

Academic unit: **Department of Sport Management**College: **Applied Studies**Date of last university/KBOR review: **2020**Date of last accreditation report (if relevant): **2023 (annual report) and 2020 (reaffirmation of accreditation)**

List all degrees described in this report (add lines as necessary)

Degree: **B.A. Sport Management**CIP\* code: **31.0504**Degree: **M.Ed. Sport Management**CIP\* code: **31.0504**Degree: **B.A.S. Organizational Leadership & Learning**CIP\* code: **52.0213**\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>Certificate (s): **Sport Leadership and Branding (UG), Professional Learning and Training (GR)**Summary Statement (optional):

The department of sport management—soon to be renamed the department of sport and leadership studies, beginning in July of 2024—provides opportunities for student centered, developmental experiences that prepare students for immediate impact in a variety of occupations and industries. Using outcomes-based assessment of student learning outcomes and operational effectiveness goals, the department houses and offers accredited sport management degrees (B.A. and M.Ed.) and the B.A.S. in organizational leadership and learning. In addition to those degree programs, the department provides value to students, the College of Applied Studies, and other departments and/or programs at WSU by offering a variety of minors/certificates. Minors/certificates were created—over time—to partner with others, meet the needs/wants of students, or address timely changes in society or industry. Specifically, departmental minors/certificates are interdisciplinary (e.g., Wellness and Equity and Ethics), connected to established, major degree programs (e.g., Sport Management and Organizational Leadership and Learning), capitalize on recent trends (e.g., Esports Management and Sport Leadership and Branding), partner with other campus partners (e.g., Student Organizational Leadership and collaborating with Student Affairs), or meet students' needs and demands (e.g., Student Organization Leadership).

Faculty are actively engaged in a scholarship, including **scholarship of research/creative activity** (e.g., publishing in refereed journals or with respected book publishers, presenting at state, regional, national, and/or international conferences, presenting or hosting numerous trainings for industry professionals, securing funding through grant efforts, etc.); **scholarship of teaching activities** (e.g., reconceptualizing curricula, evolving content based upon industry or discipline best practices, evolving departmental credentials, etc.); and **scholarship of service activities** (e.g., service to disciplines, such as service with accrediting bodies, service to community organizations, such as volunteering with local non-profits annually). Additionally, faculty are student-centered (as evidenced by student satisfaction data) and supportive of industry practitioners.

## Signature Page

### **Representative of current faculty of the academic unit review\*** (add lines as necessary)

**\*do not list retired faculty employed during years represented in review, only current AY faculty on signature page**

*(If interdisciplinary, please list the core teaching faculty and department name if external to the academic unit)*

***Please note that the signatures indicate that each faculty has read the self-study template and agreed (by consensus) to its contents.***

Name of Faculty Member (List department –if external to unit)	Signature of Faculty Member	Tenure or Non-Tenure Track	Faculty Contribution to Review I had the opportunity to contribute to this PR document.
Berry, Bobby (College of Applied Studies, Dean's Office)	<i>Bobby Berry</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kim, Wonyoung	<i>Wonyoung Kim</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Noble, Jeff	<i>Jeffrey Noble</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Redger-Marquardt, Chelsea (Honors College Dean's Office)	<i>Chelsea Redger-Marquardt</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ross, Mike	<i>Mike Ross</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Stoldt, G. Clayton (College of Applied Studies, Dean's Office)	<i>G. Clark Stoldt</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Vermillion, Mark	<i>Mark Vermillion</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Submitted by: **Mark Vermillion, Chair- Department of Sport Management** \_\_\_\_\_  
(Name and title)

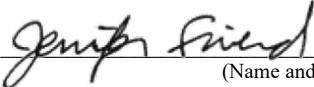
Date: **March 20, 2024** \_\_\_\_\_  
(Date)

## Signature Page

### **Academic Dean Review:**

Check all that apply:

- ☒ I have reviewed this document.
- ☒ I have had the opportunity to discuss this review with the program and/or department chair.
- ☒ Attached letter of review (required)

Submitted by:  Dean, College of Applied Studies      Date 4/20/2024  
(Name and title) (Date)

### **Graduate Dean Review:**

Check all that apply:

- ☐ I have reviewed this document.
- ☐ I have had the opportunity to discuss this review with the academic college dean.
- ☐ Optional, letter attached to provide additional comment/information needed

Submitted by: \_\_\_\_\_ Date \_\_\_\_\_  
(Name and title) (Date)

## Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan (HLC Criterion 1)

*The mission of Wichita State University is to be an essential **educational, cultural and economic driver** for Kansas and the greater public good.*

### A. **Overall Program Description:** Provide an overall description of the program(s) offered. Include any significant changes made since the last review.

The Sport Management programs (B.A. and M.Ed.) are accredited programs preparing students—through courses and applied learning experiences influenced by industry best-practices—to work in a variety of occupations within the sport, recreation, and physical activity industry. Additionally, there are many alumni, both former graduate and undergraduate students, that work within a variety of industries, such as education, entertainment, hospitality and tourism, retail, financial planning, insurance, and other forms of specialized business. Using direct and indirect assessments of student learning objectives (SLOs) and operational effectiveness goals (OEGs), the sport management programs have incorporated data driven decision-making processes into our evaluative systems. Additionally, we connect with internal and external stakeholders through active organizations, such as the CHAMPS (diversity-centric student organization involving sport management students), the Sport Management Alumni Association (SMAA), the [SMART Lab](#), and the Sport Management Advisory Council. These organizations provide oversight and feedback with our main constituents: students, alumni, and practitioners. Our sport management programs received unanimous approval for reaccreditation in February 2020 (without notes) and are accredited through 2027.

The Organizational Leadership and Learning (OLL) degree program began in fall 2019. (NOTE: the degree was originally named Workforce Leadership and Applied Learning but was officially changed in 2021 based on educational and industry best-practices.) OLL is a degree program focused on developing 21<sup>st</sup> century job skills (i.e., “soft” or “durable” skills) and leadership competencies through a variety of course options. OLL includes 21-credit hours of applied learning, which consists of over 1,500 hours of on-the-job training where students are rigorously assessed with weekly, midterm, and final assessments involving site supervisor feedback, student debriefing projects, and other direct assessments. Flexibility is key to the degree program, which has both online and traditional major degree codes, and provides students the opportunity to tailor their educational experience with their career and/or life goals. For example, OLL is part of NIAR’s Get to WERX program, which is a collaborative effort to bridge educational and professional development opportunities for students to support workforce development. The partnership involves NIAR WERX, WSU Tech, and OLL; students can pursue technical training at WSU Tech, their bachelor’s degree with OLL, and receive on-the-job paid training as part of the NIAR WERX program. Finally, the degree program’s Partnership Alliance is an external advisory council with members from a variety of industries including accounting firms, senior care, military representatives, organizational culture specialists, and other occupations from business and industry.

Since the last program review, the department has onboarded the following degree/certificate programs:

- BAS—Organizational Leadership and Learning (2019/20; not reviewed in 2020)
- Sports Leadership and Branding (UG certificate; approved in 2021/22)
- Professional Learning and Training (GR certificate; approved in 2023/24)
- Intellectual Property badges (Badge program; approved in 2024)

### B. **Program Purpose Statement:** Provide the program purpose statement (formerly Mission statement) (If more than one program, list each purpose statement):

For the B.A. and M.Ed. in Sport Management degrees, our accrediting body (Commission on Sport Management Accreditation) requires a mission statement. As a result, the sport management programs’ mission statement is as follows:

*The mission of the Department of Sport Management is to develop students into well-educated, ethical, competent sport management professionals. The department’s teaching, research, and service activities will occur in a positive learning environment valuing both theory and practice.*

For the B.A.S. in Organizational Leadership & Learning (OLL), the program's purpose statement, to be in alignment with the university's philosophy of only one mission (unless required by accreditation), is as follows:

*The OLL program guides working and future professionals to develop knowledge and application of industry-relevant best practices in organizational settings. Program graduates complete a combination of applied learning experiences, practicums, internships, and apprenticeships with the option of credit for prior learning. Program faculty aim to produce well-educated, ethical, competent, and impactful professionals prepared to advance organizational culture with improved communication, enhanced decision-making and problem-solving skills, and expanded professionalism.*

**C. Relationship to University Mission: What is the role of the Program(s) and its relationship to the University mission – specifically looking at how the program is an educational driver, cultural driver, and/or economic driver:**

The Department of Sport Management, which includes undergraduate degrees in Sport Management and Organizational Leadership and Learning (OLL) and a graduate degree in Sport Management, connects explicitly with WSU mission targets. Educationally, department programs focus on quality and rigorously assessed curricula. Within Sport Management both programs are accredited by the Commission on Sport Management Accreditation (COSMA), which includes direct and indirect measures of student learning outcomes, operational effectiveness goals, and broad-based program goals. Using a similar and recently updated framework, the OLL program utilizes an outcomes assessment plan employing indirect and direct measures of student learning outcomes and operational effectiveness goals. The culture of assessment prevalent within these programs ensures a commitment to quality educational experiences and the result of our connection within the College of Applied Studies (CAS), which has a rich history of mission-driven work being supported by assessment activities and accreditation. Culturally, the department has renewed focus on community outreach and interacting with a diverse set of organizations and practitioners. For example, the department engages in an annual campaign—Hoodies for the Holidays—in partnership with the Boys and Girls Club to collect hoodies of all sizes for school-aged students, and we were a presenting sponsor for First Tee's fundraising tournament to diversify golf locally. Economically, the department's programs have been involved in service-learning projects, such as work with the Wichita Open and WSU Athletics to provide support for local organizations and give students meaningful opportunities to apply concepts they learned in their sport management courses.

The department's programs prepare students, educationally and culturally, to be productive employees within a variety of organizations, occupations, and industries. All programs work together within the departmental framework to provide students professional development opportunities, such as providing professional development panels and speakers (e.g., Coach Marshall Cho, an internationally recognized coach, scholar, activist, teacher, and speaker); community-building and culturally enriching opportunities, such as the department's day of service where over 75 students, faculty, and staff served ICT Food Rescue, a local non-profit focused on food insecurity, with a day of work, cleaning, and support; and opportunities to provide real value to organizations through their research, volunteerism, and applied learning experiences.

**D. University Strategic Plan: How does the Program support the university strategic plan? ([https://www.wichita.edu/about/strategic\\_plan/index.php](https://www.wichita.edu/about/strategic_plan/index.php))**

The department's programs support the university's strategic plan in a variety of ways. Firstly, the department's broad-based goals, which include all degree programs (BA- Sport Management, MEd- Sport Management, and BAS- Organizational Leadership and Learning), are being explicitly integrated into WSU's strategic plan. Using the TDX and strategic planning reporting system, our department annually submits and reports on three (3) strategic planning initiatives (SPIs) with a total of seven (7) tactics with approved metrics (and sources of evidence). Department SPIs include 1) providing a comprehensive curriculum, professional development opportunities for students, and advancing students' out-of-classroom experiences (e.g., volunteerism and service). Please see **Appendix 1: Departmental support of university strategic plan** for details on each SPI, department strategy, tactics, metrics, and evidence.

Secondly, the department's programs use the strategic plan's goals and key performance indicators (KPIs) as part of the integrated outcomes assessment plans. For example, both SMGT and OLL programs have operational effectiveness goals (OEG) centered on recruiting and/or retaining quality students within the respective programs, which is associated with university Strategic Enrollment Management (SEM) goals. SEM goals are embedded within assessing WSU's strategic

plan and “recruitment” and “retention” (or persistence) are primary strategies listed as popular strategies for assessing progress on both mission targets and strategic planning goals. Within the department we have connected all the required COSMA accredited assessment processes (e.g. SLOs, OEGs, indirect and direct assessments, etc.) and the outcomes assessment plan for the OLL to the university’s strategic plan. For example, and using the table in Appendix 1 for illustration, our department has a broad-based goal of “providing a comprehensive curriculum allowing students to develop into well-educated professionals,” which is associated with WSU’s educational mission and goal of student centeredness. The primary strategy is “academic innovations”, and our departmental strategy is providing a “quality and comprehensive curriculum,” which is measured through students’ perceptions of instruction and program satisfaction. Using university exit survey data—for both graduate and undergraduate students—we have set our 80% thresholds of “satisfied or higher,” which is in alignment with both our COSMA accreditation and OLL outcomes assessment plans.

## Part 2: Faculty Quality and Productivity as a Factor of Program Quality

*The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of teaching, scholarly/creative activity, and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.) (HLC Assurance B.2.c; HLC Criterion 3.B item 4 and HLC Criterion 3.C)*

**This section can discuss faculty production of all faculty during the 4 years of the review, including faculty who are now retired.**

- A. Workload policy: What is the workload policy for this program? Provide the policy as a PDF in the appendices of this program review with a direct hyperlink to the document. Departments can provide a workload distribution table (in the appendices) or additional narrative, as appropriate.**

Departmental workload policy is in alignment with the College of Applied Studies (CAS) workload policy 2.2 (**Appendix 2: College of Applied Studies workload policy**), which is based upon the Uniscope model, recognizes workloads vary based upon tenure track and/or NTT faculty, and connects with [WSU Policy 4.12—Teaching Loads](#). Additionally, the College of Applied Studies uses 45 clock hours of faculty work time per semester as the equivalent of one load credit ([WSU Policy 4.08—Definition and Assignment of Credit Hours](#)); faculty work approximately 45 hours for every one credit hour of course load. Calculation of clock hours for load credit are accrued in one semester and may not include hours spanning multiple semesters. College policy is adaptable and notes: “Where onerous time/effort are required, special teaching load credit may be given for additional or alternate activities as specified by departmental policy and approved by the department chair and dean.” Examples of alternate or additional activities may include chairing students’ thesis, dissertation, and/or capstone projects; supervising clinical experiences, practicum, and/or internships; and/or performing onerous administrative duties for the ongoing function of departments, programs, centers, and initiatives (e.g. program chair, center director).

Specific to workload definitions within the departmental manual, Section V. Faculty Load Policy identifies explicit alignment with CAS policy 2.2 and defines load credits for applied learning courses. Section V. notes “*Members of the faculty may receive as many as three (3) hours of load credit each semester for supervising interns, practicum students, students conducting independent study or special topics projects, and students working cooperative education assignments.*” The load credits are based upon the 45-hour clock rule and are generally applied as .20 credit per enrolled student outside the Wichita metro area and .25 credit per enrolled student in Wichita metro for applied learning courses. Independent reading or special topics courses are specified as .20 credit per enrolled student. **Appendix 3:**

**Departmental workload policy** for more details.

**Table 1 Departmental Workload**

# of Faculty	% Teaching	% Service	% Scholarship	% Administration
3 faculty (Kim, Noble, Ross)	40%	20%	40%	0%
2 faculty (Berry, Stoldt)	0%	0%	0%	100%
1 faculty (Redger-Marquardt)	20%	10%	20%	50%
1 faculty (Vermillion)	5%	10%	5%	80%



It should be noted that for the department's full-time faculty, Redger-Marquardt's role is split between the Honors college and CAS, while Stoldt's role has been 100% administrative in the CAS Dean's office until spring 2024 when his role evolved to .5 FTE in the department and .5 FTE in the Dean's Office. Berry's role 2023-24 was 100% administrative with a 1.0 FTE in the Dean's office; 2020-2022 his role evolved every year. Vermillion's role is 80% administrative serving as chair and as the Sr. Director of Strategic Initiatives and Special Projects for the Dean's office. From 2020-2023 Vermillion was the interim Associate Dean for the college and Stoldt was the interim Dean for the college. For the entirety of this program review cycle, the department has been providing substantial service to multiple colleges.

**B. Teaching and Service: Briefly explain the standards in place in the college/department for the evaluation of the faculty for teaching and service activity. *Provide narrative to represent the teaching and service for the faculty within the program. Please add a table/visual as appropriate in the appendices.***

Teaching: In accordance with college policy, the department values quality teaching activities. Within the college, quality teaching includes annual and regular teaching evaluations per university policy ([WSU Policy 4.31](#)) for faculty with at least half-time teaching appointments. See [Appendix 4: College of Applied Studies policy on teaching evaluations](#) for CAS policy 2.4 regarding teaching evaluations. Faculty are evaluated for quality teaching annually as part of the annual review process with evaluative mechanisms in place at the department and college levels. [Appendix 5: 2.5—College framework for tenure and promotion criteria: Teaching](#) for college policies regarding tenure and promotion criteria for scholarship of teaching activities.

Regarding the department level, faculty members create teaching effectiveness goals that include regular SEAS reporting, semesterly and consistent use of university (and accreditation) course syllabus templates, promoting and maintaining student/office hours, and regular and consistent course evaluations. Teaching effectiveness is evaluated during the annual evaluation processes conducted by the department chair; evaluations are then circulated to the college Dean's office where additional reviews by Faculty Personnel Committee (FPC) for probationary faculty are conducted. All reviews are, ultimately, reviewed by the CAS Dean, including post-tenure review (PTR), which is required for all tenured faculty every five years.

Teaching effectiveness: Faculty demonstrated effective teaching, which includes SCH generation and degree production. According to OPA Table 4, the department rolling 5-year average of faculty was four (4) faculty with little support from NTT faculty (0.4), lecturers (0.5), or GTAs (0). Additionally, the previously mentioned four faculty, according to OPA Table 3, generated a rolling 5-year average of 1,321 SCH, which is 75% of departmental SCH. The department's teaching helped to support student achievement resulting in a rolling 5-year average (2018-2022) of 53 undergraduate degrees and 29 graduate degrees for a total 5-year rolling average of 83 departmental graduates per year. Additionally, using *Q11* from OPA's factbook for [Undergraduate Exit Survey Results Academic Years 2021-2023](#), over 95% of graduating students were *satisfied or higher* with overall course instruction from the departmental programs. Similarly, almost 96% of graduating graduate students were *satisfied or higher* with overall course instruction (*Q11*) from the department graduate program ([Graduate Exit Survey Results Academic Years 2021-2023](#)).

Service: In accordance with college policy, the department values quality service activities. According to college policy 2.5, "*Effective service is defined as activities performed by a faculty member that benefit the department, college, university, community, society or the profession. Service activities are performed in many capacities and involve substantive contributions to a variety of communities including to the university, society, and discipline or profession. Scholarship of service contributions to the university, society, and the profession will be evaluated based upon activities within the university and beyond.*" Service is evaluated annually by the department chair and other salient college-level entities (e.g., FPC) ensuring that a commitment to service is upheld by all faculty members commensurate with their rank. Faculty develop annual service goals that engage program, department, college, university, discipline, professional, and community stakeholders. It should be reiterated that during the past academic years within this review cycle the small number of departmental full-time faculty provided a disproportionate amount of administrative (e.g., Vermillion, Stoldt, Berry, and Redger-Marquardt), college (e.g., Ross, Kim, Noble heading/leading key college committees), and university (e.g., Berry leading university work on First Gen Coordinating Council, HSI Strategic Planning; Berry, Vermillion, and Stoldt as part of university strategic planning, etc.) service. Additionally, the department serves our discipline and communities with external program, such as the annual [Sport Management and Mental Health Week](#). See [Appendix 6: 2.5—College framework for tenure and promotion criteria: Service](#) for CAS policy regarding scholarship of service.

**C. Research and Creative Activity: Briefly explain the standards in place in the college/department for the evaluation of the faculty research/scholarship/creative activity.**

College policy 2.5 outlines scholarship of research/creative activity expectations and examples. In alignment with the Uniscope model research and/or creative activity the college values impact and engages a variety of stakeholder groups in many different ways including activities focused on collaboration, in diverse venues, of various quantity and quality, involving scholarly publications and public intellectualism, diverse forms of creative activity, presentations and outreach activities, projects and grants, forms of emerging research, and significant contributions to the profession, discipline, or communities. See [Appendix 7: 2.5—College framework for tenure and promotion criteria: Research](#) for full policy details, including examples.

The department, which is in alignment with college-level standards for scholarship of research/creative activity, has been productive in several ways that favorably compare to the last program review cycle in 2019/20. Additionally, the department in conjunction with WSU Libraries has established a scholarly journal, [Journal of Contemporary Issues in Sport \(JCIS\)](#). Please see Table 2 for the department's research and creative activity production by year.

**Table 2 Departmental Research & Creative Activity**

Research & Creative Activity	Number Journal Articles		Number Pres		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded	Grant Value (\$)
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2020-2021	2	0	20	15	0	0	0	0	4	0	0	0	1	1	4	0	0
2021-2022	1	0	14	13	0	0	0	0	11	0	0	0	0	0	2	1	2,000
2022-2023	2	0	12	30	0	2	0	0	4	0	0	0	1	2	0	4	21,044.45
2023-2024	7	0	21	31	0	0	0	0	0	0	0	0	0	0	7	4	40,000
<b>Total: 2020-24</b>	<b>12</b>		<b>57</b>	<b>59</b>		<b>2</b>			<b>19</b>				<b>2</b>	<b>3</b>	<b>13</b>	<b>9</b>	<b>\$63,044.45</b>

\*Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

**D. Assessment of Faculty/Staff Productivity: Provide a brief assessment of the quality of the faculty/staff using the data from the narrative and table(s) above. Include details related to productivity of the faculty including teaching, scholarship/research and creative activity, and services- explicitly discuss productivity of faculty and how it is directly linked to program enhancements.**

Faculty are annually evaluated by the department and college along the scholarship dimensions of teaching, research/creative activity, and service. In general, the department's faculty can be best described using the Uniscope model's focus on impact. That is, over the past review cycle, faculty have:

- Engaged in quality teaching that includes student-centered practices (e.g., SEAS reporting) resulting in healthy degree production and SCH generation and is perceived by students (upon exiting) to be of high quality. The small number of faculty and strong SCH/HC generation creates a positive ROI for the university.
- Provided service to a wide variety of stakeholders, including the programs, department, college, university, academic disciplines, and to various communities or organization beyond WSU. The service activities completed by faculty help to sustain college and university productivity by engaging in important day-to-day work, while also providing increased awareness to non-WSU stakeholders.
- Produced—in both quantity and quality—an increased amount of research and/or creative activity as compared to previous program reviews. It should be noted the number of presentations, both refereed and non- refereed, and grant activity are indicators of increased productivity, outreach, engagement, and impact. That is, the substantial increase in research productivity has yielded more internal and external funding (i.e., grants), increased number of engagements with non-WSU stakeholders (e.g., non-refereed presentations or industry trainings), and increased representation in scholarly or discipline-specific publications (i.e., refereed journals, respected textbook publishers)—all of which better represent the programs, department, college, and university.



