



**WICHITA STATE
UNIVERSITY**

COLLEGE OF EDUCATION

Department of Sport Management

**M.Ed. in Sport Management
Graduate Enrollment Management (GEM) Plan
Spring, 2017**

Preface

The purpose of this Graduate Enrollment Management (GEM) plan is to clearly articulate the qualitative and quantitative histories of the M.Ed. in Sport Management and to further identify the link between the College of Education and Department of Sport Management Strategic Plans. Finally, this GEM attempts to outline future goals, objectives, and attainment strategies while assessing the health and wellness of the M.Ed. in Sport Management.

Qualitative Description

The vision for Wichita State University involves international recognition as the model for applied learning and research. The Department of Sport Management's mission, accordingly, is to serve its students, community, and profession through its teaching, research, and service. Valuing both theory and practice, department members emphasize applied learning, thus enabling sport management students to develop into well-educated, ethical, capable sport management professionals.

The Department of Sport Management is located within the College of Education (COEd) and offers programs in Undergraduate (BA in Sport Management) and Graduate (M.Ed. in Sport Management) education. Both the undergraduate and graduate programs are accredited internationally by the Commission on Sport Management Accreditation (COSMA), and—as the aforementioned Vision and Mission Statements articulate—emphasize applied learning experiences, holistic educational opportunities, professional practice, networking, and experience. Both the M.Ed. and BA programs have been recognized as model programs for COSMA content, curricula, and annual assessment reporting. Wichita State University's strategic plan is guided by seven major goals. Both the COEd and the Department of Sport Management's strategic plan are in alignment and influence the following GEM.

The Department of Sport Management has four full-time faculty members, a valued and highly accomplished group of adjunct lecturers, 1.5 staff members (i.e. Office Manager and .5 Education Support Services Undergraduate Sport Management Advisor located in our departmental offices), and serves almost 250 students throughout our course offerings. Our M.Ed. in Sport Management is a healthy graduate program, which has between 55 and 65 graduate students in it at any given time.

Our faculty and graduate students have been widely recognized for their innovative teaching, service learning, and research efforts/activities through a variety of college, university, and industry awards. Additionally, our curriculum has received industry and discipline-specific recognition for innovation, allowing our graduate program to attract students from a variety of states and countries. Our M.Ed. in Sport Management program prepares graduates for impactful employment in sport settings, which include interscholastic and intercollegiate athletics, minor/major league professional sports, park and recreation departments, and in the health club/fitness industry.

Regarding the university's mission, our programs are accredited, which requires quality educational experiences for our students, and are rigorously monitored through outcomes-based assessments of both direct and indirect Student Learning Outcomes and Operational Effectiveness Matrixes. Through class work, integrative experiences (internships and practica), and our center, The Partnership for the Advancement of Sport Management (PASM), both our faculty and students have a presence and impact within many communities across the metropolitan area, Kansas, the region, the U.S., and globally. This is evidenced by our faculty's research partnerships and our students' (and alumni) job placements.

Other points of pride, are as follows:

- Department has the *only dedicated alumni group* in the university, outside of the WSU Alumni Association. Our Sport Management Alumni Association (SMAA), working with the Sport Management Student Association (SMSA) and the Department of Sport Management hosts professional development, social, and networking events; and develops an annual alumni directory with almost 500 updated alumni contacts.
- Steady and consistent enrollment within the M.Ed. program annually, with 30-40 students being accepted for graduate education.
- Many graduate students have assistantships and/or professional affiliations with many on-campus entities, such as WSU Athletics and campus recreation.
- Formalized off-campus partnerships with local practitioners, including the Air Capital Classic (PGA-sanctioned professional golf event), Wichita Force (professional, indoor football franchise), Derby Recreation Commission, Wichita Thunder (professional, NHL-affiliated hockey franchise), etc.
- Department of Sport Management was an inaugural university and continues to have discipline-leading, accredited programs (Commission on Sport Management Accreditation)
- Explicit focus on experiential learning with all students having to complete a six CH internship that documents 810 working, professional hours.
- Focus on service learning, such as community enhancement, consumer behavior, applied demographic research, feasibility studies, etc.
- Internships and alumni in high-profile organizations, such as NFL, NHL, NBA, and MLB franchises; many intercollegiate and NCAA athletic departments (Division I, II, and III); Summer/Winter Olympics; tourism and convention centers; multipurpose sport/entertainment facilities; boutique health, fitness, and wellness centers; and various aspects of recreation (campus, municipal, and private recreation entities).
- In-house study abroad program focusing on diversity and globalization.
- Exit surveys, both graduate and undergraduate, illustrate students' consistently high regard for teaching, advising, and overall learning experiences. (See OPA [Exit Survey Results](#))

