WILLIAM WOODS
UNIVERSITY

Sport Management Annual Assessment 2018-2019

Annual Assessment 18-19

Sport Management

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Mission of the Sport Management Program at William Woods University is to expand on the student-focused education of the University. Students in the program will be able to ignite the spark of working in the industry to match the passion they had when first participating in sport growing up. This is done through evaluating relevant topics of their field in the classroom via discussions, readings, projects & field experiences, through volunteering & internships, collaborations with faculty & peers, & by developing an openness to diverse perspectives .

Program Data

Delivery Method

Traditional on Campus (selected)
Online
Hybrid

Students Majors 2017-18	**Student Majors 2018-19**
	13

Student Minors 2017-18	**Student Minors 2018-19**
	5

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

12 - Sport Management

Student Demographics
What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The change from Sport Management as a major to a part of the umbrella Exercise Science major & concentration in Sport Management has hurt numbers. Students who are interested in Sport Management may shy away from a program that is

in the School of Health & Science & not having Sport Management as the major is not understood by incoming students, as it's unusual for the field.

Having the program be evaluated on its best positioning at this University & ensuring that the marketing & admissions staff are familiar with what the program is, will determine the future health of the program.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

Commission on Sport Management Accreditation (COSMA) is the main body that oversees sport management programs. Currently, WWU does not have the resources in the program to consider an attempt at being accredited.

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Currently, there is a powerpoint for prosepctive students to see when they visit & is emailed following their visit so that it is available to look at

Marketing Material

Information_for_prospective_students.pptx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
SMG_2018.1	Analyze and apply management, leadership and organizational concepts, principles, and theories of a sport organization (managing & governing).
SMG_2018.2	Design, analyze and evaluate research in sport.
SMG_2018.3	Understand, analyze & apply functions of a sport manager (operations, marketing & finance)
SMG_2018.4	Identify and analyze the current sport management environment (legal & cultural).
SMG_2018.5	Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Sport Management draws on the skills gained in the General Education Program. Students must be able to analyze data for value and critique the work of others in the field of study. Sport Management students must be able to quantitatively and qualitatively assess research. As sport management professionals, they must be able to related to a diverse culture, communicate effectively (written and orally), strive for ethical behavior and draw from historical events that impacted failure and success of those that have come before them in the sport management field.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Sport Management

	SMG 100	SMG 310	SMG 321	SMG 390	SMG 406	SMG 412	SMG 451	SMG 450
SMG_2018.1 Analyze and apply management, leadership and organizational concepts, principles, and theories of a sport organization (managing & governing).	I, A				R, A			
SMG_2018.2 Design, analyze and evaluate research in sport.	I							R, A
SMG_2018.3 Understand, analyze & apply functions of a sport manager (operations, marketing & finance)	I		R, A			R, A		
SMG_2018.4 Identify and analyze the current sport management environment (legal & cultural).		R, A						
SMG_2018.5 Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.	I			R, A			M, A	
WWU2016.1 Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.								

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Changing program objectives to the following:

Analyze and apply management, leadership and organizational concepts, principles, and theories of a sport organization (managing & governing)

Design, analyze and evaluate research in sport.

Understand, analyze & apply functions of a sport manager (operations, marketing, finance)

Identify and analyze the current sport management environment (legal & cultural)

Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting

New objectives better match up with the Commission on Sport Management Accreditation (COSMA) principles & refines what had previously been presented which was more connected with expectations of a para-professional, versus a student working on skills in order to become a professional

The changes won't have too much impact on student learning, but will better reflect the learning & content that is being presented in the program

Assessment Findings

Assessment Findings for the Assessment Measure level for Sport Management

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SMG_2018.1 Analyze and apply management, leadership and organizational concepts, principles, and theories of a sport organization (managing & governing).

SMG 100				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - End of Course	Has the criterion 70% will earn 70% or higher on final exam been met yet? Met	13/15 students earned over 70%	SMG_100_2018_19.xlsx	

SMG 406				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Interview	Has the criterion 75% of students will earn 70% or higher in interview finding keys to management components in their future field been met yet? Met	12 out of 14 students earned over 70% & the class average was 80.5%	SMG_406_2018_19.xlsx	
Direct - Class Assignment	Has the criterion 70% of students will earn 70%or higher on applying leadership & management concepts into their own philosophy been met yet? Met	10 out of 14 students earned over 70% & the class average was 73%	SMG_406_2018_19.xlsx	

SMG_2018.2 Design, analyze and evaluate research in sport.

SMG 450				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Indirect - External Evaluation	Has the criterion 75% of students will be at 75% or higher been met yet? Met	100% of students met criteria	SMG_450_2018_19.xlsx	

Assessment Findings

SMG_2018.3 Understand, analyze & apply functions of a sport manager (operations, marketing & finance)

SMG 321				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 70% of students will receive 70% or higher on project been met yet? Not met	Only 50% met criteria. Those not met were due to not fully completing the assignment	SMG_321_2018_19.xlsx	
Direct - Case Study	Has the criterion 70% of students will receive 70% of higher on project been met yet? Met	75% of students met criteria	SMG_321_2018_19.xlsx	

SMG 412				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion 70% of students will earn 70% or better on project been met yet? Met	5 out of 5 met the criteria	SMG_412_2018_19.xlsx	
Direct - Class Assignment	Has the criterion 70% of students will earn 70% or better on project been met yet? Met	5 out of 5 met the criteria	SMG_412_2018_19.xlsx	

SMG_2018.4 Identify and analyze the current sport management environment (legal & cultural).