Departmental faculty are productive members of the college and university communities based upon university, college, and adopted departmental metrics, such as annual evaluations, tenure, and/or promotion activities. And, based upon exit survey data, faculty are engaging students at a high level supporting them to and through graduation.

### Part 3: Academic Program(s) and Emphasis

*Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan(s) as an appendix.*

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#### A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT at admission below 20 (triggered by KBOR defined Minima)?
2. ☐ Yes ☒ \*No \*Rolling 5-year average mean ACT score for = 22.0

#### B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average at admission?
2. ☒ \*Yes ☐ No \*Rolling 5-year (FY) weighted average GPA score for sport management graduate applications = 3.44/4.00, while the university weighted average is 3.51.

#### C. Accreditation status: (HLC Assurance A.7 item a-c; HLC Criterion 4.A. item 5)

If accreditation is previously noted, please add:

The following accreditation information pertains to the \*B.A. Sport Management and M.Ed. Sport Management degree programs only.

1. Name of accrediting body:
  - a. [Commission on Sport Management Accreditation](#) (COSMA).
2. Add in appendix, latest review from accrediting body (letter of confirmation) and hyperlink to this letter.
  - a. Letter of confirmation ([Appendix 8: Reaffirmation of COSMA Accreditation](#))
3. Current accreditation status:
  - a. Current, reaffirmed in 2020 with no action items.
4. Next Review Date:
  - a. 2027
5. Commendations and concerns from the last review that program is addressing for continuous improvement:
  - a. No concerns or notes from last review. Observations were addressed. See [Appendix 9: COSMA Site Visit Final Report](#) for complete Site Visit Final Report, including commendations.

*\*The B.A.S in Organizational Leadership and Learning is not accredited by a specialty accreditation agency.*

#### D. Assessment of Learning Outcomes (HLC Criterion 4.B. items 1-3)

1. Complete the table below with program-level data. Identify the principal learning outcomes (i.e., with what skills does the Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes.

The B.A. Sport Management and M.Ed. Sport Management degree programs received reaffirmation of accreditation through 2027 and submit an annual report that is reviewed by COSMA's Board of Commissioners yearly. Please see [Appendix 10: 2022-2023 annual report for sport management programs](#) for the 2022-2023 assessment reporting for the Sport Management programs. Assessment of student learning outcomes for the B.A. Sport Management program can be found on pages 50-54, while the assessment of student learning outcomes for the M.Ed. Sport Management program can be found on pages 55-59.

The B.A.S. Organizational Leadership and Learning degree program does not have specialty accreditation. However, it does produce an annual report and the assesses student learner outcomes yearly. Due to Program Review self-study page limits and the length of the program's assessment of learning outcomes, **Table 3 Learning Outcome Assessment** for the OLL program is in [Appendix 11: Program review self-study, Table 3 Learning Outcome Assessment](#) with the full 2023-23 OLL Annual Assessment Report located in [Appendix 12: Annual Report—Organizational Leadership and Learning](#).

In summary, all department programs rigorously assess student learning outcomes (in conjunction with operational effectiveness goals). Overall, programs are meeting their student learning outcomes and continue to engage practitioners, alumni, faculty, staff, and current students in assessment processes geared towards continuous improvement.

*Add an appendix to provide more explanation/details as needed. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of the accreditation information. If not accredited, please complete the table below.)*

**Table 3 Learning Outcome Assessment**

Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results % meeting benchmark	Analysis

**Definitions:**

1. Learning Outcome: Learning that should result from instruction.
2. Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
3. Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.
4. Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).
5. Result: Actual achievement on each learning outcome measurement (e.g., 95%).
6. Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised

**Table 4 Student Learning Outcomes Comparison**

Aggregate data supporting student success, by year, for the last four years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
*2019-20	1) 50/57 2) 29/31	1) UG SMGT: Key Concepts exam 2) GR SMGT: Comprehensive exam	1) 87.7% met SLO criterion 2) 94% met SLO criterion	NA: No national comparisons
*2020-21	1) 53/65 2) 25/27	1) UG SMGT: Key Concepts exam 2) GR SMGT: Comprehensive exam	1) 81.5% met SLO criterion 2) 92.6% met SLO criterion	NA: No national comparisons
2021-22	1) 55/64 2) 17/17 3) 10/10	1) UG SMGT: Key Concepts exam 2) GR SMGT: Comprehensive exam 3) OLL: Apprenticeship report	1) 85.9% met SLO criterion 2) 100% met SLO criterion 3) 100% met SLO criterion	NA: No national comparison
2022-23	1) 44/49 2) 16/16 3) 5/5	1) UG SMGT: Key Concepts exam 2) GR SMGT: Comprehensive exam 3) OLL: Apprenticeship report	1) 89.8% met SLO criterion 2) 100% met SLO criterion 3) 100% met SLO criterion	NA: No national comparison

\*OLL not included since the degree program was newly begun in 2019/20.

**2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in the section D tables above. Data should relate to the goals and objectives of the program as listed above. Provide further analysis on results close to the identified benchmark- how are you continuing to monitor this student outcome to ensure proficiency of the benchmark is met? For example, if your benchmark is 80% or higher and current results represent 81%, how are you continuing to monitor this student outcome to ensure proficiency of the benchmark is increased and met.**

For both OLL and the Sport Management programs, assessment reports are submitted annually for review and action plans (for the following year) are developed based upon yearly reporting. Table 4 does not encapsulate all programs' reporting on both SLOs and OEG (operational effectiveness goals). However, regarding continuous improvement and review, Sport Management's report is annually reviewed by the COSMA Board of Commissioners and sent to both the CAS Dean's Office and the Graduate School for review. Additionally, SLOs and OEGs are presented to the Sport Management Advisory Board for review/vote and voted on by faculty. OLL's assessment report is submitted to the CAS Dean's Office for review (and housed for unit assessment), voted on by faculty, and reviewed/voted on by OLL's advisory council, known as the Partnership Alliance. Data is used annually to inform action plans and make decisions on course/program content, approach, and student support, while the review/oversight mechanisms (e.g., advisory councils) help to support continuous improvement on an annual basis.

#### **E. Assessment of Student Satisfaction (HLC Criterion 4.B item 1-3)**

**2. Use OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in section D tables above) to illustrate student satisfaction with the program and perceptions of program value.**

The rolling 5-year average (2018-2022) for departmental undergraduate students' satisfaction is 97.6% ( $Mdn=5.00$ ;  $M=4.74$ ; scale 1 {low} to 5 {high};  $n=58$ ), which is well above the college (89.6%) and university (82.2%) average satisfaction percentages. Regarding graduate student satisfaction during the same timeframe, satisfaction rates for graduate students is 92.6% ( $Mdn=5.00$ ;  $M=4.56$ ; scale 1 {low} to 5 {high};  $n=30$ ), which is well above the college (86.5%) and university (84.5%) average satisfaction percentages.

#### **F. General Education (HLC Criterion 3.B items 1-3)**

**General Education Course Requirements:** <https://www.wichita.edu/academics/generaleducation/>

**Assessing General Education:** <https://www.wichita.edu/academics/generaleducation/genedassessment.php>

**1. Does the program support the university's General Education program by offering a course(s) (access general education link above)?** ☒ Yes ☐ No

2. Does the program support one of the foundation courses as outlined within the General Education Course Requirements (link above)? ☐ Yes ☒ No

a. If yes, list course(s):

3. Does the program support one of the general education courses outside of the 12 hours of foundation courses as outlined within the General Education Course Requirements (link above)? ☒ Yes ☐ No

a. If yes, list course(s): EDUC 310: Principles of Leadership (3), FYSP 102A: My community and I. A proposed FYSP (spring 2024) is in-process and partners with WSU Athletics.

#### G. Concurrent Enrollment (HLC Criterion 3.A item 3; and 4.A item 4)

1. Does the program offer concurrent enrollment courses? ☐ Yes ☒ No

If yes, provide the assessment of such courses over the last four years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections. If no, skip to the next question.

#### H. Credit Hours Definition (HLC Assumed Practice B)

1. Does the Program assign credit hours to courses according to WSU Policy 2.18? ☒ Yes ☐ No

If no, provide an explanation.

#### I. Overall Assessment of Program (HLC Criterion 3.A, 3.B, 4.A, 4.B)

1. Define the overall quality of the academic program based on the above information and other information collected by the program, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Student work is assessed by annual assessment reports and COSMA accreditation for sport management programs. While OLL's assessment mechanism is relatively new, it appears to provide information that can be useful in data driven decision-making moving forward. Academic quality—for all programs—can be seen in the degree conferrals, SCH production, semesterly headcount, and positive exit survey data regarding perceptions of programs, faculty, and advising. Additionally, alumni and employer surveys are part of all program assessment plans and have demonstrated high levels of program satisfaction. With the Sport Management Alumni Association (SMAA) we have the only discipline specific alumni group allowed to operate at WSU, which results in an engaged group providing scholarships for students, hosting mini reunions annually and reunions regularly, providing oversight for the sport management degree programs, and supporting (i.e., mentoring) current students, which impacts our recruitment and student persistence. OLL is a newer program and beginning to lay similar foundations. With all programs, the department provides professional development opportunities (e.g., student scholarships to Teamwork Online and/or the Global Leadership Summit) to ensure student development resulting in students receiving high-profile internships or employment. As a result, all academic programs within the department provide value to the CAS, the university, current/future students, alumni, and industry practitioners through its yearly and semesterly activities.

### Part 4: Enrollment Management (HLC Criterion 4.C. items 1-4). Refer to student need and demand using the data from OPA Tables 11-15 from the Office of Planning and Analysis to complete this section.

List any triggered programs with reason (majors/faculty/graduates).

a) 2020-22: Sport Management: # of graduate faculty

b) 2020-22: Organizational Leadership and Learning: # of majors (program was defined as a “new” program that was created in 2019/2020.)

#### A. Student Need and Employer Demand (HLC Criterion 4.A)

Analyze the student need and employer demand for the program/certificate. Complete the table for each program if appropriate.

Table 5 Employment of Majors

Program Name	Mdn Salary	*Employment In state (%)	***Employment in field (%)	***Employment related to field (%)	***Employment outside field (%)	#Pursuing graduate or professional education (N)	Projected growth from BLS**
BA SMGT	*\$35,103 (entry) *\$47,462 (5-yrs in)	80%	68.2% (n=120)	68.2% (n=120)	29.82% (n=120)	6.7%	8% “faster than average”

Program Name	Mdn Salary	*Employment In state (%)	***Employment in field (%)	***Employment related to field (%)	***Employment outside field (%)	#Pursuing graduate or professional education (N)	Projected growth from BLS**
MEd SMT	*Data not available	*Data not available	71.1% (n=301)	71.1% (n=301)	28.9% (n=301)	N/A	8% “faster than average”
BAS OLL	*\$74,772	77%	N/A	N/A	N/A	N/A (OPA data is not disaggregated by major)	6% “faster than average”

\* [https://ksdegreestats.org/program\\_search.jsp](https://ksdegreestats.org/program_search.jsp); \*\*U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/>; \*\*\* SMT Alumni Survey (2023); #

OPA Exit Survey data: 2023.

## 1. Provide an explanation of the most common types of positions, in terms of employment graduates can expect to find. Programs that are triggered for graduates or majors should get particular attention.

**Sport Management:** program graduates (UG or GR) are employed in a number of capacities within the sport industry, including various positions within intercollegiate athletics, major professional sports (e.g., NBA), minor professional sports (e.g., Wichita Wind Surge), and event and facility managers (e.g., Intrust Bank Arena). About 1/3 of students of alumni self-report employment outside of sport illustrating the transferrable nature of skills developed in the program; these alumni work in education, banking, insurance, financial planning, etc.

**Organizational Leadership and Learning:** program was ‘triggered’ for low enrollment as the program was being onboarded as the COVID-19 pandemic impacted education. However, the program has grown/rebounded and currently has 50-55 students majoring in OLL (spring 2024). Graduates are active duty military or first responders (e.g., EMT/paramedic, fire fighters), city/county clerks (public administration), and professionals working in non-profit, private education, manufacturing and robotics, and/or healthcare settings. Alumni and employer surveys—as part of the program’s assessment plan—are set to begin collecting information in 2024-25.

## 2. Summarize the available data focused on the diversity of candidates for the majors in each level program (OPA & college data). Use the narrative and/or use of tables to reflect on the data and address: (KBOR Review)

### i. The student demand for the CIP degree using the data from the table as appropriate.

#### 1. What is the current number of majors within the program for each of the academic years since the last review?

- a. See the following table, which summarizes OPA’s *Table 11: Applications, admits and enrollment of UG and GR applicants*.

Academic Program	Years			
	2020	2021	2022	2018-2022 (Rolling 5-year M)
*UG SMT & OLL	68	40	51	59
GR SMT	27	27	20	27

\*OPA does not disaggregate between UG SMT and OLL. Data presented is combined for all departmental undergraduate programs.

- b. For Fall 2023 OPA 62: **Credit Hour Production by Major and Student** notes the following HC and SCH for each program: UG SMT (167/2,235), OLL (53/532.5), and GR SMT (33/347)

#### 2. In looking at the race/ethnicity data provided, make sure you discuss the diversity in the enrollment of your program:

- a. The rolling 5-year average (2017-2021) of undergraduate and graduate URM is above university and college levels in all categories. See the following table.

URM Category	Dept URM (%)	College URM (%)	Univ. URM (%)
Fr. & Soph.	24.1	21.5	23
Jr. & Sr.	22.3	17.3	18.6
Masters	13.9	13.5	11.8

ii. **Degree production** for the CIP degree using the data from the table as appropriate.

1. **What is the number of graduates for each of the academic years since the last review?**

- a. Using OPA data on degree conferrals, UG SMGT/OLL produced the following: 55 (2020), 56 (2021), 56 (2022), and 42 (2023) graduates. GR SMGT produced the following: 34 (2020), 37 (2021), 19 (2022), and 17 (2023) graduates.

iii. **Employment demand (talent pipeline)** for students. For each program cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation.

1. **What is the % of students employed in the region within 1 year after graduation?**

- a. According to KSDegreeStats.org, 80% of [undergraduate sport management students](#) and 77% of [OLL students](#) are employed within the region after graduation. No such data is collected by KBOR for the graduate sport management degree program.

iv. **Median salary** What is the median salary 5 years after graduation?

1. Mdn salary for UG SMGT five years post graduation, according to [KSDegreeStats.org](#) = \$47,462. KBOR does not collect data on GR SMGT; see *Part IV, Q. 2, v, #2.* for more information. Five-year post graduate data not available for OLL; however, upon graduation starting salary, according to [KSDegreeStats.org](#)=\$74,772.

v. **Provide information from the alumni or employer surveys about placement, salary, needs, etc. for the different program levels.**

1. **UG SMGT:** According to the Undergraduate SMGT Alumni Survey: 2022 (n=124), 40% of graduates' salary was above \$60,000 and over 35% of graduates reported making \$40-59,999 per year). Approximately 57% of graduates reported working in intercollegiate athletics, professional sports, and sport/event facilities with over 60% reporting industry employment in middle or upper management positions, and over 64% reported being employed while in college or within 12 months of graduation.
2. **GR: SMGT:** According to the Graduate SMGT Alumni Survey (n=320): 2022, almost 60% of graduates' salary was above \$60,000 (about 20% self-reported annual salary of \$100,000 or more) with about 65% working in intercollegiate athletics, professional sports, and sport/event facilities. Almost 63% of graduates reported being in middle or upper management positions, and almost 80% reported being employed while in college or within 12 months of graduation.
3. **OLL:** N/A. Alumni Survey assessment not onboarded until 2025-26 (degree program began in 2019/2020).

vi. **Number or percentage of graduates who go on to enroll in graduate degree programs.**

1. **UG SMGT/OLL:** According to OPA Exit Survey data: 2023, 6.7% of graduating undergraduates were pursuing graduate education. (NOTE: OPA does not disaggregate UG SMGT and OLL. )

**B. Recruitment and Retention (HLC Criterion 4.C)**

**3. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management to support the Strategic Enrollment goals of the university including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.**

Faculty have engaged in several SEM-related initiatives aimed to support recruitment and persistence activities. These activities include:

- **Recruitment:** partnering with Strategic Communications for advertising campaigns, creating/hosting the Kansas Sport Summit, 2+2 agreements (SMGT and OLL) with multiple 2-year school partners, annually hosting high school student groups (e.g., DECA groups, various High Schools with students interested in sport management), establishment and use of credit for prior learning mechanisms to recruit students, create military articulations for 19 different military occupational specialties across all branches of the military, and creating (spring/summer 2024) a badge program in partnership with the Office of Tech Transfer and Commercialization.
- **Retention/persistence:** department's All Majors and Minors annual meeting to kick off the academic year, regular/consistent SEAS reporting for courses, use of APS to identify bottleneck courses, scholarships to



Teamwork Online and Global Leadership for students, creating and hosting the Kansas Sport Summit, professional development sessions (e.g., presentations by alum/donor Marc Farha and Coach Marshall Cho, panel discussion on AAPI professionals in the sport industry, etc.), created a paid internship program with the YMCA, and work with potential donors to create possible scholarship pipelines.

**4. Briefly describe how the department and faculty have engaged in graduate strategic enrollment management (G-PIPER Graduate Program Investment Plan for Enrollment and Research) including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.**

Faculty have engaged in several GEM and/or PIPER-related initiatives aimed to support the recruitment and persistence of students. These activities include:

- Recruitment: transitioned the M.Ed. Sport Management to a fully online program in fall 2024, partnering with Strategic Communications for advertising campaigns, creating/hosting the Kansas Sport Summit, and created a recruitment database with three dozen schools. These schools are from Kansas, Oklahoma, Texas, and Missouri; we are engaging with the UG sport management units at those schools (that do not have a graduate program) to support their enrollment in our online program at WSU.
- Retention/persistence: department's All Majors and Minors annual meeting to kick off the academic year, regular/consistent SEAS reporting for courses, use of APS to identify bottleneck courses, scholarships to Teamwork Online and Global Leadership for students, creating and hosting the Kansas Sport Summit, professional development sessions (e.g., presentations by alum/donor Marc Farha and Coach Marshall Cho, panel discussion on AAPI professionals in the sport industry, etc.), and promoting our graduate fellowship opportunity.

**C. Program and Faculty Service (HLC Criterion 3.C).**

**6. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.**

The rolling 5-year average (2017-2021) of total SCH produced by the department is 4,699 SCH and includes courses ranging from the 100 to 900-levels. Using **Table 16: Department SCH by Student Department Affiliation on Fall Census Day**, the rolling 5-year average SCH on fall census day was 2,204 with 70.5% of SCH coming from undergraduate majors, 18% of SCH from GR majors, and the remaining 11.5% from UG non-majors.

**7. Provide a brief assessment of the service the Program/certificate provides to other university programs.**

Programs provide service to other university programs in a variety of ways. Almost 12% of SCHs are produced by non-majors with programs providing other forms of service to a variety of academic and non-academic programs on campus. These other forms of service include: The Kansas Sport Summit (Spring 2024, open to all students, faculty, or staff); professional development opportunities that are open to all students; a number of department designated courses are part of approved programs in a variety of degrees, such as the [MS in Business Analytics](#) (SMGT 800) and the approved [Sports Counseling track within Counseling](#) (SMGT 750N, SMGT 801, SMGT 810, SMGT 811); the department offers several new minors designed to engage university students, including [Student Organization Leadership](#), [Organizational Leadership and Learning](#), [Esports Management](#), [Wellness](#), and Equity and Ethics (fall 2024); and a newly created/offered First-year seminar FYSP102A: My Community and I (spring 2024- proposed another FYSP centered on intercollegiate athletics and partnering with WSU Athletics).

**8. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.**

The department extends its impact beyond the classroom and our major/minor students. Programs attempt to provide value and impact through other forms of service to our institution and beyond our campus. Examples include educational partnerships with 300+ unique, active, and approved affiliation agreements; MOUs with KLC and Teamwork Online; multiple 2+2 agreements with community and technical education institutions; service learning opportunities with the Boys and Girls Club (e.g., Hoodies for the Holidays) and ICT Food Rescue (over 75 students,

faculty, and staff volunteered for a day of service in partnership with the Wichita Wind Surge); and program faculty have engaged in numerous professional development trainings with organizations, such as Envision, Mental Health Association of South Central Kansas, City Clerks and Municipal Finance Officers of Kansas (CCMFOA), The Greater Wichita Chamber of Commerce, Kansas County Clerks and Election Officials Association (KCCEOA), the Local Government Management (LGM) Series, Kansas Government and Finance Officers Association (KSGFOA), Kansas Children's Service League, etc. The [Kansas Sport Summit](#) is another example of how the department engages faculty, staff, students, and industry practitioners beyond the WSU ecosystem.

