

<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>

**ASSESSMENT REPORT**  
**ACADEMIC YEAR 2018 – 2019**  
**REPORT DUE DATE: 11/01/2019**

- **Who should submit the report? – All majors, minors (including interdisciplinary minors), as well as graduate and non-degree granting certificate programs of the College of Arts and Sciences.**
- **Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections.**
- **Undergraduate, graduate and certificate programs must submit separate reports**
- **It is recommended that each assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices.**
- **A curricular map should be submitted along with each assessment report (we suggest that the curricular map should be informed by recent assessment outcomes).**

**Some useful contacts:**

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)

**Academic Effectiveness Annual Assessment Resource Page:**

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

**Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)**

**Important: Please write the name of your program or department in the subject line.**

**For example: FineArts\_Major (if you decide to submit a separate report for major and minor); FineArts\_Aggregate (when submitting an aggregate report)**

## I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Daniel Rascher, Director of Academic Programs

rascher@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

This is for an MA in Sport Management.

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

The name of a course has changed. The course formerly known as Research Methods in Sport Management is now Quantitative Analysis in Sport.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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3. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor programs

No

- **Mission Statement (Major/Graduate/Certificate):**

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.

2. **Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.**

**Note:** It is expected that PLOs will vary in level of mastery between different programs in the same discipline (e. g., a major and minor in the same subject area). Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

- **PLOs (Major/Graduate/Certificate):**

**No**

- 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.

3. **State the particular program learning outcome(s) you assessed for the academic year 2018-2019.**

**What rubric did you use?**

#### **The Role of Rubrics**

The rubric is the single most important thing you need for assessment, and putting time and thinking into designing a good rubric is going to make the entire process a lot easier, faster, and meaningful. Your rubric should break down your chosen PLO into the smallest measurable components, so that the assessment of each piece of work becomes linear and easy, and the calibration among different faculty assessing more objective. If you still have to debate a while whether that one line of the rubric has been fulfilled or not, chances are your rubric item is still an aggregate and can be broken down further into smaller components. Once you have made a detailed rubric, then not only the "grading" work will be faster and straightforward, but at the end of it you will have data that is significantly more meaningful. For example, some parts of the PLO may be in tiptop shape while others may need to be massaged or tweaked, with more attention given to that particular item in class. Conversely, your data may show you

that the PLO itself is not what you thought it should be—it may be that it duplicates something other PLOs include or that a crucial part of what you teach is getting lost in the cracks between your PLOs. So do make sure that the rubric is as detailed and thorough as you possibly can manage (a short rubric in fact makes the grading longer, as counterintuitive as that seems).

- **PLO(s) being assessed (Major/Graduate/Certificate):**

- 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.

### III.METHODOLOGY

**Describe the methodology that you used to assess the PLO(s).**

**For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a score for responses to those questions.”**

**Important Note** – WSCUC advises us to use “direct methods,” which consist of a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important: Please attach, at the end of this report, a copy of the rubric used for assessment.**

- **Methodology used (Major/Graduate/Certificate):**

During 2018-19, we used direct assessment methods exclusively. In each cohort, we randomly select 10 students (without their knowledge) and follow them throughout their matriculation. This provides us with approximately 50 students to assess.

In each core course, some of the PLOs were assessed using our Measures (see attachment). These are a combination of essays, exams, problem sets, presentations,

term projects/papers, and case studies. Every other year, we add an Indirect Assessment method by conducting a survey of alumni.

#### IV. RESULTS & MAJOR FINDINGS

**What are the major takeaways from your assessment exercise?**

This section asks you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this question, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	9.5%
Mastered the outcome in most parts	24.4%
Mastered some parts of the outcome	62.1%
Did not master the outcome at the level intended	4.0%

#### **Results (Major/Graduate/Certificate):**

Overall, the assessment was slightly improved over last year. The learning outcomes that are associated with and measured in the law and accounting courses are being learned at a higher rate/level. We have a slightly higher number of incoming business majors, so that is likely to be one factor. Also, our adjunct faculty in those courses have worked to utilize the evaluations they receive to improve how they teach. It seems that more examples and clarity in assignments have helped learning. Those two courses happen to be our only core courses that are taught by adjunct faculty.

Understanding supply and demand and how to apply it has slipped in the past year. That appears to be the result of a reorganizing of the course with a guest speaker that cut into the teaching time for those topics. It showed. This is being addressed by moving when a guest speaker comes to class.

