

PROGRAM INFORMATION PROFILE

This profile offers information about the program in the context of its mission, basic purpose and key features.

Name of Institution: Winston-Salem State University
Program/Specialized Accreditor(s): COSMA
Institutional Accreditor: SACSCOC
Date of Next Comprehensive Program Accreditation Review: 2028
Date of Next Comprehensive Institutional Accreditation Review: 2030
URL where accreditation status is stated: <https://www.wssu.edu/about/accreditation.html>

Indicators of Effectiveness with Undergraduates [As Determined by the Program]

***See attached excel spreadsheet**

1. *Graduation Year: _____ # of Graduates: _____ Graduation Rate: _____
2. *Average Time to Degree: 4-Year Degree: _____ 5-year Degree: _____
3. *Annual Transfer Activity (into Program): Year: _____
of Transfers: _____ Transfer Rate: _____
4. Graduates Entering Graduate School: Year: 2020-21 _____
of Graduates: 29 # Entering Graduate School: 17
5. Job Placement (if appropriate): Year: 2020-21 _____
of Graduates: 29 # Employed: 15

Form developed by the Council for Higher Education Accreditation. © updated 2020

WSSU Sport Management, BS
Academic Year 2019-2021

Term	Degrees Awarded in Sport Management BS
Summer 2019	5
Fall 2019	8
Spring 2020	15
Summer 2020	10

Average Time to Degree	New Freshmen
2019-2020	4.3 years
2020-2021	4.2 years
Term	New Freshmen
Fall 2019	34
Term	New Freshmen
Fall 2020 - PSPM	44
Fall 2020 - SPM	0
Term	New Freshmen
Spring 2020	0
Term	New Freshmen
Spring 2021 - PSPM	0
Spring 2021 - SPM	0

9/1/20 WSSU Office of Institutional Assessment and Research

8/4/21 WSSU Office of Institutional Assessment and Research

Term	Degrees Awarded in Sport Management BS
Summer 2020	10
Fall 2020	7
Spring 2021	23
Summer 2021	*

* DUE DATE=8/17/21

New Transfer Students	All New Students
2.9 years	3.5 years
3.0 years	3.4 years

New Transfer Students	Continuing Students	Total SPM Students Enrolled Fall 2019
12	122	168

New Transfer Students	Continuing Students	Total SPM Students Enrolled Fall 2020
7	38	89
1	64	65

New Transfer Students	Continuing Students	Total SPM Students Enrolled Spring 2020
4	144	148

New Transfer Students	Continuing Students	Total SPM Students Enrolled Spring 2021
7	73	80
0	57	57

Student Learning Outcomes Matrix - Academic Year 2020 – 2021

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
SLO 1 - Demonstrate knowledge of sound business practices and administrative procedures related to sports					
Measure 1 Case Study Assignment in SPM 4306- Direct	85% of students will achieve a score of least a score of 9 out of 12 on rubric items Analysis and Evaluation of Issues/Problems and Recommendations on Effective Solutions/Strategies	19	16	84%	Does not meet expectation
Measure 2 Internship supervisor evaluations- Indirect	85% of students will be rated by their supervisor as outstanding- 5, or more than satisfactory- 4 on Professional Performance #1, 3, 6, 10, 13	24	22	92%	Exceeds expectation
SLO 2 - Apply key course learning concepts through experiential learning activities and the internship experience					
Measure 1 Internship e-portfolio- Direct	85% of students will achieve at least 16 out of 20 points on the rubric item “The Weebly page serves its purpose and shows creativity. The layout and design is attractive and well thought out”.	24	15	63%	Does not meet expectation
Measure 2 SPM Senior exit survey- Indirect	85% of students will rate strongly (4 or 5) on SPM Senior exit survey question “On a scale from 1-5, with 5 being the highest score, how	23	19	83%	Does not meet expectations