**9. Provide a brief assessment of SCH workload of the service the Program/Certificate provides through interdisciplinary opportunities (cross list, team teach, etc.)**

The department has created a [Departmental Honors track within Organizational Leadership and Learning](#) (OLL). In support of this approved track, pathway, OLL created six (16-credit hours) 'honors' courses. Additionally, as part of the [Student Organization Leadership minor](#), which is a partnership where OLL can embed required trainings for those involved in Student Engagement, Advocacy, and Leadership (SEAL) programming in student affairs into courses. OLL created six courses, 18-credit hours of courses geared towards student governance, Greek leaders, student organization presidents, resident assistants, and other positions within student groups.

**10. Provide a brief assessment of SCH workload of the service the Program/Certificate (e.g. badges, microcredentials, industry credentials) provides to the institution and beyond.**

The department is in the process of creating its first microcredential—a badge program in Intellectual Property with the Office of Tech Transfer and Commercialization—set to be offered in fall 2024. Also in fall 2024, we are offering courses for our recently approved (2023) graduate certificate in [Professional Learning and Training](#) in partnership with [Jobs for America's Graduates](#) (JAG). That is, JAG professionals will begin going through the certificate program as way of systematizing their [national annual professional development](#) and providing the opportunity for graduate credentials for their professionals.

**Part 5 Summary and Recommendations: (HLC Criterion 4.A.1)**

**Program Goals from Last Review:** During the program review, four years ago, the program developed a set of goals. Please list the goals and the progress made towards achievement, including the data used to analyze progress and the outcomes. List the goal(s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate.

Complete the table. (add lines as needed)

**Table 6 Results of Goals from Last Review**

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete) *									
	Increase annual enrollment of the OLL degree program until the next Program Review Self-Study.	SCH, HC in both in-person and online degree codes	<a href="#">RO62: CH Production</a> <table><tr><th>Year</th><th>HC</th><th>SCH</th></tr><tr><td>Sp2022</td><td>17</td><td>216</td></tr><tr><td>Sp2024</td><td>51</td><td>551.5</td></tr></table> Demonstrated increase in HC and SCH production for OLL recently.	Year	HC	SCH	Sp2022	17	216	Sp2024	51	551.5	Continue
Year	HC	SCH											
Sp2022	17	216											
Sp2024	51	551.5											
	Increase enrollment in interdisciplinary department-offered minor degree programs until the next Program Review Self-Study.	# declaring departmental minors	# of minors from spring 2022 to spring 2024 increased from 59 students to 77 students (e.g., OLL minors increased from 6 to 25 during the timeframe)	Continue									

	Increase annual scholarly productivity until next Program Review Self-study.	# and/or quality of scholarly presentations, publications, and other activities/initiatives	Goal satisfied. For example, see previous and current program review tables measuring research quality (Part 2). Full table in Appendix 14. <b>Appendix 14:</b> Progress toward assessment of program	Complete
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\*If continue, they should be in your Forward-Facing Goals, Table 8 below.

# **1. Describe where the Program (s) have been and where they are going. What are the plans to advance the program (s), how will future progress be evaluated?**

Since the last program review self-study, the department has continued to address educational challenges (e.g., enrollment impacted by COVID-19) and evolve with the inclusion of non-sport degrees, programs, and credentials. In the summer of 2024, the department is being renamed to the Department of Sport and Leadership Studies (SLS) to be inclusive of majors and minors in the department and better represent external stakeholders and program alumni. Additionally, “EDUC” course codes (associated with OLL) are being changed to “LEAD” to represent the leadership centric curriculum of OLL and the new department name. Departmental programs are evolving based upon various industries and best practices but do have opportunities to intersect and partner. For example, all degree programs—including majors and minors—will have the opportunity to be involved in the 2025 NCAA men’s basketball regional that will be hosted in Wichita, which will bring publicity to departmental activities (as it did in 2012 and 2018). This event provides applied learning opportunities for students and national exposure not only to the city and state, but also the university, college, and departmental programs.

A summary of department programs, including plans to advance each program, is described as follows:

UG SMGT: Post-pandemic, the B.A. Sport Management degree program is rebounding and growing steadily even as the sport industry has permanently evolved and changed. Specifically, the largest segment of the sport industry locally involves youth sports, which is understaffed, underemployed. Working with local practitioners, the program is addressing talent pipeline issues by creating courses focused on youth sports and recreation and helping to create paid applied learning opportunities for students in both recreation and sports officiating. Additionally, program faculty are reaching out to 2-year schools to further expand 2+2 agreements (e.g., Garden City Community College and Johnson County Community College) and build transfer relationships. The program is also working with its accrediting body, COSMA, to provide accrediting opportunities for the accrediting of sport management related associate degree programs within the state of Kansas. Finally, the program is working closely with WSU Athletics to better understand transfer portal turnover and NIL (name, image, and likeness) issues at the state and national level impacting student-athletes; the B.A. Sport Management degree program has a large number of student-athletes, and its enrollment is often impacted by annual transfer portal dynamics.

GR SMGT: Since 2021-22, enrollment in the M.Ed. Sport Management program has declined. After engaging both alumni and practitioners it appears that the sport industry is in a state of flux and—locally and regionally—sport organizations are not requiring graduate degrees for new employees. As a result—and in partnership with the CAS Dean’s Office, Academic Affairs, and based upon extremely favorable research provided by Anthology—the M.Ed. Sport Management program is matriculating to a fully online program beginning in fall 2024. By casting a larger regional and national net, the program will be able to engage potential students and provide them with an accredited degree from a leader in sport management education. The degree’s accrediting body, COSMA has already been informed of the instructional delivery change; the degree’s assessment plan and system are not changing and will continue to include direct and indirect assessments of both student learning outcomes (SLOs)

and operational effectiveness goals (OEGs). Current students were extremely supportive of the change and the degree is working with both Strategic Communication and Anthology on upcoming advertising campaigns.

**OLL:** As noted earlier, OLL was triggered by the KBOR for low enrollment. However, in the past 18 months, the program’s director, faculty, and academic advisor have engaged in several partnerships that have more than doubled enrollment to 50-55 students. Two main partnerships that have yielded immediate returns include being a part of the [NIAR Get to WERX program](#), which provides students a paid training and employment opportunity through [NIAR](#), AMT (aviation maintenance technician) credentialing through WSU Tech, and working towards their B.A.S. in OLL at WSU and more intentional articulation with WSU Tech. The program has engaged in recruitment and outreach efforts, including working with WSU Tech degree programs to create degree pathways within OLL (e.g., concentrations in Digital Transformation and Industrial Automation), while continuing to grow both its credentials and partnerships, such as the aforementioned partnership with OLL’s newly approved graduate certificate in Professional Learning and Training and Job’s for America’s Graduates (JAG). OLL’s willingness to partner with a host of academic programs and/or community/industry partners illustrate the degree’s commitment to providing students, organizations, communities, and industries with a reimaged educational experience. OLL plans to continue working with academic programs, such as M.Ed. Educational Leadership (non-licensure rack) and M.Ed. Learning and Instructional Design programs, and university partners, such as [SEAL](#) and the [Student Organization Leadership minor](#), the Kansas Leadership Center (KLC) and a department-specific FYS, and the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF) and graduate credentialing to provide increased opportunities for university stakeholders.

**Impact of Previous Self-Study Recommendations: At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note the progress to date on implementation. Complete the table. (add lines as needed)**

Upon completion of the last program review self-study, a review rubric was completed and distributed to the department. Within this final rubric some “recommendations going forward” were identified. Please see Table 7 for those recommendations and [Appendix 14: Progress toward assessment of program](#) for the complete feedback report, including commendations. Additionally, [Appendix 15: Resubmission of forward-facing goals \(2021\)](#) provides details on the follow-up of forward-facing goals in 2021 with university leadership.

**Table 7 Changes made based on Previous Recommendations by University Program Review Committee**

Recommendation	Activity	Outcome
“Examples of productivity and strengths would strengthen the program response (ie. Venue for presentations, publications).”	Identified in current program review self-study.	Resolved pending program review self-study evaluation in 2024/25.
“Increase focus on what was achieved.”	Identified in current program review self-study.	Resolved pending program review self-study evaluation in 2024/25.
“Forward Facing goals need additional specificity, using SMART as a guide.”	Submitted to AVP, at the time, in charge of program review in 2021. See Appendix 15.	Accepted and recommendation completed.
“Goals should be clearly connected to self-study.”	Submitted to AVP, at the time, in charge of program review in 2021. See Appendix 15.	Accepted and recommendation completed.

### **Additional narrative, as appropriate:**

The department attempted to follow up on the recommendations provided during the last program review (2020/21). While there were not many recommendations and two of the recommendations were satisfied in January of 2021, the department did try and address the first two recommendations from Table 7 as clearly as possible where appropriate within the current program review self-study (e.g., see page 8 of the current program review self-study).

**Forward-Facing Goals: Identify goal(s) (aspirational and measurable) for the program to accomplish in time for the next review. Consider use of SMART goals (Specific, Measurable, Attainable, Realistic, and Time-bound) when appropriate and should be tied to the university and college strategic plans. Complete the table. (add lines as needed)**

**Table 8 Forward Facing Goals for Program Review Period**

<b>Program/Certificate Goal</b>	<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Realistic</b>	<b>Time-bound</b>
Increase enrollment of the OLL degree program until the next program review self-study.	Yes—  Enrollment data provided by OPA measuring SCHs and headcount.	Yes—  Number of students majoring in degree program (including both on-campus and online degree codes) and SCH production.	Yes—  Enrollment growth is part of department's SEM plan, degree's O/A plan, and department and college promotional strategies.	Yes—  Within scope of departmental responsibility and the degree program has a dedicated program director and undergraduate advisor.	Yes—  Annually until our next program review reporting cycle
Increase enrollment in interdisciplinary department-offered minor and/or certificate programs until the next program review self-study.	Yes—  Enrollment data provided by OPA measuring headcount.	Yes—  Number of students declaring a minor in departmental program	Yes—  Enrollment growth is part of department's SEM plan.	Yes—  Within scope of departmental responsibility and faculty.	Yes—  Annually until our next program review reporting cycle
Increase annual enrollment of the M.Ed. Sport Management degree program until the next program review self-study.	Yes—  Enrollment data provided by OPA measuring SCHs and headcount.	Yes—  Number of students majoring in degree program (including both on-campus and online degree codes) and SCH production.	Yes—  Enrollment growth is part of department's PIPER plan, degree's O/A plan, and department and college promotional strategies.	Yes—  Within scope of departmental responsibility with support of college's Marketing and Communication Specialist.	Yes—  Annually until our next program review reporting cycle.

**Provide any additional narrative covering areas not yet addressed.**

The department has evolved since last program review. During this time, the department has continued to provide quality scholarship of teaching activities that are student-centric and inclusive, while emphasizing building quality relationships and partnerships. Scholarship of research activities have increased since last program review furthering the academic and scholarly reach of the department. Finally, the department has—speaking candidly, here—always answered the bell when it comes to providing administrative service, evolving our curriculum and/or degree program offerings when asked by university administration (e.g., the department was asked to develop the B.A.S. Organizational Leadership and Learning, the concentration in Hospitality Management, minor in Esports Management by university leadership), and routinely takes an active role in leading or supporting work related to SEM, PIPER, university initiatives (e.g., First Gen Coordinating Council, BAASE, etc.), and other outreach efforts. The department has also demonstrated a commitment to flexibility—as evidenced by the near constant evolution of faculty members' roles in administration or in other colleges—all while being a low-cost unit with a positive ROI for both the university and college.

## **Appendices**



## Appendix 1: Departmental support of university strategic plan

The following table outlines departmental support of the WSU Strategic plan with the first two SPIs focusing on WSU's education mission target, student centeredness goal, and academic innovations and applied learning as primary strategies. The last SPI listed in the table focuses on WSU's cultural mission target, inclusive excellence as a goal, and uses applied learning as the primary strategy.

**Table:** Departmental Support of University Strategic Plan: The following Strategic Planning Initiatives were influenced by the broad-based program goals (Including B.A.—Sport Management; M.Ed.—Sport Management; and B.A.S.—Organizational Leadership and Learning) guiding all departmental programs.

Department SPI	Dept Strategy	Tactics	Metrics	Evidence
Provide a comprehensive curriculum allowing students to develop into well-educated professionals.	Quality curriculum	1.1 Measure program satisfaction (students')  1.2 Measure perception of quality instruction (students')	1.1 80% satisfied or higher (GR: Q4; UG: Q4)  1.2 80% satisfied or higher (GR: Q11; UG: Q11)	1.1 University exit survey data  1.2 University exit survey data
Provide professional development opportunities for students.	Professional development programming	2.1. Host fall PD workshop(s)  2.2 Host spring PD workshop(s)	2.1 Student participation ( <i>over 30 attendees</i> )  2.2 Student participation ( <i>over 30 attendees</i> )	2.1 attendance sheets  2.2 attendance sheets
Advance students' appreciation of diverse and inclusive social experiences.	Community-based programming	3.1 Facilitate day of service  3.2 Measure volunteerism participation  3.3 Measure volunteerism (in hours)	3.1 Students attending annual day of service ( <i>over 65 attendees</i> )  3.2 50% or more (GR: Q12; UG: Q35)  3.3 Average volunteer hours over 8 hours (GR: Q12b; UG: Q35B)	3.1 attendance sheets  3.2 University exit survey data  3.3 University exit survey data

## Appendix 2: College of Applied Studies workload policy

### 2.2 – Faculty Load

Faculty in the College of Applied Studies are expected to contribute through student-centered work (e.g. teaching), disciplinary/professional-centered work (e.g. research/creative activities) and community-centered work (e.g. service to their profession and the university/college/department). These three forms of scholarship include areas in the discovery, integration, application, and education of knowledge (UniScope Model).

Expectations for activity may vary between tenure-track and non-tenure track (NTT) faculty based on the nature of appointment. There is no research expectation for non-tenure track faculty, and the faculty member's appropriate mix and extent of responsibilities are defined within their department by a role statement (4.27).

WSU Policy 4.12 (Teaching Loads) provides further details about university-level policies for faculty workload (e.g. teaching, research/creative activity, service), including maximum course preparations and administrative procedures.

As a general rule, College of Applied Studies department chairs will use 45 clock hours of faculty work time per semester as the equivalent of one load credit (WSU Policy 4.08). In other words, faculty work approximately 45 hours for every one credit hour of course load. Calculation of clock hours for load credit are accrued in one semester and may not include hours spanning multiple semesters.

Where onerous time/effort are required, special teaching load credit may be given for additional or alternate activities\* as specified by departmental policy and approved by the department chair and dean. Recognition of approved alternative activities as part/in lieu of teaching load credit will be initiated by the department chair and the department policy review process will include the Faculty Personnel Committee and Non-Tenure Track Faculty Personnel Committee.

\*Example alternate/additional activities include, but are not limited to the following:

1. Chairing students' thesis, dissertation, and/or capstone projects.
2. Supervising clinical experiences, practicum, and/or internships.
3. Performing onerous administrative duties for the ongoing function of departments, programs, centers, and initiatives (e.g. program chair, center director).

Since the above alternate activities require varying levels of time/effort according to different departments and semesters, each department will establish equivalent teaching load credits that are consistent with university and CAS policy, based upon department chair and dean approval and issues such as budget, faculty availability, curriculum needs, and student demand. Departments will adhere to language in this policy stating that department chairs will use 45 clock hours of faculty work time accrued in a single semester as the equivalent of one load credit. Additionally, funded research as buy-outs may result in reduced teaching loads, and consistent success in attracting funded research may result in a modified faculty role description.

In instances when faculty members are requested to exceed their normal teaching loads, they may, upon approval by the chair, the dean and in compliance with WSU policy 3.25 (Additional Compensation), receive extra compensation at the 2.2% of base salary per credit hour rate or its equivalent.

Approved by the faculty 9/25/03

Revised by the Leadership Team 12/1/1

Revised by CAS faculty 3/25/2022

## **Appendix 3: Departmental workload policy**

### **V. Faculty Load Policy**

- A. Please see College of Applied Studies Policies and Procedures section 2.2.
- B. Members of the faculty may receive as many as three (3) hours of load credit each semester for supervising interns, practicum students, students conducting independent study or special topics projects, and students working cooperative education assignments. These load credits will be based on the 45-hour clock rule and are defined as follows:
  - 1. SMGT 210-Practicum and EDUC 400- Practicum: .25 credit per enrolled student in Wichita, .20 credit per enrolled student outside Wichita
  - 2. SMGT 481-Cooperative Education: .20 credit per enrolled student
  - 3. SMGT 447- Internship and EDUC 450-Internship: .25 credit per enrolled student in Wichita, .20 credit per enrolled student outside Wichita
  - 4. EDUC 550- Apprenticeship I and EDUC 600- Apprenticeship II: 25 credit per enrolled student in Wichita, .20 credit per enrolled student outside Wichita
  - 5. SMGT 590-Independent Study: .20 credit per enrolled student
  - 6. SMGT 781-Cooperative Education and EDUC 781-Cooperative Education: .20 credit per enrolled student
  - 7. SMGT 847-Internship: .25 credit per enrolled student in Wichita, .20 credit per enrolled student outside Wichita
  - 8. SMGT 890-Special Topics: .20 credit per enrolled student
- C. Faculty supervising applied learning assignments need to keep accurate hourly, location, and contact information for the students, the site supervisor, and applied learning site. Faculty are required to update the Affiliation Agreement tracker and the NC SARA out-of-state reporting form regularly.
- D. Overload teaching: There are times when faculty are offered the opportunity to teach more than their required courses. In these voluntary and/or exceptional instances, faculty will work with the chair and CAS dean's office to determine remuneration that is appropriate and within fiscal resources (e.g., \$3,000 per overload course). Please see chair for more details.

## **Appendix 4: College of Applied Studies policy on teaching evaluations**

### **2.4 –Teaching Evaluations**

In accordance with WSU policy on faculty evaluation (WSU Policies & Procedures Handbook, 4.31), all faculty with at least half-time appointments (and unclassified professionals with at least 50 percent teaching workload) are to be evaluated at least once a year. By WSU policy, formal evaluation of teaching is required as part of the annual review, shall include multiple sources of data - including at least student survey instrument results, and shall be based upon departmental criteria statements. Evaluation of teaching for lecturers, graduate teaching assistants and temporary faculty also are required, which departments utilize for rehire/reappointment decisions.

## **Appendix 5: 2.5—College framework for tenure and promotion criteria: Teaching Scholarship of Teaching**

In a college whose primary purpose is the preparation of education, mental health, and physical activity professionals, effective teaching is an important criterion for tenure and promotion. Faculty in the CAS should be pedagogical leaders in their fields as well as provide effective student advising and mentoring, ensure students have applied learning experiences, incorporate innovative techniques, and encourage the development of interdisciplinary courses. Types of teaching scholarship include theoretical, technical, clinical, professional, special, and general pedagogy.

The modes for delivery of instruction may include face-to-face, distance and extension education, technical workshops and seminars, exhibits, performances, addresses, speeches, and public broadcast media. Audiences for teaching scholarship generally include undergraduate students, graduate students, postgraduates, professionals in the field, certificate students, special interest groups, and the general public.

Effective teaching within the CAS is defined as a command of the subject area content, organized and enthusiastic presentations, establishment of objectives and evaluation methods for each class, and the ability to employ effective strategies to meet specific class needs without lowering standards. Faculty are expected to revise their courses regularly to keep them relevant, on the cutting edge of new knowledge, and based upon research in their fields. Faculty whose teaching is consistently of a low quality will be expected to improve their performance.

Evidencing adequate levels of the Scholarship of Teaching includes: classroom instruction and practicum/internship supervision; curriculum and innovative program development; student research; and academic advising.

### *Classroom instruction and practicum/internship supervision*

In order to document effective teaching, faculty must provide the course number, title, number of students, and whether the course was individually or team-taught. Independent studies, blue-carded courses, and cooperative education should be clearly indicated. Documented evidence of effective classroom instruction/supervision is crucial for successful tenure and promotion. At a minimum, required evidence for documenting effective classroom instruction and/or practicum/internship supervision includes:

- Syllabus for each course
- Concise compilation of results from student evaluations and comments, using the required CAS instrument (e.g., SPTE)
- Findings from student comments from such sources as student evaluations, formal interviews, or exit surveys should be presented by a summary statement that conveys the students' sense of strengths and weaknesses

Additional or optional mechanisms for documenting effective classroom instruction and/or practicum/internship supervision may include:

- Additional course evaluations (e.g., IDEA)
- Peer and/or department chair review of teaching (based on in-class performance or recorded presentation) and/or internal letters about teaching effectiveness
- Statements from administrators that attest to the candidate's teaching and advising effectiveness
- Examples of support materials (e.g., tests, handouts, etc.)
- Examples of student outcomes/products (e.g., projects)

- Guest lecturing in another faculty member's class
- Reflective analysis of teaching (i.e., synthesizing information from different sources) to implement possible changes
- Specific course improvements, changes made as a result of evaluation and reflective analysis
- Awards or other external recognitions for teaching

#### Curriculum and innovative program development

- Teaching a course for the first time
- Developing a new course
- Significantly revising an existing course
- Program development and/or modification
- Using new and innovative techniques
- Developing an interdisciplinary course and/or program
- Developing unique applied learning or research experiences for students

#### Student research

- Supervision of, and membership on, graduate and undergraduate dissertations, theses, projects, monographs, performances, productions, and exhibitions required for degrees (serving as chair of a student research project committee will be considered to require more time and effort than serving as a member)
- Insights gleaned from supervision of student research

#### *Academic advising*

Academic advising is another component of the scholarship of teaching. While the process of advising differs between undergraduate and graduate programs, all advisors are expected to: be accessible to assist students with academic questions; be knowledgeable about programs, policies, and procedures; provide accurate and timely information to students; be professional in relating to students; assist students in the development of meaningful educational plans that are compatible with their professional goals; and provide assistance in refining goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action. Documenting academic advising could include the following:

- List of advising responsibilities
- Evidence of effective academic advising of departmental majors as determined by either a department evaluation form or by peers and/or the chair

#### *Faculty development activities*

- Participation in workshops
- Participation in conferences



- Being/having a faculty mentor
- Securing and/or maintaining certification/licensure
- Pursuit of advanced degrees and/or further academic studies

## **Appendix 6: 2.5—College framework for tenure and promotion criteria: Service Scholarship of Service**

Effective service is defined as activities performed by a faculty member that benefit the department, college, university, community, society or the profession. Service activities are performed in many capacities and involve substantive contributions to a variety of communities including to the university, society, and discipline or profession. Scholarship of service contributions to the university, society, and the profession will be evaluated based upon activities within the university and beyond. These activities will be documented and judged relative to the level at which they are performed (i.e., college, department, university, community, profession), the extent of time involved, and the significance of their impact. The service area includes a broad range of activities related to the intellectual work of the faculty member where theory and practice interact and one renews the other. The faculty member must document his/her time commitment and provide some evidence of how the service related to the fulfillment of goals related to impacting the department, college, university, community, society or the profession.

