

2016-17 Sport Administration Program Review

Program Review Guidebook for Academic Departments 2016-2017

Sport Administration

Overview

PROGRAM REVIEW: INTRODUCTION

A program review is a systematic process for evaluating and improving academic programs. It is conducted through self-evaluation and peer evaluation by external reviewers, with an emphasis on assessing the quality and degree of student learning within the program. The comprehensive analysis which the review provides and the resulting Memorandum of Understanding are used to stimulate curriculum and programmatic changes and to inform planning and budgeting processes at various levels. The program review cycle occurs every five years.

Program review is a required element in WASC Senior College and University Commission (WSCUC) accreditation and has been a part of Pepperdine's assessment cycle since 2003. While data provides the foundation for effective program review, assessment of student learning, and other quality improvement strategies, the data must be turned into evidence and communicated in useful formats. The program review does this.

When implemented effectively and followed up deliberately, program review is a powerful means for engaging faculty, staff, and administrators in evaluating and improving programs to enhance student learning. The review process is an opportunity to refine a program to meet the changing needs of student learning, retention, curriculum in various disciplines, and student support services. It is also a purposeful opportunity to link decision-making, planning, and budgeting with evidence.

This guidebook provides a framework and resources to help with the review.

GUIDING PRINCIPLES

The process is intended to be meaningful, foremost, for the department and its enhancement of student learning. As a result, the process is flexible in order to serve the needs of both small and large programs as well as academic, co-curricular, and student support programs. The review should be a collaborative process involving faculty, staff, administrators, and students in order to align more effectively the college or department with institutional goals and objectives.

Two guiding principles are embedded in this Guidebook and are consistent with WASC Senior College and University Commission (WSCUC) standards:

*** Ongoing Evaluation of What Students Learn:**

Evidence-based program review includes: a review of program learning outcomes; evaluation of the methods employed to assess achievement of the outcomes; and analysis and reflection on learning results, retention/graduation rates, core competencies, and other outcomes data over a multi-year period.

*** Quality Assurance, Planning, and Budgeting Decisions Based on Evidence:**

The results of the program review are to be used for follow-up planning and budgeting at various decision-making levels.

PREPARATION FOR PROGRAM REVIEW

The program chair is responsible for the planning of the review. An internal committee or working group should be developed to allocate responsibilities for writing the program review including data collection, writing, and use of resources. It is recommended that a meeting occur between the committee and the Office of Institutional Effectiveness (OIE) to review data needs.

PROGRAM ALIGNMENT WITH THE UNIVERSITY, MISSION, AND INSTITUTIONAL OUTCOMES

Program reviews focus on the meaning, quality, and integrity of a program as it relates to student learning and the mission of Pepperdine:

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Each department carries out the University mission and institutional learning outcomes (ILOs). The ILOs are formed by two components:

- * Core commitments: knowledge and scholarship, faith and heritage, and community and global understanding
- * Institutional values: purpose, service, and leadership

Each basic commitment is seen through the lens of three essential institutional values drawn from the University mission statement: purpose, service, and leadership. These basic commitments should link to measurable objectives as stated in the student learning outcomes (SLOs).

OVERVIEW OF PROGRAM REVIEW COMPONENTS

Program review at Pepperdine University is conducted on a five-year review cycle that involves three main components and six steps (see diagram below):

SELF STUDY:

- An in-depth, internal analysis written by program faculty/staff
- Department faculty or program staff (for co-curricular and student support services) conduct a departmental self-study within guidelines provided in the Guidebook. This portion of the review identifies program strengths and limitations, and suggests solutions to identified problems.

EXTERNAL & INTERNAL REVIEWS:

- An external review conducted by an outside expert in the field or discipline. The Guidebook describes how to secure qualified, objective external reviewers, including those with understanding and experience in addressing student learning outcomes assessment. Once the self-study is completed, the external review is organized.
- An internal review by the Advancement of Student Learning Council (ASLC)

CLOSING THE LOOP:

- A Quality Improvement Plan (QIP) developed by the department
- A Memorandum of Understanding (MOU) developed by the dean

Closing the Loop is used to describe the act of making decisions based on evidence. The most important product of a program review is the advancement of student learning. Therefore, the program review cycle ends by identifying evidence-based changes in the

QIP, and then the MOU explains how the plan will be supported and carried out over the next five years.

GLOSSARY OF TERMS

Please find the link below for the 'GLOSSARY OF TERMS':
<https://drive.google.com/open?id=0B6ufJTOgPx32TmZjU19JZ3FTM00>

INTRODUCTION

INTRODUCTION

Reviews begin with an introduction that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and should include:

1. INTERNAL CONTEXT

This begins with an overview of the program describing (as appropriate).

- a. where the program is situated (school/division),**
- b. degrees granted, concentrations available, programs offered**
- c. where is the program located (campus location)**
- d. Provide a brief history of the program**
- e. Describe the changes made to the program since the last review.**

The Sport Administration Program is within the Communication Division, which is one of eight divisions in Seaver College at Pepperdine University, Malibu campus. Sport Administration represents one of nine primary majors offered by the Communication Division. Students earn a Bachelor of Arts in Sport Administration. Several majors select an approved minor within Seaver College or complete the Certificate in Conflict Management program at the School of Law.

The major accepted its first students in the 2014-2015 academic year. While administered by the Communication Division, the program's curriculum is interdisciplinary utilizing courses in the Communication and Business Administration Divisions.

Brief history of the program

Discussions regarding a possible major in Sport Administration began in January 2010. Extensive review of other undergraduate sport administration programs took place as well as assessment of Seaver College student interest in the discipline. In previous years, students had earned a degree in sport administration as a contract major. At the end of the review process, it was determined a sufficient number of students were interested to initiate the designing of an appropriate curriculum. Ultimately, Rice University's program was used as a model.

The Sport Administration program is a broad overview of business operation in the sport industry, which includes professional, collegiate and high school programs, sporting goods industry, tourism, community recreational programs, youth sports and businesses that specialize in the support of sport programs (marketing, advertising and public relations firms, legal support, agents, etc.).

The goal of the Sport Administration program is to provide students with an understanding of basic business and communication practices, which can be applied to any segment of the sport

industry. In addition, the curriculum was reviewed relative to student preparation for graduate school (primarily for law school, MBA program or MS in Sport Management). The program strives to emphasize critical thinking skills, application of business management concepts, communication and leadership, with an emphasis on personal integrity and ethical practices.

Describe the changes made to the program since the last review

The major has just completed its third year of operation. There has been one significant change to the original curriculum design. Initially, the senior internship (SPAD 495) was to be taken concurrently with the capstone class (SPAD 480). It quickly became evident the concurrent enrollment was unrealistic given the time demand, off-campus internship, additional courses and the demand of the capstone course. As a result, the Seaver Academic Council approved a modification to the original curriculum to allow the senior internship to take place anytime during the senior year. Students are encouraged to complete the internship during the summer following their junior year.

Since the program's inception, assessment data has been captured from students and industry practitioners relative to a student's preparation to enter the sport industry. These findings are included in this report and used to support recommended changes in the future. The number of declared majors has increased from 34-students during the 2014-15 academic year to 83-students during the 2016-17 academic year. Given the growth in student interest, Seaver College authorized the addition of a tenure-track Assistant Professor for Sport Administration beginning in the 2017-18 academic year. Also, Ned Colletti was added to the program as a Professional in Residence during the spring 2017 term.

2. THE EXTERNAL CONTEXT

This should explain how the program responds to the needs of the area in which it serves: this can include the community, region, field, or discipline.

After its third year, the Sport Administration program is becoming known in the sport industry. The awareness of the program was enhanced with the announcement of Pepperdine's partnership with AEG and the adding of Ned Colletti to the faculty.

Currently, all Sport Administration majors enroll in an experiential learning course concurrent with the Introduction to Sport Administration course. The experiential learning course allows students to see, participate and contribute to the "behind the scene" operations of Pepperdine Athletics. Each student volunteers 90 hours during the semester to serve in a variety of capacities. The experience enriches student understanding of concepts discussed in class and is a service to the Athletic Department. This is a required service-learning project of program majors, but other opportunities to serve the broader community arise nearly every month. Majors are encouraged to participate and volunteer to support community programs. In the past, students have volunteered hundreds of hours to the following events: working with athletes at the 2015 Special Olympic Summer Games; supporting local Malibu youth sport programs; assisting Pepperdine's hosting of the 2015 NCAA Men's Basketball Regional at Staples Center; supporting the West Coast Conference in hosting the Men's and Women's Conference Basketball Tournaments in Las Vegas; and assisting with charity fundraising marathons, golf and tennis tournaments, and the John Wooden Award Ceremonies on ESPN.

Given Los Angeles is the second largest sport market in the United States, our students have unique opportunities for meaningful experiences as volunteers and interns. These co-curricular experiences include opportunities in all aspects of the sport industry. Each experience includes

the opportunity for students to gain experience and network with those already involved in the industry.

As the program becomes more established, there is interest in creating a summer program for inner city high school students with strong academic preparation and interest in the sport industry. The purpose of the camp is to introduce students to executives in the sport industry; better understand concepts of leadership; and emphasize the importance of a college education.

