

COSMA Annual Report 2018-19

U.S. and non-U.S.-based Programs

This annual report should be completed for your academic unit/sport management program and submitted electronically to COSMA by July 31 of each year. Failure to submit this completed document will result in Administrative Probation.

General Information

| | | | | | |
|-----------------------|-----------------------------|---|-----------------------|------------------|------------|
| Institution's Name: | | Metropolitan State University of Denver | | | |
| Program(s)/Degree(s): | | Sport Management - BA | | | |
| Address: | | Campus Box 25 - PO box 17362 | | | |
| City: | Denver | State: | CO | ZIP/Postal Code: | 80217-3362 |
| Primary Contact Name: | | Colleen Colles | | | |
| Title: | Professor and Program Chair | Date Submitted: | June 25, 2019 | | |
| Telephone: | 303-615-1329 | Email: | ccolles@msudenver.edu | | |

Accreditation Information

A. Accreditation status of your academic unit/sport management program:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Accredited |
| <input type="checkbox"/> | Reaffirmation of Accreditation (check if within 2 years/letter received)* |
| <input type="checkbox"/> | Candidate for Accreditation |
| <input type="checkbox"/> | Program Member |

*What is your timeline for Reaffirmation of Accreditation? Include estimated month/year for self-study submission and month/year of site visit.

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B. If you have received an accreditation letter from the COSMA Board of Commissioners with “Notes” that identified areas needing corrective action, list the item for each Note in the matrix below directly from your accreditation letter. Indicate whether corrective action has already been taken or that you have made plans to do so. Attach all relevant documentation of the actions taken. You have two years to resolve Notes.

| | | |
|----------------------|--|--|
| | | |
| List your Notes here | | |
| Note 2 | | |
| Note 3, etc. | | |
| | | |

(Use additional space as needed.)

Outcomes Assessment

C. Has your outcomes assessment plan been submitted to COSMA?

| | | |
|---|--|--------------|
| x | Yes | |
| | No. When will the plan be submitted to COSMA? | Date: |

D. Is the original or revised outcomes assessment plan you submitted to COSMA still current or have you made changes?

| | | |
|---|---|--|
| x | The outcomes assessment plan we submitted is still current. | |
| | Changes have been made and the revised plan is attached. | |
| | We have made changes and the revised plan will be sent to the COSMA by: | |

E. Complete the program-level student learning outcomes matrix and program-level operational effectiveness goals matrix and include it with this annual report to COSMA.

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of student learning at the program level. Including more and varied measures is encouraged. On the bottom of the matrix, space is provided where you need to “close the loop” and show changes and improvements you made and plan to make as a result of your assessment activity.

Programmatic Information

F. Identify any significant changes that have taken place in your sport management degree programs during the reporting period. Indicate the impact of any of these changes, if applicable, in a written statement of explanation.

1. Did you terminate any degree programs during the reporting year?

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|---|---|
| x | No |
| | Yes. If yes, please identify terminated programs. |
| | |

2. Were changes made in any of your sport management majors, concentrations, or emphases? This includes changes in sport courses/curricular changes.

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|---|--|
| | No |
| x | Yes. A minor is no longer required. We have a 60-credit major and transfer students were finding it very difficult to complete a minor and graduate in a timely manner |

3. Were any new degree programs in sport management established during the academic year?

| | |
|---|--|
| x | No (skip to item G below) |
| | Yes. If yes, please identify the new degree programs on a separate sheet; answer item F-4 below. |

4. Was approval of your regional accrediting body required for any of these programs?

| | |
|--|----|
| | No |
|--|----|

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| | Yes. If yes, please attach an electronic copy of the material you sent to your regional accrediting body and identify the accrediting body you must obtain approval from. |
|--|---|

Administrative Changes

G. Identify any administrative and other changes that directly affect your academic unit/sport management program. If the incumbent in any of these administrative positions has changed, include the new incumbent's name, his or her title, telephone number, and email address. Include an updated organizational chart to show the relationship between the administrator(s) and your academic unit/sport management program.

