B.A.-Sport Management

Wichita State University

2009-10

Outcomes Assessment Plan

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.

Learning Goals

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

1) Secure an understanding of how relevant managerial, marketing, public relations, economic, and financial theory are applicable to the various facets of sport management practice
2) Develop an understanding of and an appreciation for the psycho-social dimensions of sport and sport management practice
3) Gain an understanding of the ethical and legal dimensions of successful sport management practice
4) Develop critical thinking skills, particularly as they are relevant to successful sport management practice
5) Advance oral, written and interpersonal communication skills as necessary for successful sport management practice
6) Develop skills pertaining to the use of technology in sport management
7) Acquire relevant professional experience in which knowledge secured in sport management classes is successfully applied in a sport management setting

Operating 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.

Program Level Student Learning Outcomes

1) Display an understanding of the managerial considerations involved in sport management practice within a variety of professional settings
2) Display an understanding of how marketing principles may be effectively applied in a variety of sport management settings, particularly as they pertain to ticket and sponsorship sales and customer service
3) Display an understanding of how public relations tactics such as news releases and community relations may be effectively employed in a variety of sport management settings,
4) Display an understanding of the financial dimensions of sport management practice, including resource acquisition and budget considerations,
5) Display an understanding of the economic dimensions of sport management practice, particularly as it relates to public finance of sport and economic impact evaluations,
6) Display an understanding of the ethical dimensions of sport management practice and be able to make ethical decisions based on sound professional judgment,
7) Display an understanding of the legal dimensions of sport management practice and be able to apply legal theory such as contract law and tort law in various sport management settings,
8) Display an understanding of the key considerations involved in successful sport event and sport facility management,
9) Display sound critical thinking skills that can be employed in sport management settings,
10) Display effective oral, written and interpersonal communication skills as required for successful sport management practice,
11) Display proficiency in employing technologies commonly utilized by sport managers,
12) Display proficiency in applying sport management knowledge and related skills in an in-depth experiential learning assignment (i.e., internship)
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.
• Office of Cooperative Education and Work-Based Learning: Offers opportunities for experiential learning beyond the required practicum and internship, and offers counsel on job searching.
• Office of Career Services: Provides expertise as it relates to job searching and effectively preparing application materials.

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 Center for Counseling and Training 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.

**Student Learning Measurements**

Student learning outcomes will be assessed at a programmatic level using the following tools:

**Application Portfolio** (direct measure)
- Embedded in SMGT 446 Pre-Internship Seminar
- Students submit portfolio customized to the position announcement of their choice. Portfolio includes cover letter, resume, and work samples
- Program faculty utilize a rubric (see in Appendix A) when evaluating students
- Criterion: Grade of B- or better
- Goal: 80% or more of students meeting criterion

**Required Internship** (direct measure)
- SMGT 447A; Internship: In-depth experiential learning assignment in which students employ sport management and related skills in
a sport management setting pertaining to their career interest (see Appendix B for internship manual)

- Faculty supervisors utilize rubric (see in Appendix C) when evaluating students
  - Criterion: Grade of B- or better
  - Goal: 80% or more of students meeting criterion

**Exit Survey** (indirect)

- College of Education exit survey (see Appendix in D) of senior-level students
  - Goal: Minimum of 80% of all responses being either “moderately prepared” or “highly prepared” to questions 15-32

**Employer Survey** (indirect).

- Survey of graduate’s employers (see Appendix E) regarding the graduates’ preparation for effective sport management practice
  - Survey conducted every three years
  - Goal: Minimum of 80% of all responses being either a 3 or 4 to questions 2-29

**Sport Management Advisory Council** (indirect).

- Council comprised of students, alumni, and practitioner
  - Meets annually to discuss program effectiveness
  - Goal: Annual vote of the Council, excluding faculty, with the majority indicating they are “satisfied” with the program’s effectiveness

### Operational Effectiveness Measures

Operational effectiveness is evaluated utilizing the following measures:

1. SWOT analysis conducted annually by faculty
2. Student demographic data
3. Graduation and retention rates
4. Faculty teaching evaluation data
5. Faculty/student scholarship records
6. Advising survey data
7. Advisory Council minutes
8. Program recognition status

### Action Plans – 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. Total membership shall not exceed 15. 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 A