The current faculty member, John Watson, adds 25-years of professional experience in overseeing an NCAA Division-I athletic program and service on the West Coast Conference Executive Committee; various committees of NCAA Division I, including the Governance Committee, Management Council and Leadership Council; service on the Executive Board of the Los Angeles Sports Council; and involvement with the North American Society for Sport Management.

In Spring 2017, Ned Colletti joined the program as a Professional in Residence. He brings 35-years of experience in Major League Baseball, including as General Manager of the LA Dodgers.

In the fall 2017 Alicia Jessop will join the faculty. For the past four-years she has served as a member of the Sport Management faculty at the University of Miami. She brings experience as a sports business writer for Sports Illustrated - The Cauldron; The Huffington Post; and Forbes. She also served as Director of Media Relations for SPORTSDIGITA and practiced law immediately upon earning her Juris Doctor (licenses to practice law in California and Colorado).

Evidence

Please attach evidence.

John_Watson_Curriculum_Vitae.doc

Alicia_Jessop_CV.docx

Ned_Colletti_Career_Summary.pdf

Index_of_All_Supporting_Evidence_for_SPAD_Program_Review_Sept_2017.pdf

OUTCOMES

INSTITUTIONAL LEARNING OUTCOMES

Identifier	Description
CA-PEP-ILO-16.L-1-KS	Think critically and creatively, communicate clearly, and act with integrity.
CA-PEP-ILO-16.L-2-FH	Demonstrate value centered leadership.
CA-PEP-ILO-16.L-3-CGU	Demonstrate global awareness.
CA-PEP-ILO-16.P-1-KS	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
CA-PEP-ILO-16.P-2-FH	Appreciate the complex relationship between faith, learning, and practice.
CA-PEP-ILO-16.P-3-CGU	Understand and value diversity.

CA-PEP-ILO-16.S-1-KS	Apply knowledge to real-world challenges.
CA-PEP-ILO-16.S-2-FH	Incorporate faith into service to others.
CA-PEP-ILO-16.S-3-CGU	Demonstrate commitment to service and civic engagement.

Additional Standards/Outcomes

Identifier	Description
CA-PEP-SVR-15.BASPORTADM-1	Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.
CA-PEP-SVR-15.BASPORTADM-2	Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.
CA-PEP-SVR-15.BASPORTADM-3	Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.
CA-PEP-SVR-15.BASPORTADM-4	Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhance the effectiveness and decision making process of the sport leader.

MISSION

MISSION, PURPOSES, GOALS, AND OUTCOMES

3. MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program's mission, purpose, goals, and outcomes.

- a. **Mission** - This should be a general explanation of why the program exists, what it hopes to achieve in the future, and the program's essential nature, its values, and its work.
- b. **Goals** are general statements of what the program wants to achieve.
- c. **Outcomes** are the specific results that should be observed if the goals are being met.

The program's purpose, goals, and outcomes should relate to and align with the mission and goals of the college and of the University.

The mission of the Sport Administration Program at Pepperdine University is to prepare students to be moral and ethical leaders in the sport industry. The program provides students with the academic foundation and field experience required to organize, facilitate and administer a sport program. As the program evolves, the curriculum will be modified to address the rapidly changing dynamics of the sport industry and technology. The program will remain relevant in preparing students to immediately enter the industry or advance to graduate study. While preparing for a career, students are continually encouraged to understand and embrace the importance of

personal and corporate integrity. These moral and ethical principals are aligned with Pepperdine University's Christian mission.

The goals of the Sport Administration Program at Pepperdine University are to:

1. Explore the historical, social, political and economic impact sport has on American society and the ways society impacts sport.
2. Emphasize the importance of personal and corporate integrity and ethical decision making.
3. Encourage personal exploration of faith and learning to discover one's vocation and apply this passion to a life of service.
4. Investigate and understand the globalization of sport and the accompanying obligation to learn, understand, and value the impact of heritage, culture and traditions of various people.
5. Value the importance of including diverse backgrounds, experiences and thought in the decision-making process.
6. Develop critical thinking and ways to address issues and clearly communicate thoughts.
7. Provide field laboratory experiences to practice the theories and concepts learned in the classroom.
8. Appreciate the importance of every individual in an organization and the contribution provided by that person to realize the mission of the organization.

The Sport Administration Program currently has four primary learning outcomes, which are being reviewed in this assessment process. They are:

1. Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.
2. Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.
3. Produce clearly written, concise proposal for hosting a major sporting event and deliver a well-organized and persuasive oral presentation.
4. Explain how understanding and valuing individual and cultural diversity. maintaining one's moral integrity and personal values enhances the effectiveness and decision making process of the sport leader.

The following Tables are attached to this section:

- Sport Administration Alignment of PLOs with Core Competencies
- Sport Administration Alignment of PLOs and ILOs
- Sport Administration Curriculum Map
- Sport Administration Curriculum Map as determined by Capstone Students

These Tables highlight the intended overall design of the Sport Administration curriculum and its alignment with institutional outcomes. Senior capstone students (2016 and 2017 classes, N=35) confirm the design of the programs curricular map and the introduction, development and mastery of the PLOs. It is significant seniors confirm the mastery of these outcomes during the two senior level courses – the capstone class (SPAD 480) and the senior internship experience (SPAD 495). This data has guided this study to focus primarily on these two courses in assessing student learning and preparation for work in the sport industry and/or a formal graduate education.

Evidence

Please attach evidence.

Sport_Administration_____Alignment_of_PLOs_with_Core_Competerencies.docx

SPAD_Alignmnet_of_PLOs_and_ILOs.docx

SPAD_Curriculum_Map____2014_2017.xlsx

Capstone_Students_Curriculum_Map.xlsx

CURRICULUM MAP

I - Introduced

D - Developed

M - Mastered

Sport Administration Curriculum Map

	BA 220	COM 220	PR 255
CA-PEP-SVR-15.BASPORTADM-1 Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.	D	D	D
CA-PEP-SVR-15.BASPORTADM-2 Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.	I	D	I
CA-PEP-SVR-15.BASPORTADM-3 Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.	I	D	D
CA-PEP-SVR-15.BASPORTADM-4 Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhance the effectiveness and decision making process of the sport leader.	I	D	I

	SPAD 280	SPAD 295	BA 352
CA-PEP-SVR-15.BASPORTADM-1 Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.	D	D	D
CA-PEP-SVR-15.BASPORTADM-2 Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.	D	D	D
CA-PEP-SVR-15.BASPORTADM-3 Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.	D	D	D

CA-PEP-SVR-15.BASPORTADM-4 Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhance the effectiveness and decision making process of the sport leader.	D	D	D
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	BA 355	BA 358	BA 410
CA-PEP-SVR-15.BASPORTADM-1 Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.	D	D	D
CA-PEP-SVR-15.BASPORTADM-2 Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.	D	D	D
CA-PEP-SVR-15.BASPORTADM-3 Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.	D	I	I
CA-PEP-SVR-15.BASPORTADM-4 Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhance the effectiveness and decision making process of the sport leader.	I	D	D

	COM 300	COM 519	SPAD 480
CA-PEP-SVR-15.BASPORTADM-1 Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.	I	D	M
CA-PEP-SVR-15.BASPORTADM-2 Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.	I	D	M
CA-PEP-SVR-15.BASPORTADM-3 Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.	I	D	M
CA-PEP-SVR-15.BASPORTADM-4 Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhance the effectiveness and decision making process of the sport leader.	I	D	M

	SPAD 495
CA-PEP-SVR-15.BASPORTADM-1 Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including	M

marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.	
CA-PEP-SVR-15.BASPORTADM-2 Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.	M
CA-PEP-SVR-15.BASPORTADM-3 Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.	M
CA-PEP-SVR-15.BASPORTADM-4 Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhance the effectiveness and decision making process of the sport leader.	M

Evidence

Please attach evidence.

SPAD_Curriculum_Map___2014_2017.xlsx

Capstone_Students_Curriculum_Map.xlsx

These Tables highlight the intended overall design of the Sport Administration curriculum and its alignment with institutional outcomes. Senior capstone students (2016 and 2017 classes, N=35) confirm the design of the programs curricular map and the introduction, development and mastery of the PLOs. It is significant seniors confirm the mastery of these outcomes during the two senior level courses – the capstone class (SPAD 480) and the senior internship experience (SPAD 495). This data has guided this study to focus primarily on these two courses in assessing student learning and preparation for work in the sport industry and/or a formal graduate education.

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ANALYSIS OF EVIDENCE: Meaning

Meaning

Analysis of Direct Student Learning: Meaning Quality and Integrity

The university is required to define and ensure a distinctive and coherent educational experience for each of its degree programs. The findings from the program assessment and analysis process should explain how effectively courses, curricula, the co-curriculum, and other experiences are structured, sequenced, and delivered so that students achieve learning outcomes at the expected levels of performance in core competencies in their majors or fields of specialization, in general education, and in areas distinctive to the institution. It means ensuring alignment among all these elements, and maintaining an assessment infrastructure that enables the institution to diagnose problems and make improvements when needed. Direct student learning, an examination of how well students are meeting the program learning outcomes, should come from the past four years of annual assessments.

