

SECTION 2: OUTCOMES ASSESSMENT

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

	No
X	Yes. OEG2-2 was changed to reflect a measure within an annual retention tactic rather than a class survey item(s) on the perceptions of first and/or second year students. This was due to the success we are having with retention. OEG2-4 had the benchmark adjusted to represent data within the timeframe of the Annual Report (i.e., 2nd semester instead of 2nd year). This data analytics feature is new to the university. OEG2-5 is an added measure to reflect the new data collection the university is providing regarding 2nd year retention (i.e., the old OEG2-4). The benchmark will be the previous five-year average. Full Table of Retention data in Appendix A.

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. Previous year's report was compliant; All notes were resolved and zero new notes.	No action needed.
2.	
3.	
4.	
5.	

C. Provide the URL(s) for the page on your sport management academic unit's home page that makes available to the public the following:

SLO matrix AND OEG matrix OR

- Program Information Profile (on page 10)

Statement of accreditation status (for both Accredited and programs in Candidacy Status)

Accreditation seal (accredited programs only)

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

Academic Unit URL: <https://www.usi.edu/science/kinesiology-and-sport/sport-management>

Graduate Student Learning Outcomes

Academic Year 2025 – 2026

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation. 2. Meets expectation. 3. Exceeds expectation. 4. Insufficient data
SLO 1 – Students effectively investigated, evaluated, and analyzed the components that contribute to planning and managing a sporting event and staff.					
Measure 1 (DM) Event Plan SPTM 604	student assessment measuring CPC content area (Management Foundations of Sport) is for 70% of students to score at least an 80% (i.e., B).	12	11	92%	3
Measure 2 (IM) Writing Prompts SPTM 653	student assessment measuring CPC content area (Legal Aspects in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	11	11	100%	3
SLO 2 – Students successfully evaluated and integrated the concepts regarding society, policy, and legality.					
Measure 1 (DM) Writing Prompts SPTM 653	student assessment measuring CPC content area (Policy of Sport Management) is for 70% of students to score at least an 80% (i.e., B).	11	11	100%	3
Measure 2 (IM) Diversity Case Study SPTM 605	student assessment measuring CPC content area (Diversity Issues in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	15	8	53%	1
SLO 3 – Students effectively created and evaluated research covering diversity and inclusion concepts related to the Sport Management Environment.					

Measure 1 (DM) Diversity Case Study SPTM 605	student assessment measuring CPC content area (Diversity Issues in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	15	8	53%	1
Measure 2 (IM) Writing Prompts SPTM 653	student assessment measuring CPC content area (Legal Aspects in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	11	11	100%	3
SLO 4 – Students effectively identified, explained, applied, and analyzed the necessary components of a research investigation.					
Measure 1 (DM) Diversity Case Study SPTM 605	student assessment measuring CPC content area (Capstone Experience) is for 70% of students to score at least an 80% (i.e., B).	15	8	53%	1
Measure 2 (DM) Research Proposal SPTM 688	student assessment measuring CPC content area (Capstone Experience) is for 70% of students to score at least an 80% (i.e., B).	13	10	77%	2
Measure 3 (DM) Research Proposal SPTM 664	student assessment measuring CPC content area (Capstone Experience) is for 70% of students to score at least an 80% (i.e., B).	8	6	75%	2

Graduate SLO Narrative

Academic Year 2025 – 2026

Assessment Results:		Analysis and Narrative(s)
Identify Each Student Learning Outcome and Measurement Tool(s)	1. Does not meet expectation. 2. Meets expectation. 3. Exceeds expectation. 4. Insufficient data	
SLO 1 – Students effectively investigated, evaluated, and analyzed the components that contribute to planning and managing a sporting event and staff.		
Measure 1 (DM) Event Plan SPTM 604	3	Students effectively investigated, evaluated, and analyzed the components that contribute to planning and managing a sporting event and staff. There will be efforts to challenge the next cohort of students within these two courses and [possibly] adding another Direct Measure to the SLO.
Measure 2 (IM) Participant Liability Issues Assignment SPTM 653	3	
SLO 2 – Students successfully evaluated and integrated the concepts regarding society, policy, and legality.		
Measure 1 (DM) Participant Liability Issues Assignment SPTM 653	3	Officially, students successfully evaluated and integrated concepts regarding society, policy, and legality. The exceeding the benchmark for the DM seems to be appropriate for this outcome given the balance of the IM. While the benchmark wasn't met with the IM, the class was only three students short of meeting the 70% benchmark, and several students who did not meet the benchmark earned scores close to 80%. There is confidence the assessment will be successful next year.
Measure 2 (IM) Diversity Case Study SPTM 605	1	
SLO 3 – Students effectively created and evaluated research covering diversity and inclusion concepts related to the Sport Management Environment.		
Measure 1 (DM) Diversity Case Study SPTM 605	1	SLO 3 was not met. The Case Study assessment is challenging even for graduate students because it requires students to develop a research design, collect and analyze data, and draft a concise

