

Academic unit: **Dept of Sport Management** \_\_\_\_\_ College: **Applied Studies** \_\_\_\_\_

Date of last review: **2017** \_\_\_\_\_ Date of last accreditation report (if relevant): **2019** \_\_\_\_\_

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. Workforce Leadership & Applied Learning** CIP\* code: **52.0213**

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

\*\*Not being reviewed in this Program Review Report, since the degree officially started in fall 2019.

Certificate (s): \_\_\_\_\_

Faculty of the academic unit (add lines as necessary)

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

NAME (List department –if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
Bobby Berry		NTT
Ricki Ellison		Academic Advisor/NTT
Wonyoung Kim		Tenured (Assoc Professor)
Jeff Noble		Tenured (Assoc Professor)
Mike Ross		Tenure (Asst Professor)
Mark Vermillion		Tenured (Professor)

Submitted by: **Mark Vermillion, Chair** \_\_\_\_\_  
(Name and title)

Date: March 15, 2020 \_\_\_\_\_  
(Date)

In yellow highlighted areas,  
data will be provided

## Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

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

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### *A. Program Purpose Statement - formerly Mission*

(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, our 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 Workforce Leadership & Applied Learning (WLAL), our program's purpose statement, in order to be in alignment with the university's philosophy of only one mission (unless required by accreditation), is as follows:

*The Workforce Leadership and Applied Learning degree program's purpose is to develop students into well-educated, ethical, competent, and impactful professionals. The program's teaching, research, outreach, and service activities will occur in a positive learning environment valuing theory, applied learning, leadership activities, and industry best-practices.*

### *B. The role of the Program(s) and relationship to the University mission:*

The Department of Sport Management, which includes undergraduate degrees in Sport Management and Workforce Leadership and a graduate degree in Sport Management, connects with WSU mission targets. Educationally, department programs focus on quality and rigorously approved 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 framework, the WLAL program developed an outcomes assessment plant that employs indirect and direct measures of student learning outcomes, operational effectiveness goals, and broad-based program goals. The culture of assessment prevalent within these programs ensures a commitment to quality educational experiences. Culturally, the department has renewed focus on community outreach and interacting with a diverse set of organizations and practitioners. For example, the department houses The Fuse, which is a community outreach initiative for the College of Applied Studies, and has partnered with the Multicultural Greek Council for cultural and educational programming; Real Mean, Real Heroes for

mentoring training; and The Boys and Girls Club to provide responsible and safe social events. Economically, the department's programs have been involved in service-learning projects, such as work with the Wichita Open, Friends University Athletics, WSU Athletics, and the Wichita Sports Forum. By connecting degree programs, faculty, and students with practitioners and opportunities to meet their organizational needs through research and volunteer staffing, departmental programs and faculty have produced over \$25,000 (in the past two years) of gifts-in-kind, student fellowships/scholarships, and faculty and/or student consulting.

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 the Professional Development Workshop series in AY20; community-building and culturally enriching opportunities, such as the department's 9/11 Day of Service with the Veteran's Administration and Disabled American Veterans; and opportunities to provide real value to organizations through their research, volunteerism, and applied learning experiences.

*C. Has the purpose of the Program(s) changed since last review?*  Yes  No

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

*D. How does the Program support the university strategic plan?*

Describe in 1-2 concise paragraphs.

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- Workforce Leadership and Applied Learning), are being explicitly integrated into WSU's strategic plan. Using the TDX and strategic planning reporting system, our department has submitted three (3) strategic planning initiatives (SPIs) with a total of seven (7) tactics with approved metrics (and sources of evidence). 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.

Please see next page for Table 1: Departmental Support of University Strategic Plan

**TABLE 1:** 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.—Workforce Leadership and Applied 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 <i>(GR: Q4; UG: Q4)</i>  1.2 80% satisfied or higher <i>(GR: Q11; UG: Q11)</i>	1.1 University exit survey data  1.2 University exit survey data
Provide professional development opportunities for students.	Professional development programming	2.1. Host 2 fall workshops  2.2 Host 2 spring workshops	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 <i>(GR: Q12; UG: Q35)</i>  3.3 Average volunteer hours over 8 hours <i>(GR: Q12b; UG: Q35B)</i>	3.1 attendance sheets  3.2 University exit survey data  3.3 University exit survey data

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 WLAL 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” are primary strategies listed as popular strategies for assessing progress on both mission targets and strategic planning goals. Within the department we have attempted to connect all the required COSMA accredited assessment processes (e.g. SLOs, OEGs, indirect and direct assessments, etc.) and the outcomes assessment plan for the WLAL to the university’s refreshed strategic plan. For example, and using the table above 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 WLAL outcomes assessment plan.

*E. Provide an overall description of your program (s) including any changes made since the last review?*

The Sport Management programs (B.A. and M.Ed.) are accredited programs that prepare 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 a number of graduates, both 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 SLOs and OEGs, the Sport Management programs have incorporated data driven decision-making processes into our evaluative processes. Additionally, we connect with internal and external stakeholders through active organizations, such as the Sport Management Student Association (SMSA), Sport Management Alumni Association (SMAA), and the Sport Management Advisory Council; these organizations provide oversight and feedback with our main constituents: Students, alumni, and practitioners. Our Sport Management programs hosted a COSMA reaccreditation site visit in October of 2019, received unanimous approval for reaccreditation in February of 2020, and will be accredited through 2027.

Since our last program review in 2017, the Department of Sport Management has added minors in Esports Management and Workforce Leadership in response to students’ demand and interest in specialized educational programming. Additionally, we have added the WLAL degree program, which is the first Bachelor of Applied Science here at WSU. The WLAL is a new degree program focusing on developing 21<sup>st</sup> century job skills (i.e. “soft” skills) and leadership through a variety of course options. The WLAL includes 21 credit hours of applied learning, which consists of almost 1,700 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. WLAL is a flexible degree, which has both online and traditional major degree codes, providing students the chance to tailor their educational experience to their career and/or life goals. WLAL’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 Fall 2019 was the first official semester the WLAL was offered, there is no data collected on WLAL majors or the program for analysis during this Program Review reporting cycle.

## 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 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.**)

**Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).**

Table 1 Departmental Outputs																		
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					
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	

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

*{See discussion points below}*

*A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.*

In 2017, both the College of Applied Studies (known as the College of Education at the time) and the Department of Sport Management adopted the Uniscope model for tenure, promotion, and annual reviews. As a result, faculty are evaluated on the three dimensions or forms of scholarship—teaching, research/creative activity, and service—and the key functions of knowledge (discovery, integration, application, and education). Key to annual productivity is the departmental and college evaluations, which provide assistant, associate, and full professors explicit expectations and feedback. Expectations, for example, of acceptable research productivity for an assistant professor are clearly listed within the College of Applied Studies’ policies and procedures. The college’s Faculty Personnel Committee (FPC) also provides detailed annual feedback for probationary faculty, which is in addition to department-level feedback. Annual department-level evaluations, using the university mechanism of the Faculty Activity Record (FAR), involve one-on-one meetings with the department chair and all faculty, regardless of their rank. In these meetings, faculty and chair discuss their productivity, goals for the next year, and how they met/did not meet their current year’s research goals.

*B. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.*

**The Department of Sport Management is comprised of the following faculty members and their rank/research loads:**

<b>Faculty Member</b>	<b>Rank/Position</b>	<b>Research Requirement</b>
Berry, Bobby	Non-Tenure Track/Clinical Educator	No
Ellison, Ricki	Undergraduate Academic Advisor (60%)/Clinical Educator (40%)	No
Kim, Wonyoung	Associate Professor	Yes (40%)
Noble, Jeff	Associate Professor	Yes (40%)
Ross, Mike	Assistant Professor	Yes (40%)

Vermillion, Mark	Professor/Chair	Yes (5%)
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Based off of the distribution of research productivity, per rank and positions, department faculty have shown appropriate productivity. Regarding Table 1: Departmental Outputs on page 6, department productivity is appropriate with the departmental size, which has changed—in both aggregate and role—during the years covered in Program Review. For example, Mike Ross was a clinical educator with no research responsibilities until 2017-2018; he began a tenure track line as an assistant professor recently, which will impact scholarship totals in the next reporting cycle. Bobby Berry, whom was added to the department in 2019, is also a clinical educator without explicit research responsibilities during the years reviewed (NOTE: Bobby Berry is transitioning to a tenure track line as an assistant professor in the fall 2020). Ricki Ellison is currently in a hybrid position, which is 40% clinical educator, 50% undergraduate academic advisor, and 10% student recruitment and retention. These three faculty members are crucial to the department’s overall success, but do not/did not have explicit research requirements, which impacts the scholarly productivity for the department.

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

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).

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#### A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)?  Yes  No

If yes, please explain the average ACT scores for your students.

#### B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average?  Yes  No

If yes, please explain the average GPA of your graduate students.

The rolling 5-FY weighted average University GPA (from 2014-2018) was 3.5. The same GPA metric for the same time for M.Ed.—Sport Management students was 3.4. Using individual years, the University GPAs was 3.5 for years 2015, 2016, 2017, and 2018. For those same years, the GPAs for our Sport Management students were 3.5 (2015), 3.4 (2016 and 2017), and 3.3 (2018). The differences between University and program GPAs are not significant nor a cause for concern.

