Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2016**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at [http://www.eiu.edu/~assess/](http://www.eiu.edu/~assess/) or contact Karla Sanders in CASA at 581-6056.

**PART ONE**

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| 1. SM students will demonstrate the ability to write effectively | Writing skills were assessed in KSS 2761 (Introduction to Sport Management) during the evaluation period through a ‘Professional Portfolio’ assignment using the previous EIU-approved Writing Rubric (Content, Organization, Style, Mechanics) | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 4 components of the EIU writing assessment rubric | 23 students were assessed during the 2-year evaluation period.  
  * Content = 3.47 average  
  * Organization = 3.52 average  
  * Mechanics = 3.52 average | - Instructor of KSS 2761  
  - KSS SM faculty  
  - KSS department chair  
  - KSS curriculum committee  
  - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
  - Implement new ideas in annual assessment plan |
|  | Writing skills were assessed in KSS 4326 (Psychosocial Aspects of Sport) through a ‘Reflection Paper’ using the previous EIU-approved Writing Rubric (Content, Organization, Style, Mechanics) | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 4 components of the EIU writing assessment rubric | 76 students were assessed during the 2-year evaluation period.  
  * Content = 3.06 average  
  * Organization = 3.24 average  
  * Style = 3.00 average  
  * Mechanics = 2.37 average | - Instructor of KSS 4326  
  - KSS SM faculty  
  - KSS department chair  
  - KSS curriculum committee  
  - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
  - Implement new ideas in annual assessment plan |
|  | Writing skills were assessed in KSS 4328 (Governance of Sport) through a ‘Policy Paper’ using the previous EIU-approved Writing Rubric (Content, Organization, Style, Mechanics) | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 4 components of the EIU writing assessment rubric | 72 students were assessed during the 2-year evaluation period.  
  * Content = 3.65 average  
  * Organization = 3.82 average  
  * Style = 3.65 average  
  * Mechanics = 3.18 average | - Instructor of KSS 4328  
  - KSS SM faculty  
  - KSS department chair  
  - KSS curriculum committee  
  - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
  - Implement new ideas in annual assessment plan |
|  | Writing skills were assessed in KSS 4764 (Management Principles) through a ‘Leadership Paper’ using the previous EIU-approved Writing Rubric - (Content, Organization, Style, Mechanics) | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 4 components of the EIU writing assessment rubric | 26 students were assessed during the 2-year evaluation period.  
  * Content = 3.31 average  
  * Organization = 3.51 average  
  * Style = 3.45 average  
  * Mechanics = 3.42 average | - Instructor of KSS 4764  
  - KSS SM faculty  
  - KSS department chair  
  - KSS curriculum committee  
  - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
  - Implement new ideas in annual assessment plan |
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| 2. SM students will demonstrate the ability to orally speak (present) effectively to a group | **Oral speaking skills were assessed in KSS 2761 (Introduction to Sport Management) using the previous EIU-approved oral speaking rubric (Organization, Language, Material, Analysis, Nonverbal Delivery, Verbal Delivery)** | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 6 components of the oral presentation rubric | **44 students were assessed during the 2-year evaluation period.**  
  * Organization = 3.54 average  
  * Language = 3.54 average  
  * Material = 3.55 average  
  * Analysis = 3.48 average  
  * Nonverbal Delivery = 3.36 avg  
  * Verbal Delivery = 3.38 avg | - Instructor of KSS 2761  
 - KSS SM faculty  
 - KSS department chair  
 - KSS curriculum committee  
 - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
 - Implement new ideas in annual assessment plan |
|  | **Oral speaking skills were assessed in KSS 4326 (Psychosocial Aspects of Sport) using the previous EIU-approved oral speaking rubric (Organization, Language, Material, Analysis, Nonverbal Delivery, Verbal Delivery)** | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 6 components of the oral presentation rubric | **23 students were assessed during the 2-year evaluation period.**  
  * Organization = 2.78 average  
  * Language = 2.76 average  
  * Material = 2.67 average  
  * Analysis = 2.29 average  
  * Nonverbal Delivery = 2.20 avg  
  * Verbal Delivery = 2.85 avg | - Instructor of KSS 4326  
 - KSS SM faculty  
 - KSS department chair  
 - KSS curriculum committee  
 - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
 - Implement new ideas in annual assessment plan |
|  | **Oral speaking/presentation skills were assessed in KSS 4328 (Sport Governance) using the previous EIU-approved oral speaking rubric (Organization, Language, Material, Analysis, Nonverbal Delivery, Verbal Delivery).** | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 6 components of the oral presentation rubric | **65 students were assessed during the 2-year evaluation period.**  
  * Organization = 3.88 average  
