

Program Review

**Master of Science in Sport Administration**

**College of Health Professions**

**November 2011**



**MARSHALL UNIVERSITY**

# Program Review

## Marshall University

Date: **November 1, 2011**

Program: **Master of Science in Sport Administration**

Degree and Title

Date of Last Review: N/A

### Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Continuation of the program with identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1 Jennifer Mak October 31, 2011  
Recommendation: Signature of person preparing the report: Date:

1 Gary McIlvain October 31, 2011  
Recommendation: Signature of Program Chair: Date:

1 Michael Prewitt November 2, 1011  
Recommendation: Signature of Academic Dean: Date:

\_\_\_\_\_  
Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

1 Tracy Christofero January 27, 2012  
Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council: Date:

\_\_\_\_\_  
Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: Date:

\_\_\_\_\_  
Recommendation: Signature of the President: Date:

\_\_\_\_\_  
Recommendation: Signature of Chair, Board of Governors: Date:

# Program Review

## Master of Science in Sport Administration

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# College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Continuation of the program at the current level of activity (Recommendation Code #1).

**Rationale:** The Master of Science in Sport Management is one of four academic units within the School of Kinesiology (SOK). In July 2010, the SOK was transferred from the College of Education to the College of Health Professions. The overall goal of the program is to prepare students for employment in the competitive sport and recreation related industry. The program faculty has been very successful in achieving this outcome and continues to provide an excellent foundation for graduate students to become successful professionals within their chosen fields. Graduates indicate they are satisfied with their program and rank the quality of the faculty very high, and expressed they provided excellent preparation and the curriculum is applicable to real life experiences.

The faculty are productive outside the classroom as evidenced by their scholarly productivity, all have the terminal degree, and two of the four faculty are past recipients of the Marshall University Distinguished Artists and Scholars Award. During the past 5 years the Sport Management faculty has published 25 referred articles, three book chapters, and eight proceedings. In addition, they have 65 conference presentations at state and national conferences and also serve as reviewers on several journals.

The enrollment has remained steady over the period and is appropriate given the number of faculty. Enrollment projections over the next 10 years remain strong, as reported in several publications (Bureau of Labor Statistics indicates a 23 percent increase in need for graduates). Retention and graduation rates for the program are very positive and reflect the commitment and dedication of the faculty.

A couple of weaknesses which were identified in the report have to do with administrative coding (alpha designators to improve student tracking and advisement) of the respective programs within the SOK, and providing added budget detail for each of the programs. Historically, there has been one main budget for SOK (during the time they were in the College of Education), and the chair would distribute these funds internally. Work is progressing with the COHP Dean and the current chair of SOK to provide more budget detail and autonomy in future years, and will be based on projected program needs. Technology and the availability of teci rooms has been an ongoing issue within the School of Kinesiology. New classrooms will be identified and with the assistance from the Provost's Office, hopefully, will be upgraded with technology appropriate for instruction for these programs.

In summary, this is clearly a department that is performing very well, and is related to a very experienced and dedicated faculty who clearly provide a curriculum that is relevant and responsive to their discipline. Their involvement in research and scholarship is

excellent, which serves the missions of the college and the university extremely well. There are a few areas that need attention and will require involvement of the Dean's office to address, namely obtaining alpha designators, developing a more detailed budgeting process, and identifying and developing more technology equipped classrooms.

*Michael Prewitt*

Signature of the Dean

November 1, 2011

Date

## Marshall University Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

**Program: Master of Science in Sport Administration**

**College: College of Health Professions**

**Date of Last Review: N/A**

### **I CONSISTENCY WITH UNIVERSITY MISSION**

The mission of the Master of Science in Sport Administration program is to educate students to become reflective, principled, knowledgeable, and creative learners who will succeed in the global sport management community in the 21st century. The mission of the Sport Administration program at Marshall University is in harmony with, and contributes to, the mission of Marshall University. In particular, the program contributes to the enhancement of graduate education, expansion of the body of knowledge, commitment to society through public service, economic development, diversity in student body, faculty, staff and education programs, maintenance of rigorous standards and high expectations for student learning and performance, and interaction with individual students.

The Marshall Mission statement contains several objectives. Several of these objectives are particularly pertinent to the M.S. in Sport Administration degree program. Marshall University will

- provide affordable, high quality undergraduate and graduate education appropriate for the state and the region;
- provide services and resources to promote student learning, retention, and academic success;
- foster faculty, staff, and student outreach through service activities;
- make instruction available throughout Marshall's service area using all appropriate modes of delivery;
- educate a citizenry capable of living and working effectively in a global environment; and
- further the intellectual, artistic, and cultural life of the community and region.

## **II ACCREDITATION INFORMATION**

Currently, the M.S. in Sport Administration program is not accredited. The sport management faculty members are working toward the accreditation and plan to seek for accreditation with the undergraduate program concurrently.

## **III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission**

**A. ADEQUACY** Provide a narrative summary for each of the following in addition to the requested appendices.

### **1. Curriculum:**

To obtain a M.S. in Sport Administration degree, students must successfully complete a minimum of 36 graduate hours for the non-thesis option in one of two areas of emphasis: Sport Management or Recreation and Physical Activity. The areas of emphasis were designed to assist students in furthering their formal education in areas that parallel personal and professional interests. Students in the program have the ability to choose between a thesis and non-thesis option. Those electing the thesis option must complete 32 hours, of which six hours are for the thesis. In addition, both options require the successful passing of an oral comprehensive examination or a thesis defense. A detailed list of required and approved electives course work is available as **Appendix I**.

### **2. Faculty:**

Currently, all four full-time faculty members hold terminal degrees from the following different universities: Indiana University – Bloomington, Penn State University, and University of Texas – Austin. One of the faculty members holds the rank of Full Professor with tenure. The remaining three are Assistant Professors on the tenure-track appointment. All are competent in their areas of expertise and respected as educators and leaders throughout the nation.

During 2006-2011, all current four full-time faculty members have published twenty referred articles, three book chapters, and eight proceedings. In addition, they have sixty-five presentations in national and international conferences, ten presentations in state and regional conferences, and served as keynote or invited speakers for sixteen conferences. They also served as reviewers for over fifteen journals or national and international conferences as

well as editorial board members for three journals. Two faculty members are the past recipients of the Marshall University Distinguished Artists and Scholars Award. Please see table 1 for the summary activities for Sport Management faculty between 2006 and 2011.

**Table 1**  
**Summary Activities for Sport Management Faculty 2006-2011**

<b>Categories</b>	<b>Number</b>
<b>Publications</b>	
Referred Article	20
Book Chapter	3
Proceeding	8
<b>Presentations</b>	
Keynote or Invited	16
National or International	65
State or Regional	10
<b>Offices hold in Professional Organization</b>	
National or International	7
State or Regional	4
<b>External Grants</b>	4
<b>Editorial Services</b>	
Editorial Board	3
Reviewer	15
<b>Awards and Honors</b>	
National or International	4
State or Regional	9

Restricted by the two page limit for each faculty data sheet, only selected information is included in Appendix II. Currently, part-time faculty and graduate teaching assistants are not utilized in the program; therefore, Appendix II-A is not included.

**3. Students:**

**a. Entrance Standards:**

For Full Admission:

- an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;
- at least a 1000 combined score on verbal and quantitative reasoning and 4.5 on analytical writing of the GRE;
- a strong background in sport participation and/or sport administration.

For Provisional Admission:

- an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work;
- at least 800 combined score on verbal and quantitative reasoning and 4.0 on analytical writing of the GRE
- or at least 500 and 4.0 on analytical writing of the GMAT;
- or meeting two of the three full admission requirements above and a strong background in sport participation and/or sport administration.

**b. Entrance Abilities:**

The average GRE scores and mean undergraduate GPAs for the program during the last five years are 931.06 and 3.01 respectively. A detailed list of the average GRE scores and mean undergraduate GPAs for the program in each academic year is available as Appendix III.

**c. Exit Abilities:**

Students must have a cumulative GPA of 3.0 and pass the comprehensive oral examination or a thesis defense to graduate.

