

## Undergraduate Student Learning Outcomes Matrix - AY 2022 – 2023

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b>SLO3: Mastering effective communication skills: oral, interpersonal, written.</b>					
<b>PES 293</b> – Field Study - Agency Supervisor Evaluation: Written Communication, Oral Communication, Interpersonal Communication	80% of students will receive a 9 out of 10 or higher on each section.	N=29	Written: N= 24 Oral: N=24 Interpersonal: N=29	Written = 83% Oral = 83% Interpersonal=100%	3. Exceeds Expectation
<b>PES 380</b> - Assessment tool: Course Assignment "In the Field Interview" (Direct Measure)	80% of students will achieve a grade of B- (80%) or above.	N=59	N=53.	90%	3 – exceeds expectations.
<b>PES 499</b> – Internship - Agency Supervisor Evaluation: Written Communication, Oral Communication, Interpersonal Communication	80% of students will receive a 9 out of 10 or higher on each section.	N=20	Written: N=18  Oral: N=20  Interpersonal: N=20	Written = 90%  Oral = 100%  Interpersonal=100%	3 – Exceeds expectations.
<b>PES 564</b> – Sport Governance Tool #1 – in-class activities (oral and interpersonal skills)  Tool #2: essay within exam and research project (written communication skills)	90% of students will score a B or higher for in-class activities.  80% of students will score a B- or higher on the essay portion of the exams and for the	N=83  N=83	N=80  N=72	96.38% achieved a grade of B or higher  86.74% achieved a grade of B- or higher	3. Exceeds Expectations  3. Exceeds Expectations

	research project				
<b>SLO6: 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.</b>					
<b>PES 480</b> – Group fundraising project	80% of students will receive a B or above	N=74	N=70	95%	3.Exceeds expectations
<b>PES 499</b> – Internship agency supervisor evaluation of quality of assigned work.	80% of students will receive a 9 out of 10 or higher on each section.	N=20	N=19	N=95%	3. Exceeds Expectation

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

### **Student Learning Outcomes Matrix Narrative:**

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

### **Response for SLO3: Mastering effective communication skills: oral, interpersonal, written.**

PES 293: Field Study – The measurement tool for this course is the Agency Supervisor final evaluation scores. Each item is scored from 1 to 10 with 10 being the highest scores. Written Communication, Oral Communication, and Interpersonal Communication each have a separate score from the Supervisor. The benchmark was 80% of students should receive a score of 9 or higher for each item. A total of 83% of students reached that criterion for Written Communication, 83% of students reached that criterion for Oral Communications, and 100% of students reached that criterion for Interpersonal Communications. Therefore, students exceeded expectations in all three areas. These scores are very similar to those from previous years. The outcomes assessment data drives how our professors structure their courses. Communication, in all these forms, are stressed in everyday discussions, individual projects, and group projects. Students hone these skills in the classroom and then those skills are displayed when working on their Field Studies for an outside organization. Because our students have exceeded these scores in previous years, it confirmed to the faculty their focus on classroom communication has been sufficient and no major alterations were needed.

PES 380 - This assignment requires students to create interview questions to ask industry professionals. Students have the opportunity to work on their communication skills while expanding their network by reaching out and interviewing professionals working in the field. Students have said they find the assignment valuable and there have been instances of students gaining internship positions through the connections they create with professionals.

PES 499: Internship – The measurement tool for this course is the Agency Supervisor final evaluation scores. Each item is scored from 1 to 10 with 10 being the highest scores. Written Communication, Oral Communication, and Interpersonal Communication each have a separate score from the Supervisor. The benchmark was 80% of students should receive a score of 9 or higher for each item. A total of 90% of students reached that criterion for Written Communication, 100% of students reached that criterion for Oral Communications, and 100% of students reached that criterion for Interpersonal Communications. Therefore, students exceeded expectations in all three areas. These scores are very similar to those from previous years. The outcomes assessment data drives how our professors structure their courses. Communication, in all these forms, are stressed in everyday discussions, individual projects, and

group projects. Students hone these skills in the classroom and then those skills are displayed when working on their internships for an outside organization. Because our students have exceeded these scores in previous years, it confirmed to the faculty their focus on classroom communication has been sufficient and no major alterations were needed.