### SMGT446 – Application Portfolio Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example job/internship</td>
<td>Internship/job announcement not included in portfolio (0 pts)</td>
<td>Announcement included, but is not appropriate for student qualifications (1-9 pts)</td>
<td>Announcement included, and appropriate for student qualifications (10-19 pts)</td>
<td>Announcement included, and greatly suited to student qualifications (20-25 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custom Cover letter</td>
<td>No custom cover letter included in portfolio (0 pts)</td>
<td>Cover letter is included, but is poorly related to job or internship announcement (1-9 pts)</td>
<td>Cover letter is related to job or internship announcement (10-19 pts)</td>
<td>Cover letter is customized in regards to job or internship announcement (20-25 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custom Resume</td>
<td>Resume not included in portfolio (0 pts)</td>
<td>Resume does not adhere to Career Services template (1-9 pts)</td>
<td>Resume adheres to provided template and is related to job or internship announcement (10-19 pts)</td>
<td>Resume adheres to template and is highly customized in regards to job or internship announcement (20-25 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Samples</td>
<td>No work samples included (0 pts)</td>
<td>Minimal work samples included; minimal relationship to job or internship announcement</td>
<td>Adequate work samples included; related to job or internship announcement (10-19 pts)</td>
<td>Excellent work samples included; customized in regards to job or internship announcement</td>
<td></td>
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</table>
**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 points or more</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 points</td>
</tr>
<tr>
<td>B</td>
<td>83-86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 points</td>
</tr>
<tr>
<td>C</td>
<td>73-76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 points</td>
</tr>
<tr>
<td>D+</td>
<td>67-69 points</td>
</tr>
<tr>
<td>D</td>
<td>63-66 points</td>
</tr>
<tr>
<td>D-</td>
<td>60-62 points</td>
</tr>
<tr>
<td>F</td>
<td>59 points or less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(1-9 pts)</th>
<th>(20-25 pts)</th>
</tr>
</thead>
</table>

| 8 | 19 |
Appendix B

INTERNSHIP: SPORT MANAGEMENT
SMGT 447

The internship is the culminating activity required of all students pursuing their Sport Management degree. The sport management internship is a required activity that helps fulfill the sport management student’s total preparation for the profession. It provides a combined work experience and learning opportunity that integrates the theoretical with a direct practical application. Students will be asked to go into a sport management-related environment to gain experience and exposure to techniques, methodologies and procedures under the close supervision and guidance of a capable practitioner.

The participation time for the internship is a time commitment for students. The intern should invest a minimum of 640 work hours in the internship experience. The sport management student will receive twelve (12) hours of academic credit for the internship experience and may complete the internship in a variety of ways. For example, students may enroll in all 12 hours in one semester, split the internship into two semesters (enroll in 6 hours in each semester), or as arranged with the sports organization and approved by the faculty supervisor.

The sport management internship is structured to facilitate the student's attainment of the following goals:

1) The student will gain practical experience under the direction of a professional sports management practitioner.

2) The internship provides the practical phase for classroom experiences and theories.

3) The student will have the opportunity to develop the ability to work with people, individually, and as a part of a group.

4) The student will have the opportunity to test personal skill and competencies.

5) The student has the opportunity to become familiar with the routine procedures and responsibilities of a sport organization.
6) The student is provided with the opportunity to learn about, observe, and practice a variety of administrative activities.

7) The internship provides a controlled opportunity for the student to evaluate himself/herself in relation to the internship experience and in relation to the theoretical preparation.

8) The internship provides an opportunity for the faculty supervisor and the organizational site supervisor to evaluate the student in terms of specific skills and competencies.

9) The internship provides an opportunity for the student to establish realistic goals for professional development.

10) The internship provides an opportunity for the student to compare theories, concepts, and examples.

**Eligibility**

Students are required to meet the following requirements to be eligible for SMGT 447. The requirements are:

1) Acceptance into the Sport Management Major

2) Minimum 2.50 GPA

3) Completion of 90% of general education requirement, including 12 credit hours of WSU basic skills courses

4) Completion of 90% of required sport management pre-internship coursework, including SMGT 446 Pre-Internship Seminar

5) Submission of acceptable learning objectives and responsibilities for the internship assignment

6) Submission of Internship Affiliation Agreement

7) Filed an application for degree with the College’s Educational Support Services unit.

**Selecting the Internship**

Careful considerations should be given to the selection of the internship site so that it will provide the sport management student the highest quality experience. The student may request to complete his/her internship requirements at any university, college, professional team, recreation or park service, sports agency or sports-related organization
where an outstanding internship may be obtained.

