

Sport & Recreation Management (379)

**Division: Gallaspy College of Education and Human Development Department:
School of Kinesiology**

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Division Mission: The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the Schools of Education (SoE) and Kinesiology (Sok), and Departments of Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Department Mission. The School of Kinesiology's (formerly Department of Health & Human Performance) academic programs provide a foundation for our students to leave Northwestern State University as innovative, contemporary leaders prepared for a variety of career opportunities in health, kinesiology, and sport. Our faculty provides a collaborative, supportive learning environment in which students discover, explore, and practice the knowledge, movement, and values that will help ensure a healthy, productive lifestyle and successful career.

Program Mission Statement. The Bachelor of Science degree in Sport and Recreation Management offers students the practical knowledge and educational experience necessary to be exceptionally well-prepared for a career in sport and recreation. Both the public and private sectors of sport and recreation operate as significant businesses in America and around the world. The aim of our program is for students to gain comprehensive knowledge of concepts, including marketing for sport & recreation management, sport psychology, legal and ethical issues in sport, contemporary leadership, facility management, sales and revenue generation, sports officiating, and sport media. Additionally, the curriculum covers business management topics related to sports in various settings such as college athletics, campus recreation, municipal parks and non-profit recreation, and professional sports. Fieldwork experience is required throughout the program, and all students conclude with an applied internship experience.

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AC 2025-2026 marks the second full year the Bachelor of Science degree in Sport & Recreation Management has been offered. The degree comprises a blend of online and face-to-face courses, requiring 120 hours of coursework, and includes a minor in Business.

Methodology: The assessment process for the Sport & Recreation Management (379) program is as follows:

- (1) Data or evidence from assessment tools are collected and returned to the Director of the SoK.
- (2) The Director will analyze the data or evidence to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with faculty teaching major undergraduate courses, if required (show cause).
- (5) The Director, in consultation with the SoK Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. Students will demonstrate a basic knowledge of the core concepts and foundations of Sport & Recreation Management

Course Map: Tied to course syllabus objectives.

HP 2000: Introduction to Health & Human Performance

HP 3300: Legal & Ethical Issues in Sport

HP 3310: Sport Psychology

HP 3320: Social Issues in Sport

Measure 1.1. (Direct – Knowledge):

90% of students will earn a performance evaluation of at least 80% or higher on semester assignments in these courses.

Findings. The target was not met.

Analysis.

In AC 2025-2026, the target was not met. Faculty focused on the following to drive improvement: Faculty continued to align coursework with National COSMA standards and adjusted the prerequisite requirements for enrollment in HP 3300 to be either a) junior standing or b) sophomore level standing with at least a 3.0 GPA. As a result, 100% of students scored a mean score of 80% or higher on coursework in HP 3310 only. 57.14% of students scored a mean score of 80% or higher in HP 2000; 50% of students scored a mean score of 80% or higher in HP 3300;

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and 66.67% of students scored a mean score of 80% or higher in HP 3320. As a result, targets were met only for HP 3310.

In AC 2025-2026, the target was not met, except in HP 3310

HP 2000	4/7 or 57.14%
HP 3300	3/6 or 50%
HP 3310	5/5 or 100%
HP 3320	2/3 or 66.67%

Decision.

Based on the information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Faculty observed that reading comprehension is a skill that many students are lacking. Therefore, coursework will be adjusted to include in-class readings and discussions of case studies and assignments requiring in-depth reading comprehension. Faculty-guided discussions coupled with peer-to-peer interaction and support should also boost performance in these courses. These changes will improve the students' ability to demonstrate a basic knowledge of principles and foundations of Sport & Recreation Management, thereby continuing to push the cycle of improvement forward.

SLO 2: Students will demonstrate the ability to critically evaluate a sport & recreation program or environment and develop a plan to market and promote that program efficiently and effectively.

Course Map: Tied to course syllabus objectives.

HP 4410: Sales & Revenue Generation in Sport

HP 4430: Marketing for Sport & Recreation

Measure 2.1. (Direct – Skills/Ability): Students will demonstrate their critical thinking and problem-solving skills through a variety of case studies and projects, as well as scenario-driven exercises in which they are required to analyze and develop a plan related to sports sales/marketing. In these action plans, the students must demonstrate proper planning steps, actionable recommendations, and profitability based on the information presented. Students will work directly with industry professionals to develop and carry out their respective plans. 90% of the candidates will score 70% or higher on these projects.

Findings. Target was partially met.

Analysis.

In AC 2024-2025, the target was met. Program faculty implemented the following strategies in the AC 2025-2026 to drive the cycle of improvement: Faculty provided students with direct oversight of club sports in partnership with marketing professionals on campus to further develop the experiential learning process to drive the cycle of improvement in Marketing. Course materials were closely aligned with industry professionals' expectations and oversight. As a result, 100% of students scored 70% or higher on course projects in HP 4410. 50% of students scored 70% or higher on their major course project in HP 4430. As a result, targets were met for HP 4410 but not HP 4430.

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In AC 2025-2026, the target was met in 2/3 of the content areas.

