WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: **Sport Management** _____

College: **Education** _____

Date of last review **2014** _____

Date of last accreditation report (if relevant) **2012 (accreditation), 2016 (annual accreditation report)**

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

Degree: **BA Sport Management** _____ CIP* code: **31.0504** _____

Degree: **MEd Sport Management** _____ CIP code: **31.0504** _____

Degree: _____ CIP code:_____

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

Certificate (s): _____

Faculty of the academic unit (add lines as necessary)

Name	Signature
Dr. Wonyoung Kim	
Dr. Jeffrey Noble	
Mr. Mike Ross_____	_____
Dr. Mark Vermillion _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Submitted by: **Dr. Mark Vermillion, Department Chair** _____ **Date3/1/2017** _____
(name and title)

In yellow highlighted areas, data will be provided

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

a. University Mission:

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

b. Program Mission (if more than one program, list each mission):
The mission of the Department of Sport Management is "to develop students into well-educated, ethical, competent sport management professionals. The department's teaching, research, and service activities will occur in a positive learning environment valuing both theory and practice."

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.
The university's mission is to be "…an essential educational, cultural, and economic driver for Kansas and the greater public good." Similarly, the Department of Sport Management provides both graduate and undergraduate students a quality curriculum based upon content areas approved through our international accrediting body COSMA (Commission on Sport Management Accreditation), which values both theory and practice. Our programs prepare graduates for work in sport settings, which include intercollegiate athletics, minor/major league professional sports, park and recreation departments, and in the health club/fitness industry.

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

d. Has the mission of the Program (s) changed since last review? ☐ Yes ☒ No
   i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
☐ Yes ☒ No

If yes, describe the changes in a concise manner.

Per our accreditation requirements (COSMA), both our graduate and undergraduate programs are focused on outcomes assessment, which include both program-level intended outcomes and student learner outcomes with direct and indirect measures. Please see report Appendices for tables of student learner outcomes for both our undergraduate (page 21 of this report) and graduate programs (page 26 of this report) and the specific measures/assessment tools associated with each outcome. Across both programs there are seven student learner outcomes, which serve as the goals/objectives regarding our Sport Management educational programs. These goals are:

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

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

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2014	8	0	9	0	1	0	na	na	na	na	na	na	na	0	0	0	0
Year 2 2015	3	2	8	0	2	0	na	na	na	na	na	na	na	0	0	0	0
Year 3 2016	4	1	13	0	0	0	na	na	na	na	na	na	na	0	3	1	Under review

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

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Regarding faculty productivity for the years 2014, 2015, and 2016, it should be noted the department has undergone some changes since our last review in 2014. Our department is composed of two tenure-track faculty members, a clinical educator, and a tenured faculty member in the department. Since our last review, our department lost a tenured faculty member, whom has taken a full time administrative position within the College of Education. One tenure-track faculty member is under review for Tenure & Promotion, while the other tenure-track faculty member will begin the process soon. The clinical educator position remains a position that does not have research expectations. Another important facet of our industry/discipline is that grant giving opportunities associated with sports business—the dominant industry associated with our discipline—are extremely minimal. Many opportunities for grant funding are associated with health activities, which is outside the purview of our discipline and research agendas. Given those considerations, it is my belief that faculty productivity is appropriate and demonstrates a commitment to not only teaching and service activities, but also with regards to scholarship. And, the variety of scholarship produced by our faculty over the last three years is highly variegated and includes referred journal articles and conference proceedings, practitioner-oriented articles, book chapters and one faculty member is currently writing an academic textbook (contract has been signed with publisher and writing has begun).

Regarding SCH production, Rolling 5 FY averages for fiscal year SCH production (table 1) and SCH production at fall census day (table 2) were positive with modest, recent gains. Rolling averages from 2011-2015 and 2012-2016 were slightly higher than previous years. These courses were undergraduate courses with course offerings primarily in the 400s. With recent tenure-track faculty additions over the past five years a larger number of SCH are being produced by tenure eligible faculty. A reliance upon lecturers has been a consistent trend, in the department, for many years due to the low number of full time faculty and the importance of integrating practitioners in the formal education (e.g. class instruction) process. The Rolling 5 year averages (2011-2015) of SCH production by lecturers decreased to 271 SCH (out of the 1,435 SCH produced during the same time frame) illustrating the decreased reliance upon lecturers. Additionally, regarding Tables 5a-5c, tenure track faculty, based upon 2011-2015 Rolling 5 year averages, produce slightly more SCH (247 SCH) as compared to both the university (196 SCH) and the college (255). Finally, there have been steady patterns (using 2011-2015 Rolling 5 year averages in tables 6 and 7) regarding program majors by student class and the number of degrees awarded by fiscal year with the 2011-2015 Rolling 5 year average of program majors being 198. According to OPA bi-weekly admissions report (at the time this report was written), undergraduate Sport Management program majors is up 14.3% for fall 2017 (anticipated) admissions.

The modest measurable growth in SCH production by tenure eligible faculty and Rolling 5 year average of program majors indicates a healthy department. Scholarly productivity is appropriate for such a small full-time faculty base, which works with a disproportionately large(er) student population for multiple degree programs (e.g. BA in SMGT and MEd in SMGT).

3. **Academic Program/Certificate: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.
According to Table 8 from the Office of Planning and Analysis (OPA) the rolling 5-year average (2011-2015) for ACT scores within the university, as a whole, were 23.0. For the same timeframe, our program majors had an ACT of 21.4, which is comparable to the university average. For program majors the previous rolling 5-year average (2010-2014) was 21.6 with ACT scores varying from 21.4 to 22.1 between the years of 2010 and 2015.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.
According to Table 9 from the Office of Planning and Analysis (OPA) the rolling 5-year weighted average (2012-2016) for GPAs within the university, as a whole, were 3.5. For the same timeframe, our program majors had an average GPA of 3.4, which is comparable to the university average. For program majors the previous rolling 5-year weighted average (2011-2015) was 3.4, as well, with GPAs varying from 3.3 to 3.5 between the years of 2010 and 2016.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details.
Definitions:
Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).
Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).
Result: Actual achievement on each learning outcome measurement (e.g., 95%).
Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

