

## 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
<b>SLO 1 – Recognize and understand sociocultural influences in a sport management setting.</b>					
<b>Measure 1 (Direct)</b> Sociological Assessment of Sport -Related Event: Sporting Behaviors	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	F20 Data: 11	F20 Data: 10	F20 Data: 91%	Will collect new data in Summer 2021. F20 Data: 1. 1 2. 3 3. 7 4. N/A
<b>Measure 2 (Direct)</b> Sociological Assessment of Sport -Related Event: Race/Ethnicity	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	F20 Data: 11	F20 Data: 10	F20 Data: 91%	Will collect new data in Summer 2021. F20 Data: 1. 1 2. 3 3. 7 4. N/A
<b>Measure 3 (Direct)</b> Sociological Assessment of Sport -Related Event: Gender	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	F20 Data: 11	F20 Data: 10	F20 Data: 91%	Will collect new data in Summer 2021. F20 Data: 1. 1 2. 3 3. 7 4. N/A
<b>Measure 4 (Direct)</b> Sociological Assessment of Sport -Related Event: Social Class	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	F20 Data: 11	F20 Data: 10	F20 Data: 91%	Will collect new data in Summer 2021. F20 Data: 1. 1 2. 3 3. 7 4. N/A
<b>Measure 5 (Direct)</b>	Rubric – See Appendix A: “Sociological	F20 Data: 11	F20 Data: 10	F20 Data: 91%	Will collect new data in Summer 2021.

Sociological Assessment of Sport -Related Event: Special Populations	Assessment of Sport Related Event’’: At least 75% of students will achieve a score indicating meeting or exceeding expectations.				F20 Data: 1. 1 2. 3 3. 7 4. N/A
<b>Measure 6 (Indirect)</b> Final Supervisor Evaluation	Item 12 on Final Supervisor Evaluation – See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	F20 – 9 S21 - 11	F20 – 8 S21 - 11	95%	1. 1 2. 0 3. 19 4. N/A
<b>Measure 7 (Indirect)</b> Senior Exit Survey	Items 1 and 2 on Senior Exit Survey See Appendix D: “Senior Exit Survey” And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	18	15	83%	1. 1 2. 3 3. 15 4. N/A
<b>SLO 2 – Demonstrate skillsets necessary for successful event management.</b>					
<b>Measure 1 (Direct)</b> Complete an event-related assignment (Risk Management Plan)	Rubric- See Appendix B: “Risk Management Plan Assignment” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	19	18	95%	1. 1 2. 5 3. 13 4. N/A
<b>Measure 2 (Indirect)</b> Final Supervisor Evaluation	Item 21 on Final Supervisor Evaluation See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	F20 – 9 S21 - 11	F20 – 8 S21 - 11	95%	1. 1 2. 0 3. 19 4. N/A
<b>Measure 3 (Indirect)</b> Senior Exit Survey	Items 3 and 4 on Senior Exit Survey See Appendix D: “Senior Exit Survey”	18	15	83%	1. 0 2. 3 3. 15 4. N/A

	And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale				
<b>SLO 3 – Recognize and understand Ethical Issues as they relate to a sport management setting</b>					
<b>Measure 1 (Direct)</b> Assessing ethical dilemmas in a sport-related setting: Express Viewpoints	Rubric – See Appendix E: “Ethical Debates” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	10	10	100%	1. 0 2. 7 3. 3 4. N/A
<b>Measure 2 (Direct)</b> Assessing ethical dilemmas in a sport-related setting: Credible Source Support for Articulation of Opinion	Rubric- See Appendix E: “Ethical Debates” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	10	9	90%	1. 1 2. 7 3. 2 4. N/A
<b>Measure 3 (Indirect)</b> Final Supervisor Evaluation	Item 14 on Final Supervisor Evaluation See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	F20 – 9 S21 - 11	F20 – 8 S21 - 11	95%	1. 1 2. 0 3. 19 4. N/A
<b>Measure 4 (Indirect)</b> Senior Exit Survey	Item 5 on Senior Exit Survey See Appendix D: “Senior Exit Survey” And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	18	14	78%	1. 0 2. 4 3. 14 4. N/A
<b>SLO 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting</b>					
<b>Measure 1 (Direct)</b> Complete required	KIN 490 (Senior Internship); Rubric- See Appendix F: “Portfolio Summary”	F20-9 S21-11	F20-8 S21-11	95%	1. 1 2. 1 3. 18 4. N/A

