

COSMA Annual Report Submission Instructions Academic Year 2022-23

Due Date: NO LATER THAN July 31.

Use this document; changes are made annually.

2023-24 Annual Fees Announcement:

Annual Membership Fees for programs going through or holding COSMA accreditation have stayed the same since 2008 at \$1,800 per year. **This fee will increase by 10 percent for the 2024-25 membership/fiscal year (July 1 – June 30) to be \$1,980.** However, we are instituting a process to allow “limited resource institutions*” a reduced fee for membership. COSMA wants to enable all sport management programs to afford the accreditation process and to ensure a more equitable financial process for member institutions. The following guidelines will help you navigate an “exceptions” process that will be evaluated annually.

* Be among the bottom 15 percent of active Division I schools from a resource standpoint, as determined by per capita school expenditures, per capita athletics department funding and per capita Pell Grant aid for the student body. **OR**

Be a member of a conference in which 60 percent of the schools are among the bottom 15 percent of active Division I members from a resource standpoint. ([AASP Grants for Schools - NCAA.org](https://www.aasp.org))

- 1) If your program is budgeted for and can afford to pay the \$1,800 annually, do nothing differently. Budget for the 10 percent increase for the 2024-25 fiscal year for \$1,980.
- 2) Programs going through first-time accreditation in FY 2023-24: Gradual payment schedule
 - Year 1: \$450 (25% of \$1,800)
 - Year 2: \$900 (50% of \$1,800)
 - Year 3: \$1,350 (75% of \$1,800)
 - Year 4: \$1,800 (100%)

Programs going through first-time accreditation in FY 2024-25: Gradual payment schedule
Year 1: \$495

Year 2: \$990

Year 3: \$1,485

Year 4: \$1,980

- 3) Other adjustments to membership fees will be determined on a case-by-case basis. See page 11 for additional information.

Late fees (\$180) will be enforced for the 2023-24 fiscal year.

Late fees will increase to \$200 for the 2024-25 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 University/College and Departmental Administrators.

The Annual Report consists of three parts:

Section 1: Programmatic Information (completed by all programs), pages 3-5

Section 2: Outcomes Assessment (completed by programs in Candidacy Status and Accredited Programs) – pages 6-10

Section 3: Budget Chart: Reference for programs yet to be accredited and for those requesting annual fee reductions – page 11.

Program Information Profile – This Council for Higher Education Accreditation (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 these data as part of your Operational Effectiveness Goals, refer to that matrix – page 10.

Extension request: For extension of fee payment and/or Annual Report submission (page 12).

COSMA Annual Report 2022-23

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:	Southeastern Louisiana University			
Address:	500 W University Ave			
City:	Hammond	State:	LA	ZIP/Postal Code: 70402
Primary COSMA Contact Name and Designated Alternate Contact:	Name 1: Joe Sabin Name 2: Charity Bryan			
Telephone:	985-549-5255	Email:	Joseph.Sabin@selu.edu	
Sport Management Degree Program(s):	Bachelor of Science, Sport Management			
Name of College where Sport Management degree(s) is housed:	College of Nursing and Health Sciences – Department of Kinesiology and Health Studies			
Academic Unit URL:	https://www.southeastern.edu/acad_research/depts/kin_hs/undergrad_degree/sport_management/index.html			

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 (have not been granted Candidacy Status)

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

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?

<input type="checkbox"/>	No
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X	Yes. If yes, please identify the changes by adding an additional page to this document.* (See appendix N)
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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?

	No
	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?

	No
	Yes (You will be contacted to discuss this.)

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

- Your sport management unit's primary representative to COSMA
- Your institution's President, Academic Vice President, Dean, Provost, etc.
- The head of your academic unit/sport management program (if different from the primary representative to the COSMA).
- Faculty changes

Position: Program Coordinator	Name: Joe Sabin	Title: Assistant Professor
Email: joseph.sabin@selu.edu		
Position: President	Name: William S. Wainwright	Title: University President
Email: William.Wainwright@selu.edu		
Position	Name	Title
Email		

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.

We operated this past academic year with one fewer faculty member than normal. This was the result of Dr. Ashley Bowers departing to another institution and a failed search last year. We have completed two successful faculty searches this semester to replace the tenure track professor we lost last year (Dr. Ashley Bowers), and an instructor to replace Ms. Jill Sharp who left at the end of this academic year. We have also transitioned to a new University president as of June 5, 2023. Our current program coordinator (Joe Sabin) met extensively with the outgoing coordinator (Jill Sharp) to ensure the continuity with the accreditation process. Professor Sabin will also emphasize the importance of the accreditation plan with the two new hires in program meetings.

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.

We have completely overhauled the B.S. in Sport Management curriculum at the university (see Appendix N). Those changes were approved by our university curriculum council and will go into effect starting Fall 2023. We added in more practical experience (a 3 credit-hour sophomore practicum) and created a Sport Business and Finance course. More importantly, because our program originated as an emphasis area for a kinesiology degree, it had arduous science requirements that were well above that of our general education standards. There were also 8 credit hours of health courses. Those have all been removed and the credit hours have been replaced with business electives (from an approved list). This curriculum was developed in conjunction with our advisory board who also recognized the need for a better business foundation for our sport management students as it is more aligned with current industry needs.

[Optional Responses]

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

It is hard to articulate a tangible benefit thus far, however the COSMA process required our program to look more closely at assessment and refocus our outcomes and objectives.

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

This year has been filled with trying to get new faculty hired and overhauling the curriculum. We look forward to doing some higher level program development in the coming year wherein we will reach out to COSMA for feedback frequently.

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?

X	No
	Yes. Attach the revised O/A plan.

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

- Notes and Observations in a recent accreditation granted letter
- Required response items to a Candidacy Status granted letter
- Action Items from a Site Visit report
- Required response items to an accreditation deferred letter

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.N/A	
2.	
3.	
4.	
5.	

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.southeastern.edu/acad_research/COSMADData21_22.pdf

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

Student Learning Outcomes Matrix - Academic Year 2022 – 2023

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectations	Assessment Results: Percentage of Students Meeting Expectations	Assessment Results: 1. Does not meet expectations. 2. Meets expectations. 3. Exceeds expectations. 4. Insufficient data.
SLO 1 – Recognize and understand sociocultural influences in a sport management setting.					
Measure 1 (Direct) Sociological Assessment of Sport-Related Event: Sporting Behaviors	Rubric – See Appendix A: “Sociological Assessment of Sport Related Events”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	10	10	100%	1. 0 2. 7 3. 3 4. N/A
Measure 2 (Direct) Sociological Assessment of Sport-Related Event: Race/Ethnicity	Rubric – See Appendix A: “Sociological Assessment of Sport Related Events”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	10	10	100%	1. 0 2. 6 3. 4 4. N/A
Measure 3 (Direct) Sociological Assessment of Sport-Related Event: Gender	Rubric – See Appendix A: “Sociological Assessment of Sport Related Events”: At least 75% of students will achieve a score indicating	10	10	100%	1. 0 2. 2 3. 8 4. N/A

	meeting or exceeding expectations.				
Measure 4 (Direct) Sociological Assessment of Sport-Related Event: Social Class	Rubric – See Appendix A: “Sociological Assessment of Sport Related Events”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	10	8	80%	1. 2 2. 3 3. 5 4. N/A
Measure 5 (Direct) Sociological Assessment of Sport-Related Event: Special Populations	Rubric – See Appendix A: “Sociological Assessment of Sport Related Events”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	10	10	100%	1. 0 2. 5 3. 5 4. N/A
Measure 6 (Indirect) Final Supervisor Evaluation	Item 12 on Final Supervisor Evaluation – See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	22	22	100%	1. 0 2. 4 3. 18 4. N/A
Measure 7 (Indirect) Senior Exit Survey	Item 2 on Senior Exit Survey – See Appendix D: “Senior Exit	48	43	90%	1. 5 2. 16 3. 27 4. N/A

	Survey & Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale				
SLO 2 – Demonstrate skillsets necessary for successful event management.					
Measure 1 (Direct) Complete an event-related assignment (Risk Management Plan)	Rubric – See Appendix B: “Risk Management Plan” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	16	15	94%	1. 1 2. 2 3. 13 4. N/A
Measure 2 (Indirect) Final Supervisor Evaluation	Item 21 on Final Supervisor Evaluation – See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	22	22	100%	1. 0 2. 4 3. 18 4. N/A
Measure 3 Senior Exit Survey	Items 3 and 4 on Senior Exit Survey – See Appendix D: “Senior Exit Survey & Results” At least 75% of students will achieve a score of at least 4 or higher on a	48	43	89.6%	1. 5 2. 8 3. 35 4. N/A

	5-pt. Likert-type scale				
SLO 3 – Recognize and understand Ethical Issues as they relate to a sport management setting					
Measure 1 (Direct) Assessing ethical dilemmas in a sport related setting: Express Viewpoints	Rubric – See Appendix E: “Ethical Debates” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	17	16	94%	1. 1 2. 6 3. 10 4. N/A
Measure 2 (Direct) Assessing ethical dilemmas in a sport related setting: Credible Source Support for Articulation of Opinion	Rubric – See Appendix E: “Ethical Debates” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	17	14	82%	1. 3 2. 8 3. 6 4. N/A
Measure 3 (Indirect) Final Supervisor Evaluation	Item 14 on Final Supervisor Evaluation – See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	22	22	100%	1. 0 2. 0 3. 22 4. N/A
Measure 4 (Indirect) Senior Exit Survey	Item 5 on Senior Exit Survey – See Appendix D: “Senior Exit Survey & Results” At least 75% of students will achieve a score of at	24	23	95.8%	1. 1 2. 4 3. 19 4. N/A

	least 4 or higher on a 5-pt. Likert-type scale				
SLO 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting					
Measure 1 (Direct) Complete required educational objectives of a 400+ hours at approved internship site and successfully document/present about internship experiences (portfolio and presentation.)	KIN 490 (Senior Internship); Rubric- See Appendix F: "Portfolio Summary" At least 90% of students will achieve a score indicating meeting or exceeding expectations. 400+ hours; Scored as complete/incomplete; 100% of students will complete	22	22	100%	1. 0 2. 0 3. 22 4. N/A
Measure 2 (Indirect) Supervisor evaluations of student performance during internship	KIN 490 (Senior Internship); Rubric- See Appendix C: "Final Supervisor Evaluation" At least 75% of students will achieve a mean score of 4.	22	21	95%	1. 0 2. 1 3. 21 4. N/A
Measure 3 (Indirect) Senior Exit Survey	Items 7, 8, and 9 on Senior Exit Survey – See Appendix D: "Senior Exit Survey & Results" At least 75% of students will achieve a score of at least 4 or higher on a	72	63	87.5%	1. 9 2. 10 3. 53 4. N/A

	5-pt. Likert-type scale				
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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.

