



Program Review Self-Study Template

Academic unit: **Sport Management** \_\_\_\_\_

College: **Education** \_\_\_\_\_

Date of last review **2008** \_\_\_\_\_

Date of last accreditation report (if relevant) **2012 (accreditation), 2013 (annual accreditation report)**

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

Degree: **BA Sport Management** \_\_\_\_\_ CIP\* code: **31.0504** \_\_\_\_\_

Degree: **MEd Sport Management** \_\_\_\_\_ CIP code: **31.0504** \_\_\_\_\_

Degree: \_\_\_\_\_ CIP code: \_\_\_\_\_

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name \_\_\_\_\_ Signature \_\_\_\_\_

**Dr. Wonyoung Kim** \_\_\_\_\_

**Dr. Jeffrey Noble** \_\_\_\_\_

**Mr. Mike Ross** \_\_\_\_\_

**Dr. G. Clayton Stoldt (interim Associate Dean, College of Education AY 2013)** \_\_\_\_\_

**Dr. Mark Vermillion** \_\_\_\_\_

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Submitted by: **Dr. Mark Vermillion, interim Department Chair** \_\_\_\_\_  
(name and title)

Date **3/24/2014** \_\_\_\_\_

In yellow highlighted areas,  
data will be provided

**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

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

b. Program Mission (if more than one program, list each mission):

**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.”**

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

**The university’s mission is to be “...an essential educational, cultural, and economic driver for Kansas and the greater public good.” Similarly, the Department of Sport Management provides both graduate and undergraduate students a quality curriculum based upon content areas approved through our international accrediting body COSMA (Commission on Sport Management Accreditation), which values both theory and practice. Our programs prepare graduates for work in sport settings, which include intercollegiate athletics, minor/major league professional sports, park and recreation departments, and in the health club/fitness industry.**

**Regarding the university’s mission, our programs are accredited, which requires quality educational experiences for our students. Through class work, integrative experiences (internships and practica), and our new Partnership for the Advancement of Sport Management (PASM), both our faculty and students have a presence and impact within many communities across the metropolitan area, Kansas, the region, the US, and globally. This is evidenced by our faculty’s research partnerships and our students (and alumni) job placements.**

d. Has the mission of the Program (s) changed since last review?  Yes  No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

Yes  No

If yes, describe the changes in a concise manner.

**Per our accreditation requirements (COSMA), both our graduate and undergraduate programs are focused on outcomes assessment, which include both program-level intended outcomes and student learner outcomes with**

direct and indirect measures. Please see report Appendices (pages 2-11) for tables of student learner outcomes for both our graduate and undergraduate programs and the specific measures/assessment tools associated with each outcome. Across both programs there are seven student learner outcomes, which serve as the goals/objectives regarding our Sport Management educational programs. These goals are:

- 1) Students will display knowledge and understanding of the management, marketing, public relations, financial psycho-social, and legal concepts relevant to effective practice for careers in the sport management field.
- 2) Students will be able to apply ethical decision-making frameworks in relation to issues facing sport managers.
- 3) Students will display critical thinking skills related to effective decision-making in sport organizations.
- 4) Students will display and understanding and appreciate for diversity in sport.
- 5) Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.
- 6) Students will demonstrate skills pertaining to the use of technology in sport management (undergraduate); Students will demonstrate an understanding of the foundations of effective research in sport management (graduate).
- 7) Students will acquire more than 600 (undergraduate)/800 (graduate) hours of field experience in which the knowledge and skills acquired in their sport management classes are successfully applied in a sport management setting.

**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2011	3	0	8	1										0	0	1	\$8,000
Year 2 2012	4	1	9	0										1	2	3	0
Year 3 2013	13	4	15	0										0	2	4	\$4,150

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

Provide assessment here:

Regarding faculty productivity for the years 2011, 2012, and 2013, it should be noted in the last three years we have had two new tenure-track faculty lines added to the department. One position was filled by a former clinical educator, who did not previously have research expectations as part of his original appointment. He has started a promising research program and continues to make adequate progress—per the College of Education Faculty Personnel Committee—towards tenure. The second tenure track line was added two years ago and he, too, has demonstrated a promising research agenda, which will manifest itself in appropriate research productivity. In fact, this year he won the College of Education Research Award, as evidence of his research progress. Additionally, we have another clinical educator that does not have research expectations. The two remaining tenured faculty members have assumed interim administrative positions within both department and College of Education. Finally, grant giving opportunities associated with sports business—the dominant industry associated with our discipline—are minimal. Many opportunities for grant funding are associated with health

activities, which is outside the purview of our discipline and research agendas. Given those considerations, it is my belief that faculty productivity is appropriate and demonstrates a commitment to not only teaching and service activities, but also with regards to scholarship.

