

COSMA Annual Report 2016-17

U.S. and non-U.S.-based Programs

This annual report should be completed for your academic unit/sport management program and submitted electronically to COSMA by July 31 of each year. Failure to submit this completed document will result in Administrative Probation.

General Information

Institution's Name:	Central Michigan University				
Program(s)/Degree(s):	Program in Sport Management/B.S./B.A.A./B.A. in Sport Management/M.A. in Sport Administration				
Address:	130 Foust Hall, Central Michigan University				
City:	Mt. Pleasant	State:	MI	ZIP/Postal Code:	48823
Primary Contact Name:	Dr. Scott Hirko				
Title:	Assistant Professor		Date Submitted:	August 30, 2017	
Telephone:	517-488-2819		Email:	hirko1sr@cmich.edu	

Accreditation Information

A. Accreditation status of your academic unit/sport management program (mark one):

X	Accredited
	Candidate for Accreditation
	Program Member

B. If you have received an accreditation letter from the COSMA Board of Commissioners with "Notes" that identified areas needing corrective action, list the item for each Note in the matrix below directly from your accreditation letter. Indicate whether corrective action has already been taken or that you have made plans to do so. Attach all relevant documentation of the actions taken. You have two years to resolve Notes.

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

(Use additional space as needed.)

Outcomes Assessment

C. Has your outcomes assessment plan been submitted to COSMA?

X	Yes	
	No. When will the plan be submitted to COSMA?	Date:

D. Is the original or revised outcomes assessment plan you submitted to COSMA still current or have you made changes?

	The outcomes assessment plan we submitted is still current.
X	Changes have been made and the revised plan is attached.
	We have made changes and the revised plan will be sent to the COSMA by:

Outcomes Assessment (continued)

E. Complete the program-level student learning outcomes matrix and program-level operational effectiveness goals matrix and include it with this annual report to COSMA.

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of student learning at the program level. Including more and varied measures is encouraged. On the bottom of the matrix, space is provided where you “**close the loop**” and **show changes and improvements you made and plan to make as a result of your assessment activity**.

Programmatic Information

F. Identify any significant changes that have taken place in your sport management degree programs during the reporting period.

1. Did you terminate any degree programs during the reporting year?

X	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your sport management majors, concentrations, or emphases?

	No
X	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new degree programs in sport management established during the academic year?

X	No (skip to item G below)
	Yes. If yes, please identify the new degree programs on a separate sheet; answer item F-4 below.

4. Was approval of your regional accrediting body required for any of these programs?

X	No
	Yes. If yes, please attach an electronic copy of the material you sent to your regional accrediting body and identify the accrediting body you must obtain approval from.

G. Provide the URL(s) for the page on your academic unit/sport management program’s website that makes available to the public your student learning outcomes, operational outcomes and program information profile. **You are required to update this information annually.** Failure to comply with this request will result in Administrative Probation.

URL(s): https://www.cmich.edu/colleges/CHP/hp_academics/physical_education_sport/Pages/default.aspx X
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Administrative Changes

H. Identify any administrative changes that directly affect your academic unit/sport management program.

Such changes would include your sport management unit’s primary representative to COSMA, your designated alternate to COSMA, your institution’s president and academic vice president, and the head of your academic unit/sport management program (if different from the primary representative to the COSMA). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone number, and email address.

Position	Name	Title
Telephone	Email	
Division Director	Tracy Olrich	Professor
989-774-6674	olric1t@cmich.edu	

Other Issues

I. Briefly comment on other issues pertaining to your academic unit/sport management program you would like to share with COSMA (e.g., new partnerships, innovations, etc). Failure to report changes may result in administrative probation.

Change in Curriculum:

In 2015-2016, the Sport Management program fulfilled its goal to complete curricular changes of both its undergraduate and graduate committees in response to previous strategic planning meetings (2014-2016) and identification via SWOT analysis and meeting with constituent groups. Student Learning Goals within new courses were integrated within the overall program SLOs for both the undergraduate and graduate curriculum. These were implemented in Fall 2016 with a substantial effort from faculty to advise students caught between the old and new curriculum, as well as advising students on the new curriculum. New prerequisites were created as part of the process. As such, because of the prerequisites and the course number changes, significant “bumps” and “adds” were provided to a majority of the students in order to circumvent the prerequisites (because many of prerequisites are new, the upper class students would not have taken the courses and needed this process to fulfill graduation requirements).

One course important to note - PES 218QR - (Sport Analytics) received special designation from the university as one of the few “Quantitative Reasoning” courses at CMU - undergraduates are required to enroll in at least one QR course to graduate. We expect this will improve the statistical analytical abilities of our students. Notably, this content area has received considerable attention within academia, as well as within the sport industry as a mandatory experience and a significant area of job growth.^{1, 2, 3}

In Fall 2016 and Spring 2017 new metrics to measure SLOs were created for many of the new courses, as well as graduate courses. Data was collected and included in this report. The curricular changes were provided last year, and again are attached, and were approved by the Department of Physical Education & Sport (PES), the College of Health Professions (CHP) curricular committee, and CMU's graduate and undergraduate curriculum committees.

