

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: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
SLO 1 – Students will demonstrate effective leadership skills.					
Site supervisor evaluation survey (SPMA 392: field experience in sport management) (Indirect)	Students will average at least 4 out of 5 or higher on items 1, 4, 5, 6, 7, 8, and 9 of site supervisor evaluation survey for field experience (SPMA 392)	21	Item 1 (Ability to organize and carry out tasks): 4.53 Item 4 (Professional communication): 4.40 Item 5 (Dependability and responsibility): 4.47 Item 6 (Initiative and enthusiasm): 4.47 Item 7 (Ability to work with others): 4.67 Item 8 (Professional appearance and behavior): 4.27 Item 9 (Acceptance of criticism to improve performance): 4.47	100%	2
Site supervisor evaluation survey (SPMA 496: internship in sport management) (Indirect)	Students will average at least 4 out of 5 or higher on items 1, 4, 5, 6, 7, 8, and 9 of site supervisor evaluation survey for field experience (SPMA 496)	23	Item 1 (Ability to organize and carry out tasks): 4.71 Item 4 (Professional communication): 4.76 Item 5 (Dependability and responsibility): 4.82 Item 6 (Initiative and enthusiasm): 4.71 Item 7 (Ability to work with others): 4.88	100%	2

			Item 8 (Professional appearance and behavior): 4.76		
			Item 9 (Acceptance of criticism to improve performance): 4.71		
SLO 2 – Students will think critically to solve problems relative to current changes in sport management.					
Final project (SPMA 245: sport event management) (Direct)	Students will average at least 2.8 out of 4 or higher on item 5 of critical rubric for final project (SPMA 245)	25	3.17	100%	2
Final project (SPMA 325: global perspectives in sport) (Direct)	Students will average at least 2.8 out of 4 or higher on item 5 of critical rubric for final project (SPMA 325)	31	3.27	100%	2
SLO 3 – Students will demonstrate effective oral communication with professionalism and clarity.					
Final project presentation (SPMA 101: introduction to sport management) (Direct)	Students will average at least 2.1 out of 3 or higher on all items of oral communication rubric for presentation assignment (SPMA 101)	20	Organization: 2.20 Depth of content: 2.10 Style/Elocution/Delivery: 2.10 Grammar/Word Choice: 2.10 Verbal interaction/Delivery: 2.30 Use of communication aids: 2.50 Personal appearance/professionalism: 2.10	100%	2
Research article presentation (SPMA 490:	Students will average at least 2.1 out of 3 or higher on all	20	Organization: 2.30 Depth of content: 2.30	100%	2

sales and promotion in sport) (Direct)	items of oral communication rubric for presentation assignment (SPMA 490)		Style/Elocution/Delivery: 2.10 Grammar/Word Choice: 2.60 Verbal interaction/Delivery: 2.30 Use of communication aids: 2.50 Personal appearance/professionalism: 2.10		
SLO 4 - Students will demonstrate effective written communication with professionalism and clarity.					
Article review assignment (SPMA 101: introduction to sport management) (Direct)	Students will average at least 2.8 out of 4 or higher on all items of written communication rubric for article review assignment (SPMA 101)	20	Context of and purpose of writing: 2.80 Content development: 2.80 Genre and disciplinary conventions: 2.30 Sources and evidence: 2.20 Control of syntax and mechanics: 2.10	40%	1
Research paper (SPMA 390: research and data analysis in sport management) (Direct)	Students will average at least 2.8 out of 4 or higher on all items of written communication rubric for research paper (SPMA 390)	20	Context of and purpose of writing: 3.40 Content development: 3.30 Genre and disciplinary conventions: 3.40 Sources and evidence: 3.40 Control of syntax and mechanics: 3.10	100%	2
SLO 5 - Students will effectively apply sport management content knowledge with creativity.					
Site supervisor evaluation survey (SPMA 392: field experience in sport)	Students will average at least 4 out of 5 or higher on items 10 of site supervisor evaluation survey for field	21	Item 10 (Application of content knowledge): 4.50	100%	2

management) (Indirect)	experience (SPMA 392)				
Site supervisor evaluation survey (SPMA 496: internship in sport management) (Indirect)	Students will average at least 4 out of 5 or higher on items 10 of site supervisor evaluation survey for field experience (SPMA 496)	23	Item 10 (Application of content knowledge): 4.59	100%	2

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.

SLO 1:

All seven categories for assessment methods #1 and #2 were at satisfactory level. Throughout the previous COSMA Annual Reports, professional communication has been in the radar. As you can see in student learning outcome #3 and #4, professional communication (both oral and written) were being emphasized in various courses before students graduate. This new emphasis started two years ago, and it is reflecting on the student learning outcome #1 results.

