



BUSINESS

**University of Minnesota Crookston
Business Department
2022-2023 U of MN Crookston COSMA Public Disclosure**

Description of Public Disclosure of Accreditation Status

(p. 28-29, *Accreditation Process Manual*, December 2015)

When a program joins COSMA as a Program Member, but prior to its application for Candidacy Status, the program holds no accreditation “status” and **may not** refer to its membership on its website or in published materials. When a program has been granted Candidacy Status, it will make the following notation on the “home page” of its academic unit/sport management program website:

The following sport management degree program has been granted Candidacy Status by the Commission on Sport Management Accreditation (COSMA), located in Fort Collins, CO, USA:

- *Bachelor of Science in Sport and Recreation Management*

Candidacy Status is not an accredited status, but a step toward seeking accreditation by COSMA.

General Information

| | | | | | |
|---|---|--------|------------------|------------------|-------|
| Institution’s Name: | University of Minnesota Crookston | | | | |
| Address: | 2900 University Ave | | | | |
| City: | Crookston | State: | MN | ZIP/Postal Code: | 56716 |
| Primary COSMA Contact Name: | Eddie G Walker II, Ph.D. | | | | |
| Telephone: | 218-281-8251 | Email: | walke810@umn.edu | | |
| Sport Management Degree Program(s): | Bachelor of Science, Sport and Recreation Management | | | | |
| Name of College where Sport Management degree(s) is housed: | Business Department | | | | |
| Academic Unit URL: | https://www.crk.umn.edu/academics/business-department/sport-recreation-management | | | | |

PROGRAM INFORMATION PROFILE

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

Name of Institution: University of Minnesota Crookston

Program Accreditor: Commission for Sport Management Accreditation (COSMA) and Accreditation Council for Business Schools and Programs (ACBSP)

Institutional Accreditor: Higher Learning Commission (HLC)

Date of Next Comprehensive Program Accreditation Review: 2023-2024 AY

Date of Next Comprehensive Institutional Accreditation Review: 2023-2024 AY

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

<https://crk.umn.edu/academics/business-department/sport-and-recreation-management>

Program Context and Mission

Program Mission: The mission of the Sport and Recreation Management Program at the University of Minnesota Crookston is to give students the opportunity to develop knowledge and expertise in sport and recreation with an orientation toward management. It is employment-oriented, designed around active learning and responsive teaching, and technology-driven, focused on communication and human relations.

Program Goals:

- Graduates will be able to manage, assist in the management of, or find employment in sport and recreation organizations.
- Graduates will have a broad understanding of issues and technological trends within sport industry
- Graduates will have a good understanding of sport facility operations.
- Graduates will learn about sport marketing.
- Graduates will learn about the legal aspects of sport and ethics.

Brief Description of Student Population: The University of Minnesota Crookston had 647 on-campus students and 842 online students enrolled in the fall of 2022. The student-to-faculty ratio is 16:1 with 43% of our on-campus students and 56% of our online students identifying as first-generation students. The dashboard below indicates the gender and racial/ethnic background of the students within the Sport and Recreation Management Program

| | On-campus Students | Online Students |
|-------------------------------|--------------------|-----------------|
| Total Enrollment (fall 2022) | 21 | 15 |
| Female | 3 | 5 |
| Male | 18 | 10 |
| African American/Black | | 1 |
| American Indian/Alaska Native | | 2 |
| Asian American | | |
| Caucasian/White | 19 | 10 |
| Hispanic | | 1 |

| | | |
|----------------------------------|---|---|
| Native Hawaiian/Pacific Islander | | |
| Two or more races | | |
| International | 2 | 1 |
| Not specified | | |

Admissions Requirements: *From our Admissions website:* “To support our ongoing commitment to diversity, equity, and inclusion, and because many of your personal qualities cannot be measured by standardized tests, we provide plenty of opportunities throughout the application for you to demonstrate not only your academic success, but also success in the areas of leadership, community engagement, commitment, family responsibilities, special talents, and so on. To ensure that all applicants receive a fair, equitable review and evaluation, our application review process is a thorough, personal, and complete evaluation of your application.”

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation Year: 2022-23 AY # of Graduates: 17 Graduation Rate: 4-yr – 27%; 5-yr – 44%; 6-yr – 67%
2. Completion of Educational Goal (other than certificate or degree – if data collected)
of Students Surveyed: N/A # Completing Goal: N/A
3. Average Time to Certificate or Degree: 4-Year Degree: 3.7 years
4. Annual Transfer Activity (into Program): Year: 2022-23 AY
of Transfers: 5 Transfer Rate: 48%
5. Graduates Entering Graduate School: Year: 2022-23 AY
of Graduates: 17 # Entering Graduate School: 0
6. Job Placement (if appropriate): Year: 2022-23 AY
of Graduates: 17 # Employed: 4 (only 4 graduates responded to this survey)
7. Licensure/Certification Examination Results: N/A
8. Additional Indicators, if any: N/A

