

## 2017-2018 Assessment Cycle EDUC\_Sport Management BS

### Mission (due 12/4/17)

#### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

#### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

#### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

#### College / VP and Program / Department Mission

##### Mission of College or VP-area

*Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."*

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the college to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the college strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

##### Mission of Program / Department

*Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."*

- Our vision is to be world class in the production of quality Sports Management students.
- Our mission is to graduate highly skilled and job ready professionals with the necessary competencies to manage sports organizations efficiently and effectively.

#### Attachment (optional)

*Upload any documents which support the program / department assessment process.*

### Assessment Plan (due 12/4/17)

#### Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

#### Assessment List

Goal/Objective	Assessment 1 is Case Law Presentations with the goal of evaluating the ability of students to undertake case law research using primary and secondary sources of law.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units); OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Direct - Presentation	Students, working in groups will do a 20 minute power-point presentation on an assigned lecture topic. The presentation will critique the topic and its essential components , but will also research, identify and scrutinize recent legal cases (from 2006 onward). For instance, 2 students in a group will utilize 3 legal cases and 4 students will use 5 legal cases. At least one case has to be international , i.e. from Australia, Canada,	Table_1__Case_Law_Presentation_Feedback_Rubric_July_7_2017.docx

		<p>and UK etc. Power Point slides (with 2-4 slides on a page), will be handed to the professor and to each interrogator before the presentation . The first slide will include the official names and e-mails of the presenters and the final slide for each presenting group will list at least 2 sports law journals and other sources used in preparing the PowerPoint presentation . Short and relevant YouTube clips and/or interactive websites may be used. Remember – the presentation is aimed at analyzing sports related cases with the use of the case analysis method and</p>	
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		<p>the maximization approach. The presentations will be graded as guided by Table 1. Target: 100% of the candidates are expected to achieve at least 75% on the Case Law Presentation Assessment.</p>	
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Goal/Objective	Assessment 2 is Interrogation with the goal of training students to plan, develop and execute reasonable questions that enhance learning, debate and inquiry.(Imported)					
Legends	OO - Outcome/Objective (administrative units); PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);					
Standards/Outcomes						
Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="337 1409 500 1503">Assessment Measure</th> <th data-bbox="500 1409 662 1503">Criterion</th> <th data-bbox="662 1409 1549 1503">Attachments</th> </tr> </thead> </table>			Assessment Measure	Criterion	Attachments
	Assessment Measure	Criterion	Attachments			
Indirect - Student Evaluations	Each student will provide two sets of feedback to the presenters – on the topic presentation and journal critique. The aim is	Sports_Management__Table_2_Interrogation_Feedback_Rubric_July_7_2017.docx				

		<p>to get the presenters to clarify some of the vexing issues addressed , or illuminate interesting points made. Each interrogator will hand in a one-page summary note to the professor as shown (Table 2). The interrogation feedback rubric will be used for both the presentation and the journal critique. Target: Candidates must score at least 8 points or above to successfully pass this assessment.</p>	
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Goal/Objective	Assessment 3 is the JOURNAL CRITIQUE, with the goal of assisting students develop the ability to read, digest and critique per reviewed Sports Law journals.(Imported)
Legends	OO - Outcome/Objective (administrative units); PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Presentation	The goal of this assignment is to assist you develop the ability to read, digest and critique peer reviewed sports law journals. As indicated in the syllabus, each week has 1 journal listed on its weekly reading list. In groups of 2-3, students will choose one journal and perform a detailed critique as guided by the rubric below (Table 3). All journals can be downloaded from Moodle. Target: Candidates must score at least 15 points or above to successfully pass this assessment.	Table_3_Journal_Critique_Rubric_July_7_2017.docx

### Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

### Assessment Process

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

**Assessment List Findings for the Assessment Measure level for Assessment 1 is Case Law Presentations with the goal of evaluating the ability of students to undertake case law research using primary and secondary sources of law.(Imported)**

Goal/Objective	Assessment 1 is Case Law Presentations with the goal of evaluating the ability of students to undertake case law research using primary and secondary sources of law.(Imported)					
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units); OO - Outcome/Objective (administrative units);					
Standards/Outcomes						
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Assessment Findings	<b>Assessment Measure</b>		<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Direct - Presentation	Has the criterion Students, working in groups will do a 20 minute power-point presentation on an assigned lecture topic. The			Grades_KNES420_Nov_30_2017.xlsx	