Action plan from previous Annual Report will be revisited and implemented in AY 2021-22. Some of the action plans to emphasize professional communication and initiative and enthusiasm will include guest speakers presenting importance of professional communication in various courses (e.g., SPMA 101, SPMA 245, SPMA 490, etc.). Guest speakers will also drive enthusiasm of the students. There are already multiple presentation assignments throughout the curriculum. Lastly, professional communication with their instructor will be enforced in majority of sport management courses after further discussion with sport management faculty during summer.

SLO 2:

Both assessment results indicated that our students met satisfactory level in student learning outcome #2. As indicated in COSMA Annual Report 2018-19, it is important to compare assessment results #1 from prior year with assessment result #2 from this year. The result shows that critical thinking points maintained satisfactory level for SPMA 325 students compare to SPMA 245 students from prior year. More emphasis on critical thinking with evidence and ability to solve problems have been added to various courses, aside from SPMA 245 or SPMA 325. For example, assignments in sport analytics, sport marketing, research and data analysis in sport management, and many other courses require sport management students to critically solve problems based on evidence and data. It is optimistic that the assessment results showed positive scores, but longitudinal analysis need to be conducted.

No further action will be taken for next year. However, critical thinking based on evidence, data, and from valid resource will continue to be emphasized in every sport management courses. Further discussion will take place with sport management faculty during summer 2021.

SLO 3:

All seven categories for assessment methods #1 and #2 were at satisfactory level. Throughout the previous COSMA Annual Reports, professional communication both oral and written have been in the radar. Professional communication (both oral and written) were being emphasized in various courses before students graduate. This new emphasis started two years ago, and it is reflecting on the student learning outcome #3 results. However, with presentation being conducted virtually, it is different from in-person. Therefore, we need to analyze the data from 2021-22 to obtain better result.

Clearly, emphasis on oral communication skills need to be addressed at earlier stage of the program. Additional guideline, sample presentation, and other technics of oral presentation will be added to the SPMA 101 and other 200 level courses such as SPMA 200 and SPMA 245. Further discussion will take place with sport management faculty during summer.

SLO 4:

All five categories for assessment methods #2 were at satisfactory level. In addition, all five categories for assessment #1 had increase of scores compare to prior year. Throughout the previous COSMA Annual Reports, professional communication both oral and written have been in the radar. professional communication (both oral and written) were being emphasized in various courses before students graduate. This new emphasis started two years ago, and it is reflecting on the student learning outcome #4 results. However, we need to analyze the data from 2021-22 to obtain better result with unique environment in AY 2020-21.

Clearly, emphasis on written communication skills need to be addressed at earlier stage of the program. Additional guideline with additional technics of writing in sport management field will be added to the SPMA 101 and other 200 level courses such as SPMA 200 and SPMA 245. Further discussion will take place with sport management faculty during summer.

SLO 5:

Result of assessment methods #1 and #2 were at satisfactory level. It is optimistic that the assessment results continue to be positive. However, longitudinal analysis needs to be conducted. In addition, based on COSMA site-visit review, SLO #1 and #5 will be revisited to include some direct measure.

SLO #1 and SLO #5 will be revisited to include some direct assessment methods. This will be based on COSMA site-visit review.

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 - Increase the preparedness of first- and second-year sport management students.			
GPA distribution of rising Juniors in sport management programs	Increase in GPA when the students are graduating	3.16	2
GPA distribution of rising Seniors in sport management programs	Increase in GPA when the students are graduating	3.01	2
OEG 2 - Maintain existing relationship with sport organizations in the area and regularly evaluate continuation.			
Number of existing relationships with sport organizations in the area in 2019-20 academic year that resulted in internship, field experience, volunteer opportunities along with course partnerships and guest speakers.	Maintain and continue existing relationship with sport organizations in the area.	Internships with 14 existing sport organizations Field experiences with 11 existing sport organizations Volunteer opportunities with 0 existing sport organization Course partnership with 0 existing sport organization Guest speaker from 0 existing sport organization	2
OEG 3 – Establish new relationship with sport organizations in the area that allow for a variety of experiential learning experiences for students.			

