

# Sport & Entertainment Management - Ph.D

## Group 2: Cycle 1 - Fall 2017 - Fall 2019

Currently status is: Report Accepted

### ASSESSMENT REPORT FOR Group 2: Cycle 1 - Fall 2017 - Fall 2019

#### Mission Statement

The mission of the SPTE PhD program is to develop students to become high quality academicians with strong expertise in the field of sport and entertainment management while being engaged in innovate research within the academy and prepared to educate the future leaders of the sport and entertainment industry.

#### Goal 1.

Provide PhD students with strong expertise in sport and entertainment management.

#### Curriculum

4 intensive content seminars in sport and entertainment (SPTE 801, 830, 860, 890)

#### Learning Outcome 1.

Upon completion of all core coursework, students will be familiar with key research in the areas of management, marketing, finance, and law in the sport and entertainment industry.

#### Measures and Criteria

- On an exit survey of graduates, at least 85% of the students will report that the core courses in the doctoral program (SPTE 801, 830, 860, 890) were effective in developing an understanding of current research in the field.
- 85% of students will successfully complete a research paper/project in SPTE 801, 830, 860, 890 where a demonstration of knowledge of current literature is evident.
- 85% of students will earn a B or better in SPTE 801, 830, 860, 890

#### Methods

- The PhD director will administer exit surveys and compile results for analysis. These results will be reported to faculty at an annual faculty meeting
- Professors of SPTE 801, 803, 860, 890 will report the percent of students successfully completing a research project/proposal in their respective course. The PhD director will compile and analyze this data
- Professors of SPTE 801, 803, 860, 890 will report to the PhD director the percentage of students earning a B or better in their respective course. The PhD director will compile and analyze this data

#### Results

Based upon the following measures and meeting the stated criteria, the learning outcome was met:

- 100% of graduates surveyed since graduating in the 2017-2019 academic years reported that the core courses in the doctoral program (SPTE 801, 830, 860, 890) were effective in developing an understanding of current research in the respective field of study.
- 100% of students enrolled in SPTE 801, 830, 860, 890 in the 2017-2019 academic years successfully completed a research paper/project where a demonstration of knowledge of current literature was clearly evident.
- 100% of students enrolled in SPTE 801, 830, 860, 890 in the 2017-2019 academic years earned a grade of B or better.

#### Use of Results

Results indicate that graduates of the doctoral program are satisfied with the breadth of knowledge obtained in each of the doctoral seminars relative to what is required once graduates have entered their professorate. Results also show that doctoral students are being challenged to demonstrate an understanding of the current literature in different fields of study (SPTE 801, 830, 860, 890) by way of completing semester-long research projects. Despite the rigorous standards of the seminars, all doctoral students enrolled in seminars 2017-2019 have earned a grade of B or better, with roughly 90% achieving a grade of A.

#### Goal 2.

Develop well-rounded scholars in the field of sport and entertainment management.

#### Curriculum

15 hours of research methods/statistics courses

#### Learning Outcome 1.

Students will have the necessary skills to lead and conduct their own research projects, and be able to cooperate with and/or support other scholars in their scholarly endeavors.

#### Measures and Criteria

- 75% of students will make at least one scholarly presentation at a peer-reviewed academic conference each year they are enrolled in the doctoral program, starting in their second year.

- 75% of students will successfully obtain IRB approval for data collection by the start of the spring semester of their first year.
- 75% of students will successfully conduct data collection by the end of the spring semester their first year and will successfully defended the results of this data collection for completion of their qualifying exam.

### Methods

- Evidence of scholarly presentations will be collected through conference program schedules and tabulated by the PhD director.
- Students will list their own adviser as a researcher on each of the IRB applications they submit. Advisers will be asked to provide evidence of the IRB application to the PhD director. IRB proposals will be tabulated by the PhD director.
- Results of the qualifying exam will be collected and tabulated by the PhD director.
- At the end of the academic year, the PhD director will report to the faculty on how well the measures were met and make recommendations regarding changes to the research core.

