

Program:	Sport Management, MS (Online Option)			
Cycle:	2016-2017			
Mission Statement:	The mission of the Sport Management M.S. program at Texas A&M University is to transform lives by: (a) Training and mentoring the next generation of scholars for careers in the professoriate (b) Providing foundational and professional classroom education, combined with real-world opportunities (c) Producing future organizational managers, and global citizens, for sport careers and beyond This mission is accomplished by disseminating applied sport management knowledge, advancing theoretical research on sport organization management and functioning, training, and service to the state, nation, and world, with specific attention focused on equity and inclusion. Accordingly, we educate our students and the public in the science of sport organization dynamics to meet the ever-changing economic, cultural, and lifestyle growth patterns in the marketplace.			
Outcome/Objective	Measure	Target	Finding	Action Plan
Outcome 1: Articulate in oral and/or written forms a coherent understanding of the program content demonstrating theories, concepts, principles and practices	Measure 1: Students are required to write analytical, reflective-style essays, which will touch upon your learning experiences and developed acumen in all of your six core courses: (1) Research Methods, (2) Revenue Generation, (3) Personnel Management, (4) Diversity in Sport Organizations, (5) Sport Marketing, and (6) Sport Law. Selection to be evaluated by two faculty members using the Capstone Project Rubric.	1. 80% will score at a least a 2 on the Capstone Project Rubric from each content area as assessed by two faculty members. 2. 80% of students will pass their comprehensive exams on the first try.	Target: Not Reported This Cycle	<i>No affiliated Action Plan</i>
Outcome 2: Using effective problem solving skills develop and articulate plans and or solutions to complex content-related problems	Measure 2: Students will work in groups to create a risk management plan for a recreation/sport related center. Students must create a power point presentation and written plan.	80% will score at least a 2 on the AAC&U Value Rubric for Problem Solving as assessed by two faculty members.	Target: Not Reported This Cycle	
Outcome 3: Produce a well-reasoned product or research plan analyzing and integrating multiple points of view (sources)	Measure 6: Students will complete a research project in SPMT 601. Rubric for the paper includes components from AACU Inquiry and Analysis VALUE Rubric.	"80% will score at least a 2 on the AAC&U Inquiry and Analysis Value Rubric"	Target: Met 96% of the students scored at least 2 on the AAC&U Inquiry and Analysis Value Rubric	
Outcome 4: Use written, and/or oral platforms to effectively communicate original and creative ideas to a targeted audience	Measure 4: Students will complete a group project presentation on Revenue Generation in Sports.	80% will score at least 60 out of 75 points on SPMT 611 group project presentation rubric.	Target: Not Reported This Cycle	
Outcome 5: Select and effectively use appropriate technologies in the content field to solve problems	Measure 5: Evaluate SPMT 615 Sport Marketing - Human Branding Project description: Students will complete a human branding project that will include a video describing their individual brand (1%), a personal brand audit (3%), the creation of a personal website (15%) and a human branding development video (1%).	80% will score at least a 2 on the AAC&U Value Rubric for Creative Thinking as assessed by two faculty members.	Target: Met 87% of the students scored at least 2 on the AAC&U Value Rubric for Creative Thinking	
				Action Plan 2: All students passed the human branding project but only 86% of students passed the oral communication part of the assignment. We predict part of this may be due to the relatively small percentage this assignment is worth for the student's total grade. We will be placing a greater emphasis on the oral communication component of the branding project so that students are developing effective oral communication skills. We will also correct the grading disparity, making the oral communication a larger percentage of the overall project. Projected Completion Date: 12/29/2017

<p>Outcome 6: Develop and articulate critical, reasoned arguments.</p>	<p>Measure 3: Evaluate SPMT 613 Diversity in Sport Organizations Group Final Project. This includes students working in small groups of up to 5 people to apply course concepts to a practical matter relevant to diversity within sport organizations.</p>	<p>80% will score at least a 2 on the AAC&U Value Rubric for Problem Solving as assessed by two faculty members.</p>	<p>Target: Not Reported This Cycle</p>	<p>Action Plan 1: Although this measure didn't report finding this assessment cycle, program identified SPMT 613 as an area for further improvement as we continue to be challenging with meaningful engagement in the class. To assess the rating of diversity assessment, students in SPMT 613 will have identified, evaluated, and created a diversity plan for an organization in the sport industry utilizing a diversity needs assessment format as discussed in the course curriculum and syllabus. A component of this assessment and class more generally involved examining diversity and inclusion in sport organizations as a moral imperative and social responsibility with which sport managers should be concerned. This Diversity Group Project was assigned to all students in the Spring of 2017 with the expectation that 80% of the students would obtain a grade of 80% (B) or higher. Working in 4 different groups in the SPMT 613 graduate class, each student in these classes exceeded the assessment expectations with at least a grade of 85%.</p> <p>Projected Completion Date: 5/24/2018 Responsible Party: Dr. Singer</p>
