

## Undergraduate Student Learning Outcomes Matrix - AY 2020 – 2021

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b>SLO1: Acquiring knowledge in specific core content areas, specifically those areas identified by COSMA as CPC topical areas.</b>					
<b>PES 119</b> <b>Introduction to Sport Management -</b> Measurement tool: Assessed: Personal Assessment of Skills; Functional Resume; Time management project; Sport Industry Career Presentation.	80% of the students will achieve a grade of B- or higher in the course	N=136	N=114	84%	Exceeds expectations
<b>PES 180</b> <b>Organizational Theory and Governance –</b> Measurement tool: Personal assessment of leadership and management skills; Development and evaluation of organizational plans; Development and implementation of an event & fundraiser.	80% of the students will achieve a grade of B- or higher in the course	N=91	N=70	77%	Does not meet expectations
<b>PES 218QR</b> <b>Sport Analytics –</b> Measurement tool: measurements of central tendency, variable identification, calculations of variance and	15% of students will earn a grade of A- or higher; 50% of students will earn a grade of B- or higher;	N=45	N=35	78%	Does not meet expectations

standard deviation, hypotheses testing through z-score analysis, and correlational statistics utilizing Pearson's r Product Moment Correlation Coefficient test statistics.	90% of students will earn a grade of C- or higher; 10% of students will earn a grade lower than C-.				
<b>PES 564: Sport Governance</b> Measurement tool: Group work and exam to determine student understanding regarding sport organizations and related issues.	80% of the students will achieve a grade of B- or higher in the course	N=45	N=43	96%	Exceeds expectations
<b>SLO2: Developing an understanding of the global nature of sport, how it is influenced by society, and the influence sport has on society.</b>					
Next Assessment – 2021-2022					
<b>SLO3: Mastering effective communication skills: oral, interpersonal, written.</b>					
Next Assessment – 2022-2023					
<b>SLO4: Developing an understanding of how sport organizations are managed, lead, and governed.</b>					
<b>PES 564: Sport Governance</b> Measurement tool: Group work and exam to determine student understanding regarding sport organizations and related issues.	80% of the students will achieve a grade of B- or higher in the course	N=45	N=43	96%	Exceeds expectations
<b>SLO5: Demonstrating an understanding of theoretical marketing principles and their practical application.</b>					
Next Assessment – 2021-2022					
<b>SLO6: Demonstrating an understanding of the concepts and functions of management with the ability to use skills and knowledge to plan, organize, lead, and evaluate a sport event.</b>					
Next Assessment – 2022-2023					
<b>SLO7: Demonstrating an understanding of economic and financial principles and their application to sport organizations.</b>					

<b>PES 119</b> <b>Introduction to Sport Management -</b> Measurement tool: Assessed: Personal Assessment of Skills; Functional Resume; Time management project; Sport Industry Career Presentation.	80% of the students will achieve a grade of B- or higher in the course	N=136	N=114	84%	Exceeds expectations
<b>PES 280</b> <b>Economics &amp; Finance in Sport Industry</b> Measurement tool: lectures, in-class exercises, in-class group work and presentations	15% of students will earn a grade of A- or higher; 55% of students will earn a grade of B- or higher; 95% of students will earn a grade of C- or higher; 5% of students will earn a grade lower than C-	N=23	N=21	91%	Meets expectations

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

## Student Learning Outcomes Matrix Narrative:

### SLO 1 – PES 119 & SLO 7

The overall goal for the CMU Sport Management program with respect to the PES 119 Introduction to Sport Management course is for 80% of the students to achieve a grade of B- or higher in the course. PES 119 introduced the students to the concepts of sport management, careers in the sport industry, and the skills necessary to be successful in a sport industry career.

For the fall 2020 and spring 2021 spring semesters, students completed a personal assessment of skills and prepared a personal development plan to gain skills and experiences necessary for successful employment in the sport industry. The students learned time management and organizational skills, which they demonstrated in a time management project. They also researched and presented a sport industry career that identified the skills, experience, and information necessary to be successful in the sport industry.

The course was taught in the Hi-Flex model. The students were given a choice of attending in person or online. The overwhelming majority took the course online. There was a discernable difference in the success of the students who attended in-person versus those that attended online. The students who participated in-person all earned an A. The average for those that attended online was a B-.