The following table, which presents learning outcomes, assessment tools, criteria, results, and analyses is based off of our annual accreditation report. Our accrediting body, Commission on Sport Management Accreditation (COSMA), requires an annual report of our program-level intended outcomes, which includes our direct student learner outcomes. Using those annual reports from AY2014, AY2015, and AY2016, I have aggregated all of those outcomes in the table below.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will display knowledge and understanding of the management, marketing, public relations, financial, psycho-social, and legal concepts relevant to effective practice for those preparing for careers in the sport management field.	1) SMGT 447 internship reflection report 2) SMGT 446 key concepts exam 3) Student exit survey 4) Alumni survey 5) Employer survey 6) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% of students scoring 80% or better 3) 80% "mostly prepared" or better on items 4) 80% "mostly prepared" or better on items 5) 80% "mostly prepared" or better on items 6) minimum of 90% receiving an overall performance rating of "agree" and a minimum of 80% of responses to knowledge base items at "prepared"	1) 97% 2) 92% 3) 67%-100% (items failing to meet criteria: budgeting, economics, and finance) 4) 54%-100% (items failing to meet criteria include budgeting (74%), finance (54%), and economics (67%). 5) 100% 6) 90-100%	1) exceeds expectations 2) does not meet expectations 3) does not meet expectations 4) does not meet expectations 5) exceeds expectations 6) exceeds expectations #2-4 illustrate a perceived weakness in budgeting, finance and economics. Curriculum was modified within the last year to address this issue. The Sport Economics required course (ECON 611) was dropped from required curriculum and folded into SMGT 428: Sport Finance, which is an online course that focuses on economic, accounting, and budgeting principles. This criteria was evolved and in AY 2016, specifically, those areas were closer to desired criteria: budgeting (75%), finance (75%), and economics (78%).
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) 80% "acceptable" or better on rubric 2) 80% or better for each section of report 3) 80% "mostly prepared" or better on items 4) 80% "mostly prepared" or better on items 5) 80% "mostly prepared" or better on items 6) minimum of 90% receiving an overall performance rating of "agree" and a minimum of 80% of responses to knowledge base items at "prepared"	1) 91% 2) 98% 3) 91% 4) 95% 5) 100% 6) 94%	#1-6 exceeds all expectations and demonstrate students apply proper ethical decision-making frameworks within the industry.
Students will display critical thinking skills related to effective decision-making in sport organizations.	1) SMGT 447 internship reflection paper 2) Student exit survey 3) Alumni survey 4) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% "mostly prepared" or better on items 3) 80% "mostly prepared" or better on items 4)) minimum of 90% receiving an overall performance rating of "agree" and a minimum of 80% of responses to	1) 93% 2) 96% 3) 90% 4) 99%	#1-4 exceeds all expectations and demonstrate students utilize appropriate critical thinking skills within the industry.

		knowledge base items at "prepared"		
Students will display an understanding of and appreciation for diversity in sport.	1) SMGT 447 internship reflection paper 2) Student exit survey 3) Alumni survey 4) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% "mostly prepared" or better on items 3) 80% "mostly prepared" or better on items 4)) minimum of 90% receiving an overall performance rating of "agree" and a minimum of 80% of responses to knowledge base items at "prepared"	1) 89% 2) 96% 3) 96% 4) 99%	1) meets expectations #2-4 exceeds all expectations and demonstrate students understand diversity within the industry.
Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.	1) SMGT 447 internship reflection paper 2) Student exit survey 3) Alumni survey 4) Employer survey 5) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) 80% "mostly prepared" or better on items 3) 80% "mostly prepared" or better on items 4) 80% "mostly prepared" or better on items 5) Minimum of 90% receiving an overall performance rating of "agree" and a minimum of 80% of responses to knowledge base items at "prepared"	1) 98% 2) 94% 3) 89% 4) 100% 5) 91%	#1-5 exceeds all expectations and demonstrates students have effective communication skills.
Students will demonstrate skills pertaining to the use of technology in sport management.	1) SMGT 447 internship reflection paper 2) SMGT 426 social media project 3) Student exit survey 4) Alumni survey 5) Employer survey 6) SMGT 447 internship site supervisor evaluation	1) 80% or better for each section of report 2) Minimum of 80% of students receiving score of "acceptable" or better 3) 80% "mostly prepared" or better on items 4) 80% "mostly prepared" or better on items 5) 80% "mostly prepared" or better on items 6) Minimum of 90% receiving an overall performance rating of "agree" and a minimum of 80% of responses to knowledge base items at "prepared"	1) 97% 2) 95% 3) 94% 4) 87% 5) 100% 6) 91%	#1-6 exceeds all expectations and demonstrates students have effective technology skills
Students will acquire more than 600 hours of field experience in which the knowledge and skills acquired in their sport management classes are successfully applied in a sport management setting.	1) SMGT 447 internship reflection paper 2) SMGT 447 resume 3)SMGT 447 internship site supervisor evaluation 4) Alumni survey	1) 80% or better for each section of report 2) minimum of 80% receiving at acceptable or better based on rubric 3) Minimum of 90% receiving an overall performance rating of "agree" and a minimum of 80% of responses to	1) 97% 2) 100% 3) 100% 4) 94%	#1-4 exceeds all expectations and demonstrates students are working within the industry and are appropriately applying content learned in classes.

		knowledge base items at "prepared" 4) 80% "mostly prepared" or better on items		

Sport Management—MEd.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will display knowledge and understanding of the management, marketing, public relations, financial, psycho-social, and legal concepts relevant to effective practice for those preparing for careers in the sport management field.	1) Comprehensive exam 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) 95% at acceptable 2) 90% acceptable or better for each major section of report 3) 80% of respondents at "mostly prepared" or better 4) 80% "mostly prepared" or better on items 5) Minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 96% 2) 100% 3) 75%-100% (item failing to meet criteria: Finance (75%)) 4) 100% 5) 100% on performance evaluation and 90% preparedness	1) meets expectation 2) exceeds expectations 3) does not meet expectations 4) exceeds expectations 5) exceeds expectations #1- changed comprehensive exam from three hours to four hours to take the exam, which improved performance from last KBOR review (2014) #3- Finance concepts have been embedded in other courses, such as SMGT 801: Management in Sport and SMGT 800: Analytics in Sport and comprehension shows measurable improvement from 64% last review to 75% this cycle.
Students will be able to apply ethical decision-making frameworks in relation to issues facing sport managers.	1) 802 Ethical dilemma assn. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Minimum of 90% at acceptable or better based on rubric 2) 90% acceptable or better for each major section of report 3) 80% of respondents at "mostly prepared" or better 4) 80% "mostly prepared" or better on items 5) Minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 100% 2) 98% 3) 96-100% 4) 100% 5) 96% on performance evaluation and 100% preparedness	#1-5 meets or exceeds expectations and demonstrates students apply proper ethical decision-making frameworks within the industry.
Students will display critical thinking skills related to effective decision-making in sport organizations.	1) 801 organizational evaluation paper/project 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Minimum of 90% at acceptable or better based on rubric 2) 90% acceptable or better for each major section of report 3) 80% of respondents at "mostly prepared" or better	1) 100% 2) 96-100% 3) 98% 4) 67% 5) 100% on performance evaluation and 98% preparedness	#1-3, 5 exceeds expectations and demonstrate students utilize appropriate critical thinking skills within the industry. #4 does not meet criteria. Employer survey is collected every 3 years