(2013 WSCUC Accreditation Handbook.)

Meaning of the Degree: Describe how the program ensures a holistic experience by

answering the following questions about the coherence and alignment within the program:

4. What are the learning outcomes and how does the degree support the institutional mission and institutional learning outcomes? How does the degree embody the distinct values, basic commitment, and traditions of the institution?

Institutional Mission and Learning Outcomes:

The Sport Administration program has four primary learning outcomes. They were established in the original design of the major. They are:

1. Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment, media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.
2. Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.
3. Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.
4. Explain how understanding and valuing individual and cultural diversity; maintain one's moral integrity and personal values enhances the effectiveness and decision making process of the sport leader.

As indicated previously, the Sport Administration learning outcomes align well with Pepperdine's mission and most of the institutional learning outcomes. Based on student and faculty review of program learning outcomes, consideration is being given to modifying the PLOs to more clearly articulate the preparation needed to enter the sport industry and strengthen alignment with ILOs in the areas of service and global awareness.

How does the degree embody the distinct values, basic commitment, and traditions of Pepperdine?

Pepperdine University, as an independent Christian University, strives to provide an excellent academic program where the pursuit of knowledge is integrated with personal faith development. The University's major goal is graduating students that understand their vocation and desire to apply their passion and talents in leading efforts to serve others. Those studying Sport Administration find an emphasis on understanding professional standards, exhibiting professional ethics and personal integrity. The program strives to provide a learning environment conducive to intellectual and spiritual growth; critical analysis; community outreach; and valuing an inclusive and diverse work environment.

5. Is there a coherent, aligned sequence of learning opportunities? Does the degree offer sufficient breadth and depth of learning for this particular major or program? Please explain.

Is there a coherent, aligned sequence of learning opportunities?

The design of the Sport Administration curriculum includes an intended aligned sequence of learning opportunities, as evidenced in the programs curriculum map. While evidence from seniors in the program suggests the desired level of mastery of concepts are realized in individual courses, students do often not follow the sequencing. There are two major factors associated

with the sequencing issue: Courses are closed and not available or courses are unavailable to individual students due to scheduling conflicts. There is one academic advisor for all Sport Administration majors. The first semester a student declares the major a graduation plan is developed noting the desired sequencing of classes. The advisor has frequently observed this sequencing is not followed due to the primary reasons noted above. The quality improvement plan will address this concern.

Does the degree offer sufficient breadth and depth of learning for this particular major?

The original curriculum was developed to provide a broad overview of the business side of the sport industry. This is accomplished, but students and practitioners have strongly suggested a redesign of the curriculum that allows for more specialized training and skill development. This is a major component of the quality improvement plan.

6. How current is the program curriculum? How has the curriculum changed (if at all) over the last five years including the reasons for the change (e.g., the result of a learning outcome assessment) and evidence used as a basis for change?

The major has just completed its third year of operation. One significant change has been made to the original curriculum design. Initially, the senior internship (SPAD 495) was to be taken concurrently with the capstone class (SPAD 480). It quickly became evident the concurrent enrollment was unrealistic given the time demand, off-campus internship, additional courses and the demand of the capstone course. As a result, the Seaver Academic Council approved a modification to the original curriculum to allow the senior internship to take place anytime during the senior year. Students are encouraged to complete the internship during the summer following their junior year.

Since the beginning of the program student and faculty assessment of the program has been captured. There has been consistent feedback suggesting a significant revision of the curriculum. Student assessment strongly supports a less generic curriculum and developing one more focused on sport specific business and communication practices. National standards provide additional rationale for alteration to the curriculum. The specific curriculum revisions are presented in the Quality Improvement Plan.

7. Please present a curriculum comparison with at least three peer institutions and with national disciplinary or professional standards if available.

The Commission on Sport Management Accreditation provides the following overview of "Common Professional Components" for an undergraduate program. The document is included in the evidence section. The following is a summary of these components (from *Accreditation Principles Manual and Guidelines for Self-Study Preparation*, Commission on Sport Management Accreditation, pp 12-13)

Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topics, as outlined below, should be adequately covered with the content of undergraduate sport management programs.

1. Foundations of Sport: Historical, Sociological, and Psychological

2. Foundations of Sport Management
 1. Management concepts: Includes planning, organizing, leading, evaluating, controlling, strategic planning and decision-making.
 2. Governance and Policy: Methods of oversight for and control over sports and recreation programs in schools and communities, both nationally and internationally.
 3. International Sport: A global perspective is critical for a complete understanding of sport management.

1. Functions of Sport Management
 1. Sport Operations: Includes event and facility/venue operations from one game to a multi-day international event. Activities include, but are not limited to: strategic planning, emergency management, ticketing, concessions, transportation, crowd management, parking and coordination of dignitaries.
 2. Sport Marketing: Includes promotions, sales, fundraising, advertising, branding and sponsorship. Strategies need to be created for individual, teams and/or events, depending on the marketing needs and projections.
 3. Sport Communication: Includes fostering two-way communication with key stakeholders. Such communication include, but are not limited to: social media, all aspects of media guides, press releases, websites, statistical archives, record keeping and game-day obligations.
 4. Sport Finance and Economics: Includes budget management and financial forecasting with foundations in principles of budgeting (capital, master, departmental, line-item, zero-based, etc.), financial statements, basic accounting principles, public vs. private sources of revenue, budget reallocation and economic impact statements.

2. Sport Management Environment
 1. Legal aspects of sport management: Foundation of knowledge ranging from understanding day-to-day contracts for sports participation to multi-billion dollar contracts. Negligence, risk identification, mitigation and constitutional protection.
 2. Ethical aspects of sport management: Includes critical ethical areas of the day such as the use of performance enhancing drugs, gambling and sport agents.
 3. Diversity issues in sport management: Through its curricular activities, the sports management academic unit should ensure that students possess the knowledge, skills and experiences needed to understand and deal effectively with diversity in a diverse sport environment.
 4. Technological advances in sport management: Technological advancements such as web streaming, instant replay for officials, injury rehabilitation and social media in addition to uses of technology in the classroom to enhance and stimulate learning.

1. Integrative Experiences and Career Planning
 1. Internship/Practical/Experiential Learning: An experience that enables students to work for a sports organization, or in a sports-related office to gain useful, relevant experience for a career in the sports field.
 2. Capstone Experience: An experience such as a thesis, project, comprehensive examination or course that enables a student to demonstrate the capacity to synthesize and apply knowledge.

Attached, in the Evidence section, are two studies of the curriculum of undergraduate Sport Administration/Management programs in the United States. The first reviews the core curriculum of 109 institutions, which combined include 22 core course areas of study. The study identifies

the number of institutions that include a specific focus of study in its curriculum. The summary identifies the core areas of study included in the Pepperdine program.

The second study identifies 13 undergraduate programs that have received national accreditation from the Commission on Sport Management Accreditation. This chart lists all the core courses offered by these 13 institutions and where there is commonality of courses. It also identifies Pepperdine's courses that are compatible with these accredited programs.

The National Standards is the benchmark used in the proposed revised curriculum presented in the Quality Improvement Plan. COSMA provide flexibility in which courses are present the essential concepts. This is highlighted in the study of the 13 undergraduate programs that are accredited. The primary concepts associated with national standards are included in the proposed curriculum and specific course outcome are associated with these standards. Each course will have rubrics for assignments / examinations to measure the level of student understanding and ability to apply identified concepts.

Evidence

Please attach evidence.

Accredited_Institutions_Curriculum_Review_2017.xlsx

Matrix_of_Course_Offerings_N_109.xlsx

Summary_of_Study__core_curriculum_ug_programs_N_109.xlsx

COSMA_Accreditation_Standards.docx

PEDAGOGY

8. Please present measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching or implementing, scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty, survey measures, participation rates, and student satisfaction surveys).

The Sport Administration program assesses the effectiveness of its pedagogical methods in a variety of ways. These include discussions of pedagogy among faculty, mid-term informal course evaluations from students, end of semester online course evaluations, senior survey assessing the program, and participation in activities associated with teaching and learning activities.

Faculty within the Division, as well as faculty teaching core courses in the Sport Administration program, frequently discuss teaching strategies and techniques used to enhance student learning. At times, it is sharing practices that were not effective and either discontinuing the practice or discovering an adjustment, which works well. One of the most effective approaches is the mid-term conversation with students.

The mid-term student evaluation of the course is a significant asset in continuing or altering the teaching strategies. Conversations with students relative to their learning from the experiences during the first half of the semester provide valuable insight on pace, techniques, clarity of communication and self-assessment of student commitment. Adjustments are frequently made as a result of this mid-term assessment process.

At the end of the semester, the online course evaluations are completed by the students, which provide insight to the overall experience; teaching style; readings; class collaboration;

etc. Students who provide constructive written comments have the most influence on this evaluation process. Readings have been changed, assignment made clearer and some course emphasis enhanced from student assessment.

