

**2015-2016 Yearly Assessment Report Template
College of Arts and Sciences (CAS)**

1. Identifying Information

Name of Program: Sport Management

Type of Program (Major, Minor, Graduate Program, Non-Degree Granting): M.A. Degree

College of Arts and Sciences Division (Arts, Humanities, Sciences, or Social Sciences):

Social Sciences

Name/Title/Email Address of Submitter: Dan Rascher, Director of Academic Programs,
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Name/Email Address of Additional Individuals Who Should Receive Feedback:

2. Mission Statement:

The core mission of the Sport Management Master's Program is to promote learning through excellence in teaching and scholarship and through reasoned discourse in a cohesive, ethical, and communal environment. The Program offers students the knowledge and skills to develop into successful persons and professionals.

The Sport Management Master's Program will be internationally recognized as a premier Master's Program that provides professional preparation and educates leaders. The Program will utilize its configuration as an evening program and its locations in large urban settings to promote learning outside of the classroom through internships, jobs, field research and other practical experiences.

Has this statement been revised in the last few years? No

3. (Optional) Program Goals:

- A. Solve problems innovatively, based on knowledge of the tools, concepts, and theories of each of the functional disciplines of sport management.

- B. Integrate the functional disciplines of sport management to make complex decisions, conduct the research necessary for long-term strategic decisions, and apply sport management skills.
- C. Successfully use leadership skills and other functional skills in the sport marketplace.
- D. Apply effective written, oral, and presentation skills.
- E. Conduct themselves in a professional and responsible manner as sport managers.

Have these goals been revised in the last few years? Yes

4. Program Learning Outcomes (PLOs)

Recognize and apply leadership theory to the discipline of sport management.
Identify and apply the major sport marketing theories.
Recognize, discuss, and assess the principles of sports marketing including branding, integrated marketing, sponsorship, sales, licensing and athlete marketing.
Evaluate the core concepts of brand building in sport.
Apply microeconomic tools of demand and supply analysis to problems in sport management.
Apply the tools of ratio analysis to compare the financial health of sport businesses and defend which businesses to invest in.
Describe the basic methods of financial valuation of a sports team or other sports asset.
Discuss the economics of college sports in terms of athlete remuneration and cartel economics.
Identify the various forms of financing and the pros and cons of using each form.
Discuss the sources of public finance for stadiums and the pros and cons of using those sources.
To be able to understand, classify, analyze and compare basic accounting concepts and apply that knowledge to the reading and comprehension of basic financial statements.
To differentiate the approaches to Business Plan and Budget preparation through discussion.
Apply the concepts of strategic management to a sports organization including identifying its present business position, long-term direction, its resources, competitive capabilities, and opportunities for gaining sustainable competitive advantage.
Discuss how to assess business risk.
Identify the differences between selling sports and other industries.
Recognize different sales strategies in sports.
Categorize the different methods for selling the different inventories of sports products.
Determine how to identify potential leads.
Recognize and classify the "Black-letter" law as applied to sport.
Recognize, classify, and demonstrate understanding of the function, structure & procedure of the American legal system.
Recognize, classify, and apply understanding of Contracts, Torts, Constitutional Law, Criminal Law, Anti-trust, Agents & Negotiation, Facilities Management, Licensing and Copyright, Employment
Assess, analyze, and be able to spot legal issues.
Demonstrate the ability to identify legal issues in a fact pattern