		4) 80% "mostly prepared" or better on items 5) Minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"		and we only have AY2014 data, which only had 6 respondents (4/6 meet criteria=67%)
Students will demonstrate an understanding of the foundations of effective research in sport management.	1) 800 Research project 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Minimum of 90% at acceptable or better based on rubric 2) 90% acceptable or better for each major section of report 3) 80% of respondents at "mostly prepared" or better 4) 80% "mostly prepared" or better on items 5) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 100% 2) 100% 3) 93-100% 4) 100% 5) 100% on performance evaluation and 99% preparedness	#1-5 exceeds expectations and demonstrate students understand basic research processes within the industry.
Students will display an understanding of and appreciation for diversity and its impact on managerial decision-making in sport.	1) SMGT 847 internship reflection/integration paper 2) SMGT 822- Diversity paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) 90% acceptable or better for each major section of report 2) Minimum of 90% at acceptable or better based on rubric 3) 80% of respondents at "mostly prepared" or better 4) Minimum of 90% at acceptable or better based on rubric 5) Minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 100% 2) No measured during this cycle 3) 98% 4) 100% 5) 100% on performance evaluation and 98% preparedness	#1-5 (excluding #3) exceeds expectations and demonstrate students understand diversity's impact on decision-making processes.
Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.	1) SMGT 847 internship reflection/integration paper 2) SMGT 803- Marketing plan 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) 90% acceptable or better for each major section of report 2) Minimum of 90% at acceptable or better based on rubric 3) 80% of respondents at "mostly prepared" or better 4) Minimum of 90% at acceptable or better based on rubric 5) Minimum of 95% receiving "agree" on performance evaluation	1) 96% 2) 86% 3) 94% 4) 100% 5) 100% on performance evaluation and 95% preparedness	#1, #3-5 exceeds expectations and demonstrate the oral, written and interpersonal communication skills necessary to be effective, productive employees. #2 The class is was measured twice in this cycle. AY2014 was 12/18, while AY 2016 was 26/26. The low performance of AY2014 is thought to be an outlier.

		items and 80% of responses to other items at either "mostly prepared" or better, or "agree"		
Students will acquire more than 800 hours of field experience in which the knowledge and skills acquired in their sport management classes are successfully applied in a sport management setting.	1) SMGT 847 resume 2) SMGT 847 internship reflection/integration paper 3) SMGT 847 internship site supervisor evaluation 4) Alumni survey	1) Rating of "acceptable" or better based on grading rubric and 90% receiving at acceptable or better based on rubric 2) 90% acceptable or better for each major section of report 3) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree" 4) 80% of respondents at "mostly prepared" or better	1) 98% 2) 98% 3) 100% on performance evaluation and 100% preparedness 4) 89%	#1-4 exceeds expectations and demonstrates students are working within the industry and are appropriately applying content learned in classes.

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Program undergraduates reported high satisfaction levels for the rolling 5 year average (2012-2016) at 95.5% for undergraduates, which are higher satisfaction rates as compared to the College of Education (82%) and the university (81.1%) during the same years. Graduate students from our program also reported high satisfaction levels (94.7%) during the same rolling 5 year average (2012-2016), which are higher satisfaction rates as compared to the College of Education (82%) and the university (83%) during the same years.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1				
2				
3				

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

Outcomes:	Results	
	Majors	Non-Majors
○ 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		

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/

f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here: **NA**

g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here:

Both the undergraduate and the graduate programs in Sport Management are accredited by COSMA (the Commission on Sport Management Accreditation). We submit yearly reports regarding outcomes assessment with direct and indirect measures and develop action plans for the following academic year based upon meeting, exceeding or not meeting outcomes assessment criteria/benchmarks. The yearly reviews are due by July 31st of each year. See Appendices, page 31, for 2016-2017 Complete Action Plan for the most recent example.

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

Every semester syllabi must include credit hour description and all course syllabi are monitored by full time faculty for specific content areas (e.g. Marketing, Public Relations, etc…). 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.

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

Both 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 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. An example of quality student work can be seen by the induction of Nathan Roth (graduate student) and Therese VanderPutten (undergraduate student) in the inaugural class of Chi Sigma Mu, COSMA's student honor society, which is an international body.

4. 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).

a. Regarding undergraduate applications and admits, the rolling 5 FY average (2012-2016) was 95 with 89 admitted (93.6% admission rate), which is comparable with the previous 5 FY average (2011-2015) of 84 applicants and 80 admitted (95.2% admission rate). Regarding graduate student applications and admits, the rolling 5 FY average (2012-2016) was 57 with 43 admitted (75.4% admission rate), which is comparable with the previous 5-FY average (2011-2015) of 61 applicants with 45 admitted (73.7% admission rate).

Rolling 5 year averages (2011-2015) of URMs within the university, college of Education and the Department of Sport Management as follows:

Academic classification	University %	College %	Sport Management %
Fr. & Soph	18.7	14.7	16.1
Jr. & Sr.	15.3	13	16.2
Masters	10.2	11	12.8

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 Education percentages for the same group. Regarding juniors and seniors, Sport Management's URM percentages are slightly higher than both the university and College of Education. 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 have increased, in all three categories, from the previous program review in 2014 for freshmen and sophomores (10.3%), juniors and seniors (12.7%), and Masters (10.6%).

b. Utilize the table below to provide data that demonstrates student need and demand for the program. **We routinely track alumni locations and feedback. In 2016 we received surveys from 126 former graduate students and 50 former undergraduate students (that did not go through our graduate program). Those results are listed in the table below under "Year 3 2016," which coincides with the BLS information gathered for average salary and projected growth from 2014-2024. Using the BLS data, the name "sport manager, leader, or administrator" is not a typology. As a result, the category of "recreation worker/administrator/leader" is used and serves as a proxy. However, it should be noted that occupations associated with Sport Management could be listed under a number of headings, such as "meeting, convention, or event planner/administrator," which have dramatically different average salaries, and projected growth rates.**

Employment of Majors*

	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1 2014							
Year 2 2015							
Year 3 2016	$23,320	Undergrad: 53% Grad: 48%	Undergrad: 67% Grad: 75%	Undergrad: 67% Grad: 75%	Undergrad: 33% Grad: 25%	Undetermined. It is recommended but not required.	

* May not be collected every year

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

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

Provide assessment here: **Like most majors within both the university and college, diversity (URMs) should be increased in order to be fully inclusive programs. However, as previously noted, Sport Management has slightly higher percentages of URMs within our programs (see 4a). Additionally, BLS data appears to indicate that over the next 10 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. Regarding the table above, it is evident that students—whether graduate or undergraduate—leave the state to develop their career. This fact is important as WSU moves into being a regional and national leader in preparing graduates. Between 2/3 and 3/4of both graduate and undergraduate students work within the industry, which is broadly defined. For example, someone working for an event planning company may plan and execute 5k and 10k runs in addition to working with national charitable organizations. Many of these jobs might be labeled as "outside of sports" because they are primarily employed in an organization that plans meetings and conventions. It is our sincere belief, however, that the skills they developed while within our program provided them a foundation to be successful. Also, 100% of the surveyed alumni were employed, in some capacity, which speaks to the broadly defined preparation they received while part of the program(s). Per internal alumni data collection, graduates of our programs are employed in a variety of managerial or administrative levels within the industry. See the table below.**

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

Employment descriptor	Graduate students	Undergraduate students
Entry-level within sports	21%	21%
Mid-level within sports	40%	33%
Senior-level within sports	15%	14%
Outside of Sports	25%	33%
Outside of Wichita	79%	63%

Students are employed within a variety of administrative or managerial levels within scholastic, collegiate, and professional sports; 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 college sports, for example, would be an Athletic

Director (or any of the assistant/associate positions associated with various athletic administration). Internal data collection (during 2016) revealed the average self-reported salary for undergraduate alumni (n=50) was about $49,000 per year, with the average self-reported graduate alumni (n=69) salary as almost $59,000 per year. Continued evolution of job opportunities is expected from both the BLS and department personnel, based upon calculations and networking/relationships.