educational objectives of a 400+ hours at approved internship site and successfully document/present about internship experiences (portfolio and presentation.)	At least 90% of students will achieve a score indicating meeting or exceeding expectations. 400+ hours; Scored as complete/incomplete; 100% of students will complete				
<b>Measure 2 (Indirect)</b> Supervisor evaluations of student performance during internship	KIN 490 (Senior Internship); Rubric- See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a mean score of 4.	F20 – 9 S21 - 11	F20 – 8 S21 - 11	95%	1. 1 2. 0 3. 19 4. N/A
<b>Measure 3 (Indirect)</b> Senior Exit Survey	Items 7, 8, and 9 on Senior Exit Survey: See Appendix D: “Senior Exit Survey” And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt.	18	14	78%	1. 1 2. 3 3. 14 4. N/A

**Response to Section 2-B – Notes and Observations & Student Learning Outcomes Matrix Narrative:**

Post Site visit and recommendations from the BOC, we submitted a Strategic plan in its entirety and per the BOC response, we met those requirements. We were asked to resubmit a revised Outcomes Assessment Plan in August 2020 and per the BOC response in September 2020, our program received accreditation status. However, a new action item was incorporated: Through COSMA or on our own, identify and meet with a mentor to assist a review of our outcomes assessment plan and strategic planning. We were able to secure Dr. Christina Martin from Troy University as our mentor/consultant. Below are some observations and recommendations of changes that were made.

The consultant reviewed the September 30, 2020 letter and focused primarily on reviewing OAP and the Strategic Plan components. Almost immediately, the consultant met with our faculty to discuss the OAP. The primary concerns in our OAP were the complexity associated with the assessment plan. Mainly, the consultant noted various assessments supporting the student learning outcomes. The consultant noted that some assessments were stronger (more valid) than others and that aligned with the feedback we received from the BOC. In an attempt to simplify the process and maintain requirements of COSMA, the consultant suggested the faculty have a very thorough discussion of the intended outcomes of the program. Once those intended outcomes were revisited, the focus shifted to ensuring the most valid assessments were retained. This resulted in a slight modification of some SLO verbiage and a focus on retaining only the assessments that were most directly aligned with the new SLO’s. This is a much more manageable assessment plan and will allow our faculty to review the most meaningful data related to our intended outcomes so that we can make informed curricular decisions, working towards excellence in sport management education.

After review of our Outcomes Assessment Plan, faculty have determined that we needed to review our current assessments. We reviewed items to see if we had too many assessments, not enough assessments, were they

specific enough and a review of our measurement tools. We were seeking to gain a meaningful assessment plan to have a sustainable system. We incorporated these changes in assessments during this past Spring 2021 semester and the changes and observations are listed below for each SLO.

In that review, we realized we needed to alter assessments in SLO 1: Recognize and understand sociocultural influences in a sport management setting. In this review, it was recommended that we break Measure 1 into five separate measures using one tool. This measure is a Sociological Assessment of a Sport-Related Event. We chose to break this into five measures looking at the various groups: Sporting Behaviors, Race/Ethnicity, Gender, Social Class and Special Populations. We removed Measure 2(Media Project) and Measure 3 (Marketing Plan Project) and we kept measures 6 & 7 the same. This will allow us to better evaluate the strengths and weaknesses related to our students understanding of sociocultural behaviors; as an example; we can better understand if our students might excel in understanding racial concerns but may need more educational opportunities centered on understanding special populations. Additionally, having one major project, with a well-defined rubric, allows for simplified, focused strategy pertaining to this SLO. Although the measures for this SLO exceed COSMA recommendations, (at least 2 measures per SLO), this focused approach utilizing a well-defined rubric makes this a realistic opportunity to evaluate this outcome in a detailed manner.