¹ King, B. (Oct. 12, 2015). Analyze this! The ideas, insights and individuals driving the data explosion in sports. *Sports Business Journal*.
<http://www.sportsbusinessdaily.com/Journal/Issues/2015/10/12/In-Depth/Main.aspx>

² Journal of Sport Analytics. IOS Press. <http://journalofsportsanalytics.com>

³ MIT Sports Sloan Analytics Conference. <http://www.sloansportsconference.com>

Faculty changes:

One of our newest tenure-track faculty members departed at the beginning of the 2016-2017 academic year (in August 2016) to accept an administrative position within the institution. In Fall 2016, she remained in a temporary position to teach a new graduate course she developed (the course, PES 675 – Human Resource Management in Sport Organizations) which was offered in the evening. However, a temporary faculty was added to assist in teaching an undergraduate course (PES 119 – Introduction to Sport Management) in the Fall and Spring. Another temporary faculty, who had taught the course in the past, was added to teach a graduate course the tenure-track faculty was to teach in the Spring (PES 625 – Athletic Facilities Design & Management). In addition, a temporary faculty member added two years ago agreed to also teach an additional undergraduate course in the Spring and Fall to make up for the departure.

Notably, in July 2017, the tenure-track member departed her administrative position and, after a national search, was selected and agreed to return to the Sport Management Program for the 2017-2018 academic year (beginning August 2017).

CMU Strategic plan:

In 2017, Central Michigan University announced a new strategic plan (https://www.cmich.edu/about/Strategic_Planning/Documents/AcademicExcellenceStrategicPlan.pdf), which focuses on three imperatives: “Nurturing student success”, “Fostering scholarly activity”, “Strengthening partnerships in Michigan and beyond.” The Sport Management Program will monitor its operational effectiveness with respect to COSMA standards, as well as with consideration of the CMU Strategic Plan via the metrics listed by the CMU administration. Notably, the Student Learning Outcomes Matrix and the Operational Effectiveness Matrix reflect areas in which the Sport Management Program is already addressing and/or meeting strategies in the CMU Strategic Plan.

Data Collection
To be completed by accredited programs only

Dashboard Data	
Total Sport Management Enrollment (majors, minors, tracks) in all programs (UG, master's)	258 majors, 32 minors, 25 master's (enrolled in Fall 2016)
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	7 Full-time/tenure/tenure-track faculty
Total Number of Part Time/Adjunct Sport Management Faculty	3 Part time/adjunct faculty
Approximate Number of Students Selecting Sport Management Program Due to Accreditation Status	Undergraduate: Indeterminate. COSMA is part of overall marketing information provided to every student. Graduate: At least 90% or higher for applicants are selecting CMU (45 out of 50 applicants).
Number of students/parents requesting information about your SM program	Undergraduate: Initial data from faculty: HP Day (45), MAJOR Night (200), summer orientation (65). Other faculty fielded/hosted 25 inquiries over the course of the year. Graduate: CMU undergraduate juniors with a 3.0 or above for all majors are automatically receiving information which includes accreditation status (approximately 150 letters with 15 responses). COSMA logo is included in all letters. An information table was presented to undergraduate Sport Management majors at the SMAC (95 students).
Number of students/parents attending information sessions about your SM program	Awaiting data from CHP Dean's office. Initial data from faculty: HP Day (45), MAJOR Night (200), summer orientation (65). Other faculty fielded/hosted 25 inquiries over the course of the year.
Number of inquiries from business/industry about the accreditation status of your SM program	5-10 business/industry inquiries. It was noted by the CMU faculty this could be a better marketing job by COSMA to get the information about importance of accreditation to the industry.

J. Please fill out the matrix below. The data will be collected each year and included in a dashboard on the COSMA website. All data will be kept anonymous.

**Program-Level Student Learning Outcomes Matrix – Academic
Year 2016 – 2017: CMU UNDERGRADUATE**

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
SLO 1 - Acquiring knowledge in specific core content areas, specifically those areas identified by COSMA as CPC topical areas.					
Measure 1 - PES 218 (Fall): course final grade that required application of critical thinking and problem solving skills through in-class assignments, homework, group discussions, quizzes and exams.	1. 70% of students with a grade of B or higher. 2. 90% of students with a grade of C or higher.	25 total students in the Fall 2016 (in 1 section).	1. 17 of students received a grade of B or higher. 2. 23 (92%) of students received a grade of C or higher.	1. 68% of students received a grade of B or higher. 2. 92% of students received a grade of C or higher.	1. 1 – Does not meet expectation. 2. 2 – Meets expectations.
Measure 2 - PES 119 (Fall & Spring): Final course grade measured: Complete a personal assessment of skills; develop a functional resume; learn time management and organizational skills & demonstrate in a project. Research and present a sport industry career that identified the skills, experience, and information to be successful in the sport industry.	80% of students will receive a B or higher.	154 total students in Fall 2016 and Spring 2017 (6 sections).	Average score of a B or higher = 136/154.	Average score of a B or higher = 88%.	3 –Exceeds expectations.

Measure 3 - PES 180 (Spring): Term project requiring research to assist with SWOT, cost benefit analysis, decision-making, public perception, press release, and paper/presentation relating to switching college athletic conferences.	80% of students will receive a B+ or greater.	50 students observed.	Average score of B+ or higher = 44 of 50.	Average score of B+ or higher = 88%.	3 – Exceeds expectations.
SLO 2 - Developing an understanding of the global nature of sport, how it is influenced by society, and the influence sport has on society.					
Measure 1 - PES 318 (Fall & Spring) group research paper focusing on discussion section relating findings to theory.	80% of students will receive a B or greater.	90 students observed.	Average score of B or higher = 81 of 90.	Average score of B or higher = 90%.	3 – Exceeds expectations.
SLO 3 - Mastering effective communication skills: oral, interpersonal, written.					
Measure 1 - PES 393 (Fall & Spring) agency supervisor evaluation sections on: written communication, oral communication, ability to work with others.	80% of students will receive a 9 out of 10 or higher on each section.				4 – Insufficient data. Measured in 2015-16.
Measure 1 - PES 499 (Fall & Spring) agency supervisor evaluation sections on: written communication, oral communication, ability to work with others.	80% of students will receive a 9 out of 10 or higher on each section.	37	1. 31 in written communication 2. 31 in oral communication 3. 34 in interpersonal communication.	1. 84% in written communication 2. 84% in written communication 3. 92% in interpersonal communication.	3 – Exceeds expectations.

