

1. Departmental purpose and role

[Redacted content]

direct and indirect measures. Please see report Appendices (pages 2-11) for tables of student learner outcomes

As part of the program, several student learner outcomes and also specific measures have been created and

Number	Number	Number	Number	Number of	Number	No. Grants
Non-ker	Non-ker	ker	ker	ker	ker	ker
3	8					
4	1					3
						4

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, psych-social and legal concepts relevant to effective practice for careers in the sport

management field.

activities which is outside the purview of our discipline and research agendas. Given these considerations, it our
[REDACTED]

my belief that faculty productivity is appropriate and demonstrates a commitment to not only teaching and service activities, but also with regards to scholarship.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to Institutional Assessment Plan Development Form for information)

[Redacted content]

1. Compare student outcomes (e.g., ACT scores) of the system with the ACT system (e.g., ACT)

Learning Outcomes (most programs will have)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program)	Results	Analysis
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

items
 5)) minimum of 90%
 receiving an overall
 performance rating of
 "agree" and a minimum
 of 80% of responses to
 knowledge base items at

"prepared"

Students will demonstrate	1) SMGT 447 internship reflection	1) 80% or better for	1) 100%	#1-5 exceeds all
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Sport Management—MEd

technology in sport	2) SMGT 426 social media project	2) Minimum of 80% of	3) 100%	demonstrates students
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management.	3) Student exit survey	students receiving score	4) 86-95%	have effective technology
	4) Alumni survey	of "acceptable" or better	5) 100%	skills
	5) SMGT 447 internship site	3) 80% "mostly		
	supervisor evaluation	prepared" or better on		
		items		
		4) 80% "mostly	1) 97%	

ethical decision-making frameworks in relation to issues facing sport managers.	reflection/integration paper 2) Alumni survey 3) SMGT 847 internship site	better for each major section of report 2) 80% of respondents at	2) 97-100% 3) 94-100%	and demonstrate students apply proper ethical decision-making
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Students will display critical thinking skills related to	1) SMGT 847 internship reflection/integration paper	better 3) minimum of 95% receiving "agree" on performance evaluation items and 80% of responses to other items at either "mostly prepared" or better, or "agree"	1) 90% acceptable or better for each major 2) 97-100%	industry. #1-3 exceeds expectations and demonstrate students
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		at either "mostly respond" or better or		
			1) 100% 2) 97% 3) 100%	
Students will acquire more an 800 hours of field experience in which the knowledge and skills acquired in their sport	1) SMGT 847 resume 2) SMGT 847 internship reflection/integration paper 3) SMGT 847 internship site supervisor evaluation	"agree" 1) Rating of "acceptable" or better based on grading rubric and 90% receiving at acceptable or better		#1-3 exceeds expectations and demonstrates students are working within the industry and are appropriately applying

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 2a)

[Redacted content]

Program undergraduates reported high satisfaction levels during 2012 (86.1%) and 2013 (94.3%), which are higher satisfaction rates as compared to the College of Education (74.3% and 81.1%) and the university (79.5% and 92.9%) during the same years. Graduate students from our program also reported high satisfaction levels

[Redacted content]

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

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opportunities is expected from both the BLS and department personnel, based upon calculations and networking/relationships.

[REDACTED]

[REDACTED]

[REDACTED]

5. Average program satisfaction score of 8 or better. All other data to be considered

exit surveys indicate a general level of meeting expectations. Annual review for faculty

6. Annual vote of "satisfied"
7. Progress toward objectives defined in plan

exceeded expectations.
6. Advisory council meetings "approved" action plans and

quality program progress.

Recruitment and retention quality

1. SGI Data

1. Comparison of department

1. SGI production has been

students to meet local and

3. Graduation and retention

SGI with other university data

consistent and steadily and

Develop and maintain collaborative relationships, locally and globally, that	1. Faculty / staff partnership summary 2. Advisory Council	1. Review of key partnerships established/maintained through the year.	1. Faculty continues to expand partnerships and review current partnerships
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enrich the department's
3. Annual faculty/staff review
2. Annual vote of "satisfied"
2. Developed the Partnership
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

defined in plan

Management (PASM) to further develop a multitude of partnerships.
3. Advisory council is satisfied with partnership developo