*While the student is ultimately responsible for securing the internship,* internships may be negotiated in three different ways. They are as follows:

1) The faculty supervisor makes the initial and final contact with the internship agency.

2) The sports management student makes the initial and final contacts with the internship agency, securing the approval of the faculty supervisor prior to entering into a final agreement.

3) The faculty supervisor and the sport management student work together to make the initial and final contacts.

The internship may be taken out of the greater Wichita metro area or out-of-state sites that are approved by the faculty supervisor.

In most situations, the sport management student will shoulder the major financial obligations for the internship. The student may accept financial stipends, salaries, housing and outside employment provided by the internship agency.

Students are strongly encouraged to seek internships with organizations possessing the following characteristics:

- **A)** An internship agency should consider the intern as a learning partner while the intern is engaged in the professional training.

- **B)** The internship agency should make a commitment to provide the intern with comprehensive learning experience.

- **C)** The qualifications and experience of the internship supervisor is very important to the success of the internship. The supervisor must have the proper practical experiences or college training to qualify as a sports management professional.

- **D)** An internship agency must understand the goals of the sports management internship program; professional excellence must be a commitment.

Students considered non-residents for the purposes of tuition should contact their faculty supervisors if they plan to conduct their internships out-of-state. They may be eligible for tuition reductions.

**Advance Procedures**

Prior to the internship, the sport management student must address and turn in appropriate documentation to the faculty supervisor material relating to the following items/tasks.
1) Up-to-date resume.

2) Secure a position description detailing the intern's responsibilities and defining any compensation that will be provided to the student. This information should be included on the Work Site Approval and Information form.

3) Develop, with internship site supervisor, a set of objectives. This information should be included on the Work Site Approval and Information form.

4) Complete the "SMGT 447: SPORT MANAGEMENT INTERNSHIP WORK SITE APPROVAL AND INFORMATION" form.

5) Complete the COE "AFFILIATION AGREEMENT" form.

The contractual arrangements between the sport management department and the internship agency must be completed in written form prior to the first day of the internship unless previously negotiated with the faculty supervisor.

The contractual arrangements between the sport management department and internship agency will be considered binding when the agency’s representative and the Wichita State University representatives have attached their signatures. The contract must have attached to it any responsibilities of the agency, the student and/or sport management department not specified in the standard agreement. The contractual agreement can be declared broken only when the internship agency and the sport management department are in full agreement and notify each other of their desire to be released from the contract. Also, the contract can be declared void if it is discovered that the agency is either unable or unwilling to provide the kinds of experiences defined in the position description, objectives, and internship proposal.

Responsibilities of the Internship Organization/Agency

1) Provide the student with a position description and based on that description, assist the student in defining the internship objectives.

2) Assign a site supervisor who will schedule work assignments that coincide with the internship position description, internship objectives and internship proposal.

3) If financial compensation is to be provided to the student, pay the intern the amount specified in the position description form.

4) Notify the student and faculty supervisor of any changes concerning the internship agreement or position description form if the changes take place while the student is serving the organization as an intern.

5) Inform the student of all organization rules/policies/procedures relevant to their work
as an intern.

6) Allow the intern to attend, without penalty, any mandatory meetings, lectures, exams, etc. scheduled by the university, unless a written agreement otherwise is made between the university and organization.

7) Provide the student with any necessary materials needed for their work assignments.

8) Agree to periodic consultation with the faculty supervisor regarding the intern. This may include on site visits, e-mail or telephone correspondence.

9) Complete all written evaluations (forms provided by the faculty supervisor) of the intern and return to the university.

Responsibilities of the Student/Intern

1) Complete all tasks related to the "Advance Procedures" section of this document.

2) Perform the duties defined in this document and in the intern position description in a legal and ethical manner and work for the best interests of all concerned.

3) Be responsible for transportation to and from the internship site.

4) Develop weekly reports comprised of (a) daily hours worked, (b) daily tasks performed, and (c) a weekly evaluative critique.

5) Submit weekly reports to their faculty supervisor via e-mail, fax or regular mail every week.

6) Develop a final internship portfolio, which summarizes the student's internship experience. The portfolio will consist of:

   A) Completion of the "Student's Reflection of Performance" form.

   B) A self-reflective analysis where the student identifies the strengths, weaknesses, opportunities, and threats (S.W.O.T.) of the student's organization in three to five (3-5) typed pages.

