



**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.

UNIVERSITY:	NSU
DEPARTMENT OR SCHOOL:	Sports Sciences / Millicent Atkins School of Education/College of Professional Studies
PROGRAM REVIEWED:	BS-Sport Marketing & Administration
DATE OF REVIEW:	5/2/2022
TYPE OF REVIEW:	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:

Dr. William F. Simpson – University of Wisconsin – Superior

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

Program Strengths:

The Mission, Vision and Values of Northern State University are well defined and are evident in the core mission and values of the Sport Science Department including the encouragement of Critical Thinking skills as well as Problem Solving. These are ideal important attributes to instill from the ground up for graduates to compete successfully in today's professional world.

The curriculum is strong academically with a blend of sports science and business-related courses both required and elective with the student having some choices of course work in the upper division courses. In concert with this there is good background formed for understanding the value of research, both conducting and interpretation. Further, the curriculum is designed in concert with the program's accrediting body therefore assures

that it is contemporary and meets all current / expected objectives in preparing professionals for entry level positions.

There are opportunities for students to conduct their own guided research projects leading to juried presentations at regional and national conferences. Examples of presentations are provided and represent high quality undergraduate work. Evidence that research investigation and interpretation is integrated in the curriculum.

Fieldwork and Internship requirements [6 credits/450 hours] are integrated into the program to allow for hands on practicum and on the job experiences. The requirement of an internship portfolio is well placed for both accountability and for the student's use in when searching for a professional position and / or graduate programs.

There are a number of opportunities within the surrounding area and region for students to secure practical experiences.

The program also has a strong emphasis on ethics within the curriculum. This is stellar as it helps separate the program from many others and exposes ethical and professional behavior towards students throughout the curriculum.

Encouragement for students to participate in practical/ volunteer work both on and off campus is a brilliant tool to engage students to challenge their limits and explore more opportunities.

Alignment of the North American Society for Sports Management and Commission on Sports Management Accreditation [COSMA] curriculum and credentialing are well thought out and an excellent route to take. The landscape today is accreditation of academic programs, and this step solidifies the departments obligation and commitment to the students and program's future success and growth.

The faculty add to the strengths by being both academics and practitioners thereby affording students both the didactic and practical aspects of the profession within the curriculum and classes.

The plans for the addition of an accelerated option of the 4+1 program is an excellent idea and can help with recruitment and retention issues.

Program Weaknesses:

There has been a high turnover of faculty in past few years as well as a very small department [4 FT] and a heavy reliance on adjunct faculty and instructors. This can have direct relationship with recruitment and retention of students.

The composition of the student population in the department is heavily male and few from diverse populations.

Low retention of students in declared major programs as well as low graduation rates.

Lack of sufficient funds to fully fund faculty travel needs to attend continuing education opportunities, conferences and present scholarship and/or participate in regional, national and international organizational committees/officials.

The University website is average to navigate; however, the department pages are very limited in information. There are links for majors to see curriculum progression and courses. However, the page doesn't highlight much about current students or faculty in fact none are actually listed with their personal pages available, or at least to my searching. This could directly affect recruiting both for incoming students and on campus students searching for a major.

There is a professional academic advisor assigned to the program. Appears that this individual advises all majors in the department. The faculty are not directly advising/counseling students through their degree journey. I find this troubling as it takes away from the student truly identifying with a mentor in their chosen field of study. Indirectly this may be affecting retention as one single advisor for the entire department most likely is not 100 % current on all aspects of each profession.

In reviewing the PDF handouts available from the department website there is confusion from the plan of study/advising sheet and catalog documents. For example, in the catalog PE 183 is listed as Professional communication in HPERA where the plan of study indicates PE 183 is Intro to SMAD. Advising sheets should accurately reflect what the current catalog has published so students can be better informed and have more ownership to their degree progress.

2(B). Briefly summarize the review recommendations

As possible increase tenured/tenure track faculty with less reliance on adjunct instructors to facilitate more stability within the department and so students are able to "latch" on to a mentor. Also, with the proposal of an accelerated master's program the current faculty size will likely have trouble supporting the program which will lead to faculty burnout and potential loss of experienced faculty identified above as weakness at this time.

Improve academic advising responsibilities of faculty particularly for the upper-class students.

