TEXAS TECH UNIVERSITY
College *of* Arts & Sciences

Office of the Dean

January 28, 2020

Darryl James, Vice Provost for Institutional Effectiveness
Office of the Provost
Texas Tech University

On behalf of the College of Arts and Sciences I am proud to nominate the Department of Kinesiology and Sport Management for the TTU Institutional Effectiveness Excellence Award. The College of Art and Sciences has a long history of annual reviews and assessments for all of our programs. We feel this type of continual assessment process helps us to improve and to achieve excellence in our programs. This assessment, in turn, not only impacts the quality of education our students receive but it also enhances the reputation of Texas Tech University as a top university.

The Department of Kinesiology and Sport Management has had impressive growth over the last few years under the capable leadership of Dr. Angela Lumpkin. As an outcome of strategic planning and vigorous program assessment the department has completely revamped its programs and curriculum (undergraduate through graduate). The programs have been renamed and re-purposed. Courses have been added, deleted, and changed to match the new areas of focus and direction for the department. The department petitioned for and worked diligently to secure a new and more appropriate CIP code for its programs from the THECB. Additionally, the department is in its first cohorts of a new Ph.D. program just approved recently by THECB and by SACSCOC. All of this growth and progress has taken place in a context of quality program assessment and a proactive use of "actions for improvement." In view of all of this, it is not surprising that Dr. Lumpkin, as Chair of the KSM department, was selected by the TTU Office of Planning and Assessment as the Fall 2019 Assessment Spotlight recipient.

The Department of Kinesiology and Sport Management has manifested its commitment to continual program assessment by its achievements and actions. An examination of department faculty meeting minutes reveals the constant conversation the department has regarding assessment and improvement. Additionally, it is important to note the top ratings this department receives from the TTU Office of Planning and Assessments for its assessment work.

The College of Arts and Sciences is proud to nominate the Department of Kinesiology and Sport Management for the Institutional Effectiveness Excellence Award. Please let me know if you have any questions about the department or about the nomination materials.

Sincerely,

W. Brent Lindquist, Dean
xc: Angela Lumpkin, Chair

WE BUILD INNOVATORS

ATTACHMENT A

Academic Department Nomination

Institutional Effectiveness Excellence Award

Department: Kinesiology and Sport Management

Nominated by: College of Arts and Sciences

Date of Submission: January 29, 2020

(Late submissions after January 31, 2020 will not be considered).

Checklist of enclosed items in order of presentation:

- [X] Statement of support by college dean.
- [X] Brief narrative (less than 1000 words) from department chair describing continuous improvement efforts to strengthen student learning in department's degree programs.
- [X] Relevant documents (i.e., meeting minutes, revised syllabi, revised curricula, conference attendance) that illustrate the department's commitment to academic assessment.
- [X] **Please scan the entirety of your application packet into a single PDF file. Email this file to Darryl James (darryl.james@ttu.edu), Vice Provost for Institutional Effectiveness, by midnight on January 31, 2020. A confirmation email will be sent to you to verify receipt of your completed application. Winners will be notified on or before February 21, 2020.**

ATTACHMENT A
Academic Department Nomination
Institutional Effectiveness Excellence Award

Department: Kinesiology and Sport Management

Nominated by: College of Arts and Sciences

Date of Submission: November 9, 2019 to the College of Arts and Sciences

Checklist of enclosed items in order of presentation:
Statement of support by college dean.

√ Brief narrative (less than 1000 words) from department chair describing continuous improvement efforts to strengthen student learning in department's degree programs.

√ Relevant documents that illustrate the department's commitment to academic assessment.
Faculty Meeting Minutes

- December 12, 2014
- April 10, 2015
- August 26, 2016
- August 25, 2017
- August 24, 2018
- September 14, 2018
- January 14, 2019
- March 1, 2019

Other Relevant Documents

- Feedback Received during the 2011-2017 Graduate Program Review from the External Reviewer
- Faculty Discussion about SPMT UG Curriculum Change
- Arts & Sciences-Kinesiology and Sport Management-Kinesiology (BS)
- Arts & Sciences-Kinesiology and Sport Management-Kinesiology (MS)
- Arts & Sciences-Kinesiology and Sport Management-Sport Management (BS)
- Arts & Sciences-Kinesiology and Sport Management-Sport Management (MS)
- BS Kinesiology Benchmarks and Assessments 2019-2020
- MS Kinesiology Benchmarks and Assessments 2019-2020
- BS Sport Management Benchmarks and Assessments 2019-2020
- MS Sport Management Benchmarks and Assessment 2019-2020
- PhD Benchmarks and Assessments 2019-2020

Departmental syllabi do not state which assessments in courses are reported to the university to meet institutional or accrediting agency requirements. Rather, our department's assessments are integral measures of student learning.

√ Please scan the entirety of your application packet into a single PDF file to the College of Arts and Sciences by December 9, 2019.

Continuous Improvement Efforts to Strengthen Student Learning in Degree Programs in the Department of Kinesiology and Sport Management

Since 2014, the Department of Kinesiology and Sport Management has been transformed completely as an academic unit—in academic degrees and assessments. These changes are briefly chronicled with an emphasis on how these changes impacted assessments of student learning.

2014-2015

- Eliminated tracks in the Exercise and Sport Sciences degree and replaced these with two revised undergraduate degrees—a science-based and renamed degree in Kinesiology and a new degree in Sport Management.
- Reduced and focused graduate specializations with a renamed master's degree in Kinesiology and new master's degree in Sport Management.
- Required matching student learning outcomes with assessments in existing and new courses (see faculty meeting minutes for December 12, 2014).
- Developed new undergraduate and graduate degree assessments and began implementation of these assessments in fall of 2015 (see faculty meeting minutes for April 10, 2015).

2016-2017

- Continued to review and revise, as needed, student learning outcomes and benchmarks for all four degrees (see faculty meeting minutes for August 16, 2016, and August 25, 2017).
- Hired nine new tenure-track faculty and two new instructors during these two years, with most of these faculty teaching courses with assessments reporting on student learning.
- Completed successfully with an overall rating of *very good* the Graduate Program Review for 2011-2017 of the master's degree in Exercise and Sport Sciences degree and new master's degrees in Kinesiology and Sport Management (see Feedback Received during the 2011-2017 Graduate Program Review from the External Reviewer).
- Provided in the relevant documents (see Faculty Discussion about SPMT UG Curriculum Change) is an illustration of the process about the faculty's decisions led to continuing enhancement of student learning outcomes and benchmarks. Expectations for compliance were to have at least three student learning outcomes and three benchmarks for each, all student learning outcomes were stated in terms of measurable knowledge or skills, and all benchmarks had to have at least one direct assessment that was not grade based. Reviewed the student learning outcomes and decided if these were what faculty wanted graduates (B.S. and M.S. separately) to know (learn) and be able to do—if so, then no changes were needed; if the answer was not exactly, then the faculty revised these as needed. Reviewed the benchmarks for each student learning outcome and revised as needed. Listed specific courses where data were to be collected, with not all courses having to be included, although many courses included the chosen assessments. Added at least one benchmark because three benchmarks were required for each student learning outcome. Reviewed the assessment method used that yielded data for each benchmark to measure knowledge or skills. Examples of potential assessment methods could be a written assignment, such as a research paper, group or individual project, article critique, or case analysis—each written assignment should have a scoring rubric that allowed the instructor to report that "x%" achieved 70% (undergraduates) or 80% (graduate students) or higher, which were the criteria chosen by the faculty.

2018-2019

- The Office of Planning and Assessment (OPA) evaluated the assessments for each of the department's four degrees for 2017-2018. For the report elements of student learning outcomes, assessment methods, results, and actions for improvement in the BS in Kinesiology, MS in Kinesiology, BS in Sport Management, and MS in Sport Management, all four degrees received 4.0 rating (i.e., highly developed) on all four elements. For each, OPA commented, "*Degree program has a strong assessment plan. Results were clear and detailed regarding student learning. Actions for improvement and follow-ups all looked great.*" OPA added, *"Report should be recognized as exemplar for SACSCOC Standard 8.2.a"* (see these OPA reviews labeled Arts & Sciences-Kinesiology and Sport Management-Kinesiology [BS], Arts & Sciences-Kinesiology and Sport Management-Kinesiology [MS], Arts & Sciences-Kinesiology and Sport Management-Sport Management [BS], and Arts & Sciences-Kinesiology and Sport Management-Sport Management [MS].
- Continued faculty review and revision as needed of the student learning outcomes and benchmarks for all degrees (see faculty meeting minutes for August 24, 2018). Between the initial development of and revision in the student learning outcomes, benchmarks, and assessments between 2014 and 2019, all (a total of 36) of the 9 assessments in each of the 4 degree programs have been revised, along with some changes in the student learning outcomes and benchmarks. These changes reflect curricular enhancements along with a significant faculty commitment to student learning and continuous improvement in assessments.
- Ensured revisions of undergraduate assessments for two undergraduate degrees to fulfill the Communication Literacy requirements (see faculty meeting minutes for September 14, 2018).
- Developed new student learning outcomes and benchmarks for a new Ph.D. program in Exercise Physiology during its first year of existence. The first collection of data using these assessments will be in fall of 2019.
- Emphasized and enacted detailed actions for improvement for assessments in two undergraduate and two graduate degrees (see faculty meeting minutes for January 14, 2019).
- Identified how assessments for undergraduate degrees helped students' development of marketable skills as required by the university (see faculty meeting minutes for March 1, 2019).
- Hired seven new tenure-track faculty and two assistant professors of practice during these two years, with most of these faculty teaching courses with assessments reporting on student learning.
- Dr. Angela Lumpkin, who leads the department's assessment work as Department Chair, was recognized as the Office of Planning and Assessment's recipient of the fall 2019 Assessment Spotlight. In Dr. Jennifer Shaulis-Hughes' email of notification, she stated, "We applaud you for your responsiveness to our office's assessment feedback, and we all acknowledge your commitment to improving student learning in all KSM degree programs. We considered many other academic leaders across campus, but we especially note your insistence on the highest of standards in your department's assessment methods, results, and analysis."
- See the 2019-2020 assessments in these relevant documents: BS Kinesiology Benchmarks and Assessments, MS Kinesiology Benchmarks and Assessments, BS Sport Management Benchmarks and Assessments, MS Sport Management Benchmarks and Assessment, and PhD Benchmarks and Assessments.

Department of Health, Exercise, and Sport Sciences Faculty Meeting Minutes
December 12, 2014

1. Faculty sharing information:
   - Matt was the first one to develop a 30-second radio spot sponsored by Dean Lindquist; Matt shared that Jake Mott, a graduate student working with him, has submitted two lead author papers
   - Eunhee has been awarded an 18-month grant for research on pregnancy and health issues in mice; she has an undergraduate ESS student who worked with her in her lab graduating with Highest Honors from the Honors College as well as Arts and Sciences
   - Joaquin has received grants from the Laura Bush Foundation and American Heart Association
2. Proposed graduate specializations
   - Exercise Physiology with tracks in basic, clinical, and human performance
   - Joaquin moved and Matt seconded the motion to approve these concentrations in the exercise science specialization and motion passed.

   Exercise Physiology Core (12)
   - ESS 5315 Research Methods I
   - ESS 5335 Cardiopulmonary Exercise Physiology
   - ESS 5336 Skeletal Muscle Physiology
   - ESS 5357 Applied Anatomy and Neuromuscular Performance

   Basic Track (12 hours): ESS 5316 Research Methods II; ESS 5332 Applied Physiology; ESS 5339 Lab Techniques; ESS 7000 Research OR ESS 5301 Independent Study

   Clinical Track (18 hours): ESS 5302 Motor Control, ESS 5305 Motor Learning, or ESS 5307 Motor Development; ESS 5312 Behavioral/Psychological Aspects of Exercise or ESS 5313 Applied Psychology of Sport; ESS 5330 Active Female; ESS 5334 Clinical Exercise Testing; ESS 5337 Electrocardiography; ESS 5002 Clinical Internship (6 hours)

   Human Performance Track (9 hours): ESS 5332 Applied Physiology of Exercise; ESS 5353 Assessment of Muscular Performance; ESS 5355 Program Design

   Electives (must be approved by advisor)

   ESS 5002 Clinical Internship (3 hours)
   ESS 5302 Motor Control
   ESS 5305 Motor Learning
   ESS 5307 Motor Development
   ESS 5312 Behavioral/Psychological Aspects of Exercise
   ESS 5313 Applied Psychology of Sport
   ESS 5316 Research Methods II
   ESS 5317 Seminar: Topics will vary according to semester
   ESS 5332 Applied Physiology of Exercise
   ESS 5353 Assessment of Muscular Performance
   ESS 5355 Program Design for Strength and Conditioning
   ESS 6000 Thesis
   ESS 7000 Research
   NS 5335 Issues in Sports Nutrition
   NS 5350 Nutritional Pathophysiology
   NS 6325 Nutrition, Exercise, & Sport

ANSC 5316 Muscle Chemistry
CHEM 5334 Principles of Biochemistry
CHEM 5339 Biochemistry I

- Combination of Motor Behavior and Exercise and Sport Psychology
- Nida moved and Calvin seconded the motion to approve this combined specialization and the motion passed

ESS 5315 Research Methods I
ESS 5303 Psychology of Sport OR ESS 5312 Exercise Psychology
ESS 5302 Motor Control OR ESS 5305 Motor Learning OR ESS 5307 Motor Development
Choose from any of the above course not taken OR ESS 5316 Research Methods II OR ESS 5301 Independent Study OR ESS 7000 Research (12 hours)
Electives (15 hours) approved by advisor (preference for ESS courses; may include non-departmental courses)
ESS 5310 Biomechanics of the Musculoskeletal System
ESS 5313 Applied Sport Psychology
ESS 5314 Methods in Biomechanics Research
ESS 5330 Health Issues for the Active Female
ESS 5332 Applied Physiology of Exercise
ESS 5335 Cardiopulmonary Exercise Physiology
ESS 5336 Skeletal Muscle Physiology
ESS 5357 Applied Anatomy and Neuromuscular Performance
Thesis Option: ESS 6000 Master's Thesis (6) + 9 hours of electives

- Sport Management
- Nicole moved and Calvin seconded the motion to approve this specialization and the motion passed

ESS 5315 Research Methods I
ESS 5320 Sport Leadership
ESS 5321 Financial Management in Sport
ESS 5322 Organizational Behavior in Sport (was Management of Sport and Athletics)
ESS 5324 Marketing and Promotion in Sport
ESS 5325 Ethics and Morality in Sport (was Legal and Ethical Aspects of Sport)
ESS 5328 Sport in American Culture
ESS 5329 Sport Event Management
ESS 5003 Internship in Sport Management can be repeated once for a total of 6 hours and can be taken concurrently (was Internship in Sports Administration)
OR
ESS 6000 Master's Thesis; if an advisor has agreed to chair a student's thesis, ESS 5316 Research Methods II is a required prerequisite to enrollment in ESS 6000

- Angela asked how should ESS 5315 Research Methods be taught to meet the needs of students in the specializations? Should sections be offered specifically for exercise science and sport management students and taught by a faculty member in each area, and students advised accordingly, as long as any student could enroll? Should one or two

sections be taught each semester? Graduate faculty were encouraged to talk about them among themselves and share any additional suggestions with Angela for scheduling purposes.

3. Graduate student admissions
   - Deadlines: It was agreed to use the Graduate School's deadline along with wording indicating preference will be given to early applicants: Proposed wording is: "Preference in admissions will be given to applications submitted at least three months prior to the date of intended enrollment. Preferred deadlines for priority processing are June 1 for fall, September 1 for spring, and March 1 for summer." This preference will not preclude faculty admitting students after these dates.
   - It was agreed that some type of sliding scale relative to GRE scores and GPA will be used for admission decision. Exactly what GPA would be the cut-off point at which the GRE must be taken by applicant was not determined. Angela will seek information about how to determine this number.
4. Master's Comprehensive examinations:
   - The faculty discussed what type of comps should be offer. According to the Graduate Catalogue "The Graduate School requires a final comprehensive evaluation for all students in each program. The comprehensive evaluation is most often administered in the semester of intended graduation. This should be in a format most appropriate to the major field. At the departmental discretion, the evaluation format may differ for thesis and nonthesis or professional and predoctoral students. The final evaluation should require a synthesis and application of knowledge acquired during the course of study and research leading to the master's degree; no student should expect the evaluation to be based solely on performance in the classroom." (p. 92)
   - This gives us the flexibility to individualize the final comprehensive evaluation for each graduate specialization/concentration. It was agreed the graduate faculty in each specialization/concentration would design what will be used for its final comprehensive evaluation. In this discussion, each group was asked to talk about the timing for when this evaluation would be scheduled. For example, the last day for final comprehensive evaluations in the spring semester of 2015 to be completed is Friday March 27. If the faculty wishes to implement this new approach in the spring semester, the general format for each final comprehensive evaluation must be approved at the January 12th faculty meeting so students could be notified. The Graduate School does not require a specific research question.
   - Eligibility for taking comps — Only students admitted into our master's degree program may complete the master's degree comprehensive evaluation and earn a degree from our department.
   - Angela has been assured by the Graduate School that there will be no more backdoor entrance through Interdisciplinary Studies (i.e., they will be dropped from our classes)
   - Students have to request and be approved to move from one specialization in our department into another one.
5. Departmental annual performance evaluation for all faculty (no journal ranking) includes:
   - See OP 32.32 which is the university's policy governing the annual performance evaluation process
   - Please provide a copy of the syllabus of each course taught in 2014 and all student evaluation data

- Each syllabus must have include student learning outcomes and associated assessments
- The annual performance evaluation for all full-time faculty is due to Angela on January 20, 2015
- You can print off the Digital Measures report for your annual performance evaluation and give this to Angela
- Everyone also needs to enter goals for 2015 in Digital Measures
- Written evaluations will provided to you by Angela by March 15, 2015

6. Departmental third-year review process (Marc is Chair of Promotion and Tenure Committee)
   - Third-year review for Matt. Calvin, and Masataka (Angela will send the College of Arts and Sciences requirements to these three)
   - Information due to Angela by February 1, 2015
   - See Marc or Angela for any questions or assistance
7. Writing Intensive undergraduate courses: Proposed – for fall semester of 2015
   - Exercise Science — Sandy
   - ESS 3322 Resistance Training and Conditioning
   - ESS 4372 Management of Exercise Science Programs (motion to approve was passed for both)
   - Sport Management — Nicole
   - ESS 4076 Sport Management Internship
   - ESS 4353 Social Issues in Sport
   - ESS 4377 Sport for Development (motion to approve was passed for these)
8. Sport Management Proposed changes to undergraduate track (Nicole moved and Calvin seconded; motion passed to approve these changes
   - ESS 3372 Sport History will not be offered
   - ESS 4353 Social Issues in Sport will be moved into major (and out of multicultural core)
   - ESS 4000 Independent Study will be added as an option
   - Added other options for the minor
9. Locks or Key Pads? It was voted to retain the key codes on classroom and lab doors.
10. Announcements:
    - Course approvals sent to ASCAP
    - Public Health Minor – removal of 3 electives taught outside the department—approved
    - Update on faculty searches
    - Sport Management interviewed 10 applicants with 1 candidate qualified as associate professor and identified top 3 candidates for assistant professor and three others if the top candidate withdraws
    - Exercise Physiology interviewed 5 applicants and recommended 3 for campus interviews
    - Next steps: get applicants certified; schedule interviews beginning in January; every candidate will do research and teaching presentations; these presentations will not be in your classes; everyone is encouraged to offer your class extra credit to attend presentations
11. Request to eliminate the lab associated with ESS 4363 and incorporate lab activities in class — Marc moved and Masataka seconded and the motion passed
12. Commencement attendance reminder for Arts & Science at 3pm and Graduate School at 7pm: Melanie; Youngdeok; Angela; Chad; Eunhee; Shelby; Nicole; Marc; Heidi; Bernadette; and Mike

