

Student Learning Outcomes Matrix – Academic Year 2025–2026 (M.S. in Sport and Fitness Administration)

SLO / Measurement Tool	Identify Benchmark	Student #	Total Number of Students Meeting Expectation	Assessment Results (% meeting)	Assessment Results (overall)
SLO 1 – Students will apply appropriate principles to identify problems and develop solutions within sport and fitness administration.					
SPFA 694 Host/Supervisor Evaluation (direct)	Candidates must score at 7 or above (10-point scale) on all items on the practicum evaluation instrument by the site supervisor.	10	All 10 students scored at or above the required score (7 out of 10 or above) in all categories.	100%	Meets expectation
Practicum Student Self-evaluation and Reflection (indirect)	The aim is that all candidates will self-report a score of “probably yes” or above (3 on a 5-point scale) on all items on the SPFA survey instrument relating to how the program prepared them to complete this experience. This will help the program assess how comfortable students are at translating what they’ve learned in the classroom into real world settings.	10	3 out of 10 students ranked themselves as “probably yes” while the remaining 7 noted “definitely yes”.	100%	Meets Expectation
Critical Thinking Rubric (direct)	The aim is that all candidates will receive a grade of 80% or higher on the initial assignment. This grade should stay the same or improve upon evaluation in the second year. All assignments include a critical thinking rubric where students are evaluated on a 5 point scale (4 – exemplary through 0 – not completed)	15	All 15 students made 80% or higher both years on the assignment. In terms of critical thinking, 14 of the 15 students showed improvement on the final evaluations when compared to formative assessments earlier in the program.	100%: 80% or higher on both assignments. 93.3% improved critical thinking.	Meets expectations
SLO 2 - Students conduct research techniques to analyze literature and practical concerns in sport and fitness administration.					
Thesis Proposal Rubric (direct)	Candidates will score at the “acceptable” or above levels on all items (content knowledge, research analysis, question and answer, and professionalism) on the Research Project/Thesis Proposal Rubric.	0	N/A	No students chose to complete a thesis for the 2025-2026 school year	Insufficient data
Research Project Rubric (direct)	A course final assignment will be used to assess student research techniques. Candidates will score 80% or higher on the assignment	8	7 out of 8 scored at acceptable or above levels on all items. In addition, 7 of the 8 students scored a B or above in the course and on the final assignment.	87.5%	Meets expectations
SLO 3 - Students will model professional skills needed to participate in sport or fitness administration based on industry standards and their own perspective.					
SPFA 694 Host/Supervisor Evaluation (direct)	Candidates must score at 7 or above (10-point scale) on all items on the practicum evaluation instrument by the site supervisors.	10	All 10 students scored at or above the required score (7 out of 10 or above) in all categories.	100%	Meets expectations

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Practicum Student Self-evaluation and Reflection (indirect)	The aim is that all candidates will self-report a score of “probably yes” or above (3 on a 5-point scale) on all items on the SPFA survey instrument relating to how the program prepared them to complete this experience. This will help the program assess how comfortable students are at translating what they’ve learned in the classroom into real world settings.	10	All 10 students scored themselves as an acceptable or higher level on reflection items. 3 out of 10 students ranked themselves as “probably yes” (acceptable) while the remaining 7 noted “definitely yes” (exceeding).	100%	Meets Expectation
SLO 4 - Students will formulate effective communication skills through oral and written communication for business purposes.					
Oral Communication Rubric (direct)	Students will receive a score of 80% or above on this assignment. 80% was chosen as a target based on the 3.0 GPA scale needed for graduation. The aim is for students to score above satisfactory on the overall assessment scale (3.2 or above on a 4 –point scale)	15	All 15 students met the criteria.	100 %	Meets expectations
Written Communication Rubric (direct)	Students will receive a score of 80% or above on this assignment. 80% was chosen as a target based on the 3.0 GPA scale needed for graduation. The aim is for students to score above satisfactory on the overall assessment scale (3.2 or above on a 4 –point scale)	15	15 out of 15 students in SPFA 624 received a score of 80% or above on the Organizational Analysis final project, which requires students to profile the management and leadership of an NFL team selected by the professor. 12 of 15 students achieved at least a “proficient” score in all categories of the written communication rubric.	100%: 80% or above on assignment; 80%: above satisfactory in all categories on the overall assessment scale.	Meets expectations
SLO 5 - Students will demonstrate appropriate leadership skills that address ethical considerations in sport and fitness administration.					
SPFA 694 Host/Supervisor Evaluation (direct)	Candidates must score at 7 or above (10-point scale) on all items on the practicum evaluation instrument by the site supervisors.	10	All 10 students scored at or above the required score (7 out of 10 or above) in all categories.	100%	Meets expectations
Practicum Student Self-evaluation and Reflection (indirect)	The aim is that all candidates will self-report a score of “probably yes” or above (3 on a 5-point scale) on all items on the SPFA survey instrument relating to how the program prepared them to complete this experience. This will help the program assess how comfortable students are at translating what they’ve learned in the classroom into real world settings.	10	All 10 students scored themselves as an acceptable or higher level on reflection items. 3 out of 10 students ranked themselves as “probably yes” (acceptable) while the remaining 7 noted “definitely yes” (exceeding).	100%	Meets Expectation

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across ALL student learning outcomes (not for each SLO). **All SLOs must be measured at least once by a direct measure.** Some measurement tools will be used to measure more than one student learning outcome. 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).