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

We are now in our second year under the current Outcomes Assessment Plan. We are also in our second year of meeting all of the assessment benchmarks under this plan. Because we have met all assessment targets for two years, we may increase the some of the targets this upcoming year to engage in the continuous improvement of the program. We have two new sport management faculty members starting in Fall 2023. This will be the first full-time faculty appointment for both of them so I do not anticipate sweeping changes to the assessment plan right away.

SLO 1 - Recognize and Understand Sociocultural Influences

The evaluation of SLO 1 (Recognize and understand sociocultural influences) includes five direct and two indirect measures. The five direct measures are evaluated from an assignment the students complete in our Social Aspects of Sport course (KIN 334) wherein they attend several events and observe/reflect upon several of the sociological issues raised in class (sporting behavior, race & ethnicity, gender, social class, and special populations). The goal of these measures is to evaluate the student’s understanding of these important sociological issues in the sport context. While we met our benchmarks, the underlying data shows some room for improvement. This is particularly true in the area of social class, where 20% of the students failed to meet expectations. There will be a bit more emphasis placed on this topic in future sections of the course. Measures six and seven are evaluated indirectly through their intern supervisor evaluation and a senior exit survey. All of our senior interns met or exceeded expectations of their internship supervisors. The data from our senior exit survey regarding their own perceptions of their understanding of sociocultural issues is also very promising.

Direct (N=10):

- M1 Sporting Behavior: 7 met, 3 exceeded
- M2 Race/Ethnicity: 6 met, 4 exceeded
- M3 Gender: 2 met, 8 exceeded
- M4 Social Class: 2 below, 3 met, 5 exceeded
- M5 Special Populations: 5 met, 5 exceeded

Indirect

- M6 (n=22) - Intern Supervisor Evaluation: 4 met, 18 exceeded
- M7 (n= 48) - Exit Survey: 5 below, 16 met, 27 exceeded.

SLO 2 - Demonstrate skill sets necessary for successful event management.

As the sport industry is, at its core, an event industry, event management is a key competency required of a sport manager. This learning outcome is measured directly through a risk assessment plan that is completed in our Facility and Event Management course (KIN 366). The Risk Management Assignment can be located in Appendix B. This assessment is a hands-on assessment and most students are successful because they learn as they do. There were a high number of students who met or exceeded this expectation. The Final Supervisor Evaluation and Senior Exit Survey are the other two indirect measures to demonstrate event management competence. The program exceeded our stated benchmarks for this SLO, with only one student across the three measures falling below expectations. Importantly, all of our senior interns received a 4 or a 5 rating on a 5-point Likert scale (indicating strong) from their intern supervisors regarding their event management competence. We did have a few responses below a 4 on a 5-point Likert scale in our senior exit survey data. This is not wholly concerning, but is something to keep an eye on. We still easily surpassed our benchmark in this measure.

Direct:

-M1 (n=16) - Risk Management Plan: 1 below, 2 met, 13 exceeded.

Indirect:

-M2 (n=22) - Final Supervisor Evaluation: 4 met, 18 exceeded.

-M3 (n=48) - Senior Exit Survey: 5 below, 8 met, 35 exceeded expectation

SLO 3 – Recognize and understand Ethical Issues as they relate to a sport management setting

It is important to the program that we are fostering ethical decision-making and graduating good stewards of the sport industry. The two direct measures of this come from an ethical debate assignment (see Appendix E) and include the ability to clearly express a viewpoint and to augment their arguments with credible sources. In order for decisions to be ethical, they must be informed. This assessment is part of our Legal-Ethical Implications for Sport course (KIN 380). Importantly, this assessment will remain the same, but is moving to a new course (along with all of our ethics pedagogy) in the new curriculum. While we hit our benchmarks for the direct measures, measure two shows some room for improvement. Reading peer reviewed research is part of KIN 380’s coursework, and while it is not directly correlated to this ethical debate assignment, it is strongly encouraged that students work efficiently and use their research assignments to support their debate. At least a few students did not seem to get this message. This will be further emphasized in future iterations of our ethics unit.

As it pertains to the indirect measures, we are proud that our students have shown an ethical mindset to their internship supervisors as all students received a score of 5 (out of 5) regarding their “understanding and practice of ethics.” Senior exit survey data indicated similarly strong performance in regards to ethics.

Direct:

-M1 (n=17) - Express viewpoints: 1 below, 6 met, 10 exceeded.

-M2 (n=17) - Credible source support for opinions: 3 below, 8 met, 6 exceeded.

Indirect:

- M3 (n=22) - Final Supervisor Evaluation: 22 exceeded.

-M4 (n=24) - Senior exit survey: 1 below, 4 met, 19 exceeded expectation

SLO 4 – Intern: Students will demonstrate their preparedness to work competently in a professional sport setting

In evaluating SLO 4, the SLU faculty feel that the observation hours in a professional sport setting is indicative of students acting on their knowledge gained through the degree program. It should be noted that the faculty are not relying solely on this assessment to decide on this outcome. Our faculty are looking at the coupling of students' abilities to successfully "complete" an internship with additional data that more specifically aligns with students' perceptions of their abilities to put theory into practice. In addition to completing hours, the students are also responsible for successfully documenting and presenting about their professional experiences. Hands-on industry is a hallmark of this program that can set it apart from others. Our senior internship is 9-credit hours. Starting next academic year, there will also be a 3-hour practicum requirement. We are proud that our interns perform well in the eyes of their supervisors and they all completed their 400 required hours.

Direct:

-M1 (n=22) - Internship portfolio and presentation: 22 exceeded.

Indirect:

-M2 (n=22) - Overall Final Supervisor Evaluation: 1 met, 21 exceeded.

-M3 (n=72) - Senior Exit Survey: 9 below, 10 met, 53 exceeded expectation

Program-Level Operational Effectiveness Goals Matrix Academic Year 2022-23

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
OEG 1: Evaluation of Program			
Measure 1: Student evaluation of program on exit survey (specific questions)	Overall rating score of at least 75%	See Appendix D: "Senior Exit Survey & Results"	Meets expectation
Measure 2: Evaluation of program by advisory board/external partners	Favorable qualitative assessments of advisory board	See Appendix G: "Advisory Board Meeting Minutes"	Meets expectation: could potentially send out a survey to advisory board to get a more precise evaluation
Measure 3: Summary results of Outcomes Assessment plan	Programmatic total of 85% of SLO's met	4/4 SLO's achieved	Meets expectation
Measure 4: Summary results of Operational Effectiveness Goals	Programmatic total of 85% of OEG's met	8/8 OEG's achieved	Meets expectation
Dedicated Resource Allocation for OEG1: A dedicated departmental internship coordinator to distribute and collect data on the Senior Exit Survey. The program coordinator organizes our Advisory Board.			
OEG 2: Offer Practical Experiences			
Measure 1: Provide practical experiences in all core sport management courses	At least 1 practical experience in each core sport management course	KIN 232 (Intro to Sport Management): Event Volunteer Report KIN 332 (Sport Information and Media Relations): Pre-Game Materials Project KIN 334 (Social Aspects of Sport): Sociological Assessment of a Sport-Related Event Project KIN 366 (Facility & Event Management): CP Mitchell Easter Sports Day Event KIN 380 (Legal/Ethical Implications for Sport): Ethical Debates KIN 406 (Sport Promotion & Fundraising): Marketing Plan Project KIN 451 (Sport Administration): Leadership Project	Meets expectation
Measure 2: Provide and facilitate a student organization for sport management majors	-Participate in at least one club fundraiser/community event -At least one club fieldtrip to a sport-related facility/event	Kinesiology Student Association (KSA) Club fundraisers/activities for the 2022-2023 year: -KHS Pickleball tournament	Meets expectation

	-At least one meeting per month during the academic year	-sport event/field day at CP Mitchell Park -Kinesiology Student Association (KSA) held meetings throughout the year. Events included: Professionalism Panel, pickleball tournament, Health & Wellness Night, and monthly organizational meetings.	
Dedicated Resource Allocation for OEG2: A dedicated faculty member to maintain a list of internship sites, engage in developing new sites, and evaluate the current status at each site. A dedicated faculty member to facilitate the student organization for Sport Management majors.			
OEG 3: Seek increasing quantity and quality partnerships			
Measure 1: Maintain a list of sport management internship sites	List of appropriate sport management related internship sites updated annually	*See Appendix H: Approved and New Internship Site List 2018-2023”	Meets expectation
Measure 2: Seek and develop new internship sites	At least 2 new internship sites are established every year	*See Appendix H: Approved and New Internship Site List 2018-2023”	Meets expectation
Measure 3: Faculty/student evaluation of internship sites	At least 75% of students will rate “favorably” (at least an 8 out of 10 on a Likert-scale)	*See Appendix I: “Student Evaluation of Existing Sites/Faculty”	Meets expectation
Dedicated Resource Allocation for OEG 3: A dedicated faculty member to maintain a list of internship sites, engage in developing new sites, and evaluate the current status at each site.			
OEG 4: Connect with and track alumni			
Measure 1: Seek recent alumni contact and career information/develop alumni database	Will connect with at least 75% of our graduates from each academic year.	*See Appendix J: “Recent Alumni”	Meets expectation
Measure 2: Identify significant alumni (invite to campus, nominate for awards)	At least one “significant alumni” will be invited to campus and nominated for respective awards.	Significant Alumni are identified as recipients for the program’s Outstanding Graduate in Sport Management each year and guest speakers for classes. Below is a list of “significant alumni” identified through these processes. -Flory Bierma – Outstanding Graduate (2022) - Josh Freeman - Outstanding Graduate (2023)	Meets expectation