Regarding SCH production, Rolling 5 FY averages for fiscal year SCH production (table 1) and SCH production at fall census day (table 2) were stable. Rolling averages from 2008-2012 and 2009-2013 were slightly higher than previous years due to the WSU Complete—an adult degree completion program—housed at the West Campus. These courses were undergraduate courses with course offerings primarily in the 400s. Also, with the recent tenure track faculty additions—which are associated with decreased teaching responsibilities—a large number of SCH are/were generated by lecturers. This dynamic, however, has been consistent for many years due to the low number of full time faculty and the quality-assurance process used by the department to select adjuncts. This dynamic has been acknowledged and approved by our accrediting organization (COSMA). Additionally, regarding Tables 5a-5c, tenure track faculty, based upon 2008-2012 Rolling 5 year averages, produce comparable SCH (221 SCH) with both the university (219 SCH) and the college (225). Finally, there have been steady patterns (using 2008-2012 Rolling 5 year averages in tables 6 and 7) regarding program majors by student class and the number of degrees awarded by fiscal year. According to Educational Support Services (ESS) within the College of Education, Sport Management is up 3.3% in SCH generation (1557) for undergraduate SCHs from spring 2013 to spring 2014.

**3. Academic Program: 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 (refer to instructions in the WSU Program Review document for more information).**

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.  
**According to Table 8 from the Office of Planning and Analysis (OPA) the rolling 5-year average (2008-2012) for ACT scores within the university, as a whole, were 22.7. For the same timeframe, our program majors had an ACT of 21.7, which is comparable to the university average. For program majors the previous rolling 5-year average (2007-2011) was 21.6 with ACT scores varying from 21.6 to 22.1 between the years of 2006 and 2012.**
  
- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.  
**According to Table 9 from the Office of Planning and Analysis (OPA) the rolling 5-year weighted average (2009-2013) for GPAs within the university, as a whole, were 3.5. For the same timeframe, our program majors had an average GPA of 3.4, which is comparable to the university average. For program majors the previous rolling 5-year weighted average (2008-2012) was 3.4, as well, with GPAs varying from 3.3 to 3.5 between the years of 2007 and 2013.**
  
- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:  
Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).  
Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).  
Criterion/Target: Percentage of program 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).  
Result: Actual achievement on each learning outcome measurement (e.g., 95%).  
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.

**Due to annual COSMA reporting procedures, the measures and assessment tools used analyze the aforementioned student learner outcomes have been in place for only AY 2013 and AY 2012. As a result, the tables below present that information only.**

**Sport Management—B.A.**

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will display knowledge and understanding of the management, marketing, public relations, financial, psycho-social, and legal concepts relevant to effective practice for those preparing for careers in the sport management field.	1) SMGT 447 internship reflection report 2) SMGT 446 key concepts exam 3) Student exit survey 4) Alumni survey 5) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% of students scoring 80% or better 3) 80% “mostly prepared” or better on items 4) 80% “mostly prepared” or better on	1) 97% 2) 75% 3) 67% (item failing to meet criteria: Accounting) 4) 52%-96% (items failing to meet criteria)	1) exceeds expectations 2) does not meet expectations 3) does not meet expectations 4) does not meet expectations 5) exceeds expectations