#### C. Accreditation status: If accreditation is previously noted, please add:

Accrediting Body: **Commission on Sport Management Accreditation (COSMA)**

Next Review Date: **(Reaffirmation of Accreditation: February 2020) Next review date: 2027.**

Commendations and concerns from the last review: **No concerns. Programs were accredited without notes.**

### D. Assessment of Learning Outcomes

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

*You may add an appendix to provide more explanation/details. (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 your accreditation information. If not accredited, please complete the table below.)*

**The B.A.—Sport Management and M.Ed.—Sport Management degree programs recently completed a reaffirmation of accreditation self-study (submitted 5/2019) and site-visit (10/2019). In February of 2020 both degree program received reaffirmation of accreditation by the Commission on Sport Management Accreditation (COSMA). In specific reference to Table 2 of this report, due to annual COSMA reporting procedures, the measures and assessment tools used analyze the aforementioned student learner outcomes were last reported for AY 2018/19. As a result, the tables below present that information only. (NOTE: COSMA annual reporting cycles run from July 31<sup>st</sup> to July 31<sup>st</sup> annually. As a result, we can report AY 2019/20 information for the Program Review Report, because the data will be gathered through June 2020 to be reported by July 31, 2020.)**

#### Sport Management—B.A.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	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) SMT 447 internship reflection report 2) SMT 446 key concepts exam 3) Student exit survey 4) Alumni survey 5) SMT 447 internship site supervisor evaluation	1) Rubric 2) Grading scale 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 80% or better for each section of report 2) Minimum 80% of students scoring 80% or better 3) Minimum 80% “mostly prepared” or better on items 4) Minimum 80% “mostly prepared” or better on items 5) Minimum 90% receiving an overall performance rating of “agree” and a minimum of 80% of responses to knowledge base items at “prepared”	1) 95.7% 2) 97% 3) 80-100% (items failing to meet criteria: financial management, 75%; budgeting, 75%) 4) 84.6%-95.2% (items failing to meet criteria include: finance, 72.1%; budgeting, 71% and bus/econ analytics, 72.1%) 5) NA	1) exceeds expectations 2) exceeds expectations 3) does not meet expectations 4) does not meet expectations 5) Not scheduled for reporting until July 2020.  #3-4 Measure 4: all sport management knowledge was reported at or above the 80% benchmark of mostly prepared (or greater) and ranged from 84.6%-95.2% for social foundations, psychological foundations, management, leadership venue/event management, governance, ethics, marketing, communication, and sport law The exceptions, however, were

					finance (72.1%), budgeting (71%), and business analytics (72.1%). There needs to be more focused attention on these concepts within the appropriate courses. These courses and concepts have been historically low and have increased recently, but there needs to be more creative and concerted efforts to engage students on these topics so that their content retention and preparedness is higher.
Students will be able to apply ethical decision-making frameworks in relation to issues facing sport managers.	1) SMGT 475- Ethics writing assignment 2) SMGT 447 internship reflection paper 3) Student exit survey 4) Alumni survey 5) Employer survey 6) SMGT 447 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 4) Evaluation results 5) Survey results 6) Evaluation results	1) Minimum 80% at acceptable or better 2) Minimum 80% or better for section of report 3) Minimum 80% “mostly prepared” or better on items 4) Minimum 80% “mostly prepared” or better on items 5) Minimum 80% “mostly prepared” or better on items 6) Minimum 80% of responses to knowledge base items at “prepared” or better	1) NA 2) 100% 3) 85, 90% 4) 96.1%, 95.1% 5) NA 6) 96.8%, 91.2%	1) Not scheduled for reporting until July 2020 2) Exceeds expectations 3) Meets expectations 4) Exceeds expectations 5) Not scheduled for reporting until July 2020 6) Exceeds expectations
Students will display critical thinking skills related to effective decision-making in sport organizations.	1) SMGT 461-Risk management assignment 2) SMGT 447 internship reflection paper 3) Student exit survey 4) Alumni survey 5) Employer survey 6) SMGT 447 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Survey results 6) Evaluation results	1) Minimum 80% at mostly prepared or better 2) Minimum 80% at acceptable or better 3) Minimum 80% “mostly prepared” or better on items 4) Minimum 80% “mostly prepared” or better on items 5) Minimum 80% “mostly prepared” or better on items 6) Minimum 80% at “mostly prepared” or better on items	1) NA 2) 100% 3) 90%, 90% 4) 99%, 98.1% 5) NA 6) 91.2%, 88.2%	1) Not scheduled for reporting until July 2020 2) Exceeds expectations 3) Exceeds expectations 4) Exceeds expectations 5) Not scheduled for reporting until July 2020 6) Exceeds expectations
Students will display an understanding of and appreciation for diversity in sport.	1) SMGT 444- Org. diversity reflection paper and presentation 2) SMGT 447 internship reflection paper 3) Student exit survey 4) Alumni survey 5) Employer survey	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Survey results 6) Evaluation results	1) Minimum of 80% at “acceptable” or better. 2) Minimum 80% or better for section of report 3) 80% “mostly prepared” or better on items 4) 80% “mostly prepared” or better on items 5) Minimum of 80% “mostly prepared” or better on items 6) Minimum 80% at “mostly prepared” or better on items	1) 100% 2) 95.7% 3) 90%, 90% 4) 96.1%, 94.2% 5) NA 6) 97%, 100%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Exceeds expectations 5) Not scheduled for reporting until July 2020 6) Exceeds expectations

	6) SMGT 447 internship site supervisor evaluation				
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) Employer survey 6) SMGT 447 internship site supervisor site evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Survey results 6) Evaluation results	1) Minimum 80% of students receiving score of "acceptable" or better 2) Minimum 80% or better for section of report 3) Minimum 80% "mostly prepared" or better on items 4) Minimum 80% "mostly prepared" or better on items 5) Minimum 80% "mostly prepared" or better on items 6) Minimum 80% "mostly prepared" or better on items	1) NA 2) 100% 3) 80%, 85%, 85% 4) 93.1%, 91.2%, 96.1% 5) NA 6) 93.5%, 100%	1) Not scheduled for reporting until July 2020 2) Exceeds expectations 3) Meets expectations 4) Exceeds expectations 5) Not scheduled for reporting until July 2020 6) Exceeds expectations
Students will demonstrate skills pertaining to the use of technology in sport management.	1) SMGT 426 social media project 2) SMGT 447 internship reflection paper 3) Student exit survey 4) Alumni survey 5) Employer survey 6) SMGT 447 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Survey results 6) Evaluation results	1) Minimum 80% "acceptable" or better 2) Minimum 80% "acceptable" or better 3) Minimum 80% "mostly prepared" or better on items 4) Minimum 80% "mostly prepared" or better on items 5) Minimum 80% "mostly prepared" or better on items 6) Minimum 80% "mostly prepared" or better on items	1) 97% 2) 97.9% 3) 85%, 90% 4) 90.1%, 93.5% 5) NA 6) 96.7%, 93.3%	1) Exceeds expectations 2) Exceeds expectations 3) Meets expectations (generally) 4) Exceeds expectations 5) Not scheduled for reporting until July 2020 6) Exceeds expectations
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 4) Alumni survey	1) Rubric 2) Rubric 3) Evaluation results 4) Survey results	1) Minimum 80% "acceptable" or better 2) Minimum 80% "acceptable" or better 3) Minimum of 90% receiving overall rating of agree or better 4) Minimum 80% at "mostly valuable" or better.	1) 100% 2) 100% 3) 100% 4) 84%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Meets expectations

## Sport Management—M.Ed.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	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) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) 95% at acceptable 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of responses at “mostly prepared” or better, or “agree” on items	1) 100% 2) 100% 3) 81%, 98.5% 4) NA 5) 100% (13/13 content areas)	1) Meets expectations 2) Exceeds expectations 3) Meets expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
Students will be able to apply ethical decision-making frameworks in relation to issues facing sport managers.	1) SMGT 812- ethical dilemma assn. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “mostly prepared” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) NA 2) 100% 3) 97.7%, 99.2% 4) NA 5) 100%, 100%	1) Not scheduled for reporting until July 2020 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
Students will display critical thinking skills related to effective decision-making in sport organizations.	1) SMGT 801- organizational evaluation assn. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “mostly prepared” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) NA 2) 100% 3) 100%, 98.4% 4) NA 5) 95%, 100%	1) Not scheduled for reporting until July 2020 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations

Students will demonstrate an understanding of the foundations of effective research in sport management.	1) SMGT 800- research report. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) 100% 2) 100% 3) 93.8%, 88.3% 4) NA 5) 100%, 100%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
Students will display an understanding of and appreciation for diversity and its impact on managerial decision-making in sport.	1) SMGT 810- diversity paper. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) NA 2) 100% 3) 97%, 95.3% 4) NA 5) 90%, 95%	1) Not scheduled for reporting until July 2020 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.	1) SMGT 803- marketing plan. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) 100% 2) 100% 3) 94.5%, 97.6%, 99.2% 4) NA 5) 100%, 100%, 100%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
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 4) Alumni Survey	1) Rubric 2) Rubric 3) Evaluation results 4) Survey results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 95% receiving “agree” on performance evaluation items and 80% of responses to other items at either “mostly prepared” or better, or “agree” 4) Minimum 80% “mostly valuable” or better	1) 100% 2) 100% 3) 100% 4) 87%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Meets expectations