In reflecting on our program's student learning outcomes, overall, students met expectations on all measures. As a program, we will continue to analyze and reflect on these SLO's, ensuring that they effectively target the areas the program aims to assess. SLO 1 (Recognize and understand sociocultural influences) encompasses 4 direct (Sociological assessment: Sporting Behaviors, Race/Ethnicity, Gender, Social Class, and Special Populations) and 2 indirect (final supervisor evaluation and senior exit survey) measures. Collectively, there were a healthy number of students who met and exceeded expectations with this SLO, with a smaller number falling below expectation. While this is typical of our program, we will continue to assess academic rigor to ensure that measures are in fact challenging our students appropriately.

Direct:

-M1-M5 (Sociological Assessment of a Sport-Related Event): n=11, 7 exceeded expectation

\*This measure was not broken into 4 parts at the time of data collection, therefore data for Fall 2020 is generic for the whole assignment. New data for Summer 2021 and future semesters will include the updated assessment.

Indirect:

-M6 (Final Supervisor Evaluation): n=20, 19 exceeded expectation

-M7 (Senior Exit Survey): n=18, 15 exceeded expectation

In evaluating SLO 2, our faculty, at the direction of the consultant, reviewed this outcome to better determine what the faculty were most interested in the students knowing and being able to do at the time of program completion. After a faculty discussion, the verbiage of SLO 2 was slightly altered: "Students will demonstrate skillsets necessary for successful event management". We removed Measure 1 (Event Observation SWOT) and Measure 3 (Leadership Assignment). In this case, the students will demonstrate pertinent skillsets to planning an event to include identifying and proposing solutions for risks associated with event planning (i.e. assessing financial risk, personnel risk, etc.). Measure 1 will be evaluated through a Risk Management Plan Assignment. New Risk Management Assignment can be located in Appendix B. Final Supervisor Evaluation and Senior Exit Survey will remain the other two indirect measures to demonstrate event management skillsets. With SLO 2 (Demonstrate skillsets necessary for successful event management), our scores indicated our students were efficient in grasping the concepts of the respective course projects. Overall, students met or exceeded expectation on all measures with this SLO.

Direct:

-M1 (Risk Management Plan): n=19, 18 exceeded expectation

Indirect:

-M2 (Final Supervisor Evaluation): n=20, 19 exceeded expectation

-M3 (Senior Exit Survey): n=18, 15 exceeded expectation

In evaluating SLO 3, our faculty with the direction of the consultant, reviewed this SLO to determine what was most important for the SLU students to know and be able to do at the time of program completion. After discussion, the faculty felt strongly about removing the legal focus and related assessments, and retained a portion of the SLO that was specific to improving students' learning of ethical issues. The SLO wording was changed to: Recognize and understand ethical issues as they relate to a sport management setting. We removed the Negligence

Case assessment and updated the Ethical Debates assignment. See Appendix E for updated Ethics Assignment. In reflecting on SLO 3 (Recognize and understand Ethical Issues as they relate to a sport management setting), all students met or exceeded expectation.

Direct:

-M1 (Ethical Debates: Express Viewpoints): n=10, 10 exceeded expectation

-M2 (Ethical Debates: Credible Source Support): n=10, 9 exceeded expectation

Indirect:

-M3 (Final Supervisor Evaluation): n=20, 19 exceeded expectation

-M4: (Senior Exit Survey): n=18, 14 exceeded expectation

In evaluating SLO 4, the SLU faculty feel that the observation of hours in a professional sport setting is indicative of students acting on their knowledge gained through the degree program. It should be noted that the faculty are not relying solely on this assessment to make a decision on this outcome. Our faculty is looking at the coupling of students' abilities to successfully "complete" an internship with additional data that more specifically aligns with students' perceptions of their abilities to put theory into practice. In addition to completing hours, the students are also responsible for successfully documenting and presenting about their professional experiences. The only recommendation was to possibly change the internship component benchmark to 90% (formerly 75%). This increase in benchmark reflects the final internship in our sport management program and we want a high percentage of these students to succeed in this setting. In reflecting on SLO 4 (Students will demonstrate their preparedness to work competently in a professional sport setting), all students met or exceeded expectation.

