

COSMA Annual Report Submission Instructions Academic Year 2021-22

Due Date: NO LATER THAN July 31.

Use this document; changes are made annually.

Annual Report extension requests (see page 11) and/or adjustments to membership fees will be considered on a case-by-case basis and must be made directly to Heather Alderman (cosma@cosmaweb.org).

Late fees (\$180) will be enforced for the 2021-22 fiscal year.

Not submitting materials or not communicating with COSMA Headquarters will result in AUTOMATIC ADMINISTRATIVE PROBATION on August 1. An email will be sent to your Administrators.

The Annual Report consists of three parts:

Section 1: Programmatic Information (completed by all programs), pages 2-4

Section 2: Outcomes Assessment (completed by programs in Candidacy Status and Accredited Programs) – pages 5-9

Section 3 [This AR only]: Questions pertaining to changes in the Accreditation Principles (completed by programs in Candidacy Status and Accredited Programs) – page 10.

Program Information Profile – This CHEA form has been modified to include basic student outcomes information: Graduation rate, completion rate, transfer rate, graduates going to graduate school and job placement rate. If you collect this data as part of your Operational Effectiveness Goals, refer to that matrix – page 9.

USI Undergraduate COSMA Annual Report 2021-22

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.

SECTION 1: PROGRAMMATIC INFORMATION (COMPLETED BY ALL PROGRAMS)

Institution's Name:	University of Southern Indiana		
Address:	8600 University Blvd.		
City:	Evansville	State:	IN
		ZIP/Postal Code:	47712
Primary COSMA Contact Name:	Dr. Chase ML Smith		
Telephone:	812.461.5496	Email:	Cmsmith1@usi.edu
Sport Management Degree Program(s):	Bachelor of Science, Sport Management Bachelor of Arts, Sport Management		
Name of College where Sport Management degree(s) is housed:	Pott College of Science, Engineering, and Education		
Academic Unit URL:	https://www.usi.edu/science/kinesiology-and-sport		

A. Check the box to reflect the 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 (has not been granted Candidacy Status)

*Estimate the month and year you want to hold a site visit.

submission of self-study February 2023 and site-visit April 2023

B. 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?

<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Yes. If yes, please identify terminated programs.

2. Were changes (e.g., curricular) made in any of your sport management majors, concentrations or emphases?

X	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

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

X	No (skip to Section C)
	Yes. If yes, please identify the new degree programs and answer B4.

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

X	No (not applicable)
	Yes. Provide a copy/URL of the approval letter from your accrediting body.

5. Do you have an Associate's degree program in sport management to include in the accreditation process?

X	No
	Yes. Provide a copy/URL of the approval letter from your accrediting body.

C. Identify any administrative and other changes that directly affect your academic unit/sport management program and attach an updated organizational chart that shows these relationships. Such changes would include:

- No changes implemented for the 2021-22 year.

Department Chair	Dr. Renee Frimming	Professor and Chair, Kinesiology and Sport
rfrimming@usi.edu		
COSMA Contact	Dr. Chase ML Smith	Associate Professor
Cmsmith1@usi.edu		

What impact have these changes had on your program? Comment specifically about faculty changes (faculty leaving, new faculty, other forms of faculty turnover). If you have a new COSMA accreditation primary representative: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

n/a

Other Changes/Issues
(Includes COVID-19 impact description)

- D. Briefly comment on other changes or issues pertaining to your academic unit/sport management program (e.g., new partnerships, innovations, campus locations, change in program delivery, etc.). Describe the modifications made to your program delivery, collection of outcomes assessment data and grading/graduation requirements as a result of the disruption of the COVID-19 pandemic. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.**

There weren't any impacts due to Covid-19 during the 2021-22 academic year.

- E. How has COSMA and the accreditation process benefitted your program, faculty, students, alumni and/or other?**

Accreditation has allowed us to share the similarities and differences more easily in our program vis a vis other area programs with the Pott College and beyond; but as far as the benefits related to enrollment, faculty development, growth in faculty numbers, or other items seem to be minimal.

- F. What can COSMA do to serve you better?**

Advocate for faculty-value and compensation related to the market. Additionally, I believe COSMA should have more communication with the Dean [and administration] of the Pott College rather than only at site visits. We have goals within the institution as it relates to enrollment, recruitment, and retention; this communication can assist in reaching these goals.

SECTION 2: OUTCOMES ASSESSMENT (TO BE COMPLETED BY ACCREDITED PROGRAMS AND PROGRAMS IN CANDIDACY STATUS)

A. Has your outcomes assessment plan changed from initial approval or since last year's Annual Report?

	No	
X	Yes	

B. Complete the following chart if you are responding to feedback from the Board of Commissioners as follows:

- Feedback and our response were included in the 2020-21 annual report. Communication of the approval to implement the revised O/A plan was sent in the fall of 2021 (i.e., the issues were resolved). Said plan is implemented into this report, but it is still considered different since last year's Annual Report.

Copy and paste the note, observation, action item or required response item in Column 1. Indicate your response to the item in the second column. Feel free to include your response as an addendum and attach documentation accordingly. **You have two years to resolve Notes.**

<i>Notes, Observations, Action Items, Required responses</i>	<i>Your Response</i>
1. 09/02/2021	Heather Alderman stated, It all looks good, Chase! Thank you! You are off "the list!" :)

C. Provide the URL(s) for the page on your academic unit/sport management program's website that makes available to the public the following (pp. 7-10 of this document):

- SLO matrix
- OEG matrix
- Dashboard data
- Program information profile
- Statement of accreditation status (includes Candidacy Status)
- Accreditation seal (accredited programs only)

This information must be updated annually. Failure to comply with this request will result in Administrative Probation.

URL(s): <https://www.usi.edu/science/kinesiology-and-sport/programs/sport-management>
 Webpage Link Names: Undergraduate Student Learning Outcomes and Operational Effectiveness Goals, Program Information Profile

Complete the following program-level student learning outcomes (SLO) matrix and program-level operational effectiveness goals (OEG) matrix.

Student Learning Outcomes Matrix - Academic Year 2021 – 2022

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
SLO 1 – Students effectively investigated, examined, and analyzed the components that make-up the Foundations of Sport (Historical, Sociological, and Psychological).					
Measure 1 (DM) Case Study (SPTM 453)	student assessment measuring CPC content area (Social Foundations of Sport) is for 70% of students to score at least an 80% (i.e., B).	26	12	46.15%	1
Measure 2 (DM) Big 5 Personality Profile (SPTM 491)	student assessment measuring CPC content area (Psychological Foundations of Sport) is for 70% of students to score at least an 80% (i.e., B).	37	37	100.00%	3
Measure 3 (IM) Business Plan (SPTM 228)	the goal for student assessment measuring all CPC content areas is for 70% of students to score at least an 80% (i.e., B).	37	37	100.00%	3
SLO 2 – Students successfully identified, described, and analyzed the concepts related to the Foundations of Sport Management.					
Measure 1 (DM) Global Research Paper (SPTM 492)	student assessment measuring CPC content area (International Foundations of Sport Management) is for 70% of students to score at least an 80% (i.e., B).	21	21	100.00%	3
Measure 2 (DM) Governance/Ethics Research Paper (SPTM 336)	student assessment measuring CPC content area (Governance & Policy in Sport Management) is for 70%	21	16	76.19%	2

	of students to score at least an 80% (i.e., B).				
Measure 3 (IM) Business Plan (SPTM 228)	student assessment measuring all CPC content areas is for 70% of students to score at least an 80% (i.e., B).	37	37	100.00%	3
SLO 3 – Students effectively recognized, described, and assessed the concepts related to the Functions of Sport Management.					
Measure 1 (DM) Team Marketing Plan Project (SPTM 333)	student assessment measuring CPC content area (Sport Marketing) is for 70% of students to score at least an 80% (i.e., B).	29	28	96.55%	3
Measure 2 (DM) Strategic Sport Communication Plan (SPTM 288)	student assessment measuring CPC content area (Sport Communication) is for 70% of students to score at least an 80% (i.e., B).	42	30	71.43%	2
Measure 3 (DM) Budget Analysis Project (SPTM 452)	student assessment measuring content area (Finance) is for 70% of students to score at least an 80% (i.e., B).	30	27	90.00%	3
Measure 4 (IM) Business Plan (SPTM 228)	the goal for student assessment measuring all CPC content areas is for 70% of students to score at least an 80% (i.e., B).	37	37	100.00%	3
SLO 4 – Students effectively identified, defined, and assessed the concepts related to the Sport Management Environment.					
Measure 1 (DM) Governance/Ethics Research Paper (SPTM 336)	student assessment measuring CPC content area (Ethics in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	21	16	76.19%	2
Measure 2 (DM) Case Study (SPTM 453)	student assessment measuring CPC content area (Diversity Issues in	26	12	46.15%	1