PES 564WI: Sport Governance – Ethics, Morals, and Values is a writing intensive course with numerous prerequisite requirements; therefore, students enter the course knowing the expectations and prepared to meet the criteria established within the course objectives. The measurements for SLO #3: communication skills, included in-class activities, a group research project, and an essay component for the exams. The in-class activities required use of oral and interpersonal communication skills in order to complete the various assignments. The expectation was for 90% of the students to earn a grade of B or higher on the in-class activities. The review of this assessment indicates students exceeded the expectations with a 96.38% success rate. By the time students are enrolled in PES 564WI, they are committed to the career path and engaged in the degree. This leads to a higher level of student engagement during the class and improved performance on the in-class activities.

Students further developed their oral, interpersonal, and written communication skills through the process of designing a research question, developing the research, and writing the final report. The project incorporated a number of evaluation tools throughout the process, including measurements of communication skills. In addition, the essay portion of the written exams provided individual assessment of each student's written communication skills. The course has the CMU WI designator; therefore, the students expect a high level of writing and come prepared to demonstrate their written communication skills. A success rate of 86.74% achieving a B- or higher is an improvement over the previous assessments. This may be in part to improvements in the establishment of course expectations, as well as the increase in the review process throughout the project development.

**Response for SLO6: 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.**

PES 480 – This is the capstone course of the program. It is experiential by design. The goal is to have students utilize theories and apply concepts learned throughout the sport management program's curriculum. Students are expected to integrate learning achieved in previous sport management classes and to apply said learned theories in a culminating service-learning project. Because of the design of this course, students get to plan, organize, lead, and evaluate a live sport event that will take place during the semester. This is done in partnership with a local sport organization or nonprofit.

As a result of assessment, the initial metric has been changed to reflect student performance more adequately. The initial metric was deemed to be an unrealistic measure, as nearly half of the students were not meeting the benchmark. The original benchmark was changed because it did not represent a normal distribution curve. Most students were having success, but it was not reflected in the metric originally being used.

PES 499: Internship – The measurement tool for this course is the Agency Supervisor final evaluation scores. Each item is scored from 1 to 10 with 10 being the highest scores. The scoring item we chose for SLO6 is Quality of Assigned Work. The benchmark was 80% of students should receive a score of 9 or higher. A total of 95% of students reached that criterion. Therefore, students exceeded expectations.

The outcomes assessment data drives how our professors structure their courses. We emphasize managerial skills to plan, organized, lead, and evaluate sport events. This is done by various classroom projects which move students out of their comfort zones and into challenging managerial situations. Because the vast majority of students have exceeded expectations while working for outside organizations, it confirmed to the faculty our emphasis on management skills has been successful.

## Graduate Student Learning Outcomes Matrix - AY 2020 – 2021

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b>SLO2: Students will understand philosophical and sociocultural issues in decision-making and policy determination.</b>					
PES 610 – Philosophical and Ethical Issues in Sport					No information provided
<b>SLO5: Students will use reflection and team feedback to evaluate their professional areas of strength and areas they need improvement.</b>					
PES 602SL - 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	13 students observed.	10 of 13 students scored a B or higher.	76.9% of the students met the benchmark.	1.Does not meet expectations
	2. 80% of students will earn a B or higher on the group project.	4 groups observed.	3 out of 4 groups scored a B or higher.	75% of the groups met the benchmark.	1.Does not meet expectations..
<b>SLO8: Students will effectively apply sport management theories, human resource management, and leadership practices with a sport organization.</b>					
PES 675 - Assessment tool: Course Assignment "Training and Development Project" (Direct Measure)	85% of students will achieve a grade of B (84%) or above.	N=16	N=15	94%	3. Exceeds expectations
PES 699 – Internship agency supervisor evaluation of quality of assigned work.	80% of students will receive a 9 out of 10 or higher on each section.	N=6	N=5	83%	Exceeds Expectation

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

**Student Learning Outcomes Matrix Narrative:**

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

**Response for SLO2: Students will understand philosophical and sociocultural issues in decision-making and policy determination.**

No information provided.