		- Bryce Carpenter/Proactive Sports Agency (Guest Speaker – KIN 232) -Nick Smith – Professor, Florida International University (Guest Lecturer – KIN 232) -Queantae Mobley – Scholarship coordinator, SLU Athletics - Trevor Fleming - Academic advisor, Grambling State University Athletics	
Dedicated Resource Allocation for OEG 4: A dedicated faculty member to track and maintain a list of alumni and identify potential alumni for campus interaction and awards.			
OEG 5: Faculty Annual Evaluation			
Measure 1: Annual Evaluation	Sport Management faculty will receive at least an “Adequate Overall Rating” (75%) per academic year	*See Appendix K: “Faculty Annual Evaluations” We only had two faculty members for this year, and one of them was knowingly leaving higher education at the end of the year so the department did not complete an evaluation. Therefore, our one faculty evaluation is included.	Meets Expectation
Dedicated Resource Allocation for OEG 5: No allocation of resources needed for this OEG.			
OEG 6: Faculty Identification and engagement in professional development			
Measure 1: Faculty identification of goals and engagement in appropriate professional development	Sport management faculty will score at least an “Adequate” rating on annual faculty evaluation	*See Appendix K: “Faculty Annual Evaluations”	Meets expectation
Dedicated Resource Allocation for OEG 6: Sport Management faculty members will engage in professional development throughout the year. Funding for first author presentations will be supported by the Center for Faculty Excellence.			
OEG 7: Engage in recruiting activities/marketing of the program			
Measure 1: List of recruiting/marketing activities	Sport management will engage in at least 2 recruiting events per year	*See Appendix L: “Recruiting/Marketing Materials” Visit http://www.southeastern.edu/admin/admissions/events/index.html for more information about recruiting events. Our faculty members participated in general program recruiting, but also attended the Lion Pride Previews to recruit students to the program.	Meets expectation

Dedicated Resource Allocation for OEG 7: Sport management faculty members will facilitate recruiting/marketing activities throughout the year. On-campus events will require printing of program flyers and Kinesiology Student Association will fund printing of the flyers.

OEG 8: Meet targets for enrollment and graduation

Measure 1: Number of majors	127 majors	Fall & Spring: 127	Despite challenges we have faced, this remains a healthy number for the program.
Measure 2: Number of graduates	22 graduates*	Fall: 8* Spring: 14*	These numbers are based on the number of interns in each of those semesters. The official graduation numbers for 2022-2023 are not available at the submission deadline.

Required Narrative: Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.

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

For many of our goals, we met or exceeded benchmarks. Under OEG 1/Measurement 1, our senior exit survey results showed positive feedback in that our program is closing the loop on the outcomes our students should be achieving. In Measurement 2, our advisory board met and discussed ways that we could improve the curriculum to make it more industry aligned. We took their feedback and proposed a new curriculum to the University Curriculum Council and it will be implemented starting Fall 2023. This new curriculum has already been met with excitement by students as well, as many discussed moving up to the new curriculum during their advising appointments in the Spring.

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

For the OEG of “Seeking increasing quantity and quality partnerships” the program far exceeded expectations. For example, our program continues to create a robust selection of quality internship sites for our students. During the 2022-2023 academic year, two sites were added to our existing pool of sites. These sites were Slidell High School and The Southeastern Channel/ESPN which runs ESPN+ broadcasts of SLU Athletic events. Each site proved to be beneficial to our interns and the faculty will continue to expand and improve upon our list of quality sites.

In reflecting on OEG’s that the program could improve upon, OEG 7 requires engaging in recruiting activities/marketing of the program. While we generously met these benchmarks (see above chart for specifics regarding recruiting activities/marketing materials), the program would like to expand more specific recruitment efforts targeted to the sport management program. It has been difficult for faculty to participate in more recruiting events, as we were a bit short-handed this year, but that will change in the upcoming years with two new hires. Also, we are very pleased with the quality of marketing materials that were created to aid in our recruiting efforts. See Appendix L for examples of this. We plan to proactively recruit from local high schools in the future. This is one area where we feel we can improve on by planning more recruiting trips to reach a higher number of potential incoming freshmen.

Another OEG with potential for improvement is number 4. We plan to use the institutional resources at our disposal along with creating our own tracking and contact system for our alumni. We are looking forward to feedback from COSMA on how to foster and improve alumni relations.

As it pertains to OEG 8, there are reasons to forecast improvement in this area. While Higher Ed at large is facing enrollment challenges, we believe the changes to the curriculum will help us retain our current majors, recuperate some majors who left because of the daunting science requirements, and likely be more attractive to new students.

PROGRAM INFORMATION PROFILE

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

Name of Institution: Southeastern Louisiana University

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

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

Date of Next Comprehensive Program Accreditation Review: September 2027

Date of Next Comprehensive Institutional Accreditation Review: 2025

URL where accreditation status is stated:

http://www.southeastern.edu/acad_research/depts/kin_hs/undergrad_degree/sport_management/index.html

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

1. Graduation Year: 2021-2022 # of Graduates: 18 Graduation Rate: 40.9%
2. Average Time to Degree: 4-Year Degree: 9.4 semesters 5-year Degree: _____
3. Annual Transfer Activity (into Program): Year: 2021-2022
of Transfers: _____ Transfer Rate: 20%
4. Graduates Entering Graduate School: Year: 2021-2022
of Graduates: 18 # Entering Graduate School: 3
5. Job Placement (if appropriate): Year: _____
of Graduates: _____ # Employed: _____

***Official data for 2022-2023 academic year is not available as of the submission deadline for this report.**

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

**SECTION 3: BUDGET CHART AND FLOWCHART
(OPTIONAL FOR PROGRAMS REQUESTING FEE REDUCTION)
REVIEWED ANNUALLY**

Step 1: Are you working toward first-time accreditation?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Your membership fee is as follows: Year 1: \$450 Year 2: \$900 Year 3: \$1,450 Year 4: \$1,800	Move to Step 2
Step 2: Do you have temporary financial need or a long-term financial need?	
Temporary <input type="checkbox"/>	Long-term <input type="checkbox"/>
Discuss your need with COSMA leadership on an annual basis Email: cosma@cosmaweb.org	Discuss options for achievable, regular payments Email: cosma@cosmaweb.org

Options for temporary financial relief:

- Take off a percentage of the full cost (e.g., 25%, 10%)
- Pay fee in two installments: \$900 July 1 – December 31 and \$900 January 1 – June 30

Options for long-term financial relief:

- Assess long-term budget and propose an amount
- Consider working toward full fee with extended period to reach it (> three years)

REMINDER: FEES WILL INCREASE FOR THE 2024-25 FISCAL YEAR (OUTLINED ON PAGE 1)

REQUEST FOR AN EXTENSION

In extenuating circumstances, the Board of Commissioners will work with programs individually to modify the timelines set forward in the *Accreditation Process* manual for the following steps of accreditation:

- Reaffirmation of Accreditation (every 7 years)
- Candidacy Status (up to 5 years)
- Annual Report submission (annually by July 31)

It is the responsibility of the COSMA Primary Contact to communicate to COSMA headquarters and with the Board of Commissioners regarding extension requests. The Board of Commissioners will make decisions on a case-by-case basis. Not all requests will be granted or the timeline may be modified from what is requested. Even if your program is facing more than one “extenuating circumstance” listed below as examples, your request may be denied by the Board of Commissioners. Additional information or reporting may be requested to allow for the extension. Extension requests must be made well in advance of the deadline:

- Reaffirmation of Accreditation: Nine (9) months prior to the expiration of accreditation
- Candidacy Status: One (1) year prior to the expiration of Candidacy Status
- Annual Report: No later than May 31, two (2) months prior to the due date

Previous deadline: (e.g., Reaffirmation of Accreditation by February 2024)

Requested new deadline: (e.g., A one-year extension to February 2025)

What are the extenuating circumstances facing your program and/or leadership that merit asking for an extension? (e.g., significant or number of changes in leadership, significant budget cuts, significant program redesign or reorganization or similar)

From the most recent Annual Reporting cycle, list any feedback, comments or concerns raised by the Commissioner and staff who reviewed your report. Add pages, as needed. (e.g., modifications to outcomes assessment, insufficient data issues, loss of faculty/lines, incomplete or inadequate outcomes assessment data analysis, loss of other important program capacities or experiences, etc.)

Appendix A

Sociological Assessment of Sport Related Events

This assignment requires you to evaluate at least 4 sport-related events throughout the semester and make assessments. Your events must be a compilation of youth, interscholastic, collegiate, and professional. You may attend them in person or view them on a media outlet (television, social media, etc.). It is important to note that we do not cover some of these areas until the end of the semester (Special populations is covered in the final module). If you wait that long to write this paper, you are going to struggle. While we may not have thoroughly covered a topic yet, you can still make some observations about certain areas. You should then go back and update your paper as you deem necessary with newer concepts learned in class.