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

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

Provide assessment here: **Between 2011-2015, per table 16 provided by OPA, total SCH generated by undergraduate enrollment within courses was fairly steady and a varied between 1,500 and 1,700 SCH. Within the graduate program, during the same timeframe, SCHs generated varied between 400 and 500 SCH, approximately. Both of these patterns were consistent until 2015 when, for undergraduate SCH production, total SCHs generated increased to almost 1,800 SCH. Rolling 5 year averages (2011-2015) for SCH are about 1600 SCH with UG majors accounting for 888 SCH, GR majors accounting for 472, and non-program majors accounting for 245 SCH. Currently, about 15% of SCH are generated by non-program majors, which is down slightly from the two previous Rolling 5 year averages of 2009-2013 (16.8%) and 2010-2014 (16.7%). As enrollments have grown over the past few years, the majority of our courses are taken by UG and GR majors. Without additional resources for additional course offerings, the amount of SCH that can be generated by non-program majors will most likely be minimal. It should be noted that recent OPA analyses have indicated that a far majority of 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.**

6. **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).**

The following goals are the Program-level Operational Effectiveness Outcome Matrixes that we annually report to COSMA, our accrediting body. These goals, benchmarks and outcomes are current and were reported to our accrediting body in December of 2016. They were, per COSMA's requirements, posted on our website for public disclosure and transparency.

Goal (s)	Assessment Data Analyzed	Indicators/Benchmarks	Outcomes (Last 3 FY)

Recruit, hire, and retain diverse, high quality administrators, faculty and staff.	1. Aggregated SPTE Data 2. Faculty Scholarship Record 3. Faculty/Staff Advising Surveys 4. Exit Surveys 5. Alumni Survey 6. Advisory Council 7. Annual faculty/staff review of strategic plan	1. Median result for perceived quality index of "good" or better. All other data to be considered. 2. Evidence of achievement based on department scholarship policies 3. Average score of 3 or better for each item on surveys 4. SMGT: Minimum of 80% of all responses being "mostly prepared" or better. All other data to be considered. 5. Average program satisfaction score of 8 or better. All other data to be considered. 6. Annual vote of "satisfied" 7. Progress toward objectives defined in plan	1. 100% of courses were rated at "good" or better. Median result was "very good." 2. All faculty members with research responsibilities evaluated as meeting or exceeding expectations during annual reviews. 3. Mean= 4.78 with 94.4% being "satisfied or higher" with advising (Median=5.0) Overall, SPTE ratings (all faculty, both programs) were above average and exceeded expectations. 4. Both alumni surveys and exit surveys indicate a general level of meeting expectations. 5. Annual reviews for faculty exceeded expectations. Average program satisfaction score was 8.95 6. Advisory council meetings "approved" action plans and quality program progress. 7. A newly developed strategic plan was approved by departmental faculty during the fall of 2016.
Recruit and retain quality students to meet local and global demands for our graduates	1. SCH Data 2. Graduation and retention rates 3. Employer Survey 4. Advisory Council 5. Annual faculty/staff review of strategic plan	1. Comparison of department SCH with other university data and historical department data 2. Comparison of department rates with other university data and historical department data 3. Average overall rating of graduates of 8 or better. All other data to be considered. 4. Annual vote of "satisfied" 5. Progress toward objectives defined in plan	1. SCH production has been consistent and steadily and incrementally increasing. For example, per data from the Office of Planning and Analysis (OPA) here at WSU, AY 2016 SCH for our graduate program were as follows: 480 SCH (Fall); 451 (Spring); 92 (Summer) for a total SCH during AY 2016 of 1,023. The rolling 5-year averages of SCHs from 2008-2012 was 394 SCH. SCH this year were significantly higher indicating continued, robust growth. 2. Graduate rates are productive and steady. 3. Employers and advisory council members are satisfied with program, student, and faculty quality. Average overall rating of 8.4 (n=15) with 66.7% (10/15) rating the program at 8/10 or better.

			4. Advisory council meetings "approved" action plans and quality program progress. 5. A newly developed strategic plan was approved by departmental faculty during the fall of 2016.
Achieve professional recognition for programs	1. KBOR Approval 2. COSMA Accreditation 3. Annual faculty/staff review of strategic plan	1. Approved status 2. Accredited status 3. Progress toward objectives defined in plan	1. Currently under review 2. COSMA approved with annual reports due in July 3. A newly developed strategic plan was approved by departmental faculty during the fall of 2016.
Strengthen the graduate program to support the University's research and grants/contracts mission components	1. Faculty professional development report 2. Faculty grant writing report 3. Advisory Council 4. Annual faculty/staff review of strategic plan	1. Review data based on Faculty Activity Records 2. Review data based on Faculty Activity Records 3. Annual vote of "satisfied" 4. Progress toward objectives defined in plan	1-2. Annual faculty evaluations show high levels of faculty productivity. 3. Advisory council satisfied with faculty productivity. 4. A newly developed strategic plan was approved by departmental faculty during the fall of 2016.
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	1. SPTE student comments: Technology 2. Exit survey 3. Faculty/staff technology updates 4. Advisory Council 5. Annual faculty/staff review of strategic plan	1. Review of responses to technology question 2. Minimum of 80% of all responses being 4 or 5 based on 5-point scale for question 27e. All other data considered. 3. Review of hardware/software updates within the department 4. Annual vote of "satisfied" 5. Progress toward objectives defined in plan	1. SPTE comments regarding technology were positive. Over 94% of comments were coded as positive. 2. 92.3%, Mean 4.31 on scale of 1 (low) to 5 (high). (NOTE: 46.2% of respondents were "very satisfied" on this response. Additionally, this question measures the availability of "technology" here at WSU, and cannot be interpreted as solely a program responsibility. 3. Faculty continues to be college leaders in the use and incorporation of technology within classes and research activities. Evidence can be seen in COEd award nominations/recipients and in University award nominations/recipients. 4. Advisory council satisfied with technology environment and culture of the department. Technology responses on exit survey were generally positive and advisory council is satisfied with technology incorporated within both research and teaching.

