

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>

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

Undergrad 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 reported components that are within the Sociological aspects of Sport.					
Measure 1 (DM) Case Study Paper (SPTM 453)	assessment measuring CPC content area (Social Foundations of Sport) is for 70% of students to score at least an 80% (i.e., B).	16	3	18.75%	1
Measure 2 (IM) Governance/Ethics Research Paper (SPTM 336)	assessment measuring CPC content area (Governance & Policy in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	49	24	48.98%	1
SLO 2 – Students successfully identified, described, and analyzed concepts related to the Ethical and Governmental Foundations of Sport Management.					
Measure 1 (DM) Governance/Ethics Research Paper (SPTM 336)	assessment measuring CPC content area (Governance & Policy in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	49	24	48.98%	1
Measure 2 (IM) Case Study Paper (SPTM 453)	assessment measuring CPC content area (Social Foundations of Sport) is for 70% of students to score at least an 80% (i.e., B).	16	3	18.75%	1
SLO 3 – Students effectively identified, defined, and understand concepts related to the Sport Management Environment.					

Measure 1 (DM) Governance/Ethics Research Paper (SPTM 336)	assessment measuring CPC content area (Ethics in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	49	24	48.98%	1
Measure 2 (DM) Case Study (SPTM 453)	assessment measuring CPC content area (Diversity Issues in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	16	3	18.75%	1
Measure 3 (IM) Social Media Report (SPTM 353)	assessment measuring CPC content area (Technology Issues in Sport Management) is for 70% of students to score at least an 80% (i.e., B).	29	14	50.00%	1
Measure 4 (IM) Practicum Final Paper (SPTM 305)	assessment measuring all 3.2 CPC (D) content areas is for 70% of students to score at least an 80% (i.e., B).	24	23	95.83%	3
Measure 5 (IM) Internship Final Paper (SPTM 498)	assessment measuring all 3.2 CPC (D) content areas is for 70% of students to score at least an 80% (i.e., B).	25	24	96.00%	3
SLO 4 – Students successfully completed and effectively reported Integrative [Field] Experiences within a Sport Management work-environment.					
Measure 1 (DM) Practicum presentation (SPTM 305)	assessment measuring CPC content area (Integrative Experience) is for 70% of students to score at least an 80% (i.e., B).	24	23	95.83%	3
Measure 2 (DM) Internship presentation (SPTM 498)	assessment measuring CPC content area (Capstone Experience) is for 70% of students to score at least an 80% (i.e., B).	25	24	96.00%	3

Undergrad SLO Narrative

Academic Year 2025 – 2026

Identify Each Student Learning Outcome and Measurement Tool(s)	Assessment Results: 1. Does not meet expectation. 2. Meets expectation. 3. Exceeds expectation. 4. Insufficient data	Analysis and Narrative(s)
SLO 1 – Students effectively reported components that are within the Sociological aspects of Sport.		
Measure 1 (DM) Case Study Paper (SPTM 453)	1	SLO 1 is considered unmet due to the results of the two measures. The previous year’s narrative identified checkpoints, additional class time, and tutorial materials as ways to support students with the SPTM 453 Case Study Paper. The results for the 2025–2026 academic year show that more support is still needed. Specifically, the SPTM 453 section included many international students (12 out of 16 students) who were in their first semester at USI and were still adjusting to research and writing expectations in the United States. One positive point is that although most students did not reach 80% (a B), many scored close to the benchmark. This suggests that they understood the general direction of the assignment but did not fully meet all research and writing requirements. The SPTM 336 Research Paper had a different issue. Several students received exceptionally low scores because of unverifiable or inaccurate sources, missing or incorrect citations, and other serious source-related errors. The professor provided repeated guidance during the term, but these issues still influenced the overall result. The professor plans to continue providing checkpoints, examples, and tutorial materials for the SPTM 453 Case Study. To improve student performance on the SPTM 336 Research Paper, source verification will be addressed earlier in the term, and students will submit a preliminary reference list before completing the final paper.
Measure 2 (IM) Governance/Ethics Research Paper (SPTM 336)	1	

