

FORMAT FOR PROGRAM REVIEW DOCUMENT

Reviews should include the following sections. Charts should be used where applicable. State information as concisely as possible. Reviewers want relevant information and data, not superfluous detail. Please develop this as a Word document and turn it in via email attachment to the Assessment office (Susan.Jones@williamwoods.edu) on the stated deadline for your major/minor.

Sports Management Program Review

11-27-12

Conceptual Framework

William Woods University Sports Management Program prepares its undergraduate students for careers in the profession of sport management. The framework of the William Woods University Sports Management Program rests on the premise that both the theory/knowledge and the application/performance of sport management must be equally addressed within the program curriculum and assessment. The University and the Sports Management Program strives to challenge its students to think critically and ethically and to apply information learned in the context of the classroom to real life situations. William Woods instills in its students the power of knowledge and value of life long education.

This program relates to the Common Studies in that the Common Studies courses serves as a support for courses in our program, as well as adding skills and knowledge needed for careers for which this program prepares students (communication, social science, ethics, critical thinking, etc.).

Section 1: Objectives and Assessment

1. PROFILE

Number of majors: 34 *

Number of EDU majors: _____ *

Number of faculty: 1 full-time 0 part-time

(note: 5 other full-time faculty on WWU campus teach courses required for this major)

*If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component. If the report is a combination, then indicate the number of students who are majors in the discipline only and those seeking secondary ed. certification. You will also need to indicate the two sets of objectives (many content areas in education have their own objectives).

[Identify and explain any departmental factors that affect assessment and learning (for example, department is growing or shrinking rapidly, job market changing for graduates, field changing rapidly, large percentage of faculty retiring in next three years)]

Departmental factors that affect assessment and learning (for example, department is growing or shrinking rapidly, job market changing for graduates, field changing rapidly, large percentage of faculty retiring in next three years):

- This is the 9th full year of the program and we currently have 34 majors (37 in 2011) in the program.*
- Sport continues to be a growing industry with a variety of career options in the field.*
- We need to work closely with the Career Center in job placement and internship opportunities.*

2. PROGRAM OBJECTIVES

Upon completion of the SPORT MANAGEMENT program, the student will:

1. Recognize that sport is a microcosm of society and is influenced by cultural traditions, social values, and psychosocial experiences.
2. Describe the various skills, roles, and functions of sport managers.
3. Describe the elements of leadership theory and practices as they relate to the various managerial responsibilities.
4. Recognize and identify moral issues related to sport and develop a personal philosophy regarding social responsibility in the sport management setting.
5. Apply fundamental marketing concepts to the sport industry.
6. Identify principles of interpersonal communication, mass communication, and interaction with the public, particularly as they relate to the sport agency.
7. Relate why budget and finance in sport is a critical component of all sports related industries.
8. Recognize the legal concepts related to sports management.
9. Demonstrate understanding of economic principles.
10. Identify agencies, their authority, organizational structure, and functions involved with sports activities.
11. Participate in in-depth practical experience(s) before entering the sport industry.
12. Explain the body's response to physical activity and exercise.
13. Discuss psychological factors related to physical activity and their relationship to performance.

3. SPORT MANAGEMENT MAJOR COURSE MATRIX

Sport Management – Program Objective Course Matrix

Course	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj.9	Obj.10	Obj.11	Obj.12	Obj.13
BUS 206 Entrepren.		X	X		X	X	X	X					
BUS 231 Risk Mgmt. & Insur.		X							X				
BUS 321 Princ. Of Marketing		X			X	X							
BUS 351 Princ. Of Mgmt.	X	X	X	X		X	X		X				
CIS 124 Product. Tools		X				X							
CIS 327 Webpage Develop.		X				X							
PED 205 Intro. to A/P		X										X	
PED 220 Social Sci. in Sport	X	X	X	X						X			
PED 221 Exercise Physiology		X										X	
PED 406 Mgmt. Of Athletics		X	X	X	X	X	X	X		X			X