You will be required to evaluate the events on each of the following five perspectives: 1) Sporting Behavior, 2) Race & Ethnicity, 3) Gender, 4) Social Class, and 5) Special Populations. In your evaluation, fully consider the dynamics at hand:

1. **Sporting Behavior:** What do you notice about attitudes of the players and spectators? Any evidence of moral values and sportsmanship, or lack thereof? The term “sporting behavior” is often used to replace the traditional term sportsmanship in order to remove gender bias in describing human behavior.
2. **Race & Ethnicity:** What do you observe about the racial & ethnic make-up of the players and spectators of the sport you are observing? The terms “race” and “ethnicity” are often used interchangeably in reference to various groups of people.
3. **Gender:** What do you observe about the gender make-up of the players and spectators of the sport you are observing? What norms and standards are evident in terms of language, dress, behavior, etc. from the viewpoint of “gender?”
4. **Social Class:** What do you observe in terms of the dynamics of social class of the players and spectators of the sport you are observing? Families in different economic classes differ widely in their general access to sport and in the particular sports that they are likely to choose. What norms and standards are evident in terms of language, dress, behavior, etc. from the viewpoint of “social class?”
5. **Special Populations:** What do you observe in terms of people with disabilities in the sport you are observing – from the standpoint of both the players and spectators? Are ADA compliance measures evident in terms of seating, accommodations, etc.?

After your observation of at least 4 sport-related events, your assignment is to draft a paper and reflect on your collective observations of each of the five perspectives. The paper should be broken into the following sections. Each section should have its own heading.

- Section I: Events Attended – Each event (minimum four) should have its own subheading. The description should include the date and time of the event, the event participants (if not obvious), the level of the event (professional, college, etc.), and any other relevant information about the event. These descriptions do not need to be more than 1-2 paragraphs for each event.
- Sections II-VI: Each perspective listed above. Each of the five perspectives have their own section and heading. These are the meat of the paper and where you should reflect on your observations regarding each of these perspectives and apply concepts learned in class to your observations (and vice versa). You can place them in whatever order makes the most sense for you, but all five must be addressed. Include insights from each of the events attended, but ideally you would not separate it by sections. This is not a good way to write and is not interesting to read. Each of these sections should be a minimum of 2 pages but you should aim for 3 pages.
- Section VII: Conclusion. This is an opportunity to wrap up your paper. Use it to share any other interesting observations that did not fit cleanly into other sections and re-emphasize your main points and overall takeaways.

Grading Rubric:

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Inadequate
Sporting Behavior	Strong evidence of reflection & understanding of terminology associated with the perspective.	Evidence of reflection & understanding of terminology associated with the perspective.	Understands perspectives but lack a thorough reflection.	Lack of understanding of the perspective.
Race & Ethnicity	Strong evidence of reflection & understanding of terminology associated with the perspective.	Evidence of reflection & understanding of terminology associated with the perspective.	Understands perspectives but lack a thorough reflection.	Lack of understanding of the perspective.

Gender	Strong evidence of reflection & understanding of terminology associated with the perspective.	Evidence of reflection & understanding of terminology associated with the perspective.	Understands perspectives but lack a thorough reflection.	Lack of understanding of the perspective.
Social Class	Strong evidence of reflection & understanding of terminology associated with the perspective.	Evidence of reflection & understanding of terminology associated with the perspective.	Understands perspectives but lack a thorough reflection.	Lack of understanding of the perspective.
Special Populations	Strong evidence of reflection & understanding of terminology associated with the perspective.	Evidence of reflection & understanding of terminology associated with the perspective.	Understands perspectives but lack a thorough reflection.	Lack of understanding of the perspective.
Overall Writing Quality	Writing contains no typos or mistakes, has high quality vocabulary and verbiage, and very easy to follow and read.	Writing includes few mistakes, some quality verbiage and vocabulary and solid logical flow.	Writing includes some mistakes. Lack of quality vocabulary and verbiage. Some logical flow.	Several typos, mistakes, and/or formatting errors. Clearly not proofread and little logical flow.

APPENDIX B
Risk Management Plan

Risk Management Plan Instructions

You will choose **an event** or **facility** to write a Risk Management Plan. Examples might be a Football Championship game, the aerobics room of a campus recreation facility, a Community Softball Tourney, a Golf Fund Raising Tourney, a Football off season wt. training and conditioning program, a Wt. Room, a summer Basketball Camp, the Conference Track Meet, a 10K run, etc.

Make it something that is relevant to you, and one in which none presently exists. Make sure that it is small enough, but important enough, to spend time on, and be able to present to a supervisor, Principal/Superintendent, Athletic Director, Facility Manager or Owner, Community Recreation Director, or future employer.

Do not try to write a plan for an Entire Campus Recreation Facility, entire City Recreation Program, or entire Athletic Program, instead, choose an important area or specific event that has risk or has had problems in the past.

The format of the RM Plan should include the following areas of explanation and coverage. Every Plan will have common areas of inspection; however, each event/facility is different and therefore might not contain exactly the same categories.

The following list should be the content presented in the plan. Be sure to include page numbers in the document. The format should be: Typed, Double-Spaced, one-inch margins, & 12-pt font (Times Roman), APA format.

Risk Management Plan

- I. Table of Contents (with page numbers)
- II. Mission/Vision Statement (what makes this event/facility unique and the how does it fit into the overall Mission of the organization).
- III. Introduction – Set the Stage – Explain the overall Activity – Describe
 - . History of event/facility
 - A. Participants – who, what, when, age, exp. etc.
 - B. Personnel – how many, how recruited, qualifications, where placed, how equipped etc.
 - C. Equipment – how much, where placed, where stored, secured
- IV. Risk Management Committee or person in charge – titles of those involved and relation to and need for involvement in the project.
- V. Process of Risk Management Process (DIM Process)
 - A. Develop the RM Plan
 - B. Implement the Plan
 - C. Manage the Plan
- VI. Financial Risks
 - . Classification of Participants (Invitee, Licensee, Rec. User)

- A. Contracts – are contracts used, what areas do they cover, and who are the contracts with?
 - B. Equipment – what would costs be for replacement, or repair?
 - C. Money collection/disbursement/accounting – what are the protections for theft, and what is the security and checks and balances process?
- VII. Personnel Risks – do personnel have private insurance or coverage through the organization? What kind of certifications, training, qualifications, pay, orientation, and evaluation do they have?
- VIII. Instruction/Progression/Officiating/Administration
What kind of certification, license, training etc. should officials have for this event? What kind of training needs to be done for volunteers and event/facility managers?
- IX. Safety/Medical Care
(Emergency Action Plan – EAP)
Identify the EAP, injury/accident/incident report forms. What kind of certifications/license, training do caregivers have to have for this position. What are the methods of communication of injury needs? Are there facilities on-site to treat the injured? Identify transportation and emergency procedures. Severe weather procedures etc.
- X. Risk Identification/ Reduction (Chart) with explanation
Identify the major risks involved in the activity, and classify them in chart form based on Severity and Frequency. Then indicate HOW you will deal with the identified risks (e.g. Retain, Avoid, Reduce, or Transfer each risk)
- XI. Maintenance/Safety Checklist or other Misc. forms (Incident/Accident reports, Brochures, Insurance report, Waiver/Consent forms)

Rubric: Event Management, “Risk Assessment Plan”

KIN 366 “Risk Management Plan”	Exceeds Expectations	Meets Expectations	Below Expectations
At least 75% of students in Sport Management Program will be able to successfully design a risk management plan based on community and individual needs			
- Risks of are accurately identified using appropriate methods of assessment (surveys, facility inspections, and/or communication)	90-100% of risks are properly identified and clearly differentiate various risks/losses that may occur during an event. Method(s) for identifying risks are clearly communicated.	70-89% of risks are properly identified and differentiate various risks/losses that may occur during an event. Method(s) for identifying risks are communicated.	69% or less of risks are properly identified and provide minimal reflection of various risks/losses that may occur during an event. Fails to provide evidence of the method(s) for identifying risks.

<p>- Risks are appropriately classified</p>	<p>90-100% of identified risks and potential losses are properly appraised in terms of frequency and severity and communicated through a matrix.</p>	<p>70-89% of identified risks and potential losses are properly appraised in terms of frequency and severity and communicated through a matrix.</p>	<p>69% or less of identified risks and potential losses are properly appraised in terms of severity.</p>
<p>- Plan for treating risks is developed using appropriate methods (avoidance, transfer, insurance, and/or retention)</p>	<p>90-100% of methods of treating risks are appropriate and clearly communicated.</p>	<p>70-89% of methods of treating risks are appropriate and clearly communicated.</p>	<p>69% or less of methods of treating risks are appropriate and clearly communicated.</p>

APPENDIX C
Final Supervisor Evaluation

Internship - Final Supervisor Evaluation

Student Intern _____

Supervisor _____

Title _____

Internship Site _____

Circle one number for each component using the following scale and provide narrative comments regarding performance.

- 5. Excellent: far exceeds required expectations
- 4. Good: does more than required expectations
- 3. Fair: meets only required expectations
- 2. Needs Improvement: has the potential to reach required expectations
- 1. Poor: does not meet required expectations

1.	General attitude	5	4	3	2	1
2.	Motivation	5	4	3	2	1
3.	Dependability	5	4	3	2	1
4.	Promptness	5	4	3	2	1
5.	Judgment	5	4	3	2	1
6.	Initiative	5	4	3	2	1
7.	Desire to learn	5	4	3	2	1
8.	Work ethic	5	4	3	2	1
9.	Ability to work independently	5	4	3	2	1
10.	Ability to grasp new concepts	5	4	3	2	1
11.	Ability to accept constructive criticism	5	4	3	2	1

For each of the following, indicate its importance in the work involved during the internship. For each area rated in importance as 3 or higher, also evaluate the intern's performance.

12. Knowledge of social/cultural aspects of sport, recreation, or fitness (e.g., gender, race, disability, culture, participant motivation).