		items 5) minimum of 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”	include accounting (52%), finance (62%), and economics (67%). 5) 90-100%	#2-4 illustrate a perceived weakness in accounting, finance and economics. Curriculum was modified within the last year to address this issue, and the exit survey wording was altered from “accounting” to “budgeting” to capture curricular content. Finance is already a separate item.
Students will be able to apply ethical decision-making frameworks in relation to issues facing sport managers.	1) SMGT 447 internship reflection paper 2) Student exit survey 3) Alumni survey 4) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% “mostly prepared” or better on items 3) 80% “mostly prepared” or better on items 4) ) minimum of 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”	1) 97% 2) 100% 3) 95-100% 4) 100%	#1-4 exceeds all expectations and demonstrate students apply proper ethical decision-making frameworks within the industry.
Students will display critical thinking skills related to effective decision-making in sport organizations.	1) SMGT 447 internship reflection paper 2) Student exit survey 3) Alumni survey 4) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% “mostly prepared” or better on items 3) 80% “mostly prepared” or better on items 4) ) minimum of 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”	1) 100% 2) 100% 3) 95% 4) 100%	#1-4 exceeds all expectations and demonstrate students utilize appropriate critical thinking skills within the industry.
Students will display an understanding of and appreciation for diversity in sport.	1) SMGT 447 internship reflection paper 2) Student exit survey 3) Alumni survey 4) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% “mostly prepared” or better on items 3) 80% “mostly prepared” or better on items 4) ) minimum of 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”	1) 81% 2) 100% 3) 95-100% 4) 97-100%	1) meets expectations #2-4 exceeds all expectations and demonstrate students understand diversity within the industry.
Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.	1) SMGT 112 instructor interview assignment 2) SMGT 447 internship reflection paper 3) Student exit survey 4) Alumni survey 5) SMGT 447 internship site supervisor evaluation	1) 80% of students receiving score of “acceptable” or better 2) 80% or better for each section of report 3) 80% “mostly prepared” or better on items 4) 80% “mostly prepared” or better on	1) 98% 2) 90% 3) 100% 4) 86-95% 5) 97-100%	#1-5 exceeds all expectations and demonstrates students have effective communication skills.

		items 5) ) minimum of 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”		
Students will demonstrate skills pertaining to the use of technology in sport management.	1) SMGT 447 internship reflection paper 2) SMGT 426 social media project 3) Student exit survey 4) Alumni survey 5) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) Minimum of 80% of students receiving score of “acceptable” or better 3) 80% “mostly prepared” or better on items 4) 80% “mostly prepared” or better on items 5) ) minimum of 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”	1) 100% 2) 98% 3) 100% 4) 86-95% 5) 100%	#1-5 exceeds all expectations and demonstrates students have effective technology skills
Students will acquire more than 600 hours of field experience in which the knowledge and skills acquired in their sport management classes are successfully applied in a sport management setting.	1) SMGT 447 internship reflection paper 2) SMGT 447 resume 3) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) minimum of 80% receiving at acceptable or better based on rubric 3) ) minimum of 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”	1) 97% 2) 97% 3) 100%	#1-3 exceeds all expectations and demonstrates students are working within the industry and are appropriately applying content learned in classes.

### Sport Management—MEd.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will display knowledge and understanding of the management, marketing, public relations, financial, psycho-social, and legal concepts relevant to effective practice for those preparing for careers in the sport management field.	1) Comprehensive exam 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) SMGT 847 internship site supervisor evaluation	1) 95% at acceptable 2) 90% acceptable or better for each major section of report 3) 80% of respondents at “mostly prepared” or better 4) minimum of 95% receiving “agree” on performance evaluation items and 80% of responses to other items at either “mostly prepared” or better, or “agree”	1) 92% 2) 97% 3) 63-100% 4) 95-100%	1) does not meet expectation 2) exceeds expectations 3) does not meet expectations 4) exceeds expectations  #1- changed comprehensive exam from three hours to four hours to take the exam #3- reworded survey to include “budgeting” as compared to “accounting” and removed “governance,” since the Governance & Policy course (SMGT 545) is an elective.
Students will be able to apply	1) SMGT 847 internship	1) 90% acceptable or	1) 97%	#1-3 exceeds expectations