PSY 401 Sport Psychology	X	X	X	X						X		X	X
SMG 100 Intro. to Sport Mgmt	X				X								
SMG 310 Sports Law		X		X				X					
SMG 390 Internship	X			X									

SPORT MANAGEMENT MAJOR/MINOR ASSESSMENT
June 2012

Program Objective	Method of Measurement	Benchmark of Success	Results/Outcomes	Recommendation for Action	Date of Change	Results of Change
1. Recognize that sport is a microcosm of society and is influenced by cultural traditions, social values, and psychosocial experiences.	Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.	At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).	Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.	Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.	Fall 2010	
2. Describe the various skills, roles, and functions of sport managers.	Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.	At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).	Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.	Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.	Fall 2010	
3. Describe the elements of leadership theory and practices as they relate to the various managerial responsibilities.	Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.	At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).	Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.	Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.	Fall 2010	
4. Recognize and identify moral	Portfolio assessment by program faculty and professionals in the field	At least an “above average” rating on the portfolio by the	Students were overall rated highly on their portfolios by the	Continue the use of SMG 180 as an introduction to the	Fall 2010	

<p>issues related to sport and develop a personal philosophy regarding social responsibility in the sport management setting.</p>	<p>of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.</p>	<p>examining committee. “C” grade or higher in Internship class(es).</p>	<p>committee. All interns received higher than “C”.</p>	<p>electronic portfolio. Review objectives with students in each major course.</p>		
<p>5. Apply fundamental marketing concepts to the sport industry.</p>	<p>Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.</p>	<p>At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).</p>	<p>Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.</p>	<p>Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.</p>	<p>Fall 2010</p>	
<p>6. Identify principles of interpersonal communication, mass communication, and interaction with the public, particularly as they relate to the sport agency.</p>	<p>Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.</p>	<p>At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).</p>	<p>Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.</p>	<p>Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.</p>	<p>Fall 2010</p>	
<p>7 Relate why budget and finance in sport is a critical component of all sports related industries.</p>	<p>Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.</p>	<p>At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).</p>	<p>Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.</p>	<p>Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.</p>	<p>Fall 2010</p>	

8. Recognize the legal concepts related to sports management.	Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.	At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).	Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.	Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.	Fall 2010	
9. Demonstrate understanding of economic principles.	Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.	At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).	Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.	Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.	Fall 2010	
10. Identify agencies, their authority, organizational structure, and functions involved with sports activities.	Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.	At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).	Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.	Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.	Fall 2010	
11. Participate in in-depth practical experience(s) before entering the sport industry.	Portfolio assessment by program faculty and professionals in the field of sport management. Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.	At least an “above average” rating on the portfolio by the examining committee. “C” grade or higher in Internship class(es).	Students were overall rated highly on their portfolios by the committee. All interns received higher than “C”.	Continue the use of SMG 180 as an introduction to the electronic portfolio. Review objectives with students in each major course.	Fall 2010	
12. Explain the body’s response to physical activity	Portfolio assessment by program faculty and professionals in the field of sport management.	At least an “above average” rating on the portfolio by the examining committee.	1 out of 6 SMG students received a “D” in PED 221 and all 6 SMG students scored “C” or	Continue the use of SMG 180 as an introduction to the electronic portfolio.	Fall 2010	

<p>and exercise.</p>	<p>Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.</p> <p>Successful completion of PED 205 & PED 221.</p>	<p>“C” grade or higher in Internship class(es).</p> <p>“C” grade or higher in PED 205 & PED 221.</p>	<p>better in PED 205.</p>	<p>Review objectives with students in each major course.</p>		
<p>13. Discuss psychological factors related to physical activity and their relationship to performance.</p>	<p>Portfolio assessment by program faculty and professionals in the field of sport management.</p> <p>Successful completion of SMG 390 and/or SMG 451 and/or SMG 452.</p>	<p>At least an “above average” rating on the portfolio by the examining committee.</p> <p>“C” grade or higher in Internship class(es).</p>	<p>Students were overall rated highly on their portfolios by the committee.</p> <p>All interns received higher than “C”.</p>	<p>Continue the use of SMG 180 as an introduction to the electronic portfolio.</p> <p>Review objectives with students in each major course.</p>	<p>Fall 2010</p>	