	would you rate the SPM courses effectively prepared you for a career in the sport industry?”				
SLO 3 Communicate effectively in written and verbal form across various mediums.					
Measure 1 Internship E-portfolio reflection paper and presentation-Direct	85% of students will achieve at least 16 out of 20 points on rubric item “All reflection papers are included and well written”; and at least 8 out of 10 points on rubric item “Speaker uses precise pronunciation; word choices are meaningful; vocabulary reflects competence with the topic; pauses are used appropriately in place of filler words”	Paper- 24 Presentation- 24	22 18	92% 75%	Paper- Exceeds expectation Presentation- Does not meet expectation
Measure 2 Internship supervisor evaluations-Indirect	85% of students will be rated by their supervisor as outstanding- 5, or more than satisfactory- 4 on Professional Performance # 7, 9	24	22	92%	Exceeds expectation
SLO 4 Develop and apply critical thinking skills and problem solving techniques					
Measure 1 Case studies in SPM 2303 Issues & Ethics in Sport -Direct	85% of students will achieve at least a score of 8 out of 10 on rubric items Analysis and Evaluation of Issues/Problems and Recommendations on Effective Solutions/Strategies	28	26	93%	Exceeds expectations
Measure 2	85% of all	24	22	92%	Exceeds

Internship supervisor evaluations- Indirect	students' supervisors will rate them outstanding- 5, or more than satisfactory- 4 on Professional Performance# 6, 14 & Professional Attitude #2, 3				expectation
SLO 5 Demonstrate the use of technology in applications such as presentations.					
Measure 1 SPM 1301 Introduction to Sport Management- Use Adobe Spark for group chapter presentations - Direct	85% of students will achieve at least 8 out of 10 on rubric item "Adobe Spark Audio/Visual used effectively"	46	39	85%	Meets expectation
Measure 2 SPM Senior exit surveys- Indirect	85% of all graduating seniors will strongly (4 or 5) rate the statement #12, "The SPM program provided opportunities to learn about and apply technologies that I am likely to encounter as a professional"	23	20	87%	Exceeds expectation

Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

COVID-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instrument changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.

Since tracking the SLO assessment plan for COSMA annual reports the past two years (Fall 2018-Spring 2020), we have met or exceeded expectation on most SLO. This speaks to a quality program that is over 30 years old. However, during the self-study (also noted in the site visit report) we will discuss changing measures of O/A that seems to consistently exceed expectation over time if there is need for more rigor or a different way to measure an outcome in the future.

Most SLO data are acquired from internship supervisor evaluations and senior exit surveys. Those results indicate that we are meeting or exceeding students’ professional performance and attitude benchmarks; students’ perception that we are effectively preparing them for a career in the sport industry and providing opportunities to learn about and apply technologies that they are likely to encounter as a professional.

For SLO 1, Measure 1, the three students who did not complete the assignment were absent the day it was assigned and never made up the assignment.

As for SLO 2, Measure 1 and SLO 3, Measure 1, the internship capstone e-portfolio project and presentation did not meet expectation. Faculty believes going back to meeting in person (at least hybrid) will be beneficial for most students because, generally speaking, it was more difficult to keep students engaged and focused meeting online or virtually. This format seemed to impact outcomes for some projects and presentations.

For SLO 2, Measure 2, was just shy of meeting expectation at 83%. As mentioned in the site review report response, faculty will connect students with the advisory board members for networking and sport industry opportunities. Faculty have been and will continue to consult with the Advisory Board about industry trends, advising, and external programmatic review. As this was the completion of our self-study and site visit year, there were several changes in the program to enhance student learning and success.