  * Language = 3.77 average  
  * Material = 3.88 average  
  * Analysis = 3.92 average  
  * Nonverbal Delivery = 3.22 avg  
  * Verbal Delivery = 3.65 avg | - Instructor of KSS 4328  
 - KSS SM faculty  
 - KSS department chair  
 - KSS curriculum committee  
 - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
 - Implement new ideas in annual assessment plan |
|  | **Oral speaking/presentation skills were assessed in KSS 4764 (Sport Management Skills) using the previous EIU-approved oral speaking rubric (Organization, Language, Material, Analysis, Nonverbal Delivery, Verbal Delivery).** | Students will collectively achieve a mean score of at least 3.5 out of 4.0 on each of the 6 components of the oral presentation rubric | **42 students were assessed during the 2-year evaluation period.**  
  * Organization = 3.64 average  
  * Language = 3.62 average  
  * Material = 3.65 average  
  * Analysis = 3.61 average  
  * Nonverbal Delivery = 3.51 avg  
  * Verbal Delivery = 3.48 avg | - Instructor of KSS 4764  
 - KSS SM faculty  
 - KSS department chair  
 - KSS curriculum committee  
 - Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
 - Implement new ideas in annual assessment plan |
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| 3. SM students will demonstrate the ability to think critically | Critical thinking skills were assessed during the 2-year evaluation period through the use of the Watson-Glaser critical thinking appraisal, which measures Inference, Recognition of Assumption, Deduction, Interpretation, and Evaluation of Argument. | Each SM student will achieve a composite score of at least 24 (60%) out of the possible 40 points on the multivariate assessment. | Per Semester Results:  
* SU 2014 – 4/5 = 80.0%  
* FA 2014 – 4/14 = 28.6%  
* SP 2015 – 4/15 = 26.7%  
*Total = 12/34 = 35.3% of SM students who completed the assessment during the 2-year evaluation period met or exceeded the expectation. | - the KSS department chair  
- The Chair shares results with KSS SM faculty  
- Results and future plans discussed during annual KSS faculty ‘retreat’.  
- Implement new ideas in annual assessment plan |
| Critical thinking skills were assessed in KSS 4326 (Psychosocial Aspects of Sport) during the 2-year evaluation period through a series of four projects/practical scenarios administered each semester.  
*See ‘KSS 4326’ Attachment for details on each project, rubric used, and results. | All students will demonstrate ‘excellence’ in critical thinking skills through a 90% or higher performance evaluation on each project. | Per Semester Results:  
* FA 2014  
Project 1 – 14/25 students ≥ 90%  
Project 2 – 18/25 students ≥ 90%  
Project 3 – 8/25 students ≥ 90%  
Project 4 – 12/25 students ≥ 90%  
* SP 2015  
Project 1 – 14/28 students ≥ 90%  
Project 2 – results not submitted  
Project 3 – 21/28 students ≥ 90%  
Project 4 – 16/28 students ≥ 90% | - Instructor of KSS 4326  
- KSS SM faculty  
- KSS department chair  
- KSS curriculum committee  
- Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
- Implement new ideas in annual assessment plan |
| Critical thinking skills were assessed in KSS 4327 (Ethics) through completion of ‘drug users dilemma’ case study.  
*See ‘KSS 4327’ Attachment for details on the project and rubric used. | All students will demonstrate ‘excellence’ in critical thinking skills through a 90% or higher performance evaluation on the case study. | Per Semester Results:  
* FA 2014 – 18/22 students ≥ 90%  
* SP 2015 – 18/21 students ≥ 90%  
* FA 2015 – 26/27 students ≥ 90%  
* SP 2016 - 16/25 students ≥ 90%  
*Total = 78/95 = 82.1% of SM students who completed the assessment during the 2-year evaluation period met or exceeded the expectation. | - Instructor of KSS 4327  
- KSS SM faculty  
- KSS department chair  
- KSS curriculum committee  
- Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
- Implement new ideas in annual assessment plan |
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| 4. SM students will demonstrate responsible citizenship competencies | Responsible citizenship competencies were assessed in KSS 4328 (Governance) through participation in an Olympic bidding process group activity. The activity required student groups to research and create a persuasive presentation on why a actual bidding city would be ideal to host a future Olympic Games because of successful integration of ‘responsible citizenship’ characteristics into their bid proposal such as ‘sustainability, environmental impact, urban regeneration, and event legacy’. | All students will demonstrate ‘excellence’ in responsible citizenship competencies through a 90% or higher combined performance evaluation on the Olympic Games Project. | 108 students were assessed during the 2-year evaluation period in 4 sections of KSS 4328. Per Semester Results: * FA 2014 – 5/25 students ≥ 90% * SP 2015 – 12/31 students ≥ 90% * FA 2015 – 3/17 students ≥ 90% * SP 2016 - 6/35 students ≥ 90% *Total = 26/108 = 24.1% of SM students who completed the assessment during the 2-year evaluation period met or exceeded the expectation. | - Instructor of KSS 4328  
- KSS SM faculty  
- KSS department chair  
- KSS curriculum committee  
- Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
- Implement new ideas in annual assessment plan |