Given the Sport Administration program has only graduated two classes, this new program has sought senior assessment of their educational experience, including recommendations to improve the student's preparation for the sport industry. The assessment seeks specific information on the overall educational value of the curriculum, course content and delivery, as well as students' thoughts regarding the strengths, weakness, opportunities and threats to the major. They provide written recommendations to strengthen the program and improve student preparation to enter the industry. Several of these recommendations have initiated further assessment and ultimately the recommendations presented in the Quality Improvement Plan.

Finally, the effectiveness of the teaching and learning process is quickly evaluated when students either volunteer to assist in overseeing a sporting event operation or begin interning for an organization. These opportunities allow a faculty member, student and industry practitioner to determine how well the program has prepared the student. If a student has a shortcoming, it is immediately addressed and training or clarification is provided to allow the student to continue to have a quality internship experience. In addition, the faculty reviews what needs to be adjusted in the classroom preparation to prevent future students from feeling ill-prepared for certain aspects of the internship. The internship program also allows the faculty to remain current on trends, practices and technological changes occurring in the industry and adjusting the curriculum accordingly.

Evidence

Please attach evidence.

2016__17_Capstone_Student_On_Line_Course_Evaluation_Summary.xlsx

2016__2017_Capstone_Student_Program_Review_Results.xlsx

Summary_Program_Assessment__Capstone_Classes_2016__2017.xlsx

ANALYSIS OF EVIDENCE: Quality

Quality

Quality of the Degree: In meaning of the degree student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the quality of the program.

9. Describe the high impact practices which enrich the learning experiences (How are they integrated in the curriculum? Are they assessed?)

- a. Service learning**
- b. Research opportunities**
- c. Internships**
- d. Other high-impact practices**

Since the inception of the Sport Administration program, three significant high impact practices have been included in the curriculum. They include a graded 90-hour experiential learning

experience; a graded 180-hour senior internship; and student volunteer opportunities associated with sport management.

The two-unit experiential learning program is taken concurrently with the Introduction to Sport Administration course. This program involves student engagement with some business aspect of the Pepperdine Athletic department. The student invests 90-hours during the semester understanding the business operation and assisting in one of the functional areas. The experience serves as an introduction and preparation for an off-campus internship. Students in this program bring observations, experiences and questions to weekly classes to relate theoretical practice with reality. In addition, students are provided a mid-term and final written evaluation provided by their direct supervisor. This course requires students to journal and reflect on questions they develop through the experience.

Another high-impact experience is the senior internship. This is a four-unit senior internship. The intent is to provide the student with an off-campus experience with an organization and responsibility attractive to the student. Students are encouraged to schedule this experience during the summer of their senior year, allowing a focused experience without the distractions of the traditional semester. The student identifies the internship, applies, and interviews for the position. Once securing an internship, the student and supervisor identify goals and objectives associated with the duties assigned.

The supervisor mentors the intern and is encouraged to train and evaluate the intern throughout the process. A mid-term and final evaluation is completed by the supervisor. In addition, the intern maintains a journal with a focus on the learning experience, questions, surprises and reflections. Four formal papers are submitted to the faculty advisor. These papers address specific issues – diversity, leadership, definition and analysis of a specific problem, and review of the internship experience.

Students are encouraged to volunteer for specific sports related events during their course of study. These can be campus, community or regional events. The purpose is to encourage service to community, gaining experience in event management, building relationships with organizers and sponsors, and experience the importance of attention to detail, planning, clear communication and leadership.

The supporting evidence for this section of the report is in files located in a Google Doc. Please see the Index of All Supporting Evidence file below for instructions on accessing this information.

10. Co-Curricular : How intentional are the co-curricular experiences which are provided and how are they integrated into the curricular plan?

- a. Academic and career advising programs and resources**
- b. Tutoring, supplemental instruction, and teaching assistants**
- c. Orientation and transition programs**
- d. Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.**
- e. Support for engagement in the campus community**
- f. Support for emotional and psychological variables of success**
- g. Spiritual development programs and opportunities**
- h. Multicultural opportunities which support diversity**
- i. Plays, musicals, art exhibits, and lectures**
- j. the Sophomore Experience**
- k. Study Abroad**

Co-curricular campus experiences allow students to assume leadership roles, and work as a member of a team, providing invaluable opportunities. These experiences include participation in intercollegiate athletics (as student-athlete; team manager; and/or member of the student-athlete advisory counsel); intramural sports; Bible Studies; student organized Sport Business Association; student government; and other student led organizations. Each opportunity allows for student to gain experience in understanding the overall mission of the University in developing students for lives of purpose, service and leadership.

11. Please describe evidence of students' research and publications, awards and recognition, professional accomplishments.

Given the program just completed its third year, the list of traditional academic recognition for undergraduates is limited. Some have completed the program and graduated with honors (with one earning an NCAA Division I Post Graduate Scholarship); some, who happen to be student-athletes, have received athletic recognition for sport contribution and academic success; all seniors interns have been involved with the researching of an organizational problem and developing a plan for corrective action.

The problems addressed by interns may not have been placed in a publication, but an organization has benefited from the investment of the intern focusing on an issue and providing recommendations to resolve the concern. Examples include exploring ways to better train, motivate and supervise volunteers. Another conducted extensive validation research associated with various city bids to host the Super Bowl. Finally, a student developed a proposal for an organization associated with support and expansion of the donor based program. These are a few examples of the issues interns have been asked to assess, evaluate and provide recommendations based on sound research.

The supporting evidence for this section of the report is in files located in a Google Doc. Please see the Index of All Supporting Evidence file below for instructions on accessing this information.

Evidence

Please attach evidence.

Index_of_All_Supporting_Evidence_for_SPAD_Program_Review_Sept_2017.pdf

STUDENT SUCCESS, ALUMNI, AND ASSESSMENT DATA

Student success data

12. What is the profile of students in the program and how does the profile relate to or enhance the purpose and goals of the program?

Please explain your student success data (enrollment and retention data). Evidence should include student retention and graduation rate trends (disaggregated by different demographic categories such as race, gender, first-generation students, etc.).

OIE provides this data annually and houses the reports on the OIE website and LiveText site.

Student Success Data

Attached is the student success data for your program.

Enrollment_Data_Sport_Administration_Fall2014_15.xlsx

SPAD__Enrolled_Students_by_Ethnicity__2014_17_.docx

SPAD__Annual_Enrollment_and_Retention_Data_F14_F16.docx

The Sport Administration program has completed its third year. Given this short period of existence, data is extremely limited. The University has provided IPEDS Ethnicity data for the Fall semester in 2014, 2015 and 2016. The faculty has provided the ethnicity data of those who have graduated since the establishment of the official major and those earning the degree as a contract major. The “Enrollment by Ethnicity” is provided in the “Evidence” section of the report.

The gender and ethnicity data of enrolled students indicates a larger percentage of males participating in the Sport Administration program than the percentage of males in the general student body. There is also a higher percentage of White, Non-Hispanic students relative to the general student body.

The data indicates a concerted effort needs to be implemented to encourage more women and students of color to consider the Sport Administration major and the opportunities available in the sport industry.

There has been growth in the Sport Administration major since the beginning. In the first semester (Fall 2014) there were 45 students declaring the major. For the three years of the program, 13 students dropped the major and 103 students have persisted with 36 students graduating. The Annual Enrollment and Retention Date chart notes improvement with retention each year, with the highest retention of 96.1% in the Fall 2016.

Student and Alumni Data

13. Please present your student and alumni survey data examining student attitudes, satisfaction levels and dispositions. OIE will provide the data in tables and graphs in their Educational Effectiveness Report. Programs are responsible for explaining the survey results. Survey data includes: UCLA/CIRP satisfaction survey data, alumni data.

Student and alumni survey data

Attached is the student and alumni survey data for your program.

Data_Report__COM_Alumni__2016__FINAL_08_22_16__1_.pdf

Sport_Administration_Graduates_Ethnicity_and_Gender_Comparative_Data_with_Communication_Division_.docx

SPAD_Grads__Current_Positions.xlsx

The student and alumni data provided by the University (see attachment: Data Report COM Alumni 2016 Final 08-22-16-1), is for the Communication Division, excluding Sport Administration. Data for the newly established Sport Administration major has not been obtained. The limited ethnicity and gender data of Sport Administration graduates is provided by

the program director. It is compared with the data associated with overall Communication graduate data.

The Sport Administration graduates' ethnicity and gender distribution resemble the current student enrollment. It is a clear indication that more emphasis needs to be given to recruiting interested women and students of color. However, data suggests the major may assist the overall Communication Division to move closer to a more equitable representation of graduates based on gender and ethnicity. This statement does not suggest there should be less effort to attain a more equitable distribution of students, by ethnicity and gender, within the Sport Administration major. (See attachment: Sport Administration Graduates: Ethnicity and Gender Comparative Data with Communication Division)

There is no other known data associated with Sport Administration graduates. Provided in the evidence section of the report is a listing of all students that earned a BA in Sport Administration and their current responsibilities as a graduate student or in the workplace. (See attachment: SPAD Grads – Current Positions).

Assessment Data

14. Other relevant data. e.g. General education data, special reports.

Assessment Data

Attached is the assessment data for your program.

