

**Arkansas State University
M.S. Sport Administration
Outcomes Assessment Plan
2024-25**

Graduate Program Sport Administration SLOs

Student Learning Outcomes Matrix – Academic Year 2024-25

Identify each Student Learning Outcome and Measurement Tool(s)	Identify Student Learning Benchmarks	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectations	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
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SLO 1 Students will synthesize and apply advanced sport management concepts.

Sport and Exercise Paper- Content and research rubric section: ESPE 6643 Current Readings (direct)	90% of students will score at least 4.0 points on 1-5 scale rubric	n=135	n=123	91.1%	Exceeds expectation
Research proposal assignment: ESPE 6673 Research Design (direct)	90% of students will score at least 80%	n=139	n=133	95.6%	Exceeds expectation
Internship Supervisor Evaluation- Knowledge and Understanding item: ESPE 681V Internship (indirect)	90% of students score at least 5.0 on a 1-5 scale	n=131	n=127	97.0%	Exceeds expectation
Sport organization project: SWOT Financial analysis section- ESPE 6133 Sport Finance (direct)	80% of students score 4.0 on 5.0 rubric	n=126	n=119	94.4%	Exceeds expectations

SLO 2 Students will demonstrate effective communication skills.

Comprehensive exam- Sport Communication portion (direct)	90% of students will score at least 4.0 on a 1-5 scale	n=120	n=118	98.3%	Exceeds expectation
Internship Supervisor Evaluation- Oral Communications item (indirect)	90% of students score at least 5.0 on a 1-5 scale	n=131	n=129	98.4%	Exceeds expectation
Internship Supervisor Evaluation- Written Communications item (indirect)	90% of students score at least 5.0 on a 1-5 scale	n=131	n=128	97.7%	Exceeds expectation

SLO 3 Students will demonstrate expectations of ethical conduct in the sport industry.

Internship Supervisor Evaluation- Judgment item: ESPE 681V Internship (indirect)	90% of students score at least 5.0 on a 1-5 scale	n=131	n=131	100%	Exceeds expectation
Internship Supervisor Evaluation- Responsibility item: ESPE 681V Internship (indirect)	90% of students score at least 5.0 on a 1-5 scale	n=131	n=129	98.4%	Exceeds expectation
Ethics Development Plan- Self-Assessment portion: ESPE 6103 Ethical Issues in Sport (direct)	90% of students will score at least 90%	n=127	n=117	92.1%	Exceeds expectation

Student Learning Outcomes Matrix Narrative:

Which areas met or exceeded expectations? Why?

Intern supervisor evaluations showed that students' knowledge, communications, and responsibility items exceed target expectations. Additionally, direct measures from course assignments found students met the expected benchmarks.

Which areas do we not meet expectations? Why?

All SLOs were met. This is an improvement from the last report. Combined with very competent and responsible graduate students, and some added communication (i.e. responsive to program, course or comprehensive exam questions or general guidance) to program students from faculty, these reasons helped meet or exceed expectations.

Last year, two SLOS (ESPE 6133 Sport Finance, SOT financial analysis; and Internship Supervisor Evaluation- Written Communications item were not met. Emphasis on more detailed instructions and expected time spent on the SWOT analysis was made. The increased scores for this assignment. Additionally, interns were further trained to also focus on the written responsibilities pertaining to their duties. According to intern evaluations, writing abilities scores improved. One possible explanation is that interns were given more duties that involved writing such as clients or communication with the public.

How does this data drive curricular decisions?

Writing ability is an essential skill to career success. This skill will be emphasized in courses' writing assignments. Written communication skills additionally will help the students in the oral communications abilities. Ideas from faculty included a requirement to have the writing center (in-person or online) assist students with at least one assignment per course. Additionally, the new Intellwriter program available to students Canvas assists students to compose documents in this program and obtain suggestions prior to assignment submissions. Writing assignments in program courses include grammar and organization in the rubric grading. Professors will continue communicate the importance of writing abilities and grade assignments as such.

How have we improved this year based on the data (closing the loop)?