Such changes would include:

- Your sport management unit's primary representative to COSMA
- Your designated alternate to COSMA
- Your institution's president, academic vice president, Dean, Provost, etc.
- The head of your academic unit/sport management program (if different from the primary representative to the COSMA)

| Position | Name | Title |
|-----------|-------|-------|
| Telephone | Email | |
| N/A | | |
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Other Changes/Issues

H. Briefly comment on other changes or issues pertaining to your academic unit/sport management program you would like to share with COSMA (e.g., new partnerships, innovations, campus locations, change in program delivery, etc). Provide supporting documentation, as needed. Failure to report changes may result in administrative probation. **N/A**

Items to be Completed by Accredited Programs Only

- I. Provide the URL(s) for the page on your academic unit/sport management program’s website that makes available to the public your student learning outcomes, operational outcomes and program information profile. **You are required to update this information annually.** Failure to comply with this request will result in Administrative Probation.

URL(s): <https://msudenver.edu/hps/sportmanagementmajor/>

Dashboard Data – to be updated annually

- J. Please fill out the matrix below. The data will be collected each year and included in a dashboard on the COSMA website. If you do not currently collect this data, you are being asked to start. All data will be kept anonymous.

| Dashboard Data | |
|---|---|
| Total Sport Management Enrollment (majors, minors, tracks) in all programs (UG, master’s) | # of SM students: 240 *includes Sport Media and Sport Management minors |
| Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty | # FT faculty: 3 |
| Total Number of Part Time/Adjunct Sport Management Faculty | # adjunct/PT faculty: 9 |
| Approximate Number of Students Selecting Sport Management Program Due to Accreditation Status | # selecting accredited program: 3 |
| Number of students/parents requesting information about your SM program | # requesting information: approximately 35 |
| Number of students/parents attending information sessions about your SM program | # attending information sessions: approximately 50 |
| Number of inquiries from business/industry about the accreditation status of your SM program | # business/industry inquiries: 0 |

MSU Denver Sport Management Outcomes Assessment Plan & Results 2018-2019

Sport Management Program Mission Statement:

The Sport Management Program supports and enhances the mission of the Department of Human Performance and Sport at Metropolitan State University of Denver by providing students with the academic and practical experiences needed to gain successful employment in the sport industry. Successful graduates are developed through a dynamic, applied, and career-focused education with an emphasis on the unique business skills and professional dispositions required within the sport industry.

Sport Management Program Broad-Based Goals:

The broad-based goals for the MSU Denver Sport Management Program are to:

1. Provide students with a core curriculum that allows students to develop the fundamental skills and knowledge required for successful management within the sport industry.
2. Provide real world, hands-on experiences applying management principles and concepts within the sport industry.
3. Embrace diversity, ethics, and social responsibility through course offerings and applied experiences.
4. Expose students to current technology utilized in the industry and contemporary courses to better prepare them for careers in sport and/or graduate school.
5. Provide students with opportunities to network into and within the sport industry and to demonstrate their understanding of current issues and expected professionalism within the industry.

Program-Level Student Learning Outcomes

Upon completion of the Sport Management program students should:

1. Demonstrate a basic understanding of the fundamental principles and skills related to both the Commission on Sport Management Accreditation (COSMA) professional components and success in the sport industry. (tools direct: a, b, c, indirect: h, i)
2. Accumulate more than 400 hours of applied experiential learning in which knowledge and skills acquired in their SM classes are successfully applied in a sport industry setting. (tools direct: a indirect: h)

3. Develop and apply effective decision-making and problem-solving skills related to issues in the sport industry. (tools: direct b, d indirect: h)
4. Explain the necessity for ethical behavior and benefits of social responsibility within the sport industry. (tools: direct b, indirect h, i)
5. Employ effective oral and written professional communication throughout the curriculum and when sharing information across multiple channels. (tools: direct e, f indirect h)
6. Effectively select and engage technology and software appropriate for use in the sport industry. (tools: direct g, indirect h, i)
7. Exhibit the professional dispositions required for success in the sport industry. (tools: direct f indirect h, j)

Student Learning Outcomes Measures

Direct Measures of Student Learning:

- a. Internship and Career Goals Paper
- b. Seminar Case Studies
- c. Facility and Venue Analysis
- d. Risk Management Project
- e. Seminar Research Paper
- f. Oral Presentations
- g. Technology & Social Media Assignment

Indirect Measures of Student Learning:

- h. Internship Supervisor Evaluations
- i. Senior Exit Surveys
- j. Group Peer Evaluations