	Sport Management) is for 70% of students to score at least an 80% (i.e., B).				
Measure 3 (DM) Social Media Report (SPTM 353)	student assessment measuring CPC content area (Technology Issues in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	37	28	75.68%	2
Measure 4 (IM) Business Plan (SPTM 228)	the goal for student assessment measuring all 3.2 CPC (D) content areas is for 70% of students to score at least an 80% (i.e., B).	37	37	100.00%	3
Measure 5 (IM) Practicum Final Paper (SPTM 305)	the goal for student assessment measuring all 3.2 CPC (D) content areas is for 70% of students to score at least an 80% (i.e., B).	20	16	80.00%	3
Measure 6 (IM) Internship Final Paper (SPTM 498)	the goal for student assessment measuring all 3.2 CPC (D) content areas is for 70% of students to score at least an 80% (i.e., B).	24	24	100.00%	3
SLO 5 – Students successfully completed and effectively reported their Integrative [Field] Experiences in a Sport Management work-environment.					
Measure 1 (DM) Student Presentation (SPTM 283)	student assessment measuring CPC content area (Integrative Experience) is for 70% of students to score at least an 80% (i.e., B).	16	13	81.25%	3
Measure 2 (DM) Practicum presentation (SPTM 305)	student assessment measuring CPC content area (Integrative Experience) is for 70% of students to score at least an 80% (i.e., B).	22	19	86.36%	3
Measure 3 (DM)	student assessment	25	22	88.00%	3

Internship presentation (SPTM 498)	measuring CPC content area (Capstone Experience) is for 70% of students to score at least an 80% (i.e., B).				
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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.

SLO 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 the 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.

Narrative Overview:

Identify Each Student Learning Outcome and Measurement Tool(s)	Assessment Results:		Analysis and Narrative(s)
	1. Does not meet expectation	2. Meets expectation	
SLO 1 – Students effectively investigated, examined, and analyzed the components that make-up the Foundations of Sport (Historical, Sociological, and Psychological).			
Measure 1 (DM) Case Study (SPTM 453)	1		This SLO is considered unmet due to the results of Measure #1. This Case Study assessment is a difficult one. However, many of the students who fall short fail to take advantage of the time given to them during the term(s) to work on the study. The submissions that fall short of the benchmark are hurried works. From a skill-development perspective, the students can do well on the case study. Due to the 2021 results, the professor took approaches to help students avoid procrastinating. The professor will now try an alternative means to help the students avoid procrastination.
Measure 2 (DM) Big 5 Personality Profile (SPTM 491)	3		
Measure 3 (IM) Business Plan (SPTM 228)	3		
SLO 2 – Students successfully identified, described, and analyzed the concepts related to the Foundations of Sport Management.			

Measure 1 (DM) Global Research Paper (SPTM 492)	3	USI SPTM students successfully identified, described, and analyzed the concepts related to the Foundations of Sport Management. Due to the exceptional benchmark results, the program will consider adding more measures to SLO2.
Measure 2 (DM) Governance/Ethics Research Paper (SPTM 336)	2	
Measure 3 (IM) Business Plan (SPTM 228)	3	
SLO 3 – Students effectively recognized, described, and assessed the concepts related to the Functions of Sport Management.		
Measure 1 (DM) Team Marketing Plan Project (SPTM 333)	3	USI SPTM students effectively recognized, described, and assessed the concepts related to the Functions of Sport Management. Due to the exceptional benchmark results, the program will consider adding more measures to SLO3.
Measure 2 (DM) Strategic Sport Communication Plan (SPTM 288)	2	
Measure 3 (DM) Budget Analysis Project (SPTM 452)	3	
Measure 4 (IM) Business Plan (SPTM 228)	3	
SLO 4 – Students effectively identified, defined, and assessed the concepts related to the Sport Management Environment.		
Measure 1 (DM) Governance/Ethics Research Paper (SPTM 336)	2	USI SPTM students effectively identified, defined, and assessed the concepts related to the Sport Management Environment. The assessments contributing to each measure also show ideal criteria, difficulty, and benefit from expectations being met with the benchmarks. Measurement #2: This Case Study assessment is a difficult one. However, many of the students who fall short fail to take advantage of the time given to them during the term(s) to work on the study. The submissions that fall short of the benchmark are hurried works. From a skill-development perspective, the students can do well on the case study. Due
Measure 2 (DM) Case Study (SPTM 453)	1	
Measure 3 (DM) Social Media Report (SPTM 353)	2	
Measure 4 (IM) Business Plan (SPTM 228)	3	

		to the 2021 results, the professor took approaches to help students avoid procrastinating. The professor will now try an alternative means to help the students avoid procrastination.
Measure 5 (IM) Practicum Final Paper (SPTM 305)	3	
Measure 6 (IM) Internship Final Paper (SPTM 498)	3	
SLO 5 – Students successfully completed and effectively reported their Integrative [Field] Experiences in a Sport Management work-environment.		
Measure 1 (DM) Student Presentation (SPTM 283)	3	USI SPTM students successfully completed and effectively reported their Integrative [Field] Experiences in a Sport Management work-environment. Due to the exceptional benchmark results, the program will consider adding more measures to SLO5.
Measure 2 (DM) Practicum presentation (SPTM 305)	3	
Measure 3 (DM) Internship presentation (SPTM 498)	3	

Program-Level Operational Effectiveness Goals Matrix Academic Year 2021-22

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: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
OEG 1: The USI Sport Management program will provide students with diverse, high-quality faculty.			
Measure 1: Hiring – we will follow the hiring protocols set forth through our university and advertisement in appropriate outlets – (e.g., The Chronicle, NASSM outlets, NIRSA)	25 applicants will apply for a SM position when there is an opening and there will be 3 viable candidates to bring on campus.	n/a – all faculty tenure lines available are filled	4
Measure 2: College Mentoring Program (Retain) – The purpose of the College Mentoring Program is to create a link between new and junior faculty and respected, tenured faculty.	100% of new faculty will participate in the College Mentoring Program during the first three years of their tenure.	Dr. Kim has a designated mentor with the Pott College as an accessible resource for questions about tenure requirements, approaches in the classroom, scholarship practices, etc....	2
Measure 3: Faculty Teaching Evaluations (Retain – by meeting promotion/tenure requirements)	100% of the faculty teaching evaluations will be at least a 3.5 on a 1-5 scale on all areas of evaluation.	Both full-time faculty members achieved averages above 3.5	2
Measure 4: Faculty Publications and Presentations (Retain – by meeting promotion/tenure requirements)	On average, the faculty will produce, at least, 1-2 publications and presentations a year.	Five publications achieved between May 2021 to April 2022	3
Measure 5: Faculty development: Faculty will receive information on strategies and tactics to promote diversity, equity, and inclusion.	At least, one faculty member will sit on the Equity, Diversity, and Inclusion Committee within the Pott College of USI.	Dr. Smith (official member) and Dr. Kim (proxy member) were involved in the Pott College [service] committee covering Equity, Diversity, and Inclusion.	3
OEG 2: The USI Sport Management program will successfully provide students with the training necessary to gain knowledge and skills related to all COSMA Common Professional Component (CPC) content areas.			
Measure 1: SLO1 met that is related to the Foundations of Sport.	80% of the direct measures reached.	50% of the direct measures achieved the established expectations	1