Measure 3 – PES 380 (Fall & Spring) Create a communications plan - both oral and written. Includes a peer evaluation relating to interpersonal communication. A comprehensive term project.	80% of students will receive a B or higher on the project.	48	Average score of B or higher: 43 of 48 students.	Average score of B or higher: 89%.	3 – exceeds expectations.
SLO 4 - Developing an understanding of how sport organizations are managed, lead, and governed.					
Measure 1 - PES 564 (Fall & Spring) in-class activity.	95% of students will successfully complete.				4 - Insufficient data. Measured in 2014-15; to be provided in May 2018.
Measure 2 - PES 564 (Fall & Spring) exams #2 & #3.	80% of students will receive a B or higher on each exam.				4 - Insufficient data. Measured in 2014-15; to be provided in May 2018.
SLO 5 - Demonstrating an understanding of theoretical marketing principles and their practical application					
Measure 1 - PES 360 (Spring): presentation on creating a Minor League Baseball Promotion which was graded on creativity, “buzz-worthiness,” feasibility, and potential to increase attendance.	75% of students will receive a B- or higher.	25	17	65%	1 - Does not meet expectation.
Measure 2 – PES 550					4 – Insufficient data. Course discontinued. Remove this measure.
SLO 6 - Demonstrating an understanding of the concepts and functions of management with the ability to use skills and knowledge to plan, organize, lead, and evaluate a sport event.					
Measure 1 - PES 499 (Fall & Spring) agency supervisor evaluation of quality of assigned work.	80% of students will receive a 9 out of 10.				4 – Insufficient data. Reconsidering this measure.
Measure 2 – PES 480 (Fall & Spring).					4 – Insufficient data. Data not provided.

SLO 7 - Demonstrating an understanding of economic and financial principles and their application to sport organizations.					
Measure 1 - PES 190.					4 – Insufficient data. Course discontinued. Remove this measure.
Measure 2 – PES 280 (Spring). Course grade incorporates lectures, in-class exercises, group work and presentations relating to some of the following in the sport industry: economic principles supply/demand, production tools, revenue sharing, competition, consumer behavior.	1. 15% of students receive A- or higher 2. 40% of students receive B- or higher 3. 80% of students receive C- or higher.	45	1. 5 students received a grade of A- or higher 2. 15 students received a grade of B- or higher 3. 18 students received a grade of C- or higher.	1. 11% of students received a grade of A- or higher 2. 44% students received a grade of B- or higher 3. 85% students received a grade of C- or higher.	2 – Meets expectations.
<p>**Explanation of course action for intended outcomes not realized: The proposed (and accepted) program-level outcomes assessment plan relied upon not taxing faculty to the extent of continuously assessing the same courses; rather, assessing different courses relating to program measures over a three-year period. In the 2016-17 academic year, the CMU sport management program implemented its new undergraduate curriculum (implemented the first time, Fall 2016) to meet SWOT outcomes with respect to COSMA and industry standards. Some courses are no longer offered, and those measures will be removed from future analysis. Complicating matters was also a faculty change: approximately one week before the term began (Fall 2016), an instructor left the Sport Management Program - the instructor was instrumental in changing the curriculum. As a result, we were "in flux" – this was a similar situation to Fall 2015. However, we were successful in changing several of our metrics and benchmarks based upon new courses and our new curricular SLOs.</p> <p>For SLO #1, Measure 1 - one of the metrics did not meet expectation to the benchmark; however, it was the difference of one student that did not meet the benchmark. The other metric did; faculty are comfortable with the instruction and the benchmarks. In addition, we followed university standards to initiate a new "QR" – Quantitative Reasoning Course – for PES 218QR (Sport Analytics); we expect this will improve the statistical analytical abilities of our students. Notably, this content area has received considerable attention within academia, as well as within the sport industry as a mandatory experience.</p> <p>For SLO #5, Measure 1 – the benchmark was not reached. PES 360 is a new course in the curriculum, and only one section (25 students) was taught; this makes it a challenge to consider the accuracy of this benchmark. It will be reviewed in the future as additional sections of this course will be taught.</p> <p>For SLO #6, Measure 2 – the data were not provided as the instructor left for a one-year appointment as a fellow to the university president.</p> <p>The faculty has scheduled a retreat for August 2017, and those metrics and benchmarks not created for specific measures will be discussed. We have improved our data collection over time, and plan to continue to revamp our measurement tools and metrics based on our newly implemented curriculum.</p>					

**Program-Level Student Learning Outcomes Matrix – Academic
Year 2016 – 2017: CMU GRADUATE**

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
SLO 1 - Students will understand ethical and legal issues in decision-making and policy determination.					
Measure 1 - PES 640 (Fall): two course projects and two course exams.	90% of students will achieve a final course grade of B or higher.	26	26	100% of the students met the benchmark.	3 – exceeds expectation.
SLO 2 - Students will understand philosophical and sociocultural issues in decision-making and policy determination					
Measure 1 - PES 610 (Spring): Ethical dilemma project with literature review, collecting qualitative data, report in presentation, paper, and poster.	100% of the students will pass with a grade of B or above.	20	20	100% of the students met the benchmark.	3 – exceeds expectation.
SLO 3 - Students will apply fundamental knowledge and practical understanding of sport marketing, communication, and event management principles.					
Measure 1 - PES 650.					4 - benchmark to be produced Fall 2017.
SLO 4 - Students will use teamwork to prepare a complex project demonstrating significant cognitive and practical knowledge.					
Measure 1 - PES 640.					4 - benchmark to be produced Fall 2017.
Measure 2 - PES 685.					4 - benchmark to be produced Fall 2017.