Department of Health, Exercise, and Sport Sciences
Faculty Meeting Minutes
April 10, 2015

Taylor Mathison and Megan Cruz from KAS about establishing departmental ambassadors

a. Program will replace KAS – without dues, eliminate required meetings and extra time students needed to put in; graduate students will be included
b. Timeline – first get approval from department, get an application process together, looking into starting in August
c. Goals – open program up to get more students involved, take pressure off of advisors
d. Faculty feedback form was given out- to be turned in to Bernadette by 04/13/2015
e. For additional information – email : Taylor – t.mathison@ttu.edu

Faculty Sharing

a. Youngdeok and Masataka – grant awarded from American College of Sport Medicine
b. Jacalyn – got first publication on data out and working on second
c. Karla – Victoria Olson's (GTA) father passed away; card to sign
d. Maria – Had two publications sent out
e. Angela – had chapter in book published as well as one journal article; gave one keynote address at a conference
f. Send all updates to Donna to post on department news & events on website

Discussion about revisions in undergraduate program assessments and establishment of benchmarks for each student learning outcome

a. Department didn't do well – New student learning outcomes and benchmarks are due June 15, 2015
b. SACSCOC framework – 1. Plan – 2. Assess – 3. Develop
    1. **PLAN: Develop 3-5 Student Learning Outcomes for each Degree Program (ideally each in 10 words or less)**
        a. Focus on student behaviors (what students know and what students are able to do)
        b. Use simple, specific action verbs
        c. Define criteria for success (specific, measurable, and attainable) (Example: Demonstrate competency (passing score) in 10 human movement laboratory skills)
    2. **ASSESS: Develop 1-2 Criteria or Benchmarks for each Student Learning Outcome**
        a. Focus on what students are learning and how well they are learning in relation to each learning outcome
        b. Identify direct or indirect assessments of student learning, which cannot be course grades
        c. Examples of direct: pre- and post-tests, reflective journals, portfolios, comps, thesis, internship, or grading of shared outcomes across courses
        d. Examples of indirect: senior survey and focus groups
    3. **IMPROVE: Program Enhancements**
        a. Use assessment documentation and evidence of learning to improve programs

b. Identify specific action steps that will be taken based on this evidence, such as curriculum changes, revision of student learning outcomes, or improvements in assessments

Groups were formed and each was asked to develop on student learning outcome either the B.S. in Kinesiology or the B.S. in Sport Management

Exercise Science-(UG)

- Team 1. (Shelby) – Students should be able to describe the responses and benefit associated with physical action - working on benchmark ideas
- Team 2. (Anna) - Identify and analyze the impact of movement and exercise behaviors for all populations – working on benchmarks
- Team 3. (Jacalyn) – Students will be able to conduct safe exercise testing- students will be able to prescribe safe & effective program
- Team 4. (Joaquin) – student behavior driven – specific measurable and attainable – pre & posttests, thesis, comps, grading of shared outcomes across courses, pass biomechanics-exercise phys.-motor control

Sport Management (UG)

- (Dana) – plan: Specific, Measureable, attainable – Access: direct & indirect assessments – improve: program enhancements

Groups were formed and each was asked to develop on student learning outcome either the M.S. in Kinesiology or the M.S. in Sport Management

Exercise Science (GR)

- Team 1. (Nida) – Students should be able to articulate & describe the scientific method? – Benchmarks - Passing the research part of comps - Complete a proposal that includes all necessary elements of a valid research study - Survey Monkey – Doodle
- Team 2. (Anna) - Evaluate & apply behaviors & psychological concepts to improve motor skills performance – working on benchmarks
- Team 3. (Jacalyn) – The student will describe principles that lead to physiological adaptations to exercise. - Benchmark: The student will display knowledge of adaptations to exercise through certification, comprehensive examination or thesis.
- Team 4. (Joaquin) – Identify and interpret study outcomes related to exercise responses - Develop a written analysis of a published research article - Design of experiment using the scientific method

Sport Management (UG)

- (Dana) – 1. Keep current – 2. Interpret and apply Sport Management research for making informed decisions. – 3. Keep current

Committees for 3 program student learning outcomes with 2 benchmarks per SLO

- Kinesiology (BS) – Anna (Chair), Eric, Joaquin, Eunhee, Masataka
- Kinesiology (MS) – Nida (Chair), Jacalyn, Matt, Youngdeok, Marc
- Sport Management (BS/MS) – Dana (Chair), Calvin, Adam, Nicole

Report from the Bachelor of Science Requirement Committee — Nida Roncesvalles

- Nida went over hand-out (attached)
- At the next meeting we will talk about a proposed new course that could satisfy a science core requirement and include PFW courses

Discussion about faculty searches for next year

- The previous faculty searches were not successful due to the fact that they were approved too late in the school year, other offers were accepted before or while our offer was extended, and we do not yet have a Ph.D. program.
- Dean gave approval for four searches for next year; next meet we will decide what the top four needs will be; Angela will again chair all for committees so she and Monica handle all the paperwork and details; positions will advertised in August; we will plan to have these searches completed by the end of the fall semester.
- Angela is also going to ask about one new position that the Dean stated in his budget hearing had been allocated to our department

Announcements

- There are classes in the fall that still do not have professors – Angela asked for faculty suggestions for part-time or one-year instructors
- B.S. in Sport Management—approved by the Board of Trustees in March; awaiting approval by the Texas Higher Education Coordinating Board
- M.S. in Sport Management—on the agenda for the Board of Trustees meeting in May
- Name change to Kinesiology and Sport Management—awaiting approval by the Texas Higher Education Coordinating Board
- Change in degree titles to Kinesiology—on the agenda for the Academic Council on April 21
- New prefixes for ESS courses—on agenda for ASCAP on May 4
- ASCAP course changes – Presented to ASCAP on April 13—listed on agenda
- Graduation attendance for spring semester of 2015 — Adam; Maria; Joaquin; Melanie; Jeff; Karla; Dana; Jacalyn; Weihong; Calvin; Sandy; Nida; Matt; Anna; Brennan; Masataka
- Graduation attendance for summer semester is required if you teach a class during the summer

Department of Kinesiology and Sport Management
Faculty Meeting Minutes
August 26, 2016

Welcome and self-introductions and faculty, staff, and graduate teaching assistants
Responsibilities of graduate teaching assistants

- Karla supervises all graduate teaching assistants
- PFW - the expectation is for quality instruction in all courses
- Lab GTAs need to meet with their professors and know responsibilities
- GTAs assisting professors help with classes and grading and are not research assistants

Discussion about and suggestions for the department's strategic plan
Priority #1

- Study abroad programs could help with international student recruitment
- Emily will send Dr. Lumpkin information about her outreach activities
- Need to do more graduate recruitment and get more faculty involved
- Please respond to the ***Raiders Engaged*** survey (email sent to everyone), if you have outreach activities to report for 2015-2016 (cc: Angela)

Priority #2

- Tenure track faculty number needs to be lowered from 33, because Dean Lindquist stated this was unrealistic

Priority # 4

- Outreach - Fun & Fit and sport management events in the spring needs to be included
- Send any email addresses of graduates your may have to Donna
- Cathey Durham in Arts and Sciences - contact for email addresses of graduates
- Have departmental tailgates and invite our students

Priority #5

- Move goal #6 up under priority #2
- GTA salaries have been increased from $10,000 to $13,000
- $200 each is available for graduate students to apply for when making conference presentations; these funds will be matched by the Graduate School (must apply)
- Undergraduate students can apply for CALUE funds to work with faculty on research

Emily asked if other faculty were interested in meeting to help each other write more and support each other's research.

Student Learning Outcomes and Assessments

- Are required
- Have to have a minimum of 3 Student Learning Outcomes (SLOs) and 3 benchmarks for each degree
- Jacalyn was on the Arts and Sciences' committee that reviewed and provided feedback to departments - feedback listed is from this college
- Need to review and revise as needed SLOS and benchmarks during the fall semester
- Prior to discussion on September 9, please review pages 85-116 in Handbook

Graduate Program Recruitment

- Need a volunteer to go to recruitment fair at West Texas A & M in Canyon on September 14

- Potential to be more active in international recruitment – One idea was to develop agreements with specific international institutions
- Use graduate students who attend national conferences to recruit
- Department will find funding for recruiting trips
- Need to do more online recruitment, including social media
- Use KSM student ambassadors to help
- Ask our student ambassadors to invite guest speakers
- Use current students to recruit when they return home

Comprehensive Evaluation Option
- Does not have to be a daylong written evaluation
- Human Performance alternative - no longer have National Strength and Conditioning Association's certification option; add manuscript option with specific guidelines; have each faculty evaluate the students' paper
- Sport Management alternative - integrate evaluation of achieving the degree's SLOs as a component of each student's required internship

Undergraduate Programs:
- **Advising** - 2.5 GPA implemented for students entering in the fall of 2016; students under 2.5 GPA will be put on departmental probation for 1 semester if fall below 2.5; if do not raise GPA student will be suspended from the major
- **Writing intensive courses** will be replaced by a communication literacy requirement after this academic year; departmental plan for meeting this new requirement will be February 6
- **General education courses for KSM** – degree plans will be reviewed on September 9th; we need to finalize these and get changes approved so they can be included in the printed version of the Undergraduate Catalog (due February 1)
- **Delete HLTH 3314** – voted to proceed to ASCAP
- **Add 3 Health courses as option for the elective choices for KIN majors** – has been put on hold; will discuss at next faculty meeting (Marc, Anna & Heidi will meet and discuss)

Online courses
- Postponed until next faculty meeting, at which time we will consider offering online programs
- Let Angela know if you are interested in teaching online courses

Handbook information – there is a lot of helpful information to read
- Page 11 – including SLOs matched with assessments on syllabus is required
- Digital measures for uploading required course syllabi (HB#2504) and educational credentials
- Computer Center for scanning Scantron sheets – must follow guidelines in handbook
- Scholarship committee - Adam, Heidi, Youngdeok, Donna, and Monica
- Faculty meeting will alternate with disciplinary meetings each month
- Textbook orders – send all information to Monica not the Barnes & Noble Bookstore

Department of Kinesiology and Sport Management
Faculty Meeting Minutes
August 25, 2017

Welcome and self-introductions of faculty, staff, and graduate teaching assistants

Faculty Searches

- Assistant professor of practice in clinical exercise physiology—The search committee is Angela as chair with Joaquin Gonzales and Jacalyn McComb
- Assistant professor in exercise physiology (area of health disparities, such as neurophysiology or endocrinology/metabolism preferred) and associate/full professor in exercise physiology (area of health disparities, such as neurophysiology or endocrinology/metabolism preferred)—The search committee for the two tenure-track positions in exercise physiology will be Angela as chair with Jarrod Blinch, Arturo Figueroa, John Harry, Youngdeok Kim, and Grant Tinsley
- Assistant Professor, in at least two content areas in sport management with sport events and facilities management preferred; assistant professor, in at least two content areas in sport management with sport law preferred; assistant professor, in at least two content areas in sport management with sport marketing preferred—The search committee for the three sport management positions will be Angela as chair with Matt Huml, David Pifer, and Chris McLeod
- Review of applicants will begin on September 16
- Campus interviews will be completed and job offers made before the holiday break

Graduate Program Review

- Review is required every six years
- Current review is for Fall 2011 through Summer 2017
- Send any edits of review materials to Angela by August 31
- Site visit will be scheduled after data have been sent to the Graduate School (Angela will send date out for the site review when it is scheduled)
- Joaquin has been appointed the Graduate Coordinator of Kinesiology and the Ph.D. program when approved

Ph.D. Proposal Site Visit—September 11 (Angela will send itinerary to all faculty)

- Meet with three external review members—Drs. Arthur Weltman, Li Li Ji, and Nancy Williams
- External review will meet with the President, Provost, Dean, and then the department
- Angela is to invite Dr. Zak and Dean Lindquist to walk through lab spaces again
- Angela and Joaquin to get together and schedule meeting to prepare graduate students for meeting and meet with faculty about lab presentations

Development and Offering of Online Courses

- Required meeting on September 22 at 3:00 pm in KSM 175 – if interested in developing and teaching an online course in summer of 2018
- $3,000 stipend for development of a new online course

Revision of Department's Strategic Plan (pp. 41-42)

- The TTU 2017-2025 new strategic plan will be released in October
- Strategic #1 suggestions
  - #1 Reduce to 40 the number of student in each M.S. degree
  - #2 Potentially move A and B to goal #4; change in D the word development to maintain or improve
  - #3 move "or community engagement services" to the third strategic priority
  - #4 Potentially move A and B in #3 to this goal
- Strategic #2 suggestions
  - #1 No suggestions
  - #2 Develop an interdisciplinary research group and meet regularly; invite guest speakers open to everyone
  - #3 Increase travel grants for students to make competitive, such as $250 for regional and $500 for national conference
  - #4 Maybe course buy-out in summer for student research supervision
- Strategic #3 suggestions
  - #1 Conduct sport management SPMT events and advertise these extensively, such as on webpage and via TechAnnounce; document all community engagement activities, such as the Exercise As Medicine conducted by Ambassadors
  - #2 Better documentation of community engagement activities; hire a full-time community engagement person
  - #3 Increase website recognition
  - #4 Offer two service learning designated courses

Discussion about Key Components in the Department Handbook

- Faculty would like to meet with assigned lab GTA before class starts
- Please enter educational credential in Digital Measures if new and upload syllabi by September 6
- All syllabi should include student learning outcomes for the matching degree
- The Scholarship Committee is Sandy (chair), Youngdeok Kim, and Heidi Wiedenfeld
- Please send all textbook orders to Monica (not Barnes and Noble or local bookstores)
- If new, please invite Angela to evaluate one of your fall classes
- Please note if you are teaching a writing intensive courses and/or a communication literacy course and do the appropriate assessments
- Graduate course rotations and comprehensive evaluations will be discussed in disciplinary meetings on September 8 (Kinesiology) and September 15 (Sport Management)
- Please note if you are teaching a course with departmental assessments (pp. 82-118)
- TTU rental information page 34
  - Dean will not approve excessive hotel costs if you do not stay at conference hotels
  - Only use TTU approved car rental agencies
  - When traveling using startup funds from FOPs (accounts) starting with 11, 12,13, or 14, you must get and use an individual travel card
  - See Ramona for additional information and travel card application

Department of Kinesiology and Sport Management
Faculty Meeting Minutes
August 24, 2018

Welcome and self-introductions of faculty, staff, and graduate teaching assistants

Responsibilities of graduate teaching assistants

- Responsibilities listed on pages 6-8 of the Department Faculty and Staff Handbook
- Dr. Day is responsible for KIN 3368 labs and Dr. Gonzales is responsible for KIN 4368 labs
- Karla Kitten – responsible for all PFW classes
- Faculty – responsible for their courses and will assign GTAs duties
- All GTAs must be FERPA certified
- Instructors need to contact Leslie Debusk in Blackboard to give them access your courses on Blackboard

TTU's Student Success and Retention Program – Diana, Missy, and Treasa

- Website: strive.ttu.edu
- Program is used to add notes and alerts on student's account
- For access, you need to send an email request to Joshua Barron at joshua.barron@ttu.edu
- All faculty must be FERPA certified

Discussion about Key Information in the Department Faculty and Staff Handbook:

- Composition of the Faculty (p. 1)
- Monica, Donna, and Miranda duties (pp. 2-3)
- Tim has left to take another job related to his major; not hiring a student assistant (SA)
- Miranda is taking SA responsibilities – Please give her advanced notice about anything given to her – use your assigned GTAs as much as possible
- Labs, Directors of Labs, and Lab Safety – required meeting on September 21at 3 pm
- Uploading Syllabi each Semester (p. 12) via Digital Measures (by 7th class day)
- Must add (if new) SACSCOC Accreditation Credentials (pp.13-16) via Digital Measures
- Computer Center (pp. 17-31)—Scantrons from Miranda, Donna, or Monica
- TTU and KSM Strategic Plans (pp. 38-41) – no revisions at this time
- Faculty Meeting Dates (p. 42) – please mark dates on your calendar
- Course Overrides—Donna for graduate students; Treasa, Missy, and Diana for undergraduates (p. 43)
- Required EEO and Title IX Training (p. 44)
- Start-up Funding and Grant Funding Management (p. 44) – Donna will help with all expenditures; the new Arts and Science Associate Dean for Research is Dr. Nural Akchurin
- Final Exam Schedule—face-to-face classes should not give any exams online due to issues with academic misconduct (p. 45); no tests are allowed on the last five days of the semester (and last two class days in summer) – see OP 34.10 if you have any questions about this
- Door Codes for Research Labs (p. 45) – only lab directors can give permission to access labs; send written approval to Miranda before graduate students will gain access

- Parking, Supplemental Parking Privileges, Research Participant Parking) (pp.45-46); there are no restrictions on parking on the weekend, except cannot park in R18 lot during football home games
- Photo Rosters (p. 47)
- Procurement (P-card) (p. 47)
- Purchasing and Supplies (pp. 48-49)
- Contact Trenton Bailey (student assistant for instructional technology support) for assistance
- Room Scheduling (p. 49) – must schedule usage of all rooms outside of class times
- Room109 – KIN 3322 has 1st priority to use space for its labs; PWF tennis and softball use other side of curtain as do labs in KIN 3324; send Miranda request if interested in using the space
- Room 103 – John Harry oversees master reservation calendar for scheduling research in it
- SMARTEVALS (p. 50) – Class teaching evaluations for fall/summer/spring – might consider sending QR code in email or printing instructions with QR code – faculty cannot be present when students complete these evaluations
- Textbooks Orders Send to Monica—when requested, not after deadline (p. 51); please work with colleagues when ordering textbooks for multiple sections of the same course
- Travel (pp. 51-55) – need to submit 30 days in advance for international travel and 2 weeks in advance for domestic travel; easiest to use fillable form – ask Donna to send you form; please notify Angela when not going to have class for any reason or professional traveling dates that affect your classes
- Emergency Action Plan (pp. 57-73)—everyone is responsible for following this plan and the Rec Center's Emergency Action Plan if teaching in that building
- Kinesiology Major (p. 74) – see note about upcoming course number changes
- Sport Management Major (p. 75)
- Communication Literary Plan and courses with assessments (pp. 79-84) – need to report data for communication literary for all courses in fall, spring, and summer starting this year
- Assessments (pp. 85-132) – meetings on September 7 at 3 pm for sport management faculty and 4 pm for kinesiology faculty – please send changes in rubrics to Angela
- Comprehensive Evaluations (p. 133)
- Teaching Evaluations (pp. 135-136) – please invite Angela to come to a class – required for all first-year faculty and one-year faculty; optional for others
- Links (p. 134) and Career Advancement Processes (pp. 137-146)

Faculty Search for a Senior (full or associate) Professor in Exercise Physiology

- This is the only search the department has approved; has been advertised with the review of applications beginning on October 1.
- The search committee will be comprised of Angela serving as chair will be Arturo Figueroa, Joaquin Gonzales, and Grant Tinsley.