Program-Level Intended Outcomes Matrix

| Learning Outcome (measurement tools) | Benchmark | Number of students observed | Number of students meeting expectation | Percentage of students meeting expectations | 1.Does not meet expectation 2.Meets expectations 3.Exceeds expectations 4.Inufficient data |
|---|--|---------------------------------------|---|--|--|
| <p style="text-align: center;">SLO 1</p> <p>1. Demonstrate a basic understanding of the fundamental principles and skills related to both the Commission on Sport Management Accreditation (COSMA) professional components and success in the sport industry.</p> | | | | | |
| <p>Measure 1: (direct: a) Internship & Career Goals Paper</p> | <p>85% of students will achieve a score of 80% or better</p> | <p style="text-align: center;">30</p> | <p style="text-align: center;">29</p> | <p style="text-align: center;">97%</p> | <p style="text-align: center;">2. Meets expectation</p> |

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|--|---|----|----|-----|------------------------------|
| Measure 2: (direct: b) Seminar Case Studies | 85% of students will average a score of 80% or better on 4 case studies | 29 | 24 | 83% | 1. Does not meet expectation |
| Measure 3: (direct: c) Facility and Venue Analysis | 85% of students will achieve a score of 80% or better | 72 | 68 | 94% | 2. Meets expectation |
| Measure: 4: (indirect: h) Internship Supervisor Evaluations | 85% of students will be rated as being proficient or exemplary in all applicable areas under parts I and II of the evaluation | 30 | 24 | 80% | 1. Does not meet expectation |

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|--|--|---------------------|---------------------|-----------------------|---|
| <p>Measure 5: (indirect: i) Senior Exit Surveys</p> | <p>85% of students will rate their basic knowledge of all Sport Industry core topics as emerging or strong.</p> <p>AND</p> <p>85% of students will agree or strongly agree with all survey statements.</p> | <p>30</p> <p>30</p> | <p>26</p> <p>28</p> | <p>87%</p> <p>93%</p> | <p>2. Meets expectation</p> <p>2. Meets expectation</p> |
| <p>SLO 2</p> <p>Accumulate more than 400 hours of applied experiential learning in which knowledge and skills acquired in their SM classes are successfully applied in a sport industry setting.</p> | | | | | |

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|--|--|----|----|-----|----------------------|
| Measure 1: (direct: a) Internship & Career Goals Paper | 85% of students will achieve a score of 80% or better | 30 | 29 | 97% | 2. Meets expectation |
| Measure 2: (indirect: h) Internship Supervisor Evaluations | 85% of students will receive a "yes" response to both statements in part IV of the evaluation. | 30 | 29 | 97% | 2. Meets expectation |
| SLO 3 Develop and apply effective decision-making and problem-solving skills related to issues in the sport industry. | | | | | |

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|---|--|----|----|------|------------------------------|
| Measure 1: (direct: b) Seminar Case Studies | 85% of students will average a score of 80% or better on 4 case studies | 29 | 24 | 83% | 1. Does not meet expectation |
| Measure 2: (direct: d) Risk Management Project | 85% of students will achieve a score of 80% or better | 20 | 20 | 100% | 2. Meets expectation |
| Measure 3: (indirect: h) Internship Supervisor Evaluations | 85% of students will be rated by their supervisor as proficient or exemplary regarding their ability to “apply effective decision making and problem-solving skills related to issues in the sport industry” | 30 | 28 | 93% | 2. Meets expectation |

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|---|--|-----------|-----------|-------------|-------------------------------------|
| <p>SLO 4</p> <p>Explain the necessity for ethical behavior and benefits of social responsibility within the sport industry.</p> | | | | | |
| <p>Measure 1: (direct: b)</p> <p>Seminar Case Studies</p> | <p>85% of students will be rated as proficient or exemplary regarding their ability to “Provided insightful and thorough analysis of all the problems/questions, with specific attention paid to any potential ethical issues”</p> | <p>29</p> | <p>24</p> | <p>83%</p> | <p>1.Does not meet expectations</p> |
| <p>Measure 2: (indirect: h)</p> <p>Internship Supervisor Evaluations</p> | <p>85% of students will be rated by their supervisor as proficient or exemplary regarding their ability to “understand and explain the necessity for ethical behavior when conducting business”</p> | <p>30</p> | <p>30</p> | <p>100%</p> | <p>2. Meets expectations</p> |