Measure 3 - PES 665 (Fall & Spring): Small group work to create a literature review, theoretical framework, using cognitive and practical knowledge.	80% of groups will receive a B or greater on the literature review.	1. 37 students observed 2. 10 different groups.	1. 30 students received a grade of B or higher 2. 8 of 10 groups received a grade of B or higher.	1. 81% of students met the benchmark 2. 80% of groups met the benchmark.	1. 2 - meets expectations 2. 2 - meets expectations.
SLO 5 - Students will use reflection and team feedback to evaluate their professional areas of strength and areas they need improvement.					
Measure 1 - PES 602SL (Fall): Reflection evaluation of the service learning component of the course; team feedback measured within small group project.	1. 80% of students will earn a B or higher on the reflection project 2. 80% of students will earn a B or higher on the group project.	1. 26 students observed 2. 6 groups observed.	1. 26 of 26 students scored a B or higher 2. 5 of 6 groups scored a B or higher.	1. 100% of the students met the benchmark 2. 83.3% of the groups met the benchmark.	1. 3 – exceeded expectations 2. 2 – meets expectations.
SLO 6 - Students will use critical thinking and reasoning skills to make decisions in sport					
Measure 1 - PES 645 (Fall): funding presentation and final exam.	Students will average 90% on presentation and 80% on final exam.				Data was collected and shared in 2015-16 report; will be collected by May 2018.
SLO 7 - Students will employ sound principles of strategic planning, data management, financial management, and risk management in sport					
Measure 1 - PES 635.					4 - benchmark to be produced.
Measure 2 - PES 645.					4 - benchmark to be produced.
SLO 8 - Students will effectively apply sport management theories, human resource management, and leadership practices with a sport organization.					
Measure 1 - PES 675.					4 - benchmark to be produced; data to be collected Fall 2017.
Measure 2 - PES 699.					4 - benchmark to be produced.
SLO 9 - Students will demonstration application of technological advancements, information literacy and oral, written, and group communication skills.					
Measure 1 - PES 685 (Fall & Spring).					4 - data/benchmark not provided.

SLO 10 - Students will prepare a research project through inquiry and utilization of research methodologies.					
Measure 1 - PES 665 (Fall & Spring): Prepare a research project through inquiry and utilization of research methods, data collection, analysis, peer evaluation and conclusion.	90% of students will earn a B or greater on the project.	37 students observed.	34 of 37 students met the benchmark.	92% of students met the benchmark.	2 - meets expectation.
<p>**Explanation of course action for intended outcomes not realized:</p> <p>The proposed (and accepted) program-level outcomes assessment plan relied upon not taxing faculty to the extent of continuously assessing the same courses; rather, assessing different courses relating to program measures over a three-year period. Over the course of the previous year (2015-2016), the graduate curriculum was changed as a result of identification of strengths and weaknesses via SWOT analysis and several retreats that focus on previous content and aligning the program to future industry needs. The curriculum was submitted, accepted, and adopted through the CMU university curricular process in Spring 2016.</p> <p>In the 2016-17 academic year, the CMU sport management program implemented its new graduate curriculum (implemented the first time, Fall 2016). Complicating matters was also a faculty change: approximately one week before the term began (August 2016), an instructor left the Sport Management Program - the instructor was instrumental in changing the curriculum; however, the instructor agreed to teach in Fall 2016 a new class she had developed (PES 675 - HR in Sport Organizations). In Spring 2017, a temporary instructor (who used to teach the course) returned to teach PES 625 (Athletic Facility Design and Management). As a result, we were a bit "in flux" – this was a similar situation to Fall 2015. However, we were successful in changing several of our metrics and benchmarks based upon new courses and our new curricular SLOs.</p> <p>For the data collected and analyzed, benchmarks for all measures exceeded expectations. Measurements and benchmarks will be provided for the other courses (including several new courses). For PES 685 - a new course - the instructor left the program at the end of the Spring for a one-year appointment as a fellow for the university president; data were not provided.</p>					

Notes: 1) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed. 2) At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required.