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant			Very important		Weak	Adequate		Strong	

13. Management and leadership knowledge and skills

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant			Very important		Weak	Adequate		Strong	

14. Understanding and practice of ethics

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant			Very important		Weak	Adequate		Strong	

15. Marketing knowledge and skills

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant			Very important		Weak	Adequate		Strong	

16. Oral communication skills

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant			Very important		Weak	Adequate		Strong	

17. Written communication skills

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant			Very important		Weak	Adequate		Strong	

18. Economic, budgetary and financial knowledge

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant			Very important		Weak	Adequate		Strong	

19. Knowledge of legal and risk management issues

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
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1	2	3	4	5	1	2	3	4	5
Unimportant		Very important			Weak	Adequate		Strong	

20. Understanding of governance issues and bodies

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant		Very important			Weak	Adequate		Strong	

21. Knowledge of facility and event management

<u>Importance for this internship</u>					<u>Evaluation of intern</u>				
1	2	3	4	5	1	2	3	4	5
Unimportant		Very important			Weak	Adequate		Strong	

APPENDIX D
Senior Exit Survey & Results

Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please respond to these items:

1. Courses in my sport management degree program provided to the opportunity to develop my knowledge of social issues in the sport management setting.
2. I have an understanding of sociocultural factors (e.g., race, gender, socio-economic status); the social and cultural influences of sport media; and the social and cultural influences of sport marketing.
3. Courses in my sport management degree program provided the opportunity to develop my knowledge of planning, managing, and evaluating events in a sport management setting.
4. My sport management classes provided the opportunities to apply various methods to assess a sport management event (e.g. SWOT analysis, leadership theories).
5. Courses in my sport management degree program provided the opportunity to develop my knowledge of understanding legal and ethical issues in a sport management setting.
6. My sport management classes provided the opportunities to develop my knowledge of assessing sport management facilities and settings from multiple standpoints (e.g. negligence, ethical theories, ADA compliance).
7. Courses in my sport management degree program provided the opportunities to apply theory to practice and perform as a professional in a sport management setting.
8. I completed at least 400 hours in a sport management setting and documented (e.g. portfolio, presentation) my experiences.
9. I was supervised by a sport management professional who evaluated my performance in a sport related setting (i.e., Final Supervisor Evaluation).

Results 2023

<u>Question</u>	<u>Strongly Agree</u> <u>5</u>	<u>Agree</u> <u>4</u>	<u>Neutral</u> <u>3</u>	<u>Disagree</u> <u>2</u>	<u>Strongly Disagree</u> <u>1</u>
1. The opportunity to develop my knowledge of social issues in the sport management setting.	16 (66.7%)	6 (25%)	2 (8.3%)	0 (0%)	0 (0%)
2. An understanding of sociocultural factors (e.g. race, gender, socioeconomic status); the social and cultural influences of sport media; and the social and cultural influences of sport marketing.	11 (45.8%)	10 (41.7%)	2 (8.3%)	1 (4.2%)	0 (0%)

3. The opportunity to develop my knowledge of planning, managing, and evaluating events in a sport management setting.	14 (70.8%)	4 (16.7%)	2 (8.3%)	1 (4.2%)	0 (0%)
4. The opportunities to apply various methods to assess a sport management event (e.g. SWOT Analysis, leadership theories).	18 (75%)	4 (16.7%)	2 (8.3%)	0 (0%)	0 (0%)
5. The opportunity to develop my knowledge of understanding legal and ethical issues in a sport management setting.	19 (79.2%)	4 (16.7%)	1 (4.2%)	0 (0%)	0 (0%)
6. The opportunities to develop my knowledge of assessing sport management facilities and settings from multiple standpoints (e.g. Negligence, ethical theories, ADA compliance).	16 (66.7%)	5 (20.8%)	2 (8.3%)	1 (4.2%)	0 (0%)
7. The opportunities to apply theory to practice and perform as a professional in a sport management setting.	17 (70.8%)	4 (16.7%)	2 (8.3%)	1 (4.2%)	0 (0%)
8. I completed at least 400 hours in a sport management setting and documented (e.g. portfolio, presentation, etc.) my experiences.	17 (70.8%)	4 (16.7%)	3 (12.5%)	0 (0%)	0 (0%)
9. I was supervised by a sport management professional who evaluated my performance in a sport related setting (i.e. Final Supervisor Evaluation).	19 (79.2%)	2 (8.3%)	3 (12.5%)	0 (0%)	0 (0%)

APPENDIX E

Ethical Debates

DEBATE GROUPS AND TOPICS:

In groups of 2 or 4, students are to pick an ethical issue in sports to debate. Within the group, you will pick sides. The sides must be even (i.e. 1v1 or 2v2). It is not necessarily important that you agree with the stance you are arguing, in fact, it is good practice to research and argue the opposing side. The topic must be submitted and approved by the instructor.

KIN 380 “Ethical Debates” At least 75% of sport management students will be able to successfully (minimum score of “meets expectation”) participate in discussions related to current issues in sport and ethics.	Exceeds Expectations (90-100%)	Meets Expectation (70-89%)	Below Expectations (60% or below)
-Express viewpoint(s) on topic	Student concisely states position on issue(s) at hand. Viewpoint(s) are presented in a clear and organized fashion.	Student states position on issue(s) at hand, yet viewpoints(s) are somewhat ambiguous.	Student fails to clearly state position on issue(s) at hand. Audience is not clearly informed of viewpoint.
- Demonstrate use of credible source(s) to augment viewpoint(s)/argument(s)/ issue(s)	Student provides evidence of research. Quality and credibility of research to support stance is noted. Theoretical framework is referenced and evidenced throughout argument.	Student provides evidence of research. Quality and credibility of research is not clear. Theoretical framework is referenced, yet there are minor gaps between theory and argument.	Student fails to provide evidence of research. Student relies only on personal opinion and/or experiences to support claim; and/or theoretical framework is missing from argument; and/or major gaps between theory and argument.
- Persuade audience in a professional manner	Student expresses viewpoints(s) with a “social sensitivity” in mind. Is able to argue topic of sensitive nature by refraining from remarks that are offensive in nature, with respect for the race, gender, ethnicity, and religion of persons involved with viewpoint(s) at hand.	Student expresses viewpoint(s) with a “social sensitivity” in mind yet may avoid a stance and/or topic out of fear of being “offensive.”	Student fails to express viewpoint(s) with a “social sensitivity” in mind. Is offensive through the use of language, facial expressions, or gestures.

<p>Use of quality speech</p>	<p>Student is clear and articulate in speech, with appropriate volume and tone. Quality phrases and vocabulary are noted.</p>	<p>Student may display a few language barriers, such as low voice volume and/or nervous tendencies. Quality phrases and vocabulary are noted.</p>	<p>Student exhibits a few noted language barriers, such as inadequate tone of voice and/or nervous gestures; and/or quality speech and/or vocabulary is not present.</p>
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APPENDIX F
Portfolio Summary

Internship Portfolio Assignment

One copy of this report is given to the internship coordinator and one to the university faculty supervisor.

I. BACKGROUND INFORMATION

- Full Address of the Intern Site
- Responsibility and/or Goals of the Intern Site
- Physical Setting in which the Project was Accomplished
- Student Relationship/Responsibilities to Persons at the Intern Site

II. DESCRIPTION OF INTERNSHIP SITE

- Orientation/Introduction to Organization, Procedures, Requirements
- Training in Specific Techniques or Methods Not Previously Encountered
- Qualifications/Training of Internship supervisor(s)

III. DESCRIPTION OF THE INTERNSHIP ACTIVITIES

- Summary of Participation, Observations and Responsibilities

IV. EVALUATION OF INTERNSHIP

- Degree to which Learning Objectives were Met
- Degree to which Coursework Related to Internship
- Value of Internship in Preparing you for Future Career Success
- Quality of Site Supervision
- Adequacy of Counsel and Support from Southeastern
- Recommendations for Improving the Internship (need for courses or information to prepare future students for internship)

ORAL PRESENTATION OF INTERNSHIP EXPERIENCE

Internship site & dates:

During the presentation describe:

1. Background information about the internship site.
2. Daily/weekly tasks and responsibilities
3. Projects completed
4. Your goals and objectives accomplished
5. Positive and negative aspects of the experience
6. Suggestions to improve the academic experience
7. Recommendations for future internship experience
8. Coursework that prepared you for this experience

9. Recommendations for future interns at this site.

GUIDELINES FOR POWERPOINT

Time length: 10-15 minutes.

Slides should be arranged somewhat as follows:

- Cover slide with your name and date
- Site name and supervisor
- Type of Department or Facility
- Description of activities conducted during the semester Identify new skills learned
- Courses that proved helpful to conducting activities
- Major project(s) completed
- Courses that proved helpful to conducting major projects
- Benefits of interning at this site. (If you feel there were some) Negatives of interning at this site. (If there were any)
- Any other information you feel you want to give

Grading Rubric:

"Internship Portfolio Summary"						
At least 75% of sport management students will be able to successfully (minimum score of "meets expectation) document and summarize their internship experiences	Provides a background summary of information of internship site	Provides description of the internship site	Provides description of the internship activities	Provided an evaluation of internship site	Oral Presentation	Overall

APPENDIX G

Advisory Board Meeting Minutes
SLU Sport Management
Friday, October 21, 2022
Victory Club - Strawberry Stadium

Agenda

- Introductions
- Overview of Program
 - Mission Statement
 - Program Description
 - Snapshot of curriculum
 - Number of majors
 - Internship sites
 - Personal Development program
 - Accreditation Info
- Faculty changes and search
- New curriculum proposal
 - Input from board on Curriculum
 - Business focus
 - KIN 276 Practicum requirement
 - New “Sport Business and finance course
 - Path to graduate without internship?
 - Where to move ethics
 - Any other courses added?
- Other suggestions/business

Meeting Minutes

- Meeting began a little late to allow time for some of the members to show up (11:15am)
- Introductions
 - Members introduced themselves. Those in attendance included: Richard Bentley-Smith, Andrew Bechac, Spencer Dodd, William Dede, Lindsey Owens, Zac Cooper, Jill Sharp, and Joe Sabin
- Overview of Program – Joe Sabin
 - Mission Statement
 - Program Description
 - Snapshot of curriculum
 - Number of majors
 - Internship sites
 - Personal Development program
 - Accreditation Info
- Faculty changes and search
 - We discussed the failed search from the previous Spring and the new search (beginning in Spring) for a tenure track faculty member that would start next year. Potential for board members to fill in as adjuncts in the interim was discussed.

