
General Information (Academic Unit Assessment Workspace)

College: College of Health and Behavioral Sciences

Department: Exercise & Sport Science

Program Name: Sport Management, Executive Master of Arts

Program Level: Graduate

CIP Code: XX.XXXX

ADHE Code: XXXX

Date of Degree Start: 05.01.2017

External Accrediting Agency: N/A

Date Assessment Plan Submitted: 08.22.2017

College Dean: Jimmy Ishee

Department Chairperson: Steve Tucker

Program Director: Zack Damon

Faculty/Assessment Committee Chair:XXXXXXXX

College Curriculum Committee Chair:XXXXXXXX

Department Curriculum Committee Chair:XXXXXXXX

Department Website: <http://uca.edu/exss/>

Assessment Plan

PROGRAM PURPOSE

The purpose of the Executive Master of Art in Sport Management is aimed to enhance the knowledge base of sport management through an online learning environment. This aim will support students who are currently working and possess the desire to achieve an advanced degree in the hopes of advancing their careers in the sport industry. The purpose is to have students engage in the broad topics within the sport management discipline in an intense program to inform students a deep level of understanding within each topic. As a result, each student will obtain knowledge in the advanced workings of the management, marketing, leadership, legal, and financial aspects of the sport industry. The program is housed within the Exercise and Sport Science Department, which is part of the College of Health and Behavioral Sciences.

Program Goals:

1. Students will possess the skills and knowledge required to effectively manage and lead sport organizations across various operational aspects, including law, finance, marketing, and human resources.
2. Students will have a thorough understanding of the sport management industry and the analytical skills necessary to critically evaluate data and situations across various industry aspects.

MISSION STATEMENT

The Sport Management Graduate program serve as a catalyst for student success, facilitating professional advancement within the sport industry. This is accomplished through a curriculum built on the practical application of theoretical and experiential knowledge. Graduates of the program will be prepared to progress in their careers to higher-level management positions within sport organizations or to embark on a new career path within the sport industry.

STUDENT LEARNING OUTCOMES

Sport Management

SLO 1 Teamwork and Communication

Students will demonstrate the ability to effectively collaborate with diverse team members and communicate ideas clearly and persuasively in both written and oral formats within the context of sport management. (a) Effective Collaboration: This learning outcome emphasizes the ability of students to work collaboratively with individuals from diverse backgrounds within the sport industry. (b) Communication Skills: Students are expected to demonstrate proficiency in both written and oral communication. (c) Diverse Team Members: In the sport industry, teamwork often involves collaborating with individuals from diverse backgrounds, including athletes, coaches, administrators, sponsors, and fans. (d) Application in Sport Management: The learning outcome emphasizes the practical application of teamwork and communication skills within the specific context of sport management.

Mapping

No Mapping

SLO 2 Problem-Solving

Students will demonstrate the ability to identify, analyze, and propose effective solutions to complex issues within the sport industry. (a) Identify Problems: Students should be able to recognize and define problems or challenges that arise within various sectors of the sport industry. This involves being able to identify both immediate issues and underlying causes. (b) Analyze Problems: Once a problem is identified, students should be able to analyze it critically.

This includes breaking down the problem into its components, understanding the factors contributing to it, and evaluating its potential impact on stakeholders.(c) Apply Solutions: Finally, students should be able to implement and evaluate the effectiveness of their proposed solutions. This may involve working collaboratively with stakeholders in the sport organizations, adjusting strategies as needed, and measuring outcomes to determine success.

Mapping

No Mapping

SLO 3 Quantitative Reasoning

Students will be able to utilize quantitative data and analysis techniques to inform decision-making and solve problems within the sport industry.(a) Utilize Quantitative Data: This learning outcome emphasizes the ability of students to gather, interpret, and apply quantitative data relevant to various aspects of the sport industry. This might include data related to athlete performance metrics, marketing effectiveness, or financial projections.(b) Analysis Techniques: Students should develop proficiency in applying statistical and analytical techniques to make sense of quantitative data. This includes descriptive statistics, inferential statistics, regression analysis, data visualization, and other relevant methods.(c) Inform Decision-Making: The goal is for students to use quantitative data and analysis to make informed decisions in various areas of sport management, such as marketing strategies, player recruitment, and performance evaluation.

Mapping

No Mapping

University Outcomes

Alumni Engagement

The university will develop appropriate feedback mechanisms for alumni and employers, provide alumni access to career development and planning resources, and facilitate opportunities for alumni networking.

Mapping

UCA Strategic Plan: Goal 2C, Goal 2D, Goal 2E,

University Outcomes: Alumni Engagement

Community Engagement

Carnegie defines Community Engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Mapping

University Outcomes: Community Engagement

Core Values: Intellectual Excellence - Educated Citizens

We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech. Given our institution's historical roots in teacher education, this foundation inspires all of our colleges to work together to ensure our faculty and students promote instructional excellence and lifelong learning.

Mapping

UCA Core Values: Educated Citizens,
UCA Strategic Plan: Goal 3A

Core Values: Intellectual Excellence - Scholarship

We believe that students and faculty should engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.

Mapping

UCA Core Values: Scholarship

Core Values: Intellectual Excellence - Cultural Competence

We believe that students should experience cultural activities as they grow in their appreciation for the diversity of ideas and peoples, both inside and outside the classroom.

Mapping

UCA Core Values: Cultural Competence

Core Values: Intellectual Excellence - Learning Environment

We believe that an outstanding physical infrastructure, along with a culture of excellence in all of our endeavors, provides an environment in which our students and faculty can thrive personally and intellectually. We further believe in providing state-of-the-art learning spaces.

Mapping

UCA Core Values: Learning Environment

Core Values: Community - Collegiality

We believe in processes of shared decision making based on productive synergistic interactions among our students, faculty, and staff, and disciplines in the pursuit of institutional goals.