Development and Teaching (summer 2019) online courses ($3,000 for development)

- Send Angela an email if interested

Strategic Outreach and Engaged Scholarship

- Deby Nichols will work with faculty to connect them with opportunities to present on their areas of interest and expertise in the community

President/TTU Wants Every Undergraduate Student to Have a Research Experience

- Angela will keep you posted as additional information about this is learned

New Third-Year Review Policy for TTU

- For the five faculty who will be submitting third-year review dossiers in January, please read the new OP 32.38; change since meeting – Angela with meet with these faculty as soon as TTU confirms that faculty have a choice about whether to follow this new OP or policy in effect at time of hire
- The Third-Year Review Committee will be Jacalyn McComb as Chair with Anna Tacon and Nida Roncesvalles as members
- After some discussion, no decision was made about whether the department's Third-year Review guidelines should specify if the committee wishes to see all publications, grant applications, or other materials documenting a faculty member's research/creative activity or only selected examples. The College of Arts and Sciences policy allows department to choose. Angela will ask the tenured faculty to review the department's Third-year Review guidelines and make recommendations to all tenure-track faculty.

Announcements

- Graduate Student and Graduate Faculty Meetings on Wednesday, August 29—Kinesiology at 4-5 pm in 171; Sport Management at 5-6 pm in 170—all graduate faculty are asked to attend
- Fellowships—four were awarded last year, but only three of these students are attending TTU (need to award one more)
- Dinner at Angela's house on Saturday, August 25 at 6 pm (please bring lawn chairs)

Department of Kinesiology and Sport Management
Faculty Meeting Minutes
September 14, 2018

Introductions of 12 KSM Ambassadors

- Events involved in are: College of Arts and Sciences Day, Texas Tech Preview, Majors & Minors Fair, Lubbock Heart Walk (Dr. Hart is chair overall; Heidi and Karla leading the department's involvement); helping Marc Lochbaum with ELPN event in spring.
- Contact the ambassadors if you need help with any events.

Strategic Outreach and Engaged Scholarship – Deby Nichols

- Forms were placed in faculty mailboxes, please return these to Deby as soon as possible.
- An email was sent out with community organizations, churches, and schools in data base.
- 15 faculty spoke to organizations last spring – Goal in 2018-2019 is 100%.
- Think broadly – community groups are not limited to Lubbock.
- Let Deby know if you set up a presentation on your own so she can include it on her list.

HLTH courses recommended by Anna and Heidi as electives in Kinesiology major

- Duplicated courses were taken out of the print Catalog because of duplications with courses in the health and public health minors – decision was made without discussion.
- Should not duplicate courses (see highlighted below) in health and public health minors and Kinesiology major – need to discuss about how to proceed without doing this.

  Health Minor (18 hours)
  - **HLTH 2307 Understanding Death and Dying**
  - HLTH 2360 Community Health
  - **HLTH 3311 Communicable and Chronic Diseases**
  - HLTH **4313 Mental Health**
  - HLTH 4307 Health Program Planning and Evaluation
  - Choose 1 of the following:
  - HLTH 1300 Patterns of Healthful Living
  - **HLTH 3312 Health Considerations of Special Populations**
  - HLTH 3313 Health for Preadolescents
  - **HLTH 4344 Managing Stress**

  Public Health Minor (Online Distance Program) (18 hours)
  - HLTH 1306 Introduction to Public Health
  - HLTH 2302 Environmental Health and Awareness
  - HLTH 3301 Epidemiology
  - **HLTH 3311 Communicable and Chronic Diseases**
  - HLTH 4308 Introduction to Biostatistics
  - Elective Choices: Pick any one of the following courses:
  - **HLTH 3312 Health Considerations of Special Populations**
  - HLTH 4307 Health Program Planning and Evaluation
  - **HLTH 4313 Mental Health**
- Anna and Heidi will get with at least two Kinesiology faculty (maybe include Treasa) to assess this issue and make a recommendation to the faculty for discussion at the October 12 meeting.

Strategic planning discussion as follow-up to College's strategic plan
Department change its 2018-2025 Strategic Plans to conform to the College of Arts and Sciences' Strategic Plan and submit it to Dean Lindquist by November 15th.

College of Arts and Sciences	Department of Kinesiology and Sport Management
<u>Educate and Empower a Diverse Student Body</u> 1. Improve student success 2. Enhance mentoring and advising of students 3. Expand and develop signature learning opportunities 4. Increase student credit hours (SCH) and/or SCH per student 5. Broaden student perspective 6. Develop online offerings for summer core curriculum offerings 7. Improve retention and graduation rates among majors 8. Resolve bottleneck and high DFW courses	<u>Educate and Empower a Diverse Student Body</u> • Increase and maintain diversity of the undergraduate student population to 50% of non-white minorities by 2025. (aligned with diverse student body of overall priority) • Increase and maintain diversity of the graduate student population to 50% of non-white minorities by 2025. (aligned with diverse student body of overall priority) • Increase by 2% annually, with assistance of advisers, the number of undergraduate kinesiology and sport management students who enroll in 15 credit hours per fall and spring semester. (aligned with #4) • Encourage every undergraduate major to participate in an internship, service learning, job shadowing, or other transformational learning experience. (aligned with #3 and #5) • Offer and sustain one transformation learning opportunity for undergraduate majors annually. (aligned with #3 and #5) • Create and sustain a study abroad program (aligned with #3 and #5) • Increase the GPA for kinesiology and sport management majors to 2.75 in the fall of 2020. (aligned with #1) • Increase retention rate of undergraduate students to 90% after year 1, 80% after year 2, and 70% after year 3 (TTU data are 84.1%, 72.3%, and 68.8% respectively; departmental data are 88%, 72.9%, and 64.7% respectively). (aligned with #7) • Increase graduation rates of undergraduate students to 50% after 4 years and 70% after 6 years (TTU rates are 36.2% and 59.2% respectively; departmental data are 41.6% and 56.3% respectively). (aligned with #7) • Increase the annual graduation rate for kinesiology and sport management majors by 2% annually above the university's undergraduate retention rate. (aligned with #7) • Increase and maintain retention and graduation rates of graduate students above 95%. (aligned with #7) • Reduce the percentage of undergraduate majors in kinesiology and in sport management placed on departmental probation for not maintaining the required grade point average to a maximum of 5% each semester. (aligned with #1) • Reduce the percentage of undergraduate majors in kinesiology and in sport management placed on departmental suspension for not maintaining the required grade point average in the second

	consecutive semester to a maximum of 2% each semester. (aligned with #1) Department is developing online courses, especially in sport management and taught in the summer; may add one online SPMT and KIN course each during the fall and spring semesters and summer terms
<u>Enable Innovative Research and Creative Activities</u> 1. Identify metrics for funding awards amounts 2. Identify metrics for scholarly productivity 3. Identify metrics for external awards and recognitions 4. Build strategically in physiological and mental health and quality of life 5. Identify targeted areas for strategic research and scholarship 6. Expand undergraduate research	<u>Enable Innovative Research and Creative Activities</u> • Revise promotion and tenure requirements to establish the standard of scholarly productivity for each tenure-track faculty member to publish peer-reviewed, scholarly articles in mid-tier or top-tier journals by discipline annually. (need to develop KSM metrics for #2) • Encourage and support departmental faculty to increase the amount of external research funding received by 10% annually. (need to develop KSM metrics for #1) • Provide funding of up to $200 to undergraduate students through faculty mentors for research projects resulting in independent study or research grades of C or higher, presentations at professional conferences, and/or co-authored publications. (aligned with #6) • Provide funding of up to $400 for master's degree students and $500 for doctoral students who have advanced to candidacy through faculty mentors for research projects resulting in independent study or research grades of C or higher, presentations at professional conferences, and/or co-authored publications. • Increase by 10% annually the number of publications with faculty and student co-authorship. (need to develop KSM metrics for #2) • Increase the percentage of tenure-track faculty members involved in an entrepreneurial activity, collaboration, innovation, or technology transfer annually. • Increase by 10% annually the number of grant submissions that involve an inter-disciplinary team of researchers that are external to the department. • Expand and maintain strategic collaborations and research initiatives with private sector partners. • Increase the percentage of faculty members in an entrepreneurial activity, collaboration, innovation, technology, or patent transfer.
<u>Transform Lives and Communities through Strategic Outreach and Engaged Scholarship</u> 1. Engage in outreach activities and report	<u>Transform Lives and Communities through Strategic Outreach and Engaged Scholarship</u> • Document all community engagement activities on the departmental website, departmental newsletters, and faculty annual reports, such as the Exercise Is Medicine conducted by Departmental Ambassadors.

these through Raiders Engaged 2. Increase signature community outreach activities 3. Assess potential for engaged scholarship and identify areas for growth	• Assign a part-time faculty member to solicit and coordinate strategic outreach and engaged scholarship activities for faculty and staff. • Develop a long-term campus-community partnership by 2025. • Encourage participation in community engagement, service-learning activities for all undergraduate majors and graduate students in kinesiology and sport management. **Add:** Assess potential for engaged scholarship and identify areas for growth

Process for new course development (Curriculog)

- Angela handles all curriculum submissions.
- No course belongs to anyone – qualified faculty can teach any course.
- Need to have the same general content and use the same textbook for all sections of any course.
- If interested in creating a new course, you need to talk with the colleagues in the area and, if online work with eLearning staff and meet Best Practices standards.

Required assessments for each degree and undergraduate Communication Literary

- Complete existing assessments until further notice for Communication Literacy.

Tenure-Track Faculty Meeting

- O.P. 32.38 – Follow what OP states.
- Five KSM faculty going up will be submitting third-year dossiers – Matt, Ty, Emily, Eric, and Jarrod.
- Helpful documents needed have been provided on the KSM SharePoint:
  - Go to KSM website – Click on resources – click on SharePoint – log in with your TTU credentials and you should be able to view all the documents listed.
- Use A&S TP dossier format updated 2018 – Use A&S third-year review guidelines from fall 2016.
- Third-Year Review
  - All documents need to be submitted electronically
  - Must include original offer letter
  - Vitae – needs to be in Digital Measures' format
  - One-page teaching statement – (not restricted to one page for promotion and tenure)
  - Type the three teaching evaluation questions – evaluation data will not show up in January (online questions are different).
  - Include copies of at least three annual peer teaching from tenured faculty or TLPDC staff
  - Course syllabi
  - One-page research page
  - Include copies of all annual reports
  - One-page service statement – need to have done something
- OP 32.38
  - Submit to Angela by January 13th to review and sign electronically.

    - Committee: Anna, Nida, and Jacalyn as chair – Committee will write letter to candidate.
    - All tenured faculty vote, excluding Angela, and are invited to provide comments.
    - Ballot question is "Is the candidate making satisfactory progress towards tenure and promotion?"
    - Angela will appoint two tenured faculty members to account ballots.
- College.
    - The college forms a committee – Marc Lochbaum is on the A&S Tenure and Promotion Committee. He cannot review any of the KSM third-year review candidates.
    - OP 32.38 does not state who makes the final decision.
- The faculty might consider adding description information along with each publication, such as Impact Factor, Eigen Factor, and percentage of effort.

Recruiting Graduate Students

- Need to get Kinesiology enrollment higher.
- Sent out fliers for the master's and Ph.D. programs.

Department of Kinesiology and Sport Management
Faculty Meeting Minutes for January 14, 2019

I. SACSCOC's two new requirements about assessments

- Departments must provide justifications for the percentage level of achievement of benchmarks and percentage of students achieving this level.
- At least one action of improvement is required for one benchmark for each student learning outcomes in each degree.
- Departments need to demonstrate continuous improvement in students meeting assessments.
- Departments need to monitor and change assessments as needed; changes require an explanation for the changes made and how improvements are continuous. Volunteers to send changes:
  - **B.S. in Kinesiology**

  1.2 – Chad
  2.1 – Bailey
  3.3 – Emily and Grant
  - **M.S. in Kinesiology**

  1.1, 1.2, 1.3 – Youngdeok for 5315
  2.1, 2.2, 2.3 – Grant for 5336
  3.1, 3.2, 3.3 – Joaquin for 5335
  - **B.S. in Sport Management**

  1.1 – Chris
  2.3 – Jimmy and Ashley
  3.2 – Chris and David
  - **M.S. in Sport Management**

  1.2 – Chris
  2.1 – Angela
  3.2 – Jimmy

II. Consolidating Assessments

- Communication Literary (required for department's majors and minors) – KIN needs a replacement course for 4372 to meet writing component for entering students). Bailey volunteered KIN 3322 assessment as a replacement. Please note when submitting assessment data to Angela if any assessments also are meeting the communication literacy requirement.
- Global awareness – Political Science agreed to take responsibility for this for the College.
- Marketable Skills – Please think about how KSM undergraduate degree programs provide students with marketable skills. This will be a discussion item in the March meeting.

III. Review of Strategic Plan and Action Items

- Katie volunteered to take lead to bring in a sport management speaker in 2019.
- Heather volunteered to take lead to bring in a kinesiology speaker in 2019.

IV. Announcements and Discussion

- Annual reports for calendar 2018 are due on January 31, 2019 through Digital Measures (data entered by January 20). Please send an electronic copy sent to Angela, which may include open-ended comments from teaching evaluations or other items you cannot

include in Digital Measures. Annual reports are due on January 18th for third-year review faculty. After Angela has completed the annual evaluations, she will ask faculty submitting an annual report to sign that they have reviewed these on Digital Measures and schedule a meeting with her to discuss the evaluation.

- Nominations for three Graduate Student Recruitment Fellowships are due to Angela no later than January 31st. (KSM received four fellowships but one already has been awarded to Patrick Harty, a Ph.D. student working with Grant). These fellowships are $4000/year for four years for Ph.D. students and $4000/year for two years for master's students and may be used to recruit students for fall 2019. The department also was awarded one Helen Jones Graduate Fellowship. This fellowship is for $5000 for three years (total = $15,000) and is intended to recruit a new graduate student. A faculty committee will be appointed to select the recipients. Please volunteer immediately if you are interested in serving. This committee will meet in early February to choose the recipients. A faculty member who nominates an incoming student/possible recipient is not permitted to serve on this selection committee.
- Faculty are asked to prioritize teaching all classes unless attending a professional conference with few, if any, "alternative assignments." Please ask a colleague, GTA, or Angela to teach your class if you have to be absent.
- Faculty are asked to plan to give face-to-face exams in face-to-face courses.
- Faculty are asked to post their office hours outside their offices and in course syllabi. Also, please send your office hours to Miranda for posting on the KSM website.
- Renovations in 109 during spring semester will be two new offices and research labs and an expansion of Dr. Rivas' lab. The tables will not be available to use due to this construction. Karla will notify GTAs teaching tennis and softball of the renovations. Workers will work around Bailey's KIN 3322 labs. A shower will be installed in each of the men's and women's restrooms. The icemaker will be moved to the stockroom in May, and a sink will be installed in 174.
- Accelerated bachelor-master programs in kinesiology and in sport management have been approved by the graduate faculty and will begin the approval process with the Committee on Academic Programs in the College of Arts and Sciences (ASCAP). Students must be admitted to the Graduate School in one of the department's master's degrees and tracks in kinesiology conditionally and have completed a minimum of 90 credit hours. A maximum of 9 credits of graduate-level courses may be used to meet 9 electives credit hours in both bachelor's degrees, i.e. "double-counted." Our undergraduate advisers will advise about completing undergraduate degrees; faculty advisers will advise about graduate courses.
- Searches—Open search for full, associate, or assistant professor in exercise physiology (Angela [chair] with Arturo, Joaquin, and Grant); assistant professor in sport management (Angela [chair] with Katie, Chris, David, and Jimmy)
- Departmental Excellence in Teaching Award—Angela is completing the department's application materials, including faculty feedback received, which is due by February 1.

V. **Faculty Recognitions Committee (Aaron, Ashley and Bailey with Angela's assistance)**

- Texas Tech Alumni Association New Faculty Award—Grant is the nominee (Ashley submitted the nomination on behalf of department).
- President's Excellence in Teaching Award—Angela is the nominee (Bailey submitted the nomination on behalf of department).

- The new member application system for the TTU Teaching Academy will open on January 21, and the applications will be due on March 25. Faculty can access information on this award on the Teaching Academy website at: https://www.depts.ttu.edu/tlpdc/Teaching_Academy/New_Membership_Process/criteria.php. Angela and Melanie, as Teaching Academy members, volunteered to nominate any interested colleague (who must be full-time). Members of the Faculty Recognitions Committee will assist their colleagues with this process.

VI. Graduate Student Recruitment

- Revised flyers (designed by TTU Marketing and Communication) were shared during the meeting.
- The KSM Graduate Recruitment and Enrollment Plan was briefly reviewed.
- Please send any information to Angela about your fall graduate student recruitment initiatives.

VII. Kinesiology Graduate Faculty Meeting

- Research area in exercise physiology—admissions committee includes Emily, Arturo, Youngdeok, and Eric. These faculty will serve as academic advisers. Other faculty may have students in this track work with them on research and theses. The track will be called Integrative Physiology with these requirements:
  - Exercise physiology core (12 hours)
  - KIN 5332 (3 hours)
  - KIN 6000 (6 hours)
  - KIN 7000 (6 hours)
  - Electives (9 hours)
- Angela asked Melanie to work with Jarrod, Nida, and Mark, who were unable to attend the meeting, to review the requirements for Motor Behavior/Exercise and Sport Psychology. Are these the courses the faculty wants to require?
  - KIN 5315 Research Methods I
  - KIN 5303 Psychology of Sport
  - KIN 5313 Applied Psychology of Sport
  - KIN 5302 Motor Control
  - KIN 5305 Motor Learning
  - KIN 5307 Motor Development
  - Electives (18 hours)

Department of Kinesiology and Sport Management
Graduate Faculty Meeting Agenda for March 1, 2019

Faculty present: Aaron, Akira, Jarrod, Audra, Emily, Arturo, Joaquin, Ashley, Melanie, Matt, Youngdeok, Karla, Marc, Ying, Angela, Jacalyn, David, Nida, Chad, Jimmy, and Heidi

Overview of department budget:
Expenses:

- Faculty salaries—full-time faculty (23 tenure-track; 2/1 continuing appointment instructors; 2 assistant professors of practice) —$1,827,140.49—paid by TTU and state
- Instructor pool—4 one-year instructors; 9 part-time faculty— $317,935 —paid by TTU and state
- Staff salaries— $255,508.43—paid by TTU and state
- Communication Fee Charges—$13,353—paid by department
- Rental of space in Student Recreation Center—$5 per student/$23,095 in FY '18—paid by department
- GTAs—32 at $13,000 for nine months ($1,444.44 monthly) plus tuition and fees for 9 credit hours each semester; if a GTA teaches in the summer, 3 credit hours of tuition and the same month rate for 1½ months is paid; GTAs are expected to work 20 hours per week—$416,000 in salary and $104,761.60 in fees—paid by department
- GPTIs—year one=$17,500, year two=$18,000, year three=$19,000, and year four=$20,000; 12-month stipends along with tuition and fees for 10 credit hours each fall and spring and 3 credit hours in the summer. GPTIs are required to spend 10 hours per week in assigned teaching and 10 hours per week in research with the mentor—paid by department

Revenues:

- Graduate student support—$85,000—received from the College of Arts and Sciences
- Maintenance and Operations—$60,907—received from TTU and state; mostly used for faculty travel
- OLDE Fee—$70,471—paid by students taking online courses
- Differential tuition—$697,311—paid by students taking any HLTH, KIN, PFW, or SPMT course

Review of Vision and Mission Statements in KSM Strategic Plan for 2018-2025 and possible addition of core values.
Discussion about Vision Statement:

- The Department of Kinesiology and Sport Management will be a global leader in undergraduate programs in kinesiology and sport management and graduate programs in kinesiology, sport management, and exercise physiology.

