

Assessment of student accomplishments and program evaluation: The role of the internship portfolio in sport management program assessment

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Abstract 54**

Pressure from both internal and external sources has led institutions of higher education to search for assessment measures and evaluation tools that can be used to provide documentation relating to the achievement of specific outcomes. According to Bowers (2005), Thrush et al. (2004), and Bai & Piogt (2004), the use of portfolio assessment has become commonplace among many disciplines including teacher preparation, medicine, engineering and sciences. The value of summative and formative portfolio frameworks has been widely considered (Chetcuti, Murphy, & Grima, 2006; McNamara & Bailey, 2006; Tigelaar et al., 2005). However, the focus on performance based, final product, summative portfolios has offered valuable data for use in the assessment of individual outcomes as well as a more broad based program evaluation (Shay, 1997). Increased accountability has added pressure to stakeholders and highlighted the need for additional direct measures of student learning particularly in capstone experiences. In the sport management field, a variety of assessment strategies are used, including portfolios. Sport management internships provide a valuable opportunity for portfolio development and assessment as these experiences draw on a range of student skills and experiences and provide links between theory and practice.

The proposed presentation focuses on the development of an adaptable portfolio assessment framework that will allow sport management faculty to achieve two goals. First, the framework is intended to support the assessment of student achievement in relation to the application of curriculum content standards and educational learning outcomes. The second component takes a further step in utilizing portfolio data as a part of a more broad-based program evaluation. Our presentation will include best practices for development of portfolio content, implementation strategies with both students and faculty, and an examination of the potential opportunities and challenges in collecting and assessing relevant data. An experimental component, centered on data collected from sport management internship portfolio assessment will also be presented.

Discussion will include baseline assessment of data collected during the initial implementations, critical evaluations of the process and tools used, and the value of the portfolio framework as both a direct assessment of learning and a source for program review evaluation data. Overall lessons learned will be shared along with suggestions for further development and use of such tools.