Mapping

UCA Core Values: Collegiality

Core Values: Community - Partnerships

We are dedicated to promoting outreach activities, community education, and partnerships with surrounding entities. We believe in collaborating with the citizens of our region, the state, the nation, and the world as well as those organizations and constituents with whom we work.

Mapping

UCA Core Values: Partnerships

Core Values: Community - Safe and Healthy Environment

We promote a safe, healthy, and sustainable environment where our community members can flourish personally and socially as whole beings with obligations to improve their environment.

Mapping

UCA Core Values: Safe and Healthy Environment

Core Values: Community - Service

We believe in sharing our academic and cultural resources and expertise with the public, educational institutions, businesses, cultural centers, and public and non-profit agencies, when appropriate. We work to enable students to integrate into the larger world to promote a commitment to public service through experiential education. Faculty and staff serve our state and local constituents by sharing their energy, talents, and experience.

Mapping

UCA Core Values: Service

Core Values: Diversity - Recruitment and Retention

We actively pursue and seek to retain a diverse student body, faculty, and staff.

Mapping

UCA Core Values: Recruitment and Retention,

UCA Strategic Plan: Goal 3A

Core Values: Diversity - Support

We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

Mapping

UCA Core Values: Support

Core Values: Diversity - Knowledge

We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

Mapping

UCA Core Values: Knowledge

Core Values: Integrity - Ethics

We believe in acting with honesty, courage, and trustworthiness.

Mapping

UCA Core Values: Ethics

Core Values: Integrity - Respect

We support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, state, nation, and the world.

Mapping

UCA Core Values: Respect

Core Values: Integrity - Responsibility

We commit to being responsible and accountable in our operations at all levels of the institution, including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.

Mapping

UCA Core Values: Responsibility

Core Values: Integrity - Trust

We value and continually seek to earn the public's trust in all of our actions and words.

Mapping

UCA Core Values: Trust

Undergraduate Research

Undergraduate research is an inquiry or investigation conducted by an undergraduate that makes an original intellectual or creative contribution to the discipline. There are several features of the definition that make it a particularly suitable description of undergraduate research.

Mapping

University Outcomes: Undergraduate Research

Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Mapping

University Outcomes: Service Learning

KPI'S

No outcome sets attached

ASSESSMENT CYCLE

	Reporting Year	Report Due Date
SLO 1	2024-2025	09.30.2025
SLO 2	2025-2026	09.30.2026

SLO 3	2025-2026	09.30.2026
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CURRICULUM MAP

Active Curriculum Maps

Sport Management, Executive Master of Arts

Alignment Set Sport Management

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METHODS AND MEASURES

	SLO 1 Teamwork and Communication	SLO 2 Problem-Solving	SLO 3 Quantitative Reasoning
Direct	Class: EXSS 5335 Method: Group Project Benchmark: 70% of students will score over 9 points in the assigned rubric.	Class: EXSS 6325, EXSS 6305 Method: Final Project Benchmark: 70% of students will score over 9 points in the assigned rubric.	Class: EXSS 6316 Method: Written Exam Benchmark: 70% of students will score over 9 points in the assigned rubric.
Indirect	Student/Course Evaluations	Student/Course Evaluations	Student/Course Evaluations

DATA COLLECTION AND REVIEW

- Data are to be collected at the end of Year 1 for outcome 1, and at the end of Year 2 for outcomes 2 and 3.
- The data will be collected through course materials and when necessary with the help of the Office of Assessment.
- The 70% benchmark was established based on average to above average expectations of current students in the Exercise and Sport Science department.
- As students progress through the program, their skills and proficiency will continue to grow alongside their sport management knowledge base. If students struggle to meet these benchmarks then both the student(s) and faculty will take an active role

(meeting when possible, Zoom, etc.) and when necessary the University's academic support services in order to aid the student.

- The Department Chair and/or his/her designee will collect the data.

PROCESS PARTICIPATION

- The faculty and department of Exercise and Sport Science will commit to carrying out the assessment plan and annually collect data on at least one SLO. This will be in coordinated with the Curriculum Committee.
- Specific Roles:
 - Department Chair and/or his/her designee: Collect and analyze the data.
 - Curriculum Committee: Discuss and interpret the data. When needed, will provide improvement actions to be implemented.
 - Department Chair and/or his/her designee and Faculty: Disseminate the interpretations, improvement actions, and consult with the Office of Assessment as needed.

DATA ANALYSIS

- Data will be shared with faculty annually and will be done so within EXSS departmental meetings.
- The Department Chair and/or his/her designee along with the Office of Assessment (as needed).
- Results will match with the Program Goals. Both will be evaluated on an annual basis to provide accurate and appropriate outcomes are used.

PROGRAM IMPROVEMENT PLANS

- Assessment results will be used to evaluate students' learning effectiveness.
- The data will be first examined and analyzed by the Program Director.
- Historical trends benchmarking is also performed to compare current students with past peers.
- The data will be shared with the Department Chair throughout the process.
- If the results are less than 60% for four consecutive years, curriculum revision will be discussed at the Curriculum Committee meeting.

POST-GRADUATE SUCCESS

Program Director will survey graduation students each year to ascertain their post-graduate plans. A year after graduation the program direct will track students (email, LinkedIn, Facebook) for employment and career growth.

TEACHING EFFECTIVENESS

- The Department Chair will annually review faculty and their teaching prowess.
- Both peer and student evaluations will be used to evaluate teaching effectiveness.

APPENDICES/ATTACHMENTS

File Attachments:

1. Problem Solving Rubric.pdf

2. Quantitative_Reasoning Rubric.pdf

3. Teamwork and Communication Rubric.pdf