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| <p>Measure 3: (indirect: i) Senior Exit Surveys</p> | <p>85% of all graduating seniors will rate their basic knowledge of sport in society/social issues as “strong.”</p> <p>and</p> <p>85% of students will “agree or strongly agree” with the statements regarding ethics and social justice.</p> | <p>30</p> <p>30</p> | <p>28</p> <p>29</p> | <p>93%</p> <p>97%</p> | <p>2. Meets expectations</p> |
| <p>SLO 5 Employ effective oral and written professional communication throughout the curriculum and when sharing information across multiple channels.</p> | <p>Not collected this year, will be collected again in 2019-20</p> | | | | |
| <p>SLO 6 Effectively select and engage technology and software appropriate for use in the sport industry.</p> | <p>Not collected this year, will be collected again in 2019-20</p> | | | | |
| <p>SLO 7</p> | | | | | |

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| Exhibit the professional dispositions required for success in the sport industry. | | | | | |
| Measure 1: (direct: f) Oral Presentation Rubric (collected in 3 courses: 1 upper-level, 1 mid-level, 1 lower-level) | 85% of students will be rated by their instructor as proficient or exemplary regarding “language used”, “personal appearance”, and “responsiveness to audience” | 48 | 44 | 92% | 2. Meets expectation |
| Measure 2: (indirect: h) Internship Supervisor Evaluations | 85% of all students’ supervisors will agree or strongly agree with the statements involving Part III: professional qualities | 30 | 30 | 100% | 2. Meets expectation |
| Measure 3: (indirect: j) Group peer evaluations (collected from 1 required course) *will add two additional courses next year | 85% of students will be rated by their peers as “satisfactory” or better on all traits. | 32 | 29 | 91% | 2. Meets expectation |
| Notes: *The data collection will be cyclical with certain SLOs focused on in each cycle. Data will be collected annually on SLOs 1, 2 & 3. Data for SLOs 4 & 7 in the odd years and data for SLOs 5 & 6 in the even years. | For AY 2018-2019, we collected data for SLOs 1,2,3,4, and 7 For AY 2019-2020, we will collect data for SLOs 1,2,3, 5, and 6. | | | | |

5. Operational Effectiveness Goals

The primary goal of the Sport Management program is to remain committed to the University's mission and the mission of the Sport Management Program. Our specific, measurable goals are as follows:

1. Demonstrate excellence in teaching
2. Maintain meaningful professional development for Sport Management faculty
3. Enhance and increase community engagement
4. Provide students with opportunities for industry experience and professional growth through applied learning
5. Provide a curriculum that is in line with industry expectations and adjust the curriculum as needed.
6. Effectively manage enrollment and retention.
7. Achieve appropriate employment and continuing education placements

6. Operational Effectiveness Measures

1. Demonstrate excellence in teaching

Measure 1: Student Ratings of Instruction (SRI) scores. Goal is average of 4.5 or above (direct).

Measure 2: Student comments on open-ended faculty evaluations and feedback from senior level students on the program SWOT analysis. Goal is 80% of students list teaching as a program strength (indirect).

2. Maintain meaningful professional development for Sport Management faculty.

Measure 1: Professional development activities including faculty research, publications, presentations, and attendance at professional conferences. Goal is a minimum of three professional development activities per faculty member/ academic year (direct).

Measure 2: Faculty reviews. Goal is positive review letters (retention: Meets Standards) from Department Chair and/or Retention, Tenure, and Promotion Committee during review years (indirect).

3. Enhance and increase community engagement

Measure 1: Number of engagement projects / partnerships. Goal is at least three projects / partnerships per academic year (direct).

Measure 2: Feedback from community partners. Goal is 90% of community partners indicate that the outcomes of the event/partnership were met (indirect).

4. Provide students with opportunities for industry experience and professional growth through applied learning

Measure 1: Number of field experience and internship placement sites. Goal is to maintain at least 30 quality placement sites (direct).

Measure 2: Internship supervisor feedback regarding student performance. Goal is 85% of students receive positive scores (student met expectations) regarding overall performance (indirect).

Measure 3: Feedback on Senior Exit Surveys. Goal is 85% of students agree or strongly agree with statement regarding opportunities for industry experience (indirect).

5. Provide a curriculum that is in line with industry expectations and adjust the curriculum as needed.

Measure 1: Feedback from SM Advisory board on skills needed to succeed in the current industry. Goal is that 90% of Board members agree that skills being taught to students are appropriate (direct).

Measure 2: Documented changes in core courses /electives. Goal is a minimum of one course modification or one new elective every academic year (direct).