The program now has substantially more class projects that are directly tied to sport organizations in the community. This is helping learning outcomes because the faculty tailor the discussions to bring in the course objectives to the actual industry projects.

We have also ramped up our professional development offerings in the program. Some of these are taking place in our courses and others are standalone seminars or mock interviews, etc. Our next steps will be to update our rubrics to reflect these.

### Indirect Assessment

Based on an alumni survey (of certain cohorts depending on their vintage), 85% of our alumni are working full-time in sports within 6 months of graduation. The other alumni are either not working in sports, working part-time, or not working at all. The quality of our teaching is at 96.39 (on a 100-pt scale). This puts us at #5 in the world (according to SportBusiness International's [SBI] assessment). Our lowest score is the "value score," which accounts for the value the students get compared to the price they pay. It was 86.12. It is also the lowest of the scores across many sport management programs, likely reflecting the high costs of graduate school and the low initial pay of working in sports. The program, based on this survey and other assessments by SBI, is ranked #10 in the U.S. and #12 in the world.

## **V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS**

**1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.**

- **Closing the Loop (Major/Graduate/Certificate):**

As we describe below, we have added a professional development dimension to our program. Our current assessment tools generally reflect this, but we're going to do a round of adjustment to our learning outcomes, rubrics, measures, etc. in order to integrate this.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2017-2018, submitted in October 2018)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

- **Suggestions (Major/Graduate/Certificate):**

We focused more specifically on what was happening in two of our courses causing our assessment of the outcomes to be lower than other courses (and associated learning outcomes).

## VI. BIG PICTURE

What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

- **Big Picture (Major/Graduate/Certificate):**

We have learned that the academic skills portion of our program is working well, but increasingly students are not prepared in basic communication, networking, and presentation skills. We have ramped up our efforts in terms of the following areas (see list below). Our learning outcomes (and really sub-outcomes) have always had these sorts of items, but it may require us to revamp our outcomes, rubrics, etc. to fit with this new dimension of our program.

Cover letters & resumes  
Align resume to job description  
Personal CRM database  
How & why to conduct informational interviews  
Conduct informational interviews  
How & when to follow-up after info. interviews

### Interviewing

Dress & etiquette  
Understand what employer needs (empathy)  
What will they ask you & what to ask them  
How to do a case study  
Framework & practice  
Selling self  
Mock interviews  
Etiquette dinner

### Networking

What is it?  
How to network  
Who to reach out to  
LinkedIn – complete profile  
LinkedIn – how to use  
LinkedIn – how to add useful content, photo, job desc.  
LinkedIn – thought leadership posting  
Join a professional organization

### Career

Create Game Plan  
Organizing Job/Internship Search  
Revisit Game Plan  
Game Plan skill development/gap analysis  
Identify necessary skills for each job type  
Understand sport industry more broadly  
Exposure to non-traditional sport orgs  
Visit sport organizations  
Apply for full-time jobs (when ready)  
How to transition an internship to a full-time job  
Salary negotiation  
Using performance reviews to your advantage  
How to create a performance review from scratch  
Pay raises  
How to obtain a promotion

## **VII. Feedback to your Assessment Team**

**What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?**

We have no feedback.



