The Sport Management Program Committee oversees the BA and MEd degrees in sport management. This report covers calendar year 2007. It provides the answers to the questions identified in the Rubrics for Reviewing the Work of Program Committees and ends with the recommendations that were made based upon its review work.

The Sport Management Program Committee consists of three full time sport management faculty and the sport management department chair. The Sport Management Program Committee formally met ten times during calendar year 2007 (Program Committee meeting minutes available upon request). In addition, the Sport Management Program Committee routinely meets informally. Two factors predominately influencing the ease of these routine informal Program Committee meetings include the (a) faculty collegiality enjoyed by and among Program Committee faculty, as well as the (b) faculty members' office proximity allows for frequent, “walk-in” program-related conversations. Primary topics discussed by the Program Faculty during the formally scheduled meetings include the following:

a. Creation of sport management specific department manual;

b. Discussion and review of committee responsibilities held by sport management faculty;

c. Fall, Summer, and Spring course semester offerings and corresponding teaching responsibilities;

d. Sport management department office space reorganization;

e. Sharing information about international, national, regional, and local support management job and internship opportunities for UG and graduate students;

f. Curriculum modifications (sport management UG, graduate, and the minor degree program curricula);

 g. Advisory committee membership review and meeting agenda discussion;

h. Faculty professional development opportunities;

i. Assessment table updates, modifications;

j. Sport Management Student Association and planned activities, student officer discussions, updates;

k. Sport Management Alumni Association and planned activities, officer discussions, updates; and
The Sport Management Program Committee is advised by the **Sport Management Advisory Council**. The Advisory Council consists of five sport management practitioners (four are program alumni), two students (one UG, one graduate level), the three full time faculty members, and the sport management department chair. The Advisory Council met one time during the 2007 calendar year. Topics covered at this annual meeting included the following (see below):

a. Assessment plan data review and discussion;

b. Re-organization of the KSS department and the resultant establishment of the Sport Management Department, needed modifications to university documents so the “sport management” terminology is reflected in a uniform and consistent manner, update on notification and communication to all prospective and currently enrolled students, etc.;

c. Update regarding the sport management degree program accreditation renewal timeline;

d. Update on curriculum changes occurring throughout the 2007 calendar year, as well as solicitation of Advisory Committee member feedback regarding curricula quality and related recommendations;

e. Update on student diversity initiatives (e.g., faculty professional development, scholarship awards);

f. Discussion on benefits associated with (i) a student orientation held during the fall of each academic year; (ii) community college partnerships; (iii) sport management sales course offering, (iv) ways to integrate ethic-related content into the curricula, (v) addition of a second sport law course needed to cover mass amount of legal content required in accordance with professional industry needs and accreditation mandates, and (vi) an orientation for lecturers or part-time faculty teaching sport management courses.

g. Praise from the Advisory Committee members’ program and faculty praise for their ability and willingness to (i) adapt to changing market conditions, (ii) genuinely consider curricula-related feedback and thoughts for consideration, (iii) networking and professional relationships maintained as a result of the Sport Management Student Association and Sport Management Alumni Association, and (iv) ability to maintain a pulse on current sport industry trends, happenings, etc.

**Criteria Used to Assess Program Effectiveness**

*Note: See Question #3 below for more detailed information regarding assessment of program effectiveness.*

Similar to the minimum 80% criteria adopted by the Unit Assessment Committee, the **Sport Management Program Committee also adopted a minimum criteria of 80%** to use when evaluating whether the BA
and MEd sport management degree programs are preparing sport management candidates at an acceptable level. In other words, the B.A. and M.Ed. sport management program is considered to be preparing candidates at an “acceptable” level, minimum, only when each identified program standard is passed by at least 80% (minimum) of all sport management candidates. The sport management committee is committed to thoroughly reviewing all data, particularly data falling below the 80% minimum criteria. If the 80% criteria is not achieved for each program standard, the Program committee will discuss what actions (if any) could be taken to improve candidate learning (e.g., instructional refinement, technology tools that could enhance learning success, professional instructional development opportunities, etc.).

The 80% criteria also reflect the sport management program committee’s decision regarding the percentage of all candidates that must pass successfully each of the stated COE conceptual framework proficiencies and dispositions. As noted above, a conceptual framework proficiency or disposition falling below the 80% criteria will elicit a thorough review of the assessment, instruction, and identified assessment criteria, as well as the adoption and implementation of appropriate conceptual framework assessment-related modifications (e.g., chosen assessment instructional tools used to facilitate student learning).