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

**The B.A.—Sport Management and M.Ed.—Sport Management are guided by a series of direct and indirect student learning outcomes (SLOs). As you can see from the latest annual report, which was part of our recent reaffirmation of accreditation self-study, students, regardless of program, appear to be successfully achieving program identified SLOs. Sport Management sets rigorously high targets or criteria for the assessment of all SLOs, which has been recognized by our accrediting body. Regarding “does not meet expectations” analyses, budgeting, finance, and economic-related content represent content areas where improvement is needed. While measures in these content areas are approaching the desired targets or criteria thresholds, the B.A.—Sport Management program is continuing to address these content areas. For example, SMGT 428: Revenue Management in Sport was matriculated into the online learning environment in recent years, which correlates with positive progress in these content areas. While not to the 80% criterion in these separate areas, the trend seems to be positive. Additionally, other courses, such as SMGT 444: Human Resource Management in Sport and SMGT 300: Technology in Sport Management address these content areas from different discipline and/or technical points of view. Program faculty are continuing to not only monitor these trends, but also work with the SMGT Advisory Council to further refine curricular content that is based upon industry best-practices.**

**As a reminder, the Sport Management programs’ mission 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.*

**Results from the SLO assessment as listed in Table 2 illustrates, with reasonable confidence, that the B.A.—Sport Management and M.Ed.—Sport Management programs are, indeed, developing well-educated, ethical, and competent sport management professionals. By securing assessment information from a variety of direct and indirect sources, such as program alumni, applied learning site supervisors, and student performance on key assessment activities (as measured by faculty), we are confident that our students are making a productive and positive impact within their organizations (and industry). In the next annual reporting cycle, we will report information from employers, which will provide additional information regarding the education of our students.**

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## E. Assessment of Student Satisfaction

Both the B.A.—Sport Management and M.Ed.—Sport Management degree programs employ alumni, employer, and student exit surveys. These surveys, per our COSMA approved assessment plans, are collected in regular cycles and intervals. For example, Employer and program Alumni Surveys are collected every three (3) years. Survey data was collected for the UG Alumni survey, GR Alumni Survey, and Employer survey were filtered to examine the date range of 1/2018-6/2019. Note: Reporting for the Employer Survey is not scheduled until July of 2020; data for this survey are still being collected.

Regarding alumni and employer surveys, please the following:

Collection Date	Assessment Tool	N/N	%	Result/Analysis
1/2018-6/2019	<sup>1</sup> UG Alumni survey	1) 49/51 2) 40/51	1) 96.1% 2) 78%	1) self-report a rating of 7 or higher 2) self-report a rating of 8 or higher
1/2018-6/2019	<sup>2</sup> GR Alumni survey	1) 119/122 2) 111/122	1) 97.5% 2) 91%	1) self-report a rating of 7 or higher 2) self-report a rating of 8 or higher
1/2018-6/2019	<sup>3</sup> Employer survey	1) 27/29 2) 22/29	1) 93% 2) 79%	1) Report a rating of 7 or higher for SMGT graduates 2) Report a rating of 8 or higher for SMGT graduates

<sup>1</sup> UG Alumni survey: UG alumni survey Q 27: I would rate my overall satisfaction with the program as being... (1-10, low to high)

<sup>2</sup> GR Alumni survey: GR alumni survey Q 23: I would rate my overall satisfaction with the program as being... (1-10, low to high)

<sup>3</sup> Employer survey: (As an employer) I would rate my perception of the quality of WSU SMGT programs as being... (1-10, low to high)

Additionally, a key-concepts exam (UG) and a comprehensive exam (GR) are administered and required in order to successfully complete sport management degree program requirements. These exams are discussed in Table 3: Student Learning Outcomes Comparison

Table 2 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
<i>Ex. 1</i>	225	<i>Praxis</i>	<i>80% of 225 were proficient</i>	<i>75% of testers are proficient</i>
2016-17	1) 52/54 2) 21/21	1) UG: Key Concepts exam 2) GR: Comprehensive exam	1) 93.4% met SLO criterion 2) 100% met SLO criterion	NA: No national comparisons
2017-18	1) 36/38 2) 28/29	1) UG: Key Concepts exam 2) GR: Comprehensive exam	1) 94.7% met SLO criterion 2) 96.6% met SLO criterion	NA: No national comparisons
2018-19	1) 64/66 2) 26/26	1) UG: Key Concepts exam 2) GR: Comprehensive exam	1) 97% met SLO criterion 2) 100% met SLO criterion	NA: No national comparison
2019-20	NA	NA	NA	NA

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3. Use Table 3 and 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 3d) to illustrate student satisfaction with the program and perceptions of program value.

**Table 3 illustrates that students are successfully completing the required examinations for both the B.A.—Sport Management and M.Ed.—Sport Management programs. The results can be interpreted as indicating students are reasonably prepared for professional practices as the matriculate into the industry post-graduation. Using alumni data, both the UG and GR surveys, program faculty are presented with a reasonable amount of information to consider, regarding students' perceptions of the programs. That is, students—both UG and GR—seem satisfied with degree programs post-graduation. Employer data, as well, indicates a positive perception of WSU Sport Management programs and the resulting students.**

Using Table 10 from WSU's Office of Planning Analysis (OPA) that was provided to us for this Program Review Report, graduates of the B.A.—Sport Management program report high levels of program satisfaction, especially in comparison to other university and college-level graduates. The Rolling 5-AY average (2014-2018) for undergraduates that self-report levels of "satisfied" or higher is extremely high in Sport Management (99.2%) when compared to both the university (81%) and college (85.6%) levels. Regarding graduates of the M.Ed.—Sport Management program, the pattern is similar. That is, the Rolling 5-AY average (2014-2018) for graduate students that self-report levels of "satisfied" or higher is extremely high in Sport Management (94.3%) when compared to both the university (84.1%) and college (86.2%) levels.

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## F. General Education

1. Does your program support the university General Education program?  Yes  No

If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 3 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques
<i>Math 242: Calculus I</i>	2015: 96% passed 2016: 87% passed 2017: 96% passed			x		x

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

## G. Concurrent Enrollment

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

If yes, 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.

If no, skip to next question.

## H. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18?  
 Yes  No

**Every semester all program syllabi must include a credit hour description using WSU's language and syllabus template and are monitored by full-time faculty for specific content areas (e.g. Marketing, Public Relations, etc.). The syllabi review reports are submitted to our accrediting body during (re)accreditation site visits. Additionally, all course syllabi must include our COSMA- mandated description of student contact hours and core content, and must be HLC compliant. Finally, any discussion or assigning of credit hours is in full compliance with WSU Policy 2.18.**

## *1. Overall Assessment*

1. Define the overall quality of the academic program based on the above information 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).

Both graduate and undergraduate Sport Management programs employ quality control measures set in place by our external accrediting body (COSMA). The rigorous outcomes and assessment procedures (e.g. indirect and direct assessments) used to monitor student learning and engagement appear 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. Some notable student-centric accomplishments, involving students from both sport management degree programs, include:

- 1) Six SMGT students inducted into COSMA's honor fraternity, Chi Sigma Mu, since 2017.
- 2) Two SMGT students receiving the "Bright Futures" Awards in 2019 and 2020.
- 3) High-profile applied learning experiences (i.e. practica, internships) done by students, which received university recognition and used in university promotions, including students working with NBA and NFL franchises, within MLB governing offices, the PGA, and multiple NCAA Division I (FBS, FCS, Division I) athletic departments.

Our recent reaffirmation of accreditation from COSMA, which runs through 2027, provides our Sport Management programs the framework to develop rigorous data collection and assessment processes. These processes serve as "feedback loops" whereby our faculty, in partnership with our SMGT Advisory Council that contains industry practitioners, alumni, and current students, can evolve curriculum and/or program content and structure. For example, our M.Ed.—Sport Management program was changed from 36 CHs to 30 CHs based upon conversations with students, alumni, and industry professionals. Essentially, we reconfigured the program with fewer electives, which were a financial burden for current students, and thought creatively in regards to how to provide a curriculum that addressed current students' financial, educational, and professional needs. The result was an innovative curriculum that includes the following:

- 1) a course amalgamating the disciplines of leadership and sociology
- 2) a course addressing both the ethical and legal issues within sport
- 3) a course focused on networking and mentoring, which includes a structured mentoring program where all students are assigned a professional mentor sourced from our Sport Management Alumni Association.

Finally, while there are not official regional, national, or international rankings of Sport Management (or related) programs, there are a number of educational rankings put forth anecdotally by private organizations. (NOTE: These 'rankings' should be taken with caution, since the methods for determining these rankings are not always clearly outlined to the general public.) Many of the recent accolades include:

- 1) #14 Best Value Sport Management Degree (2019) – [ValueColleges.com](http://ValueColleges.com)
- 2) #7 Best Sport Management Graduate Degree (2018) – [Sports-Management-Degrees.com](http://Sports-Management-Degrees.com)

3) #20 Sport Management Undergraduate Degree (2018) – [Sports-Management-Degrees.com](http://Sports-Management-Degrees.com)

**NOTE:** The B.A.S.—Workforce Leadership and Applied Learning (WLAL) is not discussed in this program review, since the degree did not commence until fall 2019. The WLAL will be reviewed in the next Program Review Reporting cycle. It should be noted, though, that the WLAL has an Outcomes Assessment plan, which includes direct and indirect assessments of SLOs and OEGs. Similar reporting sources/mechanisms, such as the use of alumni surveys, employer surveys, student exit survey data, and applied learning site supervisor evaluations, will be used to assess program quality.