Measure 2: SLO2 met that is related to the Foundations of Sport Management.	80% of the direct measures reached.	100% of the direct measures achieved the established expectations	3
Measure 3: SLO3 met that is related to the Functions of Sport Management.	80% of the direct measures reached.	100% of the direct measures achieved the established expectations	3
Measure 4: SLO4 met that is related to the Environment of Sport Management.	80% of the direct measures reached.	67% of the direct measures achieved the established expectations	1
Measure 5: SLO5 met that is related to the Integrative Experiences and Career Planning of Sport Management.	80% of the direct measures reached.	100% of the direct measures achieved the established expectations	3
OEG 3: The USI Sport Management program will make efforts to recruit and retain undergraduate enrollments.			
Measure 1: A Case Study competition will be held each fall semester for current USI SPTM majors and others.	At least 12 students will participate in the competition.	9 students participated in the USI Annual SPTM Case Study [regional] Competition (FA21) *3 students participated in the CSRI Case Study [national] Competition (SP22)	1
Measure 2: Faculty and staff will attend recruitment fairs and events on a yearly basis.	At least four events [in total] will be attended by the faculty and staff from the department for recruitment and retention.	USI Annual SPTM Case Study Competition (FA21) USI Exploring Majors and Minors Fair (FA21) Grand Opening tours of the USI Screaming Eagle Complex (SP22) CSRI Case Study Competition (SP22) National SHAPE America Conference: presentation on recruitment and retention (SP22)	3
Measure 3: SLO5 met that is related to the Integrative Experiences and Career Planning of Sport Management.	80% of the direct measures reached.	100% of the direct measures achieved the established expectations	3
OEG 4: The USI Sport Management program will provide students with the opportunity for professional development and growth within the SPTM local industry and beyond.			
Measure 1: The Field Experience Faculty Coordinator (FEFC) will develop, maintain, and evaluate partnerships and community outreach opportunities with local business and organizations.	The FEFC will add one more partnership to the total amount of opportunities per year.	The FEFC added the following: Bedford North Lawrence Unified Flag Football Owensboro (KY) Family YMCA E.I. Sports and Apparel	2

Measure 2: Advisory Board – students are part of the advisory board to assist with making curriculum changes and provide feedback for the program.	To have the advisory board meet twice per year.	Meetings did not take place, but rather the primary contact has consistent contact with current and past majors and speaks with industry professionals. The primary contact consistently requests about the major’s experience each student is having and had.	1
Measure 3: Practicum – The practicum (150 hours) is typically completed during the sophomore or junior year.	To have 90% of the students successfully complete a 150-hour practicum within recreational sports, intercollegiate athletics and/or professional sport the first time taken.	87.5% (N = 24)	1
Measure 4: Internship – 450 hours completed during the student’s senior year.	To have 90% of students successfully complete a 450-hour internship their senior year.	88.8% (N = 27)	1
OEG 5: The USI Sport Management program will consistently provide a high-quality, educational experience to SPTM majors.			
Measure 1: Sport Management Alumni Survey (Items 1-2)	student assessment on Alumni Survey data for measuring critical thinking/problem solving is for 70% of students to score a 4.0 on a 5-point scale.	Benchmark (percentage) and average for the following: Item 1 (88.9%) & 4.15 Item 2 (92.5%) & 4.15	2
Measure 2: Sport Management Alumni Survey (Items 3-6)	student assessment on Alumni Survey data measuring communication is for 70% of students to score a 4.0 on a 5-point scale.	Benchmark (percentage) and average for the following: Item 3 (88.9%) & 4.19 Item 4 (92.5%) & 4.26 Item 5 (81.5%) & 3.96 Item 6 (92.5%) & 4.15	2
Measure 3: Sport Management Alumni Survey (Items 7-8)	student assessment for Alumni Survey Data is for measuring technology is for 70% of students to score a 4.0 on a 5-point scale.	Benchmark (percentage) and average for the following: Item 7 (77.8%) & 3.93 Item 8 (77.8%) & 3.93	2
Measure 4: Sport Management Alumni	student assessment for Alumni Survey data	Benchmark (percentage) and average for the following: Item 9 (88.9%) & 4.37	2

Survey (Items 9-11)	measuring diversity is for 70% of students to score a 4.0 on a 5-point scale.	Item 10 (88.9%) & 4.37 Item 11 (88.9%) & 4.26	
Measure 5: Advisory Board – students are part of the advisory board to assist with making curriculum changes and provide feedback for the program.	To have the advisory board meet twice per year.	Meetings did not take place, but rather the primary contact has consistent contact with current and past majors and speaks with industry professionals. The primary contact consistently requests about the major’s experience each student is having and had.	1

Narrative Overview: The end of this document includes planned changes to all SLO and OEG components within our program’s framework (i.e., new matrices). It was identified in January 2021 when I (Dr. Chase ML Smith) took over as the primary contact that our SLOs are not measurable, and our OEGs are not directly connected to our SLOs. Brief narratives are still listed below for the current report. The 2021-22 report will contain a different framework for our program’s assessments.

Based on the below results and within the program’s current framework for assessment, our program can have confidence of meeting all five goals.

OEG Narrative

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data	Analysis and Narrative(s)
OEG 1: The USI Sport Management program will provide students with diverse, high-quality faculty.			
Measure 1: Hiring – we will follow the hiring protocols set forth through our University and advertisement in appropriate outlets – (e.g., The Chronicle, NASSM outlets, NIRSA)	25 applicants will apply for a SM position when there is an opening and there will be 3 viable candidates to bring on campus.	4	The USI SPTM program can confidently claim that the program provides students with diverse, high-quality faculty.
Measure 2: College Mentoring Program (Retain) – The purpose of the College Mentoring Program is to create a link between new and junior faculty and respected, tenured faculty.	100% of new faculty will participate in the College Mentoring Program during the first three years of their tenure.	2	
Measure 3: Faculty Teaching Evaluations (Retain – by meeting promotion/tenure requirements)	100% of the faculty teaching evaluations will be at least a 3.5 on a 1-5 scale on all areas of evaluation.	2	
Measure 4: Faculty Publications and Presentations (Retain – by meeting promotion/tenure requirements)	On average, the Faculty will produce, at least, 1-2 publications and presentations a year.	3	
Measure 5: Faculty development: Faculty will	At least, one faculty member will sit on the	3	