Program-Level Operational Effectiveness Outcomes Matrix

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark	Data Summary	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data																																																																																																																																																																
OEG 1 - A. Faculty Excellence: CMU Sport Management faculty should continue to develop their expertise necessary to succeed in the classroom and provide students with tools and knowledge to be successful to persist to graduation.																																																																																																																																																																			
Measure 1. Faculty-student engagement in the classroom.	Each course will receive a 3.5 (out of 4) SOS response on Question #8 ("overall response of instructor effectiveness"; program average will be a 3.5 (out of 4) SOS.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5" style="text-align: left; padding: 2px;">Undergrad</th> </tr> <tr> <th style="padding: 2px;">Class</th> <th colspan="2" style="padding: 2px;">Fall</th> <th colspan="2" style="padding: 2px;">Spring</th> </tr> <tr> <th style="padding: 2px;">PES</th> <th style="padding: 2px;">#1</th> <th style="padding: 2px;">#8</th> <th style="padding: 2px;">#1</th> <th style="padding: 2px;">#8</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">119</td><td style="padding: 2px;">3.7</td><td style="padding: 2px;">4.0</td><td style="padding: 2px;">3.94</td><td style="padding: 2px;">3.93</td></tr> <tr><td style="padding: 2px;">119</td><td style="padding: 2px;">3.69</td><td style="padding: 2px;">4.0</td><td style="padding: 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</table>	Undergrad					Class	Fall		Spring		PES	#1	#8	#1	#8	119	3.7	4.0	3.94	3.93	119	3.69	4.0	4.0	4.0	119	3.86	3.89	3.89	4.0	180	3.3	4.0	3.27	3.58	180	-	-	2.05	2.55	218	3.48	3.71	-	-	280	-	-	3.42	3.78	280	-	-	3.14	3.35	293	-	-	-	-	318	3.52	3.61	3.32	3.68	318	3.75	3.79	-	-	360	3.44	3.63	3.8	3.89	380	2.27	3.0	2.57	2.62	480	1.56	1.83	2.82	3.0	480	2.13	2.13	3.06	3.0	499	-	-	-	-	564	3.04	3.38	3.67	3.85	564	3.42	3.87	3.64	3.91	602sl	2.48	3.23	-	-	603	4.0	4.0	-	-	610	-	-	3.39	3.38	625	-	-	3.41	3.53	635	-	-	-	-	640	3.2	4.0	-	-	645	3.52	3.76	-	-	650	-	-	2.58	3.27	665	2.62	3.18	3.05	3.3	675	3.11	3.63	-	-	685	-	-	2.4	2.7	<p>Undergraduate: 2- Meets expectations for all classes with the exception of one section of PES 180, one section of 280, 380, and both sections of 480. Each of these courses are offered for the first time this past year. Adjustments to lesson plans are expected to be integrated into these courses in the fall; in addition, PES 180, 280 and PES 480 will be taught by different instructors in each term 2017-2018.</p> <p>Graduate: 1 - Does not meet expectation.</p> <p>Meeting the 3.5 benchmark for Question #1: 2 of 11 sections.</p> <p>Meeting the 3.5 benchmark for Question #2: 5 of 11 sections.</p> <p>Consider adjusting the benchmark down to a more realistic to 3.2; also, in those courses below a 3.2, consider using feedback from the graduate survey (see Measures #3 and #8 below) relating to the type of graduate student, the type of content provided, and the learning competencies of the graduates.</p>
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<p>Measure 2. Faculty teaching development.</p>	<p>Ask "What did you do in this area, what did you learn?" and use only select faculty conducted via email.</p>	<p>Jen Sieszputowski served in 2016-2017 as a Teaching and Learning Consultant to CMU's Center for Excellence in Teaching and Learning (CETL). Participated in the following professional development opportunities about teaching and learning strategies and instructional technology tools:</p> <ol style="list-style-type: none"> 1. Online Learning Consortium: Supporting Online Faculty (12/12-12/18/2016) 2. CMU Assessment Retreat (1/4/2017) 3. Internationalizing Your Course: Offering Students a 21st Century Education (1/20/2017) 4. Great Lakes Teaching and Learning Conference (5/9-5/10) 5. Teaching with Technology Webinar (5/23/2017) 6. World Conference on Educational Media & Technology (6/20-6/2/2017) <p>Dan Ballou: CETL staff conduct mid-term evaluations for all classes taught, in both the fall 2016 and spring 2017 semesters. From those evaluations, areas that the students found beneficial were expanded upon, and suggestions for ways to structure class/assignments to better serve the students, were examined and implemented in some cases. The midterm evaluations, and the final S.O.S. evaluations were compared to if there were noticeable differences.</p> <p>Marcia Mackey:</p> <ol style="list-style-type: none"> 1. CETL staff visited classes in Fall 2016 for midterm evaluations. I used the feedback to review the course methodologies and made appropriate adjustments. 2. Elected to the National Council for higher Education (NCHE) Executive Board for a 2- year term (9/2016 – 8/2018). 2. In PES 564: Sport Governance, used real life examples of operational strategic planning and the impact to class discussions. 3. CMU Graduate Coordinators 	<p>Undergraduate: 2- Meets expectations</p> <p>Graduate: 2- Meets expectations</p> <p>Consider receiving feedback from other faculty next year to determine breadth of professional development in teaching development.</p>
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		<p>breakfast and training (9/21/2016). As the Grad Coordinator for the MA in Sport Admin, training related to the new system for processing incoming grad students. Learned about processes and procedures across campus. Developed a new welcome letter, better lines of communication, and support links for the incoming grad students.</p> <p>4. CMU Assessment Retreat – (1/4/2017). Co-presented a paper on the Sport Management Program assessment process. Information gathered from attending other sessions was used to develop the graduate student questionnaire (see below Measure #3, Measure #8).</p> <p>5. Attended the following conferences and used ideas and/or specific content in graduate courses, PES 602SL and PES 640:</p> <ul style="list-style-type: none"> a. Michigan Education Association (MEA) 12-F Coordinating Council Higher Education Workshop (10/1/2016). Safety. b. Michigan Association of Higher Education (MAHE) conference (10/21/2016). Attended a variety of sessions related to higher education c. CMU Assessment Writing Workshop (10/27/2016). d. MEA Bargaining & Public Affairs Conference (2/2-4/2017) teaching and professional development track e. Education Association (NEA) Leadership Summit (2/24-26/2017). f. NCHE Conference (3/16-19/2017) focused on teaching in the higher education environment. g. Great Lakes Conference on Teaching and Learning (5/9-10/2017). h. MEA Summer Leadership Conference (7/31 – 8/3/2017) 	
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OEG 2 - B. Program Quality: The CMU Sport Management Program will help students meet broad-based learning goals to be successful in the sport industry upon graduation. Students will improve with respect to their learning course content. University resources will be identified and used to the extent they improve student's overall learning.			
Measure 3. Student Learning Outcomes Assessment.	<p>Varied by learning outcome (see SLOs);</p> <p>A graduate survey is conducted each year and distributed to 25</p>	<p>See report on SLOs.</p> <p><u>Graduate survey:</u> Key findings (other than noted below in Measure #8 Diversity and Measure #9</p>	<p>2 - Meets expectation. See report on SLOs.</p> <p>Graduate survey revealed trends discussed at assessment retreat: 1. Students believe they are</p>