#### 4. Resources:

##### a. Financial:

The majority of the financial support for the M.S. in Sport Administration program is state funding. Other support has come from student fees. Financial support consists predominantly of salaries for full-time faculty and the graduate/teaching assistant. The Sport Management Unit currently employs four full-time faculty members and one graduate/teaching assistant per academic year to serve both the undergraduate and graduate programs in sport management. The graduate/teaching assistant does not have any teaching duties in the graduate program. In addition, the Sport Management Unit is one of the four academic units (Athletic Training, Exercise Science, Physical Education, and Sport Management) under the School of Kinesiology. As a combined budget within the School of Kinesiology, the annual expense allotment for the Sport Management Unit cannot be identified. Please see table 2 for the 2012-13 School of Kinesiology Budget. The School of Kinesiology is going to have a separate budget code toward different academic units. This action will help the Sport Management Unit to have a better understanding about the financial support, and enhance planning and development of the Sport Management Unit.

**Table 2**  
**2012-13 School of Kinesiology Budget**

<b>Categories</b>	<b>Amount</b>
<b>Faculty Stipends</b>	10,500.00
<b>Extra Help</b>	4,000.00
<b>Graduate Assistants</b>	3,2480.00
<b>Part-time Faculty (adjuncts)</b>	11,000.00
<b>Operating</b>	3,9056.86
<b>Total</b>	<b>97,036.86*</b>

\*Summer budgets have not been allotted yet, thus not reflected.

Marshall's M.S. in Sport Administration is one of two programs in the state. If this program were terminated as a major, there would be a significant impact on students' losing educational opportunities to pursue a master's degree in Sport Administration in West Virginia. These losses would have a negative impact on Marshall University's stated commitment to provide affordable, high quality undergraduate and graduate education appropriate for the state and the region.

**b. Facilities:**

**Office:**

The Sport Management Unit presently utilizes and shares a six-office suite (GH104) with the Physical Education Unit. Four faculty members occupy four rooms (GH104B, C, D, E) and the fifth room is used as the Sport Management Lab (GH104A). Faculty offices have computers with internet access, phones, desks, and bookshelves. A laser printer, which is connected to all the School of Kinesiology faculty computers, is located in the GH108.

**Sport Management Lab and Computer Services:**

The Sport Management Lab, which contains two computers and a printer, is a room where students can meet and study and utilize the computers for class projects as well as for meeting with the graduate/teaching assistant.

In addition to the Sport Management Lab, students have access to computers in several locations. University Computer Systems has staffed computer labs throughout the campus, and the Drinko Library Computer Center is open to students 24 hours a day.

**Classrooms:**

The classrooms have standard student desks, chalkboards, bulletin boards, faculty desks for use. There are two technologically advanced classrooms located at GH123 and GH2013. A fixed ceiling projector with computer has already been set up in GH203 classroom. Two portable carts located in GH100A (Office suite for Exercise Science Unit) with computers and projectors are available for use by faculty members. Two portable projectors are located in the

chairperson's office for faculty to check out. All of the resources could be used and shared by the faculty members in the School of Kinesiology.

**Libraries:**

Marshall University Libraries subscribe to more than 150 online databases and journal collections. They have also updated their online reference sources so sport management students can locate basic information through the databases such as Academic Search Premier, Business Source Premier, PsycINFO, Academic (LexisNexis), PsycARTICLES, ERIC, Sociological Abstracts, America: History & Life, and Historical Abstracts.

**5. Assessment Information:**

**a. Goal Summary**

**M.S. in Sport Administration Overreaching Goal:** To facilitate the attainment of skills and knowledge required to achieve the strategic goals of organizations in the competitive sport and recreation related industry.

**Measurable Learning Objectives** (See Appendix V for detail).

**1. Written Communications**

- i. The students will be able to communicate effectively in writing.

**2. Oral Communications**

- i. The students will be able to organize and deliver an effective oral presentation.

**3. Problem Solving/Decision Making**

- i. The students will be able to apply a variety of technical skills for decision-making in the sport and recreation management related industry.

**4. Managerial Knowledge**

- i. The students will demonstrate a broad core knowledge of each of the sport and recreation management related disciplines (sport administration, sport ethics, sport finance, sport history, sport law, sport marketing, sport sociology) and;
- ii. demonstrate the ability to integrate knowledge from the various sport and recreation related disciplines.

**5. Research and Analysis**

- i. The students will be able to conduct independent research and analysis.

**6. Computer Skills**

- i. The students will be able to demonstrate proficiency in using technology, with the ability to use the computer to analyze numerical information, organize data, aid in decision-making, facilitate research, and communicate effectively.

**b. Other Learning and Service Activities**

See Appendix V for detail.

**c. Plans for Program Improvement**

The yearly assessment reports stated that the M.S. in Sport Administration program's learning outcomes were nicely articulated and a variety of measures were used throughout the curriculum to assess the outcomes. Currently, almost all students meet the benchmarks for the program's learning outcomes. Program improvement is an on-going process, the faculty members meet monthly to discuss the results of our evaluation measures and to plan appropriate action as needed.

**d. Graduate and Employer Satisfaction:**

We initiated exit interviews and surveys to gather information of student satisfaction. The exit interviews and survey are voluntary; we conduct them after the comprehensive oral exam and prior to graduation. We are able to get a high response rate.

Table 2 shows the top five issues identified through exit interviews and surveys during the five-year review period. The graduates believed that we offered them an excellent program through high quality faculty members. They reported that course contents are solid and challenging, adequately preparing them for post-graduation jobs as well as being applicable to real life experiences. They suggested adding more business oriented courses into the curriculum.

**Table 2**  
**Summary of the Top Five most Important Feedback Points**  
**from Exit Interviews and Surveys 2006-2011**

Rank	<i>Most Important Feedbacks</i>
1	High Quality of Professors
2	Course Contents are Solid and Challenging
3	Applicable to Real Life Experiences
4	Well Preparation for Job
5	Need more Business Oriented Courses

We intend to continue the exit interview practice with the expectation that the interviews and surveys will yield beneficial feedback about the program.

- e. Attach the previous five years of evaluations of your annual assessment reports provided by the Office of Assessment.

Please see Appendix V for the previous five years of summary reports provided by the Office of Assessment.

- 6. **Previous Reviews:** Describe the last program review action (including committee recommendation). Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

This is the first program review for the M.S. in Sport Administration. However, at its meeting in April 2006, the Marshall University Board of Governors recommended that the former Master of Science in Health and Physical Education continue at its present level of activity.

- 7. **Strengths/Weaknesses:** Identify the strengths and weaknesses of the program Describe program plans for removing the weaknesses.

- a. **Strengths**

- 1. **Teaching Excellence**

The department is committed to teaching excellence, and all four faculty members are strong academic teachers. The faculty members are all experienced in the field prior to joining the faculty. The number one most important feedback for graduate satisfaction is ‘High Quality of Professors’ (See table 2).

- 2. **Program Well-Prepared Graduates for Employment**

According to the growth projections in the U.S. Bureau of Labor Statistics (BLS) 2010-2011 Occupational Outlook Handbook, the demand for our graduates continues to grow by 23 percent from 2008 to 2018. As can be seen in Appendix VIII, the majority of the graduates during the review period were employed in the field upon graduation from the program. The fourth most important feedback for graduate satisfaction is 'Well Preparation for Job" (See table 2).

## **b. Weaknesses**

1. ***Sharing Alpha Designator***  
Currently, the sport management program shared the same Alpha Designator (ESS) with other academic units within the School of Kinesiology. The sharing of alpha designator creates a lot of administration and advising problems.
2. ***Accessibility for Technology***  
The School of Kinesiology is serving over 500 students per semester through sixteen faculty members; thus, the available classroom resources are limited. Since 2008, sport management faculty have offered few classes in GH123, the technologically advanced classroom. For example, in the Fall and Spring semester no classes were offered in HC2013 and GH203. The Technologically Advanced Classroom (GH123 and HC2013) and GH203 were predominately used by other academic units within the School of Kinesiology. This implies that the School of Kinesiology did not have enough facilities to fulfill the needs for each academic unit.
3. ***Unclear Financial Support***  
The Sport Management Unit is one of the four academic units (Athletic Training, Exercise Science, Physical Education and Sport Management) under the School of Kinesiology. As a combined budget under the School of Kinesiology, the annual expense allotment for the Sport Management Unit cannot be identified. It is difficult for any academic unit to operate effectively and efficiently without a clear budget allocation.
4. ***Decrease in Faculty Development Support***  
The base annual travel budget for the sport management faculty has dropped from \$800 to \$300 since 2010. In the past, the sport management faculty were able to get extra faculty development support (around \$800 to \$1,500) from the COEHS's dean's office. The significant drop in our faculty development and travel budget created a negative impact to sport management faculty development.