receive information on strategies and tactics to promote diversity, equity, and inclusion.	Equity, Diversity, and Inclusion Committee within the Pott College of USI.		
OEG 2: The USI Sport Management program will successfully provide students with the training necessary to gain knowledge and skills related to all COSMA Common Professional Component (CPC) content areas.			
Measure 1: SLO1 met that is related to the Foundations of Sport.	80% of the direct measures reached.	1	The USI SPTM program cannot objectively claim that the program successfully provided students with the training necessary to gain knowledge and skills related to all COSMA Common Professional Component (CPC) content areas. However, the program still considers OEG 2 achieved. The influence of the failure to meet expectations is that it is due to one [direct] measure, one course's assessment (<i>please see narrative above for planned action</i>). The SLO1 and SLO4 should improve over the next year to allow our program to claim OEG 2 is achieved.
Measure 2: SLO2 met that is related to the Foundations of Sport Management.	80% of the direct measures reached.	3	
Measure 3: SLO3 met that is related to the Functions of Sport Management.	80% of the direct measures reached.	3	
Measure 4: SLO4 met that is related to the Environment of Sport Management.	80% of the direct measures reached.	1	
Measure 5: SLO5 met that is related to the Integrative Experiences and Career Planning of Sport Management.	80% of the direct measures reached.	3	
OEG 3: The USI Sport Management program will make efforts to recruit and retain undergraduate enrollments.			
Measure 1: A Case Study competition will be held each fall semester for current USI SPTM majors and others.	At least 12 students will participate in the competition.	1	The USI Sport Management program can claim that it made efforts to recruit and retain undergraduate enrollments. While the program failed to reach the benchmark for Measure #1, we went above and beyond by taking a group of students to a national Case Study Competition. The trip was a solid success and there is great optimism that the program can create a consistent team for the annual competition in Columbia, SC. For these reasons, the program still believes OEG 3 was achieved.
Measure 2: Faculty and staff will attend recruitment fairs and events on a yearly basis.	At least four events [in total] will be attended by the faculty and staff from the department for recruitment and retention.	3	
Measure 3: SLO5 met that is related to the Integrative Experiences and Career Planning of Sport Management.	80% of the direct measures reached.	3	
OEG 4: The USI Sport Management program will provide students with the opportunity for professional development and growth within the SPTM local industry and beyond.			
Measure 1: The Field Experience Faculty	The FEFC will add one more partnership to the	2	From the results, the USI Sport Management program came up

Coordinator (FEFC) will develop, maintain, and evaluate partnerships and community outreach opportunities with local business and organizations.	total amount of opportunities per year.		<p>short to provide students with the opportunity for professional development and growth within the SPTM local industry and beyond. Measure #2 had unforeseen events influence the availability of the advisory board. Historically, the student governed SPTM club on USI's campus held events that allowed advisory board personnel a chance to connect with the SPTM faculty for a formal meeting. Majority of the SPTM Club events for the 2021-22 year were canceled. This was outside of the department's control. The primary contact was still able to collect feedback within a lot of the same conversations that historically took place during past advisory board meetings.</p> <p>*The department now has oversight for the future happenings with the SPTM Club allowing more control of scheduling.</p> <p>The shortcomings for the Measures #3 and #4 were minimal. It is worth noting that all but one of the students who didn't reach the benchmark were able to complete the hours during a later term. The FEFC plans to implement communication tactics that should eliminate the risk of a student falling short of the benchmark.</p>
Measure 2: Advisory Board – students are part of the advisory board to assist with making curriculum changes and provide feedback for the program.	To have the advisory board meet twice per year.	1	
Measure 3: Practicum – The practicum (150 hours) is typically completed during the sophomore or junior year.	To have 90% of the students successfully complete a 150-hour practicum within recreational sports, intercollegiate athletics and/or professional sport the first time taken.	1	
Measure 4: Internship – 450 hours completed during the student's senior year.	To have 90% of students successfully complete a 450-hour internship their senior year.	1	
OEG 5: The USI Sport Management program will consistently provide a high-quality, educational experience to SPTM majors.			
Measure 1: Sport Management Alumni Survey (Items 1-2)	student assessment on Alumni Survey data for measuring critical thinking/problem solving is for 70% of students to score a 4.0 on a 5-point scale.	2	<p>The USI Sport Management program can claim it provided a high-quality, educational experience to SPTM majors.</p> <p>Measure #5 had unforeseen events influence the availability of the advisory board. Historically, the student governed SPTM Club on USI's campus held events that allowed advisory board personnel a chance to connect with the SPTM faculty for a formal meeting. Majority of the SPTM Club events for the 2021-22 year were canceled. This was outside of the department's control. The primary contact was still able to collect feedback within a lot of the same conversations that historically took place during past advisory board meetings.</p> <p>*The department now has oversight for the future happenings with the SPTM Club allowing more control of scheduling.</p>
Measure 2: Sport Management Alumni Survey (Items 3-6)	student assessment on Alumni Survey data measuring communication is for 70% of students to score a 4.0 on a 5-point scale.	2	
Measure 3: Sport Management Alumni	student assessment for Alumni Survey Data is	2	

Survey (Items 7-8)	for measuring technology is for 70% of students to score a 4.0 on a 5-point scale.		
Measure 4: Sport Management Alumni Survey (Items 9-11)	student assessment for Alumni Survey data measuring diversity is for 70% of students to score a 4.0 on a 5-point scale.	2	
Measure 5: Advisory Board – students are part of the advisory board to assist with making curriculum changes and provide feedback for the program.	To have the advisory board meet twice per year.	1	

Program Dashboard Data

Undergraduate Dashboard Data		
Total Enrollment Majors		85
Total Enrollment Minors		9
Total Enrollment Concentrations		
Intercollegiate Athletics (IA)		32
Recreational Sports (REC)		7
Sport Communication (SPTC)		6
Sport and Business Studies (SPBS)		37
Enrollment Demographic Statistics	Number	Percentage
Female	22	25.88%
Male	72	84.71%
Black, non-Hispanic	8	9.41%
Asian	1	1.18%
White, non-Hispanic	79	92.94%
Hispanic	2	2.35%
Multiple race	4	4.71%
Student: Faculty Advising Ratio		
Students		85
Faculty & Staff		4
Full-time, Tenured or Tenure Track Faculty		
Full-time faculty		2
Tenured faculty		0
Tenured track faculty		2
Adjunct/Part Time Faculty	Number	Percentage
Adjunct	13	92.86%
PT faculty	1	7.14%
Ratio of Male and Female Faculty	Number	Percentage
Female	7	43.75%
Male	9	56.25%
Faculty Demographic Statistics	Number	Percentage
Asian	1	6.25%
Caucasian/White	15	93.75%

Program Information Profile

Name of Institution: University of Southern Indiana

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

Institutional Accreditor: **Higher Learning Commission (HLC)** – Regional Accreditor

Date of Next Comprehensive Program Accreditation Review: **2023**

Date of Next Comprehensive Institutional Accreditation Review: **2026-2027**

URL where accreditation status is stated: [List of institution's members of accreditation \(click here\)](#)

[Statement of Institution's Accreditation Status \(click here\)](#)

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

1. Graduation Year: **2021-2022** # of Graduates: **21** Graduation Rate: **100% within 4 years or less**
2. Average Time to Degree: 4-Year Degree
3. Annual Transfer Activity (into Program): Year: **2021-2022**
of Transfers: **_4_** Transfer Rate: **_NC_**
4. Graduates Entering Graduate School: Year: **_2021-2022_**
of Graduates: **_21_** # Entering Graduate School: **_12_**
5. Job Placement (if appropriate): Year: **_2021-2022_**
of Graduates: **_21_** # Employed: **_9_**

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

SECTION 3: CHANGES TO ACCREDITATION PRINCIPLES

The *Accreditation Principles and Self-Study Preparation* document has been revised and we expect you to review the document and familiarize yourself with the changes. This section in this year's Annual Report informs you about the more significant changes and asks you to show compliance. Changes include:

- A defined set of elements all program-level strategic plans must have (Principle 2)
- Reconfigured Common Professional Component (CPC) areas based on changes in sport industry (Principle 3)
- Institutions must ensure adequate resources to attain and maintain accreditation (Principle 6).

1. Describe your program's strategic planning process by answering the following questions:

a) What is the current time period of your program-level strategic plan? (e.g., 2020-25)

2015-22. The original plan lists 2015-2020. The events of the pandemic, faculty turnover, and a change in the primary COSMA USI contact happening in 2020 and 2021 influenced a decision to extend the plan until our Self-Study and Site-Visit (i.e., 2022/23), the first since receiving accreditation. We acknowledge the need to revamp it given the additions and adjustments listed in the email on March 30th, 2022; coupled with a lack of framework within the original strategic plan to show continuity within Program Goals, SLOs, and OEGs. It is our aim to correct these issues with the upcoming Self-Study.

b) Provide a copy of the strategic planning document OR a tracking matrix that describes the strategic planning goals, timeline for implementation and resources (human and financial) required.