Measure 3: SM Curriculum review. Goal is to complete a thorough review every two years (indirect).

6. Effectively manage enrollment and retention.

Measure 1: Documented changes in SM program based on feedback from SWOT analysis provided by senior level SM students. Goal is a minimum of one modification to a program "weakness" (as identified by senior students) every academic year (direct).

Measure 2: Number of declared SM majors retained. Goal is to retain 70% of declared SM majors who have successfully completed HPS 2050 and HPS 2070 (direct).

Measure 3: Number of incoming SM students. Goal is to maintain current average enrollment numbers (direct)

7. Achieve appropriate employment and continuing education placements.

Measure 1: % of graduates working in the sport industry within 1 year of graduation. Goal is to be set after current numbers can be determined (direct).

Measure 2: % of graduates enrolled in graduate school within 1 year of graduation. Goal is to be set after current numbers can be determined (direct).

Program-Level Operational Effectiveness Outcomes Matrix

| Operational Effectiveness Goal | Benchmark | Data Summary | Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data |
|---|---|---|---|
| OEG 1: Demonstrate excellence in teaching | | | |
| Measure 1: Student Ratings of Instruction scores (direct) | Goal is average of 4.5 or above. | All full-time faculty averaged 5.0 or above | 2. Meets expectation |
| Measure 2: Student comments on open-ended faculty evaluations and feedback from senior students on program SWOT analysis (indirect) | Goal is 80% of students list teaching as a program strength | Open-ended comments on faculty evaluations were generally very positive. Also, a large majority of seniors listed teaching quality of the SM program as a major strength, primarily the fulltime faculty. Also, over 80% of senior respondents cited being the only COSMA accredited program in the state as a strength. The senior SWOT analyses are reviewed by | 2. Meets expectation |

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| | | all SM faculty and all perceived weaknesses and threats are discussed. | |
| OEG 2: Maintain meaningful professional development for Sport Industry 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 full-time SM faculty members met this goal. | 2. Meets Expectation |
| Measure 2: Faculty Reviews (indirect) | Goal is positive review letters (retention: Meets Standards) from Department Chair and/or Retention, Tenure, and Promotion Committee during review years. | All full-time SM faculty members met this goal | 2. Meets Expectations |

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|---|--|--|------------------------------|
| <p>OEG 3: Enhance and increase community engagement</p> | | | |
| <p>Measure 1: Number of engagement projects / partnerships (direct).</p> | <p>Goal is at least three projects/partnerships per academic year</p> | <p>SM program students and faculty completed four community engagement projects in 2018-19</p> | <p>2. Meets expectation</p> |
| <p>Measure 2: Feedback from community partners (indirect).</p> | <p>Goal is 90% of community partners indicate that the outcomes of the event/partnership were met.</p> | <p>Feedback from all community partners was positive and outcomes were met.</p> | <p>2. Meets expectations</p> |
| <p>OEG 4: Provide students with opportunities for industry experience and professional growth through applied learning</p> | | | |

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| Measure 1: Number of field experience and internship placement sites (direct). | Goal is to maintain at least 30 quality placement sites | The SM has maintained more than 30 quality placements for the past 5 years | 2. Meets expectation |
| Measure 2: Internship supervisor feedback regarding student performance (indirect) | Goal is 85% of students will receive a “yes” response to both statements in part IV of the evaluation. | 97% of students met this goal | 2. Meets expectation |
| Measure 3: Feedback on senior exit surveys (indirect) | Goal is 85% of students agree or strongly agree with statement regarding opportunities for industry experience | 98% of students agreed or strongly agreed | 2. Meets expectation |

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| OEG #5: Provide a curriculum that is in line with industry expectations and adjust the curriculum as needed | | | |
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| Measure 1: Feedback from SM Advisory Board on skills needed to succeed in the current industry. (direct) | Goal is 90% of Board members agree that skills being taught to students are appropriate | At the most recent SM Advisory Board, all Board members in attendance (7 out of possible 11) agreed that the assignments and projects included in the curriculum are teaching appropriate skills. Communication skills and professionalism were areas that the Board suggested that we continue to emphasize across the curriculum. | 2. Meets expectation |
| Measure 2: Documented changes in core courses / electives (direct) | Goal is a minimum of one course modification or one new elective every two academic years | Sport Enterprise offered online Study abroad course to Scotland was offered a second time with new site visits Sport event class collaborated with MSU Denver women's soccer team and Alumni Association | 2. Meets expectation |
| Measure 3: SM curriculum review (indirect) | Goal is to complete a thorough curriculum review every two years. | We began updating our curriculum map in spring 2018 and will continue to through spring 2020. We want to avoid duplication, yet continue to cover all COSMA content areas. | 2. Meets expectation |
| OEG 6: Effectively manage enrollment and retention | | | |