Measure 2 (IM) Participant Liability Issues Assignment SPTM 653	3	research article following APA 7th edition guidelines within a few weeks. The program considered moving the second measure from the indirect measure into direct measure status, however, it was determined it was better left in IM status until a modification is made to the rubric that gives room to more on diversity and inclusion. While the benchmark wasn't met, the class was only three students short of meeting the 70% benchmark, and several students who did not meet the benchmark earned scores close to 80%. There is confidence the assessment will be successful next year.
SLO 4 – Students effectively identified, explained, applied, and analyzed the necessary components of a research investigation.		
Measure 1 (DM) Diversity Case Study SPTM 605	1	SLO 4 is considered met after two of the three measures reached expectations. The tactics implemented by the professor(s) to increase the difficulty and lessen the difficulty for 688 and 664 respectively proven to be successful. While the 605 benchmark wasn't met, the class was only three students short of meeting the 70% benchmark, and several students who did not meet the benchmark earned scores close to 80%. There is confidence the assessment will be successful next year.
Measure 2 (DM) Research Proposal SPTM 688	2	
Measure 3 (DM) Research Proposal SPTM 664	2	

Graduate SLO Closing the Loop

The USI MSSM program demonstrated both strengths and opportunities for improvement during the 2025-26 academic year. To close the loop, the program intended to provide consistency from the 2024-25 academic year and succeeded. This year, the majors effectively investigated, evaluated, and analyzed the components necessary to plan and manage sporting events and personnel. However, the assessment results indicate that additional emphasis on research skills is warranted when collecting their own data. Students demonstrated the ability to evaluate and integrate concepts related to society, policy, and legal issues. However, the indirect measure associated with 605 Case Study did not achieve a 70% success rate for SLO #2. Despite this, the overall assessment results suggest that students met the intended learning outcome by successfully evaluating and integrating these concepts. A similar interpretation applies to SLO #3. Assessment results indicate that students effectively created and evaluated research addressing diversity and inclusion within the sport management environment. While student performance supports achievement of these outcomes, the program recognizes that the research component is currently embedded within broader assessments. As a result, the program intends to separate research-specific elements into distinct assessment measures to provide a clearer, more accurate picture of student achievement in research outcomes.

Operational Effectiveness Goals

Academic Year 2025 – 2026

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: 1. Does not meet expectation. 2. Meets expectation. 3. Exceeds expectation. 4. Insufficient data
OEG 1: The USI Sport Management program will provide students with diverse, high-quality faculty.			
Measure 1: Hiring – we will follow the hiring protocols set forth through our university and advertisement in appropriate outlets – (e.g., The Chronicle, NASSM outlets, NIRSA)	Twenty-five applicants will apply for a SM position when there is an opening and there will be 3 viable candidates to bring on campus.	No faculty search was conducted during the 2025–2026 academic year because there was no open Sport Management faculty position.	4
Measure 2: College Mentoring Program (Retain) – The purpose of the College Mentoring Program is to create a link between new and junior faculty and respected, tenured faculty.	100% of new faculty will participate in the College Mentoring Program during the first three years of their tenure.	The formal Pott College Mentoring Program concluded after its one-year duration. However, new faculty members continued to engage in informal meetings with mentors and faculty peers.	2
Measure 3: Faculty Teaching Evaluations (Retain – by meeting promotion/tenure requirements)	100% of the faculty teaching evaluations will be at least a 3.5 on a 1-5 scale on all areas of evaluation.	100%	3