See Appendix A contains our [original] strategic planning document.

2. Review the adjusted common professional component areas in the new *Accreditation Principles* document. In preparation for the upcoming academic year (2022-23), are there any area(s) your program does not cover? What justification do you have for not addressing these CPC area(s)? (e.g., mission of program, resources, etc.)

Last year I revamped our SLOs and OEGs to include all (3.2) Common Professional Components into our assessment data. This should set us up for creating a framework that provides continuity and purposeful influence between our Program Goals, SLOs, and OEGs.

- A. Our program contains all five Foundations of Sport and Sport Management. *We identify the rebuilding of the previous areas 3.2 (CPC) A and B items. They are now combined.
- B. Our program contains all four Functions of Sport Management. *We identify that this item is relabeled from 3.2 (CPC) C to 3.2 (CPC) B.
- C. Our program contains all four components of the Sport Management Environment. *We identify that this item is relabeled from 3.2 (CPC) D to 3.2 (CPC) C. Also, we will add an emphasis to Risk Management within our curriculum.
- D. Our program contains the Integrative Experiences within Sport Management. *We

identify that this item is relabeled from 3.2 (CPC) E to 3.2 (CPC) D.

E. Our current plan indirectly, and at times [accidentally] directly, connects to the Innovations within Sport Management. We aim to take advantage of this optional area.

3. What time and resources are provided to the person(s) who manages the COSMA accreditation process?

One-credit hour of release time is given to the primary contact (Dr. Chase ML Smith).

Appendix A

USI SPORT MANAGEMENT STRATEGIC PLAN 2015-2020

1. Profile

History

Department of Kinesiology and Sport

The Department of Kinesiology and Sport provides Bachelor of Science degrees in physical education teaching, kinesiology, sport management, and exercise science. It also provides minors in health and safety education, physical education, coaching, personal trainer, and sport management. The professional preparation programs reflect current literature and research on most effective practices. Programs also comply with state and national standards for certification and/or licensure.

The Department of Kinesiology and Sport supports the mission of the University of Southern Indiana and the POTT College of Science, Engineering, and Education. The department provides students with a quality education based upon the acquisition of knowledge, skills and values that serve as the foundation for living and working in society. Through education, professional development, outreach and leadership opportunities, the department reinforces the student's commitment to healthy living, continuing education, professional growth and societal involvement. The department core values empower student to live healthy, productive lives. <http://www.usi.edu/science/physicaled/>

Sport Management

The Sport Management major began in the fall of 2010. The Sport Management major prepares students to work in the management and marketing of sport events, organizations, special events, expositions, festivals, university recreational sports programs, corporate fitness industry, public fitness and recreation, and school athletic administration. The Sport Management program consists of 43 semester hours. The curriculum consists of social, psychological and international foundations of sport, management & leadership, ethics, sport marketing & communication, finance/accounting/economics, legal aspects of sport, and integrative experiences.

Mission

The Sport Management program's mission is to prepare undergraduate students for a wide range of positions within the sport industry. The program's faculty strives to create an active learning environment that encourages students to be engaged, ethical, competent sport management professionals. The department's teaching foundations value both theory and practice as students participate in experiential learning, community service, and peer and professional networking. These experiences are invaluable to graduates as they enter into the multi-faceted sport industry as future leaders. Efforts will also be directed at preparing all students to fully participate in a diverse global society.

Vision

The vision of the Sport Management program is to provide an active learning environment that provides a culture of excellence for developing a broad range of sport management skills and aptitudes needed to be competent sport management professionals.

Foundational Assumptions

Following the completion of the Sport Management program the students will be able to do the following:

1. Students will have acquired knowledge, skills and dispositions specific to sport management.
2. Students will have developed critical thinking and problem solving skills.
3. Students will have the ability to communicate effectively and persuasively, both verbally and in writing, in leadership roles in various professional settings and work effectively with diverse groups and organizations
4. Students will be display an understanding of the role and impact of growing and changing technologies on sport experiences of individual and communities and on sport management service delivery.
5. Students will be able to appreciate how sport can promotes equity and social justice at the global, national, regional, state and local levels.

Guiding Values

The Sport Management program's mission is to prepare undergraduate students for a wide range of positions within the sport industry. The program's faculty strives to create an active learning environment that encourages students to be engaged, ethical, competent sport management professionals. The department's teaching foundations value both theory and practice as students participate in experiential learning, community service, and peer and professional networking. These experiences are invaluable to graduates as they enter into the multi-faceted sport industry as future leaders. Efforts will also be directed at preparing all students to fully participate in a diverse global society. This mission is supported by the following values:

1. Student Success – we are dedicated to helping our students grow through the involvement of continuing professional development that allows one to succeed in our programs and in their careers. We also
2. Building Relationships – we are committed to developing community partners throughout our experiential learning endeavors that will engage and benefit students and stakeholders.
3. Excellence, Integrity, and Professionalism – we reflect high ethical standards and integrity in all of our endeavors.

2. Description and Assessment

Human Resource Management

The Human Resources staff supports the University in attracting and retaining a quality faculty and staff and maintaining a positive work environment. The areas of responsibility include:

- Employment and employee relations,
- Benefits design and administration,
- Compensation, and position evaluation and design,
- Diversity and equal opportunity compliance,
- Payroll, and policies and procedures,
- Employee training and development,
- Employee records and other related functions

The University and the POTT College of Science, Engineering, and Education also provides human resources to include hiring, compensation, benefits, wellness, employee motivation, and training.

Hiring

The Sport Management hired two new faculty for fall of 2012. Therefore, the Sport Management program has two ½ full-time tenured and eight adjunct faculty. All full-time faculty teach a 4/4 load with the adjunct faculty teaching at least one or two course per year.

Compensation

Members of the faculty and administrative staff are paid on the basis of individually established salaries determined through a consideration of general criteria. Salary considerations and wage scales are evaluated each year. The Faculty Economic Benefits Committee reviews salary and economic factors and makes recommendations to the president of the University. Salary plans are reviewed with the University Board of Trustees.

The salary plan for faculty provides needed flexibility in salary matters and involves the judgment and recommendations of the Faculty Economic Benefits Committee, the deans, the provost and vice president for Academic Affairs, the vice president for Business Affairs, and the president of the University. Annual salaries are dependent on available funds.

A faculty member may receive a salary increase based on the recommendation of the dean, as reviewed by the appropriate administrative staff, and within the annual guidelines established for salary increments. An administrative staff member may receive a salary increase based on the recommendation of the department head and as determined by the appropriate vice president, and within the annual guidelines established for salary increments.

Each member of the faculty and administrative staff on regular assignment receives a salary appointment letter from the president at the time of initial appointment and prior to the beginning of each fiscal year. Salary adjustments for faculty on an academic-year and summer appointment will be computed on a teaching day basis if the faculty member must leave his assignment before the end of the academic year.

The average Sport Management salary for the 2 full-time faculty are \$47,000.00

Promotional Increments. Salaries of faculty members receiving promotions will be additionally increased by the following increments:

Instructor to Assistant Professor \$ 1,500

Assistant Professor to Associate Professor \$ 3,000

Associate Professor to Professor \$ 4,500

Adjuncts are paid according to the Office of the Provost in the amounts specified below:

Assistant Instructor - \$695.00

Instructor/Lecture I - \$735.00

Assistant Prof./Lecturer II - \$810.00

Associate Prof./Lecturer III - \$915.00

Emeritus Associate Professor - \$1090.00

Emeritus Professor - \$1310.00

The majority of our adjuncts are being paid at the Instructor/Lecture I level at a rate of \$735.00. The individuals with a JD are making the Assistant Prof/Lecturer II at a rate of \$810.00.

Benefits

All faculty have a benefit package to include a medical plan, dental coverage, eye coverage, retirement plan, and flexible benefits spending account. Additional information on benefits may be found at <http://www.usi.edu/hr/default.aspx>.