SLO 1: The Practicum Student Self-evaluation and Reflection was incorporated into the SPFA 694 course shell, with results provided to the program director. Completion was required for course credit, resulting in a 100% completion rate and providing feedback on students’ perceived preparation to apply coursework in professional settings.

During 2025–26, students completed SPFA 610—Legal Issues in Sport and Fitness Administration. Formative and summative assignments provided opportunities to identify problems, apply relevant principles, and develop solutions. The Critical Thinking Rubric supported assessment of student performance and provided feedback throughout the course. Continued assessment will distinguish overall assignment performance from achievement on specific critical thinking dimensions and use comparable student results to evaluate improvement over time.

SLO 2: No students completed the thesis option during the reporting period. The Research Project/Thesis Proposal Rubric was also used in SPFA 681—Research in Sport and Fitness Administration, a course required of all SPFA students. The program is exploring an additional measure to provide two distinct assessments of research skills regardless of students’ culminating pathway, with implementation planned for the 2027–28 academic year.

Following earlier student difficulties with citation practices and research skills, faculty revised assignments in SPFA 681 to introduce citation techniques and research principles more explicitly. In 2025–26, 87.5% met or exceeded the benchmark on the course final-assignment measure. These results document subsequent student performance; however, reliance on course grades in earlier assessments limits conclusions about improvement in specific research skills.

Additional attention to peer-reviewed journal articles is an improvement action currently in progress. Faculty also plan to incorporate support for time management in writing projects. Subsequent assessment will examine targeted research and writing dimensions to evaluate the effectiveness of these changes and identify further instructional needs.

SLO 3 was assessed through the SPFA 694 Host/Supervisor Evaluation and the Practicum Student Self-evaluation and Reflection. The host organization’s on-site supervisor evaluates observed student performance in preparation, work quality, time management, professional communication, dependability, initiative, collaboration, professional conduct, responsiveness to feedback, and application of disciplinary knowledge. Students separately evaluate how well their coursework prepared them for the practicum experience.

Annual reporting for 2025–26 indicates that all students met or exceeded the expected benchmark on host/supervisor evaluations. All students also met or exceeded the self-reported preparation benchmark. Earlier student feedback identified opportunities to strengthen computer skills, sales preparation, and

confidence in applying coursework. These findings will inform continued review of student preparation and curricular needs.

Faculty currently use the Practicum Student Self-evaluation and Reflection in place of the Program Exit Survey for Recent Graduates because updated graduate contact information was unavailable. The practicum self-evaluation provides feedback on preparation for the field experience; it does not provide the same evidence as graduate feedback on preparation for post-graduation careers.

Beginning with December 2026 graduates, the program will revise its exit information collection to request a preferred non-Winthrop email address, current employment status, and anticipated employment changes following degree completion. This information will establish a baseline for subsequent alumni follow-up. Program faculty will coordinate with department leadership to assign responsibility for maintaining contact records and administering the follow-up survey, with departmental staff assistance as available. Administration dates, response rates, and employment results will be documented. Graduate feedback on professional preparation will inform curricular review, while employment findings will support evaluation of OEG 2.

SLO 4 was assessed through course assignments using the Oral Communication Rubric and Written Communication Rubric. Annual reporting for 2025–26 indicates that all students assessed met the oral communication benchmark. For written communication, all 15 students in SPFA 624 earned a score of 80% or above on the Organizational Analysis final project, while 12 of 15 students (80%) achieved at least a proficient rating in every written communication rubric category. These results demonstrate successful overall assignment performance while identifying opportunities to strengthen specific dimensions of written communication.

Earlier assessment identified challenges in communicating and applying course content and highlighted the importance of distinguishing overall assignment performance from proficiency in specific rubric dimensions. The current improvement plan includes additional writing and APA support in SPFA 681. Subsequent assessment will examine performance on targeted rubric dimensions to evaluate the effectiveness of this support and guide further instructional adjustments. Strengthening written communication remains a program priority.