Sport Management Report for Enrollment Services
June 2012

I. Department Strengths

- Uses expertise of two divisions, Division of Human Performance and Division of Business in the instructional program.
- The Business Division here at WWU is an excellent program and adds a great deal to the Sport Management major.
- Internship program that emphasizes real world experiences to build on knowledge learned in the classroom.
- Michael Fredrick will be taking over the Sport Management Program. His different experiences can bring in fresh ideas and theories.
- Center for Human Performance building constructed in 2002 for the division. Building includes exercise physiology lab with metabolic cart (VO2max measurement and pulmonary function testing) and also isokinetic strength testing machine.
- Technology driven classrooms.

II. Competitive Advantages (The competitive advantage the WWU program has over similar departments at competitive institutions)

- No other competitive institution in the area has a sport management academic program.

III. Student Numbers (The maximum number of students that can be matriculated through the department, given current budgetary and personnel resources; also indicate the current number enrolled in 2010):

- 48 students (95 total students in the Division of Human Performance), 37 in 2011, and 34 in 2012.

4. Program Changes Based on Assessment (closing the loop)

Improvements in the Assessment Process

[Describe your assessment process and whether any changes occurred to that process from the previous year. Please include who met to discuss the changes (unless you are a program of one person) and when you met.

The current assessment process is the use of and grading of the electronic portfolio. In the past this has been completed by one person. With the number of students in the other majors and the assessment day activities involved it is difficult for the current faculty to complete the electronic portfolio reviews. With the hiring of Michael Fredrick who will be taking over the sport management major, this may be possible. A review of the major by Michael will be performed this year and any changes necessary would be implemented.

Program Changes Based on Assessment Results

[This section requires that you review the previous year's annual assessment report, specifically the column "Recommendations for Action," and determine whether the actions suggested were implemented and to what affect those actions had on student learning. This section isn't about what you plan to do next year, but about what you said you were going to do last year. How did those changes impact the student results you have provided in the chart above?]

The continued use and increase participation by the students and the electronic portfolios is good. A review of the objectives in each class should help to increase their use of the electronic portfolios.

Also, there is not a tracking system for sport management graduates. Following our graduates would benefit the program and help to build options for student internships as well as networking capabilities.

Section 2: Student and Course Data

A. Demographics

1. Current number of declared majors and minors.
2. Declared majors and minors for each of the last 5 years.
3. Graduates from last five years.

B. Career Opportunities

1. At this time there is not a system in place to track graduates following graduation.
2. The number of sports management majors has been averaging approximately 40 majors of the last 4 -5 years. There is not a significant increase in the number of sports management majors projected at this time.

C. Courses

1. List the courses required for your major/minor.

Sports management major required courses: total = 41 hours

Course #	Course Title	Hours
<u>BUS206</u>	Entrepreneurship	3
<u>BUS231</u>	Risk Management and Insurance	3
<u>BUS321</u>	Principles of Marketing	3
<u>BUS351</u>	Principles of Management	3
<u>MIS125</u>	Productivity Tools	3
<u>MIS325</u>	Website Development	3
<u>PED205</u>	Introduction to Anatomy/Physiology	3
<u>PED220</u>	Social Science in Sport	2
<u>PED221</u>	Physiology of Exercise	3
<u>PED406</u>	Management of Athletics	2
<u>PSY401</u>	Sports Psychology	3
<u>SMG100</u>	Introduction to Sports Management	3
<u>SMG180</u>	Portfolio Development	1
<u>SMG310</u>	Sports Law	3
<u>SMG390</u>	Internship in Sports Management	3

Sports management minor required courses: total = 18 hours

Course #	Course Title	Hours
<u>PED220</u>	Social Science in Sport	2

<u>PED406</u>	Management of Athletics	2
<u>PSY401</u>	Sports Psychology	3
<u>SMG100</u>	Introduction to Sports Management	3
<u>SMG310</u>	Sports Law	3