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| <p>Measure 1: Documented changes in SM program based on feedback from SWOT analysis provided by senior level SM students (direct)</p> | <p>Goal is a minimum of one modification to a program “weakness” (as identified by senior students) every year</p> | <p>Although not technically a ”program” component, one weakness pointed out by senior students was a lack of knowledge regarding <i>how</i> to network. We provide many opportunities for our students to network with industry professionals, and this year they noted that they did not understand how to approach someone in a professional setting. As a result, we organized and implemented a ”networking 101” event headed by an Advisory Board member and director of Alumni Relations, who is also an affiliate faculty member in our program. It was a very successful event with over 40 attendees. Also, graduating students were able to practice their networking skills at the departmental graduation celebration.</p> <p>There were a few comments regarding the unusual year of faculty turnover (one part-time at fall midsemester and one full-time at the semester break. A full-time Assistant Professor was hired to replace a vacant faculty position, with long-term expectations.</p> | <p>2. Meets expectation</p> |
|---|--|---|-----------------------------|

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|--|--|---|------------------------------|
| <p>Measure 2: Number of declared SM majors retained (direct)</p> | <p>Goal is to retain 70% of declared SM majors who have successfully completed HPS 2050 and HPS 2070</p> | <p>From Spring 2018-Spring 2019, the Sport Management Program retained 80% of students. We continue to work with team DELTA to obtain accurate numbers. A new Student Success Collaborative System is now in place.</p> <p>Total # of Declared SM Students as of May 15, 2019: 205 184 were registered for classes in Spring 2019</p> | <p>2. Meets expectations</p> |
|--|--|---|------------------------------|

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| | | | |
| Measure 3: Number of incoming declared SM students. | Goal is to maintain current average incoming enrollment numbers | <p>We continue to work with team DELTA to obtain accurate numbers. A new Student Success Collaborative System has made monitoring incoming students much easier.</p> <p>Number of Summer 2018 accepted SM students: 6</p> <p>Number of Fall 2018 accepted SM students: 115</p> | 4. Insufficient data |
| OEG 7: Achieve appropriate employment and continuing education placements (new). | | | |
| Measure 1: % of graduates working in the sport industry within 1 year of graduation. | Goal is to be set after current numbers can be determined. | <p>We continue to work with team DELTA to obtain accurate numbers. A new Student Success Collaborative System has made monitoring incoming students much easier. In the meantime, a social media (LinkedIn) system has been created to track graduates.</p> | 4. Insufficient data |

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| <p>Measure 2: % of graduates enrolled in graduate school within 1 year of graduation.</p> | <p>Goal will be set at 10-15% for upcoming year. We will revisit after two years to see if this is realistic.</p> | <p>(12.5%) of graduating students are enrolled in graduate school beginning fall, 2019. This is in line with last years' numbers.</p> <p>Also, all SM faculty have had an increase in requests for graduate school recommendation letters.</p> | |
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Summary of Student Learning Outcomes Assessment & Action Plans

SLO #1: Demonstrate a basic understanding of the fundamental principles and skills related to both the Commission on Sport Management Accreditation (COSMA) professional components and success in the sport industry.

There are five measures for SLO #1, three direct and two indirect measures. Outcomes for two direct (Internship & Career Goals paper; Facility & Venue Analysis) and one indirect (Senior Exit Surveys) measures were met. Outcomes for one direct measure (Seminar case studies) and one indirect measure (Internship Supervisor Evaluations) were not met.

Given that three of the five measures demonstrated acceptable levels of student learning, we can conclude that the expectations for SLO #1 have been met. We believe that the outcome for the Seminar Case Studies was not met for several reasons. For instance; the fall semester met the expectations, but the spring semester missed the mark by one student, which caused the annual aggregate to fall below expectation. One likely reason for this is that the course was taught for the first time in the spring by a new professor. The indirect measure, "85% of students will be rated as being proficient or exemplary in **all** applicable areas under parts I and II of the evaluation" is a very high goal. In conversations with multiple internship supervisors, they emphasized that the internship is a time for *developing* skills and students should not be expected to be "proficient" or "exemplary" in **ALL** areas.