Fee Waiver Program

Eligible employees, employed by the first day of class and enrolled in courses at the University of Southern Indiana may receive: A waiver of full fees for a maximum of 124 attempted credit hours; Full waiver of fees for up to six credit hours for each fall and spring semester and/or four credit hours during each summer session for a total of 15 hours per academic year. Academic year is from Fall through Summer III.

Spouses of eligible employees pursuing an associate degree, a baccalaureate degree, or a master's degree may receive: A fee waiver of 75 percent of student fees for a maximum of 124 attempted credit hours; Unlimited credit hours per semester

Dependent Children of eligible employees pursuing an associate degree, a baccalaureate degree, or a master's degree may receive: A fee waiver of 75 percent of student fees for a maximum of 124 attempted credit hours; Unlimited credit hours per semester

Travel Funds

All faculty are provided \$400.00 travel funds from within the department; up to \$800.00 from the college and up to \$1200.00 from the Provost Office for a total of \$2400.00 a year. Both sport management faculty members have utilized the full \$2400.00 for professional development purposes.

Faculty Load Reduction

At the beginning of each semester, the Dean of the Pott College will assign, to each academic department, a number of load hours that may be used to reduce one or more faculty teaching loads. These hours will be assigned at the discretion of the Department Chair and should be used for special projects, research, and/or other endeavors promoting scholarship/professional activity as defined in the Pott College Reappointment, Tenure, and Promotion document. The two full-time sport management faculty have participated in this program.

Employee Wellness Program

The Time to Get Fit program is designed to encourage employees to exercise by participating in exercise programs sponsored by the University. Each employee is given the option of electing one hour per week of paid time to devote to pre-approved fitness activities. Improving the health of employees through exercise should result in decreased utilization of the health care system associated with high risk lifestyle behavior and will enhance employees' morale, motivation, and productivity.

Junior Faculty Mentoring Program

The purpose of the College Mentoring Program is to create a link between new and junior faculty and respected, tenured faculty. It is anticipated that the mentored faculty will experience higher levels of job satisfaction, better teaching, greater scholarly productivity, and a stronger likelihood of remaining at the University of Southern Indiana than non-mentored faculty. Additionally, faculty mentors should gain considerable personal and professional satisfaction from involvement in such a program. The program's success will depend on the new faculty members, their mentors and their department chairs all taking an active role in the mentoring process.

Internal Grants Opportunities

There are many internal grant opportunities that sport management faculty may apply for including the *Science and Engineering Research Grant (SERGA), Faculty Research and Creative Work Awards (FRCWA), Endeavor Awards, Excellence through Engagement Summer Research Fellowships, and Barnett Research Award, and the POTT Foundation Faculty Development Award (PFFDA).

*Sport Management faculty are eligible for this award. We moved into the POTT College of Science, Engineering, and Education and the actual grant has never been changed.

College Excellence Awards

The POTT College of Science, Engineering and Education offers Excellence in Teaching, Excellence in Scholarship, and Excellence in Service Awards. The awards were established to identify faculty members who have contributed significantly to the quality of teaching, scholarship, and/or service. The intent is to encourage outstanding teaching scholarship, and/or service.

College of Excellence Sabbatical Leave

This sabbatical opportunity is for full-time, tenured faculty to pursue scholarship and engagement activities in one or more of the four domains of scholarship: (a) teaching, (b) engagement, (c) discovery, or (d) integration.

Center for Academic Creativity

The Center for Academic Creativity is a multifaceted professional development program that supports all faculty and staff contributing directly to the academic mission of the institution in order to enhance student learning, scholarly productivity, collegial service, compassionate leadership, and each individual's need to find balance among these many roles

Facilities

The **Physical Activities Center (PAC)**, built in 1971 and extensively renovated in 1996, provides instructional space for physical education and recreation programs as well as offices for the Athletic Department and Department of Kinesiology and Sport. Included in the building are the aquatics area, specialized physical education and service facilities and multi-purpose activity area (MAC). The MAC has a seating capacity of 3,000 and serves as the home court for indoor sports programs.

The Department of Kinesiology and Sport controls an open-access computer laboratory within the PAC that houses 24 computers, one teaching station with a computer, and a printer. Each computer is equipped with Microsoft Office, SPSS, and high-speed internet. There are currently 50 additional computer laboratories on campus encompassing 1,165 computers, of which 306 computers are located in 11 open-access laboratories. These laboratories offer the latest computer technology with access to Microsoft Office products, other software programs, and high-speed internet.

The **Recreation, Fitness and Wellness Center** is a \$4.1 million three level building, which opened in 2001. In 2009 a portion of the \$7.5 million expansion was completed. The Office of Recreational Sports is located in the Recreation, Fitness and Wellness Center. The building houses an arena for weight lifting and exercise, showers, lockers, two basketball courts, a climbing wall and suspended track above the courts.

Outdoor Athletic and Recreation Facilities include tennis courts, athletic fields, bicycle and walking paths and trails, Screaming Eagles Valley Complex, Broadway Recreational Complex, Bent Twig Outdoor Education Center, Westwood Lodge, Breckinridge Cabin, Grimes Haus, Eicher Barn, and the USI-Burdette Trail

The **Business and Engineering Center** is the new 117,000 square foot classroom and laboratory building is sited at the southwest corner of the University's southern quadrangle. The building serves both Business and Engineering programs interdependently, providing both dedicated and shared classroom/laboratory space. The design allows each program to have a distinct identity, yet overlap in a shared central atrium. The atrium serves all of the collaborative activities within the building and has dramatic views towards the lake and the quadrangle. The atrium is an active space that promotes a vibrant synergy between the two programs.

The **David L. Rice Library** offers many resources to aid in the student's academic career. The main floor contains a Starbuck's coffee shop, public corridor, open seating area, the checkout and reference counters and staff offices as well as some labs, reference and government document collections and a reading room. There are significant art works on this floor. The second level includes a grand reading room, group study rooms, staff offices and a staff lounge. The third level includes group study rooms, University archives and special collections (which has its own security and emergency protection) and some staff offices. The fourth level includes a reading room and group study rooms. The lower level has classrooms, a lecture hall as well as some support facilities for the main level Starbuck's coffee shop.

The **Health Professions Center**, opened in 1995, is a classroom and office building housing the College of Nursing and Health Professions and Social Work. The Indiana University School of Medicine, Evansville Center, is located on the third floor of the facility. Features of the Health Professions Center include the 450-seat Mitchell Auditorium, a dental hygiene clinic and dental laboratory, lecture rooms, classrooms, instructional laboratories, seminar rooms and faculty offices. The student health center, a full-service clinic offering medical services and health-related information to students, staff and faculty is located in the lower level.

The **Liberal Arts Center**, a \$15.2 million academic building, opened in fall 1999, houses the College of Liberal Arts. It is located south of the University Center overlooking Reflection Lake. Special facilities in the center is a classroom and office building housing the Clifford and Ruth Kleymeyer Lecture Hall, Helen Mallette Studio Theatre, Anna Lee Hamilton Music Studio, Scripps Howard Center for Media Studies (which includes the William R. Burleigh Resource Center), Cynderella McDowell Miller Foreign Language Lab, Broadcasting Studio, WSWI radio station and computer labs on the lower level. The first and second floors are dedicated to classrooms. The third floor consists of faculty and staff offices. The

McCutchan Art Center, an art teaching gallery for the university in the lower level of the Liberal Arts Center was completed in late 2007.

The **Robert D. Orr Center**, built in 1990, is a classroom and office building housing many of the student services departments. The Office of Admission, Student Financial Assistance, Office of the Registrar, Counseling Center, Office of Extended Services (includes Continuing Education and Historic Southern Indiana) are located on the main floor. The College of Business and computer labs are located on the second and third floors and the remainder of the second floor is dedicated to classroom space. The Computer Center, Career Services and Placement and the Business Office, including the Cashier are located on the lower level. Students may pay fees and cash checks at the Cashier's window.

