describe adjusting curriculum, introduction of concepts, focusing on skills, raising (or lowering) benchmarks, waiting and seeing, talking with stakeholders about the results, meeting with internal partners about the results, hiring faculty, etc. Also indicate how any changes you are proposing are integrated into various levels of strategic planning and budgeting.

**Operational Effectiveness Goals Matrix.** Complete the table on the following page.

* If you have not yet collected data on your OEGs, indicate when you will collect the data (e.g., Fall 2022).

Program-Level Operational Effectiveness Goals Matrix

|  |  |  |  |
| --- | --- | --- | --- |
| **Identify Each Operational Effectiveness Goal and Measurement Tool(s)** | **Identify the Benchmark** | **Data Summary** | **Assessment Results:****1. Exceeds expectations****2. Meets expectations****3. Falls below expectation****4. Insufficient data** |
| **OEG 1** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 2** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 3** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 4** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 5** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| *Notes: 1) Data discussion and analysis will occur for all OEGs in the summary and action plan sections below.**2) You need only ONE set of operational goals for your academic unit/program as a whole.* |

**Summary of Operational Effectiveness Goals**: Talk about your data. Which data are most important to your program? Which OEG benchmarks were exceeded, met or not met? Why?

**Action Plan**: What are you going to do based on the results of this data? You might describe new/improved interventions to increase graduation rates, new methods to retain students, increasing faculty development training to improve teaching, implementing different social media platforms to stay in touch with alumni, etc. Also indicate how any changes you are proposing are integrated into various levels of strategic planning and budgeting.

**Outcomes Assessment Plan Template**

**DEFINITION OF TERMS**

**Program:** The sport management academic unit comprised of full- and part-time faculty teaching in the degree program. May also be called “department.” Different from the DEGREE program(s) offered (e.g., BS in Sport Management).

**Program Mission:** Foundational statement that describes the purpose of your program – what you do and why you do it.

**Broad-Based Goals**: Support your mission by outlining goals that help you achieve your mission and that can be reworded and linked to be specific and measurable student learning outcomes. Provide separate broad-based goals for Master’s and doctoral-level degrees. These goals cover your entire sport management academic unit/department/program.

**Program-Level Student Learning Outcomes**: Identify what students should know, value or be able to accomplish after successfully completing the degree program. These outcomes are achieved through specific learning activities, which are integrated at the course-level and build toward overall program-level learning. SLOs clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire in this program. Provide separate SLOs for each Master’s and/or doctoral-level program. Do not provide course-level goals or objectives. Ensure your SLOs stem directly from your broad-based goals and your mission.

Transparent student learning outcomes statements are specific to the degree level (i.e., use different outcomes for bachelor’s, master’s and doctoral degrees). Consult Bloom’s Taxonomy for help (https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/)

Doctoral programs: Consider using the following when developing SLOs:

Courses student is enrolled in when measurement takes place
Completion of literature review(s)
Publications submitted, accepted and/or has published
Academic presentations from the student
Grant writing
Certificates obtained

Emphasis on pedagogy/How to teach

The ABCDs of Learning Outcomes:

**Audience:** Who are the learners?

**Behavior:** What will they be able to know, value or do?

**Condition:** Under what circumstances/context will the learning occur?

**Degree:** How much will be accomplished and to what level?

**Measurement Tools** for SLOs

These are the tools and/or rubrics you will use to measure your program-level student learning outcomes. You are required to identify at least two direct and two indirect measures of student learning, though you may identify more and you may use more than one measure per SLO. Provide separate measurement tools/rubrics for each Master’s and/or doctoral-level program. Sampling students is not permitted.

**Operational Effectiveness Goals**: These pertain to the operations of your sport management academic unit and may include goals relating back to the parent institution, enrollment and retention, program completion, job placement, graduate school placement, community affiliations, and faculty professional growth, among others.

Master’s and Doctoral degree programs: You must include at least one operational goal relating to the allocation of resources to support graduate programs (e.g., doctoral directive faculty members versus non-doctoral directive faculty members, research release time, how are faculty compensated and/or provided time to advise doctoral students, release time for doctoral students in candidacy, etc.)