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## Part 4: Student Need and Employer Demand

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

Complete the table below.

Table 4 Employment of Majors							
	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
AY2017	See below	Unknown	See below	See below	See below	7.7% (OPA UG Exit Survey)	Unknown
AY2018	See below	Unknown	See below	See below	See below	7.3% (OPA UG Exit Survey)	Approximately 7% (2018)

\* [https://ksdegreestats.org/program\\_search.jsp](https://ksdegreestats.org/program_search.jsp) and U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

A. 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. Also address students enrollment, degree production and employment outcomes for diverse students.

The CIP associated with the B.A.—Sport Management and M.Ed.—Sport Management degrees is 31.0504, which is Sport and Fitness Administration/Management. Generally speaking, graduates receive reasonably competitive wages. It should be noted that it is difficult to define the “sport industry” as a homogeneous industry; and, therefore the following discussion and statistics should serve as only proxies. According to [KBOR’s KSDegreeStats.org](http://KBOR.org), the average salary for these graduates 5-years post-graduation is \$45,986. Relatedly, the US Bureau of Labor Statistics’ (BLS) information listed in their [Occupational Outlook Handbook](#) (in the website’s area designated for data for occupations not covered in detail) is a section specified for “arts, design, entertainment, sports, and media occupations.” Within this specified career cluster there is information associated with “media and communication” workers, which most closely approximates the work our graduates, generally speaking, do day-to-day. Using this information, the BLS notes as of 2018 there are 29,000 jobs within the industry with a median wage of \$48,330. The industry outlook is positive, as well, with about 2,100 new projected jobs within the industry, which is a 7% growth rate (above average growth).

While not as rigorous as the BLS or KBOR’s data, the department conducted alumni surveys with B.A.—Sport Management graduates and M.Ed.—Sport Management graduates. The results indicated similar findings to the aforementioned sources of data, which are illustrated in the following table:

**Self-reported salary ranges for graduate and undergraduate students from alumni surveys<sup>1</sup>**

Salary range (\$)	Graduate students (%)	Undergraduate students (%)
100,000 or more	16	16
80,000-99,999	10.1	10
60,000-79,999	22.7	10
40,000-59,999	31.9	32
20,000-39,999	16	20
Less than 20,000	3.4	12

<sup>1</sup> B.A. Alumni Survey: Filtered 1/2018-6/2019 (n=54); M.Ed. Alumni Survey: Filtered 1/2018-6/2019 (n=116)

**In addition to collecting data regarding salary, both program alumni also self-reported their official positions within the sport industry, based upon occupational level. Those data are as follows:**

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

Employment descriptor	Graduate students (%)	Undergraduate students (%)
Entry-level within sports	6.9	9.8
Mid-level within sports	44.8	35.3
Senior-level within sports	24.1	25.5
Outside of Sports	24.1	29.4

<sup>1</sup> B.A. Alumni Survey: Filtered 1/2018-6/2019 (n=54); M.Ed. Alumni Survey: Filtered 1/2018-6/2019 (n=116)

**Students are employed within a variety of administrative or managerial levels within intercollegiate, professional (including both major league and minor league sport organizations), recreation, event and facility management, and other industry sectors. A typical entry-level position within professional sports, for example, might involve season ticket or sponsorship sales, while a typical mid-level position within professional sports would be a director or group sales. A senior-level position within intercollegiate sports, for example, would be an Athletic Director (or any of the assistant/associate positions associated with various athletic administration. Continued evolution of job opportunities is expected from both the BLS and department personnel, based upon calculations and networking/relationships.**

**Regarding undergraduate applications and admits, the rolling 5 FY average (2014-2018) was 124 with 118 admitted (95.2% admission rate), which is higher than the previous 5 FY average (2013-2017) of 108 applicants and 102 admitted (94.4% admission rate); although, admission rates (%) remain comparable. Regarding graduate student applications and admits, the rolling 5 FY average (2014-2018) was 54 with 45 admitted (83.3% admission rate), which is similar with the previous 5-FY average (2013-2017) of 55 applicants with 45 admitted (82% admission rate). The growth in the undergraduate program was the result of increased recruitment efforts at the university, college, and department levels. The consistent graduate student population numbers are the direct result of what the small graduate faculty can manage and still sustain high quality graduate education.**

**Tables 12 through 15 from OPA provide important information in regards to examining patterns of Under-represented Minority group members (URMs) for our sport management programs. Rolling 5-year**

averages (2013-2017) of URMs within the university, College of Applied Studies, and the Department of Sport Management are as follows:

Academic classification	University %	College %	Sport Management %
Fr. & Soph	19.6	17.1	17.5
Jr. & Sr.	16.2	14.5	17
Masters	10.5	12	13

While Sport Management’s URM percentages within the undergraduate population are slightly lower than university percentages for freshmen and sophomores, they are slightly higher as compared to College of Applied Studies’ percentages for the same group. Regarding juniors and seniors, Sport Management’s URM percentages are slightly higher than both the university and the College of Applied Studies. It should be noted, too, that Sport Management URM percentages for the Master’s level are above both the university and college URM percentages. Finally, URM percentages for Sport Management appear in alignment with both the college-level and university-level environments.

Like most majors within both the university and college, diversity (URMs) should be recruited, supported, and retained in order to be fully inclusive programs. However, as previously noted, Sport Management has slightly higher percentages of URMs within our programs. In conjunction with university-driven initiatives (e.g. SEM) and college-level goals, Sport Management programs are not only committed but also see the need to growing URMs within both programs. For example, the Rolling 5-year average (2014-2018) of the conferral of degrees for URMs, the percentages across the university, college, and degree programs are comparable. See the following:

Academic classification	University %	College %	Sport Management %
Bachelors	14.8	13.4	13.5
Masters	9.8	12.3	10.5

In summary, the B.A.—Sport Management and M.Ed.—Sport Management programs have positive student satisfaction rates; actively engage students, alumni, and practitioners to build programs that prepare students to be successful in their professional work; and—regarding university-provided data on URMs—are in alignment with university and college levels. BLS data appears to indicate that over the next few years the industry, which is narrowly defined using BLS categories, will continue to grow and expand, which results in a positive labor market for our graduating students to access. About 75% of both graduate and undergraduate students, measured through self-reports in undergraduate and graduate alumni surveys, work within the sport 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).

Key to the success of Sport Management students is the engagement of our Sport Management Alumni Association, the SMGT Advisory Council, and the practitioner partners that support our educational

mission. For instance, Sport Management applied learning courses have helped to facilitate the signing of over 160 unique Affiliation Agreements with sport, recreation, and physical activity organizations since fall of 2018. These site organizations and supervisors are key to helping students grow both personally and professionally, which is why their feedback is incorporated within our Outcomes Assessment plans for both the B.A.—Sport Management and M.Ed.—Sport Management degree programs.

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## Part 5: Program Service

Analyze the service the Program/certificate provides to the *discipline, other programs at the University, and beyond*. Complete for each program if appropriate. **Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production)** can be used to partially address this section. (Refer to instructions in the WSU Program Review document for more information on completing this section).

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

The Rolling 5 FY average (2014-2018), per Table 1 provided by OPA, total SCH generated by Sport Management program enrollment within courses grew steadily and varied between and averaged 4,240 SCH, with the bulk of those SCHs being generated (46%) by courses in the 300-499 range. The Rolling 5 FY average (2014-2018) for undergraduate courses was 3,163 SCHs with the graduate program, in the same time frame, generating 1,077 SCHs. According to Table 2, which examines SCH Production at Fall Census Day, the Rolling 5-year average (2013-2017) of SCHs generated by Sport Management programs was 1,881 with 1,436 SCHs and 445 SCHs generated by undergraduate and graduate sport management programs and/or classes respectively. According to Table 16, the Rolling 5-year average (2013-2017) shows 1,881 SCHs produced on fall census day, of which almost 64% is from UG majors, about 24% is from graduate majors, and the remaining 12% is from non-program majors.

Sport Management degree majors, as well, are positive. Regarding undergraduate majors, the Rolling 5-year average (2013-2017) was 38 (freshmen), 32 (sophomores), 40 (juniors) and 55 (seniors) for 165 majors. For comparison, the Rolling 5-year average (2011-2015) was 138. It should be noted that UG majors have grown from 136 (2014) to 219 in 2017. Regarding graduate students (M.Ed.), the Rolling 5-year average (2013-2017) was 56, which is similar to the Rolling 5-year averages from 2012-2016 of 57 and from 2011-2015 of 60. Growth past 55 students in the M.Ed. program, as previously mentioned, is problematic since the number of fulltime graduate faculty—per our last program review report in 2017/18—was 3/6 faculty. Graduate enrollment between 50 and 60 is a range where faculty can provide quality curriculum management, high engagement (with classes and with informal mentoring), and as quality advisors. (Graduate faculty within the M.Ed.—Sport Management program serve as graduate student advisors). The increased enrollment within the B.A.—Sport Management program, which is about 85 UG majors between 2014 and 2018, illustrates the impact of recruitment and retention efforts at the university, college, and department levels. Both the B.A.—Sport Management and M.Ed.—Sport Management programs generate a positive ROI resulting in a robust number of graduate majors, undergraduate majors, and the number of SCHs produced.