Core Questions:

1. Is the program overall effective in preparing candidates to meet the expected outcomes:
   a. program standards and, if an initial program, professional education standards;
   b. Unit Conceptual Framework Guiding Principles; and
   c. if an education personnel program, types of NCATE Knowledge as set forth in Standard 1?

Core Question 1 is considered three times, once for each of the lettered items above.
Core Question #1(a)
Sport Management Degree Programs
Assessment of Standards and Candidate Performance Criteria

PROGRAM STANDARDS
In addition to the above B.A. data available for review, the Program Committee’s review of the following additional information (see below) reflects that students are successfully meeting the knowledge, skills, and proficiency expectations embed within each of the respective B.A. and M.Ed. program standards. Additional data reviewed by the Program Committee for both the B.A. and M.Ed. programs include:

a. Exemplary final student internship supervisor evaluations;
b. Successful full time sport management job secured upon degree completion;
c. Assessment performance per standards (both M.Ed. and B.A. program submit course assessment data each time course taught; records retained in the department reveal successful performance for each standard that far exceeds the minimum 80% criteria);
d. Informal feedback from community and nation-wide program partners, alumni, practitioners;
e. Continued expansion of internship site options (would not happen if program not credible); and
f. Program admission continues to increase beyond capacity available (would not happen if program not credible).

### BA Sport Management Degree Program

<table>
<thead>
<tr>
<th>Standard</th>
<th>Scores Possible</th>
<th># w/Data</th>
<th>% Pass</th>
<th>Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Foundations</td>
<td>24</td>
<td>24</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>#2 Mgmt/Ldrship</td>
<td>40</td>
<td>40</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>#3 Ethics</td>
<td>42</td>
<td>42</td>
<td>100</td>
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<tr>
<td>#4 Mgmt/Ldrship</td>
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<td>#5 Mktg</td>
<td>13</td>
<td>12</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>#6 Commun.</td>
<td>32</td>
<td>32</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>#7 Finance/Bud.</td>
<td>27</td>
<td>25</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>#8 Event Mgmt.</td>
<td>32</td>
<td>32</td>
<td>100</td>
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</tr>
<tr>
<td>#9 Law</td>
<td>42</td>
<td>42</td>
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</tr>
<tr>
<td>#10 Economics</td>
<td>15</td>
<td>7</td>
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<tr>
<td>#11 Governance</td>
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<td></td>
</tr>
<tr>
<td>#12 Field Experience</td>
<td>No Data</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**Program Committee plans to review standard #7 curriculum content, course coverage, and assessments to identify any areas of needed improvement, and modify accordingly given the 84% pass rate (above 80% criteria, yet will review during CY 2008).**

### M.Ed. Sport Management Degree Program

<table>
<thead>
<tr>
<th>Standard</th>
<th>Scores Possible</th>
<th># w/Data</th>
<th>% Pass</th>
<th>Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Socio-Cultural</td>
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<td>Spring 2007 Data Only</td>
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<td>26</td>
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<tr>
<td>#3 Ethics</td>
<td>9</td>
<td>9</td>
<td>100</td>
<td>Su’ 2007 Data Only</td>
</tr>
<tr>
<td>#4 Mktg</td>
<td>28</td>
<td>28</td>
<td>100</td>
<td>Su’ 2007 Data Only</td>
</tr>
<tr>
<td>#5 Finance</td>
<td>44</td>
<td>44</td>
<td>100</td>
<td>Spring 2007 Data Only</td>
</tr>
<tr>
<td>#6 Event Mgmt.</td>
<td>5</td>
<td>5</td>
<td>100</td>
<td>Su’ 2007 Data Only</td>
</tr>
<tr>
<td>#7 Law</td>
<td>17</td>
<td>17</td>
<td>100</td>
<td>Sp &amp; Su ’07 Data Only</td>
</tr>
<tr>
<td>#8 Governance</td>
<td>22</td>
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<td>Spring 2007 Data Only</td>
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<tr>
<td>#9 Research</td>
<td>60</td>
<td>40</td>
<td>100</td>
<td>Sp &amp; Su ’07 Data Only</td>
</tr>
<tr>
<td>#10 Field Experience</td>
<td>Data</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