Elective		Hours
Course #	Course Name	Hours
<u>BUS206</u>	Entrepreneurship	3
<u>BUS231</u>	Risk Management and Insurance	3
<u>BUS321</u>	Principles of Marketing	3
<u>BUS351</u>	Principles of Management	3
<u>PED205</u>	Introduction to Anatomy/Physiology	3
<u>PED220</u>	Social Science in Sport	2
<u>PED221</u>	Physiology of Exercise	3
<u>PED321</u>	Kinesiology	3
<u>PED406</u>	Management of Athletics	2
<u>PSY401</u>	Sports Psychology	3
<u>SMG100</u>	Introduction to Sports Management	3
<u>SMG205</u>	Ski Industry Management	3
<u>SMG310</u>	Sports Law	3
<u>SMG390</u>	Internship in Sports Management	3
<u>SMG451</u>	Sport Management Internship II	3
<u>SMG452</u>	Sport Management Internship III	6

2. Two-year course rotation schedule.

Fall 1st Semester

*PED 205	Intro. to Anatomy/Physio.	3
BUS 206	Entrepreneurship	3
PED 220	Social Science in Sport	2
SMG 100	Intro. to Sport Management	3

Spring 2nd Semester

PED 221	Exercise Physiology	3
BUS 231	Risk Management & Insurance	3
SMG 180	Portfolio Development	1
MIS 325	Website Development	3

Fall 3rd Semester

PED 406	Management of Athletics	2
BUS 351	Principles of Management	3

BUS 321	Principles of Marketing	3
MIS 125	Productivity Tools	3

Spring 4th Semester

PSY 401	Sports Psychology	3
SMG 310	Sports Law	3
SMG 390	Internship I	3

3. Number of common studies courses offered through program each year.
The Sports Management degree does not offer any courses that count towards the Common studies requirements.
4. Number of courses that support other major programs each year.
Of the courses designated as “SMG” there is only one course that is a requirement of other programs. SMG 310 Sports Law is required for the Exercise Science major and is an elective option for the Exercise Science minor.

Section 3. Faculty and Resources

A. Physical Facilities

1. In 2002, the Center for Human Performance was built and available for instruction. The building includes:
 - a. 3 new classrooms – technology driven, each with Internet access, instructors computer and ceiling mounted projector, CHP 101 has a Symposium (similar to a Smart Board)
 - b. Athletic Training facility – 2500 sq. ft.
 - c. Human Performance Lab – with metabolic cart for testing VO2 and pulmonary function
 - d. Isokinetic Strength Testing Machine (Cybex) – utilized in injury rehabilitation
 - e. 6 offices currently being used by 3 full-time faculty and 4 Athletic Department personnel
2. There have been no significant changes or upgrades made to the Center for Human Performance since its original construction.

B. Library Holdings

(NOTE: Item 1 and 2 should be obtained by contacting the library and should be included as appendices and included in this section of the report.)

1. Analysis of Library Holdings [place as an appendices at the end of the report]
 - a. Books resources in discipline
 - b. Professional journal resources
 - c. Electronic Media resources

C. Faculty

1. Number of present full-time faculty

At this time there is not a full-time faculty member whose primary responsibility is the Sports Management major. There are 2 full-time faculty members in the Division of Science, Mathematics and Human Performance who teach courses that are required for the Sports Management major and minor. There are an additional 4 full-time faculty members from the Division of Business that teach courses that are required for the Sports Management major and minor. 1 position in the Division of Science, Mathematics & Human Performance is currently unfilled due to the resignation of Dr. Fredrick whose primary responsibility was the Physical Education program.

2. Number of adjuncts

Typically there is only 1 adjunct faculty who teaches courses required for the Sports Management major or minor. Due to the resignation of Dr. Fredrick there are 3 additional adjunct faculty teaching courses that are required for the Sports Management major and minor.

3. Number of clerical staff & student workers that are used to support the

program.

The Division of Science, Mathematics & Human Performance has an administrative assistant that is shared with the Department of Athletics.

The administrative assistant's position is written as a 50/50 split. We have had a hard time finding a student worker who will consistently work their assigned hours. This fall has been the first time that a student worker has consistently showed up to work for the Division.