ethical decision-making frameworks in relation to issues facing sport managers.	reflection/integration paper 2) Alumni survey 3) SMGT 847 internship site supervisor evaluation	better for each major section of report 2) 80% of respondents at "mostly prepared" or better 3) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	2) 97-100% 3) 94-100%	and demonstrate students apply proper ethical decision-making frameworks within the industry.
Students will display critical thinking skills related to effective decision-making in sport organizations.	1) SMGT 847 internship reflection/integration paper 2) Alumni survey 3) SMGT 847 internship site supervisor evaluation	1) 90% acceptable or better for each major section of report 2) 80% of respondents at "mostly prepared" or better 3) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 100% 2) 97-100% 3) 97%	#1-3 exceeds expectations and demonstrate students utilize appropriate critical thinking skills within the industry.
Students will demonstrate an understanding of the foundations of effective research in sport management.	1) SMGT 847 internship reflection/integration paper 2) Alumni survey 3) SMGT 847 internship site supervisor evaluation	1) 90% acceptable or better for each major section of report 2) 80% of respondents at "mostly prepared" or better 3) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 100% 2) 94-100% 3) 96%	#1-3 exceeds expectations and demonstrate students understand basic research processes within the industry.
Students will display an understanding of and appreciation for diversity and its impact on managerial decision-making in sport.	1) SMGT 847 internship reflection/integration paper 2) Alumni survey 3) SMGT 847 internship site supervisor evaluation	1) 90% acceptable or better for each major section of report 2) 80% of respondents at "mostly prepared" or better 3) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 93% 2) 100% 3) 100%	#1-3 exceeds expectations and demonstrate students understand diversity's impact on decision-making processes.
Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.	1) SMGT 847 internship reflection/integration paper 2) Alumni survey 3) SMGT 847 internship site supervisor evaluation	1) 90% acceptable or better for each major section of report 2) 80% of respondents at "mostly prepared" or better 3) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items	1) 100% 2) 94-100% 3) 100%	#1-3 exceeds expectations and demonstrates students' effective communication skills.



		at either “mostly prepared” or better, or “agree”		
Students will acquire more than 800 hours of field experience in which the knowledge and skills acquired in their sport management classes are successfully applied in a sport management setting.	1) SMGT 847 resume 2) SMGT 847 internship reflection/integration paper 3) SMGT 847 internship site supervisor evaluation	1) Rating of “acceptable” or better based on grading rubric and 90% receiving at acceptable or better based on rubric 2) 90% acceptable or better for each major section of report 3) minimum of 95% receiving “agree” on performance evaluation items and 80% of responses to other items at either “mostly prepared” or better, or “agree”	1) 100% 2) 97% 3) 100%	#1-3 exceeds expectations and demonstrates students are working within the industry and are appropriately applying content learned in classes.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), 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 3c).

**Program undergraduates reported high satisfaction levels during 2012 (86.1%) and 2013 (94.3%), which are higher satisfaction rates as compared to the College of Education (74.3% and 81.1%) and the university (79.5% and 82.9%) during the same years. Graduate students from our program also reported high satisfaction levels during 2012 (94.3%) and 2013 (100%), which are higher satisfaction rates as compared to the College of Education (86.8% and 86%) and the university (80% and 82.5%) during the same years.**

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

**Three of the student learning outcomes assessed by the department directly relate to WSU’s general education outcomes. As indicated in the table above, program undergraduates exceed expectations in regard to critical thinking, problem solving, and writing and speaking effectively.**

- e.f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three 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.

Provide information here: **NA**

- e.g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

**Both the undergraduate and the graduate programs in Sport Management are accredited by COSMA (the Commission on Sport Management Accreditation). We submit yearly reports regarding outcomes assessment with direct and indirect measures and develop action plans for the following year based upon meeting, exceeding or not meeting outcomes assessment criteria/benchmarks. The yearly reviews are due by July 31<sup>st</sup> of each year. See Appendices, page 12, for 2013-2014 Complete Action Plan for an example. The next COSMA review will be in 2018-19.**

**g.h.** Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here: **Every semester syllabi must include credit hour description and all course syllabi are monitored by full time faculty for specific content areas (e.g. Marketing, Public Relations, etc.). Additionally, all course syllabi must include our COSMA- mandated description of student contact hours and core content.**

**h.i.** Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here: **Both Sport Management programs employ quality control measures in compliance with our external accrediting body (COSMA). The rigorous outcomes and assessment procedures used to monitor student learning and engagement appear to be effective for developing both graduate and undergraduate students that are not only satisfied with their educational experience, but also are able to translate classroom learning into work-based learning environments.**

**4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

- a. Regarding undergraduate applications and admits, the rolling 5 FY average (2009-2013) was 72 with 66 admitted (91.6% admission rate), which is comparable with the previous 5 FY average (2008-2012) of 70 applicants and 64 admitted (91.4% admission rate). Regarding graduate student applications and admits, the rolling 5 FY average (2009-2013) was 66 with 49 admitted (74% admission rate), which is comparable with the previous 5-FY average (2008-2012) of 69 applicants with 51 admitted (73.9% admission rate).