- New curriculum proposal
 - Input from board on Curriculum – there was a lot of back and forth on the new curriculum, and it was difficult to find classes to eliminate. Despite robust discussion, the board unanimously agreed with the proposal as is in the end.
 - Business focus – board felt this was a welcome change to adjust to the realities of the industry
 - KIN 276 Practicum requirement – broad support from the board for even more practical experience
 - New “Sport Business and finance” course – board agreed that this was a necessary addition
 - Path to graduate without internship – this was uniformly rejected by the board who places a major premium on practical industry experience.
 - Where to move ethics – Ethics unit is currently in the sport law class, which was becoming overloaded with content. Options discussed included adding it to the social issues course, adding it to the governance course, and creating a standalone sport ethics course. Ultimately the board felt the most prudent course of action was to move it into the governance course which would be renamed.
 - Any other courses added? – while the board had plenty of suggestions for potential courses to add, they could not come up with a course they felt could be dropped in its place.
- Other suggestions/business
 - No new business. Board members were excited for the new curriculum and eager to meet the new faculty member once they were selected.
- Meeting adjourned at 1:30pm with a catered meal from BBQ Station

APPENDIX H
Approved and New Internship Site List
2018-2023

Site	Location
Agility Sports, LLC	Atlanta, GA
Applause Dance Academy	Covington
Archbishop Hannan High School	Covington
Arrowhead Junior Golf Tour	Mandeville
Beau Chene Country Club	Mandeville
BR Area Sports Foundation	Baton Rouge
BR River Center	Baton Rouge
BREC (Rec and Park Comm of BR)	Baton Rouge
Central City Crossfit	Central
Chappapeela Sports Park	Hammond
College World Series of Omaha 2020, Inc.	Omaha
Covington Recreation Dept	Covington
Creekside Junior High School	Pearl River
Disposable Heroes Project	Hammond
Dutchtown High School	Geismar
East Ascension High School	Gonzales
Fischman & Wiltz Sports	New Orleans
Fort Hays State Univ Athletics	Hays, KS
Franco's Athletic Club	Mandeville
Gateway Community College	Phoenix, AZ
Girls On the Run	Baton Rouge
Greater NO Sports Foundation	New Orleans
Gulf States PGA	New Orleans
Hammond Golf Center	Hammond
Houston Baptist University	Houston
Houston Rockets / Toyota Center	Houston
I9 Sports Gulfport	Gulfport, MS
Jay Artigues Sports Plex	Hammond
Khyllir the Creator, Inc	New Orleans
LA Bluechips	Slidell
Lamar Dixon Expo Center	Gonzales
Leo's Iceland Ice Skating and Hockey Complex	Baton Rouge
LHSAA	Baton Rouge
Louisiana Football Magazine (La Sports Enterprises)	Baton Rouge

Loyola University	New Orleans
LSU Athletic Dept	Baton Rouge
LSU Rec Center	Baton Rouge
Mandeville Sports Complex	Mandeville
Marucci Sports	Baton Rouge
Mercedes-Benz Superdome (SMG)	New Orleans
Mississippi Surge Hockey	Biloxi, MS
New Orleans Jazz & Heritage Festival	New Orleans
New Orleans Jazz & Heritage Festival Foundation	New Orleans
New Orleans Saints Youth Program	New Orleans
NOLA FIT LIFE	Kenner, LA
Northlake Christian School	Covington
Oak Knoll Country Club	Hammond
One-Three Sports Performance	Hammond
Peak Sports Management	Frisco, TX/SLU
Playmakers Indoor Sports	Covington
Ponchatoula Junior High School	Ponchatoula
Press Park Track Club	New Orleans
Proactive Sports Agency, Inc.	Atlanta, GA
Redline Athletics USA Weightlifting	Mandeville
Slidell High School	Slidell
SLU Athletics	Hammond
SLU University Center	Hammond
Southeastern Channel/ESPN	Hammond
Soccer Shots New Orleans, LLC	New Orleans
Southern Prep Baton Rouge Huskies	Baton Rouge
Southern University Athletic Dept	Baton Rouge
Special Olympics	Hammond
SportsBR, Inc.	Baton Rouge
Sprint NOLA Track Club	Gretna
St John's University	New York
St Tammany Parish Rec Dist 14, Coquille Sports Complex	Covington
St. Thomas Aquinas High School	Hammond
StangHi Performance	Baton Rouge
Sun Belt Conference	New Orleans
Tchefuncta Country Club	Covington
Tulane University Athletics	New Orleans
WAFB TV	Baton Rouge
YMCA: West St Tammany	Covington

APPENDIX I
Student Evaluation of Existing Sites/Faculty

Site	Year	Activities	Rating of Site (1-10)	Strengths/Weaknesses	Comments about Supervisor
BREC	2022	I did things from creating brackets/schedules for basketball/football leagues to refereeing to opening and maintaining different gyms around Baton Rouge for BREC	10	Hours are always available, sports heavy, great supervisors and safe environments	N/A
Archbishop Hannan High School	2022	Worked alongside the AD Mr. Mike. Completed CC requests, worked gates for athletic games, worked a charity event, called other schools to get W9 forms, completed check requests for athletic officials.	10	Close knit faculty, Mr. Mike very successful AD so he's very knowledgeable & can easily teach you what needs to be done, successful athletic teams so it's fun to work their seasons.	N/A
Ponchatoula High School	2022	Eligibility, Title 9 issues	9	Never the same thing daily Very positive atmosphere; Later hours	Would have preferred more communication throughout the semester.
Traction Sports Performance	2022	I managed the gate staff during the weekend tournaments, assisted with other issues that arose throughout the weekend with parents, coaches, and umpires, assisted with baseball camps, and worked the front desk during the week doing all kinds of administrative tasks.	10	They gave me freedom with guidance, trusted me in leadership roles, showed me all parts of what makes a high-performance organization run smoothly, and pushed me to become better every day; Had more things for me to do throughout the week that would have taught me more and allowed me to experience more.	Dr. Bowers had minimal communication throughout the semester, however I knew that if I ever had questions or needed anything, she was right there.
SLU athletics Compliance	2022	During my internship my responsibilities were to monitor and approve student athletes Activity log. I was responsible for checking new incoming athlete eligibility standings along with the year of enrolling I created away and home game comp guest list . Learn bylaws from the NCAA and report violations	10	Learning NCAA bylaws Happy and fun environment Willingness to teach something new each week Every hands on	N/A
Beau Chene country club	2022	I had a variety of responsibilities that involved jr golf instruction, golf tournament operations, and various other jobs in the golf course operations	10	Working as a team, learned how to operate in a professional way, got to assist people improve their golf game; There were no flaws at this site	Was very accommodating
SLU Athletics Compliance	2022	Work in conjunction with the Assistant Director for Compliance on education, monitoring and enforcement of all NCAA, Southland Conference, and University rules and regulations. Assist in the documentation and monitoring of adherence to NCAA recruiting rules. Perform research on rule interpretations and education columns on the NCAA Legislative Services Database (LSDBi). Help research and compile material for Coaches' rules education sessions. Assist in administering the National Letter of Intent program for incoming student-athletes. Create monthly compliance newsletter for student-athletes containing NCAA rules and regulations and important school information concerning the issued month. Assist with checking the student-athletes' complimentary tickets during	9	- Apply classroom learning in professional environment- Got to see a new side of sport management- New work experience- Gained valuable knowledge	

		homecontests. The individual using the complimentary ticket must present identification in order to receive ticket. Other small projects and duties as assigned.			
BREC	2022	I did things from creating brackets/schedules for basketball/football leagues to refereeing to opening and maintaining different gyms around Baton Rouge for BREC	10	Hours are always available, sports heavy, great supervisors and safe environments	N/A
Archbishop Hannan High School	2022	Worked alongside the AD Mr. Mike. Completed CC requests, worked gates for athletic games, worked a charity event, called other schools to get W9 forms, completed check requests for athletic officials.	10	Close knit faculty, Mr. Mike very successful AD so he's very knowledgeable & can easily teach you what needs to be done, successful athletic teams so it's fun to work their seasons.	N/A
Ponchatoula High School	2022	Eligibility, Title 9 issues	9	Never the same thing daily Very positive atmosphere; Later hours	Would have preferred more communication throughout the semester.
SLU Athletics	2023	I worked marketing and promotions table during SLU basketball and baseball games. I also managed in-game activities/ giveaways each game. Some baseball games I operated the music production.	10	Great marketing experience and positive work environment. It would've been nice to participate in social media and online marketing.	He was very attentive, understanding, and a good communicator.
Chappapeela Sports Park	2023	I did a little bit of everything. I was involved with the planning and running of events, I have served as the head manager for weekend travel tournaments, I have gotten a good understanding of what it's like to work in an office setting, and I have made some great connections throughout the area through my internship.	10	The park has a lot of great things going for it: great leadership, great workers, great amenities, and they care of their own. I don't have a bad thing to say about Chappapeela. I wouldn't say there's much that needs improving. I had a great time at my internship and I look forward to working there full time.	Mrs. Jill will be missed within in the Department but the Sport Management program is in great hands with Professor Sabin!!
Southeastern Louisiana University Football	2023	I assisted with equipment and video operations primarily, but also had some duties on-field during spring ball. I regularly set up video equipment for practice, filmed practice, and uploaded and edited the footage onto Hudl. Also organized, inventoried, and supplied athletes with need apparel and equipment, as well as repairs. I was also tasked with laundry after workouts and practices every day. In the first few weeks of the internship I was able to assist the offense on-field at practice as ball boy/assistant for WR and QB groups.	4	Provided opportunity to learn many small to moderate duties of a collegiate football program while giving insight into relationships, responsibilities, and expectations of many positions on staff. I often times felt like just a number because there wasn't any effort to get me involved outside of video responsibilities. I was very disappointed in the overall experience because I expected to learn much more.	Nothing directly concerning the faculty supervisor, but the hacking of SLU's systems really made things challenging for a long time.
SLU Football	2023	Recording and uploading film, throwing balls to WRs, RBs, and TEs catching balls from QBs, snapping balls to QBs, passing out team gear, laundry, etc.	8	The players and all coaches were the best part. More structure in the building, and more of a learning environment to help me become a coach.	Very fun and caring.