Action Plan: To increase the percentage of students meeting the Seminar Case study outcome, we plan to continue with the same professor for consecutive semester, so that they can figure out their best way of instructing the course. To address the indirect measure from internship supervisors, we will consider changing the outcome goal to allow for some ratings of "developing." We will continue to monitor the students' content knowledge and areas frequently identified as "inadequate" or "developing" will be reviewed and designated as an area of emphasis in the future.

SLO #2: Accumulate more than 400 hours of applied experiential learning in which knowledge and skills acquired in their SM classes are successfully applied in a sport industry setting

There are two measures for SLO #2, one direct and one indirect measure. Outcomes for the direct measure (Internship and Career Goals Paper) and for the indirect measure (Internship Supervisor Evaluations) were met.

Action Plan: We are pleased with the feedback provided on the internship supervisor evaluations and deem it to be a valid measure of this SLO. We will continue to seek quality placements for our interns and work closely with the intern supervisors. We believe the Internship and Career Goals paper will continue to develop into a solid direct measure of student learning regarding SLO #2. Future results will be used to drive curricular improvements.

SLO #3: Develop and apply effective decision-making and problem-solving skills related to issues in the sport industry

There are three measures for SLO #3, two direct and one indirect measure. Outcomes for one direct measure (Risk Management Project) and one indirect measure (Internship Supervisor Evaluation) were met. Outcomes for the Seminar Case Studies were not met.

Action Plan: The Risk Management project continues to be a solid measurement tool for this SLO. We have had quality faculty members (both full-time and affiliate) teaching this course and we believe that had led to the positive results. We have begun to require students to complete the project with other students who have the same HPS major. This enables students to focus in on their respective industry more specifically, and keeps record keeping clean and easy. Again, we are pleased with the feedback provided on the internship supervisor evaluations and deem it to be a valid measure of this SLO. To increase the percentage of students meeting the Seminar Case study outcome, we plan to be consistent in our professors instructing the course as well as spend more time explaining expectations of the case study assignments.

SLO #4: Explain the necessity for ethical behavior and benefits of social responsibility within the sport industry.

There are three measures for SLO #4, one direct and two indirect measures. Outcomes for the indirect measures (Internship Supervisor Evaluations & Senior Exit Surveys) were met and outcomes for the direct measure (Seminar Case Study) were not met.

Action Plan: To increase the percentage of students meeting the Seminar Case study outcome, we plan to be consistent in our professors instructing the course as well as spend more time explaining expectations of the case study assignments.

SLO #7: Exhibit the professional dispositions required for success in the sport industry

There are three measures for SLO #7, one direct and two indirect measures. Outcomes for the direct measure (Oral Presentation Rubric) and for the indirect measures (Group Peer Evaluations; Internship Supervisor Evaluation) were met.

Action Plan: It is promising that faculty, student peers, and internship supervisors believe our students are meeting expected professional dispositions. We implemented the Oral Presentation rubrics and Group Peer Evaluations into more classes/assignments and the results are positive. The SM faculty have decided to use this peer evaluation for one group project in each of the following required courses: HPS: 2070, HPS: 3100, and HPS:4860.

9. Summary of Operational Effectiveness Goals (OEGs) & Action Plans

We are generally pleased that we met all Operational Effectiveness Goals. Again, we were not able to fully assess OEGs #6 and #7.

Action Plan: As stated in the matrix, we are working with the Office of Institutional Research to obtain accurate numbers. A new Student Success Collaborative System has been helpful for monitoring incoming students much easier. Faculty are committed to attend workshops/trainings for the new Student Success Collaborative System and are currently learning new ways to access this information. OEG#7, measure 1 and 2: additional actions have been taken in order to better track graduate placement in the industry as well as grad school. LinkedIn has shown promise as a tool for tracking the careers of our graduates. We plan to formalize a system to leverage this platform

10. Summary Narrative

The Sport Management program faculty members meet regularly and discuss program offerings as they relate to COSMA accreditation requirements and annual assessment reports. The program earned specialized program accreditation from COSMA in February 2017 and is fully accredited until 2024. All faculty members are committed to the program goals and to assist students in meeting the stated learning objectives. The faculty meets monthly throughout the school year to discuss any issues or concerns with the assessment plan.