<p>Number of new relationships with sport organizations in the area in 2019-20 academic year that resulted in internship, field experience, volunteer opportunities along with course partnerships and guest speakers.</p>	<p>Continue and develop new relationship with sport organizations in the area.</p>	<p>Internships with 1 new sport organization</p> <p>Field experiences with 1 new sport organization</p> <p>Volunteer opportunities with 0 new sport organization</p> <p>Course partnership with 0 new sport organization</p> <p>Guest speaker from 2 new sport organizations</p>	<p>2</p>
<p>Sport Management advisory board survey</p>	<p>Continue and develop new relationship with sport organizations in the area.</p>	<p>From the question “Do you have any interest in partnership with Winthrop University sport management program and your organization or can you suggest other organization that would work well with our program?” that was included in the advisory board survey, the following</p>	<p>4</p>

		<p>organizations were indicated.</p> <p>Best (Carolina Panthers Game Day Operations)</p> <p>Charlotte Sports Foundation</p> <p>KHG Sport Management</p> <p>Tepper Sports and Entertainment</p>	
<p>OEG 4 - Implement targeted advising and mentoring strategies that allow for support of struggling students while maintaining quality of graduates.</p>			
<p>Advising Survey distributed to Sophomores in SPMA 245</p>	<p>Establish satisfactory level of advising after second year in the program and maintain throughout the program.</p>	<p>From the question “How would you rate the quality of advising in sport management program so far?” that was asked at the end of SPMA 245 (Sport Event Management) course offered in spring semester, following result was drawn.</p> <p>M=4.40</p>	<p>2</p>
<p>Exit Survey</p>	<p>Establish satisfactory level of advising after second year in the program and maintain throughout the program.</p>	<p>From the question “How would you rate the quality of academic advising?” that was asked in the exit survey, following result was drawn.</p> <p>M=4.78</p>	<p>2</p>

OEG 5 - Evaluate quality of sport management program in relationship to national accreditation standards.			
COSMA annual report submission and feedback from Board of Commissioner (BOC).	Continue to meet the standard of COSMA accreditation requirement and receive positive feedback from the commissioner who reviews our annual report.	All comments from COSMA board of commissioners were positive. No further action was recommended.	2
Exit survey	Receive positive feedback from our graduates to maintain a strong and competitive program.	<p>The level of rigor of the program: 4.39</p> <p>The quality of academic advising: 4.78</p> <p>The quality of instruction: 4.72</p> <p>The knowledge of the faculty: 4.89</p> <p>Preparation for a career: 4.33</p> <p>The variety of instructors: 4.39</p> <p>Assistance with internships: 4.22</p> <p>Number of sport management guest speakers: 3.83</p>	2
<p>Note: You are not required to have five OEGs – you may have more or fewer.</p> <p>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.</p> <p>OEG 1:</p> <p>Data showed that GPA increased from 2.80 (2019-20 rising juniors) to 3.01 (2020-21 rising seniors). Although it is only one year of data set, GPA did increase amongst the</p>			

same group (2019-20 rising juniors and 2020-21 rising seniors). Impact of adding 2.5 CUM GPA pre-req. may have shown in 2020-21. We are anticipating that the students did take GPA seriously and that knowledge/skills learned in 100-, 200-level sport management courses had ripple effect on courses that are 300-level and higher. In addition, effort from the advisor may have contributed to this outcome.

In 2021-22, data will continue to be collected. Freshmen and sophomores in sport management will continue to be advised about this change. Advisor will continue to communicate and meet with the at-risk students throughout the semester. Especially, program director will meet with these students monthly to support and to assist them.

OEG 2:

Due to Covid-19, number of guest speakers, course partnerships, and volunteer opportunities did not meet our expectation. However, we were able to maintain internship and field experience opportunities for our students in various sport industry sectors.

We will make attempts to maintain good relationship with sport organizations in the area similar to 2019-20. Especially, maintaining good relationship with new organizations created will be the focus. With sport industry operating in new normal, sport management faculty will be communicating more often with sport organizations to better understand the situation. These efforts will be made to help the organization and the program overcome multiple barriers which impacts students' learning.

OEG 3:

Due to Covid-19, inviting new guest speakers, creating course partnerships, and volunteer opportunities did not meet our expectation. However, we are anticipating that new relationship will be created in 2020-21. Especially, advisory board members agreed to support the program in creating some new relationships for the students. We have also expanded our advisory board to seek more opportunities.

We will continue to seek opportunities to create and develop new relationship with sport organizations that can enhance learning opportunities for our students through conversations with students, our advisory board members, and sport management faculty. We are also seeking opportunities to expand our advisory board members to the industry sectors that can better support our students for their career development.

