PROGRAM INFORMATION PROFILE

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

Name of Institution
Institution: Slippery Rock University
Program Accreditor: Commission on Sport Management Accreditation (COSMA)
Institutional Accreditor: Middle States Commission on Higher Education (MSCHE)
Date of Next Comprehensive Program Accreditation Review: 2025
Date of Next Comprehensive Institutional Accreditation Review: 2020
To learn more about the accredited status of the program, click here: http://www.sru.edu/academics/colleges-and-departments/cob/departments/sport-management/mission-outcomes-accreditation
http://www.sru.edu/academics/colleges-and-departments/cob
http://www.sru.edu/offices/academic-and-student-affairs/accreditation

Program Context and Mission

Program Mission:
The Department of Sport Management at Slippery Rock University strives to be a leader in providing practical and transformative undergraduate education, with a focus on student success in the field of sport business. We encourage our students’ intellectual, personal, and professional growth through a challenging academic program augmented by relevant experiential requirements. As one of the oldest academic Sport Management programs in the country, we are committed to maintaining our reputation as one of the sport industry’s premier partners in sport management education. In pursuit of our mission, we primarily focus our efforts on:
• Providing quality undergraduate instruction through engaging pedagogy
• Preparing students to critically analyze issues and problems related to sport business
• Ensuring students are proficient in the outcome areas of communication, critical thinking and problem solving, values and ethics, social awareness and civic responsibilities, global interdependence, personal development, aesthetic perception and ability and professional proficiency
• Requiring sufficient contact hours in practical settings to enhance student learning
• Connecting students to the university community, the profession and to the world

Program Goals/Student Outcomes:
The Sport Management faculty has established five program outcomes for the undergraduate program that are implemented on a daily basis inside and outside the classroom. These program outcomes are an extension of the mission statement and connect to the university’s outcomes. In order to achieve our mission, these outcomes are assessed using a variety of direct and indirect performance indicators.

1. Communication: Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies.
2. Diversity, Ethical, Legal and Financial Practices: Integrate diverse, ethical, legal and financial principles, and understand their impact on decision making in sport managerial situations.
3. Technological and Global Interdependence: Demonstrate proficiency in use of current technologies and exhibit understanding of the global sport industry.
4. Professional Proficiency and Development: Apply knowledge and skills to meet professional competencies within sport industry.
5. Critical Thinking and Problem Solving: Demonstrate ability to identify, analyze, synthesize and, evaluate information and ideas through professional performance in simulated sport industry environments such as an internship, practicum or volunteer experience.
Brief Description of Student Population: The majority of the students are traditional and transfer students. To view Slippery Rock University’s Spring 2019 Student Profile Report, go to:

file:///C:/Users/jon5127/Downloads/SRU_Profile_Sp19%20(17).pdf

Indicators of Effectiveness with Undergraduates as Determined by the Program

1. *Graduation
   Year: 2018-19 # of Graduates: 25 Graduation Rate: 62.5%
   *2018-19 retention and graduation rates are calculated mid-October to include summer graduates.

2. *Completion of Educational Goal (other than certificate or degree – if data collected)
   # of Students Surveyed: Not Applicable # Completing Goal: Not Applicable

3. Average Time to Certificate or Degree
   1-Year Certificate: 2-Year Degree: 4-Year Degree: X

4. *Annual Transfer IN Activity
   Year: 2018-19 # of Transfers: 8 Transfer Rate: 18%

5. **Graduates Entering Graduate School
   Year: December 2018 # of Graduates: 6 # Entering Graduate School: 0%

6. **Job Placement (if appropriate)
   Year: December 2018 # of Graduates: 6 # Employed: 3 (50%) Employed full-time

7. Licensure/Certification Examination Results: Not Applicable

8. Additional Indicators, if any:

   Form developed by the Council for Higher Education Accreditation. © updated 2015
### Program - Level Student Learning Outcomes Matrix - Academic Year 2018-2019

<table>
<thead>
<tr>
<th>Identify Each Student Learning Outcome and Measurement Tool(s)</th>
<th>Identify the Benchmark</th>
<th>Total Number of Students Observed</th>
<th>Total Number of Students Meeting Expectation</th>
<th>Assessment Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Does not meet expectation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Meets expectation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Exceeds expectation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Insufficient data</td>
</tr>
</tbody>
</table>

