



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review  
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

<b>UNIVERSITY:</b>	NSU
<b>DEPARTMENT OR SCHOOL:</b>	<b>Sports Sciences / Millicent Atkins School of Education / College of Professional Studies</b>
<b>PROGRAM REVIEWED:</b>	<b>MSEd-Sport Performance and Leadership</b>
<b>DATE OF REVIEW:</b>	<b>4/25/2022</b>
<b>TYPE OF REVIEW:</b>	Institutional Program Review

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

*Neal H. Schnoor*

\_\_\_\_\_  
President of the University

*5/9/2022*

\_\_\_\_\_  
Date

**1. Identify the program reviewers and any external accrediting body:**

Elaina Biechler, PhD – Loras College, Dubuque, IA  
Associate Professor of Kinesiology  
Graduate Program Director – Coaching Leadership  
Kinesiology Program Coordinator

**2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.**

**2(A). Describe the strengths and weaknesses identified by the reviewers**

**Strengths**

I was pleased to see the program includes a comprehensive exit exam. This exam shows nice cohesion of the program, and hopefully allows the program to pull together information that is scaffolded throughout the program. It also shows the value placed on the use of the scientific method, which is essential to producing graduates that will continue to learn and improve throughout their professional lives. I was also impressed by the personalization allowed in this program. Students are able to do a Master's Thesis, a research capstone project, or an internship above and beyond the duties of their graduate assistantship. While it is great to see that students have several options, the internship option seems less rigorous than what might be expected for a Master's Thesis. I would recommend considering avenues to increase rigor in internship

experiences, such as including a “mini research project” within the internship experience that would allow the student to collect original data to analyze and synthesize conclusions regarding some aspect of the internship experience. While the internship option seems appropriate for the Leadership track, I would recommend that students in the Sport Performance track complete original research projects, either in the form of a capstone project, or Master’s thesis.

### **Weaknesses**

The number of full-time faculty, as well as faculty turnover is my biggest concern. This program utilizes a large number of adjuncts, and the number of credits taught by adjunct professors is higher than similar programs at your competitor schools. While adjuncts might be a cost-effective alternative to full time faculty, a decrease in adjunct faculty would increase student retention within the program, as well as provide students with another potential research area of interest. It is possible that your current faculty feel overworked because of the lack of mentorship an adjunct can provide to students when they are simply not on campus all the time. Additionally, adding a fifth faculty member might improve the satisfaction of your current faculty, as it would likely decrease their workload related to mentorship in research, internship, and practicum experiences, as well as decrease the likelihood that they are teaching on overload. It appears that adding a faculty who specializes in nutrition and/ or exercise physiology/ exercise science would round out the faculty areas of expertise you already have in your program.

### **2(B). Briefly summarize the review recommendations**

### **Recommendations**

In regards to curricular changes, I was excited to read that you were considering moving the Leadership Track to an exclusively online program. I think this would be very successful, particularly if you begin recruitment of K-12 public school teachers who also coach. This would be a niche population that will be motivated by potential pay raises following the completion of the Master’s program. I would encourage you to make most, if not all of these courses asynchronous as well. Your target population will likely have full-time jobs, and be coaching sports in the evening and on weekends. The asynchronous format would allow students to work at their own pace. Additionally, online courses/ programs tend to be more cost-effective options, when appropriate, in comparison to the delivery of in-person classes. One course that I think could be added (or at least an element of a course) that would benefit both the Leadership tracks would be an Inclusivity or Inclusive Leadership course. Potentially this is already a part of PE 773: Sports Leadership, or PE 759: Contemporary Issues in Sport, in which case “inclusivity” might be added to the course title, as this is currently an important topic in Sport and Administration.

As it relates to the Sports Performance track, your curriculum is in line with your competitor programs, and all the important elements of Sports Performance seem to be covered nicely. My only thought in regards to improving this program would be to consider including a motor control/ neuromuscular physiology component. This might already be included in PE 752: Analysis & Mechanical Principles of Sports Skills. If so, potentially PE 752 could be renamed Biomechanics & Neuromotor Control in Sport. Impressively, your graduates are all working in the Sports Performance realm. To widen your net and increase your prospective student pool slightly, you could consider changing the name of this track to “Exercise & Sports Performance.” While the program would still continue to have a heavy focus on sports performance, the broader title may potentially draw in individuals interested in personal training, and corporate fitness.

Lastly, as it relates to faculty load, it appears that faculty currently teach on a 24-credit load, mentor student research as well as oversee internships in addition to teaching 24 credits per year. This is not in line with competitor institutions. I recommend that a fifth faculty be added to alleviate the load on adjunct instructors, as well as provide course release to graduate professors so they can dedicate more time to developing meaningful, high-impact experiences in those capstone and research projects. Additionally, I would encourage faculty to find a way to streamline research projects to include both undergraduate and graduate students in the same projects. This would allow the graduate students to mentor undergraduate students in a lab setting, improve the efficiency of oversight of research and potentially increase recruitment of undergraduate students into the master's programs.

**2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?**

**Additional Faculty Member**

In the Spring of 2021, the department chair submitted a petition for a fifth department faculty member. The department will continue to work with the administration and advocate for a fifth department faculty member

**Curriculum Considerations:**

The department has not thought about changing the name of the performance track. However, that feedback was well received, and we do anticipate changing the track to 'Exercise & Sports Performance'

We are actively working on moving the leadership track online. However, the department has limited capability to expand options with only four full-time faculty.

Lastly, the mini-research project encompassing the internship is a great idea. Moving forward, the internship coordinator in collaboration with the graduate coordinator will work together to formulate what that type of additional can look like for our internship capstones.

**Faculty Load**

Faculty load is an increasing concern. Our faculty do a lot of additional projects for the direct benefit of our students. Encapsulating load credits or a stipend can help faculty feel less burnout or feel appropriate compensation when engaging, overseeing, and coordinating research projects with undergraduate and graduate students. Our department will investigate how the College of Arts & Sciences operates its undergraduate research programs.

**3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and**

**identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross-curricular skills.**

**Learning Outcomes (corresponding BOR Cross-Curricular Skill in bold)**

1. Graduate students will demonstrate a commitment to the field through networking, applied learning opportunities and professional behavior/practice **(PLO 1 - Inquiry and Analysis)**
2. Graduate students will critically evaluate research related to sport performance and leadership and its impact on athlete development, health, and performance. **(PLO 2- Critical & Creative Thinking)**
3. Graduate students will demonstrate competency in the areas of sport leadership, organization, management, law, ethics, finance, and marketing. **(PLO 3 - Information Literacy)**
4. Graduate students will demonstrate ethical character, display professional ethical standards, and carryout responsible application within sport. **(PLO 4 - Ethical Reasoning)**
5. Graduate students will demonstrate an appreciation for diversity and inclusiveness in the discipline of sport. **(PLO 5 – Diversity, Inclusion, and Equity)**

**Curriculum Map**

	<b>HLTH 522</b>	<b>PE 511, PE 512, PE 752 PE 758</b>	<b>PE 514, EDER 761 PE 567 PE 740</b>	<b>PE 582</b>	<b>PE 773</b>	<b>PE 744</b>
<b>Outcome 1</b>		X	X		X	
<b>Outcome 2</b>	X	X	X		X	X
<b>Outcome 3</b>	X	X	X	X		X
<b>Outcome 4</b>			X		X	
<b>Outcome 5</b>						X