The **University Center** is conveniently located in the center of campus where students and faculty may convene for informal meetings, meals, study, social activities, recreation, open discussions or formal campus occasions. The University Center provides space for student organization offices, conference rooms, student computer lab, lounge facilities, food services and the university Bookstore. Offices for the Dean of Students, Multicultural Center, Student Wellness and Student Activities are located here.

Carter Hall and The University Conference Center are located on the upper level of the University Center. Both are large multipurpose rooms that accommodate groups for seminars, workshops, meetings, luncheons, dinners or dances.

The **Support Services Building** houses Procurement and Risk Management and Safety and Distribution Services serves as a central receiving and distribution center for the campus. It has relocated maintenance from the Physical Plant (where an expansion project of the central heating and cooling plant and the maintenance shops were previously located). Support Services was opened in late 2008.

Finances

The Sport Management program is a part of the Kinesiology and Sport Department. The Kinesiology and Sport Department is given one budget to suffice for all majors. The Sport Management program receives a portion of the budget depending on needs of the program.

Salaries – Monthly	\$501,892
Wages – Student	\$ 6,155
Insurance – Life	\$ 1,584
Insurance-Medical	\$ 85,580
Taxes-FICA	\$ 38,395
Annuities & Pension	\$ 55,209
Honoraria & Professional Services	\$ 34,396
Physical Plant Services	\$ 1,570
Travel & Training	\$ 5,437
Travel-Field Trips	\$ 2,630
Postage	\$ 416
Telephone-General	\$ 4,647
Telephone-Long Distance	\$ 232
Printing & Publishing	\$ 6,252
Supplies-Office	\$ 3,208
Supplies-Classroom and Lab	\$ 10,120
Rent-Facilities	\$ 5,500
Insurance	\$ 1,500
Repairs-Educational & Office Equipment	\$ 10,800
Equipment-Educational & Office	\$ 10,000

Technology

The Department of Kinesiology and Sport controls an open-access **computer laboratory** that houses 24 computers, one teaching station with a computer, and a printer. Each computer is equipped with Microsoft Office, SPSS, and high-speed internet. The Physical Activities Center classrooms are all equipped with LCD projectors, document projectors, and DVD and VCR players to facilitate teaching.+

There are currently 50 additional **computer laboratories** on campus encompassing 1,165 computers, of which 306 computers are located in 11 open-access laboratories. These laboratories offer the latest computer technology with access to Microsoft Office products, other software programs, and high-speed internet.

The **Rice Library** offers access to more than 14,000 full-text online journals, more than 600,000 items in micro format, roughly 340,000 volumes, and access to Sport Discus full-text research database. With these accessible resources, students can perform fully automated literature searches in online journals. The holdings in the library, computer laboratories, and sport management networks will provide sufficient learning resources for the students.

The **Distance Learning Center** enables students to enroll in courses that fit their circumstances or lifestyle. Distance Learning Technologies at USI include the following delivery and reception methods:

- Internet, including Blackboard course management software
- Adobe Connect Pro Web conferencing software
- Video and Audio streaming
- DVD

Information Technology provides a variety of resources to students at USI.

- **MyUSI** is a web portal that you will use frequently to access the many online school services that USI offers.
- Each student receives **Eagles Mail**.
- All **software** that is necessary for course work is provided in campus labs. Also, Microsoft Office Web Apps including Word, Excel, and PowerPoint are available on the web, which allows a student to create, view, edit and share Office documents online.
- **Blackboard** is the name of a software program that USI uses for online instruction and communication. Students can access course materials their professors make available and may participate in class discussions online.
- USI provides **wireless access** across the campus, and wireless and wired access in student housing.

3. External Analysis

Competitive Trends & Competitive Environment

Currently, there are a total of 18 Sport Management programs within the surrounding area. Of the 18 programs, there are 5 (marked by *) universities that are similar to the sport management program at the University of Southern Indiana.

Undergraduate Cost of Attendance – University of Southern Indiana – Enrollment 2012 – 10,467

Tuition - Undergraduate	2010-2011	2011-2012	2012-2013	2014-2015
In-State	\$5600.00	\$5852.00	\$6145.00	
Out-of-State	\$13,246.00	\$13,847.00	\$14,545.00	
Annual Percentage Increases - Undergraduate				
In-State	4.99%	4.50%	5.00%	
Out-of-State	5.00%	4.54%	5.04%	
Cost Per Credit Hour				
In-State	\$184.67	\$193.07	\$202.83	
Out-of-State	\$439.53	\$459.58	\$482.83	

Undergraduate Profile of other Institutions

Undergraduate Programs	Distance from USI (miles)	Enrollment	Tuition (In-State)	Tuition (Out-of-State)	Tuition (In-State) Per Credit Hour	Tuition (Out-of-State) Per Credit Hour
Alice Lloyd college	106.93	598	\$8100	\$8100	\$212	\$212
Asbury College	199.70	1623	\$24,058	\$24,059	\$925	\$925
Ball State University	249.0	22,083	\$7912	\$21,892	\$307	\$850
Belmont University	115.69	5999	\$23,770	\$23,770	\$910	\$910
Eastern Kentucky University	306.53	16,567	\$6960	\$19,056	\$290	\$459
*Indiana State University	117.1	11,494	\$7782	\$17,006	\$282	\$601
IUPUI	169.03	30,566	\$7437	\$25,800	\$248	\$860
Kentucky Wesleyan	41.75	802	\$18,790	\$18,790	\$540	\$540
Midway College	181.01	1606	\$19,800	\$19,800	\$660	\$660
*Morehead State	255.45	8541	\$6942	\$17,370	\$263	\$658
*Northern Kentucky University	216.96	15,716	\$7488	\$14,976	\$312	\$579
Union College	295.93	1363	\$19,174	\$19,174	\$315	\$315
University of Cincinnati	221.89	32,283	\$8805	\$2,3328	\$245	\$648
*University of Dayton	269.77	11,199	\$30,340	\$30,340	\$1011	\$1011
Western Kentucky University	113.61	2869	\$28,620	\$28,620	\$800	\$800
Xavier University	222.99	20,897	\$8084	\$20,016	\$337	\$834
*Middle Tennessee State University	184.36	7019	\$30,230	\$30,230	\$590	\$590
University of Kentucky	188.48	26,430	\$5256	\$18,960	\$219	\$790
University of Louisville	125.3	22,293	\$4733	\$11,475	\$395	\$957
Valparaiso University	283.2	3,000	\$31,040	\$31,040	\$1355	\$1355

Average distance – \$193.23

Average tuition in-state per credit hour - \$510.80

Average tuition out-of-state per credit hour – \$727.70

Average overall tuition - \$15,266.05 (Instate)

Average overall tuition - \$21,190.10 (Out of State)

4. SWOT Analysis

Strengths

- Wide variety of faculty expertise, even in a small faculty group (diverse learning areas)
- Ability of faculty to relate to and develop relationships with various student and campus groups
- Flexibility of offerings and student tracks
- Potential for program growth and development
- Ability to foster relationships with constituent groups across campus and community (Athletics, campus rec, Evansville parks and recreation, etc.)
- Class size
- Tuition
- Internships
- Variety of classes
- Sport Management Club
- Central Location – Louisville, Indianapolis, Bloomington, Illinois, St. Louis
- Personalized Advising
- GPR Requirements allows for greater recruitment
- Online course offerings

Weaknesses

- Relatively young and somewhat inexperienced (teaching, research, professional connections)
- Limited resources to facilitate growth (generally small faculty)
- Relative lack of student understanding of research process and application
- Ability to keep focus on student development among promotion of differing pedagogical methods (i.e. how will distance education truly affect the program)
- Seems as if we may still be “feeling out” our fit within our college in some ways.
- No graduate program
- GPA (current average of students)
- Lack of alumni information
- Newer program

Opportunities

- Opportunity to build one of the few (if any) truly multi-disciplinary sport management programs in the state
- Fostering of campus relationships can truly entrench the sport management program as a flagship part of the college and university
- As a young and developing program, our success and ability to serve students will be largely dependent upon our ability to support and develop each other (as faculty members). This can be good as it is something we have control over and can actively work at.
- COSMA accreditation
- Master’s program
- Increase awareness of department and programs; recruiting and image
- Job Market – growing demands for sport management
- Student research

Threats

- How will the university's promotion of distance education impact our program (can be positive and/or negative depending on control factors)
- "Sport Management" as a major is offered at most other institutions, and our growth is not guaranteed (not sure this is an external threat because, again, I feel our program as we are developing it is unique)
- Economy
- State funding
- Not accredited
- Lack of awareness of department and program on campus

5. Student Learning Objectives, Strategies, Action Plans, Outcome Assessment Process

Learning Goal #1: Provide a core curriculum that allows students to acquire knowledge, skills and dispositions specific to sport management.