Rolling 5 year averages (2008-2012) of URM within the university, college of Education and the Department of Sport Management as follows:

Academic classification	University %	College %	Sport Management %
Fr. & Soph	16.8	12.4	10.3
Jr. & Sr.	13.9	10.9	12.7
Masters	8.8	8.6	10.6

While Sport Management's URM percentages within the undergraduate population are lower than university percentages, they are similar to College of Education percentages. It should be noted, however, that Sport Management URM percentages for the Master's level are above both the university and college URM percentages.

- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

We routinely track alumni locations and feedback. In 2012-2013 we received surveys from 234 former graduate students and 82 former undergraduate students (that did not go through our graduate program). Those results are listed in the table below under "Year 2 2012," which coincides with the BLS information gathered for average salary and projected growth from 2012-2022. Using the BLS data, the name "sport manager, leader, or administrator" is not a typology. As a result, the category of "recreation worker/administrator/leader" is used and serves as a proxy. However, it should be noted that occupations associated with Sport Management could be listed under a number of headings, such as "meeting, convention, or event planner/administrator," which have dramatically different average salaries, and projected growth rates.

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1 2011							↓
Year 2 2012	\$22,240	Undergrad: 53% Grad: 48%	Undergrad: 74% Grad: 68%	Undergrad: 74% Grad: 68%	Undergrad: 26% Grad: 32%	Undetermined. It is recommended but not required.	
Year 3 2013							

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

Like most majors within both the university and college, diversity (URMs) should be increased in order to be fully inclusive programs. However, as previously noted, Sport Management has slightly higher percentages of URM students within our programs (see 4a). Additionally, BLS data appears to indicate that over the next 10 years the industry will continue to grow and expand, which results in a positive labor market for our graduating students to access. Regarding the table above, it is evident that many students—whether graduate or undergraduate—leave the state to develop their career. This fact is important as WSU moves into being a regional and national leader in preparing graduates. Roughly ¾ of both graduate and undergraduate students work within the industry, which is broadly defined. For example, someone working for an event planning company may plan and execute 5k and 10k runs in addition to working with national charitable organizations. Many of these jobs might be labeled as “outside of sports” because they are primarily employed in an organization that plans meetings and conventions. It is our sincere belief, however, that the skills they developed while within our program provided them a foundation to be successful. Also, 100% of the surveyed alumni were employed, in some capacity, which speaks to the broadly defined preparation they received while part of the program(s). Per internal alumni data collection, graduates of our programs are employed in a variety of sectors within the industry. See the table below.

Percent graduate and undergraduate students work in selected employment sectors and descriptors:

Employment descriptor	Graduate students	Undergraduate students
Professional sports	10%	25%
College sports	51%	41%
Recreation	9%	17%
High school sports	16%	NA
Other	14%	17%
Outside of Wichita	79%	63%

Students are employed in a variety of areas of scholastic, collegiate, and professional sports. Additionally, they work within the recreation industry (campus, municipal, private and community) and in “other” sectors of the industry that include positions such as governance (Special Olympics) or event and facility management (Intrust

Bank Arena, SMG Facility Management, or ESPN's Wide World of Sports). Continued evolution of job opportunities is expected from both the BLS and department personnel, based upon calculations and networking/relationships.

**5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Between 2006-2010, per table 16 provided by OPA, total SCH generated by undergraduate enrollment within courses was fairly steady and varied between 1,500 and 1,700 SCH. Within the graduate program, during the same timeframe, SCHs generated varied between 400 and 550 SCH. Both of these patterns were consistent until 2011 and 2012 when total SCHs generate skyrocketed to about 6,000 and 6,300 SCHs. Between 2010 and 2011 the number of non-program majors SCHs generated spiked from approximately 200 SCH to over 4,000 for both 2011 and 2012. There were a number of changes made to the program, including developing a Sport Management specific technology course in 2013, one faculty member teaching a sport-specific class for the Sociology department, and—due to COSMA accreditation recommendations—a number of courses that received adjusted 400 level and/or 500 course designations. However, these relatively minor curriculum adjustments do NOT completely explain the spike in overall SCHs and, in particular, the number of non-program majors taking Sport Management courses. Current SCHs, provided by ESS within the College of Education, shows SP 2014 SCH production to be about 1,557, or a 3.3% increase from SP 2013. It would appear, then, that we need further examine years 2011 and 2012 for table 16.