Service to the university includes:

- Record of committee work at college, department, and university levels
- Participation in campus and/or university-wide governance bodies and related activities
- Serving as a program director/chair/coordinator
- Participation in accreditation activities
- Record of administrative support work (college representative, faculty mentoring, assessment activities, etc.)
- Record of contributions to the university's programs to enhance equal opportunity and cultural diversity
- Assistance to student and/or alumni groups/organizations
- Participation in program, department, college or university recruitment and retention activities
- Participation in development/fundraising activity

Service to society includes:

- Participation in community affairs
- Service to governmental agencies at the international, federal, state, or local levels
- Service to public and private organizations
- Service to citizen/client groups
- Testifying as an expert witness

Service to discipline or profession includes but is not limited to the following:

- Record of membership in professional and learned societies
- Organizing conferences and/or service on conference committees

- Active participation in professional and learned societies (e.g., offices held, committee work, and other responsibilities)
- Other examples as documented

Other service activities that enhance the university's image, represent the university to the public, further the university's goals and direction, or employ one's professional competence to benefit the public.

## **Appendix 7: 2.5—College framework for tenure and promotion criteria: Research**

### **Scholarship of Research and Creative Activity**

The discovery, integration, application, and transmission of knowledge in a field of study is what uniquely distinguishes the university from other levels of post-secondary study. Such scholarship is a critical element of the CAS mission.

Faculty must show evidence of original and innovative research and creative activity appropriate to their established role description and departmental/college goals and strategic plans. Effective research and creative activity is defined in the CAS as activity that (a) increases, organizes, explains/redefines, and/or synthesizes the knowledge, or (b) generates new processes and products that contribute to a faculty member's profession, discipline and/or broader society. Research may be basic or applied, or both, in nature. Paper presentations and publications are expected in order to establish and maintain a broad agenda of scholarly inquiry and writing. Grant proposals are also considered part of scholarship. The agenda may be focused or broad-based with several lines of inquiry.

#### *Collaboration*

The CAS values multidisciplinary and integrative research as well as individual research. The CAS also recognizes the importance of cross-disciplinary teams that can integrate creative works from several fields.

#### *Quality and quantity*

Scholarly contributions are reviewed based on the quality of the product, consistency of effort, and continued submission within the faculty member's profession or discipline. Quantity of scholarly artifacts should not be the sole criterion for judging scholarly productivity. Relevance to the field, impact upon development of the field or professional practice, quality (as judged by peer review or literature citations), and comprehensiveness should be considerations in setting tenure and promotion criteria for scholarship of research and creative activity.

#### *Venues*

As a professional school, the CAS values scholarship produced for practitioner consumption as well as more traditional publication venues. Depending upon the discipline, a faculty member's body of work can provide a balance between presentations at research, practitioner, and virtual conferences, and publication in peer-reviewed and editorial-reviewed outlets, including journals exclusively published online. However, publication of national/international peer-reviewed books and book sections (e.g., book chapters) and in peer-reviewed journals remains the highest standard for publication and faculty are encouraged to pursue these outlets for their scholarship. Faculty should provide evidence of the impact their work. Impact on the field may be documented through citations, acceptance rates of journals and conferences or other means such as outcomes associated with the work. Faculty members are expected to clearly identify types of research and creative activity (e.g., journals, professional publications, books, book chapters, conference proceedings) and form of review (e.g., peer-review, editorial or other form of review). Research and creative activity may be documented by the following:

#### *Research, scholarly publications and public intellectualism*

Regarding written works, citations should include beginning and ending page numbers or total number of pages, where appropriate. For multi-authored works, the contribution of the candidate should be clearly indicated (e.g., co-author, senior author, supervised person who authored the work, etc. and percent of contribution). Typically, order of authorship reflects the degree of contribution with regard to the finished product. Explanations should be provided in cases that depart from this tradition. Impact of research scholarship and creative accomplishments within the profession and society as based on citations, readership (e.g., downloads of materials) or other forms of professional acknowledgement should be provided.

Indicate if peer reviewed. Publications and/or public intellectual discourse includes:

- Articles published in academic journals
- Books including major revisions of previously published books
- Parts of books
- Book reviews
- Conference proceedings
- Research abstracts
- Research reports to sponsors
- Manuscripts accepted for publication substantiated by letter of acceptance
- Manuscripts submitted for publication, with an indication of where submitted and when
- Manuscripts in progress
- Articles published in non-academic journals and trade magazines
- Publications that translate or reword academic work for a different audience
- Articles published in in-house publications
- Cooperative extension bulletins and circular
- Legacy and/or digital media (e.g., blog, podcast, etc.) that contribute to the public intellectual discourse

#### *Creative activity*

- Exhibition, installation, production, or publication of original works of architecture, dance, design, electronic media including instructional videos, film, journalism, literature, music, theatre, and visual art that contributes to public intellectual discourse
- Performance of original dance, literary, musical, visual arts, or theatrical works or works from traditional and contemporary repertoires of the performing arts

#### *Presentations and outreach activities*

- Presentations at technical and professional meetings at local, state, regional, national, and international levels (keynote speaker, invited speaker, general session speaker, research-based paper presenter, poster session, panel member, discussant, facilitator). Presentations will be considered as research and creative activity whether such are presented once or recast to address the needs of different audiences.
- Description of outreach or other activities in which there was significant use of candidate's expertise (consulting, journal editor, reviewer for journals or presses, reviewer of grants, etc.)

#### *Projects, grants, contracts, and emerging forms of research*

- Grants awarded (fully processed financial award)
- Pending grants (submitted proposal that is awaiting funding status from sponsor)

- Grants not funded (notification received from sponsor or principal investigator that proposal was not funded)
- Contracts awarded
- Effectively manages funded grants or contracts
- Accelerating the discovery, creation, or transfer of new knowledge via inventions, innovations, or technologies that are market driven
- Products developed
- Invention disclosures
- Patents applied for or granted
- Technology developed, transferred, or adapted in the field
- Software programs developed
- Technical assistance provided
- Development of, or involvement with, multi-disciplinary and integrative research teams
- Development of, or supervision of, research laboratories
- Applications of research scholarship in the field including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, educational institutions, etc.

*Additional or optional mechanisms for documenting effective research and creative activity*

- List of honors or awards for scholarship or professional activity
- Other activity that significantly contributes to the faculty member's profession or discipline that meets the criterion of scholarly activity

## Appendix 8: Reaffirmation of COSMA Accreditation



Dr. Mark Vermillion  
Wichita State University 1845 Fairmount Street  
Wichita, KS 67260  
February 11, 2020

The COSMA Board of Commissioners (BOC) met on February 8, 2020, to discuss your application for Reaffirmation of Accreditation and to review all supporting materials. Based on your self-study, the site visit team report and your written response, the BOC determined that the following degree programs are in compliance with all COSMA Principles:

### **Bachelor of Arts in Sport Management Master of Education in Sport Management**

Wichita State University's sport management programs are awarded "**Accreditation with Observations.**" Accreditation is awarded for a maximum of seven years, until February 2027.

According to COSMA's *Accreditation Process Manual*, reaffirmation of accreditation is granted to those programs judged by the COSMA Board of Commissioners to be substantially in compliance with the COSMA accreditation principles. The program must be current with its membership dues and the site visit expenses must have been paid to COSMA before accreditation is granted. The program will be notified, in writing, of its accreditation status.

**"Observations" are suggestions for improvement that are intended to assist the academic unit/sport management program in achieving excellence in sport management education. Action on observations is recommended, but not required.**

Both "Action Items" outlined in the Site Visit Team Report were responded to adequately and require no further follow-up:

**Action Item 1:** Revise master's degree SLOs to reflect the depth of learning and analysis and higher expectations of these students (utilize Bloom's Taxonomy).

**Outcome: Resolved.**

**Action Item 2:** Require graduates to complete the exit survey in order to get accurate reporting and data on this indirect measure (see Principle 2).

**Outcome: Resolved.**

**The following areas constitute the "Observations."** Observations are suggestions for improvement that are intended to assist the academic unit/sport management program in achieving excellence in sport management education. While, not required, action on observations is highly recommended:

### **Principle 3: Curriculum**

**Recommendation:** Address lower CPC contact hours in finance by adding additional finance content to existing coursework or by adding a new course.

**Response:** Faculty will continue to address additional finance-related content in existing coursework or through professional development opportunities for students. Recent Annual Reports have shown steady and positive progress using indirect measures of finance-related learning objectives.

**Observation 1:** In reviewing the data in your outcomes assessment plan, the Commissioners note that you meet the benchmarks for SLO 1 (focus on financial concepts) set at 80% "acceptable" or "mostly prepared or better." The Commissioners urge you to "dig deeper" into this data as financial concepts (and budgeting) are a broad set of skills.

**Principle 4: Faculty**

**Recommendation:** Continue supporting faculty to attend conferences for academic and professional development benefits.

**Response:** University, college, and department administration/ leadership are continuing to secure resources allowing faculty—regardless of rank—the opportunities to develop their careers through conferences or other professional development outlets.

**Observation 2:** Keep the Commissioners updated (via the Annual Report process) on these efforts to secure resources to allow all faculty access to conferences and other professional development outlets.

**COSMA accreditation covers a maximum time period of seven years, through February 2027.** COSMA will notify you in advance concerning the timing of reaffirmation of accreditation, so that you can apply for reaffirmation in a timely manner.

Now that Reaffirmation of Accreditation has been granted to Wichita State University's sport management programs by COSMA, you must **continue to denote** this status in your official publications and advertising with the following language (*Accreditation Process Manual*, December 2015, p. 28-29):

The sport management degree program(s) at [Institution's name] have received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, Colorado, USA. The sport management programs in the following degrees are accredited by COSMA:

- **Bachelor of [Science, Arts, etc.] in [list of degrees] with concentrations/emphases in [list of concentrations/emphases] (if applicable)**
- **Master of [Science, Arts, Business Administration, etc.] with concentrations/emphases in [list of concentrations/emphases] (if applicable)**

**You are also required to maintain compliance with Principle 7.7 External Accountability.**

If you have any questions, please do not hesitate to contact me at 202-329-1189 or [cosma@cosmaweb.org](mailto:cosma@cosmaweb.org).

Sincerely,



Heather Alderman  
Executive Director

Public Disclosure Student Achievement template Accreditation Seal

cc: Dr. Jay Golden, President  
Dr. Rick Muma, Provost  
Dr. Shirley Lefever, Dean, College of Applied Studies



## Appendix 9: COSMA Site Visit Final Report

### SITE VISIT TEAM REPORT

**Program:** Wichita State University

**Site Visit Dates/Length of Visit:** September 30 - October 1, 2019 (2 days)

**Site Visit Chair/Team Member(s):**

Amanda Zuschmidt, Chair, Lancaster Bible College

Newton Jackson, Site Team Member, University of North Florida Heather Alderman, Observer, COSMA

**List of Degree Programs Evaluated for Accreditation:**

Bachelor of Arts, Sport Management Master of Education, Sport Management

**Summary:** This is the final report summarizing the site visit to the sport management programs at Wichita State University for COSMA accreditation. The site team reviewed materials submitted prior to the site visit and materials available to during the site visit. The team conducted interviews with campus stakeholders (President, Provost, Dean, Program Chair, faculty and students) and made observations of campus facilities (sport management offices, classrooms, library and other facilities) during the site visit. The site team final report was based on evidence submitted in the sport management program's self study. Each site team member reviewed all materials in advance of the site team visit. The first part of the evaluation consisted of each site team member's careful evaluation of self study materials based on COSMA's accreditation principles. In addition, several conference calls between the site team members were conducted to discuss the self study and the degree to which its contents demonstrate that the sport management program is achieving its mission and broad-based goals and is interpreting and applying the results of the outcomes assessment process. The second part of the evaluation included the site visit as an important component to allow for further documentation and clarification of the self study report as it aligns with the COSMA principles. The site team recognized the importance of considering that each sport management program "exists within a dynamic, complex environment that requires innovative approaches to achieving quality educational outcomes" and the site team philosophy was in accordance with COSMA's commitment to a developmental approach to excellence in sport management education.

**Program History:** Originally established as Fairmount College in 1895, Wichita State University (WSU) was operated by the Congressional Church until 1926 when Wichita voters approved a plan to take on the college as Wichita University—the first municipal university west of the Mississippi river. On July 1, 1964, it officially entered the state system of higher education ([URL Citation](#)). Today, WSU is one of the six state universities governed by the Kansas Board of Regents and is one of the three Kansas state universities designated as a research university (Carnegie classification: Doctoral Universities: Higher Research Activity). WSU is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools ([URL Citation II](#)).

WSU is internationally recognized as the model for applied learning and research and its mission is to be an essential educational, cultural and economic driver for Kansas and the greater public good. Supporting the aforementioned vision and mission statements, WSU is guided by the following values: Seizing opportunities; success for all stakeholders; diversity of culture, thought and experience; adaptive approaches; teamwork; and positive risk-taking ([URL Citation III](#)).

**Wichita State University is seeking Reaffirmation of Accreditation for the following degree programs:**

Bachelor of Arts (B.A.) in Sport Management Master of Education (M.Ed.) in Sport Management

**Special thanks to the site hosts:** Mark Vermillion, Clay Stoldt, Ricki Ellison, Bobby Berry, Mike Ross, Jeff Noble and Wonyoung Kim for being gracious and accommodating hosts.

Special thanks also to Dr. Andy Tompkins (Interim President), Dr. Rick Muma (Provost) and Dr. Shirley Lefever (Dean for College of Applied Studies) for taking time out of their busy schedules to meet with the site team all at once and hear about the sport management program from their administrative position at WSU.

## **Principle 1: Outcomes Assessment**

**Excellence in sport management education is evaluated through the assessment of student learning outcomes and operational outcomes. This requires the academic unit/sport management program to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, identification of necessary changes and improvements, integration of those changes into its strategic planning and budgeting process, and documentation of realized outcomes.**

**Compliance:**  X  Fully Compliant; \_\_\_\_\_ Partially Compliant; \_\_\_\_\_ Non Compliant

**Summary Comments:** The programmatic mission is appropriate for both undergraduate and graduate studies. Based on the data collected in the outcomes assessment plan, the program is achieving its mission to “develop students into well-educated, ethical, competent sport management professionals.” Broad based learning goals appropriately set the stage for more specific and actionable student learning outcomes. Students complete 42 credit hours under the general education program outlined by five general guidelines. Students complete an additional 24 credit hours beyond the program in elective hours. Basic skills focus on oral and written communication as well as math and library research skills. The personal development program within the school of Applied Studies is governed by five key principles. Above and beyond the department personal development program, WSU offers peer mentoring (Promoting Academic Student Success) and tutoring. In addition, the Sport Management Alumni Association provides mentoring and the department utilizes the Office of Career Development for professional preparation. A complete and robust set of operational goals and program-level effectiveness measures were presented and up-to-date. All benchmarks are either met or exceeded, with the exception of the departmental exit survey (it is not required and has a low response rate). The site visit team discussed with the program how they could approach this issue and the program has already taken steps to remedy this for the 2019-20 academic year. Student Learning Outcomes are worded almost identically for both the bachelor’s and master’s degrees. Faculty mentioned that more than one-third of the graduate students are from their undergraduate program. Through discussion, it is clear that the expectations of and demands on graduate students are at a higher level and the SLOs could reflect that in their wording.

### **Program Strengths/Commendations:**

- The measurement tools used for the SLOs are strong, varied and include more than the minimum of two direct and indirect measurements for all SLOs.
- The SLOs are comprehensive and cover the broad based goals desired for sport management graduates.
- Faculty are on the cutting edge of assessment strategies through their involvement in leadership roles at WSU.
- Faculty noted that being COSMA accredited has helped them over the past seven years to align their assessments to WSU standards and the Kansas Board of Regents.
- 

**Program Areas of Need/Partial Compliance: None identified.**

### **Recommendations (a response is recommended):**

- Review the wording used in some SLOs to reflect measureable actions. The verb “understand” is difficult to measure in SLO #1 for both degree levels.
- SLOs could be revised to remove extra words such as “will be able to” to improve the flow of the SLO.
- Number of internship hours indicated in SLO #8 (for both degree levels) could be removed since it is a requirement for students, not a “measurable” skill or type of knowledge.

### **Action Items (a response is required):**

**Action Item 1:** Revise master’s degree SLOs to reflect the depth of learning and analysis and higher expectations of these students (utilize Bloom’s Taxonomy).

**Action Item 2:** Require graduates to complete the exit survey in order to get accurate reporting and data on this indirect measure (see Principle 2).

## **Principle 2: Strategic Planning**

**Excellence in sport management education is enhanced through an effective strategic planning process. This requires the academic unit/sport management program to have developed and implemented a strategic plan, and to be using the plan to improve the educational and operational effectiveness of the academic unit/sport management program with input from the results of the outcomes assessment process.**

**Compliance:**   X   Fully Compliant;        Partially Compliant;        Non Compliant

**Summary Comments:** The sport management program is a leader in academic assessment and strategic planning and was consistently praised and acknowledged by administrators. The Interim President, Provost, Vice President of Academic Affairs and Dean all indicated that the sport management program essentially sets the bar for many other programs on campus. Having Department Chair Mark Vermillion and Associate Dean Clay Stoldt on the board that discusses campus-wide strategic planning has been an asset for the sport management program staying abreast of and at the forefront of strategic initiatives.

With the passing of the University President, a period of time under the leadership of an Interim President and the anticipation of new leadership, the sport management department is ready to respond to changes and adjustments in the University's strategic plan.

### **Program Strengths/Commendations:**

- The sport management program has consistently updated their strategic plan to fit under the umbrella of the University's overarching strategic plan.

**Program Areas of Need/Partial Compliance: None identified.**

### **Recommendations (a response is recommended):**

- Following Action Item 2 in Principle 1, data collected from the student exit survey serves as valuable feedback on the department's strategic plan (among other elements). Requiring that survey of all students upon completing coursework would help in this data collection effort.

**Action Items: None identified.**

### **Principle 3: Curriculum**

**Excellence in sport management education requires that the design of each program offered by the academic unit/sport management program be consistent with current, acceptable practices and the expectations of professionals in the academic and sport management communities.**

**Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC).**

**Excellence in sport management education at the undergraduate level requires a broad educational background on which to base collegiate sport management studies. Excellence in sport management education requires that undergraduate sport management degree programs include sufficient advanced courses to prepare students for careers and/or further study.**

**Compliance:**   X   Fully Compliant;        Partially Compliant;        Non Compliant

**Summary Comments:** The two degree options are offered primarily through a face-to-face format, though some “hybrid” courses are offered. The standard completion time for the bachelor’s degree is four years, with two years of general education coursework completed prior to entering the program. This includes a sizable group of incoming transfer students, primarily from local and state community colleges. Alumni of both degree programs are involved and occasionally speak to classes. Overall, the curriculum provides students sufficient general education along with sport-specific coursework.

The site team acknowledges the strong emphasis placed on applied learning in this program. Although the campus is not located close to professional sport teams, students in the program have worked the NCAA men’s basketball tournament and are involved in community-based projects. The program identified the need for continuous development of opportunities to secure students in hands-on placements. With a large number of first-generation college students and lower income students, the program could increase the number of hybrid and online courses offered in an effort to assist working students and their varied schedules.

#### **Program Strengths/Commendations:**

- The WSU sport management department is highly regarded among student majors and College and University administrators.
- A number of international study abroad trips to South Korea led by a faculty member from that nation has created a solid experience for the WSU students.
- Cutting-edge technology and research are infused into the delivery of the sport management core courses.
- Graduate students are excited about all aspects of their experience in the degree program including the rigor, networking and opportunities to work and learn.

#### **Program Areas of Need/Partial Compliance:**

- There is no policy or set of guidelines regarding how many times a student may take and fail the comprehensive exam and any penalties or due process/appeal procedures students may follow.

#### **Recommendations (a response is recommended):**

- Develop a policy regarding how many times a student may take the comprehensive exam and any due process/appeal procedures afforded the student.
- Consider offering a course (or similar) to assist incoming graduate students with a non-sport management degree background to bring them up to speed on CPC topic areas.
- Address lower CPC contact hours in finance by adding additional finance content to existing coursework or by adding a new course.
- The program might consider developing more online courses to meet the demands of the market and offer additional flexibility for working students.

**Action Items:** None identified.

#### **Principle 4: Faculty**

Excellence in sport management education requires highly-qualified faculty. Excellence in sport management education and academic quality require that faculty members have adequate time to devote to teaching, service and scholarly activity. Excellence in sport management education and academic quality require appropriate program coverage by qualified faculty. Excellence in sport management education requires institutions and their sport management academic units to have high-quality processes for faculty evaluation. Excellence in sport management education require faculty to be engaged in a process of continuous improvement. Excellence in sport management education requires that the policies pertaining to faculty be appropriate, published and applied in a fair and consistent manner.