			5. A newly developed strategic plan was approved by departmental faculty during the fall of 2016
Develop and maintain collaborative relationships, locally and globally, that enrich the department's mission	1. Faculty / staff partnership summary 2. Advisory Council 3. Annual faculty/staff review of strategic plan	1. Review of key partnerships established/maintained through the year 2. Annual vote of "satisfied" 3. Progress toward objectives defined in plan	1. Faculty continues to expand partnerships and review current partnerships through the use of signed MoUs. Further development of the Partnership for the Advancement of Sport Management (PASM) to further develop a multitude of partnerships. 2. Advisory council is satisfied with partnership development. 3. A newly developed strategic plan was approved by departmental faculty during the fall of 2016

7. Summary and Recommendations

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

Provide assessment here:

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

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

reputation, College of Education faculty awards (numerous, such as awards for faculty regarding teaching, research, service, and technology innovation), and scholarship productivity.

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

Opportunities: Using the BLS occupational categories, you will see that many of the occupational categories relate to the sport (management) industry. As a result, the projected growth of the industry is increasing and expected to further evolve, grow and differentiate in the future. As a result, we are attempting to increase not only the number of graduates from our programs, but we are attempting to increase SCH production through a number of initiatives outlined in our strategic plan. With the further integration of PASM (Partnership for the Advancement of Sport Management) into formalized organizational processes, we are furthering our efforts to be more involved in sport, recreation, or community organizations by partnering to evaluate, research, and analyze their dynamics, data, and facilities (examples of recent research partnerships: The Air Capital Classic (PGA sanctioned golf tournament); Wichita Force (professional indoor football team); YMCA, Wichita Sports Forum (multisport facility). Another opportunity for our programs is the ability to generate SCH by URMs. According to data provided by OPA, our programs have opportunities to better serve URMs by providing them education, cultural, and research-related opportunities. While there have been gains in this area since our 2014 program review, we continue to address this issue.

Threats: lack of resources means we cannot grow programs as fast as needed. Regional programs (other KBOR schools) can close the "gap" in productivity by providing resources to grow those programs and entice students to attend those institutions. Also, in order to remain competitive faculty salaries, travel and other forms of compensation are severely lacking, especially in comparison to the other Division I KBOR schools. Increased competition within our niche marketplace—along with GA opportunities here at WSU—has had a negative impact on recent graduate enrollment trends. While we are confident we can still keep our graduate numbers at a manageable and productive level, the lack of resources available to our incoming graduate students impacts our numbers. For example, our department is very small (four full-time faculty members, if you count the chair as a full-time faculty member) and future GA allocations do not seem to be an avenue we can count on for additional support. Grant funding within SMGT, as a coalesced industry with formalized grant-giving organizations, is very limited. As a result, GA allocations are not going to be a consistent or dependable resource for a small department in an industry not based on grant opportunities.

Future goals:

1. **Maintain COSMA accreditation for both programs to ensure a rich, multifaceted educational experience that emphasizes theory and practices and prepares students for the cultural, social, and organizational expectations associated with the rapid evolving sport industry.**

2. **Recruit/retain high quality faculty, staff, and students**

3. **Continue to develop high quality community, industry, or other organizational partnerships.**

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

Appendices

Appendix 1: Copy of B.A. Assessment Plan

B.A.-Sport Management
Outcomes Assessment Plan
2016-17

Mission

The Department of Sport Management's mission 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.

Program Constituents

The primary constituents served by the B.A.-Sport Management program are students, alumni, and sport management practitioners.

Operational Goals

The approved, broad-based operational goals for the Department of Sport Management are:

1) Recruit, hire, and retain diverse, high quality administrators, faculty and staff.
2) Recruit and retain quality students to meet local and global demands for our graduates.
3) Achieve professional recognition for programs.
4) Strengthen the graduate program to support the University's research and grants/contracts mission components.
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.
6) Develop and maintain collaborative relationships, locally and globally, that enrich the department's mission.

Assessment of Operational Goals

Operational effectiveness is evaluated utilizing the following measures:

1) Aggregated SPTE data
2) Faculty scholarship records
3) Exit survey
4) Sport management exit survey
5) Employer survey
6) Alumni survey
7) Sport Management Advisory Council
8) Student credit hour data
9) Graduation and retention rates
10) Annual review of strategic plan
11) Kansas Board of Regents approval status
12) Commission on Sport Management Accreditation status
13) Faculty professional development report
14) Faculty grant writing report
15) SPTE technology comments
16) Faculty/staff technology updates
17) Faculty/staff partnership reports

Appendix A contains a table listing the operational objectives and related assessment tools and indicators/benchmarks.1

Educational Student Goals

The approved broad-based learning goals for students in the B.A.-Sport Management program are:

1) Students will display knowledge and understanding of the management, marketing, public relations, financial, psycho-social, and legal concepts relevant to effective practice for those preparing for careers in the sport management field
2) Students will be able to apply ethical decision-making frameworks in relation to issues facing sport managers.
3) Students will display critical thinking skills related to effective decision-making in sport organizations.
4) Students will display an understanding of and appreciation for diversity in sport.
5) Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.
6) Students will demonstrate skills pertaining to the use of technology in sport management.
7) 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.

Assessment of Educational Student Goals

Student learning outcomes will be assessed at a programmatic level using the following tools. Appendix B contains a table listing student learning outcomes, assessment tools, and benchmarks.

SMGT 447-Internship Reflection Report (direct measure)
- Students address multiple topics in the paper:
  - How well they were able to meet the learning objectives specified for their internship
  - How their experience as an intern related to the theory/concepts presented in other required coursework
  - How ethical decision-making was relevant to their internship
  - How they employed critical thinking skills during their internship
  - How they encountered diversity issues within the organization in which they served or within the organization's key publics
  - How well they employed communication skills during their internship
  - How well they employed technological skills during their internship
- Criterion: Evaluation of "acceptable" or better for each major section of the grading rubric
- Benchmark: Minimum of 80% at acceptable or better for each section of the report
- Results to be reported annually

SMGT 447-Resume (direct measure)
- Students submit an updated resume at the conclusion of their internship to demonstrate how their internship has enhanced their credentials as a candidate for employment
- Criteria:
  - Rating of "acceptable" or better based on grading rubric
- Benchmarks:
  - Minimum of 80% receiving at acceptable or better based on rubric
- Results to be reported every year

SMGT 446-Key Concepts Exam (direct measure)
- Exam covers key concepts from required sport management classes that reflect critical knowledge students should possess as they enter their internship
- Criterion: Exam score of 80% or better
- Benchmark: Minimum of 80% of students scoring 80% or better on exam
- Results to be reported annually

SMGT 475- Ethics Writing Assignment (direct measure)
- Students go to the Josephson Institute of Ethics' website and read a report summary detailing how sportsmanship and cheating are related to youth sports and scholastic athletes. Specifically, students identify the impact of socio-moral values within the sport management industry by critically examining ethical dilemmas and answering probing questions.
- Criterion: "Acceptable" or better based on rubric
- Benchmark: Minimum of 80% of students receiving score of "acceptable" or better

1 Operational goal 4 is excluded because it deals with the graduate program.

- Results to be reported every three years

SMGT 461- Risk Management Project (direct measure)