Discussion about Mission Statement:

- Scholars and teachers excelling to provide high quality, research-based, and applied educational programs to prepare diverse leaders in the fields of kinesiology, sport management, and exercise physiology.

Discussion about Core Values:

- Physical activity for healthy living
- Integrity and honesty

- Innovation and creativity
- Service, kindness, and compassion
- Effort and engagement in learning in the classroom

All of the faculty were asked to think about and review any changes that might be made in the vision statement and mission statement. Also, everyone was asked to think about what our department's core values should be. These will be agenda items for the April 12th faculty meeting.

Strategic Plan and faculty commitments to contributing to departmental strategies in teaching, research, and service

Angela asked that every faculty member add to their annual goals in Digital Measures (starting with 2019) one goal for how he or she will contribute to each of TTU's three strategic priorities listed below. Angela shared examples, such as helping with student recruitment, retention, and graduation, increasing publications and grants, and engaging in outreach activities. Please talk with Angela if you have any questions.

TTU Strategic Priority: Educate and Empower a Diverse Student Body

- Goal 1: Advance and sustain a campus climate and culture characterized by accessibility, inclusiveness, and high academic quality.
- Goal 2: Nurture and enhance a learning environment that fosters success and wellness.
- Goal 3: Deliver unique and transformative learning opportunities and experiences.
- Goal 4: Increase retention and graduation rates, and placement of graduates.

Other Department Strategies

- Maintain the number of undergraduate kinesiology majors between 1200-1300.
- Increase the number of undergraduate sport management majors to a maximum of 500.
- Continue to develop online courses in kinesiology and in sport management and sustain annual online courses.
- Participate in two institutional undergraduate student and one institutional graduate student recruitment events annually.
- Maintain and expand the alumni tracking system and involve graduates in the recruitment of new students.
- Conduct a speaker series with one kinesiology speaker and one sport management speaker annually.
- Nominate at least two faculty members for TTU teaching awards annually, with the lead taken by the Recognitions Committee.

TTU Strategic Priority: Enable Innovative Research and Creative Activities

- Goal 1: Increase the productivity and impact of research, scholarship, and creative activity that advances knowledge, benefits society, improves quality of life, and contributes to economic development.
- Goal 2: Enhance capacity and opportunities for research, scholarship, and creative activity for faculty, students, and staff.

Other Department Strategies

- Provide financial incentives to each principal investigator on externally funded grants through return of F&A overhead cost recovery dollars.

- Reward faculty with one-time, single course reduction for an externally funded research collaboration with a private sector partner or researcher at a TTU System institution.
- Increase by 10% annually the number of grant submissions that involve an inter-disciplinary team of researchers external to the department.
- Renovate room 109 to increase the number of research labs and provide office spaces for doctoral students.
- Nominate at least two faculty members for TTU research and scholarship awards annually, with the lead taken by the Recognitions Committee.

TTU Strategic Priority: Transform Lives and Communities through Strategic Outreach and Engaged Scholarship

Goal 1: Foster an engaged campus that recognizes outreach and engaged scholarship as an essential component of institutional activity.

Other Department Strategies

- Offer four designated service-learning courses annually.
- Document all community engagement activities on the departmental website, departmental newsletters, and faculty annual reports, such as the Exercise Is Medicine conducted by the Departmental Ambassadors.
- Encourage participation in community engagement for all undergraduate majors and graduate students in kinesiology, sport management, and exercise physiology.
- Develop and sustain one long-term campus-community partnership.
- Increase departmental website recognition for contributions of each faculty member, staff member, and student to strategic outreach and engaged scholarship.
- Nominate at least two faculty or staff members for strategic outreach and engaged scholarship TTU awards annually, with the lead taken by the Recognitions Committee.

Assessments—how are our undergraduate assessments in both degrees specifically developing marketable skills

B.S. in Kinesiology

✓ **SLO#2**: Design and implement exercise programs to improve physical function in diverse populations and health conditions. (in KIN 3322, 3368, and 3306)

✓ **SLO#3**: Write clearly and effectively in order to communicate within a professional health care setting. (in KIN 3322, 4372, and 3347)

B.S. in Sport Management

✓ **SLO #1** Demonstrate critical thinking skills when analyzing sport management issues and best practices. (in SPMT 4353, 4356, and 4357)

✓ **SLO #2** Write and speak clearly and effectively within sport management settings. (in SPMT 4359 and 3373, 4353, and 3374/3375)

✓ **SLO #3** Demonstrate ability to use new media and existing technologies in sport management practice and settings/ (in SPMT 3374/3375, 4357, and 3373)

Discussion of possibly offering online certificate programs or online degrees.

- Will be revisited for further discussion – think of ideas
- Offer a variety of online certificate programs
- Offer a certification
- Perks to teach online—receive payment to build an online course
- Send all any ideas or suggestions to Angela

Discussion of High Impact Practices—Provost's initiative to engage <u>every</u> undergraduate student in one or more high impact practices by 2024, with the goal of expanding student learning beyond traditional classes. Possibilities were discussed.

- After school program(s) in East Lubbock–ideas for engaged scholarship
- Internships (required for sport management majors; optional for kinesiology majors)
- KIN 2300 Science of a Healthy Lifestyle required for all undergraduate majors –Center for Global Communication – example: water for health living, using clean water – PhD students should teach this course
- Mini-internships
- Scuba diving]
- Service learning courses
- Study Abroad, including in Seville, Spain, and Costa Rica
- Study Away – transformative learning – undergraduate research – CALUE changed to TRU
- Undergraduate research, such as in KIN/SPMT 4000, HONS 3300, or voluntary
- Volunteer activities in the community
- Ideas available: seminar experience, e-portfolio, service learning, writing intensive, capstone project, undergraduate research
- Looking for something that changes students

Feedback received during the 2011-2017 Graduate Program Review from the External Reviewer

Learning Outcomes

Positive:
Both the MS in Kinesiology and Sport Management tracks have 3 student learning objectives (SLO's) with 3 benchmarks within each SLO resulting in 9 benchmarks. Currently, students in the MS Kinesiology track must meet 7.5/9 benchmarks and students in the MS Sport Management track must meet 7/9 benchmarks. Since these are relatively new programs, all benchmarks are expected to be met once all the courses have been established and offered.

The learning objectives for the MS Kinesiology track are appropriate and emphasize the important aspects of the program that should ensure that students understand the concepts of research from a design and analysis perspective (scientific method), the ability to translate research findings into practice to improve the quality of life for the general population, and apply the understanding of basic mechanisms and principles related to human movement in a way that benefits society.

The learning objectives for the MS Sport Management track are appropriate and emphasize the important aspects of the program that should ensure that students understand the concepts of research within sport management settings, and demonstrate critical thinking skills to analyze issues and apply knowledge from their curriculum, and to understand leadership and management theories used in sport management.

Each of the 3 benchmarks within each student learning objective from both programs will allow for appropriate quantification and indicators of success and allow for a useful assessment report to generated and used to improve or strengthen existing student learning objects and benchmarks.

SPMT Undergraduate Core Courses for Fall of 2016

MET	HR	REQUIRED	GRADES/NOTES
ENGLISH (12 HOURS)			
☐	(3)	ENGL 1301	
☐	(3)	ENGL 1302	
☐	(3)	ENGL 23--	
☐	(3)	ENGL 23--	
ENGL 2371 does not count towards graduation			
U.S. & TEXAS GOVERMENT (6 HOURS)			
☐	(3)	POLS 1301	
☐	(3)	POLS 2302	
MATHEMATICS (6 HOURS)			
☐	(3)	MATH 1320+	
☐	(3)	MATH	
	(or)	PHIL 2310	
INTRO TO SPORT MANAGEMENT (3 HOURS)			
☐	(3)	SPMT 1302	

MET	HR	REQUIRED	GRADES/NOTES
LIFE & PHYSICAL SCIENCES (8 HOURS)			
☐	(4)		
☐	(4)		
U.S. & TEXAS HISTORY (6 HOURS)			
☐	(3)	HIST 2300	
☐	(3)	HIST 2301	
☐	(or)	HIST 2310	
SOCIAL & BEHAVORIAL SCIENCE (3 HOURS)			
☐	(3)		
CREATIVE ARTS (3 HOURS)			
☐	(3)		

MET	HR	REQUIRED	GRADES/NOTES
ORAL COMMUNICATION (3 HOURS)			
☐	(3)	CFAS 2300	
☐	(or)	COMS 2300	
☐	(or)	COMS 2358	
☐			
FOREIGN LANGUAGE (11-16 HOURS)			
☐	( )		
☐	( )		
☐	( )		
☐	( )		
Personal Fitness & Wellness (2 HOURS)			
☐	(1)		
☐	(1)		

SPMT Undergraduate Core Courses Voted on Last Academic Year

MET	HR	REQUIRED			GRADES/NOTES
ENGLISH (9 HOURS)					
☐	(3)	ENGL	1301		
☐	(3)	ENGL	1302		
☐		ENGL	2351		
☐	(or)	ENGL	2391		
Eng 2351 or 2391 fulfills the Language, Philosophy and Culture credit.					
U.S. & TEXAS GOVERMENT (6 HOURS)					
☐	(3)	POLS	1301		
☐	(3)	POLS	2302		
MATHEMATICS (6 HOURS)					
☐	(3)	MATH	2345		
☐	(3)	MATH	1330		
	(or)	MATH	1430		
INTRO TO SPORT MANAGEMENT (3 HOURS)					
☐	(3)	SPMT	1302		

MET	HR	REQUIRED			GRADES/NOTES
LIFE & PHYSICAL SCIENCES (8 HOURS)					
☐	(4)				
☐	(4)				
U.S. & TEXAS HISTORY (6 HOURS)					
☐	(3)	HIST	2300		
☐	(3)	HIST	2301		
☐	(or)	HIST	2310		
CREATIVE ARTS (3 HOURS)					
☐	(3)				

MET	HR	REQUIRED			GRADES/NOTES
ORAL COMMUNICATION (3 HOURS)					
☐	(3)	COMS	2300		
☐	or	COMS	2358		
FOREIGN LANGUAGE (3 HOURS)					
☐	(3)				
SOCIAL & BEHAVIORAL SCIENCES (6 HOURS)					
☐	(3)	COMS 1301			
☐	(3)	ECO 2301, 2302, or 2305			
ELECTIVES (6-9 Hours) ANY LEVEL					
☐					
☐					
PERSONAL FITNESS & WELLNESS (1 HOUR)					
☐	(1)				

SPMT Undergraduate Core Courses to Accommodate Transfers

MET	HR	REQUIRED		GRADES/NOTES
ENGLISH (9 HOURS)				
☐	(3)	ENGL	1301	
☐	(3)	ENGL	1302	
☐		ENGL	2351	
☐	(or)	ENGL	2391	
☐	(or)	ENGL	2311	
ENGL 2351 or 2391 fulfills the Language, Philosophy and Culture credit				
U.S. & TEXAS GOVERMENT (6 HOURS)				
☐	(3)	POLS	1301	
☐	(3)	POLS	2302	
MATHEMATICS (6 HOURS)				
☐	(3)	MATH	1320+	
☐	(3)	MATH		
INTRO TO SPORT MANAGEMENT (3 HOURS)				
☐	(3)	SPMT	1302	

MET	HR	REQUIRED		GRADES/NOTES
LIFE & PHYSICAL SCIENCES (8 HOURS)				
☐	(4)			
☐	(4)			
U.S. & TEXAS HISTORY (6 HOURS)				
☐	(3)	HIST	2300	
☐	(3)	HIST	2301	
☐	(or)	HIST	2310	
ELECTIVES (12 Hours) ANY LEVEL				
☐				
☐				

MET	HR	REQUIRED		GRADES/NOTES
ORAL COMMUNICATION (3 HOURS)				
☐	(3)	COMS	2300	
☐	or	COMS	2358	
FOREIGN LANGUAGE (3 HOURS)				
☐	(3)			
SOCIAL & BEHAVIORAL SCIENCES (6 HOURS)				
☐	(3)	COMS 1301		
☐	(3)	ECO 2301, 2302, or 2305		
CREATIVE ARTS (3 HOURS)				
☐	(3)			
PERSONAL FITNESS & WELLNESS (2 HOURS)				
☐	(1)			
☐	(1)			

Discussion about the undergraduate and graduate assessments—see pp. 85-116 for the Student Learning Outcomes, Benchmarks, feedback, and **requirements—Please keep in mind that we received overall positive feedback for our Student Learning Outcomes and Benchmarks and the data we submitted for 2015-2016.** But, we are expected to review all aspects of our assessments, make any changes we choose to make, and address the actions for improvement listed on pp. 86-94 by making changes in the actual assessments used last year. The expectations for compliance that we must meet include: (1) at least three Student Learning Outcomes and three Benchmarks for each. (2) all Student Learning Outcomes must be stated in terms of measurable knowledge or skills; and (3) all Benchmarks must have at least one direct assessment that is not grade based.

A. Review the Student Learning Outcomes and decide if these are what we want our programs' (B.S. and M.S. separately) graduates to know (learn) and be able to do—if the answer is yes, then no changes are needed; if the answer is not exactly, then revise these as needed.
B. Review the Benchmarks for each Student Learning Outcome and revise as needed. It is fine to list specific courses where data will be collected, and not all courses have to be included, although more is better than fewer. Then, add at least one Benchmark because now three Benchmarks are required for each Student Learning Outcome.
C. Review the specific Assessment Method used that yields data for each Benchmark. Each Assessment Method must measure knowledge or skills. No assessment method can be the final grade in a course. Examples of potential assessment methods could be: a pre-test and post-test in the same course; a pre-test and post-test after a sequence of required courses are completed: identified competencies, such as identified by a professional organization or faculty expertise; a written assignment, such as a research paper, group or individual project, article critique, or case analysis—each written assignment should have a scoring rubric that allows the instructor to report that "x%" achieved 70% (undergraduates) or 80% (graduate students) or higher.

TEXAS TECH UNIVERSITY
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TEXAS TECH UNIVERSITY PROGRAM ASSESSMENT RUBRIC REVIEW FOR AY 2017-2018

ARTS AND SCIENCES – KINESIOLOGY AND SPORT MANAGEMENT – KINESIOLOGY (BS)

The following report provides a summary of degree-program results derived from the TTU Program Assessment Rubric (PAR). This analysis was completed by Office of Planning and Assessment (OPA) staff members and provides an assessment of Student Learning Outcomes documentation. The PAR evaluates baseline criteria. The narrative feedback reflects the substantive evaluation of individual reports.

The rubric allows four scores: (1) Initial, (2) Emerging; (3) Developed, and (4) Highly Developed for multiple criteria. The components include: Student Learning Outcome, Assessment Method, Results, and Actions for Improvement. The rating assigned per component is the average of the individual criteria within the component. Therefore, it is possible to receive a "Developed" with one criterion that was evaluated as "Initial."

Report Element	Score	Level
Student Learning Outcome	4.00	Highly Developed
Assessment Method	4.00	Highly Developed
Results	4.00	Highly Developed
Actions for Improvement	4.00	Highly Developed

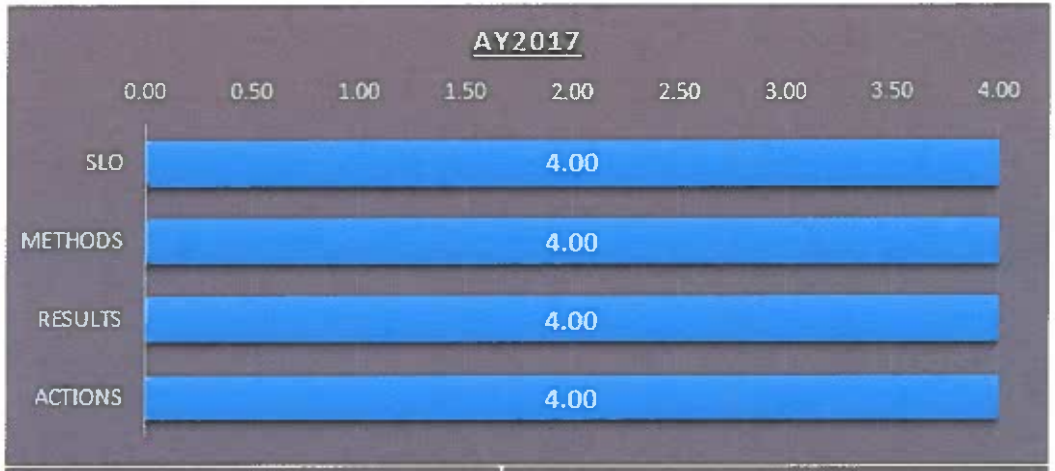
Overall

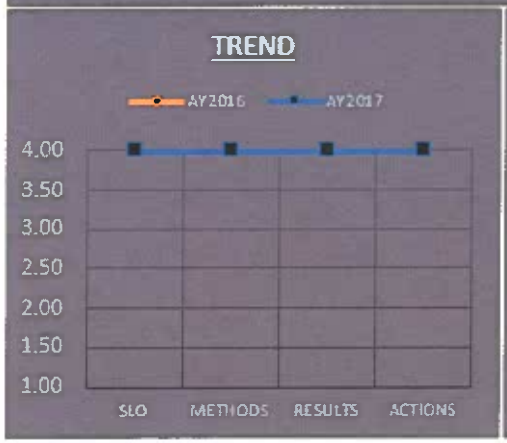
✓ **Report should be recognized as exemplar for SACSCOC Standard 8.2.a**

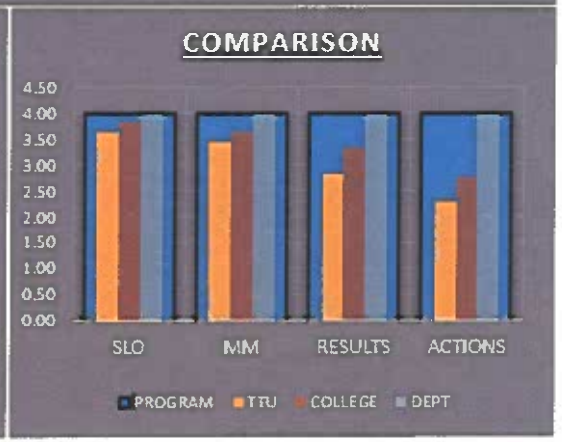
Comments

Dr. Lumpkin updated each KSM degree program, in response to PAR feedback. This feedback is now reflected in this revised document. Historical feedback (in italics below) is listed below. OPA thanks Dr. Lumpkin for her commitment to assessment.

Degree program has a strong assessment plan. Results were clear and detailed regarding student learning. Actions for improvement and follow-ups all looked great. Providing related documentation for all assessment methods and results would make this a perfect report.