#### DIRECT MEASURES:

**SLO #1: Communication:** Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies.

<table>
<thead>
<tr>
<th>Senior Comprehensive Exam (Direct)</th>
<th>Measure 1: Eighty percent (80%) of students completing the comprehensive senior examination will score at least 80 or higher.</th>
<th>13</th>
<th>13</th>
<th>100%</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

**SLO #2: Diversity, Ethical, Legal and Financial Practices:** Integrate diverse, ethical, legal and financial principles, and understand their impact on decision making in sport managerial situations.

<table>
<thead>
<tr>
<th>Diversity Audit (Direct)</th>
<th>Measure 1: Eighty percent (80%) of the students will score 80 or higher on the diversity audit.</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>Insufficient Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Workshop (Direct)</td>
<td>Measure 2: Eighty percent (80%) of the students will score 80 or higher on the diversity workshop.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Insufficient Data</td>
</tr>
<tr>
<td>Legal Research Project (Direct)</td>
<td>Measure 3: Eighty percent (80%) of students will score &quot;Good&quot; or higher on the legal research project.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Insufficient Data</td>
</tr>
</tbody>
</table>

**SLO #3: Technological and Global Interdependence:** Demonstrate proficiency in use of current technologies and exhibit understanding of the global sport industry.

<table>
<thead>
<tr>
<th>Electronic Portfolio (Direct)</th>
<th>Measure 1: Eighty five percent (85%) of the students will score 80 or higher on the electronic portfolio.</th>
<th>13</th>
<th>13</th>
<th>100%</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1: Eighty percent (80%) of students will score 80 or higher on the senior project assignment.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Insufficient Data</td>
<td></td>
</tr>
<tr>
<td>Internship Supervisor’s Final Evaluation (Indirect)</td>
<td>Measure 2: Eighty percent (80%) of agency supervisors will respond “YES” the student completing the internship experience was equipped for the internship. (Question #40)</td>
<td>13</td>
<td>11</td>
<td>85%</td>
<td>Exceeds Expectation</td>
</tr>
<tr>
<td>Practicum Supervisor’s Final Evaluation (Indirect)</td>
<td>Measure 3: Eighty-five percent (85%) of the students will score 85 (“Near Target” or higher) on their practicum experience</td>
<td>12</td>
<td>11</td>
<td>92%</td>
<td>Exceeds Expectation</td>
</tr>
<tr>
<td>Internship Supervisor’s Final Evaluation (Indirect)</td>
<td>Measure 1: Eighty percent (80%) of agency supervisors will respond “YES” the student completing the internship experience was equipped for the internship. (Question #40)</td>
<td>13</td>
<td>11</td>
<td>85%</td>
<td>Exceeds Expectation</td>
</tr>
<tr>
<td>Practicum Supervisor’s Final Evaluation (Indirect)</td>
<td>Measure 2: Eighty-five percent (85%) of the students will score 85 (“Near Target” or higher) on their practicum experience.</td>
<td>38</td>
<td>36</td>
<td>95%</td>
<td>Exceeds Expectation</td>
</tr>
</tbody>
</table>
**Explaination of course action for intended outcomes not realized:**

All insufficient data will be available and submitted to COSMA during fall 2019 and after the data from the summer courses have been collected.

- Measure Legal Research Project
- Measure Diversity Audit
- Measure Diversity Workshop