**B. VIABILITY** Provide a narrative summary for each of the following items in addition to requested appendices.

**1. Articulation Agreements:**

We do not have articulation agreements with other institutions.

**2. Off-Campus Classes:**

We do not offer off-campus courses.

**3. Online Courses:**

We do not offer any on-line courses.

**4. Service Courses:**

No courses in the M.S. in Sport Administration program are required for students in other majors.

**5. Program Course Enrollment:**

Program course enrollment has remained relatively steady for the past five years (See Appendix VI). The only courses with low enrollments are courses listed as 400/500 level as the undergraduate student numbers are not included.

**6. Program Enrollment:**

Data obtained from the Office of Institutional Research, as shown in Figure 1 and Appendix VII, indicate that the number of students in the program decreased in 2010-2011. This could be explained by three students who were admitted to the program in the last summer section of 2010 and took one 3 credit-hour course. They would have a similar plan of study and progress with the 2010-11 student cohort. Also, five students who were admitted to the program did not enroll. The 2010-2011 enrollment figures were unusual. Currently, our program has admitted and enrolled 14 new students in the Fall 2011 semester and has received several applications for spring admission. We are expected to have a couple more students to enroll in the academic year 2011-2012.

**7. Enrollment Projections:**

Recent employment growth projections in the U.S. Bureau of Labor Statistics' (BLS) 2010-2011 Occupational Outlook Handbook

reported that the demand for our graduates continues to grow. Employment of athletes, coaches, umpires, and related workers is expected to increase by 23 percent from 2008 to 2018, which is much faster than the average for all occupations. A larger population overall will continue to participate in organized sports and spectator sports for entertainment and recreation. Job growth also will be driven by the increasing number of retirees who are expected to participate more in leisure activities. Additionally, future expansion of new professional teams and leagues as well as college athletic programs would create additional openings for sport administrative staff. For these reasons, we expect student demand for our program to increase in the foreseeable future. On average, we are expected to enroll 15-18 students annually. The positive aspect of limited enrollment, however, is that the most academically talented and qualified students will be accepted into the program from the applicant pool.

**C. NECESSITY:** NOTE: If your program is accredited, please refer to the appropriate page numbers in your accreditation report. Provide a **narrative summary** for each of the following items in addition to requested appendices.

**1. Advisory Committee:**

The sport management faculty members serve as the program's internal advisory committee, meeting regularly to discuss programmatic, student, and curricular issues. A new external advisory committee, *Sport Management Advisory Council*, will be formed in the upcoming academic year. The Sport Management Advisory Council shall consist of professionals from sport organizations, government agencies, and alumni. The council will seek to provide input to the faculty concerning questions of curriculum, student outcomes, and the development of internships. The goal of the council is to help faculty keep coursework and classes relevant and topical.

**2. Graduates:** Provide information on graduates in terms of places of employment, starting salary ranges (where appropriate and known), number employed in field of specialization, and/or acceptance into baccalaureate or graduate programs. (NOTE: Do not identify students by name.) Include this information in **Appendix VIII**.

All graduates have numerous choices for employment in the field when they graduate. The majority of graduates during the reporting period obtained employment in the field upon graduation. Employment sites included: collegiate sports, professional sports,

recreational sports and commercial sports. Of last five year's graduates, known starting salaries ranged from the mid-twenties to mid-fifties. (It must be noted that some of jobs are based on bonuses, commissions and other non-monetary benefits. Therefore, the base salaries seem low) (See Appendix VIII).

3. **Job Placement:** If the job placement rate reported above is low, can a course of action be identified that would improve this situation? Provide a summary of procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student's academic department as well as the institution's placement office. This summary should include the institution's procedures and program organization for continuing contact and follow-up with graduates.

Job Placement Rate is high (See Appendix VIII).

#### **IV. RESOURCE DEVELOPMENT (If applicable)**

Please prepare the following materials: 1) Program vision and mission statements with a strategic plan to achieve the program's vision and mission, and 2) a specification of the resources needed to accomplish the program's vision, with an evidence-based rationale as why these resources are needed and how they will help the program to accomplish its vision. The mission and vision statements, strategic plan, and needed resources with evidence-based rationale must be included in the program review when submitted. Additionally, the chair and dean must make an additional presentation to either the Academic Planning Committee or to the Graduate Council before final votes are taken.

Not applicable

## Appendix I Required/Elective Course Work in the Program

Degree Program: M.S. Sport Administration – Sport Management Emphasis

Person responsible for the report: Dr. Jennifer Mak

<b>Courses Required in Major (By Course Number and Title)</b>	<b>Total Required Hours</b>	<b>Elective Credit Required by the Major (By Course Number and Title)</b>	<b>Elective Hours</b>	<b>Related Fields Courses Required</b>	<b>Total Related Hours</b>
ESS516: Planning & Developing HPER & Athletic Facilities	3	ESS501: Ethics in Sport	3	Statistics: EDF 517, MGT 500, MGT601, PSY 517 or equivalent	3
ESS600: Ethics in Sport	3	ESS524: Sports in the 20 <sup>th</sup> Century	3		
ESS615: Legal Concerns in PE and Athletics	3	ESS525: Sport in Film	3		
ESS626: History and Philosophy in PE and Sports	3	ESS530: Sport Law	3		
ESS643: Sport and the Social Process	3	ESS575: Seminar in Sport Management and Marketing	3		
ESS652: Organizational Behavior of Sport and Leisure Industry	3	ESS580-583: Special Topics	3		
ESS660: Internship	3	ESS585-588: Independent Study	3		
ESS670: Research Methods in Physical Education	3	ESS671: Research in Sport Studies	3		
ESS675: Marketing Management of the Sport Industry	3	ESS681: Thesis	3		
		ESS696: Seminar in Physical Education	3		
		Graduate School of Management courses or selected courses with the approval of advisor	6		

Degree Program: M.S. Sport Administration – Recreation and Physical Activity Emphasis Person responsible for the report: Dr. Jennifer Mak

<b>Courses Required in Major (By Course Number and Title)</b>	<b>Total Required Hours</b>	<b>Elective Credit Required by the Major (By Course Number and Title)</b>	<b>Elective Hours</b>	<b>Related Fields Courses Required</b>	<b>Total Related Hours</b>
ESS615: Legal Concerns in PE and Athletics	3	ESS501: Ethics in Sport	3	Statistics: EDF 517, MGT 500, MGT601, PSY 517 or equivalent	3
ESS652: Organizational Behavior of Sport and Leisure Industry	3	ESS516: Planning & Developing HPER & Athletic Facilities	3		
ESS670: Research Methods in Physical Education	3	ESS524: Sports in the 20 <sup>th</sup> Century	3		
ESS675: Marketing Management of the Sport Industry	3	ESS525: Sport in Film	3		
		ESS530: Sport Law	3		
		ESS575: Seminar in Sport Management and Marketing	3		
		ESS580-583: Special Topics	3		
		ESS585-588: Independent Study	3		
		ESS600: Ethics in Sport	3		
		ESS626: History and Philosophy in PE and Sports	3		
		ESS643: Sport and the Social Process	3		
		ESS660: Internship	3		
		ESS671: Research in Sport Studies	3		
		ESS696: Seminar in Physical Education	3		
		External Electives: (Selected courses with the approval of advisor)	6		

## Appendix II Faculty Data Sheet (2006-2011)

Name: Dr. Won-Yul Bae

Rank: Assistant Professor

Status (Check one): Full-time  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Current MU Faculty: Yes  No \_\_\_\_\_

Highest Degree Earned: Ph.D Date Degree Received: 2010

Conferred by: Indiana University - Bloomington

Area of Specialization: Sport Management

Professional Registration/Licensure N/A

Agency: N/A

Years non-teaching experience

5 Years

Years of employment other than Marshall

2 Years

Years of employment at Marshall

1 Year .

Years of employment in higher education

1 Year .

Years in service at Marshall during this period of review

1 Year .

List courses you taught during the final two years of this review.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2011/Spring	ESS 480	Sport Finance	20
2011/Spring	ESS 475	Seminar in Sport Management	20
2011/Spring	ESS 482	The Business of Sport Agency	23
2011/Spring	ESS 390	Sport Management Pre-Internship	2
2010/Fall	ESS 480-580	Sport Finance	18
2010/Fall	ESS 475	Seminar in Sport Management	20
2010/Fall	ESS 671	Research in Sport Studies	20

**1) IF YOUR DEGREE IS NOT IN YOUR AREA OF CURRENT ASSIGNMENT, PLEASE EXPLAIN. NOT APPLICABLE**

**2) ACTIVITIES THAT HAVE ENHANCED YOUR TEACHING AND OR RESEARCH.**

Working for the Korean Professional Basketball teams as an advisor and an agent.