COM_180_LiveText_Report__Speech_and_Rhetoric__1_.pdf
 2016__17_Capstone_Student_On_Line_Course_Evaluation_Summary.xlsx
 Core_Course_Contribution_to_Sport_Administration_Knowledge.docx
 2016__2017_Capstone_Student_Program_Review_Results.xlsx
 Summary_Program_Assessment__Capstone_Classes_2016__2017.xlsx
 Summary_of_Grade_Inflation_Study_SPAD_2017.docx

Seniors participate in an anonymous assessment of the Sport Administration program.

Since the inception of the program there have been two senior classes. The documents provided and the following comments are based on a summary of findings from the two graduating classes.

The Capstone On-Line Course evaluations suggest student overall satisfaction with the capstone class, which is designed for students to utilize all core course work in a final senior project. A review of the 2016 and 2017 classes indicated a good level of satisfaction with the courses and the ability to address the course objectives.

The program review includes three sections. First, is the assessment of core courses of the Sport Administration program and student opinion as to each course's contribution to the knowledge / skill development to meet the goals of the program learning outcomes. The assessment is a 5-point scale, with 5 meaning an essential contribution and 1 meaning no significant contribution. Reviewing opinions suggests student have difficulty relating the value of certain courses to knowledge and skill development within the major. These courses include Principles of Economics; Introduction to Statistics; Principles of Public Relations and Introduction to Communication Research. Concepts associated with these courses are important to the foundation of the major. Faculty review of course content and delivery systems will be important.

The next section of the program review provides an assessment of the overall program with responses to specific questions. Student responses indicate a feeling of being prepared to accept an entry-level position in the sport industry; that the PLOs are being met; and various opinions associated with discussions of adjustments to the program curriculum. All this information is used in the quality improvement section of the program review.

The final section of student assessment is a written assessment and recommendations to improve the program (see attachment – Senior Sport Administration Program Review Assessment and Recommendations). There are nine specific questions addressed by the students. The following is a brief overview:

- Internships and volunteer opportunities are seen as strengths for the program.
- The most significant weakness of the program is the lack of sport application in most classes.
- The most significant opportunity for the growth of the program is being located in Southern California.
- The most significant threat is being an interdisciplinary program, which might make it difficult to add a sport emphasis in core classes.
- The benefit of core classes having a sport emphasis will help students better understand how various concepts interact with one another.
- The topics students expected in the core curriculum, but did not find are sport law and sport finance.
- Most students favor a qualitative/quantitative research course that is relevant to the sport industry.
- The senior internship is seen as the most important component of the overall major.
- There is a sense more emphasis needs to be placed on sport industry career opportunities, networking and preparation for graduate school.

All of these assessment tools are taken into consideration in the development of the quality improvement plan.

Finally, there has been faculty interest relative to the potential of grade inflation associated with the Sport Administration major. As a result, a review of 60 continuing majors (as of June 2017) compared each student's major GPA with his/her overall GPA. The assumption being that if the average GPAs are significantly different the reason should be explored. The findings (See attachment: Summary of Grade Inflation Study) reveal overall there is insignificant difference in the cumulative and major GPAs. While there are differences in the average GPA of athletes and non-athletes, as well as males and females, within each of these groups there is no real difference on the student's academic performance.

ANALYSIS OF EVIDENCE: Integrity

In meaning of the degree (section four) student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the rigor of the program.

15. Are the graduates achieving the student learning outcomes at the expected level? How was the threshold determined? How do you know your expectations are appropriate? Do

you use comparisons based on national standards or benchmarking? How have your assessment findings supported this? Is there assurance that students consistently meet the standards of performance that the major has established? What happens to students that don't meet the standards?

The Sport Administration graduates (n = 35) have mastered the program learning outcomes, as designed when the program was established. This is based on direct, indirect and authentic evidence captured in the capstone class (SPAD 480) and the capstone internship (SPAD 495). The issue remains if these learning outcomes are appropriate to meet the established national standards for undergraduate sport administration programs. The Quality Improvement Plan will address modifications to the Program Learning Outcomes and curriculum.

Those that have earned the BA in Sport Administration have met the standards of performance originally established for the major. These students were surveyed during their final semester and provided valuable comments on their preparation and sense of preparation for a job in the sport industry. Data from survey results show that most students feel prepared to enter the industry. However, survey data provided valuable insight into the compatibility of the program's curriculum with the expectations of the industry that students gleaned during their senior internship experiences. In addition, current professionals in the sport industry have reviewed and commented on the current curriculum. They have provided valuable insight as to the preparation necessary for an entry-level position.

Students that do not meet the program expectations are advised early in the program of the need to improve performance and validate a passion to prepare for a very competitive industry. Most of those not meeting the program expectations change majors or withdraw from the University early in the program. The Quality Improvement Plan will include a recommendation to require a minimum of a C- in courses required by the major, including the few general education courses mandated.

16. Please present an integrated analysis of the data collected from the assessment of direct learning and indirect learning (survey data, focus group, alumni data, and authentic evidence). Please report on the findings from the last comprehensive program review. In summary please explain how the program has achieved a holistic evaluation of the students' educational experience.

This is the first comprehensive program review of the Sport Administration Program. Data has been collected from assessment of direct learning. The program capstone course (SPAD 480) is designed to allow the student to apply all primary concepts of the major to a major project. This project requires students to prepare a formal written bid to host the NCAA Men's Basketball Regional Championship at a city designated by the professor. In addition to the final written document, the students must orally present the bid to a panel of professionals, who have years of experience preparing and obtaining host rights for major sporting events for the City of Los Angeles. These professionals provide an assessment of the written and oral portions of this capstone project.

Students participate in a capstone internship. Students apply for internships in specific areas of interest. Each has a supervisor who guides the internship and provides a final written evaluation of the student's performance. In addition, each student prepares four papers – 1) Assessment of the leadership style of the supervisor and components of this style the student values and would use and those of less value. Students justify why they have reached these conclusions. 2)

Assessment of Diversity of the organization and the implications of this commitment to overall success. 3) Assessment of a problem needing to be addressed in the organization – what are the options to consider resolving the problem and justifying the approach the student would recommend. 4) An assessment of the internship experience, including what was learned and how the Sport Administration curriculum prepared the student for the internship (or not).

The indirect learning of students is primarily assessed by the capstone internship experience and surveys of students during their senior year. Evidence of direct and indirect learning is provided in the evidence section of this report.

Analysis of the data from the direct learning material demonstrates senior students are able to use the primary concepts of the major to address realistic issues in the sport industry. The first PLO is evaluated with the capstone projects written proposal. The professor and the two professionals, who prepare bids for major sporting events for the City of Los Angeles and Staples Center, read each proposal. The bid documents must respond to each of the areas requested in the official NCAA Request for Proposal. Ultimately, the student must demonstrate knowledge of marketing, financial assessment, media relations, regulatory affairs, personnel management, community relations, facility and event management, and public safety and welfare. In addition, the evaluators assess clarity of communication, organization and creativity.

The professor and capstone internship supervisor evaluate the second PLO. About halfway through the 180 hour internship, the student must identify a problem confronting the organization. Then write an essay defining the problem and proposing possible solutions. Finally, the student must recommend and defend the best approach to resolving the problem, including resources and time required.

The third PLO is specifically directed at the formal written NCAA bid proposal. The content and understanding of the major elements of the bid are assessed in PLO #1. This PLO is evaluating the clarity for the report and the organization and oral presentation of the proposed bid. The oral presentation is before the entire class and evaluated by industry professional, who judge the effectiveness, clarity and organization of the presentation.

The professor and capstone internship supervisor evaluate the fourth PLO. The focus is on the students' observations and experiences during the internship. A paper is prepared evaluating leadership styles witnessed, the importance of personal and organizational values and integrity. A second paper is prepared evaluating the organization's commitment to a diverse workforce. In addition, assessing the value gained (or missed) by a diverse number of perspectives as the organization strives to attain its mission.

The evidence section provides access to the written bids, videos of oral presentations, and the essays on leadership and diversity. The data confirms students are fulfilling the Program Learning Outcomes.

The capstone internship supervisor evaluations highlight significant success in the application of concepts learned in the work environment. The supervisor provides a mid-term and final evaluation of the student's effectiveness, professionalism, reliability, and commitment. These evaluations note that students are prepared for the experience, engaged, professional and provide a positive contribution to the organization.

The indirect learning assessments are captured from the students during the capstone class. The survey confirms student satisfaction with the Sport Administration Program. The survey allows students to comment on ways to strengthen the program, based on their experiences with internships and preparation to search for employment. Among the most

significant comment is the addition of a minor/concentration, which will provide students with a particular focus as they enter the job market.

The supporting evidence for this section of the report is in files located in a Google Doc. Please see the Index of All Supporting Evidence file below for instructions on accessing this information. The specific student evidence are identified as items 11.1, 11.2 and 11.3

Evidence

Please attach evidence.

2015_Sport_Administration_Assessment_Report.pdf

2016_Sport_Administration_Assessment_Report.pdf

WASC 5 CORE COMPETENCIES

WASC 5 CORE COMPETENCIES

17. How does the program ensure that graduates meet the WASC FIVE CORE COMPETENCIES? Present your findings of measurements you have done of the core competencies.