* See ‘KSS 4328’ Attachments for examples of the Rubric used to assess student performance on the Olympic Project.
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| 5. SM students will effectively demonstrate quantitative reasoning skills | Quantitative reasoning skills were assessed in KSS 4764 (Management Principles) through the requirement to create (construct) and integrate one graph or table using presentation software to effectively display a data set relevant to a formal case study presentation topic focused on a management skill, and then demonstrate the ability to analyze, interpret, and/or evaluate the data. *From EIU-Approved [Quantitative Rubric](#)  
- 'Constructing tables, graphs, charts, and other representations of quantitative material'.  
- 'Reading, interpreting, tables, graphs, charts, and other representations of quantitative material’ | All students will demonstrate ‘satisfactory’ performance of two quantitative reasoning skills: 1) Construct one graph or table for an in-class management skills presentation, and 2) effectively analyzing, interpreting, evaluating the data during the presentation. | 26 students were assessed during the Spring 2016 semester.  
1) Construct Graph or Table = 13/26  
2) Interpret Graph or Table = 14/26  
* 50.0% of students demonstrated ‘satisfactory’ ability to construct a representation of quantitative material.  
* 53.8% of students demonstrated ‘satisfactory’ ability to analyze, interpret, and/or evaluate data displayed on a graph or table included in their case study presentation. | - Instructor of KSS 4764  
- KSS SM faculty  
- KSS department chair  
- KSS curriculum committee  
- Disseminate results to SM faculty for discussion during annual KSS faculty ‘retreat’.  
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| 6. SM students will effectively demonstrate and apply essential management competencies in a practical, internship setting for a sports/fitness organization. | Assessment of five (5) management competencies by the internship site coordinator using a Likert-scale (5 to 1) evaluation tool:  
- Professional behavior  
- Interpersonal skills  
- Problem-solving skills  
- Written communication  
- Verbal communication | Individually, students will achieve a score of 4 or higher on all 5 measured management competencies. Collectively, SM students will achieve a group mean score of 4.5 out of 5.0 (90%+ = ‘excellence’) or higher on each of the 5 measured management competencies. | 107 SM students completed internship requirements and were assessed during the 2-year evaluation period (*SU 2014 through SP 2016).  
**Individual assessment:**  
* 85 of 107 students (79.4%) scored a 4 or higher on all 5 measured management competencies.  
**Collective assessment:**  
* Group means: (n=107)  
  - Professional behavior (4.60)  
  - Interpersonal skills (4.83)  
  - Problem-solving (4.59)  
  - Written comm. skills (4.63)  
  - Verbal comm. skills (4.76) | - KSS internship coordinator  
- KSS SM faculty  
- KSS department chair  
- Disseminate results to KSS assessment committee for discussion during annual KSS faculty ‘retreat’  
- Implement new ideas in annual assessment plan |
PART TWO

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Assessment accomplishments since the 2013-2014 report was submitted:

- We created and utilized an online assessment data submission instrument using Qualtrics online software for both writing skills and oral speaking skills. The data gathered by these two tools has been included in this year’s assessment report.