**Response for SLO5: Students will use reflection and team feedback to evaluate their professional areas of strength and areas they need improvement.**

PES 602SL: Sport Event Management is a service-learning course which graduate students complete in the first semester of their graduate studies. Student use reflection and team feedback to evaluate their professional areas of strength and to identify areas where they need to further develop their skills. The Fall 2022 incoming cohort did not perform to the established level of expectations. The total number of incoming students (13) was much lower than the typical group of 20-24 students. Furthermore, 2 of the 13 students did not successfully complete this course and dropped out of the program. The third student that did not perform to the standard is set to repeat the course in the Fall 2023 semester. As a result, 10 students successfully met the expectations, were successful in the course, and have been successful in other courses within the program. While the assessment expectations for the course were not met, the benchmark should not be adjusted. This one year may reflect the first in-class experiences in the post-covid environment and it may not be representative of future cohorts.

**Response for SLO8: Students will effectively apply sport management theories, human resource management, and leadership practices with a sport organization.**

PES 675 - The Training and Development Project gives students the opportunity to apply human resource, leadership and management theories and practices they have learned about into a training presentation they create and facilitate for different audiences. Student feedback has been positive due to the value of being able to apply knowledge while improving organization, presentation, and facilitation skills in a real-world setting.

PES 699: Graduate Internship – The measurement tool for this course is the Agency Supervisor final evaluation scores. Each item is scored from 1 to 10 with 10 being the highest scores. The scoring item we chose for SLO8 is Quality of Assigned Work. The benchmark was 80% of students should receive a score of 9 or higher. A total of 83% of students reached that criterion. Therefore, students exceeded expectations.

The outcomes assessment data drives how our professors structure their courses. When our students work for an outside organization, they are taking the sport management theories they have learned with them. Most graduate students take PES 699 as their final course. Therefore, they have the benefit of the accumulated knowledge from the entire program at their disposal. This applies to the various sport management theories and leadership practices. (Human resource management will not apply to each working situation as most students do not work in this area during internships.) Because our students have exceeded expectations while working for outside organizations, it confirmed to the faculty our emphasis on theory and leadership practices has been successful.



## Program-Level Operational Effectiveness Goals Matrix Academic Year 2022-23

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b>OEG 1 – Faculty Excellence:</b> 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	CMU changed the SOS format to a 5.0 scale and revised the questions; therefore, the current tool does not align with the previously established criteria.	Insufficient data
Measure 2. Faculty teaching development.	Information was requested concerning professional development.	<p>Steve Adler:</p> <p>Attended a sales training seminar with Detroit Pistons</p> <p>Vince Mumford:</p> <p>Attended the Higher Learning Commission (HLC) Annual Conference</p> <p>Marcia Mackey:</p> <p>Submitted all master course syllabi in the SM program for updates and revisions. Published three articles. Attended and presented at numerous national conferences, workshops and meetings representing the NEA and MEA. Elected as the President of the MAHE Board. Re-elected to the NEA Board of Directors and as the secretary for the</p>	<p>Meets expectations</p> <p>Will encourage faculty to continue to pursue professional development and teaching development.</p>

		<p>Executive Board of NCHE. NEA committee appointments: Human &amp; Civil Rights Awards, Higher Education Conference Planning, and the Gun Violence Prevention Task Force. MEA committees: Conference Planning, Governance Review, and Social Justice.</p> <p>Jennifer Sieszputowski:</p> <p>Served on the hiring committee for the UREC Esports director.</p> <p>Dan Ballou:</p> <p>Presented at the College Sport Research Institute, March 2023 at the University of South Carolina.</p>	
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Interpretation:

Measure 1 – The criteria to measure faculty-student engagement was previously based on the Student Opinion Survey (SOS) criteria for overall effectiveness, which was measured on a 4.0 scale. CMU recently designed a new SOS instrument that measures on a 5.0 scale, revised the questions, and changed from distribution and collection of the survey in class, to an online submission format. The change in the process from in-class completion to optional online has resulted in a drastic decrease in the total number of completed surveys submitted.