Name of Faculty	Highest Degree Earned	Degree Granting Institution	Years Full-time Teaching in Higher Ed
<i>Anthony Lungstrum</i>	<i>MS</i>	<i>Northeastern State University</i>	<i>8</i>
<i>David Forster</i>	<i>MBA</i>	<i>Lincoln University</i>	<i>31</i>
<i>Linda Duke</i>			
<i>Linda Davis</i>	<i>Ph.D.</i>	<i>University of Missouri – Columbia</i>	<i>23</i>
<i>Brenda Popp</i>	<i>MBA</i>	<i>Lincoln University</i>	<i>12</i>

E. Outside Resources

1. Is the program dependent on any outside resources? If so, explain.

The Sports Management program is not dependent on any outside resources.

The Program utilizes various internship locations to provide students with real life experience as part of their education.

2. Do we provide resources to the outside environment?

If the only outside resources are the internship locations, we do not provide any resources to them.

F. Co-Curricular Activities

1. Do organized club activities support program goals and objectives? If so, why?

There is not an active student club or organization that is specifically for the sports management majors or minors. At one time there was a Recreational Outdoor Club that sports management majors and minors were eligible to join.

Section 4: Financial Analysis of Program

1. Amount budgeted for program in division budget (list as percentage)
The Division of Science, Mathematics and Human Performance has two different budget account numbers. The account number that anything for sports management would come out of have 5% budgeted for it.
2. Amount spent last year for program through division budget (list as percentage).
Approximately \$500 was spent on the sports management program last year.
3. Needs and cost of equipment required for this program
At this time there are no equipment needs other than educational materials (Videos, publication subscriptions, field trip expenses) for the sports management program.

Section 5: Conclusions and Recommendations

Guide for External Reviewers of Major Programs

Name of Reviewer _____ Molly Hudgins _____

Program Reviewed _____ Sport Management _____

Date of Review & Campus Visit _____ February 13, 2013 _____

Introduction

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern.

The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of 1 poor quality to 5 high quality (highlight the appropriate box). Please provide a justification for your rating immediately following the question. Use as much space as necessary for your response. At the conclusion of the questionnaire please provide a summary that addresses overall aspects of the program.

Submit your completed evaluation to the Academic Dean and Division Chair.

1. At what level is the program's curriculum framework aligned with the mission and vision of William Woods University?

1 Not Aligned	2	3 Somewhat Aligned	4	5 Completely Aligned
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Response:

William Woods describes itself as a “professions oriented” and “student centered.” The Sport Management degree follows this mission. It prepares students for a practical profession in a growing industry. The development of the degree has been driven by student interest in obtaining positions in the sport industry outside of education and sport performance.

2. Has the program clearly articulated its educational goals and objectives for majors/minors in its self-study document?

1 Not-evident	2	3 Somewhat	4	5 Completely
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Response:

The Self-Study articulates goals. Some goals may need to be revised to be more specific and measurable. (i.e. “Demonstrate understanding of economic principles.”).

3. At what level has the program articulated its assessment plan for student learning?

1 Not-evident	2	3 Somewhat	4	5 Completely
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Response:

The program has a plan for assessment (TK20 and the Freshman Seminar Class); however, at this point, it does not appear that the program is following through to make sure that the outcomes are actually achieved. Some students fail to complete the TK20 portfolio and not all students have their portfolios assessed before graduation. It seems that this situation will be rectified with the addition of a full time faculty member for the program.

4. To what degree are the student learning objectives sufficient for the discipline and/or profession?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

The learning outcomes are expansive; however, it may be difficult for students to achieve objectives in all areas (human performance, physical education, business & communications). The program may consider adding classes to meet all of the outcomes (classes specific to sport business – Sport Econ or Finance, Sport Marketing, etc.). The program may need to add additional focus on practical communication skills (verbal and written communication)

5. At what level are the students performing in regards to the benchmarks established for each objective?

1 Below	2	3 Average	4	5 Exceeding
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Response:

Personal meetings with students indicated that students seem to have a solid grasp of the human performance learning outcomes. Additionally, students seem to be participating in valuable practical experiences. The review of student portfolios in the TK20 system indicated that students are either failing to document their learning experiences or have not been exposed to the requisite information to meet all of the learning outcomes.

