

M.Ed. in Recreation and Sport Management 2017-2018

Program Goals

1. Provide aspiring intercollegiate athletic administrators with opportunities to learn applicable skills within the setting of intercollegiate sport.
2. Through teaching of core courses including administration, promotion, legal issues, social issues, research, leadership, and finance, students will apply traditional business management concepts to and think critically about major issues facing intercollegiate sport.
3. Utilization of social, psychological, and sport-for-development concepts to better understand diversity and cultural issues in sport.
4. Prepare students to develop, manage, and lead initiatives, which will help them develop and set policies in intercollegiate athletic administration, promotion, and facility management.
5. Promote practitioner based learning, allowing students to apply their knowledge during internships, industry-related site visits, student-run events, and graduate assistant positions.

Student Learning Outcomes

1. Students will demonstrate ability to think critically and identify and solve problems and issues by applying and integrating coursework.
2. Students will demonstrate an understanding of the current issues in intercollegiate sport.
3. Students will be able to successfully plan, organize, and run an event or major project that requires analysis and application of traditional business management concepts.
4. Students will demonstrate performance of the duties of a practicing intercollegiate athletic professional through practitioner based learning initiatives, including being able to effectively communicate both verbally and in writing.
5. Students will show proficiency in research.

Timeline for Assessment & Analysis

Yearly

Means of Assessment & Desired Level of Student Achievement

Note for each of the below-mentioned courses, a student must obtain a “C” grade or higher. If a student does not achieve a “C” grade or higher in the course, the student must repeat the course until she/he earns a grade of “C” or higher.

1. Students will successfully complete:
 - a. RESM 5853 – Capstone in RESM.
 - b. Demonstrate comprehensive knowledge through either:
 - i. Comprehensive exam (an average of roughly 80% passage rate over the past seven years) or
 - ii. Master’s thesis (a small percentage of students choose this route).
2. Students will successfully complete RESM 6533 – Legal and Political Aspects, RESM 5893 – Public and Private Finance in Recreation and Sport Management, RESM 5813 – Social Issues in Sport, and RESM 5853 – Capstone in RESM.
3. Students will successfully complete RESM 5853 – Capstone in RESM.
4. Students will successfully complete HHPR 5873 – Leadership in Recreation and Sport Management Services, HHPR 5353 – Research in HHPR, RESM 5853 – Capstone in RESM, RESM 5883 – Recreation and Sport Services Promotion, RESM 6553 – Legal and Political Aspects, and RESM 5813 – Social Issues in Sport.
5. Students will successfully complete HHPR 5353 – Research in HHPR.

Results of analysis of assessment of Student Learning Outcomes following timeline stated above

1. An average of roughly 80% of RESM M.Ed. students who take the comprehensive examination pass it successfully on the first attempt. Students who do not pass the comprehensive examination on the first attempt may re-take the entire exam up to two additional times in an attempt to pass it.
2. A small percentage of RESM M.Ed. students complete a master’s thesis in lieu of the comprehensive examination.
3. Some of the major events in recent years with which RESM M.Ed. students have been involved include the Bentonville administrative review, the Cow Paddy race, and the Joe Martin stage race.
4. Roughly 90% of RESM M.Ed. students enroll in RESM 574V – Internship. By doing so, they are subject to grade requirements listed above.

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

Continue examination of admission standards of masters students is needed. The RESM program needs to highlight quality over quantity.

Any changes to the assessment process made or planned

We have started an online exit survey to gauge student satisfaction, perceptions of the degree program, and job placement.