#### DATA & INFORMATION

#### ANALYSIS

##### FALL 2020

- 3 sections taught
- 71 total students completed the course
- Avg score of B- or higher = 67/71 or 94% of the students
- Avg grade in the 3 sections = 92%
- Median grade in the 3 sections = 93%

94% of the students achieved an 83% or better in the class. Based on the data, I believe the benchmark of 80% earning a B- or higher is appropriate, given the class structure.

I believe that this meets SLO #1 & SLO #7, indicating that the instructor helped the students learn.

## DATA & INFORMATION

## ANALYSIS

SPRING  
2021

- 3 sections taught
- 65 total students completed the course
- Avg score of B- or higher = 47/65 or 72% of the students
- Avg grade in the 3 sections = 76%
- Median grade in the 3 sections = 88%
- 14/65 students failed the course because they did not attend or turn work in – this drastically skewed the overall average.

72% of the students achieved an 80% or better in the class. Based on the data, I believe the benchmark of 80% earning a B- or higher is appropriate, given the class structure. The class grades were grouped in A's & B's and then in D's & E's. The students who did not pass the course did not turn in the work and this dropped the overall class average dramatically. The students who attended regularly and completed the work had an overall average of 88% in the course.

I believe that this meets SLO #1 & SLO #77, indicating that the instructor helped the students learn.

### SLO 1 – PES 180

The overall goal for the CMU Sport Management program with respect to the PES 180 Organizational Theory and Governance course is for 80% of the students to achieve a grade of B- or higher in the course. PES 180 introduced the students to the concepts of organizational theory and management, leadership, organizational development, change management, and the leader behaviors necessary to be successful in a sport industry career.

For the fall 2020 and spring 2021 spring semesters, students completed a personal assessment of leadership and management skills. The students learned how to develop and evaluate organizational plans, which they demonstrated in a project. They also developed and implemented an organizational change plan in which they demonstrated all the concepts learned in the course.

The course was taught in the Hi-Flex model. The students were given a choice of attending in person or online. The overwhelming majority took the course online. There was a discernable difference in the success of the students who attended in-person versus those that attended online. The students who participated in-person all earned an A- or better. The average for those that attended online was a C+.

## DATA & INFORMATION

## ANALYSIS

### FALL 2020

- 2 sections taught
- 44 total students completed the course
- Avg score of B- or higher = 34/44 or 77% of the students
- Avg grade in the 2 sections = 85%
- Median grade in the 2 sections = 85%

77% of the students achieved an 80% or better in the class. Based on the data, I believe the benchmark of 80% earning a B- or higher is appropriate, given the class structure. The main reason students did not achieve a B- is not completing and submitting required work.

I believe that this meets SLO #1, indicating that the instructor helped the students learn.

### SPRING 2021

- 2 sections taught
- 47 students completed the course
- Avg score of B- or higher = 36/47 or 76% of the students
- Avg grade in the 2 sections = 83%
- Median grade in the 2 sections = 87%

76% of the students achieved an 80% or better in the class. Based on the data, I believe the benchmark of 80% earning a B- or higher is appropriate, given the class structure. The students who attended regularly and completed the required work all earned an A or B.

I believe that this meets SLO #1, indicating that the instructor helped the students learn.

## SLO 1 – PES 218QR

Through the use of lectures, abundant quantitative practice problems, in-class group research processes, and analysis and decision-making sessions, students were exposed to fundamental statistical procedures including (but not limited to) measurements of central tendency, variable identification, calculations of variance and standard deviation, hypotheses testing through z-score analysis, and correlational statistics utilizing Pearson's r Product Moment Correlation Coefficient test statistics. Students were introduced to these concepts as methods for determining (for example), the economic value of a particular player, strategies coaches may use based on probability of success for players and teams. Students were also taught the foundational statistical processes necessary to move toward advanced analytics in order to determine where the "numbers" come from.

Through the use of the SLO's, students were benchmark expectations as explained throughout this document. Once individual grade levels were calculated, 20% of students earned grades of

A- or higher (9 of 45) and 47% of students (21 of 45) earned grades of B- or higher; as mentioned prior, 78% (35 of 45), met benchmark expectations with grades earned of C- or higher.

#### SLO 1 & SLO 4 – PES 564

The percentages are in line for a 500-level course. At this level students are invested in their education and strive to meet the challenges set forth in the coursework. Furthermore, this serves as a measure of clarity of instructions, the value of class time devoted to the concepts and the process of development of the assignments.