6. How do the students compare to the their peers at comparable institutions?

1 Well Below	2	3 Comparable	4	5 Well Above
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Response:

William Woods Sport Management students are comparable to students coming out of other schools where their sport management programs are based in exercise science, physical education, human performance. Students earning a sport management degree through a School of Business will have a more extensive background in the core business competencies.

7. How quickly does the program make changes to address student needs, i.e., when students do not perform at expected levels?

1 Not Reactive	2	3 Somewhat Reactive	4	5 Highly Reactive
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Response:

Department Chair and Dean both seemed willing to make changes necessary to ensure student success.

8. How reasonable is the program's projected growth in light of the current student population in the field or discipline?

1 Unreasonable	2	3 Somewhat	4	5 Reasonable
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Response:

With the addition of another full time faculty member specifically for sport management, the program will continue to grow.

9. Is the retention of students within the program comparable to other programs in the discipline?

1 Below	2	3 Standard	4	5 Exceeding
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Response:

Students who designate this major seem to remain in the program.

10. At what level have courses been offered regularly and in a manner that students are able to take all courses in a two-year period?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

The addition of another full-time faculty member may allow the classes to be offered more frequently – this may be necessary if the number of students in the program continues to grow.

11. To what degree is the nature and quality of program offerings adequate for the number of majors in the program?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

The program offerings are adequate in human performance/physical education. The program may want to consider adding more core business classes and/or more classes for focus on the business side of sport. (Sport Marketing, Sport Finance, Event Management, etc).

12. To what degree are there adequate offerings of internships, practicums, student teaching, or other workplace experiences to prepare the student for a profession?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

With the number of students in the program at this point, there are adequate internships. However, the program should focus on expanding the internship students' internship opportunities by partnering with area sport entities. Due to the location of William Woods, the program may have to reach out on a more regional level into the Kansas City, Columbia, St. Louis, Lake of the Ozarks area. If the number of students grows, the program will definitely need to expand its internship opportunities.

13. To what degree does the program provide employment resources to the student?

1 Not Evident	2	3 Somewhat	4	5 Substantial
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Response:

The internship program is a great first step in offering the an employment resource. Through the internship, students are required to have a resume and explore potential future job opportunities. Expanding the internship opportunities available to students (discussed above) will also help students after they graduate. Additionally, the program should partner with career services to assist students in finding careers after graduation.

14. To what degree does the faculty appear to have expertise in the subject areas they teach?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

It is important for the University to find a full-time professor for Sport Management. Although the classes are covered at this point, many are taught by coaches. Some of the coaches have the requisite experience, but the program will benefit from an individual who has an academic and practical background in physical education and sport management. The professors in human performance, exercise science seem to have a high level of expertise.

15. To what degree are the teaching loads equitably and reasonably determined?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

Any issue with teaching loads should be rectified by the hiring of a new department chair/professor who can teach Sport Management and Physical Education classes. It seems as if the current Department Chair (Anthony Lungstrum has a large load of administrative and teaching duties.

16. Please rate the faculty to student ratio?

1 Too Low	2	3 Satisfactory	4	5 Too High
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Response:

This response requires explanation . . . Class sizes are good and students receive individual advising. The program needs another full-time professor specifically for sport management to handle the teaching load, student advisement, etc. The program is in search of this individual.

17. To what degree are the library holdings appropriate for the size of the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

NOT APPLICABLE – I DID NOT MEET WITH LIBRARY STAFF NOR SEE THE HOLDINGS IN THE LIBRARY

18. How does the faculty's use of current technology, practices, or trends to facilitate instruction compare with other programs in the discipline?

1 Insufficient	2	3 Average	4	5 Superior
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Response:

The TK20 system is outstanding. The classrooms, etc. seemed to be well equipped professors utilized technology well.

19. At what level are the physical resources, such as facilities and equipment appropriate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

The building and resources are good for the # of current students. The classrooms have projectors, etc. The lab rooms are well equipped, etc.