		<p>presentation will critique the topic and its essential components, but will also research, identify and scrutinize recent legal cases (from 2006 onward). For instance, 2 students in a group will utilize 3 legal cases and 4 students will use 5 legal cases. At least one case has to be international, i.e. from Australia, Canada, and UK etc. Power Point slides (with 2-4 slides on a page), will be handed to the professor and to each interrogator before the presentation. The first slide will include the official names and e-mails of the presenters and the final slide for each presenting group will list at least 2 sports law journals and</p>			
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**Assessment List Findings for the Assessment Measure level for Assessment 2 is Interrogation with the goal of training students to plan, develop and execute reasonable questions that enhance learning, debate and inquiry.(Imported)**

Goal/Objective	Assessment 2 is Interrogation with the goal of training students to plan, develop and execute reasonable questions that enhance learning, debate and inquiry.(Imported)				
Legends	OO - Outcome/Objective (administrative units); PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Student Evaluations		Each student will provide two sets of feedback to the presenters – on the topic presentation and journal critique. The aim is to get the presenters to clarify some of the vexing issues addressed, or illuminate interesting points made. Each interrogator will hand in a one-page summary note to the professor as shown (Table 2). The interrogation feedback rubric will be used for both the presentation and the journal critique. Target: Candidates must score at least 8 points or above to successfully pass this assessment.		
Assessment Findings	<b>Assessment Measure</b>		<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Student Evaluations			Grades_KNES420_Nov_30_2017.xlsx	

		<p>a one-page summary note to the professor as shown (Table 2). The interrogation feedback rubric will be used for both the presentation and the journal critique. Target: Candidates must score at least 8 points or above to successfully pass this assessment . been met yet?</p>			
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**Assessment List Findings for the Assessment Measure level for Assessment 3 is the JOURNAL CRITIQUE, with the goal of assisting students develop the ability to read, digest and critique per reviewed Sports Law journals.(Imported)**

Goal/Objective	Assessment 3 is the JOURNAL CRITIQUE, with the goal of assisting students develop the ability to read, digest and critique per reviewed Sports Law journals.(Imported)	
Legends	OO - Outcome/Objective (administrative units); PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes		
Assessment Measures	<p><b>Assessment Measure</b></p>	<p><b>Criterion</b></p>
	<p>Direct - Presentation</p>	<p>The goal of this assignment is to assist you develop the ability to read, digest and critique peer reviewed sports law journals. As indicated in the syllabus, each week has 1 journal listed on its weekly reading list. In groups of 2-3, students will choose one journal and perform a detailed critique as guided by the rubric below (Table 3). All journals can be downloaded from Moodle. Target: Candidates must score at least 15 points or above to successfully pass this assessment.</p>

Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Presentation	<p>Has the criterion</p> <p>The goal of this assignment is to assist you develop the ability to read, digest and critique peer reviewed sports law journals. As indicated in the syllabus, each week has 1 journal listed on its weekly reading list. In groups of 2-3, students will choose one journal and perform a detailed critique as guided by the rubric below (Table 3). All journals can be downloaded from Moodle.</p> <p>Target: Candidates must score at least 15 points or above to successfully pass this assessment . been met</p>		Grades_KNES420_Nov_30_2017.xlsx	

		yet?			

## Reflection (Due 9/15/18)

### Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

#### 1) How were assessment results shared in the program / department?

*Please select all that apply. If "other", please use the text box to elaborate.*

- Distributed via email
- Presented formally at staff / department / committee meetings
- Discussed informally
- Other (explain in text box below) (selected)

Distributed by Moodle for review.

#### 2) How frequently were assessment results shared?

- Frequently (>4 times per cycle)
- Periodically (2-4 times per cycle)
- Once per cycle (selected)
- Results were not shared this cycle

#### 3) With whom were assessment results shared?

*Please select all that apply.*

- Department Head (selected)
- Dean / Asst. or Assoc. Dean (selected)
- Departmental assessment committee
- Other faculty / staff (selected)

**4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.**

No majors changes were made.

**5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.**

Dr. Peter Ochieng has a committee that will be further trained in rubric development and data collection.

**Attachments (optional)**

*Upload any documents which support the program / department assessment process.*