Expanding on the small number of faculty but the high levels of productivity, the Rolling 5-year average (2013-2017) of SCHs generated by fulltime faculty (tenure eligible or clinical educators) was 1,289 or 81% of total SCHs. Additionally, 966 SCHs (61%) were generated by tenure eligible faculty alone. Regarding university, college, and program SCH production by FTE, the sport management programs'

faculty were productive. For example, the Rolling 5-year average (2013-2017) of SCH production for tenure eligible faculty was 191.8 SCH; 218.2 for the college during the same timeframe and with the same employee type. For sport management, the Rolling 5-year average (2013-2017) of SCH production for tenure eligible faculty was 309.8 SCHs.

For further information, recent OPA analyses (e.g. Closed Course Reports) have indicated that many SMGT courses are routinely on closed course lists and recommendations have been made for multiple course sections. Constrained financial resources at both the departmental and college level, however, do not provide the opportunity to develop additional course sections, which would allow for the opportunity of increasing non-program majors SCH generation. It is our sincere belief that both sport management programs provide an appropriate amount of service to the university community.

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

The Sport Management programs provide service to other university programs in a variety of ways. As previously discussed, about 12% of Sport Management SCHs are produced by non-majors. As a result, the programs provide other forms of service to a variety of academic and non-academic programs on campus. The following list is a brief, non-exhaustive summary of how the B.A.—Sport Management and M.Ed.—Sport Management programs impact the university.

1) SMGT 552: Study Abroad in Sport and Entertainment—The first ever study abroad course in Sport Management here at WSU, the course received special recognition in our recent reaffirmation of COSMA accreditation and helped anchor the instructor’s nomination for recent positive risk-taking awards. The course takes students to South Korea for over 2-weeks where they interact with a wide variety of educational, professional (e.g. sport, hospitality, tourism, and entertainment organizations), and cultural (e.g. visiting the Demilitarized zone bifurcating North and South Korea) activities.

2) Professional development workshops: Partnering with The Fuse, the Department offers and helps facilitate multiple professional development workshops (four of which are part of the department’s strategic plan) focusing on building professional skills (e.g. “how to present yourself”). Additionally, there are monthly “leadership luncheons” that engage students’ views and help them build their own leadership toolkit. And, finally, there are a variety of professional development opportunities, that are sport industry-centric, such as the Sport Management Alumni Association’s reunion where they did a professional development and networking conference (attended by over 65 students and alumni from a variety of high-profile sport organizations, such as the NBA’s Atlanta Hawks and Oklahoma City Thunder, NCAA Division I (FBS level) athletic departments, the NFL’s Denver Broncos, and American Airlines Arena where the NBA’s Dallas Mavericks play.). Registration was free to all students.

3) Tilford Symposium: Extending Dr. Michael Tilford’s vision for productive diversity and inclusion discussions, three of the six members of the Tilford Symposium’s organizing committee are part of the Department of Sport Management, which served as the staging point and main site for symposium preparations. The symposium engaged a variety of faculty, staff and students from our institution.

4) A number of SMGT designated courses are part of proposed or approved programs in a variety of degrees, such as the proposed MS in Business Analytics (SMGT 800) and the approved Sports Counseling track with Counseling (SMGT 750N, SMGT 801, SMGT 810, SMGT 811).

5) Minors: The department has recently proposed and had approved two new minors. These include eSports Management and Workforce Leadership. The former is the result of our 2-year partnership with the Division of Student Affairs and the CAS to plan, develop, execute, and manage the university's first-ever Varsity Esports team, which competes nationally in four game titles (CS-GO, Rocket League, Overwatch and League of Legends). The latter minor is associated with the B.A.S.—Workforce Leadership and Applied Learning (which will be featured in the next program review). The minors will engage students from a variety of majors to provide them focused and specialized study in either understanding and harnessing the power of Esports or developing/sharpening their leadership skills.

While the aforementioned list does NOT address or identify all departmental contributions to the university, it does provide a qualitative description of the diverse ways our Sport Management programs, faculty, staff, and students can engage with the university.

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

The department of Sport Management attempts to extend its impact beyond the classroom and our major/minor students. As a result, the programs attempt to provide value and impact through other forms of service to our institution and beyond our campus. The following list is a brief, non-exhaustive summary of how the B.A.—Sport Management and M.Ed.—Sport Management programs impact the university and community.

1) The department's faculty were heavily involved in the university's refreshing of the strategic plan where Activation Team leadership included three Sport Management faculty (two fulltime faculty, one adjunct faculty serving in college leadership). Additional working teams associated with the strategic planning process, such as working on community engagement, campus culture, and the SPI reporting system involve Sport Management faculty.

2) Educational and professional partnerships: The department's programs are heavily involved in working with industry partners to ensure that practitioners are not only supported by WSU, but also to provide students with real-world experiences, interactions, and opportunities for problem-solving in conjunction with their required 800-hours' worth of applied learning. While I cannot list or describe all of these partnerships, due to space limitations of this report, but here is one such example. Working with the Wichita Open, Dr. Kim's students in SMGT 540 and SMGT 520 work to help stage and execute the PGA sanctioned golf tournament every year. Students provide event staffing and logistical support (SMGT 520) and gather, analyze, and then report the business analytics to the organizing committee. The research provides, for example, attendees perceptions of social impact, brand activation initiatives, and direct spending associated with the events, which include a number of Pro-Ams and events in addition to the actual golf tournament. The partnership has resulted thousands of dollars of gifts-in-kind and the Wichita Open is working on developing a scholarship for SMGT students that work the events.

In addition to the specific partnership listed above, our Sport Management programs have signed over a 160 unique Affiliation Agreements with educational/professional partners serving as site organizations for our students' applied learning opportunities. The close relationship between our faculty, staff, students, alumni, and practitioners is the foundation for all of our educational and professional partnerships, which have resulted in not only hard-to-quantify-educational partnerships, but also professional partnerships yielding over \$25,000 in consulting services fees, in-kind gifts, and scholarships.

3) Days of service: Our department does an annual day of service where we partner with the Veteran's Administration and the Disabled American Veterans to stage and execute the "Stand Down to Homelessness event." On September 11<sup>th</sup> in 2019 we have over 75 students, faculty, and staff that volunteered to setup, staff, and support this event, which provided basic healthcare services to hundreds of homeless veterans in the area. Organized by Mike Ross, this annual event has engaged students in a different form of community engagement than what is traditionally offered within the department.

It is our sincere belief that our faculty, staff, students, alumni, and practitioner partners should be participating in our community, regardless of whether it is sport-related or not. In fact, we prefer to have our students engage with community or civic groups that are not sport-related so that they can see the power of community, service, and volunteerism. Whether it is the educational partnership with the Kansas Children's Service League (our students can get a certificate of completion for the Darkness to Light program offered by the KCSL), working with local municipalities (e.g. Derby and/or Mulvane) on applied research projects involving city and community planning, or partnering with the Kansas Sport Hall of Fame and the International Sports Heritage Association to provide a "young professionals" program exposing sport management students to sports heritage, our faculty—both fulltime and adjunct faculty—are committed to engaging a diverse group of partners so that our programs can have measurable impacts, both qualitatively and quantitatively.

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## Part 6: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

### A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.

The GEM plan for the M.Ed.—Sport Management was submitted in April of 2019 to the Graduate school for evaluation. During the subsequent leadership change in the Graduate school, GEM plans were to be evaluated in the fall of 2019. As of the writing of this report (spring 2020) we have not received official notification that the plan was approved, needed modification, or was still needed/active. As a result, the following discussion will present the plan that was submitted in spring 2019. That plan is as follows:

Goal/Objective	Strategies	Metric(s)	Tracking/Reporting
1. Be a national leader—among COSMA accredited sport management programs—in <b>quality</b> and <b>innovative curricula</b> .	1.1. Students’ perception of program satisfaction. 1.2. Students’ perceptions of quality instruction. 1.3. COSMA accreditation 1.4. Provide students opportunities to attain additional credentials, certifications, and trainings.	1.1. Graduate school exit survey data (Q4-program satisfaction) 1.2. Graduate school exit survey data (Q11-quality instruction) 1.3. Reaffirmation of COSMA accreditation (2019/20) 1.4. 100% of all M.Ed. students have opportunity to attain additional credentials, certifications, and trainings through required courses by graduation.	1.1. Tracked annually 1.2. Tracked annually 1.3. COSMA Self-study completed by 5/2019; site visit in 9/2019; and reaffirmation of accreditation in 2/2020. 1.4. Tracked annually
2. Provide (additional) <b>professional development</b> opportunities for students.	2. Create more in-class and out-of-class professional development programming.	2. Measured by the number of professional development opportunities 2. Measured by student participation (quantity and % of graduate program)	2. Tracked annually 2. Tracked annually
3. Increase the diversity of both <b>applied and service-learning</b> opportunities for students.	3.1. Creation and maintenance of regional, community, and discipline-specific educational partnerships. 3.2. Aspirational strategy: creation and maintenance of Professional Development Opportunity Fund.	3.1. Measured by the number of formalized research partnerships (e.g. MOUs). 3.1 Measured by the number of formalized educational partnerships and (e.g. Affiliation Agreements). 3.1. Economic value of service learning and internships through Volunteer ICT database. 3.2. Professional Development Opportunity Fund analytics (\$ amounts, # of opportunities, type of event, etc.)	3.1. Tracked annually 3.2. Tracking begins one-year after fund is developed.
4. Increase <b>enrollment</b> within and along the I-35 corridor in alignment with Wichita State University, the College of Applied Studies and the Department of Sport Management’s undergraduate program as	4.1. Target DII schools with SMGT (or related) programs for graduate education with coordinated promotional strategy.	4.1. Measured by the annual percent (%) of incoming and current students from the identified I-35 corridors.	4.1. Tracked annually