	<p>second-year graduate students, with information relating to this metric.</p>	<p>Placement) are below:</p> <ol style="list-style-type: none"> 1. 18% of students “spending time on their course outside of class” 2. 82% average/above average “keeping pace with trends in field” 3. 82% average/above average “overall quality of degree” 4. 67% disagree/neutral “program supports professional goals” 5. 85% program structure provides collaboration/teamwork 6. 86% disagree/neutral “amount of coursework too demanding” 7. 83% “good rapport w/ faculty/student” 8. 54% noted two courses require scholarly research 9. 41% agree “well prepared in specialization” 10. 50% agree “confident use technology in work” 11. 77% agree “understand ethical/legal issues in decision-making” 12. 90% agree/strongly agree in “critical thinking & reasoning skills to decide.” 	<p>receiving a quality education, have good rapport with faculty, and are exposed to collaboration, diversity, current trends, and ethical decision-making.</p> <ol style="list-style-type: none"> 2. Faculty can offer more scholarly work and otherwise challenge students outside of class. 3. Many of the students aspire to be coaches; thus, they are seeking graduate degrees to advance their professional interests, although the content is more generalized to the administration of sport instead of being specialized to their intended occupation.
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<p>Measure 4. Use of university resources.</p>	<p>Comparison to previous year; consult with Sport Mgt. faculty, Department chair, and Dean.</p>	<p>Sport Management has received significant assistance with assessment from VP/Academic Affairs office.</p> <p><u>Undergrad:</u> Faculty have extensive consultation and assistance with CMU athletic department for class content, as well as engagement with students.</p> <p><u>Grad:</u> Registrar assist with recruiting undergraduate students for graduate program Graduate Program created a pair of flyers using resources from</p>	<p>2 - Meets expectation. The Sport Management program continues to use many resources across campus to benefit student learning and strengthen its presence on campus.</p>
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		Graduate School. Athletic Training program assisted with training for HR competency (PES 675).	
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Measure 5. Quality of student.	<p><u>Undergrad</u>: Annual admitted GPA minimum of 2.25; minimum annual GPA of 3.0 in core courses.</p> <p><u>Grad (new, Fall 2017)</u>: The university sets an overall and program GPA for graduation of 3.0.</p>	<p><u>Undergrad Fall 2016</u>: This past year, admitted GPA was a 3.19 for 216 declared Sport Management majors from high school and 2.98 for 65 Sport Management majors who transferred. There was a cumulative GPA of 2.91 for all Sport Management majors enrolled in courses.</p> <p>This past year, admitted GPA was a 3.20 for 24 Sport Management minors from high school and 3.17 for 11 Sport Management minors who transferred. There was a cumulative GPA of 3.04 for all Sport Management minors enrolled in courses.</p> <p><u>Grad Fall 2016</u>: Our admitted annual GPA was 3.16. There was a cumulative GPA of 3.54 for all students enrolled in graduate courses.</p>	2 - Meets expectation (both UG and Grad).
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OEG 3 - C. Enrollment Management: To ensure the highest quality student body in the CMU Sport Management Program, a process of enrollment management will be used to keep class sizes reasonable and consistent, to keep students on track to graduation, and to provide a diverse student body.

Measure 6. Student enrollment.	Class size will remain equitable (25 max) to enhance student learning experience.	Except for PES 318, enrollment size hovered around 25 for each class. Although there was a change in curriculum, class size has remained within the 25 maximum.	2 - Meets expectation (Both UG and Grad).
Measure 7. Student retention	<p><u>Undergrad</u>: 70% of intended SM majors persist to graduation over four years. CMU strategic plan targets first-to-second year retention at 80%.</p> <p><u>Grad (new, Fall 2017)</u>: 80% to</p>	<p><u>Undergrad Fall 2016</u>: There is a problem reading the retention data, as the change in name from Sports Studies to Sport Management four years ago makes the data incomplete to graduation. However, second-year cohort persistence was 87.3% for the 2014-15</p>	<p><u>Undergrad</u>: 3 - Exceeds expectations. Exceeds CMU strategic plan target.</p> <p><u>Grad</u>: 1 - Does not meet expectation.</p> <p>The graduate cohort has consistently run lower than a 70% graduation rate. This was identified by the faculty as an</p>