Direct:

-M1 (Portfolio Summary): n=20, 19 exceeded expectation

Indirect:

-M2 (Final Supervisor Evaluation): n=20, 19 exceeded expectation

-M3 (Senior Exit Survey): n=18, 14 exceeded expectation

As a result of our mentor's suggestions and review of our Outcomes Assessment Plan, we feel this plan is highly sustainable. In simplifying our plan, we will be able to make continuous improvements to our program by providing valid assessments and getting quality data. We will also continue to seek feedback from outside sources including our Advisory Board as we move forward.

As noted by the BOC in September 2020, SLU developed a strategic plan that follows the COSMA description and includes such areas as program mission, program vision, assumptions and guiding values, SWOT analysis, strategic priorities, and operational effectiveness goals and measures. The focused "new action item" indicated a need to describe how the strategic plan is used to improve the educational and operational effectiveness of the sport management program with input from the results of the outcomes assessment process. At the direction of the consultant, we embedded a review of our SLO results and OEG results as additional measures of an overall program evaluation. This is actually reflected under OEG 1. This will assist in directly considering total program effectiveness in OEG 1, Program Evaluation. Additionally, at the direction of the consultant, the faculty discussed resource allocation necessary to support each OEG; resource considerations have been embedded into the OEG matrix. In a discussion with the consultant, this will allow us to ensure that dedicated resources are systematically reviewed so that we can have a continued focus on achieving all SLO's, broad-based goals and the programmatic mission.

**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.**

As a program and because of the flexibility of some in-person courses and internship sites, no modifications were necessary to continue with normal assessment data collection. There were no modifications made to our O/A plan and therefore no instrument changes necessary. All internship sites were able to successfully provide our students with the original required hours for internship.

## Program-Level Operational Effectiveness Goals Matrix

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark	Data Summary	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b>OEG 1: Evaluation of Program</b>			
<b>Measure 1:</b> Student evaluation of program on exit survey (specific questions)	Overall rating score of at least 75%	See Appendix D: "Senior Exit Survey Results"	
<b>Measure 2:</b> Evaluation of program by advisory board/external partners	Favorable qualitative assessments of advisory board	See Appendix G: "Advisory Board Meeting Notes"	2. Meets expectation
<b>Measure 3:</b> Summary results of Outcomes Assessment plan	Programmatic total of 85% of SLO's met	4/4 SLO's achieved	2. Meets expectation
<b>Measure 4:</b> Summary results of Operational Effectiveness Goals	Programmatic total of 85% of OEG's met	8/8 OEG's achieved	2. Meets expectation
<i>Dedicated Resource Allocation for OEG 1:</i> A dedicated faculty member to distribute and collect data on the Senior Exit Survey and organize our Advisory Board. Technological components will be utilized for virtual advisory board meeting.			
<b>OEG 2: Offer Practical Experiences</b>			
<b>Measure 1:</b> Provide practical experiences in all core sport management classes	At least 1 practical experience in each core sport management course.	KIN 232 (Intro to Sport Management): Event Volunteer Report KIN 332 (Sport Information and Media Relations): Pre-Game Materials Project KIN 333 (Governance in Sport): International Federation of Sport Project KIN 334 (Social Aspects of Sport): Sociological Assessment of a Sport -Related Event Project KIN 366 (Facility & Event Management): CP Mitchell Easter EggStravaganza Sport Day KIN 380 (Legal/Ethical Implications for Sport): Ethical Debate KIN 406 (Sport Promotion & Fundraising): Marketing Plan Project KIN 451 (Sport Administration): Leadership Project	2. Meets expectation
<b>Measure 2:</b> Provide and facilitate a student organization for sport management majors	-Participate in at least one club fundraiser/community event -At least one club fieldtrip to a sport-related facility/event	Club fundraisers/activities for the 2020-2021 year: -KHS T-shirt fundraiser -Easter Sport event at CP Mitchell Park -Sport Management Association merged into one departmental student organization called KSA (Kinesiology Student Association). This organization has a Sport Management committee that will continue to host events and fundraisers. - Held a panel of Professionals Event on April 20, 2021.	2. Meets expectation