Please refer to items four, five and six for development activities that enhanced teaching/research

**3) REFERRED ARTICLES OR BOOK CHAPTERS**

1. **Bae, W.Y.** (in review, October 2011). Investigation of Korean female golfers' success factors on the LPGA Tour from 1998 to 2007. *The Sport Journal*.
2. **Bae, W.Y., & Pedersen, M.** (in review, October 2011). Korean college golfers' consumption behavior in U.S. *The International Journal of Management*.
3. **Bae, W.Y., & Mak, J.** (in progress). Using Self-Determination Theory to understand golf consumption behaviors: An Examination of American College Student golfers. (Target submitted to *The International Journal of Sport Management*)

**4) NATIONAL AND INTERNATIONAL PRESENTATIONS**

1. **Bae, W.**, Suh, Y., Heo, J. M., & Pedersen, P. M. (October, 2010). Examining intrinsic and extrinsic motivations for sport participation: Using self-determination theory to understand engagement motivations for golf participants. 2010 Sport Marketing Association (SMA) Conference, New Orleans, LA.
2. Suh, Y.I., Lim, C., **Bae, W.**, & Pedersen, P.M. (June, 2009). Perceived service quality and motivation of fantasy sports participants. 2009 North American Society for Sport Management (NASSM) Conference. Columbia, SC.
3. Suh, Y., & **Bae, W.** (2008, November). Why sports fans buy ticket online? Motivations, perceived risks, and customer satisfaction: 2008 North American Society for the Sociology of Sport (NASSS) Conference. Denver, CO.
4. Suh, Y., & **Bae, W.** (2008, November). Online sports ticketing service: 2008 Indiana University Sport Management and Marketing Colloquium. Bloomington, IN.
5. Suh, Y., **Bae, W.**, & Pedersen, P. M. (2008, May). Examining website attitudes in intercollegiate athletics: An analysis of the service quality, fan identification, and customer satisfaction in college sports on the Internet: College Sport Research Institute Scholarly Conference on College Sport. Memphis, TN: University of Memphis.
6. **Bae, W.**, & Pedersen, P. M. (2007, November). From Se Ri Pak to Jin Joo Hong: Analyzing the prevalence, social implications, and marketing possibilities of Korean female golfers on the LPGA Tour. Sport Marketing Association (SMA) 5th Annual Conference. Pittsburgh, PA.
7. Heo, J., **Bae, W.**, Lee, Y., & Pedersen, P.M. (2007, November 3). Analyzing the senior athlete: An exploratory investigation of demographic and activity characteristics of this consumer segment. Sport Marketing Association (SMA) 5th Annual Conference. Pittsburgh, PA.

**5) PROFESSIONAL ORGANIZATIONS MEMBERSHIPS.**

1. North American Society for Sport Management (NASSM)
2. Sport Marketing Association (SMA)
3. North American Society for the Sociology of Sport (NASSS)
4. Korea Sports Research (KSR)
5. The Korean Society of Sports Science (KSSS)
6. Korean Society of Sport Management (KSSM)

**6) EXTERNALLY FUNDED RESEARCH GRANTS AND CONTRACTS YOU RECEIVED.**

1. Heo, J. King, C., Mak, J. Y., **Bae, W.Y.**, & Suh, Y.I. (2009). Older Adults in competitive sports: their motivation, involvement, and health perception. Indiana University Purdue University at Indianapolis. (US\$20,000).

**7) AWARDS/HONORS**

1. International Student Scholarship, Indiana University, Bloomington, IN, 2008 - 2009,
2. School of HPER Fellowship, Indiana University, Bloomington, IN, 2008 - 2009

**8) COMMUNITY SERVICE AS DEFINED IN THE GREENBOOK.**

1. Basketball Coach, Indiana Yesarang Church (The Church of Jesus Love), Bloomington, IN, 2008 – 2010
2. Board of Deacons, Indiana Yesarang Church (The Church of Jesus Love), Bloomington, IN, 2007 -- 2010

## Appendix II Faculty Data Sheet (2006-2011)

Name: Dr. Jennifer Y. MakRank: ProfessorStatus (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No Highest Degree Earned: Ph.D.Date Degree Received: 2000Conferred by: Indiana University - BloomingtonArea of Specialization: Leisure Behavior and Sport Marketing/ManagementProfessional Registration/Licensure CPRP Agency: National Park and Recreation AssociationYears non-teaching experience 1 YearYears of employment other than Marshall 7 YearsYears of employment at Marshall 12 YearsYears of employment in higher education 19 YearsYears in service at Marshall during this period of review All years

List courses you taught during the final two years of this review.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2011/Summer	ESS380	Sport Marketing	8
2011/Summer	ESS490	Internship	13
2011/Summer	ESS660	Internship	12
2011/Summer	PLS320	Sports and Campus Recreation Management	13
2011/Spring	ESS290	Practicum Sports Management and Marketing	20
2011/Spring	ESS380	Sport Marketing	67
2011/Spring	ESS490	Internship	7
2011/Spring	ESS660	Internship	2
2011/Spring	ESS675	Marketing Management of Sport Industry	15
2010/Fall	ESS290	Practicum Sports Management and Marketing	18
2010/Fall	ESS490	Internship	5
2010/Fall	ESS652	Organizational Behavior of Sport and Leisure Industry	14
2010/Fall	ESS660	Internship	4
2010/Fall	PLS320	Sports and Campus Recreation Management	58
2010/Summer	ESS380	Sport Marketing	52
2010/Summer	ESS490	Internship	17
2010/Summer	ESS660	Internship	17
2010/Spring	ESS290	Practicum Sports Management and Marketing	16
2010/Spring	ESS485	Independent Study	1
2010/Spring	ESS490	Internship	17
2010/Spring	ESS585	Independent Study	4
2010/Spring	ESS660	Internship	6
2010/Spring	ESS675	Marketing Management of Sport Industry	22
2010/Spring	PLS320	Sports and Campus Recreation Management	60
2009/Fall	ESS290	Practicum Sports Management and Marketing	19
2009/Fall	ESS485	Independent Study	1
2009/Fall	ESS490	Internship	10
2009/Fall	ESS585	Independent Study	3
2009/Fall	ESS652	Organizational Behavior of Sport and Leisure Industry	25
2009/Fall	ESS660	Internship	1

1) IF YOUR DEGREE IS NOT IN YOUR AREA OF CURRENT ASSIGNMENT, PLEASE EXPLAIN. NOT APPLICABLE

2) ACTIVITIES THAT HAVE ENHANCED YOUR TEACHING AND OR RESEARCH.

Please refer to items four, five and six for development activities that enhanced teaching/research

3) REFERRED ARTICLES OR BOOK CHAPTERS (SELECTED)

- Mak, J. Y., & Cheung, S. Y. (in press). The five-factor consumer behavior model for intercollegiate football tickets consumption, *Journal of Applied Marketing Theory*.
- Jones, D. F., & Mak, J. Y. (2011). Consumer Satisfaction and Service Quality for a Resort. *Applied Research in Recreation Annual Journal*, 1, 55-68.