**Compliance:**   X  Fully Compliant;           Partially Compliant;           Non Compliant

**Summary Comments:** The sport management faculty are outstanding contributors to the research generated from this department. The effort of produced scholarship from this faculty since their last report is outstanding! Leadership is provided by the Associate Dean and the department chair to illustrate to the other faculty members how and what can be accomplished. The published articles, produced abstracts and presentations generated by the faculty are exceptional.

Annual faculty evaluations are conducted between the individual faculty member and the department chair. Faculty development is fostered at WSU. A professional development travel allowance is provided for faculty. The support extends from the Provost's office and is made available from the Dean's office as well as numerous annual University-wide grant opportunities.

Faculty are active leaders involved in various aspects of College and University-led committees and are also engaged in academic associations and societies outside of University walls. Faculty should continue to support the various professional sport organizations to enhance their classroom teaching and student learning experiences. A focused effort to bring talented and instructive faculty (both full- and part-time) to the department is evident. This collective is student-centered while deliberate in their quality instruction to students inside and outside of the classroom. The open door atmosphere of the department office and the faculty and staff is another outstanding strength, as their students indicated they are embraced like a (WSU SPA) family.

#### **Program Strengths/Commendations:**

- Tenured faculty and tenure earning are visible in the program.
- Faculty attend and present their research at a variety of sport management conferences.
- Faculty are academically prepared and have published research in the field.
- The faculty evaluation process includes student evaluations which are very positive for all faculty.
- Faculty belong to various national organizations including: NASSM, NAGWS, NASPE, SRLA, SMA, CSRI, among others.
- The respect of colleagues across the globe for the scholarly work produced by these faculty members is an outstanding strength of the program. The vast global network of sport

professionals of all levels who these faculty members bring to the academic degree programs and students is commendable.

**Program Areas of Need/Partial Compliance:**

- There are no full-time doctorally- or professionally-qualified female faculty members.

**Recommendations (a response is recommended):**

- Continue supporting faculty to attend conferences for academic and professional development benefits.
- Hire a full-time doctorally- or professionally-qualified female faculty member.

**Action Items: None identified.**

### **Principle 5: Scholarly and Professional Activities**

**Academic quality and excellence in sport management education requires faculty members to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.**

**Compliance:**   X   Fully Compliant;        Partially Compliant;        Non Compliant

**Summary Comments:** The sport management faculty are some of the most accomplished and prolific contributors in the field. In reviewing the curriculum vitae for all faculty, the site review team noted the large number and wide variety of scholarly outlets faculty have published in and the numerous peer reviewed international and national presentations at which they shared their research. The program has exceeded expectations on this Principle.

Veteran faculty may consider mentoring newer faculty members and supporting and leading them in their publication efforts (which may already occur). All faculty are encouraged to continue to produce scholarly work.

**Program Strengths/Commendations:** (see summary comments).

**Program Areas of Need/Partial Compliance:** None identified.

**Recommendations:** None identified.

**Action Items:** None identified.

## **Principle 6: Resources**

Excellence in sport management education requires financial resources that are sufficient to support a high-quality learning environment, consistent with the mission and goals of the academic unit/sport management program. Excellence in sport management education requires that the physical facilities be of sufficient quality to support a high-quality sport management program. Excellence in sport management education requires that students and faculty have access to a comprehensive library and other necessary learning resources. Excellence in sport management education requires that sport management faculty and students be provided with sufficient instructional and computing resources and support. Excellence in sport management education requires that the resources available to satellite, off- campus and virtual locations be comparable to those at on-campus locations.

**Compliance:**   X   Fully Compliant;        Partially Compliant;        Non Compliant

**Summary Comments:** The campus is a balance of new and older buildings and facilities; however, newer buildings are innovative and retain the “look” of the campus. A new YMCA is being built on campus, and all students will receive free membership. Though not yet complete, the new “Innovation Campus” will bring business partnerships together with training laboratories, a community “makerspace” and various amenities for students. The campus layout is expansive, but a shuttle bus runs regularly throughout. The library has a 3-D printer, green screen, sound-proof booth, 24-hour computer lab with printing capabilities, reservable study rooms and specialized librarian services to serve both students and faculty. Having a part-time librarian dedicated to sport management could enhance student research. The campus recreation center is impressive and includes a 25-meter pool, multiple sport courts, dance studios, an indoor track and much more.

The sport management faculty moved out of older office space into Hubbard Hall, the main building where students attend classes. As faculty mentioned, this has given the program greater visibility and sense of presence on campus. Classrooms contain ample space and flex-seating plans. Faculty can request use of “master” classrooms with hard-wired computers that also feature ELMO boards and Smart boards. Other classrooms have computer accessibility if professors bring laptops. Not all classrooms are “created equally” when it comes to technology and it appears that it is important to know which classroom spaces to request in order to meet technology needs.

Students have access to free counseling services, writing center appointments, peer tutoring and flexible eating options, recreation options such as bowling and billiards and a hair salon. These amenities allow students (and faculty) to maximize academic time and not leave campus for routine errands.

### **Program Strengths/Commendations:**

- Having classes spread throughout campus is positive, as mentioned by faculty. Students may engage with other students in other programs and gain additional visibility for sport management.
- The database of academic sport management-related journals, SPORTDiscus and online journal access is superb.
- The vast technology available in the library and used by students in course assignments and projects cannot be understated.
- The newly-acquired office and classroom location for the department is highly beneficial to faculty and students.

**Program Areas of Need/Partial Compliance:** None identified.

**Recommendations:** None identified.

**Action Items:** None identified.



## **Principle 7: Internal and External Relationships**

Excellence in sport management education requires the academic unit/sport management program to have effective working relationships with other units within the institution. Excellence in sport management education requires admissions processes and policies that ensure that students who are admitted to a sport management program have a reasonable chance of success in the program to which they have been admitted. Excellence in sport management education requires the academic sport management unit to have current and meaningful linkages to sport management practitioners and organizations. Excellence in sport management education requires effective relationships with external educational institutions and organizations. Excellence in sport management education supports that sport management students be prepared to function effectively in a changing global environment. Excellence in sport management education includes diversity in its many forms. Excellence in sport management education requires institutions and their sport management academic units to be accountable to the public for the academic quality of their degree programs.

**Compliance:**   X  Fully Compliant;           Partially Compliant;           Non Compliant

**Summary Comments:** The sport management program has positive relationships with the athletic department and campus recreation. Representatives from both the athletic department and campus recreation noted that they could not sufficiently run their programs without the use of graduate assistants and undergraduate student workers who regularly assist in game and event management. Students also mentioned their enjoyment of working tournaments and game management for WSU. This positive relationship is a win-win for all parties. In addition, more than a dozen full-time employees – graduates of or graduate students in the programs – work in the WSU athletic department. The site visit team met several out-of-state graduate assistants from the Northeast and the Midwest who were drawn to WSU's master's degree in sport management. This positively reflects an institution that draws graduate assistants to study and work.

To date, much of the learning of international and global sport management occurs in the classroom. The annual trip to South Korea, led by Dr. Kim has had a positive impact on broadening student experience beyond the U.S. In informal discussions with the site visit team, the idea of partnering with other institutions that also study abroad could enhance the offerings for student international travel and experiences.

### **Program Strengths/Commendations:**

- Travel to South Korea with Dr. Wonyoung Kim is a great addition.
- The positive relationship with the athletic department is a strength.

### **Program Areas of Need/Partial Compliance:**

- The program could explore other opportunities to take students abroad (see Principle 8).

**Recommendations:** None identified.

**Action Items:** None identified.

## **Principle 8: Educational Innovation**

**Excellence in sport management education requires adapting to changes in sport management and society. Therefore, the academic unit/sport management programs should provide an environment that encourages and recognizes innovation and creativity in the education of sport management students.**

**Compliance:** ☒ Fully Compliant; ☐ Partially Compliant; ☐ Non Compliant

**Summary Comments:** The sport management program has strong ties to the new Esports program (under the guidance of the National Association of Collegiate Esports), which is rapidly expanding to meet the needs and wants of students and the industry. The program director has traveled to other colleges to learn from their best practices. The inclusion of varsity players, club players and a soon-to-open common area within campus recreation can offer the program opportunities to pick up students who might choose to minor in sport management.

**Program Strengths/Commendations:**

- Strong relationship with the Esports program.
- Technology support at WSU is commendable and is well-utilized by the sport management department.

**Program Areas of Need/Partial Compliance:**

- The program could expand its offerings for student study-abroad opportunities (see Principle 7).

**Recommendations:** None identified.

**Action Items:** None identified.

## Appendix 10: 2022-2023 annual report for sport management programs

### COSMA Annual Report 2022-23 U.S. and non-U.S.-based Programs

This annual report should be completed for your academic unit/sport management program and submitted electronically to COSMA by July 31 of each year.

#### SECTION 1: PROGRAMMATIC INFORMATION (COMPLETED BY ALL PROGRAMS)

Institution's Name:	Wichita State University				
Address:	1845 Fairmount Ave.				
City:	Wichita	State:	Kansas	ZIP/Postal Code:	67260-0127
Primary COSMA Contact Name and Designated Alternate Contact:	Name 1: Mark Vermillion, Chair Department of Sport Management  Name 2: Mike Ross, Graduate Coordinator Department of Sport Management				
Telephone:	316-978-5444	Email:	<a href="mailto:Mark.vermillion@wichita.edu">Mark.vermillion@wichita.edu</a>		
Sport Management Degree Program(s):	B.A.—Sport Management; M.Ed.—Sport Management				
Name of College where Sport Management degree(s) is housed:	College of Applied Studies				
Academic Unit URL:	<a href="https://www.wichita.edu/academics/applied_studies/Sport_Management/">https://www.wichita.edu/academics/applied_studies/Sport_Management/</a>				

A. Check the box to reflect the accreditation status of your academic unit/sport management program:

<input checked="" type="checkbox"/>	Accredited
<input type="checkbox"/>	Reaffirmation of Accreditation (check if within 2 years/letter received) *
<input type="checkbox"/>	Candidate for Accreditation*
<input type="checkbox"/>	Program Member (have not been granted Candidacy Status)

\*Estimate the month and year you want to hold a site visit:

**[e.g., submission of self-study February 2023 and site visit April 2023]**

B. Identify any significant changes that have taken place in your sport management degree programs during the reporting period. Indicate the impact of any of these changes, if applicable, in a written statement of explanation.

1. Did you terminate any degree programs during the reporting year?

<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Yes. If yes, please identify terminated programs.

2. Were changes (e.g., curricular) made in any of your sport management majors, concentrations or emphases?

<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new sport management degree programs established during the reporting year?

<b>X</b>	No (skip to Section C)
	Yes. If yes, please identify the new degree programs and answer B4.

4. Was approval of your regional or national accrediting body required for any of these programs?

	No
	Yes. Provide a copy/URL of the approval letter from your accrediting body.

5. Do you have an Associate's degree program in sport management to include in the accreditation process?

	No
	Yes (You will be contacted to discuss this.)

C. Identify any administrative and other changes that directly affect your academic unit/sport management program and attach an updated organizational chart that shows these relationships. Such changes would include:

- Your sport management unit's primary representative to COSMA
- Your institution's President, Academic Vice President, Dean, Provost, etc.
- The head of your academic unit/sport management program (if different from the primary representative to the COSMA).
- Faculty changes

<b>Position:</b> Chair and accreditation officer	<b>Name:</b> Mark Vermillion	<b>Title:</b> Interim Associate Dean, College of Applied Studies (fall 2020-spring 2023)
<b>Email:</b> <a href="mailto:mark.vermillion@wichita.edu">mark.vermillion@wichita.edu</a>		
<b>Position:</b> Interim Associate Dean, College of Applied Studies	<b>Name:</b> Clay Stoldt	<b>Title:</b> Interim Dean, College of Applied Studies (fall 2020-spring 2023)
<b>Email:</b> <a href="mailto:clay.stoldt@wichita.edu">clay.stoldt@wichita.edu</a>		
<b>Position:</b> Dean, College of Applied Studies	<b>Name:</b> Jennifer Friend	<b>Title:</b> Dean, College of Applied Studies (beginning spring 2023)
<b>Email:</b> <a href="mailto:Jennifer.friend@wichita.edu">Jennifer.friend@wichita.edu</a>		

What impact have these changes had on your program? Comment specifically about faculty changes (faculty leaving, new faculty, other forms of faculty turnover). If you have a new COSMA accreditation primary representative: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

There are no anticipated changes nor continued impacts on COSMA accreditation or daily division of labor within Sport Management degree programs. Dr. Vermillion maintained his position as both Chair and accreditation officer, while serving as the Interim Associate Dean, College of Applied Studies during the past annual review cycle. The other identified college leadership changes are not anticipated to have a direct impact upon Sport Management degree programs.

***Other Changes/Issues***  
***(Includes COVID-19 impact description)***

D. Briefly comment on other changes or issues pertaining to your academic unit/sport management program (e.g., new partnerships, innovations, campus locations, change in program delivery, etc). Describe the modifications made to your program delivery, collection of outcomes assessment data and grading/graduation requirements as a result of the disruption of the COVID-19 pandemic. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.

Any accommodations and adaptations necessitated by the COVID-19 pandemic (and our university's response) have expired. For example, to better support students, we created a Temporary Emergency Response (TER) plan that codified flexibility for applied learning experiences. The TER plan has since expired and our courses and applied learning experiences have resumed pre-pandemic approaches, assessment processes, and teaching methods.

Separate from COVID-19 accommodations, there have been several recent innovations, which can be summarized as follows:

1. In fall 2022, we onboarded a newly constructed class, SMGT 799: Mentoring and networking in your industry. We combined SMGT 799 (1): mentoring and networking in sport with SMGT 809 (2) Sport Management Technology into one revamped course. The resulting course is a 3-credit hour course that provides graduate students with a mentor (for eight weeks), helps them strategically navigate networking processes, and how to better leverage information and communication technologies for professional development. The course does not lose any content from the combined courses and is a more efficient use of student and faculty time. Both students and mentors reported positive experiences.
2. Working with the WSU Athletic department, our sport management faculty successfully launched an undergraduate certificate in Sports Leadership and Branding, which engages the athletic department, Opendorse, and SMGT in educating students and student-athletes about strategic and logistical aspects of name, image, and likeness (NIL) within intercollegiate athletics. All three parties continue to discuss how to evolve the partnership moving forward.
3. Student support: Sport management students received over \$10,000 worth of financial support through Sport Management Alumni Association (SMAA) scholarships, David C. Jimenez scholarships, the Sport Management Professional Development Fellowship, and the Hansan Fellowship. Additionally, as part of the university's Founder's Day giving campaign and the SMAA's Giving Tuesday campaign, sport management students received an additional \$2,000 worth of support, which is used for student-centric activities, such as entering into a financial partnership with Teamwork Online for WSU to become a Teamwork-U school. That is, WSU sport management students have access to Teamwork Online professional development resources as part of the Teamwork-U agreement. Additionally, the department paid for sport management students' monthly subscription throughout the fall 2022 semester to support applied learning and career development.
4. The Department of Sport Management hosted the annual [SMGT and Mental Health week](#), which included a partnership with the Sports Counseling program in the ISLE (Intervention Services and Leadership in Education) department, a professional development training given by the Mental Health Association of Southcentral Kansas, and sports counseling students and the coordinator of the Physical Education program presenting on various topics, and evolved the event-specific website, which included essays, resources, a weekly schedule and interviews.
5. In partnership with CHAMPS, our diversity-centric registered student organization in the department, SMGT participated in a week's worth of social media posts/updates regarding Black sport industry professionals during a Black History social media awareness campaign.
6. Hosted several professional development opportunities for students including panels on name, image, and likeness and its impact upon amateur athletics, and Asian American, Pacific Islander (AAPI) professionals within the sport industry. Both were well attended and supported the department's strategic planning initiatives (SPIs) reporting for the academic year.

[Optional Responses]

E. How has COSMA and the accreditation process benefitted your program, faculty, students, alumni and/or other?

COSMA accreditation has provided our small department and programs with added visibility within both the state of Kansas and our region. COSMA accreditation is part of our promotional activities to potential students and in discussions with local/regional practitioners.

Parents/guardians of potential students appear interested in accreditation and its impact on our programs, thereby serving as a student recruitment tool.

F. What can COSMA do to serve you better?

COSMA does a great job of supporting programs considering accreditation or already accredited. We are extremely satisfied (and happy) with our programs' relationship with COSMA.

**SECTION 2: OUTCOMES ASSESSMENT (TO BE COMPLETED BY ACCREDITED PROGRAMS AND PROGRAMS IN CANDIDACY STATUS)**

A. Has your outcomes assessment plan changed from initial approval or since last year's Annual Report?

<b>X</b>	No
	Yes. <b>Attach the revised O/A plan.</b>

B. Complete the following chart if you are responding to feedback from the Board of Commissioners as follows:

- Notes and Observations in a recent accreditation granted letter
- Required response items to a Candidacy Status granted letter
- Action Items from a Site Visit report
- Required response items to an accreditation deferred letter

Copy and paste the note, observation, action item or required response item in Column 1. Indicate your response to the item in the second column. Feel free to include your response as an addendum and attach documentation accordingly. **You have two years to resolve Notes.**

<i>Notes, Observations, Action Items, Required responses</i>	<i>Your Response</i>
1.	
2.	
3.	
4.	
5.	

C. Provide the URL(s) for the page on your academic unit/sport management program's website that makes available to the public the following (pp. 7-10 of this document):

- SLO matrix
- OEG matrix
- Dashboard data
- Program information profile
- Statement of accreditation status (includes Candidacy Status)
- Accreditation seal (accredited programs only)

**This information must be updated annually.** Failure to comply with this request will result in Administrative Probation.

URL(s): All of the aforementioned accreditation requirements can be located by using the following raw hyperlink:  
[https://www.wichita.edu/academics/applied\\_studies/Sport\\_Management/About/COSMA/index.php](https://www.wichita.edu/academics/applied_studies/Sport_Management/About/COSMA/index.php)

D. Complete the following program-level student learning outcomes (SLO) matrix and program-level operational effectiveness goals (OEG) matrix.

B.A.-Sport Management Student Learning Outcomes Matrix - Academic Year 2022 – 2023

	<b>Identify Each Student Learning Outcome and Measurement Tool(s)</b>	<b>Total Number of Students Observed</b>	<b>Total Number of Students Meeting Expectation</b>	<b>Assessment Results: Percentage of Students Meeting Expectation</b>	<b>Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data</b>
<b>SLO 1 – Identify and describe foundational concepts relevant to effective professional practice in the sport management field, including knowledge of management, marketing, public relations, financial, psycho-social, and legal concepts.</b>					
<b>Measure 1</b> SMGT 447- Internship reflection report <b>(direct)</b>	Minimum of 80% at acceptable or better	28	26	92.9%	Exceeds expectations
<b>Measure 2</b> SMGT 446- Key concepts exam <b>(direct)</b>	Minimum of 80% at correct or better on exam	49	44	89.8%	Meets expectations
<b>Measure 3</b> Student exit survey <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	61-62	52-62	83.9%-100%	Meets expectations
<b>Measure 4</b> Alumni survey <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 5</b> Employer survey <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	14-16	11-16	80%-100% with the following exception, financial management (73.3%)	**Does not meet expectations
<b>Measure 6</b> SMGT 447- Internship site supervisor evaluation <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	14-23	13-23	87.5%-100%	Exceeds expectations
<b>SLO 2 – Apply ethical decision-making frameworks in relation to issues facing sport managers</b>					
<b>Measure 1</b> SMGT 475- Ethics writing assignment <b>(direct)</b>	Minimum of 80% at acceptable or better	30	28	93.3%	Exceeds expectations
<b>Measure 2</b> SMGT 447- Internship reflection report <b>(direct)</b>	Minimum of 80% at acceptable or better	28	28	100%	Exceeds expectations



<b>Measure 3</b> Student exit survey (indirect)	Minimum of 80% at mostly prepared or better	61, 61	60, 58	98.4%, 95.1%	Exceeds expectations
<b>Measure 4</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 5</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16	15	93.8	Exceeds expectations
<b>Measure 6</b> SMGT 447- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared or better	21, 23	21, 23	100%, 100%	Exceeds expectations
<b>SLO 3 – Demonstrate critical thinking skills related to effective decision-making in sport organizations.</b>					
<b>Measure 1</b> SMGT 461- Risk management assignment (direct)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2024
<b>Measure 2</b> SMGT 447 – Internship reflection report (direct)	Minimum of 80% at acceptable or better	28	28	100%	Exceeds expectations
<b>Measure 3</b> Student exit survey (indirect)	Minimum of 80% at mostly prepared or better	61, 61	60, 60	98.4%, 98.4%	Exceeds expectations
<b>Measure 4</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 5</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16	14	87.5%	Meets expectations
<b>Measure 6</b> SMGT 447- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared or better	25, 25	24, 23	96%, 92%	Exceeds expectations
<b>SLO 4- Demonstrate understanding of, and appreciation for, diversity in sport.</b>					
<b>Measure 1</b> SMGT 444- Org. diversity reflection paper and presentation (direct)	Minimum of 80% at acceptable or better	NA	NA	NA	Not scheduled for reporting until AY 2025

<b>Measure 2</b> SMGT 447- Internship reflection report (direct)	Minimum of 80% at acceptable or better	28	28	100%	Exceeds expectations
<b>Measure 3</b> Student exit survey (indirect)	Minimum of 80% at mostly prepared or better	61, 62	59, 61	95.2%, 98.4%	Exceeds expectations
<b>Measure 4</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 5</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16, 16	14, 15	87.5%, 93.8%	Exceeds expectations
<b>Measure 6</b> SMGT 447- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared or better	24, 25	24, 23	100%, 92%	Exceeds expectations
<b>SLO 5-</b> Model the oral, written, and interpersonal communication skills necessary for effective sport management practice.					
<b>Measure 1</b> SMGT 112- Instructor interview assignment (direct)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2024
<b>Measure 2</b> SMGT 447- Internship reflection report (direct)	Minimum of 80% at acceptable or better	28	28	100%	Exceeds expectations
<b>Measure 3</b> Student exit survey (indirect)	Minimum of 80% at mostly prepared or better	60, 61, 61	59, 61, 61	98.3%, 100%, 100%	Exceeds expectations
<b>Measure 4</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 5</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16, 16, 16	16, 16, 16	100%, 100%, 100%	Exceeds expectations
<b>Measure 6</b> SMGT 447- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared or better	26, 26, 26	23, 24, 23	88.5%, 92.3%, 88.5%	Meets expectations
<b>SLO 6-</b> Demonstrate skills pertaining to the use of technology in sport management.					