	-At least 1 meeting per month during the academic year	- Group met on the first Monday of every month of the Academic year; officers were elected; events were planned – they participated as a group in a Football Tailgate promoting the club and planned a Kickball Tournament (was canceled due to COVID19), job opportunities were discussed; Kickball tournament plan is arranged for Fall 2021 in September.	
<b>Dedicated Resource Allocation for OEG 2:</b> A dedicated faculty member to facilitate the student organization for Sport Management majors.			
<b>OEG 3: Seek increasing quantity and quality partnerships</b>			
<b>Measure 1:</b> Maintain a list of sport management internship sites	List of appropriate sport management related internship sites updated annually	*See Appendix H: “Approved and New Internship Sites”	2. Meets expectation
<b>Measure 2:</b> Seek and develop new internship sites	At least 2 new internship sites are established every year	*See Appendix H: “Approved and New Internship Sites”	2. Meets expectation
<b>Measure 3:</b> Faculty/student evaluation of existing sites	At least 75% of students will rate “favorably” (at least an 8 out of 10 on a Likert-scale)	*See Appendix I: “Faculty/student evaluation of existing sites”	2. Meets expectation
<b>Dedicated Resource Allocation for OEG 3:</b> A dedicated faculty member maintain a list of internship sites, engage in developing new sites, and evaluate the current status at each site.			
<b>OEG 4: Connect with and track alumni</b>			
<b>Measure 1:</b> Seek recent alumni contact and career information/develop alumni database	Will connect with at least 75% of our graduates from each academic year	*See Appendix J: “Recent Alumni”	2. Meets expectation
<b>Measure 2:</b> Identify significant alumni (invite to campus, nominate for awards)	At least one “significant alumni” will be invited to campus and nominated for respective awards.	Significant Alumni are identified as recipients for the program’s Outstanding Graduate in Sport Management each year and guest speakers for classes. Below is a list of “significant alumni” identified through these processes. -Ariyanna Mason – Outstanding Graduate (2021) -Sydney Servin/BREC Sports & Recreation (Guest Speaker – KIN 232) -Bryce Carpenter/Proactive Sports Agency (Guest Speaker - KIN 232) -Russ Fornea – Attorney (Guest Speaker – KIN 380) -Nick Smith – Professor, Florida International University (Guest Lecturer – KIN 232)	2. Meets expectation
<b>Dedicated Resource Allocation for OEG 4:</b> A dedicated faculty member to track and maintain a list of alumni and identify potential alumni for campus interaction and awards.			
<b>OEG 5: Faculty Annual Evaluation</b>			
<b>Measure 1:</b> Annual Evaluation	Sport management faculty will receive at least an “Adequate Overall Rating” (75%) per academic year	*See Appendix K: “Faculty Annual Evaluations”	2. Meets expectation
<b>Dedicated Resource Allocation for OEG 5:</b> No allocation of resources needed for this OEG.			
<b>OEG 6: Faculty identification and engagement in professional development</b>			
<b>Measure 1:</b> Faculty identification of	Sport management faculty will score at	*See Appendix K: “Faculty Annual Evaluations”	2. Meets expectation