SLO 5 was assessed through the SPFA 694 Host/Supervisor Evaluation and the Practicum Student Self-evaluation and Reflection. The host organization's on-site supervisor evaluates observed workplace performance, including initiative, dependability, collaboration, professional conduct, responsiveness to feedback, and application of disciplinary knowledge. Student self-evaluations provide complementary information about perceived preparation for professional practice.

Annual reporting for 2025–26 indicates that all students met or exceeded the benchmark on the host evaluation instrument, and 100% met or exceeded the self-reported preparation benchmark. Earlier reporting identified gaps in supervisor completion and the need for additional follow-up. The program now requires students to assist in ensuring that hosts complete the evaluation, resulting in a 100% completion rate during the 2025–26 assessment cycle. Maintaining complete evaluations and using feedback to guide program improvement remain priorities.

The program recognizes the need to make assessment of ethical judgment and understanding of global and diverse contexts more explicit. As part of its ongoing assessment improvement work, faculty will review outcome wording, identify aligned measures, and report these learning dimensions separately. This work is included in the shared strategic plan's priority to strengthen assessment practices.

Program-Level Operational Effectiveness Goals Matrix

Academic Year 2025-26

OEG / Measurement Tool	Benchmark	Data Summary	Assessment Results
OEG 1 – Recruit sufficient cohorts of students with appropriate academic performance indicators to maintain or increase program enrollment.			
Enrollment trends over a five-year span	20 students per year	2021-2022: 29 students 2022-2023: 29 students 2023-2024: 24 students 2024-2025: 20 students 2025-2026: 19 students	Does not meet expectations
Academic profile of admitted students	At least 50% of the newly admitted students should have an undergraduate GPA of 3.0 or above.	90% of new admitted students had an undergraduate GPA over 3.0	Exceeds expectations
OEG 2: Develop and maintain an alumni network to track job placement and encourage engagement beyond program completion.			
Alumni Survey	Receive information from at least 50% of contacted program graduates through the Alumni Survey because this will help program note any general trends or concerns from students.	Survey was not fully administered because updated contact information was not immediately available for all recent graduates. See narrative to follow matrix on planned action.	Insufficient data
OEG 3: Establish and maintain relationships with sport or fitness organizations to increase student opportunities and address national audience.			
Outside Relationship Data	Increase outside relationships by adding at least one new contact	Four new relationships were developed in the past year.	Exceeds expectations

Operational Effectiveness Goals 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.

OEG 1: The enrollment target of 20 students was met or exceeded from 2021–22 through 2024–25. Enrollment in 2025–26 was 19 students, one below the target. The decline across the reporting period indicates a need for continued attention to recruitment and enrollment trends.

OEG 1 also considers the academic profile of newly admitted students. Although the program specifies an undergraduate GPA of 3.0, applicants below this level may be considered based on their academic performance in related coursework, alongside review of required application materials. The measure tracking the percentage of incoming students with GPAs of 3.0 or above therefore describes the entering cohort's academic profile rather than a minimum GPA held by every admitted student.

Two full-time faculty serve the undergraduate and graduate programs, limiting capacity for additional program-specific recruitment. Recruitment therefore draws on coordinated support from the School of Graduate, Continuing, and Online Education and the college. These efforts include recruitment fairs at other campuses, on-campus and online recruitment events that provide opportunities for faculty to answer prospective students' questions, and regular updates to promotional materials.

Moving forward, the program will work with school and college partners to identify targeted recruitment opportunities and review inquiry, application, admission, and enrollment data to better understand where prospective students encounter barriers or choose other options. This review will inform recruitment priorities and evaluation of progress toward the enrollment target.

NOTE: OEG enrollment figures reflect program counts across the academic year. Enrollment figures in the Program Information Profile reflect official fall census counts. For 2025–26, these figures are 19 and 17 students, respectively.

OEG 2: The program developed a recent-graduate alumni survey in 2022–23 to assess employment status six months to one year after graduation. Implementation was hindered because contact information collected through SPFA 694 frequently consisted of Winthrop email addresses rather than addresses graduates continued to use. As a result, sufficient alumni employment data are not available to evaluate this goal.

To address this gap, the program will revise its exit information collection to request a preferred non-Winthrop email address, current employment status, and anticipated employment changes following degree completion (to be implemented with December 2026 graduates). Information collected at exit will establish a baseline for subsequent alumni follow-up.

Program faculty will coordinate with department leadership to establish responsibility for maintaining contact records and administering the follow-up survey, including departmental staff

assistance as available. The program will document survey administration dates, response rates, and employment results and use the findings to guide career preparation and professional engagement efforts.

OEG 3: During the 2025-2026 reporting period four additional organizations were added as partners. These were:

- Savannah Bananas - guest speakers and videos with additional opportunities for students to get field experience.
- Carolina Panthers - opportunities for students to get game day operations experience.
- Charlotte Knights - opportunities for students to get experience in guest services.
- Springs Golf - students have gained field experience at two of their four courses with potential for greater relationships in the future.