stipulated in the Strategic Enrollment Management plan (SEM).			
5. Increase <b>diversity</b> of graduate student population.	5.1. Promote program to on-campus groups of non-SMGT majors. 5.2. Promote program to off-campus communities including the state and/or region (within the 'T' zone of I-70 and I-35) by targeting DII/NAIA schools with undergraduate SMGT (or related) programs. 5.3. Market program to international groups/students.	5.1. Measured by the annual percent (%) of WSU graduates from non-SMGT majors. 5.2. Measured by the annual percent (%) of out-of-state students, and students from outside of the metro area. 5.33. Measured by the annual percent (%) of international students incoming or currently in the program.	5.1. Tracked annually 5.2. Tracked annually 5.3. Tracked annually
6. Emphasize <b>interpersonal skills development</b> through <b>community-based</b> activities.	6.1. Student participation in volunteer/community service while in program. 6.2. Average amount of student participation in volunteer/community service while in program. 6.3. Student participation in college or departmental days of service. 6.4. Student participation in service-learning projects.	6.1. Graduate school exit survey data (Q12-performed volunteer community service) 6.2. Graduate school exit survey data (Q12b-hours volunteer community service) 6.3. Measured by the number of graduate students attending college or departmental days of service, or other service-learning projects. 6.4. Measured by the number of graduate students participating in service-learning projects.	6.1. Tracked annually 6.2. Tracked annually 6.3. Tracked annually 6.4. Tracked annually
7. Provide <b>mentoring</b> for every student within the M.Ed. program.	7.1. Provide access to quality academic mentoring. 7.2. Provide access to quality professional mentoring.	7.1. Graduate school exit survey data (Q21: overall level of satisfaction with the academic advising) 7.2. Required professional mentoring in SMGT 799: Mentoring and Networking in Sport.	7.1. Tracked annually 7.2. Tracked annually

**In conjunction with approved Department of Sport Management and the College of Applied Studies' strategic plans, the M.Ed.—Sport Management program will continue to serve its students, community, and profession through expanded teaching, research, and service activities. To this end, department members emphasize applied learning opportunities and cutting-edge content enabling sport management students to develop into well-educated, ethical, capable professionals. As a result, an idealized vision for the M.Ed.—Sport Management would include the following:**

- 1) Regional leader and consistent collaborator with multiple sport, recreational, and community-service centric organizations. (e.g. formalized partnership with a variety of sport or recreation-based organizations, such as the Wichita Open)**
- 2) Cultivator of professional development, leadership, and educational partnerships for a variety of constituents. (e.g student-athlete development programming with multiple intercollegiate athletic departments)**
- 3) Disseminator of professional development, leadership, and educational partnerships for a variety of constituents. (e.g. consumer behavior-based consulting for regional park and recreation departments)**
- 4) Collaborator with other departments, programs, or discipline tracks in order to develop integrative and practitioner-based programs, degrees, minors, certificates, or classes. (e.g. Sports Counseling track with Sport Management and Counseling)**

*B. Discuss how graduate assistantships are being used to advance the GEM goals.*

Due to fiscal constraints, the M.Ed.—Sport Management does not offer graduate assistantships. As a result, graduate assistantships are not part of the department or program's plans for examining or advancing graduate education goals.

*C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.*

The positives associated with the GEM plan, as currently presented, are numerous and include the following: alignment with COSMA accreditation; alignment with recently developed SPIs, which were input in late fall 2019 in order to support the university's refreshed strategic plan; connection with key stakeholders, which includes professional, educational, and community organizations/practitioners; and consistent data collection, which is in alignment with our data collection philosophy for other university, college, departmental and/or accreditation reporting mechanisms.

The challenges and deficiencies with the current plan are impactful, as well. As GEM has evolved in recent years along with SEM and the university's refreshed strategic plan, we are unclear as to the whether this plan is supporting the philosophy of GEM plans, generally speaking, here at WSU. With the refreshing of the SEM plan, especially Goal 11 that speaks to graduate students, our challenge is how do we evolve our GEM plan? Does it need evolving? Is the GEM plan, as currently written, too specific? As previously mentioned, as well, with the large undergraduate enrollment increase (SEM) to our B.A.—Sport Management, being asked to create, offer, and house a new degree program (B.A.S.—Workforce Leadership and Applied Learning), our resources are thinly stretched. The main vision for our graduate program is to maintain a quality program both educationally and in regards to connecting students professionally in order to be successful. In order to do that, 60-65 students in the program at one time is about the threshold for what our three (3/6 faculty) faculty members can handle.

*D. Summarize how the GEM plan is being updated going forward based on the findings above.*

We will continue to monitor GEM plan discussions within the university and communicate with upper administration and leadership regarding the structure of GEM plans moving forward. Most metrics are to be tracked annually, which is done. However, no formal report is planned to be developed or submitted until GEM plans are evaluated and feedback is provided.

## Part 7: Undergraduate Enrollment Management

*For each undergraduate program, summarize and reflect on the progress you have made toward your college's enrollment goals.*

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*A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.*

**The B.A.—Sport Management program supports the University and College SEM goals in a number of ways. In regards to student recruitment, we have been actively involved in all Black and Yellow days on campus, having fulltime faculty meet with prospective students (every faculty member in the department has met with or taken student visitor meetings), and have developed a 2 + 2 agreement with Butler Community College (we have had discussions with three other community colleges within the state in regards to formalized 2 + 2 agreements, but as of the writing of this report, they have not been finalized). Additional examples, involving specific faculty contributions, include:**

- 1) Ricki Ellison connected with the Kansas DECA chapter and when they were on campus for a leadership training, we engaged those students in a sport marketing curriculum and activity.**
- 2) Jeff Noble (undergraduate coordinator) connecting potential students or parents/guardians of potential students through his role with the NCAA Division II Swimming and Diving and Masters swimming organization. Mike Ross, Ricki Ellison, Bobby Berry and Wonyoung Kim also all taking student meetings.**
- 3) Bobby Berry served as one of the College of Applied Studies' Recruitment and Retention fellows (2018-2020) where he connected with a wide variety of potential Sport Management, Workforce Leadership and Applied Learning, and other CAS majors.**
- 4) Dr. Kim recruited students through a variety of mechanisms, including participating in the WSU Athletics career day events to discuss both Sport Management and Workforce Leadership program to high school students (e.g., Kingman HS); he delivered multiple career introduction presentations at Neosho Community College, to South High School students, and at Andover middle school.**

**Regarding student retention, there are a number of ways we support student development here at WSU. We have attempted to connect with students—regardless of their academic progress or success—by developing a wide variety of professional development workshops. Many of these workshops, though, deal with building positive coping skills, how to manage time, how to manage finances, and ways of getting involved in campus activities. Additionally, Mike Ross hosts provided professional development and student engagement by offering a monthly Leadership Lunch. Students bring their own lunch on a designated Friday of the month, and watch a 25-minute podcast on leadership followed by 10 minutes of discussion. Other forms of retention—to increase students' experiences while here at WSU—include the following:**



1) Re-established the registered student organization Sport Management Student Association (SMSA), and created a new student-led organization called ShockWave. SMSA has organized multiple trips to various career fairs, games, etc., while ShockWave has provided student-led digital media coverage of WSU Athletics, WSU Intramurals, and local high school and small college sports. Both organizations have conducted fundraising events to help support current and future students.

2) Created a come-and-go Saturday advising event for students with busy schedules. The department is open, and both the undergraduate advisor (Ricki Ellison) and the graduate coordinator (Mike Ross), along with the department chair, are available. Snacks are provided, and the department television is tuned to the biggest games of the day.

3) Department continues to be a leader in social media activity, especially in regards to posting of internship/job announcements. This has become a hub for connecting students to applied learning opportunities specific to our industry

Another important factor to retention involves financial support. The Department of Sport Management is a small department that is fortunate to have the Hansan fellowship (which averages about \$1,500 per year) to support students and the David Jimenez scholarship, which awarded two \$2,200 scholarships during this spring semesters. As a department, we offer the annual Sport Management Professional Development Fellowship (approximately \$500) for students wanting to attend career fairs or other professional development opportunities. We have been fortunate, as well, to have three sport organizations that offered student scholarships and/or fellowships as a way of connecting with students and remunerating them for applied research projects. Both the Wichita Sports Forum and The Wichita Open offered one-time scholarships. In addition to organizations, our alumni have been very active in supporting student retention. Our Sport Management Alumni Association (SMAA) routinely offers at least two \$1,000 scholarships annually and have offered up to four in recent years, based upon membership drives. And, finally, oftentimes faculty members that win teaching, service or research awards donate their award stipends to the department to be offered as one-time student scholarships. For example, a faculty member won an award and then offered a Sports Psychology and Coaching Fellowship (\$500) based upon student applications.