Demonstrate the ability to determine legal issues from case law, reading and discussion.
Recognize and assess legal issues when reviewing contracts.
Recognize and classify the hierarchy of legal precedent.
Recognize and analyze the “new” sports marketplace within the global context of late capitalism.
Develop interpretive techniques by which to analyze and critically evaluate current and future industry directions, opportunities and possibilities.
Differentiate both the importance of individual thinking and collaborative work.
Recognize and apply how to interpret research findings and put them in writing.
Recognize, assess, and apply the various types of business research.
Conduct an analysis of published research.
Create and develop a research plan.
Recognize and apply the underlying knowledge needed to create a survey.
Demonstrate ability to use Excel to enter and code data.
Recognize and demonstrate ability to clean and organize data for use in analysis.
Recognize and demonstrate ability to use categorical data.
Demonstrate how to move data into SPSS.
Recognize and apply central tendency (mean, mode, median, frequency tables, etc.), spread (standard deviation, range, quartiles, etc.).
Analyze data using cross-tabs, contingency tables, and graphical analyses (scatter plot, bar chart, etc.).
Recognize and apply correlation (table and correlation coefficient).
Recognize and apply the comparison of more than one variable to other variables (T-tests).
Recognize, apply and analyze regression (regression equation, R-squared, F-test, t-tests for coefficients, coefficient interpretation, forecasting, etc.)
Recognize that it is possible to combine independent variables if there are too many variables compared to observations or if there is significant multicollinearity using cluster analysis, principal components, or factor analysis.
Identify, classify, demonstrate knowledge of, and learn to navigate the breadth and depth of the sport marketplace.
Apply integrated marketing communication strategy to actual sport business contexts.
Develop sport marketing and sponsorship plans.
Identify and apply the elements of a business plan.
Describe the factors that are used to measure economic impact and apply them to measure the economic impact of a sporting event.
To classify and discuss the basic budget formats and concepts and be able to apply those concepts into the development of an operating budget.
To classify and demonstrate sources of financing and to integrate a business plan and budget.
Integrate strategic management concepts into the global market environment.
Craft business strategy using what-if analysis to evaluate action alternatives, and making sound strategic decisions.
Formulate a sales strategy and related techniques for a sports product.
Diagram a ticket sales department structure.
Explain and perform a negotiation.
Employ skills and conduct a legal research.
Recognize and create a research design, from background and objectives, through methodology.

Recognize, differentiate, and assess the organizational and operational aspects of a sport organization.
Recognize and apply knowledge, theory, and understanding from academic courses and other life experiences to the professional environment.
Identify, plan, implement, and evaluate independent projects that benefit the organization.
Formulate written goals and measurable objectives to be accomplished during the Internship.
Identify the major sources of sport marketing information.
List, classify, and assess an overview of careers in sports marketing through direct interaction with professionals in the field.
Classify, organize and assess strengths which may be developed and weaknesses which can be improved.
Develop and apply communication and presentation skills.
Develop a management plan for running a professional baseball team that includes the concepts of corporate objectives, strategies, and tactics.
Develop written plans including business plans, marketing plans, sponsorship plans, strategic plans, sport culture case studies, and team management plans
Recognize and apply the following skills and techniques, which are common in practice within an organization: communication skills, motivation of others, marketing skills, and related strategic organizational skills.
Recognize the importance of ethical principles, core values, and responsible management practices to the conduct of a company's business.
Demonstrate ability to build a network of contacts with professionals in the Sport Marketplace.

Have these PLOs been revised in the last few years? Yes

5. Brief Summary of Most Recent Assessment Plan

Turned in August 2015, the recent assessment occurred for five cohorts of students, with a sample of 50 students in total being assessed (random sample of about 1/3 of students). The assessment findings were similar to previous assessments in terms of overall meeting PLOs.

However, by PLO, there are four strength areas:

1. Develop and apply communication and presentation skills.
2. Differentiate both the importance of individual thinking and collaborative work.
3. Recognize the importance of ethical principles, core values, and responsible management practices to the conduct of a company's business.
4. Build, manage and competitively position a sport brand.

The two areas of concern were:

1. To differentiate the approaches to Business Plan and Budget preparation through Discussion,
2. Apply fan behavior, motivation and identity theories to acquire, retain and grow sport Consumers.

6. Academic Program Review

Date of most recent Academic Program Review's External Reviewer Visit:
December, 2015.

Date of most recent Action Plan Meeting: Action Plan meeting is set for August,
2016.

Brief Summary of the most recent Action Plan: N/A

7. Methods

What did you do with regard to assessment of your program/department in
2015-2016?

The assessment proceeded as it had in the past, with a sample of students from
each cohort getting assessed in each course, thus covering all of our PLOs.

What were your questions?

We are interested in developing some indirect measures, likely to include an
assessment of relevant job placement and exit survey.

How are these questions related to your most recent Academic Program Review
and/or Action Plan?

We are in the process of completing our Action Plan (TBD in August, 2016).

What PLOs are these questions related to?

All PLOs would be assessed in this new indirect method. We would continue
with the direct method too.

What direct (most important) and/or indirect methods did you employ?