- Students will partner with a fellow classmate and attend an intercollegiate sporting event at an approved facility. Students will be required to address aspects of risk management by identifying potential risks (both managed and unmanaged) within both the facility and at the event. Students will develop an in-depth analysis, complete with photographic/empirical evidence, substantiating their conclusions.
- Criterion: "Acceptable" or better based on grading rubric (critical thinking)
- Benchmark: Minimum of 80% of students receiving score of "acceptable" or better
- Results to be reported every three years

SMGT 444-Diversity Reflection Paper (direct measure)

- Students will participate in a panel discussion on diversity with practitioners in the field. Speakers will discuss several areas including gender and ethnic diversity at all levels of sports. Students will be asked to write a 2-3 page reflection following the panel discussion.
- Criterion: "Acceptable" or better based on rubric
- Benchmark: Minimum of 80% of students receiving score of "acceptable" or better
- Results to be reported every three years

SMGT 112-Instructor Interview Assignment (direct measure)

- Students research a position in the sport industry, write a job description of that position, and orally present their descriptions and findings in an interview with the course instructor.
- Criterion: "Acceptable" or better based on communication section of rubric
- Benchmark: Minimum of 80% of students receiving score of "acceptable" or better
- Results to be reported every three years

SMGT 426-Social Media Project (direct measure)

- Students will be asked to conduct an extensive online public relations campaign, employing various forms of social media, for a sporting event, organization or athlete. Students will present their projects at the end of the semester and will be graded upon several categories including the use of their selected social medium/media.
- Criterion: "Acceptable" or better based on rubric
- Benchmark: Minimum of 80% of students receiving score of "acceptable" or better
- Results to be reported every three years

SMGT 447-Internship Site Supervisor Evaluation (indirect measure)

- Site supervisors' final written evaluation of interns which assesses students' knowledge base, ethical decision-making abilities, critical thinking skills, technological skills, understanding of diversity, communication skills, and overall performance as an interns
- Criteria:
    - Rating of "mostly prepared" or better in regard to knowledge base and learning outcome items
    - Rating of "agree" or better in regard to performance items
- Benchmarks:
    - Minimum of 90% receiving an overall performance rating of "agree" or better
    - Minimum of 80% of responses to knowledge base items at "prepared"
- Results to be reported every year

Student Exit Survey (indirect measure).

- Survey of undergraduate students administered at the end of SMGT 447A-Internship
- Criterion: "Mostly prepared" or better
- Benchmark: Minimum of 80% of all responses meeting criterion
- Survey is conducted and results reported every year

Employer Survey (indirect measure).

- Survey of graduates' employers regarding the graduates' preparation for effective sport management practice
- Criterion: "Mostly prepared" or better
- Benchmark: Minimum of 80% of all responses meeting criterion
- Survey is conducted and results reported every three years

Alumni Survey (indirect measure).

- Survey of recent graduates (i.e., last three years) regarding the their preparation for effective sport management practice
- Criterion: "Mostly prepared" or better
- Benchmark: Minimum of 80% of all responses meeting criterion
- Survey is conducted and results reported every three years

Appendix C contains the various rubrics employed in the direct measures of student learning outcomes. Appendix D displays the various instruments utilized in the indirect measures of student learning outcomes.

Assessment Reporting Schedule

Assessment Tool	AY2015	AY2016	AY2017	AY2018	AY2019	AY2020
SMGT 447-Internship Reflection Report	X	X	X	X	X	X
SMGT 447-Resume	X	X	X	X	X	X
SMGT 446 – Key Concepts Exam	X	X	X	X	X	X
SMGT 475-Ethics Writing Assignment			X			X
SMGT 461-Moot Court Presentation	X			X		
SMGT 444-Diversity Reflection Paper		X			X	
SMGT 112-Instructor Interview Assignment	X			X		
SMGT 426-Social Media Project		X			X	
SMGT 447-Internship Site Supervisor Evaluation	X	X	X	X	X	X
Student Exit Survey	X	X	X	X	X	X
Employer Survey			X			X
Alumni Survey		X			X	

Basic Skills Development Program

All students in the B.A.-Sport Management program are required to complete a 42-credit hour general education requirement. The goals of WSU's general education program are as follows:

- To study and apply basic mathematical principles;
- To study and apply principles of written and oral communication;
- To study and apply basic library research skills including basic assessment of various kinds of sources;
- To study and gain a basic understanding of the natural sciences, social and behavioral sciences, humanities and fine arts; and
- To study human diversity on a global basis and its implications for society.

Significant development of oral and written communication, mathematical and library research skills is expected of all WSU graduates. Students transferring to WSU under the *Transfer and Articulation Agreement of the Kansas Public Community Colleges and State Universities* are considered to have met the requirements of the WSU general education program as determined by transcript evaluation. This refers only to students with previous college credit and is not applicable to entering freshman.

Beyond the general education requirements, students in the B.A.-Sport Management program have a 27-credit hour elective requirement. Some students will elect to pursue a minor in exercise science, communications or one of seven minors available through the School of Business.

Personal Development Program

The Department of Sport Management is housed within the College of Education (COE). The COE's Conceptual Framework is comprised of six elements:

1. Professionalism and reflection on the vocation
2. Human development and respect for diversity
3. Connection of teaching and assessment
4. Technology integration
5. Understanding content knowledge
6. Collaboration with stakeholders

These principles inform both the design of the B.A.-Sport Management program as well as related opportunities that may assist students in becoming highly competent, collaborative and reflective.

Within the B.A.-Sport Management curriculum, students are taught both the skills and dispositions necessary to be effective personally and professionally. Courses stress the importance of ethical-decision making, relationship management, and the

implications of sport management practices on the broader society. They also address diversity as it relates to the management of sport organizations, the offering of sport products and services, and the management of relationships with key constituents. Classes also cover the technologies involved with effective sport management practice and provide students with the opportunity to demonstrate competence with technologies commonly employed in the field.

Beyond the curriculum, students in the B.A.-Sport Management program enjoy a range of opportunities that may assist them in developing personally and professionally. These include:

- Sport Management Student Association (SMSA): Provides social, educational and service opportunities with an emphasis on developing relationships with key stakeholders, including practitioners and alumni.
- Sport Management Alumni Association: Provides a network of contacts available to students as they seek to establish themselves in the field. Additionally, SMAA and SMSA engage in a formal mentoring program every year.
- Office of Career Development: Provides expertise as it relates to job searching and effectively preparing application materials; offers opportunities for experiential learning beyond the required practicum and internship, and offers counsel on job searching.

The university also offers a variety of programs and services to assist students as they develop personally and professionally. These include:

- presentations sponsored by the Counseling and Testing Center on topics such as stress management, time management and personal effectiveness,
- personal counseling services,
- a writing center,
- special speakers, and
- a host of student organizations beyond SMSA.

Feedback Loop – Program Changes & Improvements

Program evaluation in the B.A.-Sport Management Program occurs both (a) to make decisions about students' performance in regard to approved learning outcomes and (b) to make decisions about the program's operational effectiveness in light of the department's mission and approved strategic plan.