The Sport Administration Program's curriculum addresses the WASC Five Core Competencies through out the course of study. Growth in each of these categories is evidenced by the maturity and growth of understanding from lower division courses to the ultimate capstone course. Most core courses emphasize the development of these competencies. Writing, oral communication, critical thinking and information literacy are significant components in each core course. They are assessed though performance on exams, papers, case studies, literature reviews and original research.

Throughout the curriculum, students are engaged in reading and understanding scholarly research. Student understanding of research, and its limitations, is enhanced by the statistics and research courses.

The program's first annual assessment focused on written and oral communication. The assessment concluded more emphasis in writing and oral communication skills was necessary, resulting in an increased focus on these two competencies in the Introduction to Sport Administration course.

Information literacy has been given more of an emphasis. Students are learning how to ask questions and find answers from a variety of reliability sources. Then critically evaluate what they have learned to most appropriate answer the question. Case studies are more prevalent in the curriculum, allowing students to assess industry problems, determine options, and determine the best approach to address issues.

The senior capstone class is the course that ultimately evaluates each of the WASC Five Core Competencies. As detailed in the previous section, student writing and oral communication are elements of assessment of the capstone NCAA Bid Project. This project also requires students to demonstrate information literacy by seeking ways to capture information and data and determine it reliability. Then, they must critically evaluate what has been learned and the best

ways to use the information as they develop the actual plans of action for marketing, sales, event and facility management, and security.

The capstone project does not include a significant quantitative reasoning component, other than the development of plans that would require capturing data to demonstrate the plan was effective (e.g. marketing research). Most of the quantitative reasoning in the program is assessed in the research course and with assessing of provided data in case studies used in the capstone class.

The supporting evidence for this section of the report is in files located in a Google Doc. Please see the Index of All Supporting Evidence file below for instructions on accessing this information.

Evidence

Please attach evidence.

Index_of_All_Supporting_Evidence_for_SPAD_Program_Review_Sept_2017.pdf

SUSTAINABILITY: RESOURCES

Sustainability

18. With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning of their long-term stability are ensured.

In order to demonstrate this each program should address

- a. questions about the level of student demand for the program and**
- b. the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.**
- c. What is happening within the profession, local community, or society that identifies an anticipated need for this program in the future? (If appropriate include market research.)**

The Sport Administration Program has increase enrollment each Fall semester since its inception. The following chart notes the enrollment history and projection of declared majors for the Fall 2017 semester:

Term	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Continuing Majors	New Program	37	39	54
New Majors	45	21	37	31*
Total Fall Enrollment	45	58	76	85*
Dropped Major	6	4	3	

Graduated	2	15	19	
Retention %	86.7%	93.1%	96.1%	
Continuing Students	37	39	54	

* Declared majors as of July 22, 2017.

There is an expectation of continued growth as the major becomes more established and employment opportunities better understood. In addition, the University's partnership with AEG will bring more visibility to the program. The addition of a tenure-track faculty position, a Professional in Residence, and adjunct faculty provides more diversity and appeal for students to explore the major.

The investment in faculty has been the most significant benefit to the program. Students are able to learn from individuals with academic preparation and extensive experience as professional practitioners in the sport industry. The faculty diversity by gender, collegiate and professional sport experience is an asset for student learning. The current basic funding allows for this important diversification of the faculty. In the future, funding for travel and outside speakers will further strengthen the learning experience.

The sport industry is rapidly changing and it is essential to keep the curriculum current with industry expectations. Understanding and remaining current with this technology is essential for students. Today the technology focus is on virtual reality, athlete training and the fan experiences. Billions of dollars are being invested to find ways to obtain an advantage on the field of play, with building a fan base and presenting sport on a variety of different platforms.

The sport industry has captured enormous amounts of data but been stymied on how to best understand and utilize the information available. Students need to understand how to capture, analyze and correctly communicate what the data means, and the limitations associated with the use of the information.

The use of social media in branding, marketing and operations will continue to develop. More attention will be placed on understanding ways to engage women and children in an industry that has traditionally focused on adult males. The industry is expected to continue to grow, develop and remain among the top 10 industries in the United States and expanding globally.

The Quality Improvement Plan takes into consideration providing a better foundation for student preparation for the first job in the sport industry. The plan will provide a broader understanding of the industry, use specific examples and provide specific skills, making the student more marketable.

The future of the sport industry is seen as strong and evolving. Personal and family involvement is expected to increase; media focus on various sports will continue; and the investment in the industry is expected to remain profitable. All these projections, and the program's improved curriculum, support the expected growth of student interest in the Sport Administration major.

19. FACILITIES

Please describe the adequacy of

- a. Classroom space**
- b. Laboratories**
- c. Office space**
- d. Programming venues**
- e. Student study spaces**

Current programming has been allocated adequate facilities. As the program grows, and additional adjunct faculty is added, there are concerns for appropriate office space. The classroom space is appropriate and service student and faculty needs well.

There is a need for transportation funding for students to utilize the "laboratories" for the Sport Administration program. These are sport facilities throughout Southern California. It will become increasingly important for classes to visit these facilities and meet with industry professional. The required internship necessitates students utilizing these facilities to initiate the process of applying theory to practice.

FACULTY AND STAFF

20. What are the qualifications and achievements of the faculty/staff in the program in relation to the program purpose and goals? How do faculty/staff members' backgrounds, expertise, research, and other professional work contribute to the quality of the program?

Evidence in this category should include (this could be collected through faculty CVs) :

- a. Proportion of faculty with terminal degrees**
- b. List of faculty/staff specialties within discipline (and how those specialties align with the program curriculum)**
- c. Record of scholarship for each faculty member, professional presentations for staff members**
- d. Faculty/staff participation in development opportunities related to teaching, learning, and/or assessment**
- e. External funding awarded to faculty/staff**

The Sport Administration Program is currently designed to be an interdisciplinary major, primarily utilizing the faculty expertise from the Business Administration and Communication Divisions. The core classes required of the Sport Administration major are taught by individuals with academic and professional experience relevant to the topic of the course required.

There is one faculty member (Dr. John Watson) specifically assigned to the Sport Administration Program. This person provides all academic advising to majors and teaches the Introduction to Sport Administration (SPAD 280), the senior capstone course (SPAD 480), the Experiential Learning program (SPAD 295) and the senior capstone internship (SPAD 495). This member of the faculty has a terminal degree and professional experience in intercollegiate sports. These experiences include involvement with college sports for over 26-years from various administrative capacities. These include: Serving as the institutional representative to the West Coast Conference (WCC) and NCAA while Vice President for Student Affairs; serving on the WCC

Executive Council and NCAA as Faculty Athletic Representative; serving as Director of Athletics for Pepperdine University and on the Executive Committee of the WCC; serving on the Management, Leadership and Governance Councils of the NCAA; and serving as a member of the Board of Directors of the Los Angeles Sports Council. Dr. Watson's CV is provided for more specific information on faculty academic preparation and professional experiences.

In the Fall 2017 semester, a new tenure-track position has been approved and Professor Alicia Jessop has been hired. She earned a Juris Doctor degree and has extensive professional experience as an attorney, professor of sport management, sports journalist, conference speaker and radio guest speaking on current sport related issues. She has professional experience at all levels of the sport industry, but a particularly strong engagement with professional sports. In addition, she has been active in improving the opportunities for women in sport. Her CV is provided for further reference.

During the Spring 2017 semester, Professor Ned Colletti joined the Sport Administration Program as a Professional in Residence. He will continue in this capacity for the 2017-2018 academic year, and perhaps longer. Professor Colletti has over 35-years experience in the administration of Major League Baseball franchises, including most recently serving as the General Manager of the Los Angeles Dodgers. He brings his professional experiences to the classroom, mentoring students, and has provided students access to dozens of current leaders in professional sports. Specific information regarding Professor Colletti's background is provided.

21. FACULTY/STAFF

Are there sufficient numbers of faculty/staff to maintain program quality? Do program faculty/staff have the support they need to do their work?

- a. Distribution of faculty across ranks (or staff years at institution)**
- b. Diversity of faculty/staff**
- c. Number of full-time faculty (ratio of full-time faculty to part-time faculty)**
- d. Student-faculty ratio**
- e. Faculty workload**
- f. Faculty review and evaluation processes**
- g. Mentoring processes**
- h. Professional development opportunities and resources (including travel and research funds)**
- i. Sufficient time for research, program development**

The addition of a tenure-track Assistant Professor position in the Fall 2017 and a Professional in Residence position are significant contributions to strengthening the academic quality and experience of Sport Administration students. While the program remains a hybrid, with classes from the Business Administration and Communication Divisions, the three full-time faculty positions with a specific Sport Administration commitment allows for the recommendations of the Quality Improvement Plan to move forward with little cost implications. The primary areas of study requiring adjunct faculty focus include Sport Research, Data Analysis and Technology.