goals and engagement in appropriate professional development	least an “Adequate” rating on annual faculty evaluation		
<b>Dedicated Resource Allocation for OEG 6:</b> Sport Management faculty members will engage in professional development throughout the year. Funding for first author presentations will be supported by the Center for Faculty Excellence.			
<b>OEG 7: Engage in recruiting activities/marketing of the program</b>			
<b>Measure 1:</b> List of recruiting/marketing activities	Sport management faculty will engage in at least 2 recruiting event per year	*See Appendix L: “List of Recruiting/Marketing Materials” Visit <a href="http://www.southeastern.edu/admin/admissions/events/faculty/">http://www.southeastern.edu/admin/admissions/events/faculty/</a> for more information about recruiting events.  Our faculty members participated in general program recruiting, but also attended the Lion Pride Previews to recruit students to the program.	2. Meets expectation
<b>Dedicated Resource Allocation for OEG 7:</b> Sport management faculty members will facilitate recruiting/marketing activities throughout the year. On-campus events will require printing of program flyers and the Kinesiology Student Association will fund the printing of flyers.			
<b>OEG 8: Meet targets for enrollment and graduation</b>			
<b>Measure 1: Number of majors</b>	142 majors	Fall & Spring: 142	
<b>Measure 2: Number of graduates</b>	19 graduates	Fall: 8 Spring: 11	

**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.**

Overall, the program “met expectations” in all the designated Operational Effectiveness Goals (OEG) measurements.

For many of our goals, we met or exceeded benchmarks. Under OEG 1/Measurement 1, our senior exit survey results showed positive feedback in that our program is closing the loop on the outcomes our students should be achieving. In Measurement 2, our advisory board met and discussed ways that we improve our outreach to community partners and allow for more opportunities in the real-world sport setting. They also gave recommendations for inviting internship sites to the job fair that is held in our department twice a year. Other suggestions included: teaching students the importance of being well-versed in using social media platforms, communication with professionals, and joining professional organizations. These are all great suggestions that can easily be incorporated into our courses.

Under OEG 2/Measurement 1, the program was to provide at least one practical experience in core sport management courses. Core sport management courses are designated as: KIN 232 (Introduction to Sport Management), KIN 332 (Sport Information and Media Relations), KIN 333 (Governance in Sport), KIN 334 (Social Aspects of Sport), KIN 366 (Facility & Event Management), KIN 380 (Legal/Ethical Implications for Sport), KIN 406 (Sport Promotion & Fundraising), and KIN 451 (Sport Administration). Ongoing practical experiences that have been implemented as “real-world ready” (aligns with Southeastern Louisiana University’s QEP) projects include, writing an “international federation sport project,” engaging in ethical debates, creating a marketing plan, and organizing an actual community event. For the 2020-2021 academic year, the program extended these real-world ready projects to include a media guide project in KIN 332, an assessment of social issues in a sport-related setting project in KIN 334, and a risk management project in KIN 366. All of these practical experiences proved to be excellent “real-world ready” projects for our students. The program will continue to provide, extend, and expand these course projects.

For the OEG of “Seeking increasing quantity and quality partnerships” the program far exceeded expectations. For example, our program continues to create a robust selection of quality internship sites for our students. During the 2020-2021 academic year, ten sites were added to our existing pool of sites. New sites include Archbishop Hannan High School, College World Series of Omaha 2020, Inc., Girls on the Run, Gulf States PGA, I9 Sports Gulfport, One-Three Sports Performance, Proactive Sports Agency, Inc., Southern University Athletic Department, Coquille Sports and Recreation Complex, and StangHi Performance. Each site proved to be beneficial to our interns and the faculty will continue to expand and improve upon our list of quality sites.

In reflecting on OEG's that the program could improve upon, OEG 7 requires engaging in recruiting activities/marketing of the program. While we generously met these benchmarks (see above chart for specifics regarding recruiting activities/marketing materials), the program would like to expand more specific recruitment efforts targeted to the sport management program. Also, we are very pleased with the quality of marketing materials that were created this past academic year (see above chart/appendix) for examples of this. We plan to proactively recruit from local high schools in the future. With the hiring of an additional faculty member, it will allow us to spread ourselves out to reach a higher percentage of potential students.