The sport management faculty is the primary group responsible for reviewing the data and for making recommendations about the effectiveness of the program. The faculty obtains advice from the Sport Management Advisory Council. The Advisory Council consists of a minimum of two sport management practitioners, two sport management graduate candidates, two sport management undergraduate candidates, two sport management program alumni, and full-time members of the sport management faculty. Members of the Advisory Council are appointed annually by the department chair.

Each academic year, the sport management faculty will develop an annual report summarizing relevant student learning and operational effectiveness data and defining an action plan for program improvement to be employed the following year. The annual report will be submitted to the College of Education's Assessment Committee each year. Recommendations within the action plan that have budget implications will be submitted to the dean of the College of Education by the department chair.

Appendix 2: Copy of M.Ed. Assessment Plan

M.Ed.-Sport Management
Outcomes Assessment Plan
2016-17

Mission

The Department of Sport Management's mission 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.

Program Constituents

The primary constituents served by the M.Ed.-Sport Management program are students, alumni, and sport management practitioners.

Operational Goals

The approved, broad-based operational goals for the Department of Sport Management are:

7) Recruit, hire, and retain diverse, high quality administrators, faculty and staff.
8) Recruit and retain quality students to meet local and global demands for our graduates.
9) Achieve professional recognition for programs.
10) Strengthen the graduate program to support the University's research and grants/contracts mission components.
11) 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.
12) Develop and maintain collaborative relationships, locally and globally, that enrich the department's mission.

Assessment of Operational Goals

Operational effectiveness is evaluated utilizing the following measures:

18) Aggregated SPTE data
19) Faculty scholarship records
20) Undergraduate exit survey
21) Graduate School exit survey
22) Employer survey
23) Alumni survey
24) Sport Management Advisory Council
25) Student credit hour data
26) Graduation and retention rates
27) Annual review of strategic plan
28) Kansas Board of Regents approval status
29) Commission on Sport Management Accreditation status
30) Faculty professional development report
31) Faculty grant writing report
32) SPTE technology comments
33) Faculty/staff technology updates
34) Faculty/staff partnership reports

Appendix A contains a table listing the operational objectives and related assessment tools and indicators/benchmarks.

Educational Student Goals

The approved broad-based learning goals for students in the M.Ed.-Sport Management program are:

1) Students will display knowledge and understanding of the management, marketing, public relations, financial, socio-cultural, and legal concepts relevant to effective practice for those seeking to advance careers in the sport management field.
2) Students will be able to apply advanced ethical decision-making frameworks in relation to issues facing sport managers.
3) Students will display critical thinking skills related to effective managerial decision-making in sport organizations.
4) Students will demonstrate understanding of the foundations of effective research in sport management.
5) Students will display an understanding of and appreciation for diversity and its impact on managerial decision-making in sport.
6) Students will demonstrate the advanced oral, written and interpersonal communication skills necessary for effective sport management practice.
7) 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.

Assessment of Educational Student Goals

Student learning outcomes will be assessed at a programmatic level using the following tools. Appendix B contains a table listing student learning outcomes, assessment tools, and benchmarks.

Comprehensive Exam (direct measure)
- Administered during the semester in which a student applies for graduation. Covers all required course work.
- Program faculty utilize the rubric when evaluating students
- Criterion: Grade of "acceptable" on each section of the exam based on rubric
- Benchmark: Minimum of 95% at acceptable or better overall
- Results to be reported annually

SMGT 847-Internship Reflection/Integration Paper (direct measure)
- Students address multiple major topics in the paper:
  - How well they were able to meet the learning objectives specified for their internship
  - How their experience as an intern related to the theory/concepts presented in three of their required courses
  - How they employed critical thinking skills during their internship
  - How they employed research skills or observed the use of research within the organization in which they served
  - How they encountered ethics-related issues during their internship
  - How they encountered diversity issues within the organization in which they served or within the organization's key publics
  - What types of communication skills they were required to employ and how effective they were in their communication
- Criterion: Grade of "acceptable" or better for each of the major sections of the rubric
- Benchmark: Minimum of 90% at acceptable or better for each section major section of the report
- Results to be reported annually

SMGT 847-Resume (direct measure)
- Students submit an updated resume at the conclusion of their internship to demonstrate how their internship has enhanced their credentials as a candidate for employment/professional advancement
- Criteria:
  - Rating of "acceptable" or better based on grading rubric
- Benchmarks:
  - Minimum of 90% receiving at acceptable or better based on rubric
- Results to be reported every year

SMGT 800-Research Report (direct measure)
- Students will develop a group research report utilizing data analysis and visualization techniques. Specifically, each group will identify a research question related to a salient research question, identify a

secondary database relating to the research question, and develop a technical research report and presentation, which demonstrates a quality understanding of the research process (including proper statistical analyses). Students will present a multimedia presentation describing their research process, summarizing the appropriate literature, graphically representing their results, and drawing appropriate conclusions.
- Criterion: "Acceptable" based on rubric
- Benchmark: Minimum of 90% at acceptable or better based on rubric
- Results to be reported every three years

SMGT 801-Organizational Evaluation Assignment (direct measure)
- Students profile a sport organization and write a position paper regarding its effectiveness.
- Criterion: "Acceptable" based on critical analysis portion of rubric
- Benchmark: Minimum of 90% at acceptable or better based on rubric
- Results to be reported every three years

SMGT 802-Ethical Dilemma Assignment (direct measure)
- Students examine ethical dilemmas within the sport management industry by developing a deductive argument based upon discussed ethical frameworks. Specifically, students will identify an ethical issue in the industry, gather evidence of the issue's relevance, and provide a critical narrative examining the underlying value conflicts.
- Criterion: "Acceptable" based on rubric
- Benchmark: Minimum of 90% at acceptable or better based on rubric
- Results to be reported every three years

SMGT 803-Marketing Plan (direct measure)
- Students work in groups to develop a comprehensive marketing plan for a hypothetical sport organization. A written plan is submitted for review, and an in-class presentation is also made.
- Criterion: "Acceptable" based on communication portion of rubric
- Benchmark: Minimum of 90% at acceptable or better based on rubric
- Results to be reported every three years

SMGT 822-Diversity Paper (direct measure)
- Students address the nature of diversity, its relationship with public relations effectiveness, and recommendations regarding managing diversity within organizations
- Criterion: "Acceptable" based on rubric
- Benchmark: Minimum of 90% at acceptable or better based on rubric
- Results to be reported every three years

SMGT 847-Internship Site Supervisor Evaluation (indirect measure)
- Site supervisors' final written evaluation of interns which assesses the students' overall performance, attainment of internships objectives, knowledge base, ethical decision making ability, critical thinking skills, research skills, understanding of diversity, and communication skills
- Criteria:
  - Rating of "agree" or better in regard to performance evaluation and professional qualities items
  - Rating of "mostly prepared" or better in regard to knowledge base and learning objectives items
- Benchmarks:
  - Minimum of 95% receiving "agree" on performance evaluation items
  - Minimum of 80% of responses to other items at either "mostly prepared" or better, or "agree"
- Results to be reported every year

Employer Survey (indirect measure).
- Survey of graduates' employers regarding the graduates' preparation for effective sport management practice
- Criterion: "Mostly prepared" or better
- Benchmark: Minimum of 80% of all responses meeting criterion
- Survey is conducted and results reported every three years

Alumni Survey (indirect measure).
- Survey of recent graduates regarding the their preparation for effective sport management practice
- Criterion: "Mostly prepared" or better
- Benchmark: Minimum of 80% of all responses meeting criterion
- Survey is conducted and results reported every three years

Appendix C contains the various rubrics employed in the direct measures of student learning outcomes. Appendix D displays the various instruments utilized in the indirect measures of student learning outcomes.