Expanding this network supports opportunities for students to connect coursework with professional practice. The next area of focus is to establish relationships that support coursework in sport marketing. The program will maintain a record of organizational relationships, distinguish new contacts from continuing partnerships, and document the student opportunities arising from each relationship. Annual review will consider both progress toward the numerical target and the contributions of these relationships to student professional preparation.



PROGRAM INFORMATION PROFILE

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

Name of Institution

Institution: Winthrop University

Program Accreditor: Commission on Sport Management Accreditation (COSMA)

Institutional Accreditor: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Date of Next Comprehensive Program Accreditation Review: Submission of self-study December 2027/January 2028 and site visit spring 2028

Date of Next Comprehensive Institutional Accreditation Review: Fifth-Year Impact Report Due in 2028

To learn more about the accredited status of the program, click here:

<https://www.winthrop.edu/ceshs/sportfitnessadmin/> and
<https://www.winthrop.edu/ceshs/sportmanagement/the-major.aspx>

Program Context and Mission

Program Mission:

Combined Sport Programs

The sport management academic unit prepares students to lead and contribute ethically in sport and fitness organizations through applied learning, critical inquiry, effective communication, and engagement with professional communities. The undergraduate program develops foundational knowledge and professional skills; the graduate program develops advanced administrative judgment, research capability, and leadership through deeper analysis and application.

SPMA — BS in Sport Management Degree Mission

The BS in Sport Management is dedicated to preparing leaders in sport and sport management. All graduates are dedicated to excellence in learning, leadership, stewardship and the effective communication of ideas. The primary goal of the Sport Management degree program is to provide students the knowledge, skills, and professional ethics to become leaders in the discipline of sport management. The program accomplishes this goal by promoting intellectual inquiry, critical thinking, and effective oral and written communication skills.

SPFA — MS in Sport and Fitness Administration Degree Mission

The primary goal of the Master of Science in Sport and Fitness Administration degree program is to provide a path for students to translate their interests into a career focused on the business of sport or fitness. The program combines core courses that emphasize business administration skills with a sport or fitness focus to provide students the skills necessary for running a business in either field. Candidates will acquire knowledge and abilities related to the effective

administration and ethical leadership of private and public sport and fitness facilities and programs.

Program Goals:

1. Recruit and retain diverse high quality students.
2. Strengthen marketing and professional engagement.
3. Support inclusive and collaborative learning environments.
4. Maintain relevant innovative curricula and sustainable capacity.

Brief Description of Student Population:

SPMA — BS in Sport Management: The program serves undergraduate students seeking foundational preparation for careers in sport management and related organizations. Students develop knowledge and professional skills through sport management and business coursework, applied learning, and engagement with professional communities.

SPFA — MS in Sport and Fitness Administration: The program serves graduate students seeking advanced preparation for administrative and leadership roles in sport and fitness organizations. Students deepen their administrative judgment, research capabilities, and professional skills through advanced coursework and application to professional practice.

Admissions Requirements:

SPMA — BS in Sport Management

Students must meet Winthrop University's undergraduate admission requirements. Program-specific criteria require a minimum 2.0 GPA upon completion of 45 semester hours to take courses at the 300 level or above in the Department of Physical Education, Sport and Human Performance. Students must maintain a minimum 2.0 GPA to remain in the Sport Management major.

SPFA — MS in Sport and Fitness Administration:

Applicants must meet Winthrop University's general graduate admission requirements and submit an application with the required fee, official transcripts from all institutions attended, a personal statement of no more than 500 words, a résumé or CV of no more than two pages, and two recommendations using Winthrop's recommendation form. The program specifies a minimum undergraduate GPA of 3.0 on a 4.0 scale; applicants with GPAs below 3.0 may be considered based on academic performance in related coursework.

Indicators of Effectiveness – Undergraduate and Graduate Programs

Degrees Conferred: Academic-year totals include fall, spring, and summer completions.

Academic Year	SPMA—BS in Sport Management	SPFA—MS in Sport and Fitness Administration
2023–24	17	10
2024–25	22	8
2025–26	16	8

Program Enrollment: Based on Fall Census date

Fall Term	SPMA—BS in Sport Management	SPFA—MS in Sport and Fitness Administration
Fall 2023	72	25
Fall 2024	81	20
Fall 2025	83	17

Source: Winthrop University official enrollment and degree-completion reports.

Undergraduate First-Year Retention: First-time, full-time freshmen entering Sport Management in Fall 2024 and returning in Fall 2025.

Measure	Result
Entering Sport Management cohort	17
Retained at Winthrop in any major	71%
Retained within Sport Management	65%
University-wide retention in any major	74.1%

Source: Winthrop University retention dashboard.