- We included the Watson-Glazer assessment results for the first time thanks to Dr. Nancy Crone’s willingness to separate the data file received from EIU Assessment (CASL) into concentration-specific data sets (SM, EXSCI, etc). *Note – If possible, it would be very helpful if CASL would provide this data already separated in future Watson-Glaser assessment reports.

- Writing skills were assessed in four different courses during the 2-year evaluation period.

- Speaking skills were assessed in four different courses during the 2-year evaluation period.

- Critical thinking skills were formally assessed using three different methods during the 2-year evaluation period.

- Responsible citizenship skills were assessed in all four semesters during the 2-year evaluation period.

- Quantitative reasoning skills were assessed for the first time during the 2-year evaluation period.

Response to the CASA Director’s comments on 2013-2014 report:

- It has been challenging to implement consistent assessment plans and strategies because of a high-level of Sport Management faculty turnover during the 2-year evaluation period.

- We need to do a better job of recruiting and mentoring adjunct faculty to implement assessment responsibilities in future academic years, starting with AY 2016-2017.

- We continue to opt not to survey study abroad students to assess responsible citizenship competencies because of a small sample size (*only 6 undergraduate students in May 2016)
PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

**Summarize changes and improvements in curriculum?**
- Two CAA-approved courses (KSS 4764 and KSS 4765) were offered for the first time in the Spring of 2015.
- We expanded the SM assessment plan to include all five newly adopted university-wide learning goals.

**How have we used the data?**
- We have expanded our emphasis on student writing skills and oral speaking skills by assessing these competencies in 4 different courses during the 2-year evaluation period. It has become increasingly important for a SM graduate to be able to write effectively and speak/communicate effectively with key stakeholders (athletes, parents, fans, donors, sponsors, etc).
- The current data set included in this report suggests a need to increase the assessment of responsible citizenship and quantitative reasoning competencies within the SM curriculum.

**What have we learned?**
- The writing skills assessment data continues to indicate the need to focus on ‘mechanics’ in the writing process. The EIU writing center is explicitly listed and hyperlinked on many course syllabi to more effectively promote this resource to SM students.
- The oral speaking assessment data indicates that more emphasis and practice be placed on ‘verbal delivery’ and ‘non-verbal’ delivery.
- The critical thinking assessment data indicates ‘development’ of critical thinking skills during the assessment period.
- Internship assessment data indicates that the majority of SM internship students performed at a level of ‘excellence’ on all five management competencies assessed.

**Future Plans?**
- Utilize the newest editions of the EIU-approved rubrics to assess the five university-wide learning goals – [Learning Goal Rubrics](#).
- Expand the assessment of responsible citizenship and quantitative reasoning competencies in the SM curriculum.
- Place greater emphasis on ‘mechanics’ during the assessment of writing skills.
- Place greater emphasis on ‘verbal delivery’ and ‘non-verbal delivery’ during the assessment of oral presentations by students.
- Consider partnering with the EIU writing center in sponsoring a writing workshop for KSS sport management concentration students, focusing on ‘mechanics’.
- Consider expanding the use of the EIU-approved rubrics for all five university-wide learning goals in 2000 level courses to gather writing data at progressive points in the SM curriculum.
- Consider the development of a standardized, pre-graduation assessment tool to measure comprehensive mastery of content knowledge by sport management students who have finished all course work, and are prepared to complete the internship (practicum). This tool could be developed based on learning standards and objectives established by the Commission on Sport Management Accreditation (COSMA), and integrated into the sport management concentration as the culminating assessment activity.
- Consider raising the student performance expectation with writing skills (#1) to 90% or greater on all rubric variables (3.6+ out of 4.0)
- Consider raising the student performance expectation with oral speaking skills (#2) to 90% or greater on all rubric variables (3.6+ out of 4.0)