   C) A narrative where the student reflects back on their internship by examining their goals and objectives in one to two pages (1-2) typed pages.

7) Abide by the policies of the site organization and display a high level of professionalism in conducting themselves throughout the internship experience.

Responsibilities of the Faculty Supervisor
1) Screen all applicants to insure their eligibility and readiness for the internship experience.

2) Provide the intern with the internship information packet and other relevant materials.

3) Meet with the intern and the intern’s immediate site supervisor at least once during each semester. Telephone, e-mail contact may be utilized if an intern is located outside the Wichita area.

4) Review weekly reports submitted by the intern and provide feedback as necessary.

5) Advise the student and site supervisor regarding the nature and requirements of the internship experience.

6) Evaluate the student at the end of each semester’s internship experience. The internship grade will be based on the attached rubric.

The final grading decision will rest solely on the sport administration faculty supervisor. An “I” (incomplete) grade is automatic if all required responsibilities, reports and evaluations are not completed by the end of the semester.
### Appendix C

#### SMGT 447A – Internship Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advance Materials</strong></td>
<td>Required materials not filed in timely fashion (0 pts)</td>
<td>Faculty supervisor must prompt student to file required materials in timely fashion (1-3 pts)</td>
<td>Required materials filed in timely fashion with no prompting from faculty supervisor (4-7 pts)</td>
<td>Required materials filed in advance of student beginning internship assignment (8-10 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Reports</strong></td>
<td>Reports not filed or not filed until end of internship (0 pts)</td>
<td>Reports filed only intermittently and/or were often incomplete (1-5 pts)</td>
<td>Reports filed regularly with only a few exceptions and/or reports were generally complete (6-16 pts)</td>
<td>Reports filed regularly with no exceptions and were always complete (15-20 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Internship Site Visit</strong></td>
<td>Supervisor indicates student’s performance is unacceptable (0 pts)</td>
<td>Supervisor indicates student’s performance in marginally acceptable (1-3 pts)</td>
<td>Supervisor indicates student’s performance is acceptable (4-7 pts)</td>
<td>Supervisor indicates student’s performance is more than acceptable (8-10 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Supervisor Evaluation:</strong></td>
<td>Supervisor ratings generally 1s or 2s (0 pts)</td>
<td>Supervisor ratings generally 3s with some 2s and 4s (1-5 pts)</td>
<td>Supervisor ratings generally 3s or 4s; No 1s-2s (6-16 pts)</td>
<td>Supervisor ratings generally 4s or 5s; No 1s-3s (15-20 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Supervisor Evaluation: Overall Rating</td>
<td>Supervisor rating is a 1 (0 pts)</td>
<td>Supervisor rating is a 2 (5 pts)</td>
<td>Supervisor rating is a 3 (10 points) or 4 (15 pts)</td>
<td>Supervisor rating is a 5 (20 pts)</td>
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<td></td>
</tr>
<tr>
<td>Internship Portfolio</td>
<td>Portfolio incomplete and/or fails to demonstrate attainment of learning objectives (0 pts)</td>
<td>Portfolio is generally complete and/or marginally demonstrates attainment of learning objectives (1-5 pts)</td>
<td>Portfolio is complete and generally demonstrates attainment of learning objectives (6-16 pts)</td>
<td>Portfolio is complete and persuasively demonstrates attainment of learning objectives (15-20 pts)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Scale:**

- **A** (93 points or more)
- **A-** (90-92 points)
- **B +** (87-89 points)
- **B** (83-86 points)
- **B-** (80-82 points)
- **C+** (77-79 points)
- **C** (73-76 points)
- **C-** (70-72 points)
- **D+** (67-69 points)
- **D** (63-66 points)
- **D-** (60-62 points)
- **F** (59 points or less)
Appendix D

WSU COEd Exit Survey

The College of Education desires to receive feedback from you. Though your name is required in order to be able to match your objective responses with your open-ended responses, your responses will be confidential and only data summarized across all responding students will be reported back to faculty.

Please take a moment to fill out our survey. Your feedback is very important to us. Thank you in advance for your participation!

