

Sport & Entertainment Management - Ph.D

2017 - 2018 Assessment Plan

Currently status is: Report Accepted

I. ANNUAL REPORT FOR 2016 - 2017

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 innovative 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 sport and entertainment management, marketing, finance and law.

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 data reported below, and as compared to the stated measures and criteria, the learning outcome was met:

- The PhD program in sport and entertainment management just finished its third year. Five students have completed SPTE 801, 830, 860 and 890. Data was collected and compiled from these second and third year students. Additionally, data was collected from six first year students on courses completed to date (SPTE 801 and 860). Of the data from the five third and second year students, all have reported that SPTE 801, 860, and 890 were effective in developing a current understanding of research in the field. Some concern was expressed about SPTE 830 and its relevance. One student noted that, the research introduced was heavily focused on sport management as opposed to balancing sport and entertainment management.
- 100% of the five third and second year students successfully completed a research paper/project in SPTE 801, 830, 860, and 890.
- To date, only one student (of 11) has received less than a B in SPTE 801, 830, 860, and 890.

Use of Results

The PhD program coordinator will meet with faculty teaching SPTE 801, 830, 860, and 890 to ensure that these classes incorporate research articles from entertainment management as well as sport management. Those who taught this year (SPTE 801 and 860) will meet with the department chair to review the need to add additional readings from entertainment management. This will ensure that the PhD program is not a “sport” program but one focusing on both sport and entertainment management. The PhD program coordinator and Department Chair will meet with SPTE 830 professor to discuss issues raised regarding the relevance issues that arose in the review.

Goal 2.

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

Curriculum

6 hours of research methods, 9 hours of statistics

Learning Outcome 1.

Students will have the necessary skills to lead and conduct their own research projects, and be able to cooperate with, 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 data reported below, and as compared to the stated measures and criteria, the overall learning outcome was met:

- All five second and third year students made at least one scholarly presentation during their second or third years in the program at a peer-reviewed academic conference.
- All three first year students obtained IRB approval for the start of data collection by the start of the spring semester of their first year.
- 50% (three of six) first year students have successfully collected data and have completed their qualifying exam. One student partially completed the qualifying exam and will have to revise work and defend again by the end of the summer. Two will be completing their qualifying exam in August.

Use of Results

The eleven current PhD students have been actively involved with research, exceeding departmental expectations. Best practices between mentors of the first and second cohorts of PhD students and mentors of the third cohort will be shared so that this success continues. The PhD program is currently entering its fourth year of existence.

Goal 3.

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

Curriculum

SPTE 810, Teaching and Instructional Assistant Orientation (CTE)

Learning Outcome 1.

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

Measures and Criteria

- 75% of students will receive a positive peer teaching evaluation from their advisor
- 75% of students will receive a mean global index score of 3.5 or higher on their teaching evaluations

Methods

- Student advisors will be asked to conduct at least one teaching evaluation for their student 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

Students start teaching in the second year of their PhD program. Therefore, we only have had five students teach so far as we just have finished year three. This learning outcome has not yet been met.

- Peer teaching evaluations were not conducted by their adviser for the PhD students teaching this year
- 100% of the PhD students received a mean global index score of 3.5 or higher on their teaching evaluations.

Use of Results

The Department Chair will meet with advisers and the PhD coordinator to emphasize the importance of peer teaching evaluations of the PhD students. A reminder email will be sent both Fall and Spring semesters to PhD advisers as well so that the evaluations are not forgotten. The department chair will meet with PhD students to review their teaching evaluations and focus on areas of improvement and things done well in the classroom.

II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

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