APPENDIX J
Recent Alumni

<u>Graduation Semester</u>	<u>Name</u>	<u>Career Information</u>
Fall 2021	Safarie Autin	Grad school, Univ. of South Alabama
Fall 2021	Brett Bass	SLU Athletics, Football Video Operations
Fall 2021	Asia Campbell	Coach/Recruiter for RunRite Company & the Indoor Track Team
Fall 2021	Kobe Cutrer	Assistant Basketball Coach, Amite High School
Fall 2021	Cole Hatcher	Basketball Skills & Development Trainer
Fall 2021	Owen Lampard	Athletic Marketing Intern, SLU Athletics
Fall 2021	Chandler Moore	Football Coaching Position in Texas
Fall 2021	Devin Roussell	Grad School, Southeastern Louisiana University
Fall 2021	Brielle Sheridan	Coquille Sports and Rec, Manager
Spring 2022	Flory Bierma	Grad School, Southeastern Louisiana University
Spring 2022	Khoa Nguyen	MBA, Southeastern Louisiana University
Spring 2022	James Schroeder	Assistant Soccer Coach, Middle School in Slidell
Spring 2022	Jessica Segalla	US Soccer, Equipment Network Professional
Fall 2022	Christopher Artigues	
Fall 2022	Gavin Babesh	
Fall 2022	Noah Bork	
Fall 2022	Shane Dalmado	
Fall 2022	Tyler Finke	
Fall 2022	Chasen Gill	
Fall 2022	Rachel Melancon	
Fall 2022	Bryan Morris	
Spring 2023	William Brasher	
Spring 2023	Angelo Condiff	
Spring 2023	Aysha Davis	
Spring 2023	Griffin Ervin	
Spring 2023	Joshua Freeman	
Spring 2023	Jackson Garon	
Spring 2023	Beau Hodges	
Spring 2023	Matthew Landry	
Spring 2023	Lucas Laborde	
Spring 2023	Lauryn Lathan	
Spring 2023	Cody Mills	
Spring 2023	Cameron Ryals	
Spring 2023	Bailey Walker	
Spring 2023	Terrell Webb	

APPENDIX K

Faculty Annual Evaluations

1

Department of Kinesiology and Health Studies Faculty Annual Evaluation Summary Report

Faculty Member: Joseph Sabin
Academic Year: 2022-2023
Rank: Assistant Professor

Scoring Summary	Score	Category	Weight	Wt*Score
Teaching/Job Effectiveness	100%	Excellence	50	50
Professional Activity	95%	Excellence	40	38
Service	93%	Excellence	10	9.3
			Total	97.3

Does the faculty member's performance meet the adequacy criteria for the department? Yes.

Comments: Evidence supports the level of Excellence in Teaching, Professional Activity, and Service. In fact, you had improvement in the areas of Teaching/Job Effectiveness and Service from last year. You also showed very strong evidence of quality teaching with a thorough set of teaching materials presented that indicate reflective pedagogy and depth of instruction. While I agree with several of the points you made in your narrative regarding the way in which Service "counts," I look forward to having a conversation about this and how to leverage the weighted scores to your benefit. Your online portfolio was very well organized and the summary/narrative provided in each of the three folders was both helpful, and indicative of a reflective process that you take seriously. You are an excellent faculty member, respected by your peers, and I am glad you are here with us!

Part I: Teaching

Teaching performance is evaluated relative to several factors.

1. Evidence of activities that encourage student interaction/engagement with other students, faculty, the university, the community; support student success; facilitate practical application of knowledge and skills; and/or in the pursuit of a career or graduate/professional school placement upon graduation.

You provided examples of the ways in which you encourage interaction between students, yourself and the larger professional community. You involve students in your professional activity and include them in conferences like SRLA (where they also present). In addition, you have been a guest speaker in many different classes for faculty in other areas. You also served as Josh Freeman's Honors Thesis Director. In addition, you have worked closely with your graduate assistant (Flory Bierma) in your research. (10/10)

2. Quality of teaching materials including syllabi, exams or significant assessments, and other documentation supporting preparation and course development.

Teaching materials were provided for KIN 333, 334, 335, 380, 695, and 696. Materials included syllabi, class schedules, samples of assignments, and sample exams, all of which are of very high quality and reflective of a variety of assignments and teaching styles. Materials are well prepared and

you provided clear and appropriate samples of student work as well as strong evidence of course development and preparation. In addition, as you noted in your narrative, you are fully committed to students engaging in the content; students staying up to date on current issues regarding the course materials; students reading, writing, and conducting some kind of research in all of my classes. In addition, students must speak in front of the room (or online equivalent) multiple times in all of your classes and students perform at least one practical assignment in most of your classes. (10/10)

3. Student evaluations

The Spring 2022 semester SOT averages were as follows: 3.72 for KHS; 3.63 for CNHS; and 3.58 for the university. The Fall 2022 semester SOT averages were as follows: 3.71 for KHS; 3.63 for CNHS; and 3.59 for the university. Your average Spring 2022 SOT average score was 3.88 and your Fall 2022 SOT average was 3.81. Your overall weighted score, provided in your summary, was 3.88 for 2022. Your highest scores included: Follows schedule (3.95); Engages students (3.93); and Clear grading & responding to questions (3.92) while your lowest scores were in the areas of Concerned with students' progress (3.78); Provided progress info (3.83); and Courtesy and respectfulness (3.85). As you indicated, you are above the KHS, CNHS, and university SOT averages and there has been a great deal of improvement in your SOT scores since coming to Southeastern. As you indicated in your narrative, you "have seen vast improvement every year in this aspect" as have I. The improvement is both noted, appreciated, and I agree, it may be difficult to beat your SOT averages from 2022. (10/10)

4. Grade distributions and enrollment patterns (1-10 points)

The grade distributions for your undergraduate and graduate courses are appropriate for the level of coursework. Since you teach only 300 level courses at the undergraduate level, these students tend to be more mature, closer to graduation, and a bit more serious about their course performance. While you indicated having more A's than in previous semesters, you noted that your special topics (KIN 335) class was responsible for much of this distribution. You also indicated that KIN 334 was a high achieving class, but you also plan to revisit your grading methods. Only 11% of students failed to progress through your courses and situations in courses where students earned a grade of "F" or withdrew were explained in your narrative. (10/10)

5. Other evidence of teaching effectiveness (optional)

Below are items you indicated and provided evidence of in your online portfolio:

- Pursuing teaching-related grants
- Professional development/training/certification related to teaching
- Course and pedagogical revision in response to student and peer feedback, program assessment or other data, reflection/experience, professional standards, etc.
- Use of innovative teaching practices
- Observation of classroom teaching performance (included in years during which faculty are observed/evaluated by peers or the department head)
- Achieving university certification for teaching online courses.

6. Job effectiveness (for faculty given reassigned time as part of workload)

Your workload also included TTK reassigned time – 3 hours in Spring, 3 hours in Fall (intended to provide time to engage in professional activity and scholarship) and GRAD FACULTY reassigned time – to engage in activities associated with supporting the graduate program (e.g., serving on thesis committees, supervising graduate independent study projects, collaborating with graduate students on research). We have been directed by the university administration to evaluate all reassigned time on the annual evaluation (including TTK and GRAD FACULTY reassigned time. Your narrative/self-evaluation was very helpful and, in addition, your GRAD FACULTY reassign time plan was approved by the Dean. In addition, you developed and proposed sweeping changes to the undergraduate sport management curriculum. This included the creation of a new course KIN 408 sport business and finance.

- Teaching = 40/40 (100%) - Excellent

Part II: Professional Activity

Professional activity includes research/scholarly productivity and professional service. Your professional activities are very impressive considering the fact that this is your first year at SLU and we are still dealing with the effects of the pandemic, which has limited our opportunities for research and professional service (more so than usual). This year, your professional activities included the following:

Professional Activity	Point Value
UNH Sports Law Review Article - 1 st author (published)	35
Journal of Sport Management - 2 nd author (accepted)	35
SRLA Presentation - College Athlete Union- 1 st author	7
ALSB Presentation - NIL Gig Economy - 2 nd author	7
UNH Sports Law Symposium Speaker	5
Mississippi School of Law Sports Law Review Symposium Speaker	5
CFE Travel Grant - SRLA Conference Presentation	10
SRLA Advisor for Undergrad Student Competition	3
Editorial Review Board – <i>Journal of NCAA Compliance (JONC)</i>	25
Sports Marketing Quarterly (SMQ) Review	6
Work in Progress (three manuscripts)	10
SRLA Attendance	3
SRLA Member	2
Mississippi Bar License	2

Based on the scoring system used by the department, your professional activity point score was 155, which is markedly improved from last year and is linked to a 95% score (Excellence).

Part III: Service

Service activities are those that support the mission and activities of the department, college, and university, plus community service activities that are associated with your professional expertise and/or position at the university. Your service activities this year included:

Service Activity	Point Value
Sport Management TTK Search Committee Chair (twice)	10
CNHS curriculum Committee - member	3
Sport Management Program Coordinator	10
KHS Curriculum Coordinator	10
"Other" (guest lecturer; Lion Pride Preview; Career Fair Day; Major Minor Fair; etc.)	10
Advising	10

Your team player approach and willingness to go above and beyond is greatly appreciated. I look forward to having a conversation about the points you raised in your Service narrative. Based on the scoring system used by the department, your score in Service was 53, which is linked to a 93% (Excellence).

This completed document serves as the annual evaluation of the named faculty member by the department head. For tenure-track and tenured faculty, this evaluation forms part of the faculty member's application for tenure and/or promotion. However, the interim review, tenure, and promotion decisions are summative evaluations and not necessarily an "average" of faculty annual evaluations.