Since using professional advisor at present to begin a shared advising model so students would have both the professional advisor and a faculty member assigned to them to assist with minute details of the academic and /or career planning.

Develop an advisory board consisting of regional professionals in the various disciplines the department supports. Also include alumni from the program. The purpose is to solicit advise and insight from those in the professional world to help with designing curriculum, field experiences for students. Planning to have at least 2 meetings per academic year with entire department would be the ideal plan.

Start a HPERA majors club with one faculty member serving as advisor. Monthly meetings with faculty and students together which could involve presentations from faculty and outside speakers about professions, graduate schools, etc. would be another way to bring students together and increase retention. Program alumni and local

professionals in the areas of study all are great potential guests to club meetings to stimulate interest in all aspects of the department programs.

If not currently practiced, have all advising sheets/plan of study documents available in hard copy within the department with other literature available for students to review and take with them. Also add a bulletin board with news items related to the department, professions, majors/minors, graduate schools, internship opportunities. Adding recent samples of faculty and student presentations such as posters from conference presentations gives a great added touch to the environment to all students especially newer students trying to find their way.

Improve the department website to be more user friendly. Perhaps add testimonials from past graduates regarding their experiences and current employment. Action photos of students “in action” during classes, labs, interpersonal encounters to attract students to review the page. Photos as possible should enhance a diverse student population as well. All current faculty with bios and interests also highlighted as well as Instructional academic staff and listing of adjunct instructors. A listing of internships, student teaching and fieldwork opportunities in concert with current employment of recent graduates would be helpful.

Work with the university relations/marketing department[s] to increase recruitment efforts for both the undergraduate and new 4+1 program. These efforts should also be in concert with the admissions department targeting high schools as well as community colleges. Also establishing transfer affiliation agreements with regionally located community colleges could improve the transfer for students if they are able to enter the program at junior year prepared to complete the program in a timely manner.

Continue the prioritization pursuant to accreditation of academic programs as a means of recruitment/retention as well as regional and national recognition.

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?

Faculty Retention/Burnout:

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

Accreditation:

The department is actively preparing to seek COSMA Accreditation for the Sport Marketing & Administration Major by 2024

Advising:

Next year, the School of Education will roll out a faculty mentor program. Undergraduate students with an interest in our field will be assigned a department faculty member.

Advisory Board:

In the Department Strategic Plan, we are looking to create an advisory board in AY 22-23. Invitations will go out this summer to identified professionals in the South Dakota region. Additionally, the strategic plan includes setting up an alumni network for internships. We have appointed Dr. Kelsie Roberts as the internship coordinator who will execute this process.

Majors Club:

We have a majors club called the NSU Fit Club. We have not fully utilized this due to the additional workloads of faculty. In AY 22-23, we have included the operations of the club as part of a graduate assistant for the department.

Plan of Study Documents:

The department will review plan of study documents for consistency with the catalog and other recent changes. Forms will be available online, with advisors, and in the department.

Website Improvement:

Website design is not under departmental control. Department will review content and have appropriate changes made.

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 italics)

1. Students will be able to explore issues and analyze evidence through a systematic approach. ***(Inquiry and Analysis)***
2. Students will be able to express themselves creatively and think critically. ***(Critical & Creative Thinking)***.
3. Students will be proficient in foundational content knowledge related to the career field of Sport Marketing & Administration ***(Information Literacy)***
4. Students will be able to access their own ethical values and consider others' perspectives on ethical situations. ***(Ethical Reasoning)***
5. Students will be proficient in sociological systems and how sports fit into community/society at large. With a foundational understanding, students will be able to draw from knowledge and experience to create inclusive and equitable environments for sport/sports fans. ***(Diversity, Inclusion, and Equity)***

Curriculum Map

	PE 183, 411, 453,	PE 412	PE 414, 440, 459	PE 395, 496	PE 456
<i>Outcome 1 -Inquiry & Analysis</i>		X	X		X
<i>Outcome 2 – Critical & Creative Thinking</i>	X	X	X	X	X
<i>Outcome 3 – Information Literacy</i>	X	X	X	X	X
<i>Outcome 4 – Ethical Reasoning</i>			X		X
<i>Outcome 5- Diversity, Inclusion & Equity</i>					X