<b>Measure 1</b> SMGT 426- Social media project <b>(direct)</b>	Minimum of 80% at acceptable or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 2</b> SMGT 447- Internship reflection report <b>(direct)</b>	Minimum of 80% at acceptable or better	28	28	100%	Exceeds expectations
<b>Measure 3</b> Student exit survey <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	61, 61, 60	56, 56, 58	91.8%, 91.8%, 96.7%	Exceeds expectations
<b>Measure 4</b> Alumni survey <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 5</b> Employer survey <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	16, 15	16, 15	100%, 100%	Exceeds expectations
<b>Measure 6</b> SMGT 447- Internship site supervisor evaluation <b>(indirect)</b>	Minimum of 80% at mostly prepared or better	24, 19	24, 19	100%, 100%	Exceeds expectations
<b>SLO 7-</b> Apply the knowledge and skills acquired in their sport management classes in a sport management setting.					
<b>Measure 1</b> SMGT 447- Internship reflection report <b>(direct)</b>	Minimum of 80% at acceptable or better	28	28	100%	Exceeds expectations
<b>Measure 2</b> SMGT 447- Resume <b>(direct)</b>	Minimum of 80% at acceptable or better	28	28	100%	Exceeds expectations
<b>Measure 3</b> SMGT 447- Internship site supervisor evaluation <b>(indirect)</b>	Minimum of 90% receiving overall rating of agree or better	26	26	100%	Exceeds expectations
<b>Measure 4</b> Alumni survey <b>(indirect)</b>	Minimum of 80% at mostly valuable or better	NA	NA	NA	Not scheduled for reporting until AY 2025

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

**Student Learning Outcomes Matrix Narrative:**

*Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:*

- *Address ALL SLOs – those that meet or exceed expectations and those that do not.*
- *Explain why you have measures with insufficient data.*
- *Describe how this outcomes-assessment data drives curricular and other decisions.*
- *Describe how have you improved/changed this year based on this data (close the loop).*

*COVID-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instrument changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.*

**Undergraduate Narrative:** By in large, the B.A.—Sport Management SLOs were met for this year’s annual reporting. To address each SLO, we note particular points of pride, especially in light of recent, difficult academic years for students, faculty, and practitioners. Specific talking points include strong marks for the following:

- 1) Applying sport management knowledge from classes to professional practice settings (SLO7);
- 2) An ability to engage with and utilize foundational industry technology (SLO6);
- 3) A strong appreciation and understanding of diversity within sport and our industry based upon all measures reported in this reporting cycle (SLO4);
- 4) Demonstrated critical thinking and problem-solving in a variety of ways as measured by perceptions of alumni, site supervisors, and interns (during self-reflection and integration assignments) (SLO3);
- 5) Identifying and applying ethical decision-making frameworks (SLO2);
- 6) Demonstrated a foundational understanding of most sport management content and concepts (SLO1)

It should be noted, written, oral, and interpersonal communication skills for effective professional practice (SLO5)—while meeting benchmarks—were lower than in previous reporting cycles. Faculty will continue to monitor and engage students’ communication skills moving forward.

There was one SLO failing to meet or exceed expectations. Specifically, SLO1, measure 5 was the employer survey where respondents rated program students/graduates/current employees on various dimensions of sport management knowledge. Employers rated students/graduates/current employees’ performance on the ‘financial management’ dimension at 73.3%, which is below the 80% benchmark. Historically, financial management and budget have oscillated between 70% and 80% depending on the reporting cycle. Faculty will continue monitoring moving forward.

Faculty have reviewed student performances on these measures and will continue to emphasize these learning outcomes and measures in accordance with changes in industry best-practices and academic content. Data driven decision-making is key to our outcomes-assessment plan. Specific measures are evaluated, as well, annually to see if they are appropriate measures for each learning objective.

Note on enrollment: Prior to the COVID-19 pandemic (and subsequent closing of jobs or internship opportunities), our undergraduate program was near 230 students, which is a record enrollment for WSU. Spring 2023 enrollment was near 150 and fall 2023 enrollment projects are incrementally more positive. But undergraduate sport management admissions are near pre-pandemic levels, and we have hosted a record number of campus visits from interested students resulting in cautious optimism moving forward. Faculty are continuing efforts to further engage fall 2023 admits, including transfer students, in the hope of yielding those students from admits to on-campus and enrolled undergraduate sport management students.

## M.Ed.-Sport Management Student Learning Outcomes Matrix - Academic Year 2022 – 2023

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b>SLO 1 – Demonstrate foundational concepts relevant to effective professional practice in the sport management field, including knowledge of management, marketing, public relations, psycho-social, and legal concepts.</b>					
<b>Measure 1</b> Comprehensive exam (direct)	Minimum of 95% at acceptable or better	16	16	100%	Meets expectations
<b>Measure 2</b> SMGT 847- Internship reflection/ integration paper (direct)	Minimum of 90% at acceptable or better on each section of the report	18	18	100%	Exceeds expectations
<b>Measure 3</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 4</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	14-16	11-16	80%-100% with the following exception, financial management (73.3%)	**Does not meet expectations
<b>Measure 5</b> SMGT 847- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared, or better, or agree.	15-19	14-18	88.2%-100%	Meets expectations
<b>SLO 2 – Evaluate and effectively apply ethical decision-making frameworks in relation to issues facing sport managers</b>					
<b>Measure 1</b> SMGT 812- Ethical dilemma assignment (direct)	Minimum of 90% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2024
<b>Measure 2</b> SMGT 847- Internship reflection/ integration paper (direct)	Minimum of 90% at acceptable or better on each section of the report	18	18	100%	Exceeds expectations

<b>Measure 3</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 4</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16	15	93.8	Exceeds expectations
<b>Measure 5</b> SMGT 847- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared, or better, or agree.	18, 18	17, 18	94.4%, 100%	Exceeds expectations
<b>SLO 3 – Display critical thinking skills related to effective managerial decision-making in sport organizations.</b>					
<b>Measure 1</b> SMGT 801- Organizational evaluation assignment (direct)	Minimum of 90% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2024
<b>Measure 2</b> SMGT 847- Internship reflection/ integration paper (direct)	Minimum of 90% at acceptable or better on each section of the report	18	18	100%	Exceeds expectations
<b>Measure 3</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 4</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16	14	87.5%	Meets expectations
<b>Measure 5</b> SMGT 847- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared, or better, or agree.	19, 19	19, 18	100%, 94.7%	Exceeds expectations
<b>SLO 4- Examine and model effective research skills in sport management-related settings.</b>					
<b>Measure 1</b> SMGT 800- Research report (direct)	Minimum of 90% at acceptable or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 2</b> SMGT 847- Internship reflection/ integration paper (direct)	Minimum of 90% at acceptable or better on each section of the report	18	18	100%	Exceeds expectations
<b>Measure 3</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025

<b>Measure 4</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	15, 15	15, 15	100%, 100%	Exceeds expectations
<b>Measure 5</b> SMGT 847- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared, or better, or agree.	18, 18	17, 16	94.4%, 88.9%	Exceeds expectations
<b>SLO 5- Critically evaluate diversity and its impact on managerial decision-making in sport.</b>					
<b>Measure 1</b> SMGT 847- Internship reflection/ integration paper (direct)	Minimum of 90% at acceptable or better on each section of the report	18	17	94.4%	Meets expectations
<b>Measure 2</b> SMGT 810- Diversity paper (direct)	Minimum of 90% at acceptable or better	29	21	72.4%	**does not meet expectations
<b>Measure 3</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 4</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16, 16	14, 15	87.5%, 93.8%	Exceeds expectations
<b>Measure 5</b> SMGT 847- Internship site supervisor evaluation (indirect)	Minimum of 80% at mostly prepared, or better, or agree.	18, 19	18, 19	100%, 100%	Exceeds expectations
<b>SLO 6- Develop advanced oral, written, and interpersonal communication skills necessary for effective sport management practice.</b>					
<b>Measure 1</b> SMGT 847- Internship reflection/ integration paper (direct)	Minimum of 90% at acceptable or better on each section of the report	18	18	100%	Exceeds expectations
<b>Measure 2</b> SMGT 803- Marketing plan (direct)	Minimum of 90% at acceptable or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 3</b> Alumni survey (indirect)	Minimum of 80% at mostly prepared or better	NA	NA	NA	Not scheduled for reporting until AY 2025
<b>Measure 4</b> Employer survey (indirect)	Minimum of 80% at mostly prepared or better	16, 15	16, 15	100%, 100%	Exceeds expectations
<b>Measure 5</b>	Minimum of 80% at mostly	19, 19, 19	19, 18, 18	100%, 94.7%, 94.7%	Exceeds expectations

SMGT 847- Internship site supervisor evaluation (indirect)	prepared, or better, or agree.				
<b>SLO 7- Model the knowledge and skills acquired in their sport management classes in a sport management setting.</b>					
<b>Measure 1</b> SMGT 847- Internship reflection/ integration paper (direct)	Minimum of 90% at acceptable or better on each section of the report	18	18	100%	Exceeds expectations
<b>Measure 2</b> SMGT 847- Resume (direct)	Minimum of 90% at acceptable or better on each section of the report	18	18	100%	Exceeds expectations
<b>Measure 5</b> SMGT 847- Internship site supervisor evaluation (indirect)	Minimum of 95% agree on performance evaluation items	19	19	100%	Meets expectations
<b>Measure 4</b> Alumni survey (indirect)	Minimum of 80% at mostly valuable or better	NA	NA	NA	Not scheduled for reporting until AY 2025

#### **Student Learning Outcomes Matrix Narrative:**

*Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “close the loop” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:*

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

*COVID-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instrument changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.*

**Graduate Narrative:** In general, the M.Ed.—Sport Management SLOs were met for this year’s annual reporting. In order to address each SLO, we note particular points of pride and talking points, which include strong marks for the following:

- 1) Applying and modeling sport management knowledge from the classroom to professional settings (SLO7);
- 2) Robust written, oral, and interpersonal communication skills for effective professional practice (SLO6);
- 3) Appropriate research skills (and an understanding of applied research) as they pertain to professional practice within the industry (SLO4);
- 4) Strong critical thinking and problem-solving skills in a variety of ways as measured by perceptions of alumni, site supervisors, and interns (during self-reflection and integration assignments) (SLO3);
- 5) Strong performance in understanding, identifying, and applying ethical decision-making frameworks (SLO2);



6) Demonstrated a foundational understanding of most sport management content and concepts (SLO1).

There were two SLOs failing to meet or exceed expectations. Specifically, SLO1, measure 4 was the employer survey where respondents rated program students/graduates/current employees on various dimensions of sport management knowledge. Employers rated students/graduates/current employees' performance on the 'financial management' dimension at 73.3%, which is below the 80% benchmark. Historically, financial management and budget have oscillated between 70% and 80% depending on the reporting cycle. Faculty will continue monitoring moving forward.

The other 'does not meet' instance involved SLO 5, measure 2. To assess our students' understanding of diversity, they must complete an embedded assessment in SMGT 810: Sport Leadership and Socialization. This reporting cycle, student performed well under the 90% benchmark (72.4%). The faculty member teaching that close noted several students simply skipped the assignment/assessment, which resulted in a score of 0%, which greatly skewed the mean. However, faculty will continue to monitor student performance with this SLO.

Faculty have reviewed student performances on these measures and will continue to emphasize these learning outcomes and measures in accordance with changes in industry best-practices and academic content. Data driven decision-making is key to our outcomes-assessment plan. Specific measures are evaluated annually to see if they are appropriate measures for each learning objective.

Note on enrollment: Prior to the COVID-19 pandemic (and subsequent closing of jobs or internship opportunities), our graduate program averaged 50-60 students. Spring 2023 enrollment was 33 and fall 2023 enrollment projects are similar to last fall (2022). However, faculty are continuing efforts to further engage fall 2023 admits in the hope of yielding those students from admits to on-campus and enrolled sport management graduate students. Specifically, faculty have identified specific strategies and tactics formalized in our student success and persistence plan (required by our college and university) to better engage future, potential graduate students.

B.A.-Sport Management Program-Level Operational Effectiveness Goals Matrix- Academic Year 2022-23

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b>OEG 1 – Recruit and/or retain diverse, quality administrators, faculty, and staff.</b>			
<b>Measure 1</b> University exit survey: quality instruction question	Minimum of 80% at “satisfied or higher.”	Satisfied or higher: Q11=94.9% (mean= 4.53; median=5.00)	Exceeds expectations
<b>Measure 2</b> Faculty scholarship record	Evidence of achievement based on department scholarship policies.	All faculty members with research responsibilities (5/5, 100%) evaluated as meeting or exceeding expectations during annual review	Meets expectations
<b>Measure 3</b> University exit survey: advising	Minimum of 80% at “satisfied or higher.”	Satisfied or higher: Q20=96.6% (mean= 4.73; median=5.00)	Exceeds expectations
<b>Measure 4</b> Student Exit survey	Minimum of 80% at “satisfied or higher.”	All content areas (12/12; 100%) reported over 80% of respondents being "mostly prepared" or better (ranging from 83.9%-100%; 52/62-62/62)	Meets expectations
<b>Measure 5</b> Alumni survey	Average program satisfaction score of 8 or better. All other data to be considered.	NA	Not scheduled for reporting until AY 2025
<b>Measure 6</b> Advisory council	Annual vote of “satisfied”	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 7</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department’s Strategic Planning Initiatives (SPIs) were developed, entered in the university system, and completed in May 2022.  Report approved June 30, 2023	Meets expectations
<b>OEG 2 – Recruit and retain diverse, quality students to meet local and global demands for our graduates.</b>			
<b>Measure 1</b> SCH data	Comparison of department SCH with other university data and historical department data	Per data from the Office of Planning and Analysis (OPA) here at WSU, SCH program for our undergraduate program was as follows: Fall 22: 1,949 SCH; Spring 23: 1,835; and Summer 22: 373 SCH for a total of 4,157 SCH.  Report approved on June 30, 2023.	Meets expectations
<b>Measure 2</b> Graduation and retention rates	Comparison of department rates with other university data	Data showed 56 degrees conferred, which was the same number of conferrals from the previous year.	Meets expectations

	and historical department data	Report approved on June 30, 2023.	
<b>Measure 3</b> Departmental diversity self-study	Accepted by CAS Dean's Office and/or Diversity Committee	Submitted to CAS Dean's Office and chair of CAS Diversity Committee on May 19, 2023.	Meets expectations
<b>Measure 4</b> Employer survey	Average overall rating of graduates of 8 or better. All other data to be considered	9/10 (90%) of surveyed employers gave an overall rating of an 8 or better to program graduates	Exceeds expectations
<b>Measure 5</b> Advisory council	Annual vote of "satisfied"	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 6</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department's Strategic Planning Initiatives (SPIs) were developed, entered in the university system, and completed in May 2023.  Report approved on June 30, 2023.	Meets expectations
<b>OEG 3 – Achieve professional recognition for programs</b>			
<b>Measure 1</b> KBOR approval	Approved status	Program self-studies were completed and submitted. Approved through 2025	Meets expectations
<b>Measure 2</b> COSMA accreditation	Accredited status	B.A.—Sport Management and M.Ed.—Sport Management received reaffirmation of accreditation through 2027	Meets expectations
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department's Strategic Planning Initiatives (SPIs) were developed, entered in the university system, and completed in May 2023.  Report approved June 30, 2023	Meets expectations
<b>OEG 4 – Ensure a technology rich culture in which administrators, students, faculty, and staff work together to (a) pursue innovation and excellence, (b) promote intellectual exploration, and (c) enhance learning</b>			
<b>Measure 1</b> Student exit survey: variety of technologies	Minimum of 80% of all responses on technology questions being "mostly prepared" or better	60/61 (96.8%) reported "mostly prepared" or better	Exceeds expectations
<b>Measure 2</b> Student exit survey: bus/promo tech questions	Minimum of 80% of all responses being mostly prepared or better	All related responses meet criterion (91.8%, 91.8%) (56/61, 56/61).	Exceeds expectations
<b>Measure 3</b> Faculty/staff technology updates	Review of hardware/software updates within the department	Report approved June 30, 2023	Meets expectations

<b>Measure 4</b> Advisory council	Annual vote of “satisfied”	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 5</b> Annual faculty/staff review of strategic plan	Progress towards objectives defined in plan	The Department’s Strategic Planning Initiatives (SPIs) were developed, entered into the university system, and completed in May 2023.  Report approved June 30, 2023	Meets expectations
<b>OEG 5 – Develop and maintain collaborative relationships, local and globally, that enrich the department’s mission.</b>			
<b>Measure 1</b> Faculty/staff partnership summary	Review of key partnerships established/maintained through the year	Report approved June 30, 2023	Meets expectations
<b>Measure 2</b> Advisory council	Annual vote of “satisfied”	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress towards objectives defined in plan	The Department’s Strategic Planning Initiatives (SPIs) were developed, entered in the university system, and completed in May 2023.  Report approved June 30, 2023	Meets expectations

**Required Narrative:** Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.

**Undergraduate Program Narrative:** The B.A.—Sport Management degree program met or exceeded most expectations regarding OEG measurements during this reporting cycle. Points of pride include extremely high marks on quality of advising, instruction, and overall program satisfaction. In addition to percentages being in the 90-95% range, mean and median reports were very strong on the 1 (lowest) to 5 (highest) scale. Additionally, based upon meeting or exceeding expectations, the undergraduate program performed well regarding collaborative relationships (OEG5), technology rich culture (OEG4), and maintaining professional recognition (OEG3).

OEG 2, measure 1 is about evaluating and comparing SCH production. This OEG measure was “met” because we compared and evaluated the metrics, but faculty discussed the decrease in SCH production from pre-pandemic levels. While COVID-19 was impactful, faculty are still closely monitoring SCH production along with major headcounts and degree conferrals ensuring a healthy and robust undergraduate program. As mentioned before, cautious optimism centers on an increase in fall 2023 admits with a record number of campus visitors this past year. Since a vast majority of those admits are out-of-state students, yielding them to on-campus and enrolled students will be key.

Our overall assessment of the productivity in meeting or exceeding all OEGs for the B.A.—Sport Management program highlights the aforementioned points of pride. That is, our success in this reporting cycle appears to be connected to faculty’s investment in student-centric classes, experiences, and support, which impacts students’ perceptions of the program. Faculty will continue to aggressively monitor SCH production, major headcounts, and degree conferrals in hopes to yield fall 2023 admits into the fall 2023 semester.