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Office of the Provost
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TEXAS TECH UNIVERSITY PROGRAM ASSESSMENT RUBRIC REVIEW FOR AY 2017-2018

ARTS AND SCIENCES – KINESIOLOGY AND SPORT MANAGEMENT – KINESIOLOGY (MS)

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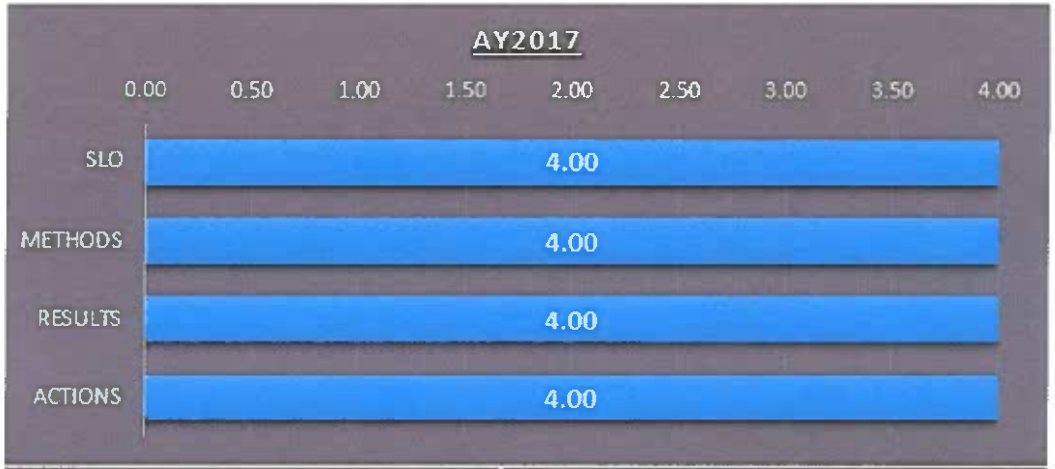
Report Element	Score	Level
Student Learning Outcome	4.00	Highly Developed
Assessment Method	4.00	Highly Developed
Results	4.00	Highly Developed
Actions for Improvement	4.00	Highly Developed

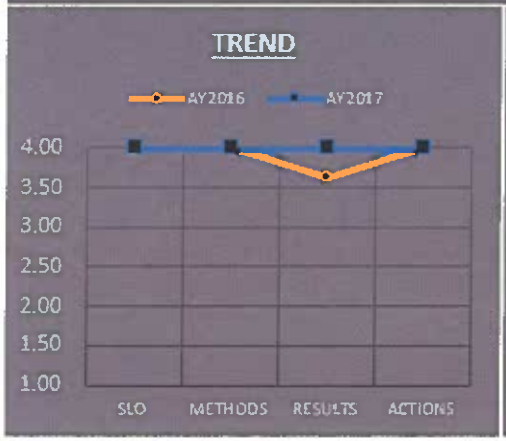
Overall

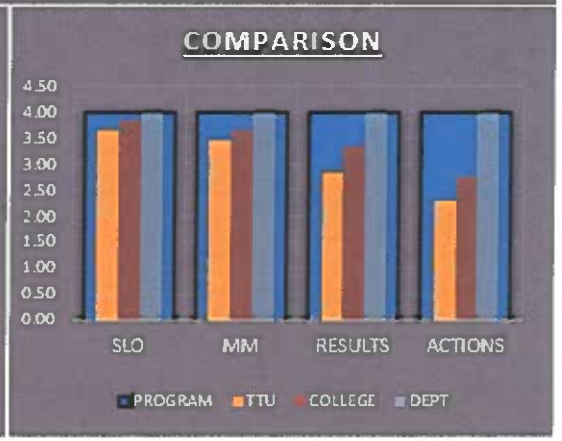
✓ **Report should be recognized as exemplar for SACSCOC Standard 8.2.a**

Comments

Degree program has a strong assessment plan. Results were clear and detailed regarding student learning. Actions for improvement and follow-ups all looked great. Providing related documentation for all assessment methods and results would make this a perfect report.







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TEXAS TECH UNIVERSITY PROGRAM ASSESSMENT RUBRIC REVIEW FOR AY 2017-2018

ARTS AND SCIENCES – KINESIOLOGY AND SPORT MANAGEMENT – SPORT MANAGEMENT (BS)

The following report provides a summary of degree-program results derived from the TTU Program Assessment Rubric (PAR). This analysis was completed by Office of Planning and Assessment (OPA) staff members and provides an assessment of Student Learning Outcomes documentation. The PAR evaluates baseline criteria. The narrative feedback reflects the substantive evaluation of individual reports.

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Report Element	Score	Level
Student Learning Outcome	4.00	Highly Developed
Assessment Method	4.00	Highly Developed
Results	4.00	Highly Developed
Actions for Improvement	4.00	Highly Developed

Overall

✓ **Report should be recognized as an exemplar for SACSCOC Standard 8.2.a**

Comments

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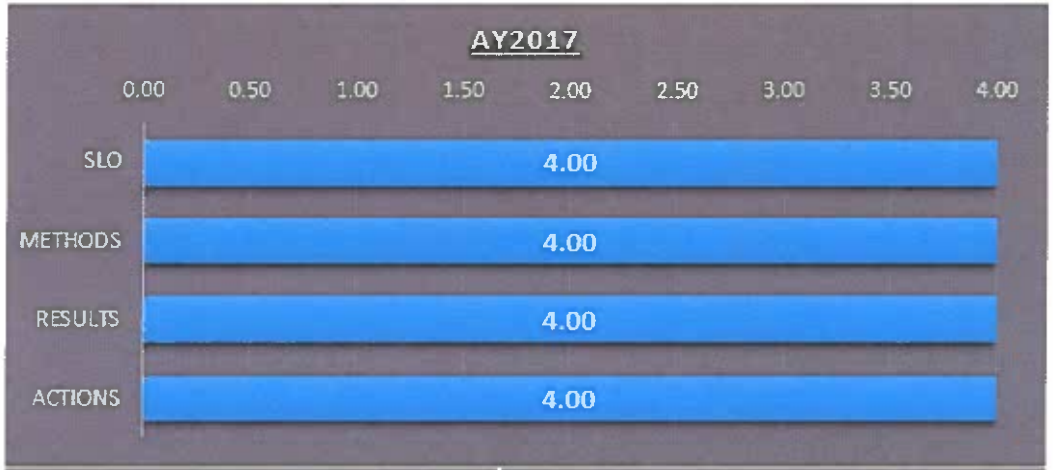

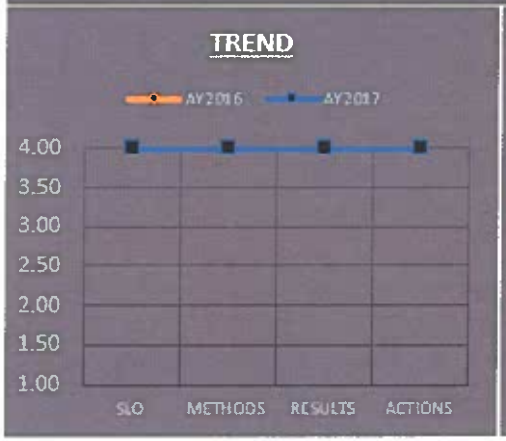

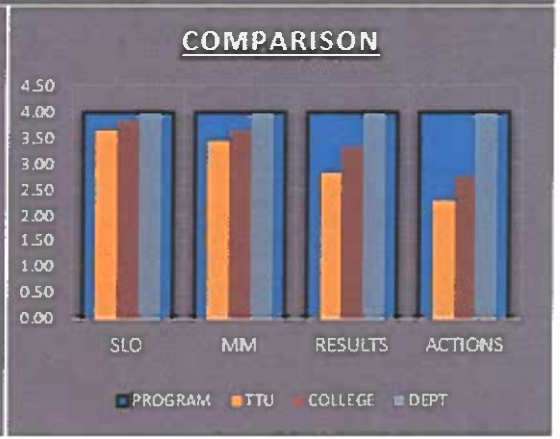

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TEXAS TECH UNIVERSITY PROGRAM ASSESSMENT RUBRIC REVIEW FOR AY 2017-2018

ARTS AND SCIENCES – KINESIOLOGY AND SPORT MANAGEMENT – SPORT MANAGEMENT (MS)

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Comments

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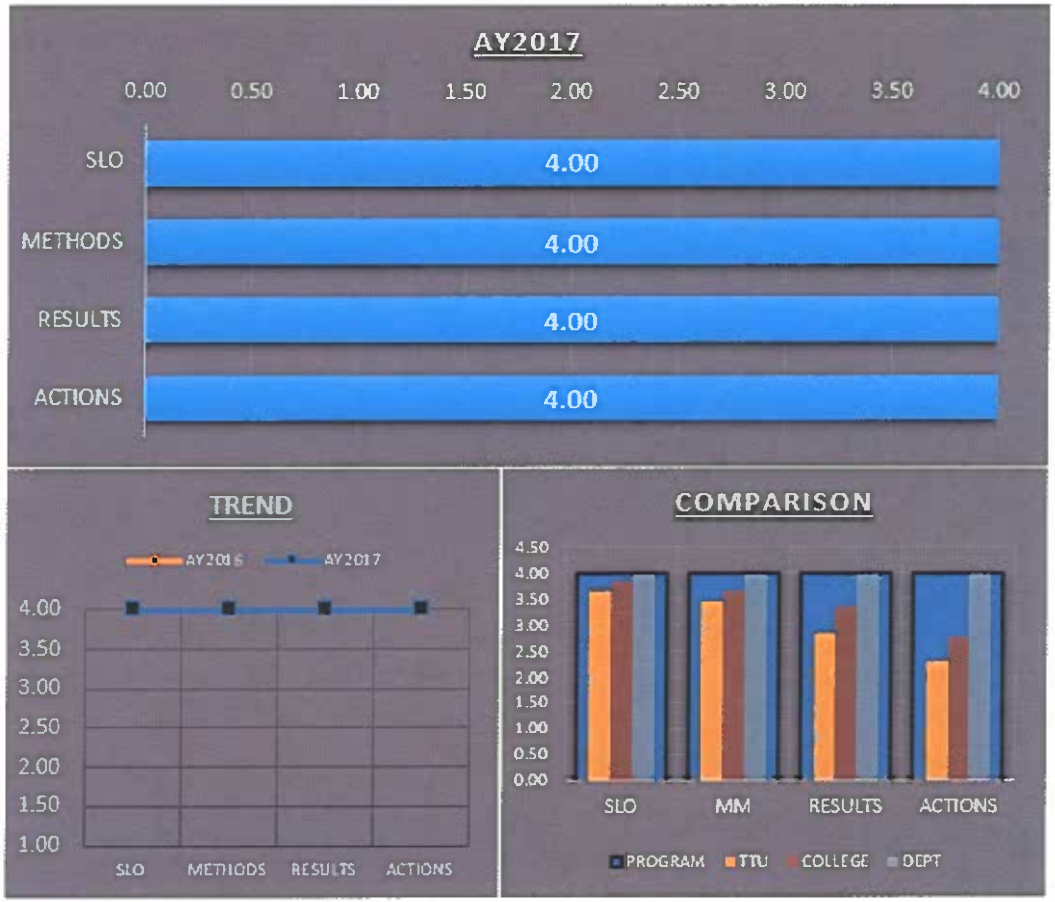

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BS in Kinesiology Benchmarks and Assessments 2019-2020

SLO#1 Describe physiological, psychological, and behavioral responses to exercise and physical activity.
Criterion: 70% of students will score 70% or above on assessment

Benchmark 1.1 Direct assessment via a set of questions that allow evaluation of how well students improved their understanding of core physiological concepts in the Applied Exercise Physiology course.

KIN 3306 Applied Exercise Physiology—Pre/Post Survey

Direct assessment via a set of questions that allow evaluation of how well students improved their understanding of core exercise physiology concepts throughout the course KIN 3306. The core concepts include physiological responses to acute and chronic exercise, and physiological changes with aging and disease. To evaluate competency, a set of questions testing knowledge of the core concepts will be given at the start and conclusion of the semester. Improved understanding of the core concepts will be reported as a percentage of individuals that improved their knowledge from pre- to post-evaluation.

Benchmark 1.2 Direct assessment via a set of questions that allow evaluation of how well students improved their understanding of core exercise and sport psychology concepts throughout the course.

KIN 3318 Exercise and Sport Psychology—Pre/Post Survey

Direct assessment via a set of questions that allow evaluation of how well students improved their understanding of core exercise and sport psychology concepts throughout the course. These ten core concepts include: (1) goal setting; (2) concentration (3) motivation, (4) anxiety-performance, (5) arousal-performance relationships, (6) self-confidence, (7) team cohesion, (8) personality, (9) imagery, and (10) burnout. To evaluate competency, a set of questions testing knowledge of the core concepts will be given at the start and conclusion of the semester. Improved understanding of the core concepts will be reported as a percentage of individuals that improved their knowledge from pre- to post-evaluation.

Benchmark 1.3 Direct assessment via a set of questions that allow evaluation of how well students improved their understanding of core motor behavior concepts throughout the course.

KIN 3303 Motor Learning or KIN 3314 Lifespan Motor Development—Pre/Post Survey

Direct assessment via a set of questions that allow evaluation of how well students improved their understanding of core motor behavior concepts throughout the course (KIN 3303 or KIN 3314). The core concepts include factors that influence learning and theories of motor behavior (KIN 3303) or lifespan development, individual differences, and motor skill assessment (KIN 3314). To evaluate competency, a set of questions testing knowledge of the core concepts will be given at the start and conclusion of the semester. Improved understanding of the core concepts will be reported as a percentage of individuals that improved their knowledge from pre- to post-evaluation.

SLO#2: Design and implement exercise programs to improve physical function in diverse populations and health conditions.
Criterion: 70% of students will score 70% or above on assessment

Benchmark 2.1 Students will demonstrate knowledge pertaining to exercise technique and prescription on the final exam or final capstone requirement in Theory and Practice of Strength Training.

KIN 3322 Theory and Practice of Strength Training—Practical

Kinesiology students must demonstrate knowledge pertaining to exercise technique and prescription by scoring 75% or above this rubric.

50 points possible (38 points required for passing)
(10 points per lift; 2 points per bullet point)
0 = Below average 1 = Average 2 = Above average

Back Squat
- Student demonstrates competence in the performance of the exercise.
- Student knows the proper technique and form when performing the exercise.
- Student is able to make corrections when errors occur.
- Student shows confidence in teaching and coaching this exercise.
- Student can effectively communicate proper exercise prescription for a specific training goal.

Front Squat
- Student demonstrates competence in the performance of the exercise.
- Student knows the proper technique and form when performing the exercise.
- Student is able to make corrections when errors occur.
- Student shows confidence in teaching and coaching this exercise.
- Student can effectively communicate proper exercise prescription for a specific training goal.

Deadlift
- Student demonstrates competence in the performance of the exercise.
- Student knows the proper technique and form when performing the exercise.
- Student is able to make corrections when errors occur.
- Student shows confidence in teaching and coaching this exercise.
- Student can effectively communicate proper exercise prescription for a specific training goal.

Romanian Deadlift
- Student demonstrates competence in the performance of the exercise.
- Student knows the proper technique and form when performing the exercise.
- Student is able to make corrections when errors occur.
- Student shows confidence in teaching and coaching this exercise.
- Student can effectively communicate proper exercise prescription for a specific training goal.

Bench Press
- Student demonstrates competence in the performance of the exercise.
- Student knows the proper technique and form when performing the exercise.
- Student is able to make corrections when errors occur.
- Student shows confidence in teaching and coaching this exercise.
- Student can effectively communicate proper exercise prescription for a specific training goal.

Benchmark 2.2 Students will identify safe cardiopulmonary exercise testing methods and demonstrate competency in prescribing exercise for healthy and diseased individuals.

This is an assessment tool to help make the BS in Kinesiology more effective for you.
It is **NOT** part of your course grade.
Your name will not be associated with this test in any published results.

Instructions:

- Write in the course number, course section, and today's date in the appropriate blank.
- Do not write your name on the scantron or fill in your R number.
- Bubble in the answer you think is correct on the orange scantron.
- Do not leave any answers blank.

1. Which individual would be considered physically active based on the current ACSM screening algorithm?
   a) Participates in moderate-intensity exercise 40 min/day, 2 days a week for the last 6 months
   b) Participates in moderate-intensity exercise 30 min/day, 3 days a week for the last 2 months
   c) Participates in vigorous-intensity exercise for 40 min/day, 4 days a week for the last 6 months
   d) Participates in low-intensity exercise for 30 min/day, 3 days a week for the last 6 months

2. Cardiovascular disease risk factor values for total LDL, HDL, and blood cholesterol levels respectively, are as follows:
   a) > 200, > 130, < 40
   b) > 200, > 130, <35
   c) > 250, > 170, 50
   d) have not been established

3. The P wave of an ECG complex represents:
   a) ventricular depolarization
   b) ventricular repolarization
   c) atrial repolarization
   d) atrial depolarization

4. VO_2 max is a good index of the function of which of the following physiologic systems:
   a) respiratory
   b) cardiovascular
   c) peripheral muscular
   d) all the above

5. Which of the following is considered an <u>absolute</u> indication to terminating an exercise test?
   a) Any chest pain
   b) ST segment depression (- 1.0mm)
   c) ST elevation (+1.0 mm)
   d) wheezing
   e) leg cramps and claudication

6. A MET of _____ corresponds to moderate intensity exercise.
   a) ≥ 9

b) < 1.6
c) 1.6 – 3
d) 3 – 6
e) 6 – 9

7. A client has a HR_{max} = 192bpm and HR_{rest} = 78bpm and needs to exercise at a range of 65-75% intensity to meet their goals. By using the heart rate reserve method, you know their pulse should fall between _____ bpm during aerobic exercise. *(HR should be rounded to the nearest whole number).*
   a) 124 – 145
   b) 98 – 108
   c) 112 – 134
   d) 152 – 164
   e) 134 – 146

8. Beta blockers _____ heart rate and _____blood pressure.
   a) Decrease; do not change
   b) Increase; do not change
   c) Decrease; decrease
   d) Increase; Increase
   e) Increase; decrease

9. Which arrythmia would cause the greatest loss of cardiac output?
   a) Atrial fibrillation
   b) Ventricular fibrillation
   c) Ventricular Tachycardia
   d) Junctional
   e) Asystole

10. Which of the following defines all points of the FITT-VP principle?
    a) Fitness, Intensity, Technique, Type, Volume, Prescription
    b) Frequency, Intervals, Time, Technique, Validate, Progression
    c) Fitness, Intervals, Time, Technique, Validate, Prescription
    d) Frequency, Intensity, Time, Type, Volume, Progression

11. All of these are cardiorespiratory fitness tests except:
    a) Astrand
    b) Modified Bruce
    c) 6 Minute Walk
    d) 1-RM leg press
    e) Naughton

12. Peripheral artery disease (PAD) often produces pain in the calves, hamstring or buttocks. If moderate pain occurs (3-4 on claudication scale) during exercise training, you should:
    a) Stop immediately
    b) Rest briefly, and resume exercise once pain is completely gone
    c) Call 911
    d) Instruct the client to perform the Valsalva maneuver

Benchmark 2.3 Students will demonstrate knowledge, leadership, and professionalism while conducting laboratory skills on the final practical exams in Applied Exercise Physiology labs.

KIN 3306 Applied Exercise Physiology—Practical Evaluation

	Students							
Scoring Rubric for Practical	1	2	3	4	5	6	7	Etc.
Student communicated effectively, and was professional in giving instructions for test.								
Student was organized and showed leadership throughout practical.								
Student demonstrated knowledge of how to conduct the test accurately.								
Student demonstrated knowledge of how to analyze results and interpret them to the subject.								
Sum (out of 4 possible points)								

SLO#3: Write clearly and effectively in order to communicate within a professional health care setting.
Criterion: 70% of students will score 70% or above on assessment

Benchmark 3.1 Students will demonstrate competence in various writing assignments in Theory and Practice of Strength Training.

KIN 3322 Theory and Practice of Strength Training—Writing Assignments
Evaluation Rubric: The following criteria will be used to grade all written assignments. Keep in mind that the score requirement described under each point outlines the **minimum** performance that must be demonstrated in order to achieve that score. The grade received for each assignment will be added to your overall points for the course. **20 - 0 pts possible**

Scoring Rubric for Written Assignment	4	3	2	1-0
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness

Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation. Written in full sentences.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors
***Content-for Specific Assignment**	Writing meets all assignment content requirements.	Writing meets most assignment content requirements.	Writing meets minimum assignment content requirements.	Writing does not meet assignment content requirements
Overall Organization	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples

Benchmark 3.2 Students will demonstrate competence in various writing assignments in Management in Kinesiology Programs.

KIN 4372 Management in Kinesiology Programs—Writing Assignments

Scoring Rubric for Written Assignments	1	2	3	4	5	6	7	Etc.
Paper includes all of the requirements stated as stated on the syllabus for this assignment (add these specific to each benchmark).								
Paper demonstrates critical thinking skills through a thorough analysis of the topic of the written assignment.								
Paper includes the required research information, citations, and references.								

Paper is well-organized, communicates effectively, and uses proper grammar, punctuation, and spelling.								
Percentage of students who successfully met each of these four requirements.								

Benchmark 3.3 Students will demonstrate effective oral communication skills in Physiological Application of Nutrition to Exercise and Physical Activity.

KIN 3347 Physiological Application of Nutrition to Exercise and Physical Activity—Individual and team presentations

Scoring Rubric for Oral Assignment	1	2	3	4	5	6	7	Etc.
Presentation includes all of the requirements stated as stated on the syllabus for this assignment (add these specific to each benchmark).								
Presentation demonstrates critical thinking skills through a thorough analysis of the topic.								
Presentation includes the required research information, citations, and references.								
Presentation is well-organized, communicates effectively, and uses proper grammar, punctuation, and spelling.								
Percentage of students who successfully met each of these four requirements.								

MS Kinesiology Benchmarks and Assessments 2019-2020

SLO#1 Articulate and demonstrate competent understanding and critical analysis of existing literature in kinesiology, knowledge of the scientific method, and essential elements of a research study in kinesiology.
Criterion: 80% of students will score 80% or above on assessment

Benchmark 1.1 Students will demonstrate competence in the ability to include essential elements of a valid research study in Kinesiology.

KIN 5315 Research Methods I—Writing Assignments

Rubric - Students will be evaluated in their final written assignment using the following rubric:

- Below expectations – Meets few criteria (1 point)
- Good – Meets some criteria (2 points)
- Excellent – Meets all or most criteria (3 points)

Elements	Criteria	Below expectations	Good	Excellent
Statement of the problem	Opening paragraphs describe previous research and theory that leads to a clear problem statement.			
Literature review	Prior empirical research and theory are integrated, evaluated and synthesized to show a clear path throughout the review.			
Theory	The correct theory is applied to connect and extend the empirical literature to the problem statement.			
Empiricism	The key facts from empirical studies are presented, evaluated and compared.			
Evaluation	The prior research methods and results are compared to identify the areas for improvement.			
Integration	The literature review is organized by ideas that lead from the problem statement with each source described only as it relates to each topic and the other sources related to that topic.			
References	Recent and "classic" sources are appropriately cited throughout the review.			

Benchmark 1.2 Students will demonstrate knowledge of the scientific method.

KIN 5315 Research Methods I— Midterm exam

Students' competency will be assessed using the following rubric.

- *Novice* – knowing no more than a layman; inaccurate response
- *Rudimentary* – shows an undergraduate level of understanding; insufficient depth

- *Competent* – acceptable for a graduate student; identifies relevant information to respond accurately to question
- *Good* – demonstrate understanding as expected for a Master's graduate student; provides appropriate examples from the research contexts in the field of Kinesiology

Competency areas	***Novice*** 1 point	***Rudimentary*** 2 points	***Competent*** 3 points	***Good*** 4 points
Concepts and principles of research as a scientific method of problem solving in the field of Kinesiology				
Principles and methods of critical appraisal of scientific literature				
Principles and methods of sampling, measurement, and scientific inference				

Benchmark 1.3 Students will demonstrate competence in the ability to critically analyze the existing literature in Kinesiology.

KIN 5315 Research Methods I—Writing Assignment

Rubric - Students will be evaluated using the following rubric:

- Below expectations – Meets few criteria (1 point)
- Good – Meets some criteria (2 points)
- Excellent – Meets all or most criteria (3 points)

Content	Criteria	Below expectations	Good	Excellent
Introduction	Demonstrates a clear understanding of research problem(s), question(s), and hypothesis(es) addressed by the author(s)			
Methods	Summarizes scientific methods applied in the research.			
Results	Demonstrates a clear understanding of interpretation of the scientific results.			
Discussion/Conclusion	Summarizes major discussion points in a clear manner.			
Personal reflection/Critiques	Discusses what they learned from reading the article (strengths/weakness) and ideas they might use in the future.			

SLO#2 Students will describe, apply, and evaluate responses and adaptations to human movement.

Criterion: 80% of students will score 80% or above on assessment

KIN 5302 Motor Control, KIN 5305 Motor Learning, or KIN 5307 Motor Development

Rubrics for these three courses for SLO #2 will be developed the next semester these are taught.

Benchmark 2.1 Students will be able to **describe** adaptations to human movement.

KIN 5336 Skeletal Muscle Physiology—Research Discussion

Scoring Rubric	1 *poor*	2 *below expectations*	**3** ***meets expectations***	**4** ***above expectations***	**5** ***superior***
Presentation met all of the requirements for this assignment as stated in the syllabus.					
Presentation included accurate and appropriate *description* and discussion of the research.					
Presentation demonstrated critical thinking skills in the *description* of research.					
Presentation was well-organized and communication was effective.					
Percentage of students who successfully met each of these four requirements (i.e. scored a 3 or higher in each category).					

Benchmark 2.2 Students will be able to **apply** information regarding the benefits of human movement.

KIN 5336 Skeletal Muscle Physiology—Application Portion of Literature Review

Scoring Rubric	1 *poor*	2 *below expectations*	**3** ***meets expectations***	**4** ***above expectations***	**5** ***superior***
Assignment met all of the requirements as stated in the syllabus.					
Assignment demonstrated sufficient overview of the topic to allow for appropriate *application* of information.					
Assignment included accurate and appropriate *application* of the research.					
Assignment was well-organized and written communication was effective, including appropriate					

grammar, spelling and formatting.					
Percentage of students who successfully met each of these four requirements (i.e. scored a 3 or higher in each category).					

Benchmark 2.3 Students will be able to **evaluate** acute and chronic responses to human movement.

KIN 5336 Skeletal Muscle Physiology—Main Body and Summary Table of Literature Review

Scoring Rubric	1 *poor*	2 *below expectations*	**3** ***meets expectations***	**4** ***above expectations***	**5** ***superior***
Assignment met all of the requirements as stated in the syllabus.					
Assignment demonstrated critical thinking skills within the *analysis* of the topic.					
Assignment included accurate and appropriate *analysis* of the research, including integration of information from multiple sources.					
Assignment was well-organized and written communication was effective, including appropriate grammar, spelling and formatting.					
Percentage of students who successfully met each of these four requirements.					

SLO#3 Students will demonstrate comprehension and the ability to communicate psychological concepts and physiological principles in kinesiology.
Criterion: 80% of students will score 80% or above on assessment

Benchmark 3.1 Students will demonstrate improved comprehension of psychological concepts and physiological principles in kinesiology.

KIN 5303 Psychology of Sport—Pre/Post Survey
KIN 5335 Cardiopulmonary Exercise Physiology—Pre/Post Survey

Direct assessment that allows for an evaluation of how well students improve understanding of concepts and principles in kinesiology. The core concepts include theory and practice of major psychological dimensions underlying the behavior of the coach and athlete in the context of sport, as well as principles governing the cardiopulmonary system. To evaluate competency, a set of questions testing knowledge will be given at the start and conclusion of the semester. Improved understanding will be reported as a percentage of individuals that improved their knowledge from pre- to post-evaluation.

Benchmark 3.2 Students will demonstrate competence in the ability to apply psychological concepts and physiological principles in kinesiology to real-world scenarios.

KIN 5303 Psychology of Sport—Writing Assignment
KIN 5335 Cardiopulmonary Exercise Physiology—Writing Assignment

	Novice 1 point	***Rudimentary*** 2 points	***Competent*** 3 points	***Good*** 4 points	***Exceptional*** 5 points
Use of proper grammar/spelling					
Ability to apply psychological concept(s) to stated scenario					
Integration of multiple related content areas to address one scenario (when appropriate)					
Demonstration of independent thought					

Benchmark 3.3 Students will demonstrate the ability to accurately articulate psychological concepts and physiological principles in kinesiology.

KIN 5303 Psychology of Sport—Writing Assignment
KIN 5335 Cardiopulmonary Exercise Physiology—Writing Assignment

Scoring Rubric for Written Assignment	1	2	3	4	5	6	7	Etc.
Accurate description of concepts or principles.								
Integration of concepts or principles.								
Use of examples to describe concepts or principles.								
Ability to use layman terms to describe concepts and principles.								

BS Sport Management Benchmarks and Assessments 2019-2020

SLO #1 Demonstrate critical thinking skills when analyzing sport management issues and best practices.
Criterion: 70% of students will score 70% or above on assessment

Benchmark 1.1 Students will demonstrate knowledge and critical thinking skills, and abilities to make application in the field of sport management.

SPMT 4353 Sport and Social Issues—Essay

1) Essay Structure (10 pts)

A: The essay includes: Essay Title; a 1,500-word minimum response; and, a full reference list of all works cited.	10 pts
B: The essay does not include ONE of the following: Essay Title; a 1,500-word minimum response; and, a full reference list of all works cited.	8.5 pts
C: The essay does not include TWO of the following: Essay Title; a 1,500-word minimum response; and, a full reference list of all works cited.	7.5 pts
D: The essay does not include THREE of the following: Essay Title; a 1,500-word minimum response; and, a full reference list of all works cited.	6.5 pts
F: The essay does not include ANY of the following: Essay Title; a 1,500-word minimum response; and, a full reference list of all works cited.	0 pts

2) Correct Spelling and Grammatical Style (5 pts)

A: The essay consistently shows correct spelling and grammatical style and is made up of thematically focused paragraphs comprising related sentences. Shows evidence of having been proofread before submission.	5 pts
B: The essay largely, but not consistently, shows correct spelling and grammatical style, and/or is made up of a majority of thematically focused paragraphs comprising related sentences. Is readable but should have been more closely proofread before submission.	4.25 pts
C: The essay shows inconsistency in correct spelling and grammatical style, and/or shows a minority of thematically focused paragraphs comprising related sentences. Only small evidence of having been proofread before submission.	3.75pts
D: The essay shows poor levels of correct spelling and grammatical style, and/or shows little evidence of thematically focused paragraphs comprising related sentences. Does not appear to have been proofread at all before submission.	3.25pts
F: The essay shows a disregard for following correct spelling and grammatical style rules. Clearly has not been proofread.	0pts

3) Citation and Referencing (5 pts)

A: The essay consistently follows the in-text citation and reference list format as outlined in the APA Style Guide (available online or in the library).	5 pts
B: The essay largely, but not consistently, follows the in-text citation and reference list format as outlined in the APA Style Guide.	4.25 pts
C: The essay shows inconsistency in following the in-text citation and reference list format as outlined in the APA Style Guide.	3.75pts

D: The essay shows little evidence of following the in-text citation and reference list format as outlined in the APA Style Guide.	3.25pts
F: The essay shows no discernible utilization of the in-text citation and reference list format as outlined in the APA Style Guide.	0pts

4) Directly Answers Question (20 pts)

A: The essay is clearly a direct response to the essay prompt	20 pts
B: The essay focuses largely, but not exclusively on the essay prompt. At times the essay deviates from the central focus.	17 pts
C: The essay is broadly based on the essay prompt, but does not directly provide a clear or direct response to the issue posed.	15 pts
D: The essay is, at best, only loosely related to the focus of the essay prompt.	14 pts
F: The essay has no relevance to the essay prompt.	0 pts

5) Narrative Focus and Format (20 pts)

A: The essay presents an extremely well structured and corroborated argument based around an identifiable structure (including introduction, body of text, and conclusion).	20 pts
B: The essay presents an extremely well structured and corroborated argument, but lacks a clear and identifiable structure (including introduction, body of text, and conclusion).	17 pts
C: The essay presents a moderately well structured and corroborated argument, and/or it lacks a clear and identifiable structure (including introduction, body of text, and conclusion).	15 pts
D: The essay presents a poorly structured and corroborated argument, and/or it lacks a clear and identifiable structure (including introduction, body of text, and conclusion).	14 pts
F: The essay lacks a structured and corroborated argument, and clear and identifiable structure (including introduction, body of text, and conclusion).	0 pts

6) Uses Course Concepts and Readings (20 pts)

A: The essay engages and uses appropriately all the relevant information drawn from course lectures, videos, and readings.	20 pts
B: The essay engages and uses appropriately the majority of the relevant information drawn from course lectures, videos, and readings.	17 pts
C: The essay engages and uses appropriately the some of the relevant information drawn from course lectures, videos, and readings.	15 pts
D: The essay engages and uses appropriately insufficient amounts of the relevant information drawn from course lectures, videos, and readings.	14 pts
F: The essay engages and uses appropriately none of the relevant information drawn from course lectures, videos, and readings.	0 pts

A: The essay engages, and uses appropriately, THREE additional peer-reviewed academic sources (in addition to those required on the course website).	20 pts
B: The essay engages, and uses appropriately, TWO additional peer-reviewed academic sources (in addition to those required on the course website).	17 pts

C: The essay engages, and uses appropriately, ONE additional peer-reviewed academic source (in addition to those required on the course website).	15 pts
D: The essay engages additional sources, however, they are used inappropriately and/or are not peer-reviewed academic sources.	14 pts
F: The essay fails to engage, and use appropriately, ANY additional academic sources (in addition to those required on the course website).	0 pts

7) Additional Research (20 pts)

Benchmark 1.2 Students will demonstrate critical thinking when analyzing current and proposed sport management practices.

SPMT 4356 Fundamentals of Sport Marketing—Market Research Report

Grading Rubric of Market Research Report			
Ability of Data Analysis (10 pts)	Good (10-7)	Fair (6-4)	Poor (3-0)
• Conduct required data analyses properly and accurately • Report the results comprehensively and clearly	Meets all or most criteria	Meets some criteria	Meets few criteria
Interpretation of Findings (10 pts)	Good (10-7)	Fair (6-4)	Poor (3-0)
• Interpret the results correctly and thoroughly • Propose convincing action recommendations based on the results • Identify and summarize key findings concisely and clearly	Meets all or most criteria	Meets some criteria	Meets few criteria
Creativity (10 pts)	Good (10-7)	Fair (6-4)	Poor (3-0)
• Propose creative action recommendations • Propose creative recommendations for future research	Meets all or most criteria	Meets some criteria	Meets few criteria

Benchmark 1.3 Students will demonstrate critical thinking skills by making applications in sport management situations.

SPMT 4357 Financial and Economic Aspects of Sport—Homework Assignment

In-depth homework assignments require students to analyze and interpret financial data, statistics, and best practices in order to make real-world applications that are suitable for sport managers in financial and economic settings.

Criteria: Scores of 70-79 are *adequate;* 80-89 are *good*; 90 and above are *excellent.*

ASSESSMENT	**SCORE**
Homework 1 Requires students to think critically and make applications as they relate to professional firms, franchises, and leagues.	_____
Homework 2	_____

Requires students to think critically and make applications as they relate to labor markets and/or college sports.	
Homework 3 Requires students to think critically and make applications as they relate to sport facility funding and event economics.	_____
TOTAL (AVG)	_____

SLO #2 Write and speak clearly and effectively within sport management settings.
Criterion: 70% of students will score 70% or above

Benchmark 2.1 Students will exhibit effective listening and speaking skills on class discussions and individual and team projects.

SPMT 4359 Legal Aspects of Sport—Group Risk Assessment

Demonstrate effective listening and speaking skills on [assignment/project]	1 point (or equivalent %) Student is inarticulate and is unable to convey thoughts in a coherent manner. The student is not understandable.	2 points (or equivalent %) Student struggles to articulate thoughts. The student appears nervous and displays numerous "ticks." The student is not easily heard or understood.	3 points (or equivalent %) Student moderately articulates thoughts. The student displays minor "ticks." The student is easily heard and understood.	4 points (or equivalent %) Student clearly articulates thoughts, stays on topic, and avoids displays "ticks" (*need a better way to say that they don't fidget or say umm-type words*). Student is easily heard and understood.
Exhibit effective written communication skills on [assignment]	1 point (or equivalent %)	2 points (or equivalent %)	3 points (or equivalent %)	4 points (or equivalent %)

Benchmark 2.2 Students will exhibit effective written communication skills on the specific capstone scoring rubric for the written assignment, case study analysis, reflective journals, or discussion board responses.

Multicultural Rubric for SPMT 4353 Social Issues in Sport

Explanation: Students graduating from TTU should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

	Work exceeds expectations: 4	Work meets expectations: 3	Work is minimally adequate: 2	Work is Inadequate: 1
Awareness of Cultural Frameworks (Self and Others)	***Student exhibits a highly developed awareness of own culture and those of others, and can articulate the value of the breadth and depth of those insights.*** Articulates insights into cultural and subcultural norms, values and biases for their identity group and non-associated groups (e.g. aware of how own experiences have shaped understandings of these rules, how to recognize and respond to cultural biases), and the power of privilege in varied circumstances. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions. Demonstrates a comprehensive understanding and recognition of the value of cultural differences and the	***Student exhibits proficient awareness of own culture and those of others, and can express an understanding of a plural society.*** Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer), and the power of privilege in varied circumstances. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions. Demonstrates an adequate recognition of the value of cultural differences and the importance of exploring those differences.	***Student exhibits rudimentary awareness of own culture and those of others.*** Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others). Minimal understanding of the power of privilege. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions Demonstrates a cursory recognition of the value of differences and the importance	***Student fails to exhibit awareness of own culture and those of others in any meaningful way.*** Shows minimal awareness of own cultural rules and biases, even those shared with own cultural group(s) (e.g. uncomfortable with identifying possible cultural differences with others). No acknowledgement of the power of privilege. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions. Demonstrates a minimal recognition of the value of differences and the importance of

	importance of exploring those differences.		of exploring those differences.	exploring those differences.
Communication / Perspective Taking (Cultural Code-Switching and Intersectionality)	***Student can communicate in a sophisticated and complex way the process by which different categories of difference might intersect and interchange depending on time, circumstance, and situation.*** Contextualizes intercultural experiences from the perspectives of own and other worldviews. Demonstrates the ability to critically analyze discourses on difference and the multiplicity and interchangeability of identity. Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of use of direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. Able to articulate the value of perspective-taking in a diverse society.	***Student exhibits ability to express a recognition of and appreciation for the inclusion of a multiplicity of perspectives of people who maintain different cultural perspectives than her/his own.*** Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Demonstrates the ability to engage in discourses on difference and the multiplicity and interchangeability of identity. Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	***Student exhibits only limited appreciation for and ability to interact with people who have different cultural perspectives than her/his own.*** Identifies components of other cultural perspectives but responds in all situations with own worldview. Demonstrates some awareness of the discourses on difference and the multiplicity and interchangeability of identity. Acknowledges some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to	***Student fails to exhibit ability to interact with or appreciate people who have different cultural perspectives than her/his own.*** Views the experience of others but does so through own cultural worldview. Has a limited level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

			negotiate a shared understanding.	
Attitudes (Empathy, Curiosity, and Openness)	***Student's behavior in and outside of class reflects keen curiosity, sophisticated thinking, and willingness to seek answers to questions regarding differing cultures and diverse interactions.*** Asks complex and/or difficult questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives and an understanding of the nature of privilege and their own relation to it. Is open to initiating and developing interactions with culturally different others.	***Student's behavior in and outside of class reflects moderate curiosity, sophistication, and willingness to seek answers to questions regarding differing cultures and diverse interactions.*** Asks relatively deep and/or difficult questions about other cultures and the nature of privilege. Begins to initiate and develop interactions with culturally different others and seeks to understand and interpret the values or traditions of others as valid expressions of identity.	***Student's behavior in and outside of class reflects limited curiosity, rudimentary sophistication, and minimal willingness to seek answers to questions regarding differing cultures and diverse interactions.*** Asks simple and/or surface questions about other cultures and the nature of privilege. Expresses interest in interacting with culturally different others.	***Student's behavior in and outside of class reflects little or no interest in seeking information regarding differing cultures and diverse interactions.*** States minimal and/or no interest in learning more about other cultures and lacks an understanding of the nature of privilege. Unreceptive to interacting with culturally different others.

Benchmark 2.3 Students will exhibit effective communication skills (both written and verbal) in non-traditional platforms, such as social media.

SPMT 3375 HR Management and Employee Relations in Sport—Written Assignment and/or Presentation

Oral and Written Communication				
Demonstrate effective listening and speaking skills on [assignment/project]	1 point (or equivalent %) Student is inarticulate and is unable to	2 points (or equivalent %) Student struggles to articulate thoughts. The	3 points (or equivalent %) Student moderately articulates	4 points (or equivalent %) Student clearly articulates thoughts, stays

	convey thoughts in a coherent manner. The student is not understandable.	student appears nervous and displays numerous "ticks." The student is not easily heard or understood.	thoughts. The student displays minor "ticks." The student is easily heard and understood.	on topic, and avoids displays "ticks" (*need a better way to say that they don't fidget or say umm-type words*). Student is easily heard and understood.
Exhibit effective written communication skills on [assignment]	1 point (or equivalent %)	2 points (or equivalent %)	3 points (or equivalent %)	4 points (or equivalent %)

SLO #3 Demonstrate ability to use new media and existing technologies in sport management practice and settings.
Criterion: 70% of students will score 70% or above

Benchmark 3.1 Students will demonstrate an understanding of how to incorporate multiple technologies.

SPMT 3375 HR Management and Employee Relations in Sport—Written Assignment and/or Presentation

Student Learning Outcome #3: Media and Technology				
Understanding of technology implementation on [assignment/project]	1 point (or equivalent %)	2 points (or equivalent %)	3 points (or equivalent %)	4 points (or equivalent %)
Apply technology on [capstone assignment/project]	1 point (or equivalent %)	2 points (or equivalent %)	3 points (or equivalent %)	4 points (or equivalent %)

Benchmark 3.2 Students will be able to apply multiple technologies on their chosen capstone course assignment.

SPMT 4357 Financial and Economic Aspects of Sport—Research Essay
Students display their knowledge of advanced financial and economic topics through computer-generated presentations, documents, and activities.
Criteria: Scores of 70-79 are *adequate;* 80-89 are *good*; 90 and above are *excellent*.

CATEGORY	**POSSIBLE SCORE (MAX)**	**ACTUAL**	**%**
Presenting Appearance, speaking load, speaking proficiency, time limit, slide quality	25	_____	_____
Deliverables	10	_____	_____

Printed handouts and associated activities			
Content Thoroughly addressed the topic and provided additional insight	50	____	____
Discussion The group created questions and led the class in discussion of these questions	15	____	____
TOTAL	100	____	____

Benchmark 3.3 Students will demonstrate and understand new media and best practices for new media used by sport management professionals.

SPMT 3373 Sport Communication—Video Reporting Rubric

CATEGORY	PTS.	FINAL
APPEARANCE (5%)		
Students should be dressed appropriately for the situation. *Business casual* is the desired minimum. If conducted outside, dress can be appropriate for the weather. No hats, hoodies, or sunglasses should be worn on camera. The microphone (can be fake for class purposes) should not obscure the face or mouth.	1-5	
SPEAKING CLARITY (10%)		
Speech should be clear and confident. The volume of speech should be loud and crisp enough to hear at normal volume levels; you never want to be yelling at the camera, but you should make sure you pronounce everything with extra emphasis. Mumbled, murmured, and slurred speech is never acceptable. Correctly pronouncing the names of all the people and places that are associated with the event is also important.	1-10	
LOCATION (5%)		
The recording should ideally take place in a setting consistent with the material being reported (i.e., outside of the athletic facility or in a sports-themed area). Solid-colored backdrops are adequate but not exceptional; recordings that are clearly being conducted in mirrors or in the rooms of a house or dorm are not appropriate. Make sure you are positioned in a safe environment (i.e., avoid busy roads or precarious heights).	1-5	
TIME LIMIT (5%)		
The total length of the report should last between 1-3 minutes.	1-5	
DELIVERY (20%)		
The content being delivered by the reporter should flow confidently and naturally. The visible side-effects of nervousness can be alleviated with	1-20	

practice. While planning/rehearsing the delivery of the content is necessary, speech should never sound too robotic or too rehearsed. Cue cards or prompts behind the camera are okay so long as the reporter is not obviously reading directly from them.		

VISIBILITY (5%)		
The lighting is not too dark or too light to obscure or distract the viewer's vision. The reporter should be in focus, with any relevant elements visible in the background. Shots should be from the waste up, unless the background or setting is tied to the report.	1-5	

ACCURACY (15%)		
The information communicated in the report was accurate and truthful. The reporter did not embellish or make up any elements of the story. They also remained mostly objective in their reporting.	1-15	

FLOW (15%)		
The reporter should immediately set the stage by revealing the *5 W's and the H*, generally beginning with the *Where* and *What*. They should then proceed with the remaining details in descending order of importance (*inverted pyramid*), adding any relevant coach or player quotes along the way. They should close by telling when and where the next event will take place, how it can be accessed, and *signing off* with their name and affiliation.	1-15	

CONTENT (20%)		
All of the meaningful stats and storylines were communicated, indicating that the reporter did their homework and knew what needed to be reported beforehand. Prominent figures (coaches, players, etc.) were mentioned, and the impact of the event on the broader proceedings was communicated. Overall, the content should provide viewers with the information they were seeking and also give them a few extra insights (all within the allotted timeframe).	1-20	

EDITING (BONUS)		
Most video reports are edited using graphics, music, and transitions to highlights or interviews. While such editing is beyond the scope of this class, these techniques can still be applied using basic technology such as Windows Movie Maker, Apple's My Movie Maker, Final Cut Pro, and Adobe Premiere. Some of these programs are free to access or available to use in school libraries/computer labs. Using them to add graphics and overlays containing scores, stats, your name, and your affiliate logo will add bonus points to your project.	1-15	
TOTAL		____/____

MS in Sport Management Benchmarks and Assessments 2019-2020

SLO#1 Demonstrate advanced critical thinking skills when analyzing sport management issues and the ability to make applications of sport management knowledge.
Criterion: 80% of students will score 80% or above

- ***Benchmark 1.1*** Students will demonstrate the ability to design, organize, market, and/or implement socially responsible sport-related events within a sport management setting.

SPMT 5324 Marketing and Promotions in Sport – Marketing Proposal (150 pts total)

Grading Rubric of Marketing Proposal			
Executive summary (10 pts)	Good (10-7)	Fair (6-4)	Poor (3-0)
• Write executive summary that is concise and to the point	Meets all or most criteria	Meets some criteria	Meets few criteria
Marketing Objectives (10 pts)	Good (10-7)	Fair (6-4)	Poor (3-0)
• Set clear and reasonable objectives for marketing campaign(s)	Meets all or most criteria	Meets some criteria	Meets few criteria
Market Research (20 pts)	Good (20-14)	Fair (13-7)	Poor (6-0)
• Conduct market research (i.e., SWOT, consumer, competitor) properly and accurately • Report research findings comprehensively and clearly • Interpret the findings correctly and thoroughly	Meets all or most criteria	Meets some criteria	Meets few criteria
Market Segmentation (20 pts)	Good (20-14)	Fair (13-7)	Poor (6-0)
• Identify promising market segment(s) based on the research findings	Meets all or most criteria	Meets some criteria	Meets few criteria
Marketing's 4Ps (40 pts)	Good (40-28)	Fair (27-13)	Poor (12-0)
• Develop product(s) that will attract the target market(s) • Set reasonable price • Develop effective promotion strategies that will reach the target market(s) • Develop place/distribution strategies that will be effective to reach the target market(s)	Meets all or most criteria	Meets some criteria	Meets few criteria
Time Schedule & Budget Plan (20 pts)	Good (20-14)	Fair (13-7)	Poor (6-0)
• Develop feasible and reasonable time schedule and budget plan	Meets all or most criteria	Meets some criteria	Meets few criteria
Organization & Communication (20 pts)	Good (20-14)	Fair (13-7)	Poor (6-0)
• Write a well-organized paper with proper grammar • Make eye contact, speak clearly, and show enthusiasm during the presentation (do not just read PowerPoint slides)	Meets all or most criteria	Meets some criteria	Meets few criteria
Peer Evaluation (10 pts)			
• This portion reflects opinions and evaluations of group members.			

- **Benchmark 1.2** Students will able to analyze financial data and develop, describe, and defend a budget for a sport organization

SPMT 5321 Financial Management in Sport – Financial Report Rubric

	Inadequate	**Poor**	**Adequate**	**Very good**	**Excellent**
Report Structure (10 points)	The essay does not include FOUR of the following: Cover page; a 1,500-word minimum response; an executive summary; a coherent theme and structure; and, a full reference list of all works cited. **0pts**	The report does not include THREE of the following: Cover page; a 1,500-word minimum response; an executive summary; a coherent theme and structure; and, a full reference list of all works cited. **6.5pts**	The report does not include TWO of the following: Cover page; a 1,500-word minimum response; an executive summary; a coherent theme and structure; and, a full reference list of all works cited. **7.5pts**	The report does not include ONE of the following: Cover page; a 1,500-word minimum response; an executive summary; a coherent theme and structure; and, a full reference list of all works cited. **8.5pts**	The report includes: Cover page; a 1,500-word minimum response; an executive summary; a coherent theme and structure; and, a full reference list of all works cited. **10pts**
Correct Spelling, Grammar, Citation, and Referencing (5 points)	The report shows a disregard for following correct spelling and grammatical style rules. Clearly has not been proofread. Shows no discernible utilization of the in-text citation and reference list format as outlined in the APA Style Guide. **0pts**	The report shows poor levels of correct spelling and grammatical style, and/or shows little evidence of thematically focused paragraphs comprising related sentences. Doe s not appear to have been proofread at all before submission. **3.25pts**	The report shows inconsistency in correct spelling and grammatical style, and/or shows a minority of thematically focused paragraphs comprising related sentences. Only small evidence of having been proofread before submission. Shows inconsistency in following	The report largely, but not consistently, shows correct spelling and grammatical style, and/or is made up of a majority of thematically focused paragraphs comprising related sentences. Is readable but should have been more closely proofread before submission. Largely, but does not	The report consistently shows correct spelling and grammatical style and is made up of thematically focused paragraphs comprising related sentences. Sh ows evidence of having been proofread before submission. Consistently follows the in-text citation and reference list format as

			the in-text citation and reference list format as outlined in the APA Style Guide. **3.75pts**	consistently, follows the in-text citation and reference list format as outlined in the APA Style Guide. **4.25pts**	outlined in the APA Style Guide (available online or in the library). **5pts**
Directly Answers Question (15 points)	The essay has no relevance to the essay prompt and/or provides no insight into the issue. **0pts**	The report is only loosely related to the focus of the prompt and neglects essential subjects of analysis. **9pts**	The report is broadly based on the essay prompt but does not directly provide a clear or direct response to the issue posed and/or misses key points. **11.25pts**	The report focuses largely, but not exclusively on the prompt. At times the essay deviates from the central focus or does not cover all relevant analysis. **12.75pts**	The report is a direct response to the prompt. **15pts**
Rigor and Reasoning (15 points)	The report suffers from all of the following: an insufficiently reasoned or illogical argument; lacks an identifiable structure; neglects some relevant data; or neglects relevant contextual information. **0pts**	The report suffers from three of following meaning it is poorly structured and not corroborated. It presents: an insufficiently reasoned or illogical argument; lacks an identifiable structure; neglects some relevant data; or neglects relevant contextual information. **9pts**	The report suffers from two of following: an insufficiently reasoned or illogical argument; lacks an identifiable structure; neglects some relevant data; or neglects relevant contextual information. **11.25pts**	The report suffers from one of following but is generally a moderately structured and corroborated argument. It presents: an insufficiently reasoned or illogical argument; lacks an identifiable structure; neglects some relevant data; or neglects relevant contextual information. **12.75pts**	The report presents all four of the following performed extremely well: a reasoned and logical argument based around an identifiable structure, which is supported by data and other relevant information, and in which particular attention has been paid to context. **15pts**

Uses Course Concepts and Readings (15 pts)	The essay engages and uses appropriately none of the relevant information drawn from course lectures and readings. **0pts**	The essay engages and uses appropriately insufficient amounts of the relevant information drawn from course lectures and readings. **9pts**	The essay engages and uses appropriately some of the relevant information drawn from course lectures and readings. **11.25pts**	The essay engages and uses appropriately the majority of the relevant information drawn from course lectures and readings. **12.75pts**	The report engages and uses appropriately all the relevant information drawn from course lectures and readings. **15pts**

- ***Benchmark 1.3*** Students will earn 80% or higher on all sections of the SPMT 5003 portfolio, which is the capstone performance-based assessment of each student's successful completion of the degree.

SPMT 5003 Internship in Sport Management

	Pass (earn 80 points or higher)	**Fail (earn less than 80 points)**
Description of the internship organization within the sport industry overall and the sub-unit within which you completed your internship.	Describes specifically, along with examples, the internship organization and its uniqueness relative to similar sport-related organizations.	Only minimally describes the selected organization and fails to identify its unique and status relative to similar sport-related organizations.
Description in general of the responsibilities you performed and the leadership and management opportunities you experienced while an intern.	Describes specifically, along with examples, expected and performed responsibilities and describes the extent of leadership and management activities.	Only minimally describes expected and performed responsibilities with no mention of any leadership and management activities
Specific examples, such as theories, concepts, ideas, and practices learned in a minimum of four SPMT courses (SPMT 5320 and SPMT 5324 and any two or more SPMT elective courses) of linkages and applications between learning in these courses and the you work completed during your internship.	Describes specifically, along with examples, theories, concepts, ideas, and practices learned in a minimum of four SPMT courses (SPMT 5320 and SPMT 5324 and any two or more SPMT elective courses) and applies learning in these courses and work completed during your internship.	Only minimally describes theories, concepts, ideas, and practices learned in two or fewer SPMT courses and makes few applications of learning in these courses and work completed during your internship.
Description of the contributions you made during your internship.	Describes specifically, along with examples, contributions	Only minimally describes any contributions made to internship organization.

	made to internship organization.	
Reflection on your professional and personal growth during your internship.	Reflects in detail on professional and personal growth.	Only minimally reflects on professional and personal growth.
Analysis of professional and personal challenges you experienced during your internship.	Analyzes professional and personal challenges experienced.	Only minimally analyzes professional and personal challenges experienced.
List of recommendations for future interns who might work at your internship site.	Makes recommendations for future interns who might work at your internship site.	Fails to make recommendations for future interns.

SLO#2 Critically analyze sport management scholarship and case studies and demonstrate practical conclusions in sport management settings.
Criterion: 80% of students will score 80% or above

- ***Benchmark 2.1*** Students will exhibit competent performance on the scoring rubric in selected course assignments in financial management, marketing, and ethics.

SPMT 5325 – Ethics and Morality in Sport – Case Study Rubric

Criteria	Excellent (9-10 points)	Acceptable (7-8 points)	Below Average (5-6 points)	Unacceptable (0-4 points)
Summary	Provides comprehensive summary about the case that provides sufficient context, who was involved, and how the case became public knowledge.	Provides good detail on the specifics of the case, but omits details that are pertinent or only mentions at surface level	Provides some detail on specifics of case, but omits major elements	Does not provide details on the case, or only mentions some of the details without providing any context
	Excellent (18-20 points)	**Acceptable (14-17 points)**	**Below Average (10-13 points)**	**Unacceptable (0-9 points)**
Ethical Dilemma	Comprehensively discusses ethical issues involved in the case and identifies specific ethical choices made by administrators and evaluates these choices.	Discusses ethical issues involved in the case, but analysis is superficial or does not discuss ethical choices made by administrators in detail	Some discussion is given of ethical choices and decisions involved in the case, but discussion is brief and superficial	Does not discuss ethical issues involved in case, or does not discuss ethical choices made by administrators
	Excellent (18-20 points)	**Acceptable (14-17 points)**	**Below Average (10-13 points)**	**Unacceptable (0-9 points)**

Recommendations	Provides specific, documented recommendations for the organization that are clearly identified and presented. Clearly identifies and outlines what sport organizations and leaders can learn from the case	Provides recommendations but does not fully develop these, or fully analyze what other sport organizations can learn from the case	Lists some recommendations, but those they are incomplete or not relevant to case, does not adequately discuss what sport organizations can learn from the case	Does not provide recommendations, or those provided are brief and not applicable to case. Does not discuss what other sport organizations can learn from the case.
	Excellent (45-50 points)	**Acceptable (35-44 points)**	**Below Average (30-34 points)**	**Unacceptable (0-29 points)**
Presentation	Presentation slides are formatted professionally, information is presented clearly and concisely, sources are cited appropriately, and presentation is free from errors. Presentation is clear and articulate and group balances speaking time and engages well with audience during question and answer.	Presentation has minor errors, and/or engagement with audience during Q&A is not as engaging as could be, and/or group does not balance speaking time equivalently	Presentation has significant errors and/or group does not balance speaking time and one or two group members speak majority of time, and/or group does not engage well during Q&A	Presentation has multiple errors and/or group does not do Q&A with audience, and/or not all group members speak.

- ***Benchmark 2.2*** Students will demonstrate the ability to critically assess the impact of college athletics and its implications for the field of sport management and society overall.