*B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.*

The department has worked successfully alongside the university and college's recruitment efforts, which have manifested themselves in the aforementioned undergraduate enrollment growth of about 100 undergraduate students from 2014 to 2020. The biggest challenge to recruiting students to Sport Management simply has to do with the extremely competitive nature of the industry and the fact that our local market is a minor-league market; we do not have a major professional league franchise less than two hours from our campus. But, our programs recruit based upon communicating with students and their parents/guardians that we focus on personal development (e.g. workshop on financial management), professional development/support (e.g. workshops and panel discussions with practitioners), and skill development (e.g. leadership, interpersonal skills, emotional intelligence etc.), which provides transferrable skills to a wide variety of sport-based and non-sport industries-- all of which are applied in our required experiential learning courses. Additionally, our alumni and students have been successful in both seeing and capitalizing on the diverse local sport-industry through applied

learning opportunities within esports, recreation (i.e. campus, municipal, and private), hospitality and tourism, etc. We, as a department, are also extremely proud with the avenues of financial support we have tried cultivating over the past few years in order to better support and retain our undergraduate students, of which almost 50% self-report being first generation college students.

(Note: The Workforce Leadership and Applied Learning degree program, which started fall 2019, has almost 20 majors with an additional 15+ minors. Multiple 2 + 2 agreements have been signed and industry partnerships developed over the past 18 months. The development of a new degree has taken up much of the time and energy associated with student recruitment, which will be discussed more in the next Program Review Reporting cycle.)

Moving forward, our recruitment and retention efforts should not only continue to grow and improve, but also should be more explicitly aligned with all of the various guiding documents central to our growth (e.g. SEM, GEM, Strategic Plan, COSMA Accreditation, President Priorities, etc.). This, however, does create some issues. For example, if the SEM goals involves increasing the number of students along the I-35 corridor, connecting with high schools in these areas can be difficult, especially without the budget to send advisors, faculty, or staff to various on-site high school recruitment fairs. But, we are examining how to connect with two-year schools and other professional organizations within this target zone to increase WSU-Sport Management brand awareness. Additionally, the author of this report (e.g. Chair) needs to develop better alignment between the required management systems (e.g. GEM, SEM, etc.), accreditation, and Program Review Report SMART goals in order to better track and examine progress.

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## Part 8: 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 your progress to date on implementation.

Complete the table.

*Table 5 Changes made based on Previous Recommendations*

<b>Recommendation</b>	<b>Activity</b>	<b>Outcome</b>
<b>“Consider incorporating the newly approved UNISCOPE model into the department’s assessment of scholarship.”</b>	During annual evaluations, the chair specifically addresses how the three forms of scholarship (research, teaching, service) can be connected with the four dimensions of knowledge (integration, application, education, and discovery)	The department, in alignment with the College of Applied Studies’ tenure and promotion policies and annual review policies, evaluate faculty contributions using the UNISCOPE model.
<b>“For the next review, align recruitment and retention efforts with the university’s strategic enrollment plan and graduate enrollment management plans.”</b>	We are continuing to engage in many recruitment and retention initiatives, such as increasing enrollment and professional development opportunities. SEM and strategic plan were refreshed and updated and initiatives will be aligned with the newly refreshed plans. GEM plans are still TBD.	Recruitment and retention efforts are still being aligned with the newly refreshed strategic plan and the newly updated SEM plan. They will be aligned with the GEM plan, once a review has been completed.  Retention efforts and initiatives are progressing well and are explicitly aligned with the newly refreshed strategic plan initiatives; recruitment efforts continue to be aligned with various plans and management systems (e.g. GEM and SEM).

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## Part 9: Program Goals from Last Review

Report on the Program's/certificate'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*).

Complete the table.

*Table 6 Results of Goals from Last Review*

Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
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.	Accreditation self-study and site visit feedback; COSMA vote on reaffirmation of accreditation	Reaffirmation of accreditation approved in 2/2020; accredited for all sport management programs through 2027.	Completed
Recruit/retain high quality faculty, staff, and students	See OEGs, listed below.	UG enrollment has increased since 2017's last Program Review; Faculty changes have resulted in Dr. Ross matriculating from NTT to a tenure track line; Bobby Berry was hired (NTT); Ricki Ellison was hired (NTT/ 40% and Academic Advisor/ 60%)	Continue
Continue to develop high quality community, industry, or other organizational partnerships	Affiliation Agreements and MOUs	Since fall 2018, we have signed 160+ unique Affiliation Agreements with applied learning site organizations.	Continue

**The Department of Sport Management has been guided by program-level (structural) goals since 2011/12. And, historically, these Operational Effectiveness Goals (OEGs) have served as the goals reported on with Program Review Report. Per COSMA accreditation requirements, we—for both programs—are required to collect data measuring program-level OEGs. OEGs utilize employer surveys, alumni surveys, and student exit surveys from WSU's OPA. Those OEGs are listed below, per the 2018-19 Annual Report.**

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**Program-level Operational Effectiveness Goals: B.A.—Sport Management**

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, hire, and retain diverse, high quality administrators, faculty, and staff</b>			
<b>**Measure 1</b>  Aggregated SPTE data	Median result for perceived quality index of “good” or better. All other data to be considered.	82.4% of courses were rated at "good" or better.	Meets expectations
<b>Measure 2</b>  Faculty scholarship record	Evidence of achievement based on department scholarship policies.	All faculty members with research responsibilities evaluated as meeting or exceeding expectations during annual review	Meets expectations
<b>Measure 3</b>  Exit survey: advising questions (Institutional exit survey)	Average score of 3 or better for each advising question on survey	Met; mean= 4.93 with 100% being "satisfied or higher" with advising. (Median=5.00)	Exceeds expectations
<b>Measure 4</b>  Exit survey	Minimum of 80% of all responses being mostly prepared or better. All other data to be considered.	Most content areas (11/13; 84.6%) reported over 80% of respondents being "mostly prepared" or better (ranging from 80%-95%; 16/20-19/20) except financial management (15/20; 75%) and budgeting (15/20; 75%).	<b>**Does not meet expectations</b>
<b>Measure 5</b>  Alumni survey	Average program satisfaction score of 8 or better. All other data to be considered.	82% (78/95) rated their program satisfaction at an 8 or better.	Meets expectations
<b>Measure 6</b>  Advisory council	Annual vote of satisfied.	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 7</b>  Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
<b>OEG 2 – Recruit and retain 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	Data reviewed June 11, 2019. Regarding AY2018 data, UG SCH were 2,945 (+33.4%) for fall and spring was 2,879 (+21.4%) Degree conferrals declined from AY 2017 to AY 2018 by 8.6% (58 vs. 53 conferrals) and major headcounts were as follows: fall (+1.8%); spring (-0.5%); summer	Meets expectations

		(+6.3%). As a result, the relatively small department produces a sizable number of credit hours for both the college and university.	
<b>Measure 2</b> Graduation and retention rates	Comparison of department rates with other university data and historical department data	Data reviewed June 11, 2019. Report indicated department retention rates varied by year but were generally comparable with university levels. Undergraduate majors were slightly up from last year (225 vs. 218 majors), thus indicating a healthy undergraduate program. It should be noted, that between 2012 and 2018, undergraduate major headcount has increased 35.9%, according to the Office of Planning and Analysis.	Meets expectations
<b>Measure 3</b> Employer survey	Average overall rating of graduates of 8 or better. All other data to be considered	NA	Not scheduled for reporting until AY 2020
<b>Measure 4</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 5</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
<b>OEG 3 – Achieve professional recognition for programs</b>			
<b>Measure 1</b> KBOR approval	Approved status	Approved through 2020	Meets expectations
<b>Measure 2</b> COSMA accreditation	Accredited status	Review completed. Accredited through 2019; Self-study submitted in May 2019 with site visit in September of 2019.	Insufficient Data
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	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> SPTE student comments: technology	Minimum of 80% of responses to technology question(s) coded as positive	83% of responses coded as positive	Meets expectations
<b>Measure 2</b> Exit surveys: technology questions	Minimum of 80% of all responses being mostly prepared or better	All related responses meet criterion (85%, 90%) (17/20, 18/20).	Exceeds expectations