3. Chan, J, Cheung, S.Y., & **Mak, J. Y.** (2011). Leisure and Recreation Service Quality of the Chinese YMCA of Hong Kong., 2(1), 26-41.
4. **Mak, J. Y.**, & Cheung, S. Y. (2011). A case study: Participation motives of strength and conditioning training for college students. *Asian Journal of Physical Education and Recreation*, 17(1), 58-64.
5. Chen, S. & **Mak, J. Y.** (2010). Collegiate basketball season-ticket holders' purchasing motivation and interests, *Journal of Applied Marketing Theory*, 1(2), 1-7.
6. **Mak, J. Y.**, & Kim, W. C. (2009). The relationships among gender, work experience, and leadership experience in transformational leadership. *Midwestern Business & Economic Review*, 43(1), 5-10.
7. Jones, D. F., Brooks D. D., & **Mak, J. Y.** (2008). Examining sport management programs in the United States. *Sports Management Review*, 11(1), 71-91.
8. **Mak, J. Y.**, Lee, A. N. & Donahue, J. (2008). Sports spectator behavior for collegiate women's basketball. In J. H. Humphrey (Ed.), *Sports and athletics developments* (pp. 45-56). Hauppauge, NY: Nova Science Publishers. (ISBN: 978-1-60456-205-7).

4) NATIONAL AND INTERNATIONAL PRESENTATIONS (SELECTED)

1. King, C, Heo, J. & **Mak, J. Y.** (March 2011). *2010 NCAA Final Four Basketball Spectator Study*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): National Convention & Exposition, San Diego, California, USA.
2. Cheung, S.Y., **Mak, J. Y.**, & Lam E.T.C. (March 2011). *Physical Activity Level and Goal Orientations of Hong Kong Students*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): National Convention & Exposition, San Diego, California, USA. **Mak, J. Y.**, Cheung, S.Y. & King, C. (August 2010). *Validation of the Olympic Games Attitude Scale (OGAS)*. 11th World Leisure Congress, ChunChen, Korea.
3. Cheung, S.Y., Jones, D. F., Keh, N. C., **Mak, J. Y.**, Thairu, M. & Wanderi, M. P. (June 2010). *Globalization of Sports Management as an Academic Discipline*. The 17<sup>th</sup> Biennial Conference of the International Society for Comparative Physical Education and Sport (ISCPEs), Nairobi, Kenya.
4. King, C., Heo, J., & **Mak, J. Y.** (June 2010). *Sport Spectator Motivation and Behavioral Involvement*. North American Society for Sports Management Conference, Tampa, Florida, USA.
5. Heo, J., King, C., & **Mak, J. Y.** (June 2010). *Older Adults in Competitive Sports: Their Motivation, Involvement, and Health Perception*. North American Society for Sports Management Conference, Tampa, FL, USA.
6. **Mak, J. Y.**, Edwards, A, Walter, D & Jones, D. F. (March 2010). *Global Perspectives on Sport Management as an Academic Discipline*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): National Convention & Exposition, Indianapolis, Indiana, USA.
7. **Mak, J. Y.**, & Cheung, S.Y. (March 2010). *Factors Influencing Collegiate Women's Basketball Ticket Consumption*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): National Convention & Exposition, Indianapolis IN, USA.
8. **Mak, J. Y.**, Schenewark, J. & Chen, S. (March 2010). *Factors Influencing Men's Basketball Season Ticket Consumption*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): National Convention & Exposition, Indianapolis, Indiana, USA.

5) PROFESSIONAL ORGANIZATIONS OFFICES POSITIONS.

1. **Board Member** -- Research Consortium, American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), 2006-09.
2. **Convention Program Committee** -- Research Consortium, AAHPERD: National Convention & Exposition, 2004; 2005; 2007; 2008; 2011, 2012.
3. **President**, West Virginia Association for Health, Physical Education, Recreation and Dance, 2003-06.

6) EXTERNALLY FUNDED RESEARCH GRANTS AND CONTRACTS YOU RECEIVED.

1. Cheung, S. Y., & **Mak, J. Y.** (2011). *Hong Kong Rugby Sevens spectators' motivation and characteristics of ticket purchasing*. Faculty Research Grant, Hong Kong Baptist University (US\$5,600.00)
2. Cheung, S. Y., **Mak, J. Y.**, & Dixon A. W. (2009). *The economic benefits of the 2009 East Asian Games in Hong Kong*. Dr. Stephen Hui Research Centre, Hong Kong Baptist University (US\$3,750)
3. Heo, J. King, C, **Mak, J. Y.**, Bae, W.Y., & Suh, Y.I. (2009). Older Adults in competitive sports: their motivation, involvement, and health perception. Indiana University Purdue University at Indianapolis. (US\$20,000).

7) AWARDS/HONORS (SELECTED)

1. **Ray O. Duncan Award**, West Virginia Association for Health, Physical Education, Recreation and Dance (West Virginia AHPERD), 2010. (*the highest honor of the West Virginia AHPERD*)
2. **Best Paper Award**, Association of Marketing Theory and Practice's Conference, 2010.
3. **Dr. C. Robert Barnett Award for Excellence in Research**, Marshall University, 2010.
4. **Research Consortium Services Award**, American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), 2005; 2009.
4. **Award for Excellence in Scholarship**, College of Education and Human Services, Marshall University, 2008; 2009.
5. **Fellow**, Research Consortium, American Alliance for Health, Physical Education, Recreation and Dance, 2009.
6. **University Fellow**, Hong Kong Baptist University, Hong Kong, 2007.

8) COMMUNITY SERVICE AS DEFINED IN THE GREENBOOK.

1. **Vice-President**, Optimist International, Huntington Chapter, 2010-11

## Appendix II Faculty Data Sheet (2006-2011)

Name: Dr. Jarrod D. Schenewark Rank: Assistant Professor  
 Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes No   
 Highest Degree Earned: Ph.D. Date Degree Received: 2008  
 Conferred by: University of Texas at Austin

Area of Specialization: Kinesiology – Sport Management

Professional Registration/Licensure N/A Agency: N/A

Years non-teaching experience 8 Years  
 Years of employment other than Marshall 5 Years  
 Years of employment at Marshall 3.5 Year .  
 Years of employment in higher education 8 Year .  
 Years in service at Marshall during this period of review 3.5 Year .

List courses you taught during the final two years of this review.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2011/Summer	ESS 118	Development of Physical Education and Sport in the United States	14
2011/Summer	ESS 476	Theoretical and Practical Aspects of Coaching	20
2011/Spring	ESS 118	Development of Physical Education and Sport in the United States	27
2011/Spring	ESS 410	Administration of Health and Physical Education	20
2011/Spring	ESS 430	Sport Law	55
2011/Spring	ESS 516	Planning and Developing Athletic Facilities	20
2010/Fall	ESS 118	Development of Physical Education and Sport in the United States	27
2010/Fall	ESS 118	Development of Physical Education and Sport in the United States	25
2010/Fall	ESS 615	Legal Concerns in Physical Education and Athletics	18
2010/Fall	PEL Courses	Coordinator for PEL Courses	
2010/Summer	ESS 410	Administration of Health and Physical Education	13
2010/Summer	ESS 416/516	Planning and Developing Athletic Facilities	21
2010/Spring	ESS 118	Development of Physical Education and Sport in the United States	29
2010/Spring	ESS 410	Administration of Health and Physical Education	27
2010/Spring	ESS 430	Sport Law	32
2010/Spring	ESS 516	Planning and Developing Athletic Facilities	20
2009/Fall	ESS 118	Development of Physical Education and Sport in the United States	30
2009/Fall	ESS 118	Development of Physical Education and Sport in the United States	32
2009/Fall	ESS 416	Planning and Developing Athletic Facilities	18

1) **IF YOUR DEGREE IS NOT IN YOUR AREA OF CURRENT ASSIGNMENT, PLEASE EXPLAIN. NOT APPLICABLE**

2) **ACTIVITIES THAT HAVE ENHANCED YOUR TEACHING AND OR RESEARCH. NOT APPLICABLE**

Please refer to items four, and five for development activities that enhanced teaching/research

3) **REFERRED ARTICLES OR BOOK CHAPTERS**

1. **Schenewark, J.** & Dixon, M. (in review, September 2011). A Dual Model of Work-Family Conflict and Enrichment in Collegiate Coaches.