20. Is the support staff adequate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

University is in search for a Physical Education Professor with a Sport Management Emphasis. The program is currently understaffed because, due to no fault of their own, 2 of the individuals that they have hired within the last several years left the program quickly. The program will benefit from having a full-

time department chair and professor that is capable of teaching a variety of sport business and physical education classes.

Summary

Please provide your conclusions on the following and any other areas that were not addressed in the above questionnaire that you believe need to be reviewed.

- What is the program's strength?
- Does the program have components that distinguish it from other programs?
- What areas need to be addressed and are the steps outlined in the program review adequate to address areas of concern?
- Should the program be expanded, maintained at its current size, reduced, or eliminated?

The Sport Management Program at William Woods University has a solid basic framework several reasons. First, by combining classes from several different degrees (Human Performance, Physical Education, Business), students receive a broad background that prepares them for a wide range of careers in the sport industry. Second, the program requires students to complete an internship in order to graduate. The Internship Class has clear guidelines and standards for evaluation. This internship requirement should provide the Sport Management department with a clear overview of how students apply classroom theory to practical work settings. Also, the internship should help William Woods students gain a head start on finding employment after graduation. Third, the program has an outstanding system in place to measure its students' learning outcomes. The TK20 system seems to be a productive tool for measuring learning outcomes. More importantly, it should also be a valuable tool to help students prepare a portfolio that they can use when applying for internships and jobs.

The strengths of the Sport Management Program also provide the framework for areas that the University may want to investigate to improve the program. Although it is good that students receive some knowledge of human performance, science and physical education, students may not be receiving enough business focus. Sport is one of the largest industries in the world today. It is over a billion dollar industry, and the focus of many jobs in sport is rooted in business. William Woods students are definitely prepared for jobs that require some element of Human Performance and Business (i.e. program development for a fitness center, YMCA or camp; Fitness director for a college or university or facility). However, William Woods Sport Management graduates may not be as prepared as other students when applying for positions that have a business focus. These positions would include marketing and sales for a professional team; working in sports information for a college or university; preparing budgets for a team, facility, etc.; Planning and managing events, etc. As a result, William Woods might want to consider adding more business classes that would cover the core business competencies (economics, accounting, finance, marketing).

The second area of concern for the Sport Management Program at William Woods is the assessment of student portfolios within the TK20 system. The Portfolio Class that students must take, along with the TK20 system is an outstanding method to outline

student learning outcomes and have benchmarks that students can reach throughout their college careers. However, William Woods currently does not have the personnel in place to ensure that students are following through with their portfolios and to assess that the outcomes are being accomplished. It seems that this situation will change when there is an additional professor in place who is responsible for ensuring that each sport management student is working diligently on his/her portfolio and meeting the learning outcomes associated with the portfolio.

The Sport Management Program at William Woods should NOT be eliminated. Meetings with students indicated that there is a need for the program. Additionally, the sport industry continues to grow, and students will continue to pursue careers where a sport management degree is valuable. In order for the Sport Management Program to grow, there is a definitely need for an additional faculty member. The current Department Chair is knowledgeable and passionate about the program, but he has too much on his plate. There is a need for an additional faculty member that has some practical experience in the sport industry as well as the ability to teach classes in sport management/physical education. This individual should have the ability to teach not only performance classes, but also classes the focus on the business side of sport (event management, sport marketing, etc.)

Agenda topic Five-year prog. review: Sports Management | Presenter McCarthy/Lungstrum

Discussion: The alignment of some Sports Management degree programs with university Business divisions was discussed. It was suggested that the program should have fewer than 13 objectives. The lack of full-time faculty to cover the major was noted.

Conclusion: The Sports Management major supports the university's mission. Since the program is sports-based as opposed to business-based, it makes sense to keep the program in the Human Performance division. However, the possibility of some courses being taught by Business faculty should be explored. Graduate and retention data, in addition to a detailed course rotation should be compiled to explore the possibility of adding faculty to this program. Annual assessment reports need to be further developed to avoid identical measurements and results for multiple objectives.