As stated previously under our O/A plan, we made a few changes to our OEG's with the guidance from a mentor/consultant. At the direction of the consultant, we embedded a review of our SLO results and OEG results as additional measures of an overall program evaluation. This is actually reflected under OEG 1. This will assist in directly considering total program effectiveness in OEG 1, Program Evaluation. Additionally, at the direction of the consultant, the faculty discussed resource allocation necessary to support each OEG; resource considerations have been embedded into the OEG matrix. In a discussion with the consultant, this will allow us to ensure that dedicated resources are systematically reviewed so that we can have a continued focus on achieving all SLO's, broad-based goals and the programmatic mission.

**SECTION 3: PROGRAM DIVERSITY PERFORMANCE DATA**

(completed by all programs)

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

<b>Dashboard Data</b>			
<b>Total Sport Management Undergraduate Enrollment (majors, minors, tracks, concentrations)</b>	142		
<b>Total Sport Management Master's Enrollment (majors, minors, tracks, concentrations)</b>	N/A		
<b>Total Sport Management Doctoral Enrollment (majors, minors, tracks, concentrations)</b>	N/A		
<b>Percentages of female and male majors</b> (separate out undergraduate, master's and doctoral)	<b>Number</b>	<b>Percentage</b>	
	# Female 29	20.4%	
	# Male 113	79.6%	
<b>Student Demographics: Number of Students by race/ethnicity</b> (separate out undergraduate, master's and doctoral)	<b>Number</b>		<b>Percentage</b>
	# African American/Black -52	36.6%	
	# American Indian/Alaskan Native -0	0.0%	
	# Asian 0	0.0%	
	# Caucasian/White 67	47.2%	
	# Hispanic/Latinx 9	6.3%	
	# Native Hawaiian/Pacific Islander-0	0.0%	
	# Two or more races 11	7.7%	
# Unknown 3	2.1%		
<b>Student: Faculty Advising Ratio</b>	<b>Number</b>		
	#Students	142	
	#Faculty	3	
<b>Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty</b>	<b>Number</b>		<b>Percentage</b>
	Full-time faculty	3	100%
	#Tenured faculty	1	33.3%
	#Tenured track faculty	1	33.3%
<b>Total Number of Part Time/Adjunct Sport Management Faculty</b>	<b>Number</b>		<b>Percentage</b>
	Adjunct	0	0.0%
	#PT faculty	0	0.0%
<b>Ratio of Male and Female Faculty</b>	<b>Number</b>		
	#Female Faculty	2	
	#Male Faculty	1	
<b>Faculty Demographics: Number of Faculty by race/ethnicity</b>	<b>Number</b>		<b>Percentage</b>
	# African American/Black		
	# American Indian/Alaskan Native		
	# Asian		
	# Caucasian/White 3	100%	
	# Hispanic/Latinx		
	# Native Hawaiian/Pacific Islander		
	# Two or more races		
# Unknown			

## PROGRAM INFORMATION PROFILE

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

**Name of Institution:** Southeastern Louisiana University

Program/Specialized Accreditor(s): Commission of Sport Management Accreditation (COSMA)

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

Date of Next Comprehensive Program Accreditation Review: September 2027

Date of Next Comprehensive Institutional Accreditation Review: 2027

URL where accreditation status is stated:

[http://www.southeastern.edu/acad\\_research/degrees/sportmgt\\_bs.html](http://www.southeastern.edu/acad_research/degrees/sportmgt_bs.html)

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

1. Graduation Year: 2020-2021 # of Graduates: 19 Graduation Rate: 25.0%
2. Average Time to Degree: 4-Year Degree: 11.8 semesters 5-year Degree: \_\_\_\_\_
3. Annual Transfer Activity (into Program): Year: 2020-2021  
# of Transfers: \_\_\_\_\_ Transfer Rate: 27.1%
4. Graduates Entering Graduate School: Year: 2020-2021  
# of Graduates: 19 # Entering Graduate School: 4
5. Job Placement (if appropriate): Year: Fall 2020
6. # of Graduates: 6 # Employed: 4