#### SLO 7 – PES 280

Through the use of lectures, in-class exercises, in-class group work and presentations, students were exposed to fundamental economic principles, supply/demand models and the laws of both, concepts of scarcity, the economic trinity, shortages and surpluses, production tools, competition, monopolistic/oligopolistic behaviors related to anti-trust, pure market economies, business structures, revenue sharing, varying degrees of consumers, pricing structures, variable/dynamic pricing, economic impact principles, financial documents, and budget creation. Students were introduced to these concepts as general topics, and then examined how the sporting industry operated within these areas.

Through the use of the SLO's, students met benchmark expectations as explained throughout this document. Once individual grade levels were calculated, 17% of students earned grades of A- or higher (4 of 23) and 61% of students (14 of 23) earned grades of B- or higher; as mentioned prior, 91% (21 of 23), met benchmark expectations with grades earned of C- or higher.

## Graduate Student Learning Outcomes Matrix - AY 2020 – 2021

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b>SLO1: Students will understand ethical and legal issues in decision-making and policy determination.</b>					
Next Assessment – 2021-2022					
<b>SLO2: Students will understand philosophical and sociocultural issues in decision-making and policy determination.</b>					
Next Assessment – 2022-2023					
<b>SLO3: Students will apply fundamental knowledge and practical understanding of sport marketing, communication, and event management principles.</b>					
<b>PES 650: Sport Marketing</b> Measurement tool: Course embedded project (Marketing Plan) evaluation	90% of students will achieve a grade of B or above	N=17	N=17	100%	Exceeds Expectation
<b>SLO4: Students will use teamwork to prepare a complex project demonstrating significant cognitive and practical knowledge.</b>					
Next Assessment – 2021-2022					
<b>SLO5: Students will use reflection and team feedback to evaluate their professional areas of strength and areas they need improvement.</b>					
Next Assessment – 2022-2023					
<b>SLO6: Students will use critical thinking and reasoning skills to make decisions in sport.</b>					
<b>PES 645: Financial Management of Sport</b> Measurement tool: lectures, role playing, in-class exercises, in-class group work and presentations	35% of students will earn a grade of A – or higher; 55% of students will earn a grade of B- or higher; 10% of students will earn a grade of C- or higher.	N=18	N=18	100%	Exceeds Expectation
<b>SLO7: Students will employ sound principles of strategic planning, data management, financial management, and risk management in sport.</b>					



Next Assessment – 2021-2022					
<b>SLO8: Students will effectively apply sport management theories, human resource management, and leadership practices with a sport organization.</b>					
Next Assessment – 2022-2023					
<b>SLO9: Students will demonstration application of technological advancements, information literacy and oral, written, and group communication skills.</b>					
<b>PES 685: Integrated Capstone Sport Management</b> Measurement tool: Capstone project	90% of students will achieve a grade of B or above on the course embedded project.	N=10	N=10	100%	Exceeds Expectation
<b>SLO10: Students will prepare a research project through inquiry and utilization of research methodologies.</b>					
Next Assessment – 2021-2022					

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

## **Student Learning Outcomes Matrix Narrative:**

### **SLO 3 – PES 650**

100% of the students exceeded the expectation of achieving a grade of B or above on their Marketing Plan project. The project was a culmination and application of all of the material and topics learned about during the course. Students partnered with an organization and created a marketing plan which included planning an event, and marketing and communication strategies for the organization.

### **SLO 6 – PES 645**

Through the use of lectures, role playing, in-class exercises, in-class group work and presentations, students were exposed to financial management practices, budget creation, income and expense report categories, current and long-term assets and liabilities and the management of such. Students were also introduced to economic principles related to pricing, and the financial risks involved in the sport industry today. Students were also involved in role-playing exercises debating collegiate athletics and facing the decisions of sport elimination.

Based on the assessment information, students exceeded expectations as 67% (12-of-18) earned a grade of A- or higher; 33% of students earned a grade of B- to B+ (6-of-12); no students earned grades lower than B-.

### **SLO 9 – PES 685**

100% of students met the SLO and demonstrated application of technological advancements, information literacy and oral, written, and group communication skills. Changes and improvements were made to the capstone project to improve communication between students and community partners. These changes included the development of a written project proposal to be reviewed and agreed upon by students, community partners, and class professor. COVID-19 caused disruptions and made it more difficult to identify a quantity of project options. Because of COVID-19, there was continued uncertainty regarding planning and implementing in-person events or activities. Health-related guidelines between national, state, and local jurisdictions were ever changing throughout the semester, causing ambiguity about project scope, type, and deliverables. Although students exceeded expectations with regards to this SLO, because of continued assessment, the course professor will study ways to continually improve communication between students and community partners.