The two permanent Sport Administration faculty positions are occupied by a Full Professor and the new addition of an Assistant Professor. The Full Professor is a white male (45-years at Pepperdine) and the Assistant Professor is a female of South Pacific Islander heritage (joining Pepperdine in the Fall 2017). The addition of a female member of the faculty is very significant given more than 40% of the students declaring the major are female, and there is an expectation for a growing representation of women in the major.

As adjunct faculty is sought, a considerable effort will be given to identify qualified people of color.

Faculty workload is the traditional Seaver College contract of a 3-3-course load, with a one-course reduction provided to pre-tenure faculty. The Professional in Residence has a 2-2 teaching load and additional expectations in the promotion of the College and program.

The Divisional Dean provides faculty members with an annual performance review and access to end of course student evaluations. In addition, the College and University RTP review process is followed for all faculty members in the pre-tenure process and the five-year review for tenured faculty.

The Dean's Office, the Divisional Dean and colleagues provide mentoring of pre-tenure faculty. Professional development opportunities are provided to all faculty members, particularly in areas of teaching strategies and use of technology. Pre-tenure faculty members are provided a reduction in teaching load and, for the first-year have no advisees or committee assignments, the intent being to provide opportunity to focus on teaching and research. Research and travel resources are available and faculty members are encouraged to apply to the Seaver College Research Committee. Traditionally, funding priority is provided to pre-tenure members of the faculty.

The reality is faculty members conduct most program review, course modification and significant research during the summer months. Engagement with class preparation and students during the traditional academic year causes a significant limitation on the time to focus on research.

Given the hybrid nature of the current curriculum an exact student-faculty ratio is difficult to determine. The vast major of classes have 18 to 20 students enrolled.

Evidence

Please attach evidence.

12.1__John_Watson_Curriculum_Vitae.doc

12.2__Alicia_Jessop_CV.docx

12.3__Ned_Colletti_Career_Summary.pdf

12.4__SPAD__Annual_Enrollment_and_Retention_Data_F14_F16__2_.docx

12.5__SPAD__Enrolled_Students_by_Ethnicity__2014_17_.docx

FINANCIAL RESOURCES

Financial Resources

22. Financial Resources:

Please describe your operational budget (revenues and expenditures) and trends over a 3-5 year period.

The Sport Administration Program has completed its third year. The budget submitted in the initial approval process included funds for one full-time faculty member, resources for adjunct faculty (primarily for the Business Division expected need to offer additional sections of courses required by the major), and funds for enhancing Library resources. The director of the Sport Administration program has no direct oversight of the budget, but submits requests for program

related expenses to the Communication Divisional Dean. For the past three years all program related expense have been approved.

In addition, during the spring 2017 term, a course was taught at the LA Dodgers spring training camp in Arizona. An approved course fee funded student and faculty travel costs.

For the Spring 2017 semester, additional funds were provided for a Professional in Residence position, which will continue to be funded for the 2017-18 academic year. A tenure-track faculty position has been authorized for the 2017-18 academic year.

The Quality Improvement Plan requests additional funds for adjunct faculty, student scholarships (which currently do not exist within the program), and resources to assist senior interns with costs associated with travel, parking and meals.

Evidence

Please attach evidence.

EXTERNAL REVIEW

External Review Report

In summary please explain how, through the findings in the annual assessments, the program has achieved a holistic evaluation of the educational experience that is supported through benchmarking. (Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar institutions, or national standards?)

I. GUIDELINES FOR ORGANIZING THE EXTERNAL REVIEW

The external review typically occurs after a program or department completes its self-study report, but the selection and invitation of external reviewers can occur during the self-study process to ensure the availability of the best reviewers. However, programs with concurrent accreditation (e.g., AACSB, APA, ABA) can use the visiting team for that discipline-specific accreditation as the external review. The report from the site visitors should be included in the final report. For an illustration of potential areas for the reviewers to consider, see Attachment below.

II. CHOOSING REVIEWERS

The size and composition of the review team can vary, depending on the size of the program under review. Usually, the team involves one or two people. At the time a department or program is notified that it will be conducting a program review, appropriate individuals should submit a list of names of possible reviewers. These reviewers should be external to the school/University. External reviewers should be distinguished scholars/teachers/practitioners in the field and be familiar with campuses that are similar to Pepperdine University and the program undergoing review. It is also helpful for external reviewers to have had experience with program administration and with program assessment. At least one of the reviewers should be experienced with student learning outcomes assessment in order to review and analyze the program's assessment processes and results. The Dean of each School will have the final approval of the external reviewer.

III. MATERIALS FOR THE EXTERNAL REVIEW TEAM

At least 30 days prior to the scheduled department visit, the information from the program

self-study and appropriate additional materials are sent to each member of the external review team. An identical information package should be provided to appropriate members of the administrators overseeing the program. The reviewers should compile a report that includes observations, strengths, weaknesses, and recommendations based on evidence. The attached External Review Report expectations outlines the guidelines for the external reviewers' site visit and report. Reviewers and Divisional Deans should also sign a consultant agreement. External Reviewers should also be given a schedule for their visit and a confirmation letter, and programs will submit a budget proposal for the site visit to the Office of Institutional Effectiveness.

IV. CATEGORIES FOR EVALUATION

- Curriculum
- Faculty
- Resources
- Viability

V. EXTERNAL REVIEW TEAM VISIT AND REPORT

The review team visit typically lasts for two days, during which time the review committee members meet with department faculty, academic advisors, students, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit.

The team is expected to submit its written evaluation to the campus program review committee no later than 4 weeks after the visit. The written evaluation should include a review of strengths and challenges, resource allocation, and program viability as well as suggestions for policy and resources. Upon submission of the report, off-campus reviewers receive a previously agreed upon stipend and travel expense reimbursement (to be determined by the department under review).

As soon as the program receives the report from the external review team, it is distributed to the appropriate individuals. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. To maximize the effectiveness of program review, the findings and resulting decisions should be shared with all of the stakeholder groups. Such sharing of findings generates buy-in to the program's and/or institution's goals. To facilitate and track the implementation of improvement plans, each year the relevant faculty members should review the progress of programs reviewed in previous years. If the department/program was not successful in implementing all aspects of the plan, they may follow up with their appropriate administrative unit regarding resource allocation or other barriers involved in preventing successful implementation.

External Reviewer Report Expectations

Please find the link below for the "External Review Summary Sheet".

<https://www.surveymonkey.com/r/Z835R7F>

External Reviewer Report Expectations

Please attach the completed form.

External_Reviewer_Report__1_.pdf

FORMS

1. UAC REPORT

Programs should submit to UAC:

- a. The major strengths and weaknesses identified in the Program Review's Quality Improvement Plan (QIP). Please identify and cite the evidence that supports your answer.
- b. A list of the program goals established for the next five years (please list in order of priority, the most important goal first). Please cite the evidence that supports your answer.

Other documentation available to the UAC:

1. Program Reviews: found on the OIE web site
2. QIP: Upon Request
3. External Reviewer's Report: Upon Request
4. MOU: Upon Request

The major strengths and weaknesses identified in the Program Review's Quality Improvement Plan (QIP).

A list of the program goals established for the next five years (please list in order of priority, the most important goal first). Please cite the evidence that supports your answer.

2. Educational Effectiveness Report

Please find the link below for the "Educational Effectiveness Indicators".
<https://drive.google.com/open?id=0B6ufJTOgPx32Nm5tVmdnbWx1SDQ>

Educational Effectiveness Report

Please attach the completed form.

PEPPERDINE UNIVERSITY'S CREDIT HOUR POLICY

For all Pepperdine programs, including but not limited to the undergraduate, master's, juris doctor, and doctoral levels, for each credit hour (unit) granted, students must have successfully met the academic requirements with an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours..

The above policy is applicable to all courses offered, regardless of the mode of delivery and/or session length (e.g. full term-length, weekend mode, abbreviated term, face-to-face, hybrid, online, etc.).

Approved by the University Academic Council - May 2012

PROCEDURE FOR CHECKING CREDIT HOURS

Credit hours will be examined for compliance by Department, by School, and by the Registrar prior to the start of each term. Official credit hour approval occurs via UAC during new program proposals, changes to programs, changes to courses, and during program review (via UAC and ASLC). Exceptions such as Independent Studies and Internships are checked on an ongoing basis by faculty, Division Chair and/or Associate Dean, and Registrar.

3. University Credit Hours

Please find the link below for the "University Credit Hour Policy Example Table".
<https://drive.google.com/open?id=0B6ufJTOgPx32RXhFeXBzMS10Tm8>

University Credit Hour Policy Example Table.

Please attach the completed form.

15.1__University_Credit_Hour_Policy__SPAD_2014_2017.xlsx

15.2__University_Credit_Hour_Policy__SPAD_Proposed_Curriculum.xlsx

QUALITY IMPROVEMENT PLAN

QUALITY IMPROVEMENT PLAN: QIP

For the Quality Improvement Plan, the program should extract from the "preliminary quality improvement goals and action plan" of the self-study (section A.III) as well as from both the external and internal review recommendations.