With the new SOS instrument, the faculty continue to maintain scores that are in align with or higher than the department and college, as well as above the campus averages. The recommendation is to keep the SOS as a tool for measuring faculty-student engagement but adjust the criteria to align with the newly created instrument.

Measure 2 – The criteria to measure faculty professional development remains appropriate and the faculty meet or exceed the expectations. As a collective group, the faculty meet the expectations for professional development and teaching development. Some faculty exceeded the expectations in terms of new course development, course redesign, and update the master course syllabi (MCS) for courses within the SM Program. All faculty expanded their professional development as it aligns to a specific area of study or specific courses. This measure should continue as designed.

**OEG 2 - 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.

<p>Measure 1. Student Learning Outcomes Assessment.</p> <p>A graduate survey will be conducted each year and distributed to 25 second-year graduate students, with information relating to this metric.</p>	<p>Varied by learning outcome (see SLOs).</p>	<p>See report on SLOs.</p>	<p>2 - Meets expectation. See report on SLOs.</p> <p>The graduate survey was not repeated as the results were insufficient. A new instrument has not been designed.</p>
<p>Measure 2. Use of university resources.</p>	<p>Comparison to previous year; consult with Sport Mgt. faculty, Department chair, and Dean</p>	<p>CMU provides good support for the Sport Management Program. Critical to both the undergraduate and graduate programs is the division's relationship with other campus units. Specifically, Athletics and University Recreation. Students gain tremendous experience with both divisions.</p> <p>Academically, CMU Health Professions Building and CMU Park Library provide superior resources for students and faculty.</p>	<p>Meets expectation.</p> <p>The Sport Management program continues to use many resources across campus to benefit student learning and strengthen its presence on campus.</p>
<p>Measure 3. Quality of student.</p>	<p>Undergrad: Annual admitted GPA minimum of 2.25; minimum annual GPA of 3.0 in core courses.</p> <p>Grad: The university set an overall and program GPA for graduation of 3.0.</p>	<p>Undergrad Fall 2022: This past year, admitted GPA was a 3.27 for 153 declared Sport Management majors from high school and 3.04 for 28 Sport Management majors who transferred. There was a cumulative GPA of 3.07 for all Sport Management majors enrolled in courses.</p> <p>This past year admitted GPA was a 3.34 for 23 Sport Management minors from high school and 3.03 for 5 Sport Management minors who transferred. There was</p>	<p>2 - Meets expectation (both UG and Grad).</p> <p>The academic profile of the incoming undergraduate student has remained constant from recent years.</p> <p>The academic profile of the incoming graduate student (2022-23) has increased slightly from the 2021-22 year (3.29 to a 3.37 GPA).</p>