### Results

Based upon the following measures and meeting the stated criteria, the learning outcome was met:

- 100% of doctoral students enrolled in the doctoral program in the 2017-2019 academic years successfully made at least one scholarly presentation at a peer-reviewed academic conference each year they were enrolled (starting with their second year of enrollment).
- 87.5% of doctoral students enrolled in the doctoral program in the 2017-2019 academic years obtained IRB approval for data collection by the start of the spring semester of their first year if enrollment. It is worth noting the two students who did not obtain IRB approval did not need to due to the fact their research projects involved secondary data collection.
- 100% of doctoral students enrolled in the doctoral program in the 2017-2019 academic years successfully conducted data collection within their first two years in the program.\*\* We currently have two students enrolled in the doctoral program who are unfunded, part-time students who currently work in the University athletics department. These students have yet to reach 18 hours, and thus, have not yet taken their qualifying exam. As such, 87.5% of doctoral students enrolled in the doctoral program in the 2017-2019 academic years have completed and passed their qualifying exam.

*\*\*The doctoral handbook in SPTE recently underwent an update as the doctoral program went from being a 3-year program to a 4-year program, and thus, doctoral students are no longer required by faculty advisors to collect data by the end of their second semester. This goal will be updated to reflect the change, and will going forward reflect that doctoral students will successfully conduct data collection within their first two academic years in the program.*

### Use of Results

Over the course of the 2017-2019 academic years, doctoral students in the program (N=15) have been actively involved with research activity in the form of research design with IRB approval, data collection, and scholarly presentations. Results for each of the above metrics have improved since the last program assessment, which highlights the quality of our recent cohorts of students and their ability to exceed departmental expectations. Best practices from advisors who have now mentored students across multiple cohorts will be shared with graduate faculty to ensure continued success.

### Goal 3.

Develop highly qualified educators in the field of sport and entertainment management.

### Curriculum

SPTE 810 - Seminar in Sport and Entertainment Education, Teaching and Instructional Assistant Orientation (Centr for Teaching Excellence)

#### Learning Outcome 1.

Students will acquire skills needed to teach in a university setting.

#### Measures and Criteria

- 75% of students will receive a positive peer teaching evaluation from their advisor
- 75% of students will receive a positive peer teaching evaluation from graduate faculty members in SPTE
- 75% of students will receive a mean global index score of 3.5 or higher on their teaching evaluations from students in their respective classes

#### Methods

- PhD student advisors will be asked to conduct at least one teaching evaluation for their PhD student advisee each year. The evaluation results will be sent to the PhD director for aggregation
- PhD students will be required to have at least one graduate faculty member from SPTE to conduct a peer teaching evaluation each year. The evaluation results will be sent to the PhD director for aggregation.
- Student teaching evaluations of PhD students will be collected and tabulated. The HRSM course evaluation system is administered by the Associate Dean of HRSM. Data will be recorded and compiled by the PhD program director in SPTE.

#### Results

Based upon the following measures and meeting the stated criteria, the learning outcome was met:

- 100% of doctoral students enrolled in the doctoral program in the 2017-2019 academic years received a positive teaching evaluation from their faculty advisor, who are required to evaluate advisees at least once per academic year. Doctoral students do not begin teaching until after their first academic year and only after they take SPTE 810 (Seminar in Sport

and Entertainment Management Education).

- 100% of doctoral students enrolled in the doctoral program in the 2017-2019 academic years received a positive teaching evaluation from a graduate faculty member, who may or may not have included their faculty advisor.
- 100% of doctoral students enrolled in the doctoral program in the 2017-2019 academic years received a mean global index score of 3.5 or higher on their teaching evaluations.

### **Use of Results**

Contrary to previous assessment where peer evaluations were not available (the doctoral program was only in its third year of existence), faculty advisors and other graduate faculty have maintained consistent, annual evaluations of our doctoral students in their classes. Fourteen doctoral students have taught at least one course in the 2017-2019 academic years and all of them received positive evaluations. Equipped with the qualitative evaluations, and coupled with the quantitative data from student evaluations, the department chair will meet with PhD students to review their teaching evaluations and focus on areas of improvement and methods that are going well in the classroom.