The following prompts may be helpful in considering your QIP:

1. Are the curriculum, practices, processes, and resources properly aligned with the goals of the program?
2. Are department/program outcomes aligned with the institutional learning outcomes (ILOs)?
3. Is the level of program quality aligned with the school/University's acceptable level of program quality?
4. Is the level of program quality aligned with the constituents' acceptable level of quality?
5. Are program goals being achieved?
6. Are student learning outcomes being achieved at the established standard of achievement? What are you using for comparison/benchmarking?
7. How have the results of program review been used to inform decision-making and improve instruction and student learning outcomes?
8. What was identified in the process of examining the institution's program review process that may require deeper reflection, changes, and/or restructuring? What will be done as a result? What resources will be required?
9. What have the reviewers learned as they carried out assessments of student learning? How have assessment protocols, faculty development, choices of instruments, or other aspects of assessment changed as a result?

Many of the changes that occur following program review are related to curricular adjustments that are, in essence, resource neutral. Program faculty or staff should make note of the ways that they used data to make decisions. Changes that are outside the control of the program or need additional support should be noted and reviewed by the dean in the final section, the Memorandum of Understanding (MOU).

QIP Form

Please find the link below for the "QIP Form".

<https://drive.google.com/file/d/0B6ufJTOgPx32M3JiNTM3bV9KNVk/view?usp=sharing>

Please attach the QIP form

Please attach the completed form.

- 16.1__SPAD_Curriculum_Map_for_Proposed_Program__.xlsx
- 16.2__Course_Contribution_to_SPAD_Major__Capstone_16__17.xlsx
- 16.3__New_Program_Alignment_of_PLOs_with_Institutional_Learning_Outcomes.xlsx
- 16.4__New_Program_Alignment_of_PLOs_with_Core_Compencies.xlsx
- 16.5__New_Program__Learning_Objectives_and_core_courses.xlsx
- 16.6__SPAD_Quality_Improvement_Plan.docx
- Quality_Improvement_Plan_Form.pdf

1. Are the curriculum, practices, processes, and resources properly aligned with the goals of the program? The program review finds the current curriculum and program goals aligned. However, improvement can be attained with a curriculum more specifically focused on the sport industry and with the national standards for undergraduate sport administration programs.
2. Are department/program outcomes aligned with the institutional learning outcomes (ILOs)? The Sport Administration Program Learning Outcomes will be modified slightly to allow better assessment of specific qualities expected of graduates. The PLOs are aligned with the ILOs.
3. Is the level of program quality aligned with the school/University's acceptable level of program quality? The assessment provided by this program review finds the quality of the Sport Administration program aligned with Seaver College's acceptable level. The proposed revisions to the curriculum will enhance the quality of the program.
4. Is the level of program quality aligned with the constituents' acceptable level of quality? Some constituents (students and professional in the industry) find the current program acceptable, but can be improved. The improvements recommended are consistent with the desire to revise the curriculum to meet the national accreditation standards for undergraduate sport administration programs.
5. Are program goals being achieved? Program goals are being achieved based on the results of the program review and the assessment of capstone students. These reviews also suggest ways to strengthen the preparation of students for the sport industry.
6. Are student learning outcomes being achieved at the established standard of achievement? The current student learning outcomes are being achieved based on the standards associated with the original design of the program. What are you using for comparison/benchmarking? To improve the quality of the program the curriculum must meet the standards outlined by the Commission on Sport Management Accreditation. These standards should be the benchmark for future program assessment.
7. How have the results of program review been used to inform decision-making and improve instruction and student learning outcomes? The program review created an intense and deliberate exploration of all the assessment data captured over the past three years. This data

includes assessment of PLO, program review by professionals in the sport industry, and student assessment. In addition, the process has caused an exploration of other programs and better understanding of the national accreditation standards. All the information captured provides new insights and a stronger foundation for suggested improvements to the curriculum and ultimate student learning. In particular, the knowledge and skills required by the national standards can now be addressed in specific courses, with a pre-determined level of student understanding more easily planned.

8. What was identified in the process of examining the institution's program review process that may require deeper reflection, changes, and/or restructuring? What will be done as a result? What resources will be required? Attached is a formal Quality Improvement Plan developed as a result of this program review. It is subject to change based on the evaluation of those reviewing these findings. The proposal will request curriculum changes be activated as soon as possible, likely Fall 2019.

The following were identified as areas needing deeper reflection, changes and/or restructuring:

1. Use COSMA standards as the benchmark for the Sport Administration Program.
2. Review and revise program-learning outcomes.
3. Set standard of student performance. Provide a clear explanation of the assessment of the Program Learning Outcomes. Be specific as to expectations, the assessment process, and clarify a minimum standard that must be achieved.
4. Curriculum focuses on the sport industry. Classes are to present theories and concepts utilizing sport industry standards and examples.
5. Emphasis on strategic communication in sport, understanding the ways marketing, advertising, and public relations interact to support the sport organization. In addition, remaining current in two-way communication strategies, which are rapidly evolving (social media, traditional media, new technologies, etc.).
6. Provide a better introduction and training with software and other tools used in the sport industry (e.g. Excel, Photoshop, Illustrator, Final Cut, etc.).
7. Encourage students to specialize in a particular aspect of the sport industry in order to be better prepared for the first entry-level position.
8. A qualitative/quantitative research course relevant to the sport industry should be provided, including assessing data provided by others (sport analytics).
9. Provide more industry networking opportunities with tours of organizations and guest speakers on campus.
10. Provide financial assistance for cost of senior internship (off-campus) and perhaps begin a modest scholarship fund to recruit and retain highly talented and motivated students, who would be required to maintain a relative high GPA.

As a result of the findings and recommendations, and assuming the COSMA standards are an acceptable benchmark for the Sport Administration Program, the following changes are recommended:

1. The following become the new program PLOs:
 - a. PLO #1 Demonstrate an understanding of, and the ability to apply, the fundamental concepts related to sport administration, including marketing; financial assessment; media relations; law; personnel; community relations; facility and event management; and public safety and welfare.
 - b. PLO #2 Evaluate a sport administration problem and formulate, communicate and defend recommendations based on the evaluation.

- c. PLO #3 Produce clearly written analyses and deliver a clear, well-organized and persuasive oral presentation.
 - d. PLO #4 Demonstrate the importance of sport industry leaders embracing the value of individual and cultural diversity and inclusion.
 - e. PLO #5 Demonstrate the importance of a sport administrator possessing a strong moral foundation to guide ethical decision-making and leadership.
2. Set skill and concept standards and allocated responsibility for student development for each attribute for student development to specific courses.
 3. Create courses with a specific sport industry focus to meet many of the COSMA standards. This may create courses that replace courses currently offered in the Business Administration or Communication Divisions. Specifically, establish the following core courses:
 - a. BA 212 Business Computing Applications (current course to be required of SPAD majors)
 - b. SPAD 300 Sport Research and Analytics (replace COM 300)
 - c. SPAD 321 Sport Finance and Economics (new)
 - d. SPAD 325 Sport Media and Strategic Communication (replace PR 255)
 - e. SPAD 354 Sport Sales and Sponsorships (Prerequisite BA 212) (new)
 - f. SPAD 358 Sport Law (replace BA 358)
 - g. SPAD 400 Sport Leadership and Ethics (replace BA 410)
 - h. SPAD 455 Sport Marketing (Prerequisite BA 355) (new)
 - i. SPAD 490 Seminar in Sport Administration (new)
 - j. SPAD 497 Senior Seminar in Sport Administration (Capstone) (new)
 - k. SPAD 499 Directed Study (new)

The proposed new curriculum is not expected to have a significant financial impact. Given a second tenure-track faculty position is authorized and funded and the current funding of a Professional in Residence, most courses can be provided without additional cost. A need for two adjunct faculty members each semester is likely, but these funds may already be available. The original Sport Administration Program was approved in 2014 and the proposed budget included funds for additional adjunct faculty in the Business Administration and Communication Divisions to support increased course needs due to the new major. These funds may be available to redistribute to the major, as Sport Administration specific courses are required.

Library costs may increase given the addition of Sport Administration specific courses. However, at the time of the program's establishment, the budget included a \$25,000 annual Library allocation to support the needs of the program. These funds have not been formally requested in the past. The alteration to the curriculum will require subscription to sport administration journals. For example, a subscription to the journal Case Studies in Sport Management is essential. These funds may also be needed to subscribe to data collection outlets, which will provide students with data for various studies and in learning to interpret data.

The primary area where new fund allocation will enhance the program is scholarship recognition. Funds will be used to recruit well-prepared and motivated students and honor those consistently performing at the highest levels. These funds will be tied to academic success and maintaining the success to retain the scholarship. The request is to provide funds that equate to one full-ride scholarship, which will be used to support students at each level of the program (all four years).

There is a need to fund outside speakers and to assist students participating in the off-campus experiential learning. Students need to hear and learn from practitioners. Funds to either

transport students to these professionals or providing a stipend for the professionals to come to campus will allow the program to bring the “reality” of the industry to the students.

For those engaged in the off-campus experiential learning, the cost of travel, parking and meals becomes expensive. A funded stipend to assist with these costs will ease the burden on the students.

Please see attachment 16.6 – The entire SPAD Quality Improvement Plan.