		<p>a cumulative GPA of 3.16 for all Sport Management minors enrolled in courses.</p> <p>Grad Fall 2022: Our admitted annual GPA was 3.37. There was a cumulative GPA of 3.19 for all students enrolled in graduate courses.</p>	
<p><u>Interpretation:</u></p> <p>Measure 1 – The criteria to measure student learning outcomes is based on the SLO reports. CMU undergraduate and graduate students meet the expectations. In addition, a graduate student survey was distributed once, but the results were inconclusive. The recommendation is to revisit the possibility of re-creating a graduate student survey.</p> <p>Measure 2 – The use of university resources meets the expectations when compared to previous years. The SM Program has strong support by the Department and the College. There is a strong inter-relationship with athletics and campus recreation programs, as well as other academic units across the campus. Recommendation is to maintain this measure.</p> <p>Measure 3 – The quality of students has fluctuated in the last few years due to the impact of the pandemic and shifting from in-person, to remote, and back to in-person course delivery formats. While the number of undergraduate students has remained stable, there seems to be a decline in overall academic performance and individual expectations for their academic performance. The number of graduate students accepted into the program declined with the pandemic. The 2022-2023 graduate students met the standards to be admitted into the program but performed poorly in their first semester. The recommendation is to maintain the criteria and re-establish the collection of data.</p>			
<p><b>OEG 3 - Enrollment Management:</b> 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.</p>			
Measure 1. Student enrollment.	Class size will remain equitable (25 max) to enhance student learning experience.	Following the removal of distancing requirements during covid, class sizes have returned to normal, with a maximum of 25 students per course.	Meets expectation (Both UG and Grad).
Measure 2. Student retention.	<p>Undergrad: 70% of intended SM majors persist to graduation over four years. CMU strategic plan targets first-to-second year retention at 80%.</p> <p>Graduate: 80% to graduate in two-years; 85% to graduate in three-years.</p>	<p>Undergrad Fall 2021: cohort persistence was 86.3.4% for the 2020-21 cohort.</p> <p>Grad Fall 2020-21: 64.7% of cohort graduated in 2 years.</p>	<p>Undergrad: Exceeds expectations. Exceeds CMU strategic plan target.</p> <p>Grad: 3 – Does not meet expectation.</p> <p>Faculty must identify why graduation decreased dramatically in this cohort.</p>
Measure 3. Student diversity.	Enhance diversity of SM majors to be minority aligned with	<u>Undergrad Fall 2022:</u> The ratio of female students slightly	Significant discussion needs to continue concerning these

	<p>same as university levels; 20% female in 5 years.</p> <p>Enhance diversity of Graduate students to include 30% minority and 30% female in 5 years.</p> <p>A graduate survey will be conducted each year and distributed to 25 second-year graduate students, with information relating to this metric.</p>	<p>decreased from 22.7% in 2021-22 to 21.4% in 2022-23.</p> <p><u>Grad Fall 2022:</u> Demographics show current student body is 29.2% female. A significant decrease from 41.4% female in 2021-22. African American students have decreased but international students have increased.</p>	<p>benchmarks. Faculty will continue to review the data and looks for ways of improvement.</p> <p><u>Undergrad:</u> - Does not meet expectation.</p> <p>There has been an overall decrease in the number of minority and female undergraduate student majors over the last year; as well as a decrease in the percentage of these students. The Sport Management division has the highest level of minority students of any academic program in the college.</p> <p><u>Grad: 2</u> – Does not meet expectation</p> <p>Since last year, the percentage of female graduate students has decreased significantly does not meet the benchmark. The number of minorities has decreased as well and does not meet the benchmark.</p>
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Interpretation:  
Measure 1 – student enrollment in the undergraduate and graduate program adheres to the class size limitation of 25 students per course section. The limitation is to enhance the student learning experience. The expectation is meet and the recommendation is to maintain this expectation for the undergraduate students. There has been some discussion to reduce the maximum class size for graduate students to 20 students per course, but no definitive decision has developed.

Measure 2 – student retention and graduation rates exceed the expectations for the undergraduate program and for the CMU strategic plan target. The graduation rate for graduate students has decreased in the past year after improving drastically in previous years with the redesign of the graduate program. The shift to the capstone project meets the students’ needs, aligns with industry expectations, and significantly impacted the graduation rates. The benchmark should remain as established for the next review cycle.

Measure 3 – student diversity does not meet program expectations. The program has lost resources (GA positions, TA positions) as the university and college have endured significant budget cuts due to enrollment decline. Additionally, given the current political climate, there is less of a focus on diversity. As a program, we must become more intentional about recruiting diverse students and identifying resources to support diverse students.