4) **PRESENTATIONS**

1. Lee, A., & **Schenewark, J.** (2011) *How to get your coaching education program accredited: Learn from the past experience and statistics*. National Coaching Conference. Colorado Springs, Colorado.
2. Dixon, A., **Schenewark, J.**, Henry, M., & Maxey, B. (2010). *Economic Impact of College Baseball on a Local Economy: A Pilot Study*. Southern Sport Management Conference. Troy State University.
3. Mak, J. Y., **Schenewark, J.** & Chen, S. (2010). *Factors Influencing Men's Basketball Season Ticket Consumption*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): National Convention & Exposition, Indianapolis, Indiana, USA.
4. **Schenewark, J.** & Dixon, M. (2009). *A Dual Model of Work-Family Conflict and Enrichment in Collegiate Coaches*. North American Society for Sport Management Conference (NASSM).
5. Mak, J. Y. & **Schenewark, J.** (2008). *Developing Olympism in Your Curriculum Following the 2008 Olympics*. West Virginia Association of Health, Physical Education, Recreation, Dance (WVAHPERD) Conference.

5) **PROFESSIONAL DEVELOPMENT ACTIVITIES**

**Membership in the following organizations:**

1. AAHPERD – American Alliance for Health, Physical Education, Recreation, and Dance
2. NASSM – North American Society for Sport Management
3. NCACE – National Council for the Accreditation of Coaching Education

**Portfolio Review Coordinator, National Council for the Accreditation of Coaching Education (NCACE), July 2010 –present**

1. Reports: National Council for the Accreditation of Coaching Education (NCACE)
  1. General Summary Report, University of Notre Dame, Play Like a Champion Level 1 Domain 1 and 4
  2. General Summary Report, University of Notre Dame, Play Like a Champion Level 3 Domain 1
  3. General Summary Report, United States Football, Level 1

**Reviewer**

1. Event Management: An International Journal
2. Journal of Sport Management (ad hoc)

6) **EXTERNALLY FUNDED RESEARCH GRANTS AND CONTRACTS YOU RECEIVED. NOT APPLICABLE**

7) **AWARDS/HONORS (SELECTED). NOT APPLICABLE**

8) **COMMUNITY SERVICE AS DEFINED IN THE GREENBOOK.**

1. Co-Director “Lose the Training Wheels” Camp at Marshall University, 2011. Instituted a local “Lose the Training Wheels” camp, an instructional program comprised of trained staff and volunteers who help youth (ages 8 and up) with disabilities (i.e. autism, Down syndrome, cognitively disabled) learn to ride a two wheel bicycle.
2. Optimist Club, 2009 – present Director of the Tri-State Optimist Golf Tournament – Instituted the local tournament and have used it for hands on experience for the organization and administration (ESS 410) class. The tournament serves youth (ages 12-18) in the Tri-State Area (West Virginia, Kentucky, Ohio).
3. Upward Bound (Guest lecturer) 2009 Upward Bound is a federal program that works with low income students who will be the first in their families to go to college. Addressed the question of what is kinesiology, opportunities available with a kinesiology degree, focusing on sport management.

## Appendix II Faculty Data Sheet (2006-2011)

Name: Dr. Gregg Twietmeyer Rank: Assistant Professor  
 Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No   
 Highest Degree Earned: Penn State University Date Degree Received: 2008  
 Conferred by: Penn State University  
 Area of Specialization: Kinesiology (History and Philosophy of Sport)

Professional Registration/Licensure N/A Agency: N/A  
 Years non-teaching experience 6 Years  
 Years of employment other than Marshall 10 Years  
 Years of employment at Marshall 3.5 Year  
 Years of employment in higher education 8 Year  
 Years in service at Marshall during this period of review 3.5 Year

List courses you taught during the final two years of this review.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2011/Summer	ESS 218	Sociocultural Basis of PE and Sport (online)	36
2011/Summer	ESS 401/501	Sports Ethics	13
2011/Spring	ESS 218	Sociocultural Basis of PE and Sport	26
2011/Spring	ESS 301	Philosophy of Sport & Physical Activity	19
2011/Spring	ESS 401	Sports Ethics	21
2010/Fall	ESS 301	Philosophy of Sport & Physical Activity	18
2010/Fall	ESS 418	Ancient & Medieval Sport History	12
2010/Fall	ESS 626	History and Philosophy of Sport	15
2010/Summer	ESS 218	Sociocultural Basis of PE and Sport (online)	28
2010/Summer	ESS 401/501	Sports Ethics	15
2010/Spring	ESS 218	Sociocultural Basis of PE and Sport	24
2010/Spring	ESS 401	Sports Ethics	20
2010/Spring	ESS 501	Sports Ethics	20
2009/Fall	ESS 218	Sociocultural Basis of PE and Sport	30
2009/Fall	ESS 301	Philosophy of Sport & Physical Activity	17
2009/Fall	ESS 401	Sports Ethics	22
2009/Fall	ESS 643	Sport in Social Process	18

**1) IF YOUR DEGREE IS NOT IN YOUR AREA OF CURRENT ASSIGNMENT, PLEASE EXPLAIN. NOT APPLICABLE**

**2) ACTIVITIES THAT HAVE ENHANCED TEACHING/RESEARCH.**

1. Successfully revised the Sport Studies Minor for undergraduate program.
2. Successfully added a Sport Management Minor for undergraduate program.
3. Currently developing stand-alone B.A. in Sport Management degree (Previously under physical education)
4. Initiating COMSA accreditation process with feasibility study
5. Successfully added ESS 301 Philosophy of Sport & Physical Activity to the curriculum.
6. Successfully added ESS 418 Ancient & Medieval Sport History to the curriculum.
7. Created, developed and taught ESS 218 as an online course
8. Successfully petitioned to have ESS 218 and ESS 418 designated as multicultural courses.

**3) REFERRED ARTICLES OR BOOK CHAPTERS:**

**REFERRED ARTICLES**

1. **Twietmeyer, G.** (in press). The Merits and Demerits of Pleasure in Kinesiology, *Quest*.
2. **Twietmeyer, G.** (in press). What is Kinesiology? Historical and Philosophical Insights, *Quest*.
3. **Twietmeyer, G.** (in press). Law, Gospel, Play: Martin Luther and the Neglected Influence of Theology on Sport History, *Stadion*.
4. **Twietmeyer, G.** (2010). Kinesis and the Nature of the Human Person, *Quest*, 62(2), 135-154.
5. **Twietmeyer, G.** (2008). A Theology of Inferiority: Is Christianity the Source of Kinesiology's Second Class Status in the Academy? *Quest*, 60(4), 452-466.
6. **Twietmeyer, G.** (2008). Ivy-Coloured Glasses: The Myth of Wrigley Field. *The International Journal of the History of Sport*, 25(11), 1493 - 1510.
7. **Twietmeyer, G.** (2007). Suffering Play: Can Play and Games be Justified in a Suffering World? *Quest* 59(2), 201-211.

**BOOK CHAPTERS**

1. **Twietmeyer, G.** (2009). Ivy-Coloured Glasses: The Myth of Wrigley Field. The Rise of Stadiums in the United States: Cathedrals of Sport, December 2009, Routledge Press.

**POPULAR PRESS/NEWSPAPERS:**

1. **Twietmeyer, G.** (2009). Bring P.E., art and music class back for kids. The Herald-Dispatch, Huntington West Virginia, October 7, A6.

**4) NATIONAL AND INTERNATIONAL PRESENTATIONS**

North American Society for Sport History (NASSH), 2007, 2008, 2009, 2010, 2011

International Association for the Philosophy of Sport (IAPS), 2009, 2011

National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE), 2009, 2011

**5) PROFESSIONAL ORGANIZATIONS OFFICES POSITIONS.**

1. Member: NASSH, IAPS, NAKPEHE.
2. Guest Reviewer: *Quest*, *Event Management Journal*.

**6) EXTERNALLY FUNDED RESEARCH GRANTS AND CONTRACTS YOU RECEIVED.**

1. Twietmeyer, Gregg (November, 2009) \$500 travel Grant from the West Virginia Humanities Council to attend the 2010 NASSH conference in Orlando, FL.
2. Twietmeyer, Gregg (October, 2008). \$500 Travel Grant from the West Virginia Humanities Council to attend the 2009 National Association of Kinesiology and Physical Education in Higher Education Conference, (NAKPEHE). Sarasota, FL, January 2009.

**7) AWARDS/HONORS (SELECTED).**

1. Awarded the 2010 Marshall University Junior Faculty Distinguished Artists and Scholars Award (DASA) for excellence in scholarship.
2. Awarded the 2010 College of Education and Human Services Dr. Dorothy "Dot" Hicks Annual Faculty Award for Excellence in Teaching.