2022-2023 BS Program-Level Student Learning Outcomes Matrix

| Identify Each Student Learning Outcome and Measurement Tool(s) | Identify the Benchmark | Total Number of Students Observed | Total Number of Students Meeting Expectation | Assessment Results: Percentage of Students Meeting Expectation | Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data |
|--|---|-----------------------------------|--|--|--|
| SLO 1: Analyze the various aspects of current issues and technological advances within the sport industry | | | | | |
| Measure 1 (DM): SRM 3012 Sports League Case Study | 75% meet or exceed expectations on the Sports League Case Study assignment | 15 | 12 | 80% | Exceeds expectation |
| Measure 2 (IM): Internship – Technology Abilities* | 75% meet or exceed expectations on the student report of confidence in their abilities to complete the technological responsibilities of their internship | 12 | 11 | 91.7% | Exceeds expectation |
| SLO 2: Identify the multifaceted purposes, special requirements, and security issues of sport facilities | | | | | |
| Measure 1 (DM): SRM 3003 Facility Design assignment | 75% meet or exceed expectations on the Facility Design assignment | 28 | 23 | 82.1% | Exceeds expectation |
| Measure 2 (DM): SRM 3003 Facility Tour | 75% meet or exceed expectations on the Facility Tour assignments | 1. 28 2. 28 3. 28 | 1. 26 2. 27 3. 25 | 1. 92.9% 2. 96.5% 3. 82.1% | 1. Exceeds expectation 2. Exceeds expectation 3. Meets expectation |
| SLO 3: Assess the unique challenges faced by sport industry using a variety of marketing techniques (e.g., promotional strategies, sponsorship) | | | | | |
| Measure 1 (DM): SRM 3006 Adopt-a-Team assignment | 75% meet or exceed expectations on the Adopt-a-Team assignment | 30 | 28 | 93.3% | Exceeds expectation |
| Measure 2 (DM): SRM | 75% meet or exceed | 30 | 27 | 90% | Exceeds expectation |

| | | | | | |
|--|---|----|----|------|---------------------|
| 3006 Brand Equity assignment | expectations on the Brand Equity assignment | | | | |
| SLO 4: Discuss the various legal aspects of sport including negligence, risk management, contract law, and ADA compliance | | | | | |
| Measure 1 (DM): SRM 3002 NLI Contract assignment | 75% meet or exceed expectations on the NLI Contract assignment | 25 | 21 | 84% | Exceeds expectation |
| Measure 2 (DM): SRM 3002 Rostai v Neste Enterprises Case Study | 75% meet or exceed expectations on the Rostai v Neste Enterprises Case Study assignment | 25 | 24 | 96% | Exceeds expectation |
| SLO 5: Demonstrate competence in oral and written communication | | | | | |
| Measure 1 (IM): Internship – Communication Abilities* | 75% meet or exceed expectations on the student report of their abilities to communicate effectively during their internship | 12 | 12 | 100% | Exceeds expectation |
| Measure 2 (DM): SRM 4800 Final Strategic Plan | 75% meet or exceed expectations on the Final Strategic Plan assignment | 10 | 9 | 90% | Exceeds expectation |
| <p><i>*The student self-report was used because none of the supervisors completed the internship evaluation at the time of this report.</i></p> <p><i>**Explanation of course action for intended outcomes not realized: All outcomes met or exceeded expectations. With that said, assessments will always be re-evaluated each semester to make sure they align with their respective learning outcomes.</i></p> | | | | | |

2021-2022 BS Program-Level Operational Effectiveness Outcomes Matrix

| Identify Each Operational Effectiveness Goal and Measurement Tool(s) | Identify the Benchmark | Data Summary | Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data |
|--|---|------------------|---|
| OEG 1: Increase on-campus student and online student enrollment | | | |
| Measure 1: On-campus enrollment for fall 2022 | Increase on-campus enrollment by 5% in Fall 2022 | -16% | Does not meet expectation |
| Measure 2: Online enrollment for fall 2022 | Increase online enrollment by 10% in Fall 2022 | -35% | Does not meet expectation |
| OEG 2: Meet or exceed campus goals for graduation rates (50% - 4-year graduation rate; 65% - 6-year graduation rate) | | | |
| Measure 1: 4-year graduation rate | 50% | 27% | Does not meet expectation |
| Measure 2: 6-year graduation rate | 65% | 67% | Exceeds expectation |
| OEG 3: Meet or exceed campus goal of 80% first-to-second year retention rate | | | |
| Measure 1: First-to-second year retention | 80% | 67% | Does not meet expectation |
| OEG 4: Prepare students for real world application of course content by providing them with opportunities to participate in case study competitions, research opportunities, and internships | | | |
| Measure 1: Prepare a team to compete in the SMA Student Case Study Competition in Charlotte, NC | Have a 4-student team prepare a response to the and achieve a score of 25 or higher on the rubric | Final score = 25 | Meets expectation |
| Measure 2: SRM 3100 Research Proposal assignment | 75% meet or exceed expectations on the Research Proposal assignment | 94% | Exceeds expectation |
| <p>**Explanation of course action for intended outcomes not realized: <i>Enrollment is just starting to bounce back from the COVID-19 pandemic. Our on-campus and online student numbers in the fall of 2022 did not drop as much as the fall of 2021. These SRM numbers still seem to be impacted by losing our football team a couple of years ago (for our on-campus numbers) and larger numbers of graduating students. This is also the reason why the SRM 4-year graduation rate is so low. Many of those who would have graduated with an SRM degree were football players who went somewhere else to finish their degree. I expect these numbers to improve over the next couple of years. There were many online students who did not return to UMC because of the COVID-19 vaccine requirement for all students. The U of M system has reversed this requirement and we should see an increase in online enrollment due to this. The first to second year retention rate was lower than our benchmark due to a higher number of first-year student-athletes transferring to other institutions to play their respective sports. I am not sure how I can specifically address this type of loss, but I make sure to work with all students and make sure their academic needs are being met. As long as they have all of the tools they need to succeed in the classroom, I can make sure they are not leaving because of the program itself.</i></p> | | | |