## **ADDITIONAL MATERIALS**

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

**Sport Management Program Rubrics - The Score for Each Program Learning Outcome (scale is 1-5)**

<b>Program Learning Outcomes</b>		Very Poor Achievement=1	Poor Achievement=2	Average Achievement=3	Good Achievement=4	Very Good Achievement=5
<b>Rubrics</b>						
<b>A. Solve problems innovatively, based on knowledge of the tools, concepts, and theories of each of the functional disciplines of sport management.</b>						
1	Recognize and apply leadership theory to the discipline of sport management.	Does not know leadership theory at all	Understands some major theories, but not how to apply them	Understands major theories, but not how to apply them	Can explain the major theories and how they apply	Can explain the various theories of leadership and how they apply to sport management
2	Identify and apply the major sport marketing theories.	Does not know marketing theory at all	Understands some major theories, but not how to apply them	Understands major theories, but not how to apply them	Can explain the major theories and how they apply	Can explain the various theories of marketing and how they apply to sport management
3	Recognize, discuss, and assess the principles of sports marketing including branding, integrated marketing, sponsorship, sales, licensing and athlete marketing.	Does not know these principles at all	Understands some major principles, but not how to apply them	Understands these principles, but not how to apply them	Can explain the major principles and how they apply	Can explain the various principles of marketing and how they apply to sport management
4	Evaluate the core concepts of brand building in sport.	Does not know these concepts at all	Understands some concepts, but not how to apply them	Understands these concepts, but not how to apply them	Can explain the major concepts and how they apply	Can explain the various concepts of brand building and how they apply to sport management
5	Apply microeconomic tools of demand and supply analysis to problems in sport management.	Cannot draw demand and supply curves properly	Cannot properly conduct static analysis using demand and supply	Can answer basic D&S questions	Can reasonably shift demand and supply correctly to get the right answer	Can use demand and supply analysis to answer complex sports economics questions
6	Apply the tools of ratio analysis to compare the financial health of sport businesses and defend which businesses to invest in.	Do not know tools	Can list the tools but not apply them	Can apply some of the tools	Can apply all of the tools	Can apply all of the tools and understand when they are more relevant
8	Describe the basic methods of financial valuation of a sports team or other sports asset.	Cannot name the basic methods of valuation	Can name the basic methods of valuation	Can explain the general concepts of valuation, incl. present value	Can explain the methods of valuation and most fundamental concepts associated	Can explain how the methods of valuation would work under various circumstances
9	Discuss the economics of college sports in terms of athlete remuneration and cartel economics.	Doesn't know the basics of the NCAA structure	Knows only simple re-stated facts	Can explain cartel, monopsony, comp. balance, unions, amateurism, and how they relate to NCAA	Can understand the structure of the NCAA and how it creates market power for it	Can explain the impact of changes in NCAA rules
10	Identify the various forms of financing and the pros and cons of using each form.	Cannot list the forms of financing	Can list the forms of financing	Can explain the various forms and how they work	Can explain the basic pros and cons	Can explain the full set of pros and cons of each form
12	Discuss the sources of public finance for stadiums and the pros and cons of using those sources.	Cannot explain the basic concepts of stadium financing	Can explain the basic concepts	Can list most of the sources of stadium financing and explain what they are	Can explain how the basic process works	Can explain the sources of and the pros and cons of each source
13	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.	Does not know the concepts or the financial statements	Can name the basics of each of the financial statements or a few concepts	Understands each financial statement basics and some concepts	Understands each statement and many concepts	Understands each financial statement and most of the accounting concepts
14	To differentiate the approaches to Business Plan and Budget preparation through discussion.	Does not know a single approach	Understands some factors involved in building a plan and budget	Understands the basic tenets of a budget and a plan	Can discuss some ways to build a budget or a plan	Can explain various ways to build a budget or a business plan
15	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.	Does not know any strategic management concepts	Knows a few concepts and how they apply	Knows some concepts and how they apply	Knows many concepts and how they apply	Knows most of the concepts and how to apply them
16	Discuss how to assess business risk.	Does not know what business risk is	Can identify business risk	Can explain business risk with a few examples	Can determine how to assess some types of business risk	Can assess business risk (and understand the factors and steps involved)
17	Identify the differences between selling sports and other industries.	Cannot name any differences	Can name the basic differences	Can name many differences	Can name many differences and how to adjust to them	Can name most differences and how to adjust to them
18	Recognize different sales strategies in sports.	Cannot name more than one strategy	Can name a few strategies	Can name the common different strategies	Can name the common strategies and how to create tactics for them	Can name them, create tactics, and how to implement them
19	Categorize the different methods for selling the different inventories of sports products.	Cannot name the different inventories	Can name the different inventories and aspects of them	Can name inventories and some different selling methods	Can name the inventories and many different selling methods	Can name the inventories, selling methods, and tactics
20	Determine how to identify potential leads.	Cannot think of any methods	Can think of some methods	Can identify some types of leads and some methods	Can identify most types of leads	Can identify leads and methods for generating leads