**8) COMMUNITY SERVICE AS DEFINED IN THE GREENBOOK .**

1. YMCA Soccer coach (2008-Present); Camp Director *Lose the Training Wheels*, Summer 2011.

### Appendix III Students' Entrance Abilities (Graduate Programs)

Year	N	Mean Undergraduate GPA	Mean GRE Verbal	Mean GRE Quantitative
<b>2006-2007</b>	15	2.79	390.7	494.3
<b>2007-2008</b>	18	3.25	411.7	526.7
<b>2008-2009</b>	18	3.18	417.8	515.0
<b>2009-2010</b>	22	2.87	395.0	524.5
<b>2010-2011</b>	11	2.89	373.7	534.5

- *Combined GRE verbal and quantitative scores or GMAT and analytical writing are utilized for admission to the program; therefore, the mean of combined scores is reported for each of the five years.*

### Appendix IV Students' Exit Abilities (Graduate Programs)

<b>Year</b>	<b>N</b>	<b>Mean GPA</b>	<b>N</b>	<b>Comprehensive Oral Exam Results</b>
<b>2006-2007</b>	21	3.66	21	Passed
<b>2007-2008</b>	20	3.65	20	Passed
<b>2008-2009</b>	20	3.62	20	Passed
<b>2009-2010</b>	11	3.59	11	Passed
<b>2010-2011</b>	23	3.50	23	Passed

**Appendix V**  
**Assessment Summary**  
**Marshall University**  
**Assessment of the Program's Student Learning Outcomes**  
**5 year summary**



Office of Assessment & Program Review

June 7, 2011

Dr. Gary McIlvain, Chair  
School of Kinesiology  
COHP

Dear Gary:

The Graduate Council and I have completed our evaluation of the MS in Sports Administration's assessment of student learning. This letter will provide my general comments and suggestions for improvement. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Your program's learning outcomes are nicely articulated. Although you have done a nice job with course/outcome alignment and appear to be using a variety of measures throughout the curriculum to assess your outcomes, there is no in-depth analysis of outcomes. I recommend that you develop a scoring rubric for each outcome (if you have not done so already) and report results for each rubric trait. For example, written communication could be divided into traits such as organization, analysis of the topic, writing mechanics, etc. This type of analysis will allow you to identify relative strengths and weaknesses that will give you the information you need to inform improvement. As it stands now, your holistic scores simply tell you that students met the benchmarks. Remember that the purpose of these reports is formative and transformative. In other words, they should be used to inform improvement, not to say none is needed.

Please review the rubric sent in April for additional comments from Graduate Council reviewers. During the academic year 2011 – 2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

*Mary E. Reynolds*

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Mike Prewitt, Dean, COHP



Office of Assessment & Program Review

April 5, 2010

Dr. Eric Arnold, Chair  
School of Kinesiology  
COEHS

Dear Eric:

I have completed my evaluation of the MS in Sports Administration's assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric is still relatively new and, as you will see, it raises the bar for what is considered excellent assessment. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Your learning outcomes are well stated and appropriate. You've also done a nice job of mapping outcomes to courses and of selecting appropriate assessments to measure each outcome. I have the following suggestions to improve your assessment program. First, I suggest assessing your outcomes on a three to four year schedule. This will allow you to do a more in-depth assessment of each outcome. For example, instead of setting a written communication benchmark of 60 out of 100 points for the sports ethics persuasive paper, I recommend a benchmark of 95% of students scoring at a satisfactory level or above on each trait of a well articulated rubric that measures written communication. Then, you may find that, while most students do well in the areas of organization and documentation, the area of grammar and mechanics is a relative weakness. This will give you valuable information to make improvements in your program that you can't get with the type of holistic assessment you're currently doing.

Please see the attached rubric. If you have questions or concerns, please let me know.

Sincerely,

*Mary E. Reynolds*

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS



Office of Academic Affairs

August 25, 2007

Dr. Dan Martin, Program Director  
Sports Administration  
COEHS  
Campus

Dear Dan,

The Subcommittee on Assessment Reports completed its review of your annual assessment report for the MS in Sports Administration and I concur with their analysis.

The MS in Sports Administration is performing at Level 1 in the area of Learning Objectives and at Level 0 in the areas of Assessment Measures and the Feedback Loop.

Learning Objectives (outcomes) were given in the chart, but they are few in number and vaguely worded. Also, there are no objectives that are program specific. Are there not specific skills and competencies students must have that are specific to sports administration?

Ratings of 0 in the other two areas suggest that no assessment measures were identified, and that the feedback loop was not described. Courses are not assessment measures, although assessment can take place during courses. What do you do to assess student outcomes? Do you evaluate their contributions to class discussions, evaluate written products, evaluate performance on examinations, etc.? These tools need to be specified. What grading rubrics, benchmarks do you use? What are the results, i.e. what percentage of your students are achieving the outcomes? Finally, what does your program do with this information to help improve student learning?

The new Director of Assessment, Dr. Mary Beth Reynolds, would be happy to assist your program in improving its assessment efforts. She can be reached at 6-2987 or through email at [reynoldm@marshall.edu](mailto:reynoldm@marshall.edu).

Sincerely,

Frances S. Hensley  
Associate Vice President for Academic Affairs

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**Component Area/Program/Discipline: M.S. Sport Administration**

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Written Communication	ESS 501/600 Sports Ethics Persuasive Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Written Communication	ESS516 Facility Presentation Paper	95% of students scoring at a satisfactory level or above	97% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Written Communication	ESS516 Risk Management Report	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Written Communication	ESS516 Best Practice Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Written Communication	ESS615 Case Briefs	95% of students scoring at a satisfactory level or above	97% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Written Communication	ESS 626 Book Critique(s)	95% of students scoring at a satisfactory level or above	87% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Written Communication	ESS652 Case Writing	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Written Communication	ESS675 Sport Marketing Review Paper	95% of students scoring at a satisfactory level or above	97% Passed	The instructional experience is adequately preparing to meet or exceed benchmark. Individual tutoring provided to students who did not meet the benchmark on the 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> attempt

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Oral Communication	ESS516 Best Practice Presentation	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS516 Facility Presentation	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS516 Risk Management Presentation	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS615 Case Briefs Presentations	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS615 Debate/Mock Trail	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS626 Content Analysis Presentation	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Oral Communication	ESS652 Mock Interview	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS652 Case Study Presentation	95% of students scoring at a satisfactory level or above	95% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS652 Case Writing Presentation	95% of students scoring at a satisfactory level or above	92% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS675 Case Study Presentation	95% of students scoring at a satisfactory level or above	97% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	ESS675 Sport Marketing Review Presentation	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Oral Communication	Oral Comprehensive Exam	Satisfactory level or above by at least 2 faculty members	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Problem Solving/Decision Making	ESS501/600 Article Critique(s)	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Problem Solving/Decision Making	ESS516 Best Practice Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Problem Solving/Decision Making	ESS516 Risk Management Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Problem Solving/Decision Making	ESS615 Debate/Mock Trail	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Problem Solving/Decision Making	ESS626 Article Critique(s)	95% of students scoring at a satisfactory level or above	95% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Problem Solving/Decision Making	ESS652 Case Study Analysis	95% of students scoring at a satisfactory level or above	98% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Problem Solving/Decision Making	ESS652 Case Writing	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Problem Solving/Decision Making	ESS675 Case Analysis Presentation	95% of students scoring at a satisfactory level or above	97% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Managerial Knowledge	ESS 501/600 In class projects on ethical dilemmas	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Managerial Knowledge	ESS516 Best Practice Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Managerial Knowledge	ESS516 Facility Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Managerial Knowledge	ESS516 Risk Management Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Managerial Knowledge	ESS615 Case Briefs	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Managerial Knowledge	ESS615 Debate/Mock Trail	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Managerial Knowledge	ESS652 Case Study Analysis	95% of students scoring at a satisfactory level or above	90% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Managerial Knowledge	ESS675 Sport Marketing Review Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark. Individual tutoring provided to students who did not meet the benchmark on the 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> attempt
Managerial Knowledge	ESS675 Case Study Analysis	95% of students scoring at a satisfactory level or above	97% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Research and Analysis	ESS501/600 Persuasive Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Research and Analysis	ESS516 Facility Presentation/ Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Research and Analysis	ESS516 Risk Management Presentation/ Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Research and Analysis	ESS516 Best Practice Presentation Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Research and Analysis	ESS615 Case Briefs Presentations/ Paper	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Research and Analysis	ESS626 Book Critique(s)	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Research and Analysis	ESS675 Sport Marketing Review Paper	95% of students scoring at a satisfactory level or above	97% Passed	The instructional experience is adequately preparing to meet or exceed benchmark. Individual tutoring provided to students who did not meet the benchmark on the 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> attempt