In addition to the above B.A. data available for review, the Program Committee’s review of the following additional information (see below) reflects that students are successfully meeting the knowledge, skills, and proficiency expectations embed within each of the respective B.A. and M.Ed. program standards. Additional data reviewed by the Program Committee for both the B.A. and M.Ed. programs include:

a. Exemplary final student internship supervisor evaluations;
b. Successful full time sport management job secured upon degree completion;
c. Assessment performance per standards (both M.Ed. and B.A. program submit course assessment data each time course taught; records retained in the department reveal successful performance for each standard that far exceeds the minimum 80% criteria);
d. Informal feedback from community and nation-wide program partners, alumni, practitioners;
e. Continued expansion of internship site options (would not happen if program not credible); and
f. Program admission continues to increase beyond capacity available (would not happen if program not credible).
Core Question #1(b)
Sport Management Degree Programs
Assessment of Conceptual Framework Performance Criteria
In addition to the above data analyses and drawn conclusions, the sport management program activities engaged in by both faculty, student, and program partners reflect additional ways that students gain valuable experiences and learning opportunities that incorporate various conceptual framework principles. A sample of these program elements that reflect the program’s commitment to the conceptual framework principles are identified below.

i. Sport Management Student Association (SMSA) provides additional opportunities for graduate and undergraduate sport management students to experience the conceptual framework principles in non-course settings. SMSA meeting minutes and the 2007 planned student association activities highlight select conceptual framework principles and the corresponding sport management student experiences occurring in various non-course environments (meeting minutes available upon request).
Human Development & Diversity:
A $300 Sport Management Alumni Association student scholarship was awarded to Steven Enriquez. Sport management graduate fellowships were awarded to Kristen Chalfant and Dylan Schmidt. One of the selection criteria for these awards was contribution to program diversity.

Sport Management Student Association (SMSA) provides additional opportunities for graduate and undergraduate sport management students to experience the conceptual framework principles in non-course settings. SMSA meeting minutes and the 2007 planned student association activities highlight select conceptual framework principles and the corresponding sport management student experiences occurring in various non-course environments.

Technology, Professionalism & Reflection
Faculty participation in WSU hosted technology workshops (e.g., mrinterview.com, Tegrity).

Additional CF Related Program Efforts, Activities
Sport Management Student Association (SMSA) provides additional opportunities for graduate and undergraduate sport management students to experience the conceptual framework principles in non-course settings.

Available candidate pass rates, with one exception, exceed the 80% minimum standard for available assessment data. The Program Committee is committed to reviewing the less than 80% performance during the fall 2008 semester to assess what program-related modification(s) could be made to improve student performance.

Based on a review of the above data, the Program Committee concludes the programs are preparing students adequately to meet both the program standards and the conceptual framework principles.

c. NCATE Types of Knowledge – NOT APPLICABLE
2. Are candidates’ performances at transition points predictive of their ultimate success/exit performance (i.e., predictive validity)?

During CY 2007, the Program Committee worked diligently to update their transition point information and data maintenance/review processes. Specifically, the Program Committee has established a system for reviewing each transition point requirement, whether met/unmet, etc. A review of the summarized data reveals that the transition points are predictive of the students’ ultimate degree completion success, including passing all assessment criteria successfully.

Based on a review of the available data, it is evident that both the B.A and M.Ed. programs effectively prepare candidates for success upon graduation. Additional information further affirming the program effectiveness include feedback from Advisory Committee practitioners, internship site loyalty and their desire for continued internships from WSU’s sport management programs specifically, and practitioner partnerships with both alumni and non-alumni sport management professionals.

Based on a review of the available data, the Program Committee concludes the B.A. and M.Ed. programs’ transition points effectively reflect student success throughout the program itself and that at this time, there are no observed problems associated with the B.A. or M.Ed. transition point predictability as related to students’ ultimate degree/program success.

3. What conclusions do data at transition points lead to concerning program effectiveness?

<table>
<thead>
<tr>
<th>B. A. Sport Management Transition Point Data</th>
<th>Possible # of Candidates</th>
<th>Scores with Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
</tr>
<tr>
<td>II</td>
<td>306 (Sp)</td>
<td>300</td>
</tr>
<tr>
<td>III</td>
<td>15 (Sp)</td>
<td>7</td>
</tr>
<tr>
<td>IV*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * -- Data not available; TP data entry continuing refinements, will be improved for CY 2008 report.

<table>
<thead>
<tr>
<th>M.Ed. Sport Management Transition Point Data</th>
<th>Possible # of Candidates</th>
<th>Scores with Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * -- No Available Data for M.Ed. Program; TP data entry continuing refinements, will be improved for CY 2008 report.
Based on a review of the available data, the Program Committee concludes the B.A. and M.Ed. programs' transition points effectively reflect student success throughout the program itself and that at this time, there are no observed problems associated with the B.A. or M.Ed. transition point predictability as related to student success.