SMG 310				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion 70% of students will earn 70% of higher on project been met yet? Met	8 out of 9 met the criteria	SMG_310_2018_19.xlsx	
Direct - Class Assignment	Has the criterion 70% of students will earn 70% of higher on project been met yet? Met	8 out of 9 met the criteriia	SMG_310_2018_19.xlsx	

SMG_2018.5 Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.

SMG 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 70% of students will earn 75% of higher on each of the 3 qualities they are evaluated on in their first internship site been met yet? Met	Each student met the criteria in 2 of the 3 professional criteria, while all but 1 student met the criteria of the third component	SMG_390_2018_19.xlsx	

SMG 451				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 80% will meet the 80% mark or higher on three categories (Professional attitude, Professional personality & Professional performance/knowledge) been met yet? Met	The student earned 100% on Professional attitude, Professional personality & Professional performance/knowledge	Final_eval_by_Alysha.pdf	

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Since the previous year (my 2nd here), the SMG objectives have changed to match better with the national body Commission on Sport Management Accreditation (COSMA). With that, activities changed, including the SMG 100 oganizational analysis to look into a variety of jobs, employee backgrounds & skills, SMG 310 analyzing a legal issue in the student's professional future, SMG 321 completing a SWOT analysis on a major industry in the student's field, SMG 412 developing a financial plan to develop a facilitiy on the WWU campus, & developing components in the SMG 450 course to match the future professional needs of the students - including a philosophy & developing a practical project.

With only the SMG 100 class being offered both semesters, I did edit the organizational analysis from the Fall to the Spring semester following its initial implementation to better address the goal of providing students more exposure to jobs, skills & employee backgrounds. For this assignment, the students turn in a presentation for deeper assessment, but also present it to their classmates to allow peers to get the same information & a further understanding of professional possibilities.

Assessment day written & multiple choice components give me a chance to get a picture of how much the students are processing the information from the classes they've had & how much of a baseline knowledge for those lower-level students who haven't taken the courses yet. With students going through the program under 2 curricular models (1 having a lot of business, accounting & economonic foundation & the other little), it's not a clear message of who knows what. I did not have student note which model they are under & will try & do that next year.

This is a 1 faculty program

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

The first day of the performance days, I brought in a sport professional in Diane Brimer, Program Director of the Special Olympics of Central Missouri. Diane spoke about the various roles that sport management students can do with the Special Olympics organization, what will be looked for in new hires & interns, as well as opportunities for current students to gain experience through the Special Olympics organization. At the end of the first day, I had the students use the just recently resovled collusion lawsuit between Colin Kaepernick and Eric Reid versus the NFL (along with a set of provided resources) to develop a position as to whether the student, as a sport manager, would choose to sign or not to sign, the players. On day two, the sudents completed a multiple choice exam that covers a foundation of the material from the 4 upper-level sport management courses. The qualitative reflection gave me an opportunity to find out the abilities of students to have a detailed & developed thought, the type of sources that are used, the ability to site & develop a reference page. The multiple choice exam gave me an idea of where students are each academic level while there are currently two SMG program models. Numbers will be varied until all the students under the old model graduate

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
2019_Student_Performance_Review_schedule__updated.docx

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

This semester was the first time SMG students took the SMG 450 senior seminar course, so there were two different presentations. Students under the old SMG model highlighted experiences from their internship & drew from class artifacts for any course objectives their internships didn't address. Students under the new model presented their philosophy & project.

This is used as a LEAD event, so fellow students get to see what their peers are doing in the SMG program, as well as other SMG students get to see what their Showcase experience will be like.

The assessment happens more before the event, as students are sent a template of the presentation with guidelines, as well as all are required to have a meeting to go over their outline and submit their presentation several days in advance to

be able to edit any areas prior to the day of the Showcase. Until all students are under the updated EXS curriculum and take the senior showcase, will the opportunity be available to set this experience as a class component

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes (selected)
No

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

The SMG 100 Introduction to Sport Management course has a volunteer component, in part to have students actually go out & experience sport in a variety of ways & learn from others who are working as professionals. Students in the introductory class rarely have an idea of what exactly they want to do. Students in the SMG 321 Sport Marketing class also spent time helping marketing a sporting entity. The ability to have students experience & connect class content to their professions. Sport having a role in community aspects have become the expected norm at the high school, college & professional levels, so it is important to make sure students don't see this as a 'have to' or forced experience because of the strong capital their organizations earn by giving back

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

SMG faculty sponsored 9 LEAD events in the '18-19 academic year. These events often are built around a cultural history month or a specific sporting time of the year. These included exploring the relationship between Native Americans & Latinos in sport in the Fall semester, along with addressing the experience of girls & women in the Spring. This year students in the SMG 406 course helped plan & implement an event which all happened to be recreational activities.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Student internships included off-campus locations with the NAIA & NCAA institutions, along with on-campus roles with the sports- information office along with various coaching staffs. Since I have arrived, I am seeing students begin to look beyond the walls of WWU for more developed sites that will lead to a job versus trying to just get hours in at any location.

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Several graduates are in WWU graduate programs as they were student-athletes who had eligibility left. An SMG minor (don't know if that is counting here) was able to acquire a second experience with the NAIA during the men's national

basketball tournament, which led to being hired recently by the NAIA. A couple of majors who walked are finishing up their academic careers with internships in coaching to hopefullyl help lead to employment

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
along with some WWU athletic department staff, we held the first WWU National Girls & Women in Sport Day event on campus. We look (weather permitting in early February) to develop it more in the Fulton community in the future

Assessment Rubric

⌃ Annual Assessment Rubric 2018   27.000 pts 69.23%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:	part of the problem is that this is now a concentration to the Human Performance report, so it is more complex			
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:				

Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:				
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:				
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				