Aspirational Vision

In conjunction with approved Department of Sport Management and COEd strategic plans, the M.Ed. in Sport Management program will continue to serve its students, community, and profession through expanded teaching, research, and service activities. To this end, department members emphasize applied learning opportunities and cutting-edge content enabling sport management students to develop into well-educated, ethical, capable professionals. As a result, an idealized vision for the M.Ed. in Sport Management would include the following:

- Regional leader and consistent collaborator with multiple sport, recreational, and community-service centric organizations. (e.g. formalized partnership with a variety of sport or recreation-based organizations, such as the Air Capital Classic)
- *Cultivator* of professional development, leadership, and wellness-based curricula for a variety of constituents. (e.g student-athlete development programming with multiple intercollegiate athletic departments)
- *Disseminator* of professional development, leadership, and wellness-based curricula for a variety of constituents. (e.g. consumer behavior-based consulting for regional park and recreation departments)
- Collaborator with other departments, programs, or discipline tracks in order to develop integrative and practitioner-based programs, degrees, minors, certificates, or classes. (e.g. Sports Counseling track with Sport Management and Counseling)
- Growing faculty resources in order to support a growing graduate student population.
- Opportunity to have graduate assistants to support the growing research agenda of the department (e.g. Partnership for the Advancement of Sport Management) and individual faculty consulting and collaborative research opportunities.

Enrollment Summary

Using data from the Office of Planning and Analysis (OPA) here at WSU, the M.Ed. in Sport Management program appears to be consistently vital and healthy. Five-year rolling average (2012-2016) of Fiscal Year summaries of SCH production are slightly over 1,000 SCH (1,031 SCH) with 5-year rolling average (2011-2015) of program majors at 60 students. Average annual degree production, using the same 5-year rolling average timeframe, was 27 students.

Students entering the M.Ed. program (5-year rolling average 2012-2016) had a 3.4 GPA, on average, which is in alignment with all other university average GPAs (mean university GPAs for Master's level students entering WSU was 3.5). Students, upon graduating and exiting the program, were very satisfied with their educational experience in M.Ed. in Sport Management. Specifically, the percent of graduating graduate students that were "satisfied" or "very satisfied" during the 2012-2016 5-year rolling average was dramatically higher for M.Ed. Sport Management graduates (94.7%) as compared to other Master-level graduating graduate students in the COEd (85.5%) or University (83%). On the scale of 1 (low) to 5 (high), the average satisfaction level for M.Ed. Sport Management graduating graduate students was 4.7.

Finally, WSU collects data relating to underrepresented minority group members (URMs) in an effort to ensure diversity of educational opportunities and representation. The 5-year rolling average

(2011-2015) of percentages of URMs in the M.Ed. Sport Management program was 12.9%. This figure is slightly larger than similar levels for both the COEd (11%) and the University (10.2%). Anecdotally, about 20% of the AY 2016 cohort for the M.Ed. Sport Management program are international students from a variety of countries, thus furthering a commitment to diversity and higher education experiences.

Investments Summary

Previous investments into the M.Ed. program in Sport Management have been relatively consistent over time. There are little to no funds allocated each fiscal or academic year for student recruitment/retention or program promotion; fiscal allocations are simply not available and never have been available. Current recruiting efforts center on listserv distributions, graduate coordinator efforts at recruiting events/career fairs, and other grassroots level efforts by departmental faculty and staff. Human capital and personnel time are, by far, the largest investments made into the M.Ed. in Sport Management program. Additionally, faculty networks or connections are important for promoting graduate applications to the program, and new promotional materials are developed by departmental faculty and staff. We have worked with the Graduate School in the past to provide updated content for Graduate School-initiated promotional materials.

Four years ago, the current Dean of the COEd provided SMGT \$2,500 for promotional materials developed through WSU channels. These promotional items (e.g. flyers and miniature posters) were 1/3 for the undergraduate program, 1/3 for the graduate program, and 1/3 for general awareness regarding the Department of Sport Management here at WSU.