Course Project	SRM Students meeting target
HP 4410 Annual Fund Campaign	5/5 or 100%
HP 4410 Sponsorship Proposal Project	5/5 or 100%
HP 4430 Marketing & Branding Campaign	2/4 or 50%

Decision.

In AC 2025-2026 the target was partially met. Based on information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. In AC 2026-2027, faculty will adjust the requirements for the final marketing & branding campaign to be a practicum-based assignment with direct faculty oversight, instead of relying on the oversight of industry professionals alone. These changes will improve the students' experiences and development of skillsets via direct access to sport sales & marketing programming, while requiring faculty to assist in the process for better/more involved instruction. This will also aid the university in marketing its programs, thereby continuing to push the cycle of improvement forward.

SLO 3: Students will demonstrate knowledge and understanding of the financial and legal aspects of administration and evaluation of sport and recreation programs.

Course Map: Tied to course syllabus objectives.

Minor in Business courses: ECON 2000, ECON 2010, ACCT 2000

HP 3320: Social Issues in Sport

HP 4400: Contemporary Leadership in Sport

HP 4410: Sales & Revenue Generation in Sport

Measure 3.1 (Direct – Skills/Ability):

Students will demonstrate the skills of budgeting, accounting, fundraising, and economic theories related to the sport and recreation industry. 90% of students will receive 75% or better on their final grades in these courses.

Finding. The target was met.

Analysis:

In AC 2025-2026, faculty focused on the following to drive improvement: Faculty engaged in early detection of at-risk students who were not showing up to class by checking in with bi-weekly emails, weekly Moodle updates, and consistent communication amongst fellow faculty when concerns arose. Faculty also stressed the importance of mid-year advising appointments and communicated with fellow faculty outside of the School of Kinesiology as needed. As a result, 100% of students received a score of 75% or higher in ECON 2000, ACCT 2000, and HP 4410. As a result, the target was met in all areas except HP 3320, in which data was only based on three students, so

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one student drastically affected the numbers.

In AC 2025-2026, the target was met for all courses except HP 3320.

Course	SRM Students meeting target
ECON 2000	7/7 or 100%
ECON 2010*	*N/A (No one took this year)
ACCT 2000	6/6 or 100%
HP 3320	2/3 or 66.67%
HP 4400*	*not taught this year
HP 4410	5/5 or 100%

Decision:

Based on information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Faculty will continue to engage in early detection of at-risk students with the following methods: bi-weekly email check-ins, mid-year advising appointments, and consistent communication amongst fellow faculty when concerns arise. As a newer degree program, all courses still have very small cohorts of students, wherein one poor performance can significantly affect the outcomes.

Measure 3.2: Students will demonstrate the ability to plan, create, analyze, and evaluate facilities related to the sport and recreation industry, with consideration for specific legal concepts related to the sport management profession including legislation, liability, and risk management. 90% of students will receive an 80% or better on case-study and/or research assessments in these courses.

Course Map: Tied to course objectives:

HP 3300: Legal & Ethical Issues in Sport

HP 4470: Sport & Recreation Facility Operations

HP 4300: Recreational Sport Management

Finding: Target was not met.

Analysis.

In AC 2025-2026 faculty implemented the following strategies to drive the cycle of improvement forward: Fieldwork, observations, and scenario-driven assignments were implemented as a means of practical, hands-on analysis and learning methods. In HP 3300, faculty adjusted research-based assignments to be submitted in parts, which allowed for more gradual feedback to be given until the assignments were complete. As a result, 66.67% of students scored 80% or higher on their research paper in HP 3300; and 100% of students scored 80% or higher on their SESAM project in HP 4470. and 42.85% of students scored a mean score of 80% or higher on their final grade in HP 4300. As a result, the target was not met in 2/3 areas.

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In AC 2025-2026, the target was not met.

Coursework	SRM students meeting target
HP 3300 Sport Law Research Paper & Presentation	4/6 or 66.67%
HP 4470 Sporting Event Security Assessment Model (SESAM)	4/4 or 100%
HP 4300 Final Grade	3/7 or 42.85%

Decision

Based on information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. In AC 2026-2027, faculty will provide research paper and project examples for the students to better visualize assignment-related expectations. For HP 4300, faculty will send a weekly email to the students with assignment requirements, reminders, and due dates. HP 4300 is 100% online, so weekly email check-ins will improve communication lines between students & faculty, thereby continuing to drive the cycle of improvement forward.

SLO 4: Students will work with practitioners in the field to gain professional experience and demonstrate that they can apply knowledge in real world situations.

Course Map: Tied to syllabus course objectives:

HP 4370: Navigating Sports Officiating
HP 4410: Sales & Revenue Generation in Sport
HP 4430: Marketing for Sport & Recreation
HP 4470: Sport & Recreation Facility Operations
HP 4200: Internship

Measure 4.1 90% of students will receive an 80% or higher on fieldwork related assignments and activities (i.e. observations, volunteer hours, collaborative projects, internship evaluations, etc.)

Finding: Target was met.

Analysis.