**6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Goal (s)	Assessment Data Analyzed	Indicators/Benchmarks	Outcomes (Last 3 FY)
Recruit, hire, and retain diverse, high quality administrators, faculty and staff.	1. Aggregated SPTE Data 2. Faculty Scholarship Record 3. Faculty/Staff Advising Surveys 4. Exit Surveys 5. Alumni Survey 6. Advisory Council 7. Annual faculty/staff review of strategic plan	1. Median result for perceived quality index of "good" or better. All other data to be considered. 2. Evidence of achievement based on department scholarship policies 3. Average score of 3 or better for each item on surveys 4. SMGT: Minimum of 80% of all responses being "mostly prepared" or better. All other data to be considered.	1. We have hired two tenure-track faculty lines since 2010. 2. Multiple college awards have been given for teaching, research, service, technology, and non-instructional support indicating faculty and staff are engaging in quality work. 3. Overall, SPTE ratings (all faculty, both programs) were above average and exceeded expectations. 4. Both alumni surveys and

		<p>5. Average program satisfaction score of 8 or better. All other data to be considered.</p> <p>6. Annual vote of "satisfied"</p> <p>7. Progress toward objectives defined in plan</p>	<p>exit surveys indicate a general level of meeting expectations.</p> <p>5. Annual reviews for faculty exceeded expectations.</p> <p>6. Advisory council meetings "approved" action plans and quality program progress.</p>
Recruit and retain quality students to meet local and global demands for our graduates	<p>1. SCH Data</p> <p>2. Graduation and retention rates</p> <p>3. Employer Survey</p> <p>4. Advisory Council</p> <p>5. Annual faculty/staff review of strategic plan</p>	<p>1. Comparison of department SCH with other university data and historical department data</p> <p>2. Comparison of department rates with other university data and historical department data</p> <p>3. Average overall rating of graduates of 8 or better. All other data to be considered.</p> <p>4. Annual vote of "satisfied"</p> <p>5. Progress toward objectives defined in plan</p>	<p>1. SCH production has been consistent and steadily and incrementally increasing.</p> <p>2. Graduate rates are productive and steady.</p> <p>3. Employers and advisory council members are satisfied with program, student, and faculty quality.</p>
Achieve professional recognition for programs	<p>1. KBOR Approval</p> <p>2. COSMA Accreditation</p> <p>3. Annual faculty/staff review of strategic plan</p>	<p>1. Approved status</p> <p>2. Accredited status</p> <p>3. Progress toward objectives defined in plan</p>	<p>1. Currently under review</p> <p>2. COSMA approved with annual reports due in July</p> <p>3. Annual review of strategic plan will be examined in the wake of the departmental, college, and university strategic planning process currently underway.</p>
Strengthen the graduate program to support the University's research and grants/contracts mission components	<p>1. Faculty professional development report</p> <p>2. Faculty grant writing report</p> <p>3. Advisory Council</p> <p>4. Annual faculty/staff review of strategic plan</p>	<p>1. Review data based on Faculty Activity Records</p> <p>2. Review data based on Faculty Activity Records</p> <p>3. Annual vote of "satisfied"</p> <p>4. Progress toward objectives defined in plan</p>	<p>1. Annual faculty evaluations show high levels of faculty productivity</p> <p>2. Advisory council satisfied with faculty productivity.</p> <p>3. Strategic plan: implement new research class for graduate program.</p>
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	<p>1. SPTE student comments: Technology</p> <p>2. Exit survey</p> <p>3. Faculty/staff technology updates</p> <p>4. Advisory Council</p> <p>5. Annual faculty/staff review of strategic plan</p>	<p>1. Review of responses to technology question</p> <p>2. Minimum of 80% of all responses being 4 or 5 based on 5-point scale for question 27e. All other data considered.</p> <p>3. Review of hardware/software updates within the department</p> <p>4. Annual vote of "satisfied"</p> <p>5. Progress toward objectives defined in plan</p>	<p>1. SPTE comments regarding technology were positive.</p> <p>2. SMGT created a sport-specific technology class (SP 2014), which is part of u/g program. SMGT 750J is an elective offered during SU 2014 for graduate students, as well.</p> <p>3. Faculty continues to be college leaders in the use and incorporation of technology within classes and research activities.</p> <p>4. Technology responses on exit survey were generally positive and advisory council is satisfied with technology incorporated within both research and teaching.</p>