<p><b>OEG 4 - Brand Enhancement:</b> 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 1. External promotion &amp; publicity.</p>	<p>Social media presence with 25% growth in engagement; Website growth of 25% annually in unique visitors.</p>	<p>No data collected during this period. *</p>	<p>Does Not Meet Expectation</p> <p>*Due to budget cuts, the person responsible for marketing for the college was eliminated. The SM program is piloting a social media presence and will collect data for this metric in the future.</p>
<p>Measure 2. Internal promotion &amp; publicity.</p>	<p>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 held multiple open house information sessions and discussed COSMA accreditation. Faculty promote the program in class and at the annual sport management conference. Intern supervisors and other program directors are aware of the program and accreditation status.</p> <p>The graduate program has a new 4+1 accelerated program that is promoted to the current undergraduate sport management students. Announcements are made in classes and faculty hold evening information sessions for interested students. Fall 2023 will be the first semester for the implementation of the new program.</p>	<p>Meets expectations.</p>
<p><u>Interpretation:</u></p>			

<p>Measure 1 – external promotion and publicity does not meet the expectations, as there is a lack of support for the web site and social media presence. Support at the college level is needed to enhance the website and gain approval for further social media engagement.</p> <p>Measure 2 – internal promotion and publicity meets the expectations for established for the undergraduate and graduate sport management programs. The graduate program received special emphasis in the 2022-2023 academic year, as the new 4+1 accelerated graduate program was introduced to the current undergraduate students. The plan is to continue the extensive promotion of this option to the incoming and current undergraduate students.</p>			
<p><b>OEG 5 - Program Value:</b> There will be recognition of the excellence of the CMU Sport Management Program by former students as well as those in the sport industry</p>			
<p>Measure 1. Student placement.</p>	<p>50% of undergraduate students placed within 1 year of graduation. 80% of graduate students placed within 1 year of graduation.</p>	<p>No data collected during this period.</p>	<p>Insufficient data.</p>
<p>Measure 2. Alumni advisory group.</p>	<p>The sport management student association (SMA) has been enhancing engagement with alumni.</p>	<p>No data collected during this period.</p>	<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>Alumni contact has increased significantly; however, it must occur in a much more intentional manner.</p>
<p><u>Interpretation:</u> Measure 1 – The division will reach out to Alumni Relations and other campus units which collect such data to determine placement rates.</p> <p>Measure 2 – An alumni advisory group will be formed in 2023-24 as part of the sport management program’s strategic planning process.</p>			

## PROGRAM INFORMATION PROFILE

*This profile offers information about the program in the context of its mission, basic purpose and key features.*

**Name of Institution:** Central Michigan University

Program/Specialized Accreditor(s): Commission on Sport Management Accreditation (COSMA)

Institutional Accreditor: Higher Learning Commission

Date of Next Comprehensive Program Accreditation Review: September 2023

Date of Next Comprehensive Institutional Accreditation Review: 2025-2026

URL where accreditation status is stated:

[http://www.cosmaweb.org/uploads/2/4/9/4/24949946/cmu\\_public\\_disclosure.docx](http://www.cosmaweb.org/uploads/2/4/9/4/24949946/cmu_public_disclosure.docx)

### Indicators of Effectiveness with Undergraduates [As Determined by the Program]

1. Graduation Year: 2022-23 # of Graduates: 73 Graduation Rate: 64.4
2. Average Time to Degree: 4-Year Degree: 4.6 5-year Degree: \_\_\_\_\_
3. Annual Transfer Activity (into Program): Year: 2022-23  
# of Transfers: 47 Transfer Rate: 24.6
4. Graduates Entering Graduate School: Year: 2021-22  
# of Graduates: 22 # Entering Graduate School: 2
5. Job Placement (if appropriate): Year: 2021-22  
# of Graduates: 22 # Employed: 11

#s 4-5 are based on student responses to surveys

**There were 22 respondents to the First Destination Survey, out of 57 graduates (38.6% response rate). Of those respondents, 2 were enrolled in a program of continuing education, 11 were employed, 2 were planning to continue their education but not yet enrolled and 7 were not employed but seeking employment.**

*Form developed by the Council for Higher Education Accreditation. © updated 2020*