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Computer Skills	ESS 500/601 Persuasive Paper (MS Word Citation formatting)	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Computer Skills	ESS516 Best Practice Paper/Presentation Power Point/MS Word	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Computer Skills	ESS516 Facility Paper/Presentation Power Point/MS Word	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Computer Skills	ESS516 Risk Management Paper/Presentation Power Point/MS Word	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Computer Skills	ESS615 Case Briefs/Presentation Power Point/MS Word	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Computer Skills	ESS652 Case Study Paper/Presentation Power Point/MS Word	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

<b>Program Level</b>				
<b>Program's Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Standards/Benchmark</b>	<b>Results/Analysis</b>	<b>Action Taken to improve the program</b>
Computer Skills	ESS652 Case Writing Paper/Presentation Power Point/MS Word	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark
Computer Skills	ESS675 Case Study Paper/Presentation Power Point/MS Word Citation formatting	95% of students scoring at a satisfactory level or above	100% Passed	The instructional experience is adequately preparing to meet or exceed benchmark

## Appendix VI Program Course Enrollment

Course Number	Course Name	Required/ Elective/ Service	Delivery Method	Location	Year 1 2006-2007			Year 2 2007-2008			Year 3 2008-2009			Year 4 2009-2010			Year 5 2010-2011		
					Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
ESS516	Planning & Developing HPER & Athletic Facilities	R	Td	Huntington							9		20	20					20
ESS600	Ethics in Sport	R	Td	Huntington															1
ESS615	Legal Concerns in PE and Athletics	R	Td	Huntington							14			20					16
ESS626*	History and Philosophy in PE and Sports	R/E	Td	Huntington					14			14							15
ESS643*	Sport and the Social Process	R/E	Td	Huntington	5					22				18					
ESS652	Organizational Behavior of Sport and Leisure Industry	R	Td	Huntington		23			11			22			25				14
ESS660	Internship	R	Td	Huntington	1		3				6	2	2	17		6	12	4	2
ESS675	Marketing Management of the Sport Industry	R	Td	Huntington								15			22				15
ESS670	Research Methods in Physical Education	R	Td	Huntington		25		10	22		10	25			25				25

**\*Students need to choose between ESS626 or ESS643**

Required/Elective: Required = R; Elective = E (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course).

Delivery Method: Traditional = Td, Online = O, Hybrid = H

Course Number	Course Name	Required/ Elective/ Service	Delivery Method	Location	Year 1 2006-2007			Year 2 2007-2008			Year 3 2008-2009			Year 4 2009-2010			Year 5 2010-2011		
					Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
ESS501	Ethics in Sport	E	Td	Huntington			6			12	7			6		20	6		
ESS524*	Sports in the 20 <sup>th</sup> Century	E	Td	Huntington			10												
ESS525*	Sport in Film	E	Td	Huntington			5		5										
ESS530	Sport Law	E	Td	Huntington		9		10			5								
ESS575	Seminar in Sport Management and Marketing	E	Td	Huntington		7	1		5	3									1
ESS576	Theoretical and Practical Aspects of Coaching	E	Td	Huntington													3		
ESS580-583	Special Topics	E	Td	Huntington			22	25		23			11						7
ESS585-588	Independent Study	E	Td	Huntington	2	7	3	1	1	3		2	3	1	3	5			
ESS671	Research in Sport Studies	E	Td	Huntington															12
ESS696	Seminar in Physical Education	E	Td	Huntington		17			16			15				23			

\*The professor who taught ESS524 and ESS525 retired in 2008. Therefore, these courses were not offered in 2008-11.

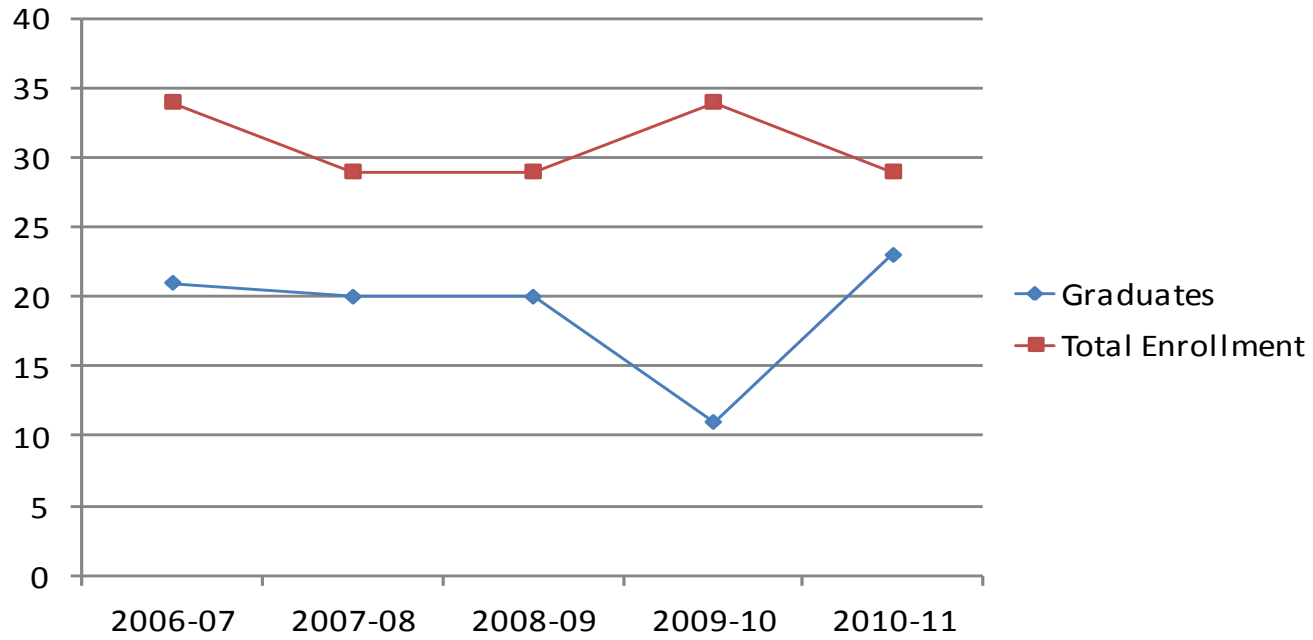
Required/Elective: Required = R; Elective = E (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course).

Delivery Method: Traditional = Td, Online = O, Hybrid = H

**Appendix VII**  
**Program Enrollment: MS in Sport Administration**

<b>Students</b>	<b>Year 1 2006-2007</b>	<b>Year 2 2007-2008</b>	<b>Year 3 2008-2009</b>	<b>Year 4 2009-2010</b>	<b>Year 5 2010-2011</b>
New Students Admitted	15	18	18	22	11
Principal Majors Enrolled: Sport Administration	1	2	3		1
Principal Majors Enrolled: Sport Administration (Sport Management)	33	24	25	32	26
Principal Majors Enrolled: Sport Administration (Recreation and Physical Activity)		3	1	2	2
<b>Grand Total of Students Enrolled in the Program</b>	34	29	29	34	29
<b>Graduates of the program</b>	21	20	20	11	23

Figure 1. Trend Line for Total Enrollment and Program Graduates



**Appendix VIII**  
**Job and Graduate School Placement Rates**

<b>Year</b>	<b># of graduates employed in major field</b>	<b># of graduates employed in related fields</b>	<b># of graduates employed outside field</b>	<b># of graduates accepted to further graduate study</b>	<b># of graduates not accounted for</b>
<b>2006-2007</b>	14	2	0	2	3
<b>2007-2008</b>	18	1	0	1	0
<b>2008-2009</b>	17	2	0	0	1
<b>2009-2010</b>	10	0	0	0	1
<b>2010-2011</b>	19	0	0	0	4
<b>Five –Year Total</b>	<b>78</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>9</b>