OEG 4:

From both assessment results, perception and experience about our program's quality of advising is maintained at high level. We believe that this is the result of individual advising that takes place every semester. Although each sport management faculty members have approximately 35 to 45 advisees, they all take time to meet with their advisees individually throughout the semester to discuss not only course schedule but to discuss internship, field experience, career development, research, etc. Program director is assigned to advise not only primary advisees but also secondary advisees for all students. Students have option about contacting and meeting with program director if primary advisor is not available. Students also have access to internship coordinator for

field experience and internship. Therefore, there are multiple layers of advising that sport management students have access to.

However, we did see drop in assessment result #1. Due to Covid-19, advisors mainly communicated virtually which was a challenge for both students and advisors. This will change in 2021-22 as we anticipate to be on campus.

We will continue to advise our students as indicated above and continue to monitor the quality of advising. If the outcome indicates that quality of advising maintains the same result in 2021-22, this program goal will be re-visited.

OEG 5:

According to the COSMA board of commissioner, no further action was needed. However, sport management program completed re-affirmation of accreditation site-visit from COSMA in March 2020. The site visit was a success and received many positive feedbacks. However, there were some items that needed revisions. Those revisions and feedback will be addressed before the due date of 8/27. In addition, all categories in exit survey were at satisfactory level and increased from 2019-20 results. However, all categories are steady throughout the last four years.

COSMA annual report will be submitted in July 2021 along with revisions from site visit by August 2021. Sport management faculty will have a meeting before 2021-22 academic year to discuss and monitor the result of program outcome #5.

SECTION 3: PROGRAM DIVERSITY PERFORMANCE DATA

(completed by all programs)

COMPLETE THIS FORM OR PROVIDE THE SAME INFORMATION IN A FORMAT
ALREADY IN USE

Dashboard Data			
Total Sport Management Undergraduate Enrollment (majors, minors, tracks, concentrations)	94		
Total Sport Management Master's Enrollment (majors, minors, tracks, concentrations)	25		
Total Sport Management Doctoral Enrollment (majors, minors, tracks, concentrations)	0		
Percentages of female and male majors (separate out undergraduate, master's and doctoral)	Number	Percentage	
	# Female	28	29.8%
	# Male	66	70.2%
Student Demographics: Number of Students by race/ethnicity (separate out undergraduate, master's and doctoral)	Number	Percentage	
	# African American/Black	29	30.9%
	# American Indian/Alaskan Native	0	0%
	# Asian	2	2.1%
	# Caucasian/White	51	54.2%
	# Hispanic/Latinx	3	3.2%
	# Native Hawaiian/Pacific Islander	0	0%
	# Two or more races	5	5.3%
# Unknown	4	4.3%	
Student: Faculty Advising Ratio	Number		
	#Students	94	
	#Faculty	3	
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	Number	Percentage	
	Full-time faculty		
	#Tenured faculty	4	
	#Tenured track faculty	2	50%
Total Number of Part Time/Adjunct Sport Management Faculty	Number	Percentage	
	Adjunct		
	#PT faculty	1	20%
Ratio of Male and Female Faculty	Number		
	#Female Faculty	3	
	#Male Faculty	2	
Faculty Demographics: Number of Faculty by race/ethnicity	Number	Percentage	
	# African American/Black	1	20%
	# American Indian/Alaskan Native	0	0%
	# Asian	1	20%
	# Caucasian/White	3	60%
	# Hispanic/Latinx	0	0%
	# Native Hawaiian/Pacific Islander	0	0%
	# Two or more races	0	0%
# Unknown	0	0%	

PROGRAM INFORMATION PROFILE

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

Name of Institution: Winthrop University

Program/Specialized Accreditor(s): COSMA

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

Date of Next Comprehensive Program Accreditation Review: Reaffirmation Self-Study in 2019-2020 and site visit completed in Spring 2021

Date of Next Comprehensive Institutional Accreditation Review: 5-year review in Spring 2018- and 10-year reaffirmation Self Study due in 2019-2020 with site visit in Spring 2022

URL where accreditation status is stated: <https://www.winthrop.edu/coe/sportmanagement/the-major.aspx>

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

1. Graduation Year: 2020-21 # of Graduates: 25 Graduation Rate: 100%
2. Average Time to Degree: 4-Year Degree: No data collected 5-year Degree No data collected
3. Annual Transfer Activity (into Program): Year: 2020-21
of Transfers: 21 Transfer Rate: N/A
4. Graduates Entering Graduate School: Year: 2020-21
of Graduates: 25 # Entering Graduate School: 2
5. Job Placement (if appropriate): Year: 2020-21
of Graduates: 25 # Employed: No data available

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