4. What differential program performance is there, if any, for candidates from different backgrounds (e.g., ethnicity, gender)?

Core Question 4 is considered two times, once for each of the following:
   a. Gender
   b. Ethnicity

Data for Core Questions 1, 2, 5, and 10 are to be disaggregated by the above variables and examined for potential problems.

a. Gender

B.A. Sport Management: Gender Data

Note: There is no available gender data for the M.Ed. degree program at this time. However, since candidate pass rates for all M.Ed. program assessments were 100%, it is evident that there are no differential performances in regard to gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Possible # of Candidates</th>
<th>Scores with Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>181</td>
<td>Sp + Fall</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>Sp Only</td>
</tr>
<tr>
<td>No Data</td>
<td>93</td>
<td>Sp Only</td>
</tr>
</tbody>
</table>

b. Ethnicity

B.A. Sport Management

Note: There is no available gender data for the M.Ed. degree program at this time. However, since candidate pass rates for all M.Ed. program assessments were 100%, it is evident that there are no differential performances in regard to ethnicity.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of Candidates</th>
<th>Data Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Data</td>
<td>107</td>
<td>Sp Only</td>
</tr>
<tr>
<td>White</td>
<td>167</td>
<td>Sp + Fall</td>
</tr>
<tr>
<td>Black</td>
<td>11</td>
<td>Sp Only</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29</td>
<td>Sp Only</td>
</tr>
</tbody>
</table>
As noted above, the candidate pass rates all exceed the 80% minimum standard for available assessment data.

Further, the above data reflects (not counting the “no data” students) that 24% of assessments were completed by B.A. students who are non-white.

A review of the sites where students conduct internships (data available upon request) confirms that students encounter diverse experiences in their experiential learning assignments, while also gaining diverse curricula experiences throughout the remaining program courses as well.

The Program Committee is committed to continue efforts to recruit and retain diverse students, while also providing them with diverse curricula and experiential experiences.

Based on a review of the above data, the Program Committee concludes the programs are preparing students adequately with no noticeable gender or race specific areas of needed program improvement in either the M.Ed. or B.A. degree programs.

5. The sport management programs are non KSDE licensure programs; no KSDE licensure exam required.

6. What changes, if any, do the results of assessments suggest for the Conceptual Framework (if any)?

The program committee observes no areas of needed improvement or modification in terms of the current Conceptual Framework.

7. What changes, if any, do data and/or information suggest for (a) the program, (b) the assessments and/or criteria/rubrics, and (c) operational elements—advisement, instruction, assessments, faculty, field/clinical placements, field/clinical supervision, record keeping, or resource?

Core Question 7 is considered three times, once for each of the following:
   a. the program
   b. the assessments and/or criteria/rubrics, and
   c. operational elements

A. Program-Related Changes

i. MEd Sport Management Admission Criteria
The graduate student admission criteria were revised to distinguish better between candidates applying for the MEd sport management program. In addition to the existing review and rating of a candidate’s GPA earned in the last 60 credit hours of undergraduate work, GRE scores and
submitted professional references, the revised and approved admission criteria also incorporates
the sport management program committee’s review and rating of a candidate’s prior community
service, years of professional experience, and type of professional experiences (whether in the
sport or non-sport industry, leadership roles, etc.).

ii. Degree Program Curricula Modifications
   a. Processing all required forms required to update university documents (course catalogues,
      semester course schedules, etc.) to reflect the new “sport management” department, program,
      degree, and course designations.

   b. Modifying the MEd Sport Management program to reflect the change in the governing bodies
      required accreditation standards, specifically moving the Sport Law II course to an elective status
      versus the prior status as a MEd degree course requirement.

   c. Implementing the Sport Sales course in accordance to consistent Sport Management Advisory
      Committee feedback and accreditation-related curricula mandates.

   d. Reviewing current sport management curricula in both BA and MEd programs with a focus on
      current ethics related content coverage (including the related review of ethics related accreditation
      requirements and practitioner needs).

B. Assessments and/or Rubrics

Both the BA and MEd sport management assessment plans (assessment criteria and
 corresponding level of proficiency) were thoroughly reviewed and all embedded assessments were
 reconsidered to ensure that both degree programs were in compliance with the governing sport
 management standards and program requirements. A significant number of assessments were
 omitted so the total number of degree program assessments would meet the COE assessment
 plan specifications. Sport management faculty designed new rubrics to reflect the modified
 assessment criteria for their respective sub-disciplines (e.g., marketing, law, communications,
 governance, management).