	graduate in two-years; 85% to graduate in three-years.	cohort; and, third-year cohort persistence was 85.6% for the 2013-14 cohort. <u>Grad Fall 2016:</u> 26.6% of the graduates in the 2014-15 cohort graduated in two years; 50% of the 2013-14 cohort graduated in three years. 60.4% of the 2012-13 cohort graduated in four years. 60.7% of the 2011-12 cohort graduated in five years. 63.4% of the 2010-11 cohort graduated in six years. 64.2% of the 2009-10 cohort graduate in seven years. 61.1% of the 2008-09 cohort graduated in eight years.	issue to rectify. Faculty identified many former students who did not complete the Master's Research Project (PES 691) on a timely basis. As a result, faculty believe the graduation rate will increase in the future as a result of the change in the curriculum to incorporate a new capstone course (PES 685) that replaces the Master's research project (PES 691). Thus, we now have a new benchmark for the graduate program.
Measure 8. Student diversity.	(New, Fall 2017): Enhance diversity of SM majors to be: minority aligned with same as university levels; 20% female in 5 years. Enhance diversity of SM majors to include 30% minority and 30% female in 5 years. A graduate survey is conducted annually and distributed to 25 second-year graduate students, with information about this metric.	<u>Undergrad Fall 2016:</u> There is an increase in Sport Management majors from 11.5% (n=26) minority in 2012-13 (known as Sport Studies) to 18.2% (n=47) in 2016-17. There is also an increase in females from 15.9% (n=36) to 17.1% (n=44) over the same period. The program has grown since 2012-13 with total majors up from 226 to 258. <u>Grad Fall 2016:</u> Demographics show current student body is 32% female, and 25% minority out of 44 students. In addition, the graduate survey indicated 64% of students agreed the "program and experience at CMU served to foster respect for diversity."	Significant discussion at assessment retreat that benchmarks were unrealistic. Reviewed the data, and acknowledged improvement. Moved the benchmarks as noted. <u>Undergrad:</u> 1 - Does not meet expectation. There has been an overall increase in the number of minority and female undergraduate student majors over five years; as well as an increase in the percentage of these students. As the program grows, so does interest from females and minorities. While the program is making progress, there is still time necessary to meet these benchmarks. A change in the curriculum and marketing strategies may hope to assist in reaching these benchmarks. <u>Grad:</u> 2 - Meets expectation Since 2012-13, the number of female graduate students has improved, while the number of minorities has relatively remained static. There currently is more direct involvement by

			<p>our new Graduate Coordinator, as well as increased name-recognition based on COSMA accreditation status.</p> <p>In addition, the graduate survey demonstrates most students agree that fostering diversity is a strong component of their experience.</p>
<p>OEG 4 - D. Brand Enhancement: An identification of the CMU Sport Management "brand" is a priority - specifically, the ability for the program to espouse its successes among faculty and students in providing the best education and experiences among sport management programs.</p>			
<p>Measure 9. External promotion & publicity.</p>	<p>Social media presence with 25% growth in engagement; Website growth of 25% annually in unique visitors.</p>	<p>For Sport Management: * Total: Page Views - 23,656; Unique Page Views - 16,059 * Grad: Page Views - 8,975; Unique Page Views - 5,325 * Undergrad: Page Views - 6,781; Unique Page Views - 4,852 * Faculty: Page Views - 6,536; Unique Page Views - 4,784 * Other: Page Views - 1,364; Unique Page Views 1,098.</p>	<p>Website report shows very different numbers than previously reported; this likely is due to use of Google Analytics, so comparison to previous years should not be made.</p> <p>CHP has prioritized an overhaul of the website - it is in process. It will launch in the Fall. CMU Sport Management agreed to fund an effort for an alumni database (see Measure 12 below), to assist in promoting the program by highlighting (and connecting to) CMU alumni in the sport industry.</p> <p>As for social media: because of university restriction and lack of CHP resources, it may be necessary for Sport Management to go external from CHP and create its own.</p>
<p>Measure 10. Internal promotion & publicity.</p>	<p>50% of each survey respondents believe in strong brand presence in both traditional and technological materials</p> <p>New metric (Fall 2017): Identify promotion and publicity efforts to current students and across campus. Discuss effectiveness at annual retreat.</p>	<p>The Sport Management Program is active in promoting the program on and off campus. Faculty include the COSMA seal on each syllabus, talk about it in class, at MAJOR night (a promotional event to non-declared undergraduate students), SMAC (an undergraduate led conference each February with guest speakers from around the country), and intern supervisors are aware of the program and accreditation status. Graduate programs are promoted across the</p>	<p>3 - Exceeds expectations.</p> <p>It was agreed the old metric was not useful in gauging internal promotion & publicity at CMU. Instead, a new metric was discussed and considered. Sport Management is well documented as a strong and upcoming program across campus. In addition, work with the Graduate School and the VP for Assessment has demonstrated the strength of Sport Management and the COSMA brand across the CMU campus.</p>

		campus each year at the SMAC, an on-campus graduate fair, and a statewide Sport Management conference. Vice President Academic Affairs/Assessment has shared Sport Management assessment as a model across campus.	
OEG 5 - E. Program Value: There will be recognition of the excellence of the CMU Sport Management Program by former students as well as those in the sport industry			
Measure 11. Student placement.	<p>50% of undergraduate students placed within 1 year of graduation. 80% of graduate students placed within 1 year of graduation.</p> <p>A graduate survey is conducted each year and distributed to 25 second-year graduate students, with information relating to this metric.</p>	<p>No data collected during this period for undergraduate students.</p> <p>The graduate survey indicated a post-grad desired primary job responsibility as: 23% AD; 23% coach; 14% event/facility management; 9% marketing; 9% academics; 5% management, and 5% game operations.</p>	<p>4 - Insufficient data.</p> <p>There was no data for undergraduate students, and the graduate survey indicated desired job placement, not actual placement.</p> <p>It was agreed at assessment retreat to implement a survey for recent graduates (undergraduate and graduate) in the coming year - it was three years since the last survey, leaving ample time since the last survey for new graduates to populate the sport industry.</p>
Measure 12. Alumni advisory group.	Based on qualitative feedback, enhancing engagement with alumni. Feedback to provide actionable items on SM program.	No data collected during this period.	<p>4 - Insufficient data.</p> <p>Sport Management faculty engaged with alumni through the annual Sport Management Association Conference - particularly communicating with them about assistance in reaching out to speakers for the conference.</p> <p>As noted in Measure #9 (above), an effort will be initiated to include CMU alumni in an online version to assist with promotion/marketing purposes, as well as providing a potential job bank for upperclassmen and alumni in the sport industry.</p> <p>CMU Sport Management proposed a formal "Alumni Coordinator" to facilitate and enhance connection with alumni; this position was denied by the Department and the College.</p>

