

## Course Outcomes Guide

**Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!**

**Course/Program Title: PED - 245 Sport Management.**

**Date: 10/10/14**

Offers the opportunity for students to understand the various aspects of sport management and develop the basic skills required for career opportunities within the sport management field. This course will examine the basic principles and practices used in managing sport organizations and will allow students to explore and examine current challenges faced by the sport management professional.

**Course/Program Team: Thomas Burge, Shannon Cameron, Bernard Johnson, and Vicky Bullet**

**Expected Learning Outcomes: Student will be able to:**

- Students will demonstrate the basic understanding of the sport management field by developing a professional perspective through concepts and skills used in managing sport organizations.
- Students will explore the different segments of the sport management field which provide career opportunities.
- Students will develop an understanding of the importance of the historical aspects of the sport industry that has evolved the field into its current state.
- Students will gain the knowledge of the specialized skills needed within the different functions of sport management.
- Students will discuss the behaviors and attitudes of sport consumers and the social impact sport has on our society.
- Students will develop an understanding of the unique aspects of professional, intercollegiate, interscholastic and youth sport.
- Students will develop the skills required and discuss the importance of critical thinking in the sport management field.
- Students will explore the importance of sport management research and how it is used to benefit sport organizations.

**Assessment (How do or will students demonstrate achievement of each outcome?)**

- Students will defend a position concerning an ethical issue in sport through an oral presentation to their peers.
- Students will evaluate societal reaction to various issues in sport and athletics such as violence, drugs, sportsmanship, cheating, and gambling.
- Students will create a group presentation on a chosen topic related to ethics and moral issues in sport and athletics.

- Students will use mathematical computations and data analysis to conduct a local survey and present statistical analysis regarding attitudinal responses towards sport and athletics in our culture.
- Present a 1000-word essay using MLA format on a current ethical issue in sport and athletics.

**Validation** (What methods have you used or will you use to validate your assessment?)

- Collect data as to the percentage of students who are successful in meeting those standards at 70 percent proficiency.
- Evaluate and use scoring rubric for oral and visual presentations and its accuracy at the conclusion of each semester
- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.
- Collaborate with a member of the STEM Division to share our data as to students' readiness to compute the various formulas used in the HPELS Division.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both skill and writing proficiency.
- Data collection will begin at the conclusion of the spring 2012 semester and be ongoing.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

**Budget Justification** (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors