

2019-20 ASSESSMENT REPORTS
Music Industry and Sport Management

1. Which outcomes were assessed this academic year?

All learning outcomes in MI and SM were assessed.

2. How do the outcomes relate to the baccalaureate goals?

Sport Management Assessment Plan

Bac Goals LO's	Skilled	Connected	Creative	Responsible
1. Able to apply their knowledge of sport management, including facility and event management, leadership, management and computer literacy to practical problems.	X	X	X	X
2. Able to incorporate quality organizational behaviors and extraordinary work-place behaviors to accomplish self-defined and organizational objectives.	X	X		
3. Able to provide effective personal and professional communication within a sport industry organization.	X			X

Music Industry Assessment Plan

Bac Goals LO's	Skilled	Connected	Creative	Responsible

1. Demonstrate advanced skills in business, communication, management and leadership in the music industry field.	X	X	X	X
2. Understand the common principles of artist management, artist promotion, tour management, event and venue management, music licensing and copyright, music performance, and music production.	X			
3. Understand the principles of finance, accounting, and the economics of the business of music as they fit into national and international economies.	X	X		
4. Demonstrate skillful operation of technology and assessment related tools that may be applied to various music management settings.	X			
5. Critically discuss social, psychological, and philosophical bases of the music industry.	X			X

3. How was student learning assessed for each outcome?

For Sport Management Program

The formal assessment of Goals 1, 2, and 3 is done through the capstone course SPMG 400 (Sport Management Internship). This experiential education class requires students to work under the direction of a field site-supervisor and is supervised by a faculty sponsor from within the department. During the course of the internship, the site supervisor sends mid-term and final evaluations of the student using a rubric. The student also sends mid-term and final self-evaluation reflecting on the internship experience and a journal of the performed tasks. These documents are used to assess the course using the rubric of Section 3. The faculty sponsors provide the Associate Director with a copy of each student's rubric. The Associate Director processes the data and applies simple statistical methods (mean, median, frequency distribution, and others) to assess the goals.

Rubrics for the goals:

Goal 1: apply knowledge of sport management, including facility and event management, leadership, management and computer literacy to practical problems

Performance criteria for the goals	Low quality; below expectations	Average Quality; meets basic expectations	Good Quality
Ability to learn	<i>slow or below average</i>	<i>average</i>	<i>rapidly or very quick</i>
Quality of work	<i>poor or barely acceptable</i>	<i>average</i>	<i>very good or superior</i>
Quantity of work	<i>unproductive</i>	<i>acceptable</i>	<i>highly productive</i>
Attitude towards work	<i>indifferent</i>	<i>acceptable</i>	<i>industrious or highly enthusiastic</i>

Goal 2: incorporate quality organizational behaviors and extraordinary work-place behaviors to accomplish self-defined and organizational objectives.

Performance criteria for the goals	Low quality; below expectations	Average Quality; meets basic expectations	Good Quality
Relations with co-workers	<i>poor</i>	<i>satisfactory</i>	<i>very well accepted by others</i>
Dependability	<i>unreliable</i>	<i>generally acceptable</i>	<i>exceptionally dependable</i>
Judgment	<i>immature</i>	<i>average</i>	<i>exceptionally dependable</i>
Punctuality	<i>usually late</i>	<i>generally punctual</i>	<i>exceptionally dependable</i>

Goal 3: provide effective personal and professional communication within a sport industry organization.

Performance criteria for the goals	Low quality; below expectations	Average Quality; meets basic expectations	Good Quality
Oral communications	<i>needs improvement</i>	<i>satisfactory</i>	<i>very good</i>
Written communication	<i>needs improvement</i>	<i>satisfactory</i>	<i>very good</i>
Appearance	<i>often questionable</i>	<i>sometimes questionable</i>	<i>always acceptable</i>
Reaction to supervision	<i>resent criticism</i>	<i>accepts criticism</i>	<i>seeks guidance</i>

Time line:

Every year a specific goal is assessed. The final report is submitted at the end of the Spring semester. During the first department meeting in the following academic year, the faculty will consider ideas which will serve to improve the program.

Assignment of responsibility:

The instructors offering SPMG 400 were informed by the Associate Director which data they should collect. After the data is collected, SPMG 400 instructors presented it to the Associate Director. The Associate Director performed the assessment applying specific statistical techniques. The committee chair will report the findings to the department chair no later than two weeks after the final exam week.

For Music Industry Program

The formal assessment of **Goals 1, 2, 3, 4, and 5** is done through an anonymous survey. The questionnaire summarizes student's experience in the program. A rubric is used to assess the results. Questions a. to e. correspond to Goal 1; Questions f. to j. correspond to Goal 2; Questions k. to l. correspond to Goal 3; Question m. correspond to Goal 4; and Question n. corresponds to Goal 5.

The students received the survey in an electronic form. The Associate Director processed the data and applied simple statistical methods (mean, median, frequency distribution, and others) to assess the goals.

Questionnaire:**To what degree do you feel Music Industry Program...**

- a. Helped you to acquire an ability to communicate with various public and professional audiences through written texts, oral discussions, and multi-media presentations.
- b. Helped you understand the basic principles of interpersonal and mass communications and the interaction with internal and external music publics
- c. Gave you the ability to work in various professional settings with diverse groups and organizations.
- d. Helped you acquire skills for teamwork
- e. Gave you the possibility to practice essential management and business-related skills in real settings
- f. Helped you understand the common principles of artist management
- g. Acquainted you with the approaches to artist promotion
- h. Taught you the principles of tour management and event and venue management
- i. Gave you the foundations of music licensing, copyright, and contracts
- j. Gave you the possibility to work on a music performance and music production
- k. Helped you understand the principles of finance and accounting

- l. Provided you knowledge about the economics of the business of music
- m. Acquainted you with technological tools that may be applied to various music management settings
- n. Taught you to critically discuss social, psychological, and philosophical bases of the music industry
- o. Would you recommend the program to prospective students?
- p. What, in your opinion, are the program strengths:
- q. What, in your opinion, could be improved:
- r. Something else you would like to share:

The scale used for questions a through n is as follows:

Outstanding__ Significant__ Satisfactory__ Unsatisfactory__ N/A__

The answer of question o is yes or no; the answer of the other questions is open-ended.

Time line:

Every year a specific goal is assessed. The final report is submitted at the end of the Spring semester by the Associate Director. At the first department meeting in the following academic year the faculty look for ways to initiate changes to improve the program.

Assignment of responsibility:

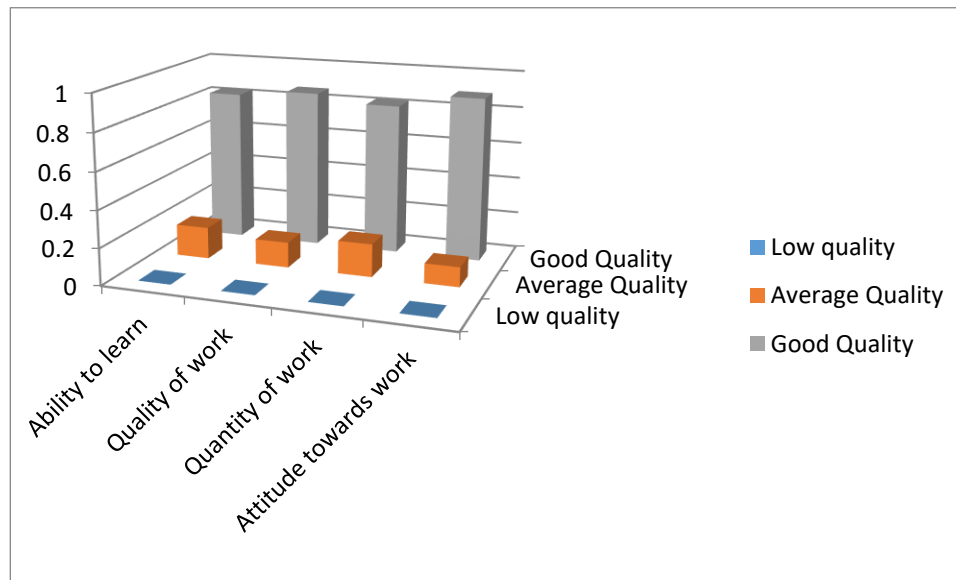
This year the Associate Director distributed the survey, collected the results and wrote the report. There were 33 respondents.

- 4. Please describe the results of the assessment. Include discussion of benchmarks and specific metrics where appropriate.

Assessment of Sport Management Program

Goal 1: apply knowledge of sport management, including facility and event management, leadership, management and computer literacy to practical problems			
Performance criteria for the goals	Low quality; below expectations	Average Quality; meets basic expectations	Good Quality
Ability to learn	<i>slow or below average</i>	<i>average</i>	<i>rapidly or very quick</i>
		5	24
Quality of work	<i>poor or barely acceptable</i>	<i>average</i>	<i>very good or superior</i>
		4	25

Quantity of work	<i>unproductive</i>	<i>acceptable</i>	<i>highly productive</i>
		5	23
Attitude towards work	<i>indifferent</i>	<i>acceptable</i>	<i>industrious or highly enthusiastic</i>
		3	25

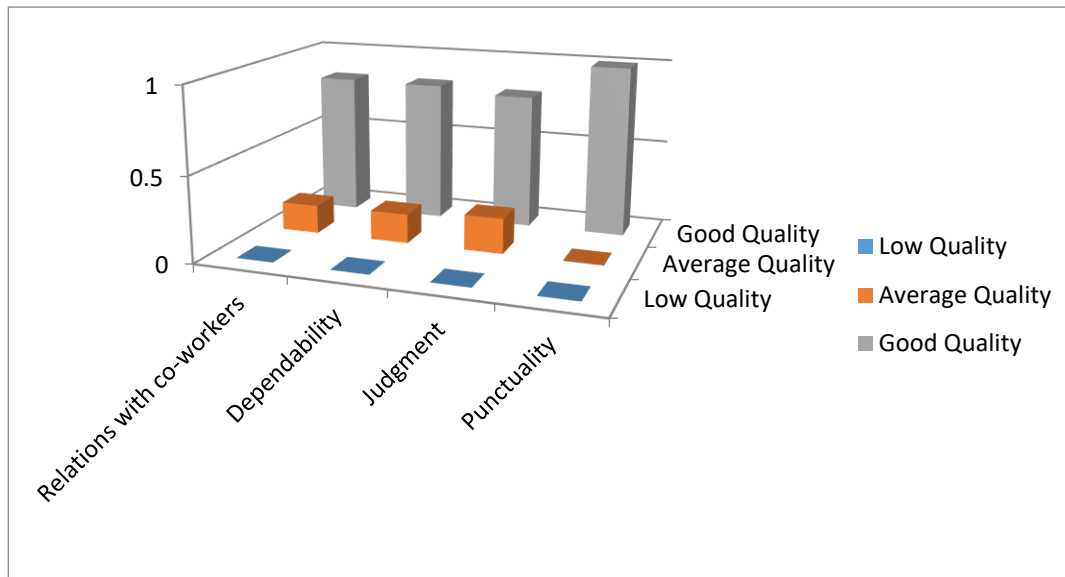


Results for Goal 1: The results indicate that the overwhelming majority of the students (over 85%) on average achieve quality work in all Performance Indicators (PI's). It does not seem that any changes have to be made.

Goal 2: incorporate quality organizational behaviors and extraordinary work-place behaviors to accomplish self-defined and organizational objectives.

Performance criteria for the goals	Low quality; below expectations	Average Quality; meets basic expectations	Good Quality
Relations with co-workers	<i>poor</i>	<i>satisfactory</i>	<i>very well accepted by others</i>
		5	25
Dependability	<i>unreliable</i>	<i>generally acceptable</i>	<i>exceptionally dependable</i>
		5	24
Judgment	<i>immature</i>	<i>average</i>	<i>exceptionally dependable</i>

		6	23
Punctuality	<i>usually late</i>	<i>generally punctual</i>	<i>exceptionally dependable</i>
		0	28

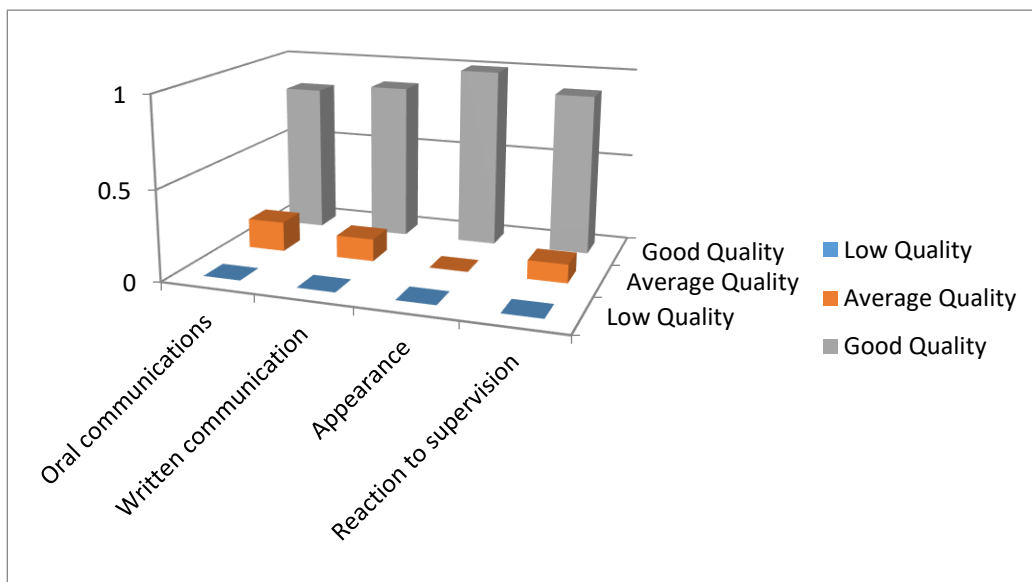


Results for Goal 2: The results indicate that the overwhelming majority of students (over 86%) on average achieve good quality all Performance Indicators (PI's). No need to make changes.

Goal 3: provide effective personal and professional communication within a sport industry organization.

Performance criteria for the goals	Low quality; below expectations	Average Quality; meets basic expectations	Good Quality
Oral communications	<i>needs improvement</i>	<i>satisfactory</i>	<i>very good</i>
		5	25
Written communication	<i>needs improvement</i>	<i>satisfactory</i>	<i>very good</i>
		3	21
Appearance	<i>often questionable</i>	<i>sometimes questionable</i>	<i>always acceptable</i>
			29

Reaction to supervision	<i>resent criticism</i>	<i>accepts criticism</i>	<i>seeks guidance</i>
		3	26



Results for Goal 3: The results indicate that the overwhelming majority of students – on average over 90% achieve good quality, as for PI “Appearance” 100% achieve good quality. No need to make changes in the program.

Assessment of Music Industry Program

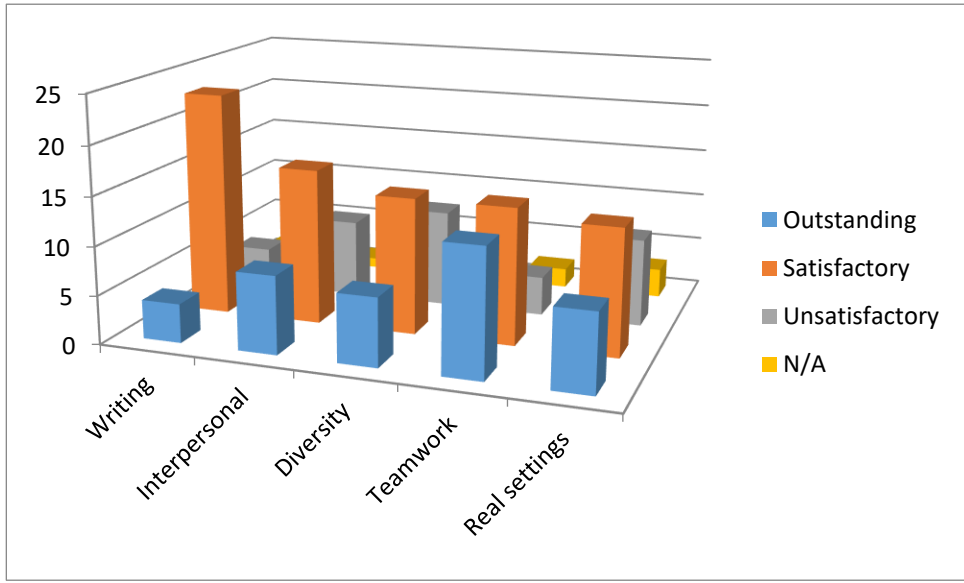
Goal 1: Demonstrate advanced skills in business, communication, management and leadership in the music industry field.

Following are the assessment results as per performance indicators:

- Helped you to acquire an ability to communicate with various public and professional audiences through written texts, oral discussions, and multi-media presentations.
- Helped you understand the basic principles of interpersonal and mass communications and the interaction with internal and external music publics
- Gave you the ability to work in various professional settings with diverse groups and organizations.
- Helped you acquire skills for teamwork
- Gave you the possibility to practice essential management and business-related skills in real settings

Goal 1	Outstanding	Satisfactory	Unsatisfactory	N/A
Writing	4	23	4	2

Interpersonal	8	16	8	1
Diversity	7	14	10	2
Teamwork	13	14	4	2
Real settings	8	13	9	3



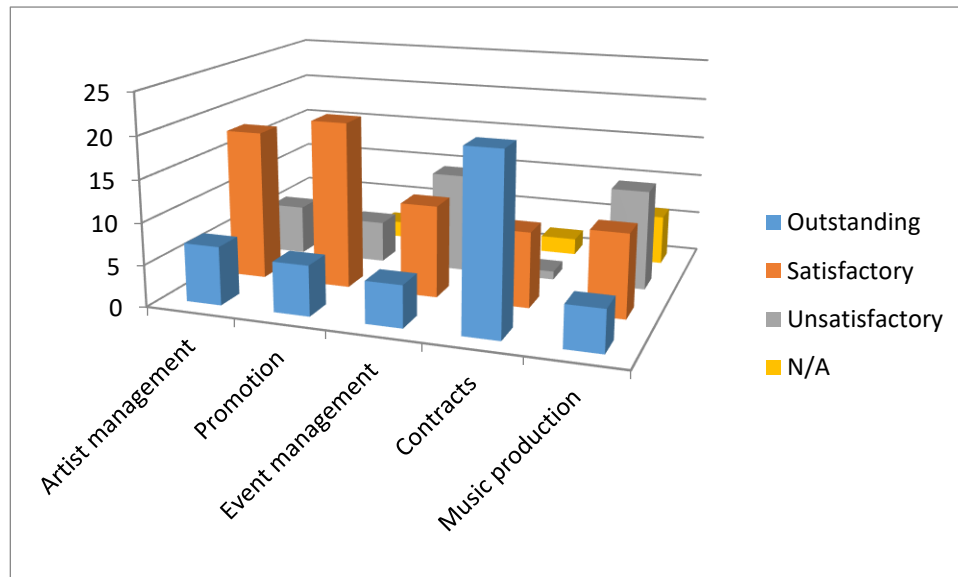
Results for Goal 1: The results indicate that between on average 77% of those that responded find that the program prepared them satisfactory or above, as for PI “Teamwork” this percentage is 87%. The lowest percentage is for “Diversity” and this needs to be addressed.

Goal 2: Understand the common principles of artist management, artist promotion, tour management, event and venue management, music licensing and copyright, music performance, and music production.

Following are the assessment results as per performance indicators:

- f. Helped you understand the common principles of artist management
- g. Acquainted you with the approaches to artist promotion
- h. Taught you the principles of tour management and event and venue management
- i. Gave you the foundations of music licensing, copyright, and contracts
- j. Gave you the possibility to work on a music performance and music production

Goal 2	Outstanding	Satisfactory	Unsatisfactory	N/A
Artist management	7	18	6	2
Promotion	6	20	5	2
Event management	5	11	12	5
Contracts	21	9	1	2
Music production	5	10	12	6



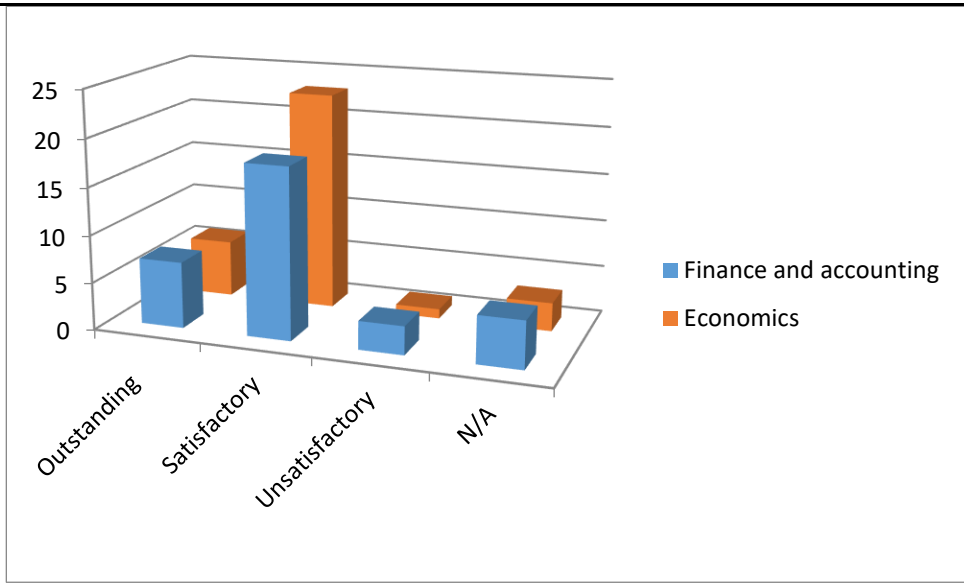
Results for Goal 2: The results indicate that student perception of program preparation is high: 75% of the students find that the program prepared them satisfactory or above. For the PI's Artist Management this percentage is 81%, for PI Promotion – 84%, for PI Contracts – 97%. Although the results are good, we have to investigate further why only 57% and 56% of the students find satisfactory or above their experience on Event Management and Music Production, respectively. Our guess is that they do not have the necessary technical facilities and after the middle of the semester all on campus events were cancelled, but this has to be further discussed.

Goal 3: Understand the principles of finance, accounting, and the economics of the business of music as they fit into national and international economies.

Following are the assessment results as per performance indicators:

- k. Helped you understand the principles of finance and accounting
- l. Provided you knowledge about the economics of the business of music

Goal 3	Outstanding	Satisfactory	Unsatisfactory	N/A
Finance and accounting	7	18	3	5
Economics	6	23	1	3



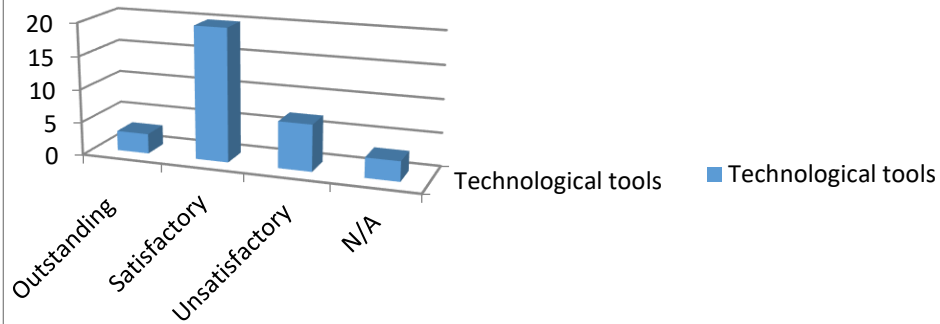
Results for Goal 3: The study shows that 87% and 97% of the students find their preparation on PI Accounting and Economics, respectively, satisfactory or above. No need to make changes in the program.

Goal 4: Demonstrate skillful operation of technology and assessment related tools that may be applied to various music management settings.

Following are the assessment results as per performance indicators:
 m. Acquainted you with technological tools that may be applied to various music management settings

Goal 4	Outstanding	Satisfactory	Unsatisfactory	N/A
Technological tools	3	20	7	3

Technological tools



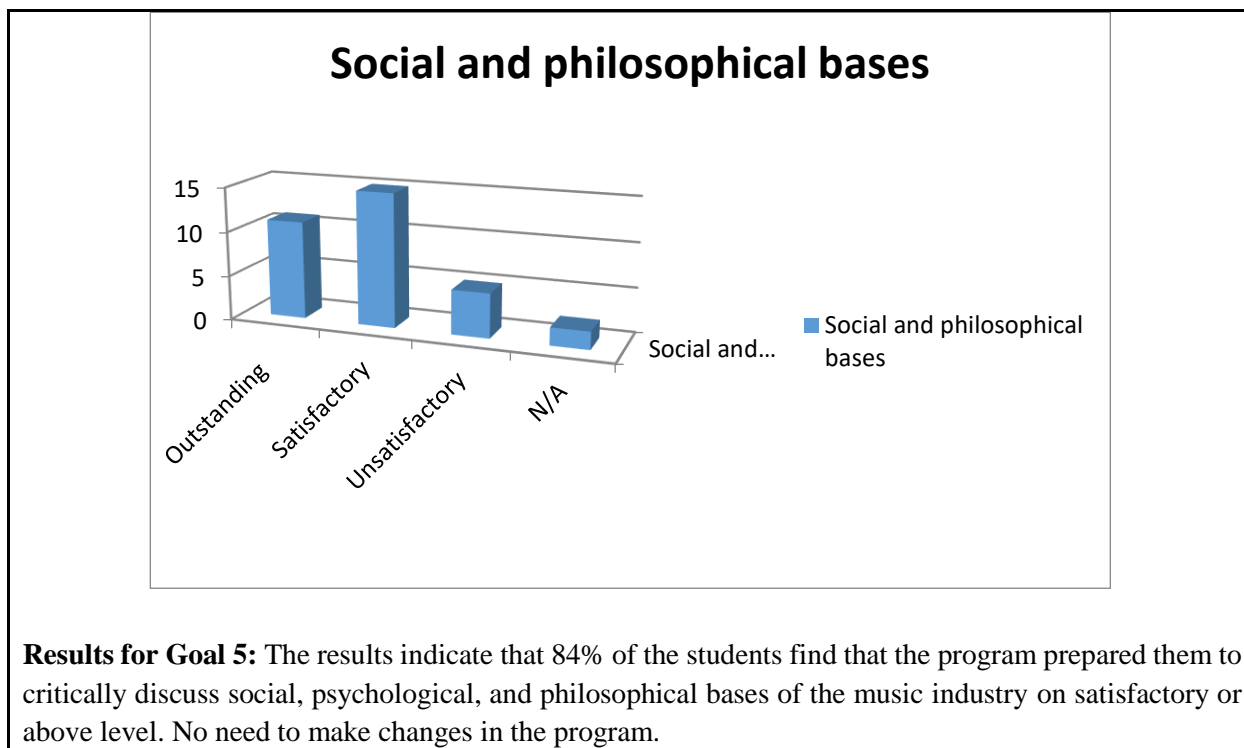
Results for Goal 4: The results indicate that 77% of the students find that the program acquainted them with technological tools that may be applied to various music management settings. This percentage is good, but could be improved if the students had a music studio.

Goal 5: Critically discuss social, psychological, and philosophical bases of the music industry.

Following are the assessment results as per performance indicators:

n. Taught you to critically discuss social, psychological, and philosophical bases of the music industry

Goal 5	Outstanding	Satisfactory	Unsatisfactory	N/A
Social and philosophical bases	11	15	5	2



5. How are you closing the loop with assessment results and how are the results being used for program improvement? What changes (if any) do you plan to implement in 2020-2021 based on these assessment results?

The results will be discussed at the first department meeting in Fall 2020. Based on this discussion we will decide whether any changes in the plans or in the programs have to be made.

6. Which general education courses and categories in your department were assessed this academic year?

MUSB 351 and SPMG 330 – both Oral Communication and SPMG 230 – Social Sciences were assessed and the results of the assessment were provided to the General Education Committee.

7. What are your plans for student learning assessment in 2020-21?

This year we assessed all learning outcomes in both program. This required significant effort, but we wanted to have a full picture. In 2020-21, we will assess one or two learning objectives per program. The specific LO's will be determined at the first department meeting in 2020-21.