Measure 4: Faculty Publications and Presentations (Retain – by meeting promotion/tenure requirements)	On average, the faculty will produce, at least, 1-2 publications and presentations a year.	Dr. Jang Woo, M., Son, J., Jang, I., & Liechty, T. (2026). Exploring tennis experience among women in mid and later life with Life course theory. <i>Journal of Leisure Research</i>. https://doi.org/10.1080/00222216.2026.2664146 Woo, M., Jang, I., Lee, M., & Liechty, T. (2025). ‘Sauna is my nest!’: sense of community among Korean middle-aged women enjoying sauna bathing. <i>Leisure Sciences</i>. 1-20. https://doi.org/10.1080/01490400.2025.2566169 Woo, M., & Jang, I. (February 2026). <i>Exploring Tennis Experiences Among Korean Middle-aged Women Through Sense of Community (SOC) Theory</i>. Poster presentation at Applied Sport Management Association Conference, Philadelphia, PA. Jang, I., & Woo, M. (February 2026). <i>An Exploration of Internship Job Announcements in U.S. Professional Sport Leagues: Knowledge, Skills, and Abilities</i>. Poster presentation at Applied Sport Management Association Conference, Philadelphia, PA. Woo, M., Son, J., Jang, I., & Liechty, T. (February 2026). <i>Exploring Tennis Experience Among Women in Mid and Later Life with Life Course Theory</i>. Paper presentation at The Academy of Leisure Sciences Conference, Philadelphia, PA. Dr. Smith Frimming, R., Smith, C. M. L., Kiessling, B., 2026 SOPHE Annual Conference, "The Pigeon Creek Passage: Tracking Trail Use and Community Connection," Venue, Portland, OR, United States. (April 22, 2026). Smith, C. M. L., "A Historical Snapshot of the Sociology of Sport," Warrick Pathway & Career Center, Venue, Boonville, IN, United States. (April 7, 2026). Dr. Woo Woo, M., Son, J., Jang, I., & Liechty, T. (2026). Exploring tennis experience among women in mid and later life with Life course theory. <i>Journal of Leisure Research</i>. https://doi.org/10.1080/00222216.2026.2664146	3
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Measure 5: Faculty development: Faculty will receive information on strategies and tactics to promote diversity, equity, and inclusion.	At least, one faculty member will sit on the Equity, Diversity, and Inclusion Committee within the Pott College of USI.	Dr. Woo served as a member of the Equity, Diversity, and Inclusion Committee within USI’s Pott College. In Spring 2026, the committee was discontinued following changes in the broader policy and institutional landscape.	2
OEG 2: The USI SPTM program will successfully provide an environment that promotes the retention of SPTM majors.			
Measure 1: Sport Management Club	Club will achieve a retention rate of 67% of SPTM majors	The SPTM Club either graduated or retained 100% of its 21 SPTM majors	3
Measure 2: Annual SPTM Summit Attendance will serve as a recruiting and retention tool.	50 USI undergraduates will attend the Annual Summit	71 students (17 SPTM Club members)	2

Measure 3: Advisory Board	80% of our Advisory Board members will perceive our course offerings, course assessments, and the program align with the trends and opportunities in the sport industry.	The 2 nd Annual Sport Management Summit hosted by the SPTM Club featured industry professionals (e.g., Chicago Sky, Indiana Pacers, Ohio Valley Conference, Escalade Sports, and Evansville Regional Sports Commission. 100%	2
Measure 4: Annual review of undergraduate retention data	67% of SPTM majors will be retained for their second semester	71.4%	2
Measure 5: Annual review of undergraduate retention data	62.3% of SPTM majors will be retained for their second year	64.3%	2
OEG 3: The USI Sport Management program will provide students with the opportunity for professional development and growth within the SPTM local industry and beyond.			
Measure 1: The Field Experience Faculty Coordinator (FEFC) will develop, maintain, and evaluate partnerships and community outreach opportunities with local business and organizations.	The FEFC will add one more partnership to the total number of opportunities per year.	Rainbow Beach Family Aquatic Center	2
Measure 2: Practicum – 150 hours completed (typically completed during the sophomore or junior year).	To have 90% of the students successfully complete a 150-hour practicum within recreational sports, intercollegiate athletics, and/or professional sport the first time taken.	91.7%	2
Measure 3: Internship – 300 hours completed (typically during the student’s senior year).	To have 90% of students successfully complete a 300-hour internship their senior year.	92.0%	2
Measure 4: Advisory Board	80% of our Advisory Board members will perceive our course offerings, course assessments, and the program align with the trends and opportunities in the sport industry.	The 2 nd Annual Sport Management Summit hosted by the SPTM Club featured industry professionals (e.g., Chicago Sky, Indiana Pacers, Ohio Valley Conference, Escalade Sports, and Evansville Regional Sports Commission. 100%	2