****Explanation of course action for intended outcomes not realized:** Explanation for each outcome not realized is provided above within the results section for each area not realized. Sport Management faculty are dedicated to a "culture of assessment" and continue to have retreats each semester, collecting and using data to identify our strengths and weaknesses.

Notes: 1) Provide all explanations of this table that follows. 2) If you are using different operational outcomes measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.

PROGRAM INFORMATION PROFILE

This profile offers information about the performance of a program in the context of its basic purpose and key features.

Name of Institution

Institution: Central Michigan University

Program Accreditor: Commission on Sport Management Accreditation (COSMA)

Institutional Accreditor: Higher Learning Commission

Date of Next Comprehensive Program Accreditation Review: February 2022

Date of Next Comprehensive Institutional Accreditation Review: 2025-2026

To learn more about the accredited status of the program, click here:

http://www.cosmaweb.org/uploads/2/4/9/4/24949946/cmu_public_disclosure.docx

Program Context and Mission

Program Mission: The CMU Sport Management Program's mission is to provide a comprehensive, practice-based education through immersion of theory and experiences to develop exceptional graduates as future leaders in the sport industry.

Program Goals: CMU Sport Management Program Broad-Based Learning Goals are:

1. Enhancing oral, written, and interpersonal communication skills
2. Appreciating diversity and the need for an inclusive society
3. Acquiring leadership skills and organizational competencies
4. Developing self-identity with respect to identities in organizations, cultures, and society
5. Successfully applying concepts from the classroom to practice in industry

Brief Description of Student Population: At the undergraduate level, the CMU Sport Management Program has grown to 258 students in Fall 2016. Of those, 79% were white; 21% were either minority or international students; 83% were male, 17% female; and, 94% were in-state, with 6% out-state or international. At the graduate level, in Fall 2016, 44 graduate students were enrolled on campus, with 32 (73%) in-state, 10 (23%) out-state, and 2 international (5%). Graduate students were 75% white/25% minority, and 69% male, 31% female.

Admissions Requirements: Undergraduate: based on university admissions requirements; Graduate: complete CCMU application and statement of interest; submit three letters of recommendation; undergraduate minimum 3.0 GPA on 4.0 scale.

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation*

Year: August 2014

of Graduates: 50

Graduation Rate: 73.5%

*A change in name of major in 2013 from Sport Studies to Sport Management significantly impacted how data were reported. As such, what is provided is the most recent numbers until Institutional Research (IR) changes its reporting system to include the change in major name.

2. Average Time to Certificate or Degree*

1-Year Certificate: _____

2-Year Degree: _____

4-Year Degree: 55.7%*

* The 4-year degree graduation rate is the CMU rate. A change in name of major in 2013 from Sport Studies to Sport Management significantly impacted how data were reported through to graduation. However, what can be reported best is the most recently available data as Sport Management students: Of the 2013-14 students, 85.6% persisted to their third year.

3. Annual Transfer Activity

Year: Fall 2016 # of Transfers: 83 Transfer Rate: 32.2%

4. Graduates Jobs Attained by CMU Sport Management students in the sport industry include opportunities within the following sport organizations:

NBA

Detroit Pistons, Oklahoma City Thunder, Cleveland Cavaliers , Philadelphia 76'ers , Charlotte Hornets, Washington Wizards, Milwaukee Bucks, San Antonio Spurs (AT&T Center)

NFL

Detroit Lions, San Francisco 49'ers, Jacksonville Jaguars, Chicago Bears, Cincinnati Bengals, Tampa Bay Buccaneers, Miami Dolphins

MLB

Detroit Tigers, Cleveland Indians, Atlanta Braves, San Francisco Giants, Washington Nationals

NHL

Detroit Red Wings, St. Louis Blues, Nashville Predators, Arizona Coyotes

NCAA

Central Michigan, Michigan State, Michigan, Detroit Mercy, Ferris State, Eastern Michigan, Northwood, Ohio State, Louisville, Oregon, Loyola (Chicago), UNLV, Auburn, Louisiana State, California, Wisconsin, Pittsburgh, Tennessee, Virginia Commonwealth, Montana St, South Florida, Minnesota, Florida, Duke, Purdue, Illinois St, Toledo, Akron, South Carolina, Texas A&M, Texas Christian, Central Florida, Bradley, Ole Miss, Southern Miss, E. Illinois, Ohio U., South Dakota State, Bowling Green State, Indiana University – Purdue University (IUPUI), Colorado State, Newman U., Yeshiva U.

Other

United States Olympic Committee, USA Track & Field, USA Hockey, USA Triathlon, Fathead, PGA Tour, Charlotte Knights, Octagon, ESPN Wide World of Sports, Fiesta Bowl, STATS LLC, Paciolan, Vanguard Sports Group, SAFE Management, Learfield Licensing Partners, JHE Productions