## M.Ed.-Sport Management Program-Level Operational Effectiveness Goals Matrix- Academic Year 2022-23

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark	Data Summary	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b>OEG 1 – Recruit and/or retain diverse, high-quality administrators, faculty, and staff</b>			
<b>Measure 1</b> University exit survey: quality instruction question	Minimum of 80% at “satisfied or higher.” All other data to be considered.	Satisfied or higher: Q11=100% (mean= 4.53; median=5.00; n=19)	Exceeds expectations
<b>Measure 2</b> Faculty scholarship record	Evidence of achievement based on department scholarship policies.	All faculty members with research responsibilities (5/5; 100%) evaluated as meeting or exceeding expectations during annual review	Meets expectations
<b>Measure 3</b> University exit survey: advising questions	Minimum of 80% at “satisfied or higher.” All other data to be considered.	Satisfied or higher: Q21=89.5% (mean= 4.47; median=5.00; n=19)	Meets expectations
<b>Measure 4</b> University exit survey: program satisfaction	Minimum of 80% at “satisfied or higher.” All other data to be considered.	Satisfied or higher: Q4= 84.2% (mean= 4.42; median=5.00; n=19)	Meets expectations
<b>Measure 5</b> Alumni survey	Average program satisfaction score of 8 or better. All other data to be considered.	NA	Not scheduled for reporting until AY 2025
<b>Measure 6</b> Advisory council	Annual vote of “satisfied”	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 7</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department’s Strategic Planning Initiatives (SPIs) were developed, entered into the university system, and completed in May 2023.  Report approved June 30, 2023	Meets expectations
<b>OEG 2 – Recruit and retain diverse, quality students to meet local and global demands for our graduates.</b>			
<b>Measure 1</b> SCH data	Comparison of department SCH with other university data and historical department data	Per data from the Office of Planning and Analysis (OPA) here at WSU, SCH generation for our graduate program was as follows: Fall 22: 377 SCH; Spring 23: 263; and Summer 22: 33 SCH for a total of 673 SCH. (increase in 61 SCHs)  Report approved on June 30, 2023.	Meets expectations

<b>Measure 2</b> Graduation and retention rates	Comparison of department rates with other university data and historical department data	Data showed 19 degrees conferred, which was a decrease of 48.6% from the previous year.  Report approved on June 30, 2023.	*Does not meet expectations
<b>Measure 3</b> Departmental diversity self-study	Accepted by CAS Dean's Office and/or Diversity Committee	Submitted to CAS Dean's Office and chair of CAS Diversity Committee on May 19, 2023.	Meets expectations
<b>Measure 4</b> Employer survey	Average overall rating of graduates of 8 or better. All other data to be considered	9/10 (90%) of surveyed employers gave an overall rating of an 8 or better to program graduates	Exceeds expectations
<b>Measure 5</b> Advisory council	Annual vote of "satisfied"	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 6</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department's Strategic Planning Initiatives (SPIs) were developed, entered in the university system, and completed in May 2023.  Report approved on June 30, 2023.	Meets expectations
<b>OEG 3 – Achieve professional recognition for programs</b>			
<b>Measure 1</b> KBOR approval	Approved status	Program self-studies were completed and submitted. Approved through 2025	Meets expectations
<b>Measure 2</b> COSMA accreditation	Accredited status	B.A.—Sport Management and M.Ed.—Sport Management degree program received reaffirmation of accreditation through 2027	Meets expectations
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department's Strategic Planning Initiatives (SPIs) were developed, entered into the university system, and completed in May 2023.  Report approved June 30, 2023.	Meets expectations
<b>OEG 4 – Strengthen the graduate program to support the University's research and grants/contracts mission components</b>			
<b>Measure 1</b> Faculty professional development report	Review data based on Faculty Activity Records	Report approved June 30, 2023	Meets expectations
<b>Measure 2</b> Faculty grant writing report	Review data based on Faculty Activity Records	Report approved June 30, 2023	Meets expectations
<b>Measure 3</b> Advisory council	Annual vote of "satisfied"	Approved/satisfied vote (May 17, 2023)	Meets expectations

<b>Measure 4</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department's Strategic Planning Initiatives (SPIs) were developed, entered into the university system, and completed in May 2023.  Report approved June 30, 2023	Meets expectations
<b>OEG 5</b> – Ensure a technology rich culture in which administrators, students, faculty, and staff work together to (a) pursue innovation and excellence, (b) promote intellectual exploration, and (c) enhance learning			
<b>Measure 1</b> Comprehensive exam: technology section	Minimum of 90% at “acceptable” or better based on rubric for technology section of comprehensive exam.	16/16 (100%) “acceptable” or better on related section of the comprehensive exam.	Exceeds expectations
<b>Measure 2</b> University Exit survey: technology question	Minimum of 80% of all responses being 4 or 5 based on 5-point scale for question 27e. All other data considered	92.9% responded satisfied or higher, mean=4.36 (median=4.50; n=19). <sup>1</sup>  ( <sup>1</sup> NOTE: Q27e measures satisfaction with technology here at WSU and cannot be interpreted as solely a program responsibility)	Exceeds expectations
<b>Measure 3</b> Faculty/staff technology updates	Review of hardware/software updates within the department	Report approved June 30, 2023	Meets expectations
<b>Measure 4</b> Advisory council	Annual vote of “satisfied”	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 5</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department's Strategic Planning Initiatives (SPIs) were developed, entered into the university system, and completed in May 2023.  Report approved June 30, 2023	Meets expectations
<b>OEG 6</b> – Develop and maintain collaborative relationships, local and globally, that enrich the department's mission.			
<b>Measure 1</b> Faculty/staff partnership summary	Faculty/staff partnership summary	Report approved June 30, 2023	Meets expectations
<b>Measure 2</b> Advisory council	Annual vote of “satisfied”	Approved/satisfied vote (May 17, 2023)	Meets expectations
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	The Department's Strategic Planning Initiatives (SPIs) were developed, entered into the university system, and completed in May 2023.  Report approved June 30, 2023.	Meets expectations

**Required Narrative:** *Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.*

**Graduate Program Narrative:** The M.Ed.—Sport Management degree program met or exceeded most expectations regarding OEG measurements during this reporting cycle. One point of pride includes extremely high marks on quality of instruction (100% were satisfied or higher). In addition to the highest percentage the mean and median reports were very strong on the 1 (lowest) to 5 (highest) scale. Additionally, based upon meeting or exceeding expectations, the graduate program performed well regarding collaborative relationships (OEG6), technology rich culture (OEG5), research alignment with the graduate school's purpose statement (OEG4), and maintaining professional recognition (OEG3).

While still meeting required benchmarks, faculty noted the lower reported percentages for OEG1, measures 2 and 3 which focus on advising and program satisfaction, respectively. A renewed focus on building faculty advisor-student relationships will be key to addressing these lower-than-normal percentages.

OEG 2, measure 1 is about evaluating and comparing SCH production. This OEG measure was “met” because we compared and evaluated the metrics, but faculty are concerned by the decrease in SCH production and headcount over recent years. While COVID-19 was impactful, faculty are still closely monitoring SCH production along with major headcounts and degree conferrals ensuring a healthy and robust undergraduate program. Faculty will continue to not only monitor any university initiatives, but also refocus on recruiting and yielding students into the graduate program.

Our overall assessment of the productivity in meeting or exceeding all OEGs for the M.Ed.—Sport Management program highlights the aforementioned point of pride. That is, our success in this reporting cycle appears to be connected to faculty's investment in student-centric classes, experiences, and support, which impacts students' perceptions of the program. Faculty will continue to aggressively monitor SCH production, major headcounts, and degree conferrals, which are part of our institution's student success and persistence plan.



Based upon the previously discussed SLOs and OEGs, both the B.A.—Sport Management and M.Ed.—Sport Management degree programs, the following Action Plan is developed to guide departmental faculty and staff moving forward into and through 2023-24.

#### **AY 24 Action Plan Items**

<b>BA-SLOs</b>	
	Continue focusing on sport management-specific content, such as knowledge relating to budgeting processes and applications, financial management, and an understanding of business/economic analytics throughout program. There needs to be more focused attention on these concepts within the appropriate courses; and, include more creative and concerted efforts to engage students on these topics so that their content retention and preparedness is higher.
	Immediate focus upon supporting WSU's strategic enrollment management plan (SEM). The SEM focuses on growing enrollment, headcount/majors, and student credit hour production (SCH).
	Develop recruitment and retention strategies aimed at diversifying B.A. program.
<b>MEd- SLOs</b>	
	Develop recruitment and retention strategies aimed at diversifying M.Ed. program.
	Immediate focus upon supporting WSU's strategic enrollment management plan (SEM). The SEM focuses on growing enrollment, headcount/majors, and student credit hour production (SCH). It is crucial to increase HC and SCH production.
<b>BA-OEGs</b>	
	Focus on continuing to grow UG program, especially regarding student populations that self-report being female and/or a university-designated URM.
	Focus on growing SMGT minor and (recently) developed Esports Management and Diversity in Sport Studies minors.
	Ensure stronger connections between OEGs and departmental Strategic Planning Initiatives for University-wide strategic plan by developing a comprehensive strategic plan.
<b>MEd-OEGs</b>	
	Focus on growing graduate program enrollment; examine unique ways to engage students for both recruitment and retention purposes.
	Focus on growing GR program, especially regarding student populations that self-report being female and/or a university-designated URM.
	Ensure stronger connections between OEGs and departmental Strategic Planning Initiatives for University-wide strategic plan by developing a comprehensive strategic plan.

## PROGRAM INFORMATION PROFILE

*This profile offers information about the program in the context of its mission, basic purpose and key features.*

### Name of Institution

Program/Specialized Accreditor(s):

Institutional Accreditor:

Wichita State University

Commission on Sport Management  
Accreditation

Higher Learning Commission

Date of Next Comprehensive Program

Accreditation Review:

2027

Date of Next Comprehensive Institutional

Accreditation Review:

2026-2027

URL where accreditation status is stated:

Link provided [here](#).

### Indicators of Effectiveness with Undergraduates [As Determined by the Program]

1. Graduation Year: **AY 2022**  
# of Graduates: **56**  
Graduation Rate: **NA**
2. Average Time to Degree:  
4-Year Degree: **4 years**  
5-year Degree: **NA**
3. Annual Transfer Activity (into Program):  
Year: **AY 2022**  
# of Transfers: **31.5% (54/174) of AY 2022 majors have transfer hours**  
Transfer Rate: **Unknown**
4. Graduates Entering Graduate School:  
Year: **AY 2022**  
# of Graduates: **56**  
# Entering Graduate School: **6.8% reported acceptance to graduate school when applying for graduation, which is one to two semesters before they officially graduate.**
5. Job Placement (if appropriate):  
Year: **AY 2022**  
# of Graduates: **56**  
# Employed: **69.5% reported current employment and 18.6% reported accepting a full-time job, when applying for graduation, which is one-to-two semesters before they officially graduate**

## Appendix 11: Program review self-study, Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment

Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results % meeting benchmark	Analysis
Describe the value of <b>diversity</b> , equity, inclusion, and belonging programs in organizational environments.	EDUC 600: Apprenticeship Reflection	Rubric: 80% of students will “meet expectations”	80% of students will “meet expectations.”	100%, 100% (5/5; 5/5)	Exceeds expectations.
	EDUC 325: Strategic plan and policy manual	Grading scale: 80% of students will “meet expectations”	80% of students will “meet expectations.”	88.9% (8/9)	Exceeds expectations.  Analysis: <b>SLO1 (diversity)</b> : students appear to have demonstrated an understanding of the importance of diversity, equity, inclusion, and belonging through their direct assessments. Faculty are optimistic that as more students are enrolled in the courses connected with this SLO, there will be more data to evaluate moving forward.
Demonstrate oral, written, and interpersonal <b>communication</b> skills necessary for effective professional practice.	EDUC 440: Professional Interview Exercise	Rubric: 80% of students will “meet expectations”	80% of students will “meet expectations.”	82.4% (14/17)	Meets expectations.
	EDUC 550: Professional development paper	Rubric: 80% of students will score at or above B- on assessment	80% of students will “meet expectations.”	N/A	Not scheduled for reporting until summer 2024
	EDUC 600: Apprenticeship Site Supervisor Evaluation	Evaluation: 80% of students will receive an overall performance rating of “agree”	80% of students will “meet expectations.”	100%, 80%, 80% (5/5; 4/5; 4/5)	Meets expectations.  Analysis: <b>SLO2 (communication)</b> : students demonstrated the appropriate oral, written, and interpersonal communication skills necessary for effective professional practice in their direct and indirect assessments. As the

Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results % meeting benchmark	Analysis
					assessment in EDUC 550 is created and deployed next year, faculty and staff will have an additional data point for evaluating students' communication skills.
Appraise the importance of continued self-reflection and <b>personal development</b> for exercising appropriate leadership.	EDUC 310: Before/After Assessment  EDUC 310: Positive Personal Leadership Reflection	Scale: 80% of students will demonstrate improved value for life-time leadership learning  Reflection: 80% of students rated "acceptable" or better	80% of students will demonstrate improved value for life-time leadership learning.  80% of students rated "acceptable" or better.	N/A  82.6% (38/46)	Not scheduled for reporting until summer 2024.  Meets expectations.  Analysis: <b>SLO3 (personal development)</b> : students developed an appropriate level of self-reflection and personal development regarding exercising appropriate leadership. The second assessment from EDUC 310 (Before/after assessment) will be created and deployed next year providing faculty and staff an additional data point for evaluating personal development. The conscious decision was made by faculty, staff, and the program consultant to locate two direct assessments measuring SLO3 within one course. EDUC 310 has a robust annual enrollment providing data on student personal development (as it relates to leadership) within an OLL-related course.
Analyze and demonstrate decision-making strategies that improve <b>critical thinking and</b>	EDUC 600: Apprenticeship Reflection	Rubric: 80% of students will "meet expectations"	80% of students will "meet expectations."	100% (5/5)	Exceeds expectations.  Meets expectations.

Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results % meeting benchmark	Analysis
ethical problem-solving.	EDUC 600: Apprenticeship Site Supervisor Evaluation	Evaluation: 80% of students will receive an overall performance rating of “agree”	80% of students will receive an overall performance rating of “agree.”	100%, 80% (5/5; 4/5)	Exceeds expectations.  Analysis: <b>SLO4 (critical thinking and ethical decision-making):</b> students appear to be meeting and/or exceeding (in most cases) assessment benchmarks connected to analyzing and demonstrating decision-making strategies that improve critical thinking and ethical problem-solving. For this SLO, students have direct and indirect assessments centered on critical thinking and ethical problem-solving. Faculty are optimistic that as more students are enrolled in the courses connected with this SLO, there will be more data to evaluate moving forward.
	EDUC 751D: Ethical decision-making analysis	Grading scale: 80% of students will score at or above B- on assessment	80% of students will score at or above B- on assessment.	100% (6/6)	
Demonstrate <b>digital literacy</b> and/or other required technological skills within an organizational setting.	EDUC 450: Internship Site Supervisor Evaluations	Evaluation: 80% of students will receive a rating of “agree” or better	80% of students will receive a rating of “agree” or better.	100%, 100% (10/10; 9/9)	Exceeds expectations.  Analysis: <b>SLO5 (digital literacy):</b> students demonstrated strong digital literacy and/or other required technological skills during this annual assessment report. That is, both indirect assessments indicate strong student
	EDUC 550: Apprenticeship Site Supervisor Evaluation	Evaluation: 80% of students will receive a rating of “agree” or better	80% of students will receive a rating of “agree” or better.	100%, 100% (8/8; 7/7)	

Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results % meeting benchmark	Analysis
					performance regarding digital literacy and/or the appropriate technology skills. Faculty and staff will continue to monitor this SLO and evaluate if additional assessments are needed to provide a more holistic understanding of student performance.
Exhibit appropriate <b>professionalism</b> through applied learning experience.	EDUC 400: Practicum Site Supervisor Evaluation	Evaluation: 80% of students will receive an overall performance rating of "mostly prepared"	80% of students will receive an overall performance rating of "mostly prepared."	100% (10/10)	Exceeds expectations.
	EDUC 610: Practitioner interview	Grading scale: 80% of students will score at or above B- on assessment	80% of students will score at or above B- on assessment.	78.5% (22/28)	Does not meet expectations.  Analysis: <b>SLO6 (professionalism):</b> There were mixed results on the success of meeting this SLO. The indirect assessment connected with the applied learning course exceeded expectations but had a smaller sample size (n=10). The direct assessment embedded in a traditional academic class had a larger sample size (n=28) but yielded a 'does not meet expectations' based upon student performance. It should be noted that four of the six poor performances were two students that never attempted the assessment (and therefore received a grade of 0) in the fall semester. Then, the same two students enrolled for the same course in the spring semester and never attempted the assessment, again, and therefore received a grade of 0. But, faculty and staff will continue to monitor this assessment to ensure that students are

Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results % meeting benchmark	Analysis
					understanding (and demonstrating) the importance of professionalism.

*Definitions:*

1. Learning Outcome: Learning that should result from instruction.
2. Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
3. Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.
4. Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).
5. Result: Actual achievement on each learning outcome measurement (e.g., 95%).
6. Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised

## Appendix 12: Annual Report—Organizational Leadership and Learning

### Organizational Leadership & Learning Annual Assessment Report 2022-23

**Directions:** Please answer the following question based upon the academic year's activity.

- 1. Briefly comment on other changes or issues pertaining to the Organizational Leadership and Learning (OLL) program you would like to share (e.g., new partnerships, innovations, campus locations, change in program delivery, etc.).**

There were a variety of changes to the OLL program over this past year. The following list presents a summary of these changes and/or updates:

A. Working with an outside consultant, the OLL faculty and staff approved a full revamp to the degree program's assessment plan, including but not limited to new student learning outcomes (SLOs), streamlining of assessments, coordination of assessment metrics and rubrics, and amended operational effectiveness goals (OEGs). The newly developed assessment plan is the basis for this annual report. That is, the newly developed goals and assessments are reported in this annual report. As such, there are some assessments that are not scheduled for reporting until 2024. Moving forward, though, all SLOs will be reported annually, and all OEGs will be reported annually except for the employer and alumni surveys, which will be reported every two years. See appendix 1 for the newly revised outcomes assessment plan.

B. The academic minor associated with the BAS-Organizational Leadership and Learning degree program changed its name from Workforce Leadership to Organizational Leadership and Learning. See appendix 2.

C. OLL, as an academic program, signed an MOU with Student Affairs's SEAL (student engagement, advocacy, and leadership) aligning SEAL trainings required for student leaders (e.g., SGA, Greek life, RSOs, etc.) to be offered through OLL-related courses connected with the degree's minor in [Student Organization Leadership](#). The courses are as follows: EDUC 399A: Leadership in student groups; EDUC 399B: Leadership seminar for student organization presidents; EDUC 399C: Leadership seminar for resident assistants; EDUC 399D: Leadership seminar for Greek leaders; EDUC 399E: Leadership in governance organizations; EDUC 399F: Research in student leadership and development.

D. MOU with McConnell AFB is in the process of being renewed by the university. OLL faculty and staff anticipate offering on-base classes again in January 2024.

E. OLL continued to grow its course offerings. In the past year, the OLL program offered the following new courses: EDUC 325: Social Justice in the Workplace; EDUC 625: Workplace Education and Training, and offered Honors sections of EDUC 310, EDUC 405, EDUC 421, and EDUC 422. (See 1. C. for additional EDUC courses offered as part of the SEAL/OLL partnership.)

F. The degree program proposed and had approved a new graduate certificate in [Professional Learning and Training](#). Additionally, the certificate program is working with the M.Ed.—Learning and Instructional Design and the newly proposed non-licensure M.Ed.—Educational Leadership programs. Specifically, students will be able to complete the certificate in Professional Learning and Training and have that count towards, and part of, the previously mentioned M.Ed. degree programs.

G. Currently, the OLL degree program is proposing a concentration in Industrial Automation and Robotics, in partnership with WSU Tech.

H. OLL is continuing to participate in the NIAR [Get to WERX](#) program, which connects the National Institute for Aviation Research, WSU Tech, and WSU. That is, students are employed fulltime by NIAR, taking aviation maintenance courses at WSU Tech (counting towards their AAS in AMT), and enrolled in applied learning courses within OLL.



I. EDUC 310: principles of leadership was approved as an all-university general education course fulfilling the social sciences requirement. Additional OLL courses are being considered for inclusion within the general education program.

J. To align with Kansas Board of Regents and university mandates, program general education requirements have been changed within the university's curricular inventory management (CIM) system. Typically, it takes 3-4 months for CIM-related processes to be fully approved, but faculty and staff are confident that these changes—submitted during the summer of 2023—will be approved and reflected in the next undergraduate catalog.

K. The OLL program financially supported interested OLL students to attend the upcoming Global Leadership Summit here in Wichita (August 2023).

L. OLL faculty supported two high school conferences. That is, OLL faculty presented content to the USD 259 Student Leadership conference (January 2023) where we engaged with approximately 135 middle and high school students and advisors. Additionally, OLL faculty provided leadership development presentations to Envision's Level-Up conference (June 2023).

**2. Provide the URL(s) for the page on your academic unit program's website that is the main communication point for students.**

URL: located [HERE](#)

3. Please complete the following Data Dashboard annually by completing the matrix below.

Dashboard Data		
Total student enrollments	# of OLL students	
*Program faculty	# FT faculty teaching OLL courses:	
	-Tenured Faculty: 2	
	-Probationary Faculty: 3	
	# PT faculty teaching OLL courses:	
	-Adjunct faculty: 2	
Industry and academic partnerships	# of industry partnerships	
	-Partnership Alliance: 20 individuals from 13 organizations	
	-Meetings with businesses/industry/organizations: 10	
	# of academic partnerships	
	-Affiliation Agreements signed: 61 (since 2019), 21 this year.	
	-2+2 Academic Agreements signed: 4	
	-Military articulations: 19 formalized MOS articulation across all service branches	

**Directions:** Please fill out the following matrix table and evaluation narrative. There are matrix tables for both student learning objectives (SLOs) and operational effectiveness goals (OEGs), which are identified and listed separately.

In order to assess the results assessment (far right-hand column), please use the following: 1. Does not meet expectations; 2. Meets expectations; 3. Exceeds expectations; or 4. Insufficient data.

## 1. Student learning outcomes (SLOs) matrix table

\* See Appendix A for full description of assessment types.

(D) = direct assessment; (I) = indirect assessment

\*\*= Exceeds expectations, meets expectations, or does not meet expectations

SLO & Measurement Tool(s)	Benchmark	Total #	# Meeting Expectation	Results: % Meeting Expectation	**Results: Assessment
<b>SLO 1:</b> Describe the value of <b>diversity</b> , equity, inclusion, and belonging programs in organizational environments.					
<b>Measure 1</b> EDUC 600: Apprenticeship Reflection (D)*	80% of students will “meet expectations”	5, 5	5, 5	100%, 100%	Exceeds expectations
<b>Measure 2</b> EDUC 325: Strategic plan and policy manual (D)	80% of students will “meet expectations”	9	8	88.9%	Exceeds expectations
<b>SLO 2:</b> Demonstrate oral, written, and interpersonal <b>communication</b> skills necessary for effective professional practice.					
<b>Measure 1</b> EDUC 440: Professional Interview Exercise (D)	80% of students will “meet expectations”	17	14	82.4%	Meets expectations
<b>Measure 2</b> EDUC 550: Professional development paper (D)	80% of students will score at or above B- on assessment	NA	NA	NA	Not scheduled for reporting until 2024
<b>Measure 3</b> EDUC 600: Apprenticeship Site Supervisor Evaluation (I)*	80% of students will receive an overall performance rating of “agree”	5, 5, 5	5, 4, 4	100%, 80%, 80%	Meets expectations
<b>SLO 3:</b> Appraise the importance of continued self-reflection and <b>personal development</b> for exercising appropriate leadership.					
<b>Measure 1</b> EDUC 310: Before/After Assessment (D)	80% of students will demonstrate improved value for life-time leadership learning	NA	NA	NA	Not scheduled for reporting until 2024
<b>Measure 2</b> EDUC 310: Positive Personal Leadership Reflection (D)	80% of students rated “acceptable” or better	46	38	82.6%	Meets expectations

<b>SLO 4: Analyze and demonstrate decision-making strategies that improve critical thinking and ethical problem-solving.</b>					
<b>Measure 1</b> EDUC 600: Apprenticeship Reflection (D)	80% of students will “meet expectations”	5	5	100%	Exceeds expectations
<b>Measure 2</b> EDUC 600: Apprenticeship Site Supervisor Evaluation (I)	80% of students will receive an overall performance rating of “agree”	5, 5	5, 4	100%, 80%	Meets expectations
<b>Measure 3</b> EDUC 751D: Ethical decision-making analysis (D)	80% of students will score at or above B- on assessment	6	6	100%	Exceeds expectations
<b>SLO 5: Demonstrate digital literacy and/or other required technological skills within an organizational setting.</b>					
<b>Measure 1</b> EDUC 450: Internship Site Supervisor Evaluations (I)	80% of students will receive a rating of “agree” or better	10, 9	10, 9	100%, 100%	Exceeds expectations
<b>Measure 2</b> EDUC 550: Apprenticeship Site Supervisor Evaluation (I)	80% of students will receive a rating of “agree” or better	8, 7	8, 7	100%, 100%	Exceeds expectations
<b>SLO 6: Exhibit appropriate professionalism through applied learning experience.</b>					
<b>Measure 1</b> EDUC 400: Practicum Site Supervisor Evaluation (I)	80% of students will receive an overall performance rating of “mostly prepared”	10	10	100%	Exceeds expectations
<b>Measure 2</b> EDUC 610: Practitioner interview (D)	80% of students will score at or above B- on assessment	28	22	78.5%	Does not meet expectations

**2. Required narrative evaluation:** Address all SLO data, especially those SLOs or measures that did not meet or exceed expectations. How has this outcomes assessment data driven curricular decisions? How have you changed/improved this year? Please discuss any other patterns or trends that emerged during the data evaluation process.