SPMT 5345 Administration in Intercollegiate Athletics
Grading Rubric for Research Paper

Clear Explanation of Chosen Topic	Excellent (32-40 points)	Good (15-31 points)	Below Expectations (Below 15 points)
Provides a comprehensive description and focused diagnosis of one component or related area of intercollegiate athletic administration.	Demonstrates and clearly presents a detailed and strong knowledge about and understanding of one component or related area of intercollegiate athletic administration.	Demonstrates and acceptably presents an adequate knowledge about and understanding of one component or related	Fails to demonstrate an understanding of one component or related area of intercollegiate athletic administration.

		area of intercollegiate athletic administration.	
Effective Analysis and Synthesis	**Excellent (32-40 points)**	**Good (15-31 points)**	**Below Expectations (Below 15 points)**
Analysis and synthesis in-depth of one component or related area of intercollegiate athletic administration.	Demonstrates a specific and clear analysis and synthesis of one component or related area of intercollegiate athletic administration.	Demonstrates an adequate analysis and synthesis of one component or related area of intercollegiate athletic administration.	Fails to provide an adequate analysis and synthesis of one component or related area of intercollegiate athletic administration.
Recommendations about Chosen Topic	**Excellent (8-10 points)**	**Good (5-7 points)**	**Below Expectations (Below 5 points)**
Recommendations made for how to ameliorate problem or sustain progress about chosen topic.	Makes a minimum of three recommendations for how to ameliorate problem or sustain progress about chosen topic.	Makes only one or two recommendations for how to ameliorate problem or sustain progress about chosen topic.	Fails to make recommendations for ameliorating problem or sustain progress about chosen topic.
Professionally Written with Proper APA Formatting	**Excellent (8-10 points)**	**Good (5-7 points)**	**Below Expectations (Below 5 points)**
Uses proper grammar and writing mechanics and APA format throughout the critique and citation.	Uses correct APA formatting throughout, including for the citation [author(s), date, article title, journal, volume number, and page numbers] and demonstrates proper grammatical style, spelling, and punctuation.	Mostly uses proper APA formatting throughout the critique with errors in the citation and has a several grammatical, spelling, and punctuation errors indicating insufficient editing.	Fails to use APA formatting throughout the critique and citation and includes numerous grammatical, spelling, and punctuation errors indicating submission of a draft rather than an edited paper.

- ***Benchmark 2.3*** Students will earn 80% or higher on all sections of the SPMT 5003 portfolio, which is the capstone performance-based assessment of each student's successful completion of the degree.

SPMT 5003 Internship in Sport Management

	Pass (earn 80 points or higher)	Fail (earn less than 80 points)
Description of the internship organization within the sport industry overall and the sub-unit within which you completed your internship.	Describes specifically, along with examples, the internship organization and its uniqueness relative to similar sport-related organizations.	Only minimally describes the selected organization and fails to identify its unique and status relative to similar sport-related organizations.
Description in general of the responsibilities you performed and the leadership and management opportunities you experienced while an intern.	Describes specifically, along with examples, expected and performed responsibilities and describes the extent of leadership and management activities.	Only minimally describes expected and performed responsibilities with no mention of any leadership and management activities
Specific examples, such as theories, concepts, ideas, and practices learned in a minimum of four SPMT courses (SPMT 5320 and SPMT 5324 and any two or more SPMT elective courses) of linkages and applications between learning in these courses and the you work completed during your internship.	Describes specifically, along with examples, theories, concepts, ideas, and practices learned in a minimum of four SPMT courses (SPMT 5320 and SPMT 5324 and any two or more SPMT elective courses) and applies learning in these courses and work completed during your internship.	Only minimally describes theories, concepts, ideas, and practices learned in two or fewer SPMT courses and makes few applications of learning in these courses and work completed during your internship.
Description of the contributions you made during your internship.	Describes specifically, along with examples, contributions made to internship organization.	Only minimally describes any contributions made to internship organization.
Reflection on your professional and personal growth during your internship.	Reflects in detail on professional and personal growth.	Only minimally reflects on professional and personal growth.
Analysis of professional and personal challenges you experienced during your internship.	Analyzes professional and personal challenges experienced.	Only minimally analyzes professional and personal challenges experienced.
List of recommendations for future interns who might work at your internship site.	Makes recommendations for future interns who might work at your internship site.	Fails to make recommendations for future interns.

SLO#3 Demonstrate the knowledge and ability to apply sport leadership and management theories and practices in sport-based projects and understand their application in sport management settings.
Criterion: 80% of students will score 80% or above

- ***Benchmark 3.1*** Students will exhibit knowledge of responsible leadership and management theories and make applications within a sport management setting.

SPMT 5320 Sport Leadership – Two case study analyses using scoring rubric

Clear Explanation of Key Strategic Issues	**Excellent (16-20 points)**	**Good (10-15 points)**	**Below Expectations (below 10 points)**
Identifies and diagnoses the leadership strategic issues and problems.	Demonstrates superior knowledge of the strategic issues and central problems.	Shows adequate knowledge of the strategic issues and key problems.	Shows minimal understanding of the strategic issues and key problem.
Clear Analysis with Supportive Details	**Excellent (16-20 points)**	**Good (10-15 points)**	**Below Expectations (below 10 points)**
Analyzes logically and in an organized way the key leadership issues with details showing an understanding of the leadership challenges.	Analyzes clearly and specifically the critical leadership challenges with supportive details about the issues.	Provides some analysis of the critical leadership challenges with some details about the issues.	Shows minimal understanding of the critical leadership challenges with few details about the issues.
Appropriate Evaluation and Synthesis	**Excellent (16-20 points)**	**Good (10-15 points)**	**Below Expectations (below 10 points)**
Evaluates and synthesizes the alternatives facing the leader.	Evaluates and synthesizes clearly the specific alternatives facing the leader.	Evaluates and synthesizes partially the specific alternatives facing the leader.	Inadequately evaluates and synthesizes the specific alternatives facing the leader.
Provides Specific Recommendations for the Leader	**Excellent (16-20 points)**	**Good (10-15 points)**	**Below Expectations (below 10 points)**
Provides specific case data and facts to support effectively the recommendations for the leader.	Articulates specific recommendations for the leader supported by case data and facts.	Recommends some leader actions but lacks specificity and data to support these actions.	Fails to make specific recommendations for the leader.
Well Organized and Clearly Written with APA Formatting	**Excellent (16-20 points)**	**Good (10-15 points)**	**Below Expectations (below 10 points)**

Uses proper grammar and mechanics, and APA format for critique, citations, and reference.	Consistently uses proper APA formatting, including the citation format with the author(s), date, article title, journal, volume number, and page numbers. Demonstrates accurate and proper spelling, grammatical style, and punctuation.	Mostly uses proper APA formatting including the proper APA citation format with a maximum of two minor errors. Contains several grammatical, spelling, and punctuation errors indicating insufficient editing.	Makes multiple mistakes in APA formatting and the citation. Contains numerous grammatical, spelling, and punctuation errors indicating submission of a draft rather than an edited paper.

- ***Benchmark 3.2*** Students will demonstrate an understanding and the ability to apply organizational theories as these relate to organizational culture and change.

SPMT 5322 Organizational Behavior in Sport: Organizational Analysis Case Study Paper

Grading Rubrics for Organizational Analysis Case Study Project			
Summary (5 pts) • The summary section is well-written. • The summary section provides sufficient context for the case, who was involved, and how the case became public knowledge	Good (4-5) Meets all or most criteria	Fair (2-3) Meets some criteria	Poor (0-1) Meets few criteria
Ethical Dilemmas (10 pts) • The ethical components of the case are sufficiently identified and discussed. • Ethical choices and decisions made by administrators are identified and discussed.	Good (10-7) Meets all or most criteria	Fair (6-4) Meets some criteria	Poor (3-0) Meets few criteria
Organizational Culture Assessment (10 pts) • Comprehensive evaluation of the organizational culture is provided, including what conditions in the culture contributed to the crisis/incident.	Good (10-7) Meets all or most criteria	Fair (6-4) Meets some criteria	Poor (3-0) Meets few criteria
Legal Evaluation (10 pts) • Clearly identifies relevant and applicable employment laws related to the case/incident. • Evaluates how well the organization complied with these laws.	Good (10-7) Meets all or most criteria	Fair (6-4) Meets some criteria	Poor (3-0) Meets few criteria
Organizational Communication Assessment (10 pts)	Good (10-7) Meets all or most criteria	Fair (6-4) Meets some criteria	Poor (3-0) Meets few criteria

• Clearly evaluates how the organization communicated leading up to, during, and post-crisis/incident. • Clearly identifies key figures communicating to the public and their messages. • Evaluates public response to this communication.			
Leadership Assessment (10 pts) • Identifies 2-3 key organizational leaders. • Evaluates the kind of leadership displayed and its effectiveness.	Good (10-7) Meets all or most criteria	Fair (6-4) Meets some criteria	Poor (3-0) Meets few criteria
Decision-Making (10 pts) • Clearly evaluates the organization's decision-making, supported by rationale for evaluation. • Identifies factors that contributed to the organization's decision-making.	Good (10-7) Meets all or most criteria	Fair (6-4) Meets some criteria	Poor (3-0) Meets few criteria
Recommendations (20 pts) • Identifies what organization did well. • Provides specific, documented recommendations for the organization that are clearly identified and presented.	Good (20-14) Meets all or most criteria	Fair (13-7) Meets some criteria	Poor (6-0) Meets few criteria
Evaluation (20 pts) • Identifies and clearly outlines what other sport organizations and leaders can learn from this case.	Good (20-14) Meets all or most criteria	Fair (13-7) Meets some criteria	Poor (6-0) Meets few criteria
Formatting (20 pts) • Report is formatted professionally according to the APA 6th citation manual. • Report is free from spelling, grammatical, formatting, and other errors. • Sources are cited appropriately.	Good (20-14) Meets all or most criteria	Fair (13-7) Meets some criteria	Poor (6-0) Meets few criteria

- ***Benchmark 3.3*** Students will earn 80% or higher on all sections of the SPMT 5003 portfolio, which is the capstone performance-based assessment of each student's successful completion of the degree.

SPMT 5003 Internship in Sport Management

	Pass (earn 80 points or higher)	**Fail (earn less than 80 points)**
Description of the internship organization within the sport industry overall and the sub-	Describes specifically, along with examples, the internship organization and its	Only minimally describes the selected organization and fails to identify its unique and status

unit within which you completed your internship.	uniqueness relative to similar sport-related organizations.	relative to similar sport-related organizations.
Description in general of the responsibilities you performed and the leadership and management opportunities you experienced while an intern.	Describes specifically, along with examples, expected and performed responsibilities and describes the extent of leadership and management activities.	Only minimally describes expected and performed responsibilities with no mention of any leadership and management activities
Specific examples, such as theories, concepts, ideas, and practices learned in a minimum of four SPMT courses (SPMT 5320 and SPMT 5324 and any two or more SPMT elective courses) of linkages and applications between learning in these courses and the you work completed during your internship.	Describes specifically, along with examples, theories, concepts, ideas, and practices learned in a minimum of four SPMT courses (SPMT 5320 and SPMT 5324 and any two or more SPMT elective courses) and applies learning in these courses and work completed during your internship.	Only minimally describes theories, concepts, ideas, and practices learned in two or fewer SPMT courses and makes few applications of learning in these courses and work completed during your internship.
Description of the contributions you made during your internship.	Describes specifically, along with examples, contributions made to internship organization.	Only minimally describes any contributions made to internship organization.
Reflection on your professional and personal growth during your internship.	Reflects in detail on professional and personal growth.	Only minimally reflects on professional and personal growth.
Analysis of professional and personal challenges you experienced during your internship.	Analyzes professional and personal challenges experienced.	Only minimally analyzes professional and personal challenges experienced.
List of recommendations for future interns who might work at your internship site.	Makes recommendations for future interns who might work at your internship site.	Fails to make recommendations for future interns.

PhD Benchmarks and Assessments 2019-2020

SLO #1 Expand student knowledge of integrative physiological processes and how exercise can improve health outcomes.
Criterion: 80% of students will score 80% or above on assessment

Benchmark 1.1 Students will articulate current understanding of exercise physiology.

KIN 7301 Advanced Exercise Physiology I and KIN 7303 Advanced Exercise Physiology II
Direct assessment via a set of questions that allows evaluation of how well students improved their understanding of core physiology concepts taught throughout these courses. To evaluate competency, a set of questions testing knowledge of the core concepts will be given at the start and conclusion of the semester. To calculate overall student competency for this learning objective, the instructor will determine the percentage of individuals who improved their knowledge from pre- to post-evaluation.

Benchmark 1.2 Students will demonstrate an understanding of pathophysiological pathways leading to disabilities, health disparities, and/or health conditions.

Students will be assigned to give an oral presentation of a research article that discusses a pathophysiological pathway. The following rubric will be used to assess the student's ability to articulate the information.

KIN 7104 Seminar in Exercise Physiology—Oral Presentation

	Novice 1 point	*Rudimentary* 2 points	*Competent* 3 points	*Good* 4 points	*Exceptional* 5 points
Organization of thoughts.					
Ability to integrate current knowledge.					
Identify the underlying pathophysiological mechanisms from cell, organ, to whole body.					
Understand the acute and/or chronic effects of exercise on changing human physiological systems.					
Identifying innovative implications of how exercise can improve human physiology.					

Benchmark 1.3 Students will exhibit a clear understanding of current research topics in exercise physiology.

Students will complete a written assignment to compare and contrast current trends in the literature.

KIN 7304 Advanced Topics in Exercise Physiology—Written Assignment

	Novice 1 point	*Rudimentary* 2 points	*Competent* 3 points	*Good* 4 points	*Exceptional* 5 points
Ability to identify relevant research through literature searches.					
Critical appraisal of research article.					
Comprehension of physiological pathway.					
Ability to integrate physiological findings between studies.					
Ability to understand how the hypothesis was test and results are presented.					

SLO #2 Prepare exercise physiologists grounded in scientific competence and engaged in scholarly inquiry.
Criterion: 80% of students will score 80% or above on assessment

Benchmark 2.1 Students will delineate the theoretical concepts of experimental design. We expect that 80% of students will achieve 4 or more points out of 6 possible points on the rubric.

Students will demonstrate knowledge experimental design and analytical techniques as assessed during a practical exam. Students will describe the experimental design and analyze the data in a case study.

KIN 6318 Experimental Design—Practical Exam and Case Study

	Students							
Scoring Rubric for Practical Assessment	1	2	3	4	5	6	7	Etc.
Student identified the correct experimental design used in the case study.								
Student was prepared and organized the data efficiently for analysis.								
Student correctly presented tables, figures, and written text.								
Student identified the correct statistical analysis to conduct for the case study.								

Student executed the data analysis effectively.								
Student was able to interpret results of the statistical analysis to address the case study objective.								
# of points achieved out of 6 possible points								

Benchmark 2.2 Students will demonstrate competency of the scientific method.

Students will demonstrate knowledge of the scientific method. Instructors will analyze student proficiency in developing novel hypotheses based on current scientific literature. The instructor will rate students on the five competencies listed below. The instructor will sum scores and report them as a percentage of the total possible score.

KIN 5316 Research Methods II—Written Assignment about Scientific Method

	Novice 1 point	*Rudimentary* 2 points	*Competent* 3 points	*Good* 4 points	*Exceptional* 5 points
Student constructed a hypothesis supported from previous work.					
Student performed an adequate literature review including classic and recent literature.					
Student developed an appropriate research design to test the hypothesis.					
Student identified appropriate statistical analysis.					
Student executed the data analysis and presented data accordingly.					
Student was able to interpret results of the statistical analysis.					

Benchmark 2.3 Students will demonstrate increased engagement in scholarly activities.

KIN 7000 Research—Engagement in Multiple Research Projects

Instructors of KIN 7000 will report on the number of students enrolled, number of IRB submissions, EHS training modules or workshops completed, active projects per student, and roles of each student in a project.

SLO #3 Develop proficient communication skills that will advance students to a leadership role.

Criterion: 80% of students will score 80% or above on assessment

Benchmark 3.1 Students will demonstrate effective oral communication skills.

KIN 7305 College and University Teaching in Exercise Physiology—Learning Module on an Exercise Physiology Topic

Preparatory Assignment	**Excellent (40-60 points)**	**Acceptable (20-39 points)**	**Below Expectations (Below 19 points)**
Develop student learning objectives, content description, and instructional strategies or methods to be used when teaching an exercise physiology topic.	Student learning objectives and content are clearly described in detail; active instructional approaches are explained.	Student learning objectives and content are somewhat detailed and clear; one or two traditional instructional approaches are explained.	Student learning objectives and content description are brief and somewhat unclear; no instructional approaches are explained.
Teaching Video	**Excellent (60-80 points)**	**Acceptable (25-59 points)**	**Below Expectations (Below 25 points)**
Produce a maximum of a nine- to ten-minute video of you teaching an exercise physiology topic.	The video is between 9:00 and 10:00 minutes, with excellent clarity in presentation content including variety in instructional methodology.	The video is less than 9:00 or more than 10:00 minutes, with average clarity in presentation content and mostly traditional instructional methodology.	The video is over two minutes too long or two minutes too short; demonstrates poor preparation and inadequate content knowledge; only lecturing used.
Self-Assessment of Teaching	**Excellent (16-20 points)**	**Acceptable (6-15 points)**	**Below Expectations (Below 6 points)**
Write a self-assessment that includes positive comments and constructive critiques about ways to improve your teaching.	Reflective self-assessment of teaching including analyzing details about instructional strengths and areas in need of improvement.	Reflective self-assessment of teaching includes a general overview of instructional strengths and areas in need of improvement.	Reflective self-assessment of teaching shows a weak ability to critique instructional strengths and areas in need of improvement.
Assessments of Four Classmates' Teaching	**Excellent (8-10 points each)**	**Acceptable 4-7 points each)**	**Below Expectations (Below 3 points each)**
Complete reviews of four classmates' instructional videos providing positive comments and constructive critiques to help each classmate improve teaching abilities.	Review of classmates' videos demonstrates strong analysis of classmates' instructional strengths and suggestions for improving teaching.	Review of classmates' videos includes a general overview of classmates' instructional strengths and suggestions for improving teaching.	Review of classmates' videos shows a weak ability to critique classmates' instructional strengths and suggestions for improving teaching.

Benchmark 3.2 – Students will exhibit strong leadership skills in a group setting.

Individual students will lead group discussion of a research article during weekly seminar. The following rubric will be used to assess the student's ability to articulate the information.

KIN 7104 Seminar in Exercise Physiology—Lead Group Discussion of a Research Article

	Novice 1 point	***Rudimentary*** 2 points	***Competent*** 3 points	***Good*** 4 points	***Exceptional*** 5 points
Provided an introduction of the article.					
Ask questions of peers.					
Ability to stimulate discussion.					
Knowledge of material showing preparation.					
Provided a summary to the group after discussion.					
Respond to questions from peers.					

Benchmark 3.3 – Students will develop as researchers through dissemination of empirical knowledge. Assessed through departmental annual evaluations of Ph.D. students. We anticipate 80% of students will improve by 10% annually.

The Graduate Coordinator will rate students annually on areas of professional development including number of professional presentations at regional and national meetings, number of published articles, and course instructor duties. A composite score will be derived annually.