Within the Department of Sport Management and the COEd, there are some scholarship opportunities for graduate students. These fellowships were either donated (e.g. Hansan Fellowship), result from the SMAA efforts (e.g. approximately two scholarships funded every year), or in-kind donations from partnering sport organizations (e.g. Wichita Sports Forum).

Graduate Assistants

In the past seven years, there have been three tenure-track faculty members. These faculty have been supported with a Graduate Assistants. As faculty received Tenure and Promotion (2012, 2017, and anticipated in 2018), GA allocations and resources have and will recede accordingly. Having graduate assistants would be a great opportunity to support the growing research agenda of the department (e.g. Partnership for the Advancement of Sport Management) and individual faculty consulting and collaborative research opportunities. Additionally, having graduate assistants would support the large student population (see earlier department and enrollment descriptions) and small faculty size, which would maximize student-faculty interaction. Finally, graduate assistants would serve in a student recruitment role and facilitate other student-to-student interactions.

Goals

The following goals are for the M.Ed. graduate program. These goals are goals that we will pursue regardless of investments or resources from the Graduate School or other college or university sources. The list of goals represents departmental values and are in alignment with departmental strategic planning initiatives and College of Education SEM initiatives. Specifically, the M.Ed. in Sport Management will be associated with the following initiatives:

- 1) **Regional leader in innovative curriculum within Sport Management programs and departments.**
- 2) **Regional leader in applied learning and professional development opportunities for students.**
- 3) **Regional leader in applied learning and professional development opportunities for regional, community, and discipline-specific practitioners.**
- 4) **National leader—among COSMA accredited sport management (and related) programs and departments—in quality and innovative sport management curricula.**
- 5) **Increase enrollment within and along the I-35 corridor in alignment with Wichita State University, the College of Education and the Department of Sport Management’s undergraduate program as stipulated in the Strategic Enrollment Management plan (SEM).**
- 6) **Become a regional leader in leadership education and professional development for students (of all disciplines) and practitioners within a variety of industries.**
- 7) **If additional faculty and graduate teaching or research assistant resources were to become available, the M.Ed. program in Sport Management will become a regional and national leader in developing professional development curricula, in conjunction with the Partnership for the Advancement of Sport Management (PASM).**
- 8) **Increase diversity of graduate student population by expanding awareness of graduate program to a variety of constituencies, including:**
 - a. **On-campus communitites**
 - b. **Off-campus communities within local, regional, national, and international groups.**

Conclusion

The Department of Sport Management here at Wichita State University has a long history of applied and/or service learning, experiential learning opportunities, and a culture of self-reflexivity that has not only impacted but evolved our curricula, including the M.Ed. in Sport Management. The M.Ed. program has not received, historically, any promotional or infrastructural resources and, as a result, the investments into the program consist primarily of time and labor from faculty members. Additionally, the program averages about 55-65 graduate students in the program at any given time with 30-40 students accepted annually. With only four full-time faculty members, having GEM-related goals focusing on increasing enrollment are not practical and would—in our belief as a department—negatively impact students’ experiences and learning. We do agree, however, that a continued focus on quality—as compared to quantity—is of the utmost concern and importance. (It should also be noted that our small faculty also educate over 250 undergraduate students, in addition to the graduate student enrollments listed earlier, and have cut our lecturer usage budget for recent fiscal recisions.)

The previous GEM has outlined the qualitative strengths of the department, faculty and staff, partners, and has highlighted student accomplishments. We believe that overtly specific and quantitative goals, such as enrollment-centric goals, are not in the best interest of either the Department of Sport Management or the M.Ed. program. Our accreditation requires annual reporting, programmatic self-reflexivity, an applied learning focus, and a rigorous outcomes-based assessment system. The aforementioned outcomes-based assessment system includes both student learning outcomes and programmatic outcomes (e.g. operational effectiveness matrixes), which are updated annually and in alignment with our departmental strategic plan.

The M.Ed. program in Sport Management is excited about the possibility of growing, within quality controlled and monitored reason, and will continue to push the boundaries of innovative curriculum in order to emphasize applied learning experiences, holistic educational opportunities, professional practice, networking, and experience with the intent of developing students into well-educated, ethical, capable sport management professionals.