Develop and maintain collaborative relationships, locally and globally, that enrich the department's mission	<ol style="list-style-type: none"> <li>1. Faculty / staff partnership summary</li> <li>2. Advisory Council</li> <li>3. Annual faculty/staff review of strategic plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Review of key partnerships established/maintained through the year</li> <li>2. Annual vote of "satisfied"</li> <li>3. Progress toward objectives defined in plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty continues to expand partnerships and review current partnerships.</li> <li>2. Developed the Partnership for the Advancement of Sport Management (PASM) to further develop a multitude of partnerships.</li> <li>3. Advisory council is satisfied with partnership development.</li> </ol>
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## 7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

Generally speaking, both the undergraduate and graduate programs appear to be healthy academic programs that develop well-prepared graduates working in multiple areas of the sport, recreation, and physical activity. Using the SWOT analysis framework, the following discussion represents the strengths, weaknesses, opportunities, and threats for both programs moving forward.

**Strengths:** Our rigorous, annual accrediting requirements assure both our program provide industry-specific knowledge based upon current trends and industry best practices. The rigorous nature of our annual accreditation reporting means we have both programmatic goals and student learner outcomes (SLO), which are assessed (some annually, others on a rotation specified within our assessment plan) using direct and indirect measures. The benchmarks/criteria are set high to ensure quality student learning (and assessment). When certain benchmarks for SLOs are not met, then the following year (stated in the annual report) an action plan must be developed to address any potential modifications or adjustments. The annual accreditation reporting, then, is combined with departmentally collected alumni and student data in order to holistically understand programmatic performance and assist in predicting trends while maintaining quality. Another strength of the program is the small, but productive faculty. Production can be measured in international scholarly reputation, College of Education faculty awards (numerous, such as awards for faculty regarding teaching, research, service, and technology innovation), and scholarship productivity.

**Weaknesses:** With such a small number of full time faculty, many SCHs are produced by adjuncts. While steps are taken to professionally develop adjuncts—per accrediting processes—a larger number of SCHs could be generated by FT faculty. Additional resources (faculty lines, professional staff) would improve upon this weakness.

**Opportunities:** Using the BLS occupational categories, you will see that many of the occupational categories relate to the sport (management) industry. As a result, the projected growth of the industry is increasing and expected to further evolve, grow and differentiate in the future. As a result, we are attempting to increase not

only the number of graduates from our programs, but we are attempting to increase SCH production through a number of initiatives outlined in our upcoming strategic plan. Some of these initiatives include partnering with other departments for graduate level certificates in Coaching and Sports Counseling and working with industry partners. Additionally, with the develop of PASM (Partnership for the Advancement of Sport Management), we are furthering our efforts to be more involved in sport, recreation, or community organizations by partnering to evaluate, research, and analyze their dynamics, data, and facilities (examples of recent research partnerships: The Air Capital Classic (PGA sanctioned golf tournament); Kansas Shrine Bowl; YMCA, Wichita B-52s. Another opportunity for our programs is the ability to generate SCH by URM. According to data provided by OPA (see 4a), our programs have opportunities to better serve URM by providing them education, cultural, and research-related opportunities.

**Threats:** lack of resources means we cannot grow programs as fast as needed. Regional programs (other KBOR schools) can close the “gap” in productivity by providing resources to grow those programs and entice students to attend those institutions. Also, in order to remain competitive faculty salaries, travel and other forms of compensation are severely lacking, especially in comparison to the other Division I KBOR schools.

**Future goals:**

1. Maintain COSMA accreditation for both programs to ensure a rich, multifaceted educational experience that emphasizes theory and practices and prepares students for the cultural, social, and organizational expectations associated with the rapid evolving sport industry.
2. Recruit/retain high quality faculty, staff, and students
3. Continue to develop high quality community, industry, or software partnerships.

Overall, both the undergraduate and the graduate program appear to be productive programs regarding SCH, scholarship, and quality teaching.