21	Recognize and classify the "Black-letter" law as applied to sport.	Cannot recognize Black-letter law	Can recognize and classify more than one Black-letter law	Can recognize and classify some Black-letter law	Can recognize and classify many Black-letter laws and apply some to sports	Can recognize, classify, and apply most Black-letter law to sports
22	Recognize, classify, and demonstrate understanding of the function, structure & procedure of the American legal system.	Does not know the structure or function	Knows the basic structure and some function	Knows some structure and function	Knows the structure and function, but not a full understanding	Knows most structure and function of the legal system and understanding
23	Recognize, classify, and apply understanding of Contracts, Torts, Constitutional Law, Criminal Law, Anti-trust, Agents & Negotiation, Facilities Management, Licensing and Copyright, Employment	Cannot recognize the various legal aspects	Can recognize the legal aspects and classify some	Can recognize and classify the legal aspects and understand most at a basic level	Can classify the aspects and understand each one at a medium level	Can classify and understand each one at an in-depth level
24	Assess, analyze, and be able to spot legal issues.	Cannot spot legal issues	Can spot legal issues, but not analyze them	Can spot and generally analyze common or basic legal issues	Can spot, assess, and analyze many legal issues	Can spot, assess, and analyze most legal issues related to sports
25	Demonstrate the ability to identify legal issues in a fact pattern	Does not know what a fact pattern is	Can identify a fact pattern and identify one legal issue	Can list and understand a fact pattern and the simple legal issues involved	Can identify some legal issues in a fact pattern (and organize the fact pattern)	Can identify legal issues in a fact pattern in depth and breadth
26	Demonstrate the ability to determine legal issues from case law, reading and discussion.	Cannot determine any legal issues	Can identify case law and relevant readings for some topics	Can identify case law and relevant readings and make some determination	Can identify case law and relevant readings and make a determination	Can identify the full case law, readings, and make a legal determination with backup and opposing issues
27	Recognize and assess legal issues when reviewing contracts.	Does not understand the basic structure of contracts	Knows the basic structure of contracts	Can identify a failure in a contract	Can identify multiple legal issues in a contract	Can identify many legal issues in a contract
28	Recognize and classify the hierarchy of legal precedent.	Does not know legal precedent	Knows the point of legal precedent, but not its structure	Understands the basics of legal precedent	Understands legal precedent without much detail as to why.	Understands the full hierarchy of legal precedent in the U.S.
29	Recognize and analyze the "new" sports marketplace within the global context of late capitalism.	Does not understand one aspect of the new sports marketplace	Understands some aspects of the new sports marketplace	Generally understands globalization, capitalism, and the new sports marketplace	Can recognize and analyze the new sports marketplace under multiple contexts	Can recognize and analyze the new sports marketplace under multiple contexts (and communicate it well)
30	Develop interpretive techniques by which to analyze and critically evaluate current and future industry directions, opportunities and possibilities.	Cannot critically evaluate industry	Can interpret a few obvious elements	Can interpret basic industry directions	Can interpret the industry, but not communicate the findings well	Can evaluate industry directions using interpretive techniques to create a coherent argument
31	Differentiate both the importance of individual thinking and collaborative work.	Cannot understand any important differences	Can understand a few differences	Understands the basic differences between the two and some reasons for them	Understands the bulk of the differences and reasons for using them	Understands the need for both and why they apply to sport management in theory and practice.
32	Recognize and apply how to interpret research findings and put them in writing.	Cannot interpret research findings	Can interpret very simple research findings	Can interpret basic findings	Can interpret mid-level research findings (and write fairly well about them), but may not be able to understand how sport management should apply the findings	Can interpret research findings and explain them (in writing) to a lay audience, and understand how sport management should apply them
33	Recognize, assess, and apply the various types of business research.	Cannot recognize different types of research methods	Can name some different types of research methods with rudimentary knowledge	Can name the common methods and how to assess which ones to use	Understands the various methods available and how to use them, but not how to interpret the results or apply to SM context	Can apply business research methods to sport management
34	Conduct an analysis of published research.	Cannot determine the point or findings	Can determine the objective and basic findings	Can determine the objective, some findings, evidence	Can determine objective, findings, evidence, and limitations, but not how to apply it to sport management	Can determine objective, findings, evidence, and limitations and how to apply it to sport management
35	Create and develop a research plan.	Does not know the parts of a research plan	Can name the sections of a research plan	Understands the fundamentals of a research plan and can develop a literature review and objectives	Understands how to develop each section except one or two	Can develop a fully functional research plan with how to implement it and its shortcomings
36	Recognize and apply the underlying knowledge needed to create a survey.	Most questions are ambiguous or unintelligible or misleading	Can develop some questions	Can develop simple questions for a survey, but not know exactly what to do upon conducting it	Does a fair job of survey development on all aspects	Can develop survey in terms of order, questions, how it will be used, length, etc.
37	Demonstrate ability to use Excel to enter and code data.	Cannot enter information into Excel	