During the late spring and early summer of 2023, the OLL program hired an external consultant to work with the core OLL faculty members in creating a more streamlined, cohesive, and consistent outcomes assessment plan. During the summer of 2023, the OLL director worked to integrate the newly created assessment into the annual reporting mechanism. As a result, there are some assessments that are not scheduled for reporting until the next academic year (2024). Also of note, there are some assessments that have a relatively small 'n' (e.g.,  $n < 6$ ) and those assessments should be cautiously interpreted. Faculty and staff are continuing to grow the program and number of students, which will result in larger sample sizes for outcomes assessment and evaluation. Detailed interpretation of each SLO is as follows:

- **SLO1 (diversity):** students appear to have demonstrated an understanding of the importance of diversity, equity, inclusion, and belonging through their direct assessments. Faculty are optimistic that as more students are enrolled in the courses connected with this SLO, there will be more data to evaluate moving forward.
- **SLO2 (communication):** students demonstrated the appropriate oral, written, and interpersonal communication skills necessary for effective professional practice in their direct and indirect assessments. As the assessment in EDUC 550 is created and deployed next year, faculty and staff will have an additional data point for evaluating students' communication skills.
- **SLO3 (personal development):** students developed an appropriate level of self-reflection and personal development regarding exercising appropriate leadership. The second assessment from EDUC 310 (Before/after assessment) will be created and deployed next year providing faculty and staff an additional data point for evaluating personal development. The conscious decision was made by faculty, staff, and the program consultant to locate two direct assessments measuring SLO3 within one course. EDUC 310 has a robust annual enrollment providing data on student personal development (as it relates to leadership) within an OLL-related course. NOTE: EDUC 310 is an approved General Education course for all WSU students.
- **SLO4 (critical thinking and ethical decision-making):** students appear to be meeting and/or exceeding (in most cases) assessment benchmarks connected to analyzing and demonstrating decision-making strategies that improve critical thinking and ethical problem-solving. For this SLO, students have direct and indirect assessments centered on critical thinking and ethical problem-solving. Faculty are optimistic that as more students are enrolled in the courses connected with this SLO, there will be more data to evaluate moving forward.
- **SLO5 (digital literacy):** students demonstrated strong digital literacy and/or other required technological skills during this annual assessment report. That is, both indirect assessments indicate strong student performance regarding digital literacy and/or the appropriate technology skills. Faculty and staff will continue to monitor this SLO and evaluate if additional assessments are needed to provide a more holistic understanding of student performance.
- **SLO6 (professionalism):** There were mixed results on the success of meeting this SLO. The indirect assessment connected with the applied learning course exceeded expectations but had a smaller sample size ( $n=10$ ). The direct assessment embedded in a traditional academic class had a larger sample size ( $n=28$ ) but yielded a 'does not meet expectations' based upon student performance. It should be noted that four of the six poor performances were two students that never attempted the assessment (and therefore received a grade of 0) in the fall semester. Then, the same two students enrolled for the same course in the spring semester and never attempted the assessment, again, and therefore received a grade of 0. But, faculty and staff will continue to monitor this assessment to ensure that students are understanding (and demonstrating) the importance of professionalism.

Overall, faculty and staff are cautiously optimistic that the newly streamlined assessment plan will provide usable data to make informed decisions moving forward. Two assessments will be on-boarded next year to ensure that a full assessment plan is actively assessed, and faculty and staff will continue to not only recruit students to the program, minor, and classes, but also to evaluate each SLO and quality of assessment.

### 3. Operational effectiveness goals (OEGs) matrix table.

OEG & Measurement Tool(s)	Benchmark	Data Summary Results:	Results: Assessment
<b>OEG 1: Maintain high quality administrators, faculty, staff, professional partners, and content experts.</b>			
<b>Measure 1</b> Student Exit Surveys; advising questions	Average score of three or better	NA	Not scheduled for reporting until 2024
<b>Measure 2</b> Student Exit Surveys; faculty questions	Average score of three or better	NA	Not scheduled for reporting until 2024
<b>Measure 3</b> Alumni Survey	Average program satisfaction score of eight or better	NA	Not scheduled for reporting until 2024
<b>Measure 4</b> Partnership Alliance	Annual vote of “satisfied”	Approved/satisfied vote (June 30, 2023)	Meets expectations
<b>OEG 2: Engage and prepare students to meet industry demands.</b>			
<b>Measure 1</b> Employer Survey	Average rating of eight or better	NA	Not scheduled for reporting until 2025
<b>Measure 2</b> Alumni Survey	80% of respondents self-report demonstrating leadership in their current position or furthering their education within one year of program completion	NA	Not scheduled for reporting until 2024
<b>Measure 3</b> Partnership Alliance	Annual vote of “satisfied”	Approved/satisfied vote (June 30, 2023)	Meets expectations
<b>Measure 4</b> Annual faculty/staff review of strategic plan	Progress toward plan objectives	The Department’s Strategic Planning Initiatives (SPIs) were developed and entered into the university system and completed in May 2022.	Meets expectations
<b>OEG 3: Achieve program recognition.</b>			
<b>Measure 1</b> KBOR approval	Approved status	Approved as a program in 2018/19	Meets expectations
<b>Measure 2</b> Program review	Successful completion of program review	NA	Not scheduled for program review until 2024
<b>OEG 4: Ensure a technology-rich culture that supports stakeholder excellence.</b>			
<b>Measure 1</b> Student Exit Surveys; technology questions	80% of students will report being “mostly prepared”	NA	Not scheduled for reporting until 2024
<b>Measure 2</b> Faculty/staff technology updates	Maintain appropriate hardware/software updates	Report approved by faculty on June 23, 2023.	Meets expectations
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress toward plan objectives	The Department’s Strategic Planning Initiatives (SPIs) were developed and entered into the university system	Meets expectations

		and completed in May 2023.	
<b>OEG 5:</b> Develop and maintain local, regional, and global collaborative relationships that enrich the program's purpose.			
<b>Measure 1</b> Partnership Alliance	Annual vote of "satisfied"	Approved/satisfied vote (June 30, 2023)	Meets expectations
<b>Measure 2</b> Quantity of educational (e.g., Affiliation Agreements) and other professional partnerships (e.g., MOUs)	Two new partnerships developed each academic year	21 affiliation agreements (with new organizations) filed this past academic year. One MOU filed this past academic year, and three 2+2 agreements in-process.	Exceeds expectations

**4. Required narrative evaluation:** Address all OEG data, especially those OEGs or measures that did not meet or exceed expectations. How has this outcomes assessment data driven curricular decisions? How have you changed/improved this year? Please discuss any other patterns or trends that emerged during the data evaluation process.

As previously discussed in this report, the OLL program hired an external consultant to work with the core OLL faculty members in creating a more streamlined, cohesive, and consistent outcomes assessment plan. During the summer of 2023, the OLL director worked to integrate the newly created assessment into the annual reporting mechanism. As a result, there are several assessments that are not scheduled for reporting until the next academic year (2024), which greatly impact—for example—OEG1. Faculty and staff are committed to growing the program and number of students, which will result in larger sample sizes for outcomes assessment and evaluation. Detailed interpretation of each OEG is as follows:

- **OEG1** focuses on maintain high quality administrators, faculty, staff, professional partners, and content experts. To address topics of advising, technology usage, and quality teaching, OLL faculty have created additional questions on the program exit survey, which will be embedded within EDUC 600. (NOTE: EDUC 600 is the required course taken by students to satisfy the university's applied learning (or research) requirement.) Additionally, the program alumni survey will be created and distributed in 2024 to provide alumni feedback on various aspects of program quality. During this academic year, though, the Partnership Alliance (i.e., program advisory council) did provide a satisfactory vote on program activities and quality. Faculty and staff note cautious interpretation of assessing this OEG. That is, it would be inappropriate to say this OEG was "met" when 75% of the assessment tools are not created and have not been deployed. Faculty and staff, though, have identified how and when to make the necessary changes.
- **OEG2** focuses on appropriate preparation for students to meet industry demands and expectations. Like OEG1, two assessments (alumni and employer surveys) will begin collecting information in 2024 and 2025. However, two assessments (e.g., Partnership Alliance and faculty/staff annual review of strategic plan) were reported this annual cycle indicating appropriate focus on student preparation. Future on-boarding of assessments will provide important information for assessing the program's ability to prepare students.
- **OEG3** addresses program recognition by appropriate governing bodies. The program was initially approved by KBOR in 2018/19 and during the spring of 2024 all CAS programs will undergo WSU program review. After program review, this OEG will be reevaluated.
- **OEG4** focuses on ensuring a technology-rich culture that supports stakeholder excellence within the program. The two reported assessments identify actions, steps, and initiatives taken by faculty to ensure technology is continuing to advance within program activities. With the on-boarding of student direct assessment (Student Exit Survey: technology questions) in 2024, we will have additional data to appropriately assess this OEG.
- **OEG5** examines collaborative relationships and partnerships. The program excels at providing approved site organizations for applied learning (i.e., Affiliation Agreements) and continues to create other collaborations, such as the MOUs with SEAL and McConnell Air Force Base, partnerships with other CAS academic programs, and continuing to partner with WSU Tech and other 2-year education providers.

- 5. Action Plan:** Please list next academic year's action plan. That is, what is the program going to address; what is the program going to focus on; what initiatives or activities will the program purposely engage in to address any limitations, gaps, or areas to grow/improve?

The following **action plan** will guide OLL program work in regard to measuring, reporting, and evaluating student learning objectives and organizational effectiveness goals:

<b>SLO-related Action Items</b>	
<i>[Check when completed]</i>	
	Continue developing embedded assessment rubrics (e.g., EDUC 310, 325, 440, 610)
	Continue developing applied learning (e.g., EDUC 550) requirements, rubrics.
	Examine the direct assessment EDUC 610: Practitioner interview ensuring students better understand the importance of professionalism.
	Develop Alumni Survey for reporting purposes (2024); develop an alumni database utilizing LinkedIn and other social media accounts.
	Develop Employer Survey for reporting purposes (2025)
<b>OEG-related Action Items</b>	
<i>[Check when completed]</i>	
	Reword and reexamine wording (and intent) of OEGs
	Rework/edit Student Exit Survey to include additional questions on technology, teaching quality, effective advising, etc.
	Develop Alumni Survey for reporting purposes (2024); develop an alumni database utilizing LinkedIn and other social media accounts.
	Develop Employer Survey for reporting purposes (2025)
	Continue to focus on growing both major enrollment (HC) and SCH production.
	Continue to focus on growing both minor enrollment (HC) and SCH production.
	Continue to focus on promoting and growing enrollment (HC) and SCH production connected with the graduate certificate in Professional Learning and Training.



Appendix 13: Program review (2020 vs. 2024) comparison

Part 2: Faculty quality and productivity as a factor of program quality

1. Previous program review cycle (2020)

Table 1 Departmental Outputs																	
Scholarly Prod.	# Journal Articles		# Pres		# Conf Proceed.		Performances			# Exhibits		Creative Work		# Books	# Book Chs.	# Grants Awarded	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2016-2017	5	0	17	0	0	0	NA	NA	NA	NA	NA	NA	NA	0	3	2	\$4,240
2017-2018	2	0	14	2	0	0	NA	NA	NA	NA	NA	NA	NA	1	0	0	0
2018-2019	2	0	20	5	0	0	NA	NA	NA	NA	NA	NA	NA	0	3	1	\$5,830
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total:	9		51	7										1	6	3	\$10,070

2. Current program review cycle (2024)

Table 2 Departmental Research & Creative Activity																	
Research & Creative Activity	# Journal Articles		# Pres		# Conf Proceed.		Performances			# Exhibits		Creative Work		# Books	# Book Chs.	# Grants Awarded	Grant Value (\$)
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2020-2021	2	0	20	15	0	0	0	0	4	0	0	0	1	1	4	0	0
2021-2022	1	0	14	13	0	0	0	0	11	0	0	0	0	0	2	1	2,000
2022-2023	2	0	12	30	0	2	0	0	4	0	0	0	1	2	0	4	21,044.45
2023-2024	7	0	21	31	0	0	0	0	0	0	0	0	0	0	7	4	40,000
Total: 2020-24	12		57	59		2			19				2	3	13	9	\$63,044.45

## Appendix 14: Progress toward assessment of program

### Overall evaluation (2020/21).



#### COLLEGE OF APPLIED STUDIES - SPORT MANAGEMENT PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined, is in alignment with university mission and the narrative ties the missions and roles together.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is stated but not connected.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals, inclusive of departmental standards and in keeping with the university priorities in this area, for example, the FAR and UNISCOPE. Productivity is directly linked to program enhancements.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are fully qualified to sustain the program.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are sufficient to sustain the program.	Faculty productivity and quality are not evaluated as sufficient to meet the needs of the program.
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning. Measures and populations are clearly explained and integrated into the program.	The program assessment plan, inclusive of metrics, is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning.	The program assessment plan is partially implemented and attempts to show the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning.	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
Demonstrated student need and employer demand for the program	The program clearly demonstrates importance based on employer need, student demand and the national job outlook.	The program clearly demonstrates importance based on employer need and student demand.	The program presents data that shows either employer demand or student need.	The program data does not indicate student need nor employer demand.
Service the program provides to the discipline, the university and beyond	The program demonstrates its value with noted exemplary service to the discipline, to the university and to the community.	The program demonstrates value to the discipline, the university or the community.	The program demonstrates value to the one of the following: discipline, the university or the community.	The program does not demonstrate value to its discipline, the university and/or the community.
Evidence of feedback loop demonstrating program improvement	The program not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Shows significant program improvement as a result of feedback loop.	The program regularly uses data to evaluate student performance and the efficacy of its courses and programs. Changes made using assessments are documented, although results from those changes are yet to be seen.	The program makes limited use of data collected to evaluate the efficacy of its courses and programs.	The program makes no use of data collected to evaluate the efficacy of its courses and programs.

**COLLEGE OF APPLIED STUDIES - SPORT MANAGEMENT** **PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION**

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined, is in alignment with university mission and the narrative ties the missions and roles together.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is stated but not connected.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals, inclusive of departmental standards and in keeping with the university priorities in this area, for example, the FAR and UNISCOPE. Productivity is directly linked to program enhancements.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are fully qualified to sustain the program.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are sufficient to sustain the program.	Faculty productivity and quality are not evaluated as sufficient to meet the needs of the program.
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning. Measures and populations are clearly explained and integrated into the program.	The program assessment plan, inclusive of metrics, is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning	The program assessment plan is partially implemented and attempts to show the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning.	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
Demonstrated student need and employer demand for the program	The program clearly demonstrates importance based on employer need, student demand and the national job outlook.	The program clearly demonstrates importance based on employer need and student demand.	The program presents data that shows either employer demand or student need.	The program data does not indicate student need nor employer demand.
Service the program provides to the discipline, the university and beyond	The program demonstrates its value with noted exemplary service to the discipline, to the university and to the community.	The program demonstrates value to the discipline, the university or the community.	The program demonstrates value to the one of the following: discipline, the university or the community.	The program does not demonstrate value to its discipline, the university and/or the community.
Evidence of feedback loop demonstrating program improvement	The program not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Shows significant program improvement as a result of feedback loop.	The program regularly uses data to evaluate student performance and the efficacy of its courses and programs. Changes made using assessments are documented, although results from those changes are yet to be seen.	The program makes limited use of data collected to evaluate the efficacy of its courses and programs.	The program makes no use of data collected to evaluate the efficacy of its courses and programs.

**COLLEGE OF APPLIED STUDIES - SPORT MANAGEMENT** **PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION**

Recommendations Going Forward:	Examples of productivity and strengths would strengthen the program response (ie. Venue for presentations, publications). Increase focus on what was achieved. Clear use of feedback loops, but evidence of how that feedback is used could strengthen self-study. Forward Facing goals need additional specificity, using SMART as a guide. Goals should be clearly connected to self-study.
General Feedback	Representing all academic programs individually is always appreciated. Use appendices sparingly. Address triggered programs and note plan to correct enrollment trends. Report faculty productivity and outcomes separately. If there is feedback on accreditation, especially commendations, please include. Forward facing goals should address self-study findings. Continuous improvement is the focus of the self-study. Tying the accreditation results to departmental goals is a great way to accomplish both tasks.

Internal Follow-up Recommendation:

☒ Resubmit FF Goals      ☐ 2 year Follow-Up      ☐ NA

KBOR Recommendation:

☐ Enhanced      ☒ Maintained      ☐ Monitored for improvement      ☐ Discontinued

## Appendix 15: Resubmission of forward-facing goals (2021)



WICHITA STATE  
UNIVERSITY

COLLEGE OF APPLIED STUDIES

*Department of Sport Management*

### [Memorandum]

TO: Kaye Monk-Morgan, Asst. VP  
Assessment, Accreditation and Strategic Planning

FROM: Mark Vermillion, Chair  
Dept. of Sport Management

RE: Resubmission of Forward-facing Goals

DATE: January 18, 2021

The purpose of this memorandum is to resubmit the Department of Sport Management's forward-facing goals as part of the Program Review process. The following forward-facing goals have been examined, researched, and approved by the Department of Sport Management; the goals are based upon the 2020 Program Review Report process; and the goals will guide future work in the department. As such, the following goals are submitted using the table from Part 10: Forward-facing goals from the latest Program Review Report.

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Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
<i>Ex. To improve student learning outcomes (exam scores) by supporting Supplemental Instruction from four sections to seven by fall 2020.</i>	<i>Yes – Exam Scores</i>	<i>Yes – How many sections.</i>	<i>Yes – budget approved. Discussed with OSS.</i>	<i>Yes – Within the scope of responsibility.</i>	<i>Yes – Fall 2020</i>
1) B.A.S.—Workforce Leadership & Applied Learning (WLAL):  <b>SMART GOAL: increase the annual enrollment (SCH and headcount) of the WLAL degree program until the next Program Review Self-Study.</b>	Yes— Enrollment data provided by OPA measuring SCHs and headcount	Yes— Number of students majoring in degree program (including both on-campus and online degree codes) and SCH production.	Yes— Enrollment growth is part of department's SEM plan, degree's *O/A plan, and department and college promotional strategies	Yes— Within scope of departmental responsibility and the degree program has a dedicated program director and undergraduate advisor.	Yes— Annually until our next Program Review Reporting Cycle
2) Departmental Minor Programs:  <b>SMART GOAL: increase the annual enrollment (number of students declaring minors) in interdisciplinary department-offered minor degree programs until the next Program Review Self-Study.</b>  Interdisciplinary minor degree programs include: Sport Management, **Workforce Leadership, **Esports Mgmt, **Diversity in Sports Studies, & **Wellness	Yes— Enrollment data provided by OPA measuring number of students officially declaring minors	Yes— Number of students declaring minors in department offered minor degree programs using OPA provided data.	Yes— Minors are created and promotional efforts are underway to increase visibility and student enrollment within, and declaration of, departmental minors.	Yes— Within scope of responsibility, including recruitment of students; promotion to advisors across campus; and part of external promotions by department and college.  Creation of minor degree programs was in response to increasing student demand.	Yes— Annual growth until our next Program Review Reporting Cycle
3) Department and program faculty:  <b>Increase annual scholarly productivity (as measured by the number and/or quality of scholarly presentations, publications, and other activities/initiatives defined by the Uniscope's Scholarship of Research framework) until next Program Review Self-study.</b>	Yes— Scholarly productivity as measured by the reporting of Scholarship of Research activities on annual Faculty Activity Records (FARs)	Yes— Impact and quantity of scholarly activities are reported in Section II of annual FAR for all department and/or program faculty.	Yes— These data are reported annually and part of the Tenure and Promotion or NTT annual review processes.	Yes— Within scope of responsibility; department is providing more resources to support scholarship.	Yes— Annual reporting, via FARs, until next Program Review Reporting Cycle.

\*O/A= Approved Outcomes Assessment plan, which includes direct and indirect measurements of student learning objectives and operational effectiveness goals.

\*\*= academic programs (minors) created 2019-2020.