In AC 2025-2026, faculty implemented the following strategies to drive the cycle of improvement forward: Faculty made efforts to directly connect students to alumni, NSU staff, and community members that could aid in the completion of fieldwork-related assignments. Faculty also adjusted the course syllabus for HP 4470 to reflect that completing the fieldwork experience is a requirement to pass the class. As a result, 100% of students scored a mean score of 80% or higher on fieldwork-related assignments in HP 4410, HP 4470, and HP 4200. 75% of students scored a mean score of 80% or higher on fieldwork-related assignments in HP 4430, and 50% of students scored a mean score of 80% or higher. In HP 4430, the data was skewed by one student who stopped attending classes. As a result, the target was met in 2/4 evaluative areas, with the 5th evaluative area having no results (class did not make).

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In AC 2025-2026 the target was met in 2/4 areas.

Course	SRM students meeting target
HP 4370*	*not taught
HP 4410	5/5 or 100%
HP 4430	3/4 or 75%
HP 4470	4/4 or 100%
HP 4200	1/2 or 50%

Decision.

Based on information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. In AC 2026-2027, all course syllabi will be adjusted to reflect that completing the fieldwork experience is a requirement to pass the class. Furthermore, mid-semester deadlines will be added for some of the fieldwork experience, observations, etc. instead of having one final due date at the end of the semester. This should ensure that students stay on track with assignment deadlines that are interspersed throughout the semester and gain valuable experience in the field. This should also prevent students from skipping the assignments altogether if they feel they can pass without completing them.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

SLOs 1, 2, 3, 4: Graduate faculty reviewed outcomes from AC 2024-2025 and made the following changes in AC 2025-2026 to drive the cycle of improvement.

SLO 1: Faculty continued to align coursework with National COSMA standards and adjusted the prerequisite requirements for enrollment in HP 3300 to be either a) junior standing or b) sophomore level with at least a 3.0 GPA.

SLO 2: Faculty provided students with direct oversight of club sports in partnership with marketing professionals on campus to further develop the experiential learning process to drive the cycle of improvement in Marketing. Course materials were closely tightened with industry professionals' expectations and oversight.

SLO 3: Based on previous information gathered, faculty focused on the following to drive improvement: Faculty engaged in early detection of at-risk students with bi-weekly email check-ins, mid-year advising appointments, and consistent communication amongst fellow faculty. Faculty adjusted research-based assignments to be submitted in parts, which allowed more frequent and timely feedback.

SLO 4: Faculty made efforts to directly connect students to alumni, NSU staff, and community members that could aid in the completion of fieldwork-related assignments. Faculty also adjusted the course syllabus for HP 4470 to reflect that completing the fieldwork experience is a requirement to pass the class.

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Summary Plan of Action for Moving Forward:

SLO 1: In AC 2025-2026, the target was not met. Based on the information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Faculty observed that reading comprehension is a skill that many students are lacking. Therefore, coursework will be adjusted to include in-class reading and discussions of case studies requiring in-depth reading comprehension. Faculty-guided discussions coupled with peer-to-peer interaction and support should also boost performance in these courses. These changes will improve the students' ability to demonstrate a basic knowledge of principles and foundations of Sport & Recreation Management, thereby continuing to push the cycle of improvement forward.

SLO 2: In AC 2025-2026 the target was partially met. Based on information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. In AC 2026-2027, faculty will adjust the requirements for the final marketing & branding campaign to be a practicum-based assignment with direct faculty oversight, instead of relying on the oversight of industry professionals alone. These changes will improve the students' experiences and development of skillsets via direct access to sport sales & marketing programming, while requiring faculty to assist in the process for better/more involved instruction. This will also aid the university in marketing its programs, thereby continuing to push the cycle of improvement forward.

SLO 3: In AC 2025-2026, the target was met in all courses except HP 3320. Based on information gathered from analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Faculty will continue to engage in early detection of at-risk students with the following methods: bi-weekly email check-ins, mid-year advising appointments, and consistent communication amongst fellow faculty when concerns arise. Faculty will also provide research paper and project examples for the students to better visualize assignment-related expectations. For HP 4300, faculty will send a weekly email to the students with assignment requirements, reminders, and due dates. HP 4300 is 100% online, so weekly email check-ins will improve communication lines between students & faculty, thereby continuing to drive the cycle of improvement forward. The implemented changes resulted in improved performance in every category of analysis except one in AC 2025-2026, thereby proving to be an effective means of enhanced advising and instruction. As a newer degree program, all courses still have very small cohorts of students, wherein one poor performance can significantly affect the outcomes.

SLO 4: In AC 2025-2026 the target was met in 4/5 areas. For AC 2026-2027, all course syllabi will be adjusted to reflect that completing the fieldwork experience is a requirement to pass the class. Furthermore, mid-semester deadlines will be added for some of the fieldwork experience and observations, instead of having one final due date at the end of the semester. This should ensure that students stay on track with assignment deadlines that are interspersed throughout the semester and gain valuable experience in the field. This should also prevent students from skipping the assignments altogether if they feel they can pass without completing them.