OEG Narrative

Academic Year 2025 – 2026

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Assessment Results: 1. Does not meet expectation. 2. Meets expectation. 3. Exceeds expectation. 4. Insufficient data	Analysis and Narrative(s)
OEG 1: The USI Sport Management program will provide students with diverse, high-quality faculty.			
Measure 1: Hiring – we will follow the hiring protocols set forth through our university and advertisement in appropriate outlets – (e.g., The Chronicle, NASSM outlets, NIRSA)	25 applicants will apply for a SM position when there is an opening and there will be 3 viable candidates to bring on campus.	4	OEG 1 is considered met overall, but changes in the mentoring program affected one of the measures. No faculty search was conducted during the 2025–2026 academic year because there was no open Sport Management faculty position. The formal Pott College Mentoring Program did not continue as expected following the retirement of the original mentor. A new mentor was assigned, but only one formal meeting took place, and no regular follow-up meetings were scheduled. However, both junior faculty members continued to meet informally with other faculty members hired in the same year and senior faculty members at least once each semester. The program met the benchmark for faculty teaching evaluations. Faculty members also continued to produce publications and conference presentations during the academic year. Dr. Woo served on the Equity, Diversity, and Inclusion Committee until the committee was discontinued in Spring 2026 due to changes in the broader policy and institutional environment. The program plans to continue supporting junior faculty through formal and informal mentoring opportunities. The mentoring and faculty development measures will also be reviewed for the next academic year due to changes in the college mentoring program and committee structure.
Measure 2: College Mentoring Program (Retain) – The purpose of the College Mentoring Program is to create a link between new and junior faculty and respected, tenured faculty.	100% of new faculty will participate in the College Mentoring Program during the first three years of their tenure.	2	
Measure 3: Faculty Teaching Evaluations (Retain – by meeting promotion/tenure requirements)	100% of the faculty teaching evaluations will be at least a 3.5 on a 1-5 scale on all areas of evaluation.	3	
Measure 4: Faculty Publications and Presentations (Retain – by meeting promotion/tenure requirements)	On average, the faculty will produce, at least, 1-2 publications and presentations a year.	3	
Measure 5: Faculty development: Faculty will receive information on strategies and tactics to promote diversity, equity, and inclusion.	At least, one faculty member will sit on the Equity, Diversity, and Inclusion Committee within the Pott College of USI.	2	
OEG 2: The USI SPTM program will successfully provide an environment that promotes the retention of SPTM majors.			
Measure 1: Sport Management Club	Club will achieve a retention rate of 67% of SPTM majors	3	The USI SPTM program successfully provided an environment that promotes the retention of its SPTM majors. The highlight of the

Measure 2: Annual SPTM Summit Attendance will serve as a recruiting and retention tool.	50 USI undergraduates will attend the Annual Summit	2	success can from the effectiveness of the SPTM Club related to student success, professional development, and retention was evident. The Annual SPTM Summit is starting to gain traction throughout our campus, which not only assists us with promoting retention but also provides some internal recruiting.
Measure 3: Advisory Board	80% of our Advisory Board members will perceive our course offerings, course assessments, and the program align with the trends and opportunities in the sport industry.	2	
Measure 4: Annual review of undergraduate retention data	67% of SPTM majors will be retained for their second semester	2	
Measure 5: Annual review of undergraduate retention data	62.3% of SPTM majors will be retained for their second year	2	
OEG 3: The USI Sport Management program will provide students with the opportunity for professional development and growth within the SPTM local industry and beyond.			
Measure 1: The Field Experience Faculty Coordinator (FEFC) will develop, maintain, and evaluate partnerships and community outreach opportunities with local business and organizations.	The FEFC will add one more partnership to the total number of opportunities per year.	2	The USI Sport Management program provided students with the opportunity for professional development and growth within the SPTM local industry and beyond. These efforts were from consistency and quality opportunities provided by the program within the educational and applied sport management environments.
Measure 2: Practicum – 150 hours completed (typically completed during the sophomore or junior year).	To have 90% of the students successfully complete a 150-hour practicum within recreational sports, intercollegiate athletics, and/or professional sport the first time taken.	2	
Measure 3: Internship – 300 hours completed (typically during the student’s senior year).	To have 90% of students successfully complete a 300-hour internship their senior year.	2	

Measure 4: Advisory Board	80% of our Advisory Board members will perceive our course offerings, course assessments, and the program align with the trends and opportunities in the sport industry.	2	
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OEG Closing the Loop

The overarching intention right now for the USI Sport Management program is to generate consistency in the quality of education it provides. The operational effectiveness goals are strong indicators to measure said intention. The USI Sport Management program succeeded in reaching each of its three OEGs for the 2025-26 academic year. It will continue with its focus from the 2024-25 academic year of the program to repeat this achievement next year; specifically focusing on the retention aspect of the program