C. Operational Elements
   i. Significant operational modifications were necessary upon receiving notification that the prior
      Kinesiology and Sport Studies department would be re-organized into two separate departments.
      As mentioned above (see 7A(ii)), letter head, student notification, business cards, department
      signage, department representation in university catalogues and schedules, budget separation,
      and department staffing needs, for example, reflect operational elements needing attention and
      modification throughout the latter part of the 2007 calendar year.

   ii. In addition to the above operational elements, faculty committee assignments were reviewed
      and modified to reflect the appropriate COE policy regarding appropriate department member
      representation criteria. (KSS department committee responsibilities and the revised sport
      management department committee responsibilities available upon request).
iii. Paperwork used for communication and monitoring of student internship course experiences was reviewed and modified. The form used by enrolled students when submitting weekly internship activity and learning outcomes was revised for purposes of enhanced efficiency and clarity for both students and faculty supervisors (materials available upon request).

iv. Rudimentary discussions among sport management faculty regarding the offering of a student orientation for newly admitted BA and MEd students, as well as an orientation for part-time sport management faculty. Both orientations would be held annually prior to the start of the fall semester. Sport management faculty agreed to continue related discussions and plans throughout the 2008 calendar year with possible orientation implementation by either the fall 2008 semester or the end of the 2009 calendar year.

<table>
<thead>
<tr>
<th>2007 Sem.</th>
<th># B.A. Candidates</th>
<th>BA Course Offerings &amp; Returned Grade Sheets</th>
<th># M.Ed. Candidates</th>
<th>MEd Course Offerings &amp; Returned Grade Sheets</th>
<th>M.Ed. Grade Sheet Not Returned, Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>27</td>
<td>KSS 112</td>
<td>27</td>
<td>KSS 811</td>
<td>KSS 835: course assessment passed by 100% of students; oversight b/c of instructor substitution for faculty sick leave</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>KSS 475</td>
<td>18</td>
<td>KSS 822</td>
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<td>KSS 525</td>
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<td>KSS 847</td>
<td></td>
</tr>
</tbody>
</table>
8. **Are the assessments in Table 2 administered by faculty in every section and every semester the course is taught?**

As indicated in the above table, the BA and MEd program assessments are being administered in every course during every semester the course is taught.

9. **During their program do all candidates have experiences (e.g., student/client, setting) in settings that meet the Unit’s diversity requirements?**

Based on the data regarding internship site locations, the Program Committee believes the students do successfully gain broad, diverse experience in both experiential settings, as well as throughout the course projects and other assignments that integrate diversity content as well as application experiences.

Note: The assessment report table reflects the diversity categories for each KS public school, a table maintained by the KSDE, and easily accessible via the KSDE website. There is no corresponding site or organization that maintains this data for the varied sport management experiential settings.

10. **Is the program successful in preparing candidates for effective practice**

The Program Committee’s review of the data below reflects that students are successfully prepared for effective professional employment upon graduation.

   a. Employer communication (e.g., when visiting about internship opportunities, student performance)
   b. Escalating M.Ed. student applications and increasing undergraduate student enrollments
   c. Maintaining existing, while also expanding into new, internship site opportunities (supervisors routinely requesting/desiring WSU sport management internships)
   d. Assessment data
   e. Strong grade point averages upon graduation as well as per required program course

Based on the above data, and the Program Committee’s effort to integrate feedback received from Advisory Committee meetings and other relevant sources (see # 7 above; as well as the end-of-report summary), the Program Committee believes the students are effectively prepared for successful employment (short and long term both).

11. **How are data used by candidates and faculty to improve candidate performance?**
    **Have changes made by the Program Committee in prior years led to desired improvements?**

See #7 response above; as well as the summary change information at end of annual report document (below).

12. **How are data shared by candidates and faculty, and other stakeholders?**

There are various sources used to share data with candidates, faculty, and other stakeholders. Sample data includes, for example, the following:

   a. The Sport Management Newsletter (available upon request)
   b. Advisory Committee meetings
c. Sport Management Alumni Association meetings
d. Sport Management Student Association meetings, events, etc.
e. Communication with internship site supervisors
f. Faculty networking
g. Professional sport management association involvement (officers, presenting, etc.)

13. Is the Program Committee consulting with the Advisory Council in appropriate ways?

The Program Committee meets with the Sport Management Advisory Committee both informally and formally throughout the calendar year (see page one information and minutes of formal meetings available upon request).

14. Is the Program Committee following Unit procedures for making changes in the Program’s Approved Assessment Plan?

All university and COE policy is followed when implementing any graduate and undergraduate sport management assessment plan changes.

15. Are any faculty development needs apparent from faculty performance assessments (e.g., from SPTE reports, advisement evaluations, faculty technology use surveys, student technology use surveys)? (Unit Assessment Committee only—faculty development activities are undertaken by departments and/or a college, not individual program faculty groups.)

Program Committees are not responsible for Core Question 15.

16. Are there similarities among program-level reviews/recommendations that suggest issues or factors that maybe generalized to the Unit? (Unit Assessment Committee only—a single program committee sees results for one program only so cannot detect this.)

Program Committees are not responsible for Core Question 16.

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<th>Summary of Changes (n=5)</th>
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**Summary #1**

**Observation:** Benefits associated with undergraduate and graduate student orientation upon being admitted to the respective sport management degree programs (recommendation from both faculty and Advisory Committee).

**Relevant Core Question:** Question 7(C): Operational elements

**Cause/background:** Provide for camaraderie among group of admitted students per AY while also enhancing student understanding of program requirements, assessment system, faculty and community partners, and disposition expectations.
Change: Discuss orientation components (e.g., meeting, introductory podcast, orientation manual) with a tentative implementation either prior to fall 2008 or during calendar year 2009.

Summary #2

Observation: Benefits associated with an orientation for the part-time faculty teaching in the sport management degree programs (recommendation from both faculty and part-time sport management faculty).
Relevant Core Question: Question 7(C): Operational elements
Cause/background: Provide for a better understanding of degree program requirements, the assessment system and assessment-related responsibilities, share information or updates regarding program-related developments (curricula, faculty, assessments, student association, alumni association, accreditation review status, etc.).
Change: Discuss orientation components (e.g., meeting, introductory podcast, orientation manual) with an orientation held for part-time sport management faculty either prior to the fall 2008 semester or during calendar year 2009.

Summary #3

Observation: Change in the governing body’s required accreditation standards pertaining to required courses and content.
Relevant Core Question: Question 7(A): Program
Cause/background: Accreditation requirements allow for greater flexibility in the structuring of graduate sport management curricula.
Change: Modifying the MEd Sport Management program to move the Sport Law II course to an elective status versus the prior status as a MEd degree course requirement.

Summary #4

Observation: Need to integrate more sales-related content into both BA and MEd sport management degree curricula.
Relevant Core Question: Question 7(A): Program
Cause/background: The Sport Management Advisory Committee annually recommends the increased need for sport management sales-related content in both the BA and MEd degree programs. In prior years, faculty acted on the Advisory Committee feedback by adding various sales specific student projects within existing course offerings. Feedback from the 2007 Advisory Committee meeting (consisting of both sport management practitioners and sport management students and alumni) recognized and commented on their appreciation for the improved sales content exposure provided to students, yet the committee encouraged faculty to consider the creation and implementation of a single sales specific course offering in order to better prepare students for a successful sport management career, while also better serving the sport practitioners seeking qualified, capable graduates with sales-related knowledge, competencies and industry specific experiences.
Change: A 2 credit hour sport sales course was proposed in 2007 in accordance with the WSU curriculum approval process. The inaugural sport sales course offering is planned for fall 2008.

Summary #5
Observation: Need to integrate more ethics-related content into both BA and MEd sport management degree curricula.

Relevant Core Question: Question 7(A): Program

Cause/background: The Sport Management Advisory Committee recommended that faculty review current course curricula and consider where/how/if there is an opportunity(ies) to expound on the ethics content within existing course offerings, and if not, to consider whether resources allow for a new ethics course offering. Advisory Committee members elaborated on how the sport industry’s ongoing ethic-related dilemmas and their own need and desire to have employees who possess appropriate ethics related content knowledge, understanding, and application competencies. Sport management faculty recognized the importance of this recommendation as evident, in part, by the sport management governing body’s scrutiny of the ethical content within the curricula of those academic programs seeking accreditation or accreditation renewal status.

Change: Sport management faculty agreed to evaluate and discuss both BA and MEd program curricula in terms of ethics-related competencies needed by successful sport management graduates. Upon this review and subsequent discussion, appropriate curricula modifications, if needed, will be proposed by, or before, the end of the 2009 academic year and processed in accordance with the university’s curriculum approval procedure.