* Required

**Name:** *

**Gender:** *

- Female
- Male

**Ethnicity:**

- African American
- Asian American
- Caucasian
- Hispanic
- Native American
- Other:

**My major field is (Choose one):**

- Alternative Licensure
- Art Education
- Early Childhood Unified, B.A.
- Early Childhood Unified, MEd
- Educational Leadership - Bldg Level
- Educational Leadership - District Level
- Educational Leadership Doctorate
- Educational Psychology
- Elementary Education
- English ML 5-8
- English Sec 6-12
- ESOL
Foreign Language
History Comprehensive ML 5-8
History/Government Sec 6-12
Journalism
Library Media Specialist
Math ML 5-8
Math Sec 6-12
MEd in C&I
Music BME
Music MME
Physical Education
Reading Specialist
School Counselor
School Psychology
Science ML 5-8
Sec Biology
Sec Chemistry
Sec Earth & Space Science
Sec Physics
SpEd - Adaptive
SpEd - Functional
SpEd - Gifted
Speech/Theatre
Other

If you answered "other" please list it here

1. After you graduate, or complete your current program, are you planning to seek certification/licensure by the state of Kansas in your field? *

   Yes
   No

2. If you selected “No” why not?

3. Do you already have a job for next year?

   Yes
   No

4. If yes, please specify your position (e.g., 4th grade teacher) and your place of
employment.

5. Where do you plan to seek a position? (Select the broadest geographic area that applies to you.) *
   - Wichita Area
   - Sedwick County Area
   - Some place in Kansas
   - Outside Kansas

6. In general, how diverse (ethnicity, race, socio-economic status, gender, exceptionalities, language, sexual orientation, and geographical area) were the students in the classes you took at WSU? *
   - Highly diverse
   - Somewhat diverse
   - Not very diverse

7. How diverse (ethnicity, race, socio-economic status, gender, exceptionalities, language, sexual orientation, and geographical area) were the faculty in your program? *
   - Highly diverse
   - Somewhat diverse
   - Not very diverse

8. How diverse (ethnicity, race, socio-economic status, gender, exceptionalities, language, sexual orientation, and geographical area) were the students/clients you worked with in your program? *
   - Highly diverse
   - Somewhat diverse
   - Not very diverse

9. Did faculty in your degree/certification/licensure program present their curriculum in ways sensitive to issues of diversity? *
   - Yes, most of the time
   - Yes, some of the time
   - Never or seldom

10. Did the Field Supervisor (University Supervisor, Cooperating Teacher, Mentor) provide you with appropriate and helpful feedback during your field experience (student teaching/internship)? *
11. Were you regularly observed by your field supervisor (University Supervisor, Cooperating Teacher, Mentor)? *
   Yes
   No

12. When needed, did your (University Supervisor, Cooperating Teacher, Mentor) provide you with appropriate teaching and management tips? *
   Yes
   No

13. Was the final evaluation process useful to you as a future teacher? *
   Yes
   No

14. The advising I received in my Wichita State University program was: *
   Highly effective
   Moderately effective
   Ineffective

15. How well did your Wichita State program prepare you to be a reflective practitioner? *
   Not prepared
   Slightly prepared
   Moderately prepared
   Highly prepared

16. How well did your Wichita State program prepare you to abide by the legal/ethical practices of your profession? *
   Not prepared
   Slightly prepared
   Moderately prepared
   Highly prepared

17. How well did your Wichita State program prepare you to work with students/clients at their developmental level? *
   Not prepared
   Slightly prepared
18. How well did your Wichita State program prepare you to work with diverse students/clients? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

19. How well did your Wichita State program prepare you to treat all students/clients in a caring, equitable and nondiscriminatory manner? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

20. How well did your Wichita State University program prepare you to hold high expectations for all learners/clients? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

21. How well did your Wichita State program prepare you to advocate for students/clients? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

22. How well did your Wichita State program prepare you to use the results of assessments to adjust the teaching or re-teaching of content or the services you provide? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

23. How well did your Wichita State program prepare you to use different
approaches when conveying information to a student/client who did not understand the initial teaching/presentation? *

Not prepared  
Slightly prepared  
Moderately prepared  
Highly prepared

24. How well did your Wichita State program prepare you to use technology appropriately with students/clients? *

Not prepared  
Slightly prepared  
Moderately prepared  
Highly prepared

25. How well did your Wichita State program prepare you to use technology appropriately to enhance your own professional productivity? *

Not prepared  
Slightly prepared  
Moderately prepared  
Highly prepared

26. How well did your Wichita State program prepare you to know the foundations of your professional field? *

Not prepared  
Slightly prepared  
Moderately prepared  
Highly prepared

27. How well did your Wichita State program prepare you to use methods consistent with current theory, research, and practice in your professional field? *