Action items	Person responsible	Deadline
Compile graduation, retention data for Spts Mgmt major	Lungstrum	8/12/2013 12:00 AM
Develop two-year course rotation w/possible teaching assignments	Lungstrum	8/12/2013 12:00 AM
Identify which parts of assignments assess individual program objectives.	Lungstrum	8/12/2013 12:00 AM

Response to Academic Council Review: Sports Management 5 Year Program Review.

Agenda topic *Five-year prog. review: Sports Management | Presenter McCarthy/Lungstrum*

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1. Regarding the 13 Program Objectives. During the 2013-2014 Academic Year the faculty will review the Program Objectives and look to combine/condense them into a smaller number.
2. The comment that some of the Business faculty should teach some of the courses is somewhat incorrect. Currently there are 4 business classes (BUS 206, BUS 231, BUS 321, BUS 351) and 2 management information courses (MIS 125 and MIS 325) are required for Sports Management majors. These courses are currently being taught by the Business Division faculty. The Outside Reviewer suggested adding an economics course to the major along with a facilities course. I believe the discussion of a Facility Management course is where the topic of having Business Division Faculty teaching courses may have originated.
3. Below is the number of majors, minors and the number of graduates over the last 5 years as received from the Registrar's Office.

year	grads	majors	minors
0708	10	39	10
0809	8	48	16
0910	9	48	21
1011	12	41	17
1112	11	48	27
1213	7	47	20

4. Below is a two year rotation by semester. Also listed is the current faculty person who is teaching the course.

Fall 1st semester:

BUS 206 Entrepreneurship	3 cr	David Forster – Business Division
PED 220 Social Science in Sport faculty)	2 cr	Adjunct (course for new
SMG 100 Introduction to Sports Management	3 cr	Adjunct (course for new
faculty)		

Spring 2nd semester:

BUS 231 Risk Management & Insurance Division	3 cr	Adjunct – Business
MIS 125 Productivity Tools	3 cr	Linda Davis – Business Division
MIS 325 Website Development Division	3 cr	Tetley/Davis – Business
SMG 180 Portfolio Development	1 cr	Anthony Lungstrum (new faculty)

Fall 3rd semester:

BUS 321 Principles of Marketing Division	3 cr	Linda Duke – Business
PED 205 Introduction to Anatomy & Physiology	3 cr	Anthony Lungstrum
PED 406 Management of Athletics faculty?)	2 cr	Anthony Lungstrum (new
PSY 401 Sports Psychology (offered each sem.)	3 cr	Adjunct (course for
new faculty?)		

Spring 4th semester:

BUS 351 Principles of Management Division	3 cr	Linda Duke – Business
PED 221 Physiology of Exercise	3 cr	Adjunct
SMG 310 Sports law faculty)	3 cr	Adjunct (course for new
SMG 390 Internship in Sports Management faculty load)	3 cr	(Does not count toward

5. If a new facilities course was developed it would be listed as a SMG course and would be taught by the new faculty position. One of the current economics courses, if added, would be taught by the current economics faculty person. With the current arrangement of courses there are not enough available courses in the sports management program to give 12 credit hours to a new faculty person (fall semester - 10 cr, spring semester - 7 cr.) The addition of a facilities course would help. In evaluating the needs of the Division a faculty position that would be exercise science and sports management would be the best situation. Currently there are 9 credit hours each semester that are taught by exercise science adjunct faculty. Also, there is not a fulltime faculty member responsible for the exercise science major. A combined position should address the need for having a faculty member overseeing both the exercise science and sports management programs.
6. Part of the Annual Assessment Report states that student portfolios will be used to assess the sports management program. At this time without a fulltime faculty member responsible for the program the student portfolios have not been assessed (same with exercise science). Having the personnel to assess each student's portfolio would provide the data on how students were meeting each program objective. During the 2012-2013 Student Performance Review Days sports management majors were given a test for the first time. This test was found online and was a 2009 high school FBLA Sports Management test from the State of New York. Results of that test are as follows:
 - a. Average – 63.35
 - b. N= 37