<b>Measure 3</b> Faculty/staff technology updates	Review of hardware/software updates within the department	Report approved at June 11, 2019 faculty meeting.	Meets expectations
<b>Measure 4</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 5</b> Annual faculty/staff review of strategic plan	Progress towards objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
<b>OEG 5</b> – Develop and maintain collaborative relationships, local and globally, that enrich the department's mission.			
<b>Measure 1</b> Faculty/staff partnership summary	Review of key partnerships established/maintained through the year	Report approved at June 11, 2019 faculty meeting.	Meets expectations
<b>Measure 2</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress towards objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
<b>**Explanation of course action for intended outcomes not realized:</b>			
<p><b>OEG 1, Measure 4:</b> Twenty students responded to the exit survey, which was a response rate of almost 38%. All sport management knowledge was reported at or above the 80% benchmarks of mostly prepare (or greater) and ranged from 80%-95% for social foundations, psychological foundations, management, leadership venue/event management, governance, ethics, marketing, communication, and sport law. The exceptions, however, were finance (75%), and budgeting (75%). There needs to be more focused attention on these concepts within the appropriate courses. These courses and concepts have been historically low and have increased recently, but there needs to be more creative and concerted efforts to engage students on these topics so that their content retention and preparedness is higher. Additionally, marketing—which is usually highly rated—barely achieved the 80% benchmark. As a result, it too needs a more focused effort on engaging students in order to not only promote retention, but also better prepare students for matriculation into the industry.</p> <p><b>OEG 1, Measure 1:</b> Aggregated SPTE data. While aggregated SPTE data is descriptive, a major limitation involves getting all SPTE data for all courses. And, SPTEs are not generated for any experiential courses. As a result, faculty are exploring options for a new measure.</p> <p><b>OEG 4, Measure 1:</b> SPTE student comments: technology. With recent changes initiated by WSU's faculty senate, faculty are not required to submit their SPTE comments any longer. As a result, the department was not able to fully evaluate this OEG through the use of the current measure. Faculty are exploring options for a new measure.</p>			

**Program-level Operational Effectiveness Goals: M.Ed.—Sport Management**

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, hire, and retain diverse, high quality administrators, faculty, and staff</b>			
<b>**Measure 1</b> Aggregated SPTE data	Median result for perceived quality index of “good” or better. All other data to be considered.	100% of courses were rated at "good" or better.	Exceeds expectations
<b>Measure 2</b> Faculty scholarship record	Evidence of achievement based on department scholarship policies.	All faculty members with research responsibilities evaluated as meeting or exceeding expectations during annual review	Meets expectations
<b>Measure 3</b> Exit survey: advising questions (Institutional exit survey)	Average score of 3 or better for advising questions.	Satisfied or higher: Q21=93.1% (mean= 4.59; median=5.00)	Meets expectations
<b>Measure 4</b> Exit survey (Institutional exit survey)	Minimum of 80% of all responses being 4 or 5 based on 5-point scale for items 4, 10, and 11. All other data to be considered.	Satisfied or higher: Q4= 96.6% (mean=4.59; median=5.00) Q10=96.6% (mean=4.69; median=5.00) Q11=93.1% (mean=4.48; median=5.00)	Meets expectations
<b>Measure 5</b> Alumni survey	Average program satisfaction score of 8 or better. All other data to be considered.	91% (111/122) rated their program satisfaction at an 8 or better.	Meets expectations
<b>Measure 6</b> Advisory council	Annual vote of satisfied.	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 7</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations



<b>OEG 2 – Recruit and retain 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, AY 2018 SCH for our graduate program were as follows: Fall: 501 SCH (+4.4%); Spring: 508 (+12.6%); and Summer: 92 SCH (+5.4%) for a total SCH during AY 2018 of 1,106 (+8.1%).	Meets expectations
<b>Measure 2</b> Graduation and retention rates	Comparison of department rates with other university data and historical department data	Data showed 27 degrees conferred, which was an increase of 17.4% from the previous year. However, the previous reporting cycle saw a decrease in conferrals by 37%, thus indicating caution when interpreting this percentage growth.	Meets expectations
<b>Measure 3</b> Employer survey	Average overall rating of graduates of 8 or better. All other data to be considered	NA	Not scheduled for reporting until AY 2020
<b>Measure 4</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 5</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
<b>OEG 3 – Achieve professional recognition for programs</b>			
<b>Measure 1</b> KBOR approval	Approved status	Approved through 2020	Meets expectations
<b>Measure 2</b> COSMA accreditation	Accredited status	Review completed. Accredited through 2019; Self-study submitted in May 2019 with site visit in September of 2019.	Insufficient Data
<b>Measure 3</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	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 at June 11, 2019 faculty meeting.	Meets expectations

<b>Measure 2</b> Faculty grant writing report	Review data based on Faculty Activity Records	Report approved at June 11, 2019 faculty meeting.	Meets expectations
<b>Measure 3</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 4</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
<b>OEG 5 – 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> SPTE student comments: technology	Review of responses to technology question	98.1% of comments coded as positive	Exceeds expectations
<b>Measure 2</b> 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	82.6% responded satisfied or higher, mean=4.39 (median=5.00). <sup>1</sup>  ( <sup>1</sup> NOTE: Q27e measures satisfaction with technology here at WSU and cannot be interpreted as solely a program responsibility)	Meets expectations
<b>Measure 3</b> Faculty/staff technology updates	Review of hardware/software updates within the department	Report approved at June 11, 2019 faculty meeting.	Meets expectations
<b>Measure 4</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 5</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
<b>OEG 6 – 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 hardware/software updates within the department	Report approved at June 11, 2019 faculty meeting.	Meets expectations
<b>Measure 2</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations

<b>Measure 3</b>  Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan.	Meets expectations
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**\*\*Explanation of course action for intended outcomes not realized:**

**All course outcomes were realized; however, some limitations and suggestions are as follows:**

**OEG 1, Measure 1:** Aggregated SPTE data. While aggregated SPTE data is descriptive, a major limitation involves getting all SPTE data for all courses. And, SPTEs are not generated for any experiential courses. As a result, faculty are exploring options for a new measure.

**OEG 5, Measure 1:** SPTE student comments: technology. With recent changes initiated by WSU's faculty senate, faculty are not required to submit their SPTE comments any longer. As a result, the department was not able to fully evaluate this OEG through the use of the current measure. Faculty are exploring options for a new measure.

**In November of 2019, the College of Applied Studies asked for each department to develop a list of SMART goals. Those SMART goals are listed below in the following table, which mirrors Table 7's content:**

*Table 7 Results of Goals from Last Review*

Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
SMGT will seek reaccreditation of its B.A. and M.Ed. programs in Sport Management by spring of 2020 in order to retain high-quality educational standards.	Accreditation self-study and site visit feedback; COSMA vote on reaffirmation of accreditation	Reaffirmation of accreditation approved in 2/2020; accredited for all sport management programs through 2027.	Completed
SMGT will implement its newly approved M.Ed.—Sport Management curricular changes by spring 2020 in order to be responsive to students' needs while maintaining high-quality sport management educational standards.	Curriculum modifications were based upon financial burden on students and practitioner input (SMGT Advisory Council)	Newly developed 30-CH program launched in fall 2019.	Completed
SMGT will continue to develop and fully, successfully implement the new Workforce Leadership and Applied Learning degree, both on-campus and as part of the McConnell AFB partnership, during the spring and fall of 2019 with complete programmatic promotional materials, course offerings, and industry advisory teams in place by Spring 2020.	Affiliation Agreements signed with McConnell AFB (7 students in the program resulting from that partnership)	Multiple program changes implemented, including new courses, new concentrations, online major degree code, and 2+2 agreements.	Continue

**In regards to examining goals since last program review there are two main trends that distinguish themselves upon examination. First, there has been a lot of change since 2017/18 when the last program review was completed. As a result, there are a host of goals that have been asked for, developed, and implemented at many different times in the past three years, which has left a lack of explicit alignment, at times, between the many goals and evaluation systems/mechanisms. However, COSMA OEGs were added**

to this discussion because they serve as the anchor for what Sport Management’s programs do daily, weekly, semesterly, and yearly. Moving forward, the task is to fully align all of the university mechanisms (e.g. SEM, GEM, Strategic Plan, Presidential Priorities, etc.) with our industry and discipline-specific accreditation SLOs and OEGs. The second pattern involves Sport Management’s effort and willingness to try and be in alignment with all the university required systems/mechanisms. There is still work to be done on our part, but the hope is that all mechanisms—both the newly refreshed ones and soon-to-be-evaluated ones—complete their evolutions and evaluations within this academic year. At that point, Sport Management, as a department, will begin explicitly aligning all of its majors (both sport and non-sport) with the newly aligned mechanisms for reporting and evaluation (e.g. SEM, GEM, Strategic Plan, Presidential Priorities, etc.)

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## Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

Complete the table.

*Table 8 Forward Facing Goals for Program Review Period*

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: Increase student enrollment (as measured by SCH and headcount of majors and minors) each fall semester until next Program Review Self-Study	Yes—  Enrollment data	Yes—  Number of students majoring/minoring in degree(s); SCH generation	Yes—  Part of SEM and *O/A plan	Yes—  Within scope of responsibility and SEM plan	Yes—  Consecutive fall semesters until our next Program Review Reporting Cycle
2) B.A.—Sport Management: successfully implement COSMA accreditation recommendations for continuous improvement by next Program Review Self-Study.	Yes—  Accreditation review reports	Yes—  Annual reports and feedback	Yes—  Mandated part of *O/A plan and accreditation requirement	Yes—  Within scope of responsibility	Yes—  Reports are submitted by July 31 <sup>st</sup> , annually. Feedback provided the falling fall.
3) M.Ed.—Sport Management: successfully implement COSMA accreditation recommendations for continuous improvement by next Program Review Self-Study.	Yes—  Accreditation review reports	Yes—  Annual reports and feedback	Yes—  Mandated part of *O/A plan and accreditation requirement	Yes—  Within scope of responsibility	Yes—  Reports are submitted by July 31 <sup>st</sup> , annually. Feedback provided the falling fall.

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

Provide any additional narrative covering areas not yet addressed.