We have only employed the direct method. Each course is assessed by the
professor teaching that course. Each cohort has 10 students randomly selected prior to
beginning their first class. Those students are followed and assessed throughout their
22-month matriculation. Rascher takes the information and puts together the
assessment.

As shown in the “Measures” tab of our Curriculum Mapping, Rubrics, Assessment Measures.xls file, essays, exams, business/marketing plans, problem sets, term papers, oral presentations, and similar coursework are used by each professor to assess the PLOs in their courses.

Some Possible Direct Methods (pick ≥ 1 and *briefly describe*):

- a. Published (Standardized) Test (e.g., Major Field Test)
- b. Class Tests & Quizzes with Embedded Questions
- c. Class Presentations
- d. Off-Campus Presentations (NGOs, clients, agencies, etc.)
- e. Research Projects Reports
- f. Case Studies
- g. Term Papers
- h. Portfolio
- i. Artistic Performances, Recitals & Products
- j. Capstone Projects
- k. Poster Presentations
- l. Comprehensive Exams
- m. Thesis, Dissertation
- n. Pass Rates on Certification or Licensure Exams
- o. Group Projects
- p. In/Out-of Class Presentations
- q. Competency Interviews (e.g., oral exams)
- r. Simulations
- s. Juried Presentations
- t. Other

Some Possible Indirect Methods (*briefly describe*):

- a. Student Survey
- b. Student Interview
- c. Focus Groups
- d. Reflection Sessions
- e. Reflection Essays
- f. Faculty Survey
- g. Exit (end of program) Survey
- h. Exit (end of program) Interview
- i. Alumni Survey
- j. Employer Survey
- k. Diaries or Journals
- l. Data from Institutional Surveys (e.g., NSSE, SSI, GSS)
- m. Curriculum/Syllabus Analysis
- n. Other

8. Results

What were the direct data results?

Similar to the last assessment (one year ago), the average scores (scale of 1 to 5) per PLO range from 3.3 to 5.0. This is slightly higher than last year. Similar to last year, students struggled to learn: “Apply fan behavior, motivation and identity theories to acquire, retain and grow sport consumers.” Yet, they improved in the PLOs that pertain to writing written plans and making presentations, which is assessed multiple times.

What were the indirect results? N/A

What surprised you?

Given the similarities from previous assessments, there weren’t many surprises, except to note that student oral presentation skills continue to score well.

What aligned with your expectations?

The general areas of struggle continue to be in the details of accounting and the law. Students do well in their written group work and in presentations.

What do you understand these results to mean?

They partly reflect the incoming majors of the students. Those with business undergraduate training do better on business-oriented PLOs. A previous analysis showed this and it still seems to be true.

What are the implications of the data?

We are unable to get all students up to the same level in some areas.

9. Closing the Loop

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement?

As stated, we plan to add two additional indirect methods of assessment. Also, we will consider seeing if our PLOs ought to be changed or if there is any way to increase the time spent on the topics of struggle, which, again, are not that many relative to the number of PLOs. We should note that the law and accounting areas are the two core courses which use adjunct faculty instead of full-time faculty.

To be frank, we do not feel that there are big issues that need to be dealt with. Our assessment of job placements (done for marketing reasons, but covering 160 recent graduates) are that students are finding good/relevant jobs at a very high rate.

Possible Closing(s) of the Loop(s) (pick ≥ 1 and *briefly describe*):

- a. Revision of PLOs – as stated, we might assess what we are trying to get the students to learn in the law and accounting areas.
- b. Changes in pedagogical practices
- c. Revision of program course sequence
- d. Revision of course(s) content – we will assess whether more time can be spent on the few struggling areas.
- e. Curriculum Changes (e.g., addition and/or deletion of courses)
- f. Modified program policies or procedures
- g. Designed measurement tools more aptly suited for the task
- h. Improved within and across school/college collaboration
- i. Improved within and across school/college communication
- j. Revised student learning outcomes in one or more courses
- k. Modified rubric
- l. Developed new rubric
- m. Developed more stringent measures (key assessments)
- n. Modified course offering schedules
- o. Changes to faculty and/or staff
- p. Changes in program modality of delivery
- q. Other

Have you or will you submit any course or program change proposals as a result of these results?

Given our upcoming Action Plan meeting (Aug. 2016), we will reserve any decisions on course and/or program changes to after that meeting and a final Action Plan is created.