I certify that this evaluation for the 2022-2023 academic year was conducted. The faculty member's signature does not indicate agreement with the evaluation in whole or part and in no way affects the faculty member's right to appeal the evaluation.

Faculty member

Date

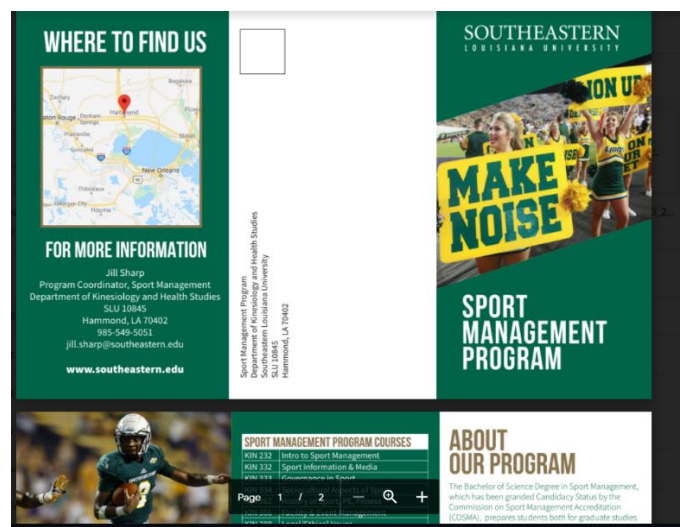
Department Head

Date

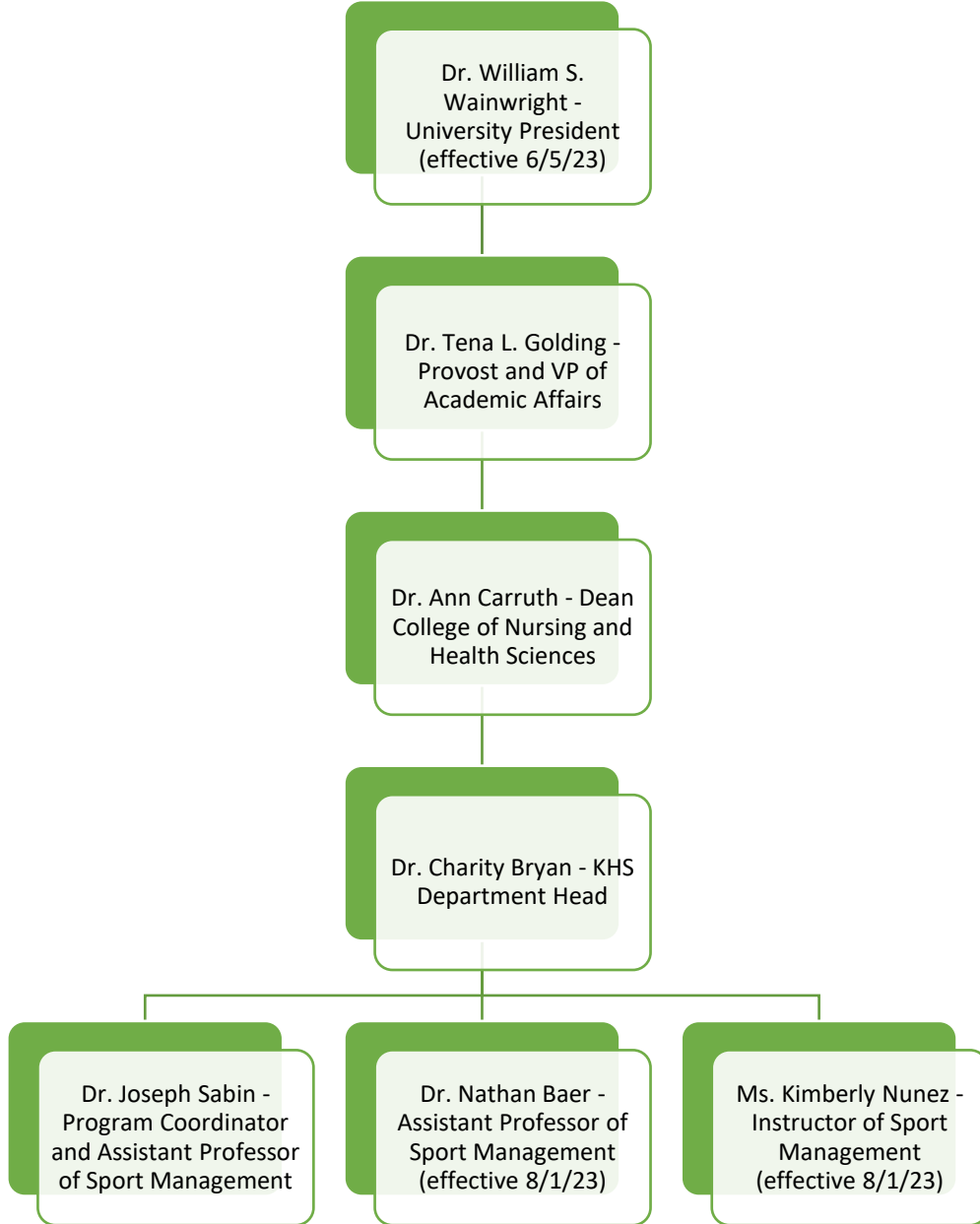
APPENDIX L Recruiting/Marketing Materials

Visit the link below for a full list and descriptions of all university recruiting activities:
<http://www.southeastern.edu/admin/admissions/events/faculty/>

- Lion Pride Preview – Primary recruiting events for the University. Includes presentation by the KHS Department to students interested in our academic programs, and a tour of our facilities.
- Scholars Showcase – Invitation to high-achieving high school students (and parents) to come to campus for a sit-down meal, presentation, and opportunity to talk to faculty. Students have a meal at a table where a faculty member is seated.
- Freshman Orientation – held 7 times during the summer – Two-day recruiting/orientation event for freshman and transfer students. Department faculty participation includes discussion of academic programs, advising, and assistance with registering for courses.
- A video was created for incoming freshman and transfer students. That video can be accessed at: https://www.youtube.com/watch?v=y3P1St_8n0o&authuser=0
- A recruiting brochure and fast facts sheet was created specifically for the Sport Management degree program. We plan to use these in the near future to specifically recruit high school and transfer students. These items are viewable below.



APPENDIX M
Program Organizational Chart



APPENDIX N
Curriculum Changes



1/11/2023

Request for Change *In Catalogue Entry*

Form Instructions:

Please complete this form and print on **GREEN** paper; the form fields will expand to meet your needs. Print on the front and back of sheet if form expands beyond 2 pages. Forward completed form to the appropriate persons for their Approval/Denial in the order indicated below. Once Approval is received from the Graduate Council, **make fourteen (14) copies of the signed form** and forward the original with copies to Dyson 122.

Submitted by College of: Nursing and Health Sciences	Department offering course: Kinesiology and Health Studies
Request Summary (used to create UCC agenda—one or two sentences only): Changes to BS in Sport Management	

Type of Change (Major, Minor, Concentration, Curriculum, Policy, Catalogue entry) Email from Provost MUST be attached if pre-approval is required: Curriculum	
<ol style="list-style-type: none"> 1. Changes from current specific sciences with labs to University core science requirements giving students more choices. 2. Removing science labs and adding Kinesiology 276 (Practicum in Sport Management) 3. Removing KIN 436 and adding a new course - KIN 408 (Sport Business & Finance) 4. Changing 15 hours to directed "Business Electives" <ol style="list-style-type: none"> a. Management 210 (3 hours) b. 9 Free elective credits reduced to 6 (3 hours) c. 1 Kinesiology Lab (1 hour) d. Health Studies 131 (2 hours) e. Health Studies 133 (3 hours) f. Health Studies 162 (3 hours) 5. Specifying the "Business Electives" are selected from a list of choices - allowing students to pursue a minor in a business field or choose from courses of interest, both of which strengthen the business background of Sport Management students. 	
Current Catalogue Entry: See attached	Proposed Catalogue Entry: See attached
Page numbers affected in the printed catalogue (include year) OR URL for on-line catalogue: pages 300-301 and 591 in the 2022-2023 catalog,	

What program assessment results have prompted this catalogue change? Reference specific departmental goals, outcomes (by year) and action plans that address this need.
What other reason(s) has prompted the need for this catalogue change? This program started as an emphasis within the Kinesiology degree plan. The field of Sport Management has become increasingly concentrated as a business profession with a lot less emphasis on health and kinesiology aspects. To have robust science and health requirements in an otherwise business-oriented degree is not good practice for helping our graduates succeed in the sport industry. Further, many students leave our majors for general studies because they struggle with our current science requirements and, rightfully, find them unnecessary in their desired career path.

<p>Council for Teacher Education approval needed? (Yes if any of the below are met):</p> <ul style="list-style-type: none"> • This change affects any education undergraduate degree, graduate degree or certification program and/or • This change affects components of electronic portfolios or any aspect of the assessment system and/or • This change affects field experience of any type reported by education majors 	<input type="checkbox"/> Ye s <input checked="" type="checkbox"/> N o
<p>Departments/colleges that could be affected by proposed change:</p> <p>The College of Business</p> <ul style="list-style-type: none"> - The current Sport Management curriculum requires students to take 18 credit hours in the College of Business, the new proposal requires 30 hours in the College of Business. <p>The College of Science and Technology</p> <ul style="list-style-type: none"> - The current curriculum requires the following courses totaling 12 credit hours from the sciences: <ul style="list-style-type: none"> - CHEM 101 (3 hours) - CLAB 103 (1 hour) - GBIO 151 (3 hours) - BIOL 152 (1 hour) - ZOO 250 (3 hours) - ZOOL 252 (1 hour) - The new curriculum's science requirements are in line with the University's minimum science requirements, which total 9 credit hours. 	<p>Have these departments/colleges been notified of the proposed change? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable</p>