<p>Outcome 7: Evaluate ethical actions in research and practice</p>	<p>Measure 3: Evaluate SPMT 613 Diversity in Sport Organizations Group Final Project. This includes students working in small groups of up to 5 people to apply course concepts to a practical matter relevant to diversity within sport organizations.</p>	<p>80% of students will pass this class with a B or better as determined by evaluating the following products: papers and exams. This area will be assessed by two faculty members.</p>	<p>Target: Met To assess the rating of diversity assessment, students in SPMT 613 will have identified, evaluated, and created a diversity plan for an organization in the sport industry utilizing a diversity needs assessment format as discussed in the course curriculum and syllabus. A component of this assessment and class more generally involved examining diversity and inclusion in sport organizations as a moral imperative and social responsibility with which sport managers should be concerned. This Diversity Group Project was assigned to all students in the Spring of 2017 with the expectation that 80% of the students would obtain a grade of 80% (B) or higher. Working in 4 different groups in the SPMT 613 graduate class, each student in these classes exceeded the assessment expectations with at least a grade of 85%.</p>	<p>Action Plan 1: Although this measure didn't report finding this assessment cycle, program identified SPMT 613 as an area for further improvement as we continue to be challenging with meaningful engagement in the class. To assess the rating of diversity assessment, students in SPMT 613 will have identified, evaluated, and created a diversity plan for an organization in the sport industry utilizing a diversity needs assessment format as discussed in the course curriculum and syllabus. A component of this assessment and class more generally involved examining diversity and inclusion in sport organizations as a moral imperative and social responsibility with which sport managers should be concerned. This Diversity Group Project was assigned to all students in the Spring of 2017 with the expectation that 80% of the students would obtain a grade of 80% (B) or higher. Working in 4 different groups in the SPMT 613 graduate class, each student in these classes exceeded the assessment expectations with at least a grade of 85%.</p> <p>Projected Completion Date: 5/24/2018 Responsible Party: Dr. Singer</p>
	<p>Measure 7: Students will complete CITI training, which is a web-based ethics training course for those conducting research with human subjects. All principal investigators, co-investigators, and study personnel must complete CITI training with a minimum score of 90 percent.</p>	<p>100% of students will successfully complete the TAMU CITI training requirement</p>	<p>Target: Not Reported This Cycle</p>	<p><i>No affiliated Action Plan</i></p>

<p>(Analysis Question #1) Consider the Findings and the Action Plan(s) established this cycle. How did the program/unit identify these next steps for action? Why does the program/unit believe this Action Plan(s) should improve future assessment results?</p>	<p>For SPMT 615 placing a greater emphasis on the oral communication part of human branding project will illustrate the importance of developing effective oral communication skills to students.</p> <p>For SPMT 613 Diversity in Sports, many evaluations and projects have been incorporated into the class in an effort to improve student investment. Work will continue on a diversity audit, which began Fall 2013. A new assignment will be incorporated, which asks students to temporarily immerse themselves in a social or cultural experience that differs from their in an effort to engage with those different from self. The hope that students have a greater understanding of their own culture and social identities, and are more attuned to dynamics of navigating different professional and personal social spaces with those from varying backgrounds.</p>