Note: If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed. 2) At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required.
<table>
<thead>
<tr>
<th>Identify Each Operational Effectiveness Goal and Measurement Tool(s)</th>
<th>Identify the Benchmark</th>
<th>Data Summary</th>
<th>Assessment Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OEG 1 - To optimize undergraduate enrollment and retention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 1: Graduation/Retention Rates</td>
<td>Eighty percent of the seniors enrolled during the 2018-2019 academic year will graduate from the sport management program.</td>
<td>The 2018-2019 retention and graduation rates are calculated mid-October to include summer graduates. (See Appendix)</td>
<td>4. Insufficient Data</td>
</tr>
<tr>
<td>Measure 2: Senior Exit Interview</td>
<td>Eighty percent of the students will indicate they were prepared to apply critical thinking skills to solve problems and make managerial decision through the integration of theory and practice.</td>
<td>100% of the students responded that they were extremely (57%) or very (43%) prepared. (See Appendix G)</td>
<td>2. Exceeds Expectation</td>
</tr>
<tr>
<td>OEG 2: To maintain COSMA accreditation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 1: COSMA Annual and Public Disclosure Reports</td>
<td>Submit reports by or before July 31 and December 31 each year and upload Public Disclosure report to SRU website.</td>
<td>Submitted COSMA Annual and Public Disclosure Reports submitted on July 24, 2019 (See Appendix H)</td>
<td>2. Meets Expectation</td>
</tr>
<tr>
<td>Measure 2: COSMA Reaffirmation of accreditation Self-study and Site Visit</td>
<td>Submit self-study Fall 2025 and conduct site visit spring 2026.</td>
<td>Self-study submitted, and site visit conducted during spring 2018. (See Appendix I)</td>
<td>2. Meets Expectation Completed until 2025</td>
</tr>
<tr>
<td>OEG 3: To maintain and establish relationships with sport organizations</td>
<td>Ninety (90%) percent of SPMT students will be placed in internships during senior seminar.</td>
<td>One hundred percent (100%) of SPMT students were placed in internships. (See Appendix I)</td>
<td>3. Exceeds Expectation</td>
</tr>
<tr>
<td>Measure 1: Internship Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 2: Alumni Advisory Board</td>
<td>Sport Management Alumni Advisory Board (SMAAB) will meet twice during the academic year to provide feedback about SPMT program and curriculum.</td>
<td>Held a conference call during fall 2018 and spring 2019. (See Appendix K)</td>
<td>2. Meets Expectations</td>
</tr>
</tbody>
</table>
### OEG 4: Explore the feasibility of adding a graduate degree program.

**Measure 1:** Research/Assess probability, supply and demand.
- Conduct a survey/market research to determine the likelihood of adding a graduate program.
- Survey conducted during summer 2017
  - Completed 2017-18

**Measure 2:** University approval to add graduate program.
- Develop graduate program approval proposal during 2019-2020.
- Decision to develop a new master’s program has been delayed until after the external strategic review (System Redesign) of PASSHE institutions is completed by NCHEMS (See Appendix J.)

- 2. Meets Expectations
- 4. Insufficient data

### OEG 5: To increase faculty resources.

**Measure 1:** University Approval to hire faculty
- Develop request/proposal to hire faculty during 2019-2020.
- Decision to request/proposal to hire faculty has been delayed due to “System Redesign”

- 4. Insufficient data

**Measure 2:** Recruit and Hire Faculty
- Collaborate with SRU’s Office of Diversity and Equal Opportunity and Office of Human Resources to review faculty search procedures and develop a recruitment plan during 2019-2020.
- Decision to recruit and hire faculty has been delayed.

- 4. Insufficient data

**Explanation of course action for intended outcomes not realized:**

**Measure:** Graduation/retention rates - 2018 retention and graduation rates are calculated mid-October to include summer graduates. Data will be forwarded to COSMA during fall 2019. (See Appendix F.)

All insufficient data will be available and submitted to COSMA during fall 2019.

**Measure:** University Approval to add graduate program - A graduate program approval request/proposal will be submitted during 2019-2020 academic year. The faculty believes a final decision on the development of a new master’s program should not be made until after the external strategic review of PASSHE institutions is completed by NCHEMS. (See Appendix J.)

**Measure:** University Approval to hire faculty - Delayed until after the external strategic review of PASSHE institutions is completed by NCHEMS. (See Appendix J.)

**Measure:** Recruit and Hire Faculty - Delayed until after the external strategic review of PASSHE institutions is completed by NCHEMS. (See Appendix J.)

Pennsylvania’s State System of Higher Education is in the middle of a system wide transformation process called System Redesign.

**Notes:** 1) Provide all explanations of this table that follows. 2) If you are using different operational outcomes measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.