Assessment Reporting Schedule

Assessment Tool	AY2015	AY2016	AY2017	AY2018	AY2019	AY2020
Comprehensive Exam	X	X	X	X	X	X
SMGT 847-Internship Reflection/Integration Report	X	X	X	X	X	X
SMGT 847 - Resume	X	X	X	X	X	X
SMGT 800-Research Report		X			X	
SMGT 801-Organizational Analysis Paper	X			X		
SMGT 802-Ethical Dilemma Assignment	X			X		
SMGT 803-Sport Marketing Plan		X			X	
SMGT 822-Diversity Paper			X			X
SMGT 847-Internship Site Supervisor Evaluation	X	X	X	X	X	X
Employer Survey			X			X
Alumni Survey		X			X	

Basic Skills Development Program

Since the MEd-Sport Management degree is a graduate program, candidates accepted into the program are expected to possess the basic skills (e.g., mathematics, written composition) necessary to succeed in a college environment. The program's application review process is designed to assess candidates' preparation for graduate work and their prospects for success in the program. Per Graduate School policy, candidates are required to have a 2.75 GPA or better for their last 60 credit hours of academic work. In addition, the members of the sport management faculty also consider applicants' GRE scores for the verbal and quantitative sections of the exam (if the candidates choose to submit them), applicants' letters of application, their resumes, and their reference reports. Specific considerations include academic performance, relevant professional experience, level of professional advancement, professional/campus engagement, and community service.

Personal Development Program

The Department of Sport Management is housed within the College of Education (COE). The COE's Conceptual Framework is comprised of six elements:

7. Professionalism and reflection on the vocation
8. Human development and respect for diversity
9. Connection of teaching and assessment
10. Technology integration
11. Understanding content knowledge
12. Collaboration with stakeholders

These **principles inform both the design of the MEd-Sport Management program as well as related opportunities that may assist students in becoming highly competent, collaborative and reflective.**

Within the MEd-Sport Management curriculum, students are taught both the skills and dispositions necessary to be effective personally and professionally in managerial settings. Courses stress the importance of ethical-decision making, relationship management, and the implications of sport management policies on the broader society. They also address diversity as it relates to the management of sport organizations, the offering of sport products and services, and the development of relationships with key constituents. Classes also cover the foundations of effective research, highlight examples of good research in the field, and provide students with the opportunity to engage in research-related assignments.

Beyond the curriculum, students in the MEd-Sport Management program enjoy a range of opportunities that may assist them in developing personally and professionally. These include:

- Sport Management Student Association (SMSA): Provides social, educational and service opportunities with an emphasis on developing relationships with key stakeholders, including practitioners and alumni.
- Sport Management Alumni Association: Provides a network of contacts available to students as they seek to establish themselves in the field.
- Office of Career Development: Provides expertise as it relates to job searching and effectively preparing application materials; offers opportunities for experiential learning beyond the required practicum and internship, and offers counsel on job searching.

The university also offers a variety of programs and services to assist students as they develop personally and professionally. These include:

- presentations sponsored by the Counseling and Testing Center on topics such as stress management, time management and personal effectiveness,
- personal counseling services,
- a writing center,
- special speakers, and
- a host of student organizations beyond SMSA.

Feedback Loop – Program Changes & Improvements

Program evaluation in the MEd-Sport Management Program occurs both (a) to make decisions about students' performance in regard to approved learning outcomes and (b) to make decisions about the program's operational effectiveness in light of the department's mission and approved strategic plan.

The sport management faculty is the primary group responsible for reviewing the data and for making recommendations about the effectiveness of the program. The faculty obtains advice from the Sport Management Advisory Council. The Advisory Council consists of a minimum of two sport management practitioners, two sport management graduate candidates, two sport management undergraduate candidates, two sport management program alumni, and full-time members of the sport management faculty. Members of the Advisory Council are appointed annually by the department chair.

Each academic year, the sport management faculty will develop an annual report summarizing relevant student learning and operational effectiveness data and defining an action plan for program improvement to be employed the following year. The annual report will be submitted to the College of Education's Assessment Committee each year. Recommendations within the action plan that have budget implications will be submitted to the dean of the College of Education by the department chair.

Appendix 3: Copy of Most Recent Action Plan

	AY 2017 Action Plan Items
BA-SLOs	Continue to monitor and expand--if necessary-- methods of ensuring student access course content in order to prepare them for assessments.
	Continue to monitor and expand--if necessary-- methods of ensuring student acquisition, understanding, and proper application of financial and budgeting processes.
	Continue to illustrate how diversity-related issues apply to the sport industry and are embedded in a wide variety of sport organizational contexts
	Continue to monitor student-practitioner relationships and benefits from integrative field experiences.
MEd-SLOs	With recent curricular changes, such as adding a required sport research-based course (SMGT 800: Analytics and Decision-making in sport), we need to continue to prepare students with applied research knowledge for future comp exams.
	Need to better inform students of the following: 1) importance of integration paper and how to better connect experiences with course work; 2) how to apply course concepts/content to various work environments.
	Increase content and application of budgeting processes and applications throughout program. Continue to develop faculty associated with budgeting content and finance
	Expand and continue working with practitioners to illustrate how research can positively impact their organizational processes. Further strengthening this relationship can assist with connecting research within a classroom with applied research in a sport organizational context.
	"Ability to write effectively" was the item graduate alumni rated the lowest at 93.6% (118/126). While this item was above the 80% benchmark, it would be useful to re-emphasize proper writing skills across the graduate curriculum.
BA-Program	Continue to monitor and expand--if necessary-- methods of ensuring student acquisition, understanding, and proper application of financial and budgeting processes.
	Continue to increase not only SCHs, but also students within the official major.
	Continue collecting employer data starting in fall 2015 for a more robust sample size.
	Continue to identify and develop relationships with prospective international partners.

MEd-Program	Continue to expand number of hybrid, online classes available for students.
	Continue to research and pursue grant opportunities, sponsored research, or consulting activities as appropriate. Consulting and student learning activities can be quantified with in-kind gifts/donations ($ value).
	Continue to develop and pursue PASM projects, initiatives, and collaborations.