SLO 2 – Students successfully identified, described, and analyzed concepts related to the Ethical and Governmental Foundations of Sport Management.		
Measure 1 (DM) Governance/Ethics Research Paper (SPTM 336)	1	SLO2 is considered unmet. The SPTM 336 Research Paper had many students receive extremely low scores because of unverifiable or inaccurate sources, missing or incorrect citations, and other serious source-related errors. The professor provided repeated guidance during the term, but these issues still influenced the overall result. The professor plans to incorporate resources from Rice Library that can assist in the skill development for research and writing. These same approaches will be used in the Case Study Paper for SPTM 453, along with the previous year’s tactics of assigned checkpoints, additional class time, and tutorial materials.
Measure 2 (IM) Case Study Paper (SPTM 453)	1	
SLO 3 – Students effectively identified, defined, and understand concepts related to the Sport Management Environment.		
Measure 1 (DM) Governance/Ethics Research Paper (SPTM 336)	1	USI SPTM students ineffectively identified, defined, and assessed the concepts related to the Sport Management Environment. The assignments supplying each measure do show applied principles, difficulty, and value from the expectations to meet the benchmarks. In other words, the program considers these measures suitable even with a down year of scores. Narratives above for SPTM 336 and 453 apply here. One focal point comes from the results of SPTM 353. This assessment has been historically low, but there needs to be more attention made to preparing the students for the applied assignment. The professor plans to implement [virtual] classroom tactics to help groups adjust to the expectations of the assignment.
Measure 2 (DM) Case Study (SPTM 453)	1	
Measure 3 (IM) Social Media Report (SPTM 353)	1	
Measure 4 (IM) Practicum Final Paper (SPTM 305)	3	
Measure 5 (IM) Internship Final Paper (SPTM 498)	3	
SLO 4 – Students successfully completed and effectively reported Integrative [Field] Experiences within a Sport Management work-environment.		
Measure 1 (DM) Practicum presentation (SPTM 305)	3	USI SPTM students successfully completed and effectively reported their Integrative [Field] Experiences in a Sport Management work-environment. The required attendance for
Measure 2 (DM) Internship presentation (SPTM 498)	3	

Undergrad SLO Closing the Loop

The USI SPTM undergraduate program had some success during the 2025-26 academic year and has identified some opportunities to improve. The program made a concerted effort to challenge the majors more after exceeding expectations during the 2024-25 academic year. The program plans to close the loop by entering the 2026-27 academic year by strengthening project pacing, improving research skills, expanding instructional resources, increasing formative feedback, addressing procrastination, and monitoring effectiveness. These efforts should put the students in a position to succeed. The program believes that these efforts will allow the scores to increase even with the higher difficulty implemented this past year.

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.

Appendix A

Sport Management BS/BA/Online



Retention and Graduation Rate Dashboard 2012-2025

Bach. Degree-Seeking All		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Full-Time/Part-Time Full-Time	Cohort	22	21	15	20	23	17	22	19	26	17	12	17	14	14
College College of Sci, Engr, & E..	Retained to the 2nd Sem.	86.4%	100.0%	93.3%	85.0%	91.3%	88.2%	81.8%	89.5%	73.1%	76.5%	66.7%	94.1%	92.9%	71.4%
Major Multiple values	Retained to the 2nd Yr.	77.3%	57.1%	73.3%	80.0%	60.9%	82.4%	63.6%	84.2%	50.0%	58.8%	50.0%	88.2%	64.3%	
Gender All	Retained to the 3rd Yr.	59.1%	52.4%	66.7%	60.0%	60.9%	64.7%	54.5%	78.9%	46.2%	47.1%	33.3%	52.9%		
Ethnicity All	Retained to the 4th Yr.	59.1%	47.6%	60.0%	55.0%	43.5%	41.2%	31.8%	52.6%	46.2%	35.3%	8.3%			
	Graduate in 4 Yrs or less	45.5%	14.3%	26.7%	45.0%	39.1%	58.8%	36.4%	47.4%	34.6%	35.3%				
	Retained to the 5th Yr.	9.1%	33.3%	33.3%	10.0%	13.0%	5.9%	4.5%	15.8%	11.5%	5.9%				
	Graduate in 5 Yrs or less	50.0%	38.1%	60.0%	55.0%	47.8%	58.8%	40.9%	63.2%	46.2%					
	Retained to the 6th Yr.	4.5%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%					
	Graduate in 6 Yrs or less	54.5%	38.1%	60.0%	55.0%	47.8%	58.8%	40.9%	63.2%						