In May, the HPS department holds an all-day assessment workshop where results are gathered, shared, and discussed. This final meeting of each academic year focuses on the bulleted department goals below: curriculum improvements: streamline decision

making and maintain and seek accreditation. This meeting is specifically dedicated to compiling assessment data and discussing student learning outcomes. Assessment results are used to drive changes to individual classes, program curriculum and provide direction for the HPS department. Weaknesses are identified, and faculty members are encouraged to prioritize needs that have the potential to enhance student learning and positively influence student experiences.

Recent feedback from seniors graduating from the Sport Management program has provided valuable input for future strategic planning meetings. The 2018-2019 Senior Exit Surveys and SWOT Analyses highlighted several issues that can be improved to better support the academic development of SM students in the future: As mentioned earlier, the Sport Management program had a unique year with faculty turnover mid-semester, and again mid-year. As such, the SM program hired a qualified and specialized to the program needs tenure track faculty member, and retained high quality affiliate instructors.

1. In the 2018-2019 year, both the senior exit surveys as well as SWOT analysis, students indicated that Sport Enterprise/Finance and Budgeting areas in which they feel the least prepared.
2. Students also made clear their desire to have more full-time faculty on staff. The number one weakness of the program identified by students was the lack of full-time faculty, and a revolving door of affiliates. Ironically, they also indicated that the three two-time faculty members are the biggest strengths of the program.
3. 80% of the students indicated that being COSMA accredited was meaningful and felt it added to the quality of their experience and Sport Management degree.
4. Another issue that emerged were the outdated facilities (classroom seating, space, building wi-fi, etc.) and the lack of global sport/international exposure and opportunities.

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: Metropolitan State University of Denver

Program Accrator: COSMA

Institutional Accrator: Higher Learning Commission

Date of Next Comprehensive Program Accreditation Review: February, 2024 _____ Date of Next

Comprehensive Institutional Accreditation Review: 2026-27

To learn more about the accredited status of the program, click here: <https://msudenver.edu/hps/sportmanagementmajor/>

Program Context and Mission

Program Mission: The Sport Management Program supports and enhances the mission of the Department of Human Performance and Sport at Metropolitan State University of Denver by providing students with the academic and practical experiences needed to gain successful employment in the sport industry. Successful graduates are developed through a dynamic, applied, and career-focused education with an emphasis on the unique business skills and professional dispositions required within the sport industry.

Program Goals:

The broad-based goals for the MSU Denver Sport Management Program are to:

1. Provide students with a core curriculum that allows students to develop the fundamental skills and knowledge required for successful management within the sport industry.
2. Provide real world, hands-on experiences applying management principles and concepts within the sport industry.
3. Embrace diversity, ethics, and social responsibility through course offerings and applied experiences.
4. Expose students to current technology utilized in the industry and contemporary courses to better prepare them for careers in sport and/or graduate school.
5. Provide students with opportunities to network into and within the sport industry and to demonstrate their understanding of current issues and expected professionalism within the industry.

Brief Description of Student Population: The Sport Management program has a current enrollment of 205 and an additional 30 students in the Sport Media minor. The majority of the students are non-traditional: Many are first generation and/or transfer students with an average age of 22.

Admissions Requirements: Currently, admission to the Sport Management program is open to all students admitted to the University. Requirements for admission to the university can be found here: <http://www.msudenver.edu/admissions/>

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation

Year: ___ 2018-19 # of Graduates: 35

Graduation Rate: _____ unable to accurately calculate at this time

2. Completion of Educational Goal (other than certificate or degree – if data collected)

of Students Surveyed: N/A # Completing Goal: N/A

3. Average Time to Certificate or Degree N/A

1-Year Certificate: _____ 2-Year Degree: _____ 4-Year Degree: _____

4. Annual Transfer Activity: *accurate numbers are not available

Year: 2018-19 # of Transfers: _____ Transfer Rate: _____

5. Graduates Entering Graduate School

Year: 2018-19 # of Graduates: 35 # Entering Graduate School: 5

6. Job Placement (if appropriate)*accurate numbers not available

Year: 2018-19 # of Graduates: 35 # Employed: _____

7. Licensure/Certification Examination Results: N/A _____

8. Additional Indicators, if any: _____