We have seen much success with internship supervisor evaluations which assess 15 intern competencies. Our interns display competence and success with our many sites. Research skills are also a facet of the students' learning that appears to be progressing. The ability to research literature and critically process concepts, findings, and strategies is vital to our students' academic successes. Communication abilities competency (Writing skill) appeared to be an improvement from last year in the supervisor evaluations.

Lastly, our comprehensive exam also shows program success with over 98% of students passing the program's comprehensive exam. One exam question is from our sport communications course which is included in our SLOs. This measure taps into our comprehensive exam as a tool to help assess our students' knowledge and writing ability.

Graduate Sport Administration OEGs

Program-Level Operational Effectiveness Goals Matrix – Academic Year 2024-25

Identify Each Operational Goal and Measurement Tool(s)	Identify Benchmarks	Data Summary	Assessment Results:
			1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data

OEG 1 Provide experiential learning opportunities.

Measure 1	Engage in at least 5 external partnerships	131 students participated in partnerships with over 100 different sport environments	Exceeds expectation
Measure 2	5 class video calls with industry professionals	1 industry professional participated as guest speakers	Does not meet expectation
Measure 3	Student academic engagement: Presentation of research activities (3)	1 student presented research at academic conferences	Does not meet expectation
Measure 4	SMA student engagement activities (2)	2 students participated in Sport Management Association activities	Meets expectation

OEG 2 Ensure program curriculum relevance to the sport industry.

Measure 1	Faculty participation at academic conferences to ensure the latest relevant curriculum	Two SA faculty participated in 2 academic conferences	Meets expectation
Measure 2	Obtain input from SM alumni and advisory board members (2)	Two external industry professionals provided SA program input	Meets expectation
Measure 3	Implementation of new technology in SM and	0 SA faculty employed new course strategy	

	innovative pedagogical techniques		Does not meet expectation
Measure 4	SM faculty review of curricula at the start of each semester	SA faculty meets each semester to review program curricula and discuss any proposed changes.	Meets expectation

OEG 3 Faculty engagement in scholarly and service activities.

Measure 1	Highly productive SA faculty with scholarly journal productivity	0 publications in peer-reviewed academic journals	Does not meet expectation
Measure 2	Highly productive SA faculty in scholarly presentations accepted at inter/national academic conferences	2 conferences	Exceeds expectation
Measure 3	SA faculty engaged in community and sport management field service	1 faculty engaged in activity (community parks and recreation)	Meets expectation

OEG 4 Sustain program prominence as a leader in sport management education.

Measure 1	Maintain program exposure through both on-campus recruitment activities and online presence updates	Market program at various on-campus events: Volunteer@State, Learn@State, Community and Club Fair) Online exposure: Risepoint, department social media, program national rankings sites, COSMA site	Meets expectation
Measure 2		Re-affirmation of accreditation	Meets expectation

	Retain COSMA accreditation		
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Measure 3	SM faculty engaged in community and sport management field service	1 faculty engaged in activity (community parks and recreation)	Meets expectation
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OEG 5 Institutional effectiveness

Measure 1	Graduate enrollment of at least 200	202 enrolled Fall 2024	Exceeds expectation
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Measure 2	Retain ² 80% of graduate students	89% retention	Exceeds expectation
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Note²: University-wide retention stretch goal is 80%.

As a reminder, SA program had three faculty leave in May 2024. Two new full-time faculty were hired for Fall 2025 start. These faculty will be highly engaged in scholarly activity (OEG 3, measure 1), campus and community presence (OEG 3, measure 3, and OEG 4, measure 3) and service to the field (OEG 3, measure 3 and OEG 4, measure 3). These new faculty should provide scholarly contribution and service to the field, which has been a principal strength to the program. These activities also add to curriculum relevance and applicability.

Enrollment saw a 6.9% increase in the SA program from previous year. This increase met our enrollment goal.

The residential SA program mainly relies on local volunteer efforts; however, online students are welcome to provide service opportunities to build career experience and networking. Most of our online students are employed full-time.

New pedagogical techniques were not used during 2024-25 thus the benchmark not met. However, the new faculty may contribute to the program's innovative strategies and practices in course delivery.