**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
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**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 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

**Action Plan:**
No affiliated Action Plan

**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

**Action Plan:**
No affiliated Action Plan

**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

**Action Plan:**
No affiliated Action Plan

**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

**Action Plan:**
No affiliated Action Plan

**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:**
All students passed the human branding project but only 80% 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
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<th>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.</th>
<th>80% will score at least a 2 on the AAC&amp;U Value Rubric for Problem Solving as assessed by two faculty members.</th>
<th>Target: Not Reported This Cycle</th>
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<td><strong>Action Plan 1:</strong> 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%.</td>
<td><strong>Projected Completion Date:</strong> 5/24/2018</td>
<td><strong>Responsible Party:</strong> Dr. Singer</td>
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<td>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.</td>
<td>100% of students will successfully complete the TAMU CITI training requirement</td>
<td>Target: Not Reported This Cycle</td>
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<td><strong>No affiliated Action Plan</strong></td>
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Plan(s) were designed to address and why the action plan may/may not have resulted in improvements.

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.

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 the Capstone Project, 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.

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.

How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face-to-face) programs?

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 experience. The face-to-face students have a higher undergraduate GPA then 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 620 level courses face-to-face is 3.92 versus the online is 3.56.

What data/evidence are used to regularly assess the effectiveness of the distance education program (in comparison to comparable campus-based programs)?

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.

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)

The following steps have been taken to improve the distance education program's comparability to the face-to-face program:

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.