<p>(Analysis Question #2) Provide an update for completed or ongoing action plans from the previous year(s). Discuss any successes, challenges, and/or obstacles the program/unit has experienced while implementing the Action Plan(s). Address whether or not the program/unit has seen any improvement in assessment results for the targeted Outcome(s) the Action Plan(s) were designed to address and why the action plan may/may not have resulted in improvements.</p>	<p>During the Spring and Summer of 2106, a Sport Management MS Review Committee was created composed of 7 faculty members representing a diversity of areas within sport management. The overall charge to this committee was to look for possible areas/courses which would need to be added/deleted to make our masters programs more competitive and to improve assessment results. Four subcommittees were formed: peer program review, sport industry stakeholder audit, SPMT alumni/exit survey, and syllabi review. As a result of the feedback, both the MS Thesis Option and Non-Thesis Option programs were amended and approved effective Fall 2017. In addition, some course descriptions were changed and new ones created for the newly approved courses.</p> <p>Two ongoing action plans were completed during 2016-17: Site Supervisor Evaluation and Capstone Evaluation Rubric. In addition to the higher education institutions listed above, internship site supervisors were contacted and asked to contribute to the development of an evaluation rubric. Also, input was provided by Texas A&M faculty in other programs who work with internship, practica and student teaching experiences. Relying on feedback from those sources, we believe that this newly created Evaluation Rubric for Internships will improve the internship experience. Of the 14 students who registered for internships, all 14 of them successfully completed them.</p> <p>In addition to evaluating half of the Capstone Projects from 2015 and obtaining feedback from the 6 faculty involved in the process, during the year information was obtained from faculty who had been involved in similar projects at such accredited schools as Baylor University, Columbia University, Northwestern University, the University of Florida, Temple University in addition to faculty in other academic units at Texas A&M. Information was solicited from over 20 schools. These schools/units represent some of the best programs in the United States. As a result, we believe that this revised Capstone Project Rubric will improve future assessment results. Of the 25 who registered for the Capstone Project, all 25 passed. The only area that presented any difficulty was the SWOT Analysis in the Professional Documentation area. Three of the students had to resubmit that area and passed it upon resubmission.</p> <p>Based on an evaluation from an outside reviewing agency, we feel that the changes we made to our program have resulted in improvements to our program. For the first time in program history, our Masters F2F program has been ranked in the top 20 in the world.</p>
<p>(Distance Education Question #1) How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face-to-face) programs?</p>	<p>For the most part, the same faculty that are leading the face-to-face courses are the same faculty leading the online courses. The same syllabi that are guiding face-to-face are guiding online courses. Faculty routinely compare and contrast grades on assignments. The main difference of the programs are the students. The students coming in as face-to-face are generally newly graduated. The online students have an average of 4 years of sport industry experience. The face-to-face students have a higher undergraduate GPA than that of the online students. So, our evidence revolves around the assignments and grades. There is a greater range of scores with the online students, which makes sense. Most of them are working full time and have lower incoming scores. The grades reveal the differences. The same material and same students should result in the same scores; however, the students are not the same and thus grades reveal this phenomena. For instance, that average score in one of the SPMT 600 level courses face-to-face is 3.92 versus the online is 3.56.</p>
<p>(Distance Education Question #2) What data/evidence are used to regularly assess the effectiveness of the distance education program (in comparison to comparable campus-based programs)? (1) What data are routinely used to assess effectiveness and comparability? (2) What evidence does the program have to support the comparability of the distance education program with similar campus-based program(s)?</p>	<p>The face-to-face students have a higher undergraduate GPA than that of the online students. So, our evidence revolves around the assignments and grades. There is a greater range of scores with the online students, which makes sense. Most of them are working full time and have lower incoming scores. The grades reveal the differences. The same material and same students should result in the same scores; however, the students are not the same and thus grades reveal this phenomena. For instance, that average score in one of the SPMT 600 level courses face-to-face is 3.92 versus the online is 3.56.</p>
<p>(Distance Education Question #3) What steps have been taken, if any, for improvement of the distance education program to ensure comparability? (i.e., provide the basic components of an Action Plan)</p>	<p>The following steps have been taken to improve the distance education program's comparability to the face-to-face program:</p> <ul style="list-style-type: none"> Continue to compare incoming students Continue monitoring of the online assignments and grades compared to the face-to-face program. Ensure faculty are providing the same course content, materials, and assignments as the face-to-face program.