Not prepared  
Slightly prepared  
Moderately prepared  
Highly prepared

28. How well did your Wichita State program prepare you to continue to learn content in your professional field? *

Not prepared  
Slightly prepared
29. How well did your Wichita State program prepare you to use your understanding of the professional field in your practice with students/clients? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

30. How well did your Wichita State program prepare you to work with students/clients to create solutions to existing problems? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

31. How well did your Wichita State program prepare you to work with colleagues and parents/community persons to create solutions to existing problems? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

32. How well did your Wichita State program prepare you to have a positive effect on the learning of all students/clients? *

Not prepared
Slightly prepared
Moderately prepared
Highly prepared

33. How adequate was the library, curricular and electronic resources? *

Not adequate
Marginally adequate
Adequate
Outstanding
Insufficient knowledge to rate

34. How adequate was the technology center (computer lab)? *
35. How adequate was the classroom technology for instructional purposes? *

Not adequate
Marginally adequate
Adequate
Outstanding
Insufficient knowledge to rate
Appendix E

Survey of WSU Sport Management Employers

The following survey concerns the WSU sport management graduate you now supervise and can be completed in approximately 15 minutes. Please rate the graduate on the items below. Your responses are anonymous and confidential. In no instances will the responses of an individual respondent to this survey be reported. Only data for groups of respondents will be reported.

1. What is the graduate’s current position?

Please read each statement below and rate your employee (i.e., the WSU sport management program graduate) on whether upon hiring, he/she possessed the professional knowledge, skills, dispositions, and/or proficiencies expected of an entry-level sport management professional. [Options: 1=not prepared; 2=slightly prepared; 3=moderately well prepared; 4=well prepared; DK=don’t know or unable to rate]

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Be a reflective practitioner.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>3. Abide by the legal practices of their profession.</td>
<td>0</td>
<td>0</td>
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<td>4. Demonstrate ethical practices, ethical problem solving abilities, and make ethical decisions</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5. Interact effectively with clients of diverse backgrounds (e.g., socio-economic status, language).</td>
<td>0</td>
<td>0</td>
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<tr>
<td>6. Demonstrate adequate written communication skills.</td>
<td>0</td>
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<td>7. Demonstrate adequate oral communication skills.</td>
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<tr>
<td>8. Respect all customers/clients.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>9. Respect all co-workers.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>10. Listen effectively.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>11. Work effectively in a group environment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>12. Work effectively independently</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>13. Follow instructions</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>14. Knowledgeable about risk management or crisis management practices</td>
<td>0</td>
<td>0</td>
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<td>15. Knowledgeable about marketing strategies and tactics</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>16. Knowledgeable about sponsorships/partnerships</td>
<td>0</td>
<td>0</td>
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<td>17. Able to negotiate effectively with clients.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>18. Knowledgeable about public relations</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>19. Work effectively with community partners and other constituents</td>
<td>0</td>
<td>0</td>
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<td>20. Able to make sound decisions based on appropriate information</td>
<td>0</td>
<td>0</td>
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<td>21. Use technology appropriately to enhance professional productivity.</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
22. Create, modify and/or operate within a budget(s)  | 0 0 0 0 0
23. Conduct effective income statement analyses | 0 0 0 0 0
24. Identify new sources of income | 0 0 0 0 0
25. Identify ways to mitigate expense items | 0 0 0 0 0
26. Knowledgeable about issues and trends in the profession | 0 0 0 0 0
27. Use methods consistent with current theory, research, and practice in the profession | 0 0 0 0 0
28. Able to locate needed or desired resources relevant to his/her professional practice. | 0 0 0 0 0
29. Is enthusiastic about participating in professional development opportunities, e.g., professional conferences, in-service trainings, etc. | 0 0 0 0 0

30. In generally, when compared with graduates from other colleges and universities, I would say that graduates of Wichita State University are [Options: 1=less well prepared; 2=prepared at the same level; 3=better prepared; DK=don't know or unable to rate] | 1 2 3 DK
| 0 0 0 0 0 |

31. What is your current position?

32. How many years have you served in a supervisory role?

33. If you knew what you know now, would you hire (or recommend for hire) this individual if you had it to do all over?

34. Given your experiences with sport management graduates, what are a few of the major strengths that are possessed by the majority of WSU’s sport management graduates?

35. Given your experiences with its graduates, what would strengthen the preparation of
Wichita State University's sport management graduates?