Objective

70% of the students will score an 80% or better on the student portfolio.

70% of the students will score an 80% or better on the internship presentation.

70% of the students will score 4.0 or better on the internship employer midterm survey.

70% of the students will report they agree and/or strongly agree on items related to SLO 1- knowledge and skills.

Strategies

Students have mandatory advising meetings with sport management faculty each semester to ensure proficient academic performance

The Early Reporting System will be used to inform students of course performance each semester to identify potential academic issues

The sport management faculty will continue to grow network of viable internship opportunities

Department will implement end of year graduation celebration to better ensure proper administration and response to the annual alumni survey

Outcome Assessment Processes

Data will be gathered on an annual basis for students completing the sport management major core and will be used to analyze areas of strength and opportunities for improvement within the core curriculum.

Learning Goal #2: Facilitate the development of critical thinking and problem solving skills throughout the curriculum.

Objective

70% of the students will score an 80% or better on the student portfolio.

70% of the students will score an 80% or better on the internship presentation.

70% of the students will score 4.0 or better on the internship employer midterm survey.

80% of the students will report they agree and/or strongly agree on items related to SLO 2- critical thinking and problem solving skills.

Strategies

Students will begin the assembly of student portfolio documents and information prior to entry into the internship program (SPTM 283)

Prospective student interns attend a required orientation session prior to their internship where portfolio and presentation requirements and grading rubric are addressed

Department will implement end of year graduation celebration to better ensure proper administration and response to the annual alumni survey

Outcome Assessment Processes

Data will be gathered on an annual basis for students completing the sport management major core and will be used to analyze areas of strength and opportunities for improvement within the curriculum

Learning Goal #3: Facilitate the ability to communicate effectively and persuasively, both verbally and in writing, in leadership roles in various professional settings and work effectively with diverse groups and organizations

Objective

70% of the students will score an 80% or better on the student portfolio.

70% of the students will score an 80% or better on the internship presentation.

70% of the students will score 4.0 or better on the internship employer midterm survey.

70% of the students will score an 80% or better on the communication paper.

70% of the students will report they agree and/or strongly agree on items related to SLO 3 – communicate effectively.

Strategies

Students will engage in verbal and written communication exercises and assignments throughout the sport management curriculum

Department will implement end of year graduation celebration to better ensure proper administration and response to the annual alumni survey

Students will engage in communication and leadership experience through participation in the Sport Management Club and departmental events

Students can engage in communication and leadership through participation in the Sport Management Advisory Group

Students are required to complete SPTM 453—Diversity in Sport—culminating with the completion of a diversity-related case study.

Students will engage and work with diverse groups and organizations through the Sport Management Club, practicum and internship experiences.

Outcome Assessment Processes

Data will be gathered on an annual basis for students completing the sport management major core and will be used to analyze areas of strength and opportunities for improvement within the curriculum

Learning Goal #4: Display an understanding about the role and impact of growing and changing technologies on sport experiences of individual and communities and on sport management service delivery.

Objectives

70% of the students will score an 80% or better on the student portfolio.

70% of the students will score an 80% or better on the internship presentation.

70% of the students will score 4.0 or better on the internship employer midterm survey.

70% of the students will score an 80% or better on the technology assignment.

70% of the students will report they agree and/or strongly agree on items related to SLO 4 – technology.

Strategies

Students will engage in the use of technology in completing class exercises and assignments throughout the sport management curriculum

Department will implement end of year graduation celebration to better ensure proper administration and response to the annual alumni survey

Students will use new and emerging technologies as part of their internship report and presentations, including but not limited to e-portfolios, embedded video technologies, social media, and interactive presentation technology.

Outcome Assessment Processes

Data will be gathered on an annual basis for students completing the sport management major core and will be used to analyze areas of strength and opportunities for improvement within the curriculum

Learning Goal #5: Promote an appreciation of how sport can promote equity and social justice at the global, national, regional, state and local levels.

Objectives

70% of the students will score an 80% or better on the diversity assignment.

70% of the student will report they agree and/or strongly agree on items related to SLO 5 – diversity.

Strategies

Students are required to complete SPTM 453—Diversity in Sport—culminating with the completion of a diversity-related case study.

Outcome Assessment Processes

Data will be gathered on an annual basis for students completing the sport management major core and will be used to analyze areas of strength and opportunities for improvement within the curriculum

6. Operational objectives, strategies, action plans, and outcome assessment processes.

Goal #1: To recruit, hire, and retain diverse, high quality faculty and staff.

Objectives

80% of the faculty will score at least a 4.0 on teaching evaluations for all areas.

80% of the faculty will publish and present 1-2 times per year.

Strategies

Faculty will have travel funds from the department, college and provost office.

Faculty will have the opportunity to attend writing workshops.

The first three years at the university faculty will have a mentor from within the college.

Outcome Assessment

Data will be gathered on an annual basis of faculty evaluations and the number of publications and presentations.

Goal #2: To recruit and retain quality students to meet local and global demands for our graduates.

Objectives

The Sport Management program will meet 80% of the enrollment criterion each year.

The Sport Management program will meet 80% of the degrees conferred criterion each year.

100% of the students will graduate with a 2.5 GPA.

Strategies

Effectively implement the recruitment and retention plan.

Students have mandatory advising meetings with sport management faculty each semester to ensure proficient academic performance

The Early Reporting System will be used to inform students of course performance each semester to identify potential academic issues

Outcome Assessment

Data will be gathered on an annual basis of enrollment, degrees conferred and student's GPA's.

Goal #3: To provide students with the opportunity for professional growth.

Objectives

50% of the students will become members of the Sport Management Club.

50% of the Sport Management major courses will offer experiential learning or hands-on experiences.

100% of the students will participate in two practica within recreational sports, intercollegiate athletics and/or professional sport.

100% of the students (entering their senior year) will participate in an internship.

Strategies

To implement the Sport Management recruitment plan.

To hire faculty that have an understanding of the importance of experiential learning experiences within their courses.

To continue to offer practicum and internship meetings introducing students to opportunities.

To continue updating practicum and internship website.

Outcome Assessment

Data will be gathered on an annual basis of Sport Management Club membership, number of courses offering experiential learning experiences, participation in practica and internships.

Goal #4: To develop and maintain partnerships and community outreach opportunities with local business and organizations.

Objective

Students participate in 2 volunteer activities per year.

Strategy

To gather a list each year of volunteer activities sport management students may participate in and promote via email and classes.

Outcome Assessment

Data will be gathered on an annual basis of volunteer activities.

Goal #5: Maintain and control undergraduate enrollments.

Objectives

The Sport Management program will meet 80% of the enrollment criterion each year.

The Sport Management program will meet 80% of the degrees conferred criterion each year.

StrategiesOutcome Assessment

Data will be gathered on an annual basis of enrollment and degrees conferred.