We were able to start implementing action plans to increase technology use among students (SLO 5) by :1) Implementing more technology in assignments such Adobe Spark and other Adobe Creative cloud tools; 2) have guest speakers discuss technology they are using or expect interns or new hires to be familiar with (some mentioned were social media, Microsoft Excel, Zoom and Microsoft Teams, Google Docs, Photoshop, Instant Replay Equipment, Sensor Tools, Timing Systems, Financial Reports, etc.); and 3) encourage internship supervisors to provide opportunities for our students to learn about relevant technology during their internship experience. In 2018 & 2019 we did not meet that SLO benchmark. In the Spring 2020 assessment, we exceeded expectations in SLO 5, Measure 2 by 90% – Senior exit surveys students will rate “The SPM program provided opportunities to learn about and apply technologies that I am likely to encounter as a professional”. We will continue to aim to enhance student knowledge and use of technology in this ever-increasing digital world by making these changes permanent.

As a result of the self-study, some SLO and OEG assessment measures were revised. The rational for the revisions of the SLOs is that our office of Institutional Assessment & Research suggested we try to move away from overall grades assessment by specifying the assessment method a bit more, so we can better tell if the student is actually meeting the outcome. Overall grades are discouraged because they don’t tell you enough about student performance as it pertains to the outcome.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2020-21

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
OEG 1- Maintain meaningful professional development for Sport Management full-time faculty			
Measure 1 Professional development activities including faculty research, publications, presentations, and attendance at professional conferences (Direct)	Goal is a minimum of three professional development activities per academic year	All SPM faculty met or exceeded this goal	Meets expectation
Measure 2 Faculty Reviews (Indirect)	Goal is a score of 3.5 or better on the SPM faculty annual evaluations.	All SPM faculty met or exceeded a score of 3.5 or better on the faculty annual evaluations	Meets expectation
OEG 2- Provide students with quality professional development opportunities			
Measure 1 Department senior exit survey	Goal is 80% of graduating seniors will report 4 or higher on Senior Exit Survey question "On a scale from 1 to 5 with 5 being the highest score, how would you rate your professional preparation including areas such as resume writing, professional communication, professional dress, ethical standards of your profession, etc.	24 out of 27 (89%) students responded with 4 or 5	Exceeds expectation
Measure 2			
OEG 3- Provide quality learning experiences and opportunities through an excellent sport management academic program			
Measure 1 Student ratings of course evaluation scores (Direct)	Goal is average of 3.0 or above on all SPM course evaluations.	Spring- All above 3.0	Meet expectation
Measure 2 Department Senior exit surveys (Indirect)	Goal is 80% of students report strong results (4 or 5) on "How would you rate your academic program preparation on a scale of 1 to 5, 5 being the highest?"	27 out of 27 (100%) students responded with 4 or 5	Exceeds expectation

OEG 4- Create and actively maintain partnerships with sport organizations in the local and greater Winston-Salem area

Measure 1 Number of field experience and internship placement sites (Direct).	Goal is to maintain at least 15 quality internships placement sites. At least 1 of the total internship sites should be new each academic year.	There are currently more than 20 internship placement sites on and off campus.	Exceeds expectations
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Note: You are not required to have five OEGs – you may have more or fewer.

Required Narrative: Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.

All OEGs met or exceeded expectations which indicates that we are successfully providing students with quality professional development opportunities, preparing students academically, and creating and actively maintaining partnerships with sport organizations in the local and greater Winston-Salem area. The SPM faculty continue to network with sport industry professionals and build relationships and partnerships to provide students volunteer, internship, job, etc. opportunities. As noted in the site review report response and above, faculty will utilize the advisory board members more for student opportunities and networking.

Faculty have continued to take advantage of online course development workshops and tutorials and other virtual and in person workshops, conferences, webinars, etc. to meet the benchmark for faculty professional development.

After implementing strategies to include time during classes for students to complete online course evaluations and providing incentives such as extra credit, Dr. Stowe went from a less than 20% complete rate to 60% or better for the Fall 2020 and Spring 2021 semesters (with the exception of the online class). Faculty will continue to implement these strategies to increase response rates. For example, Dr. Felder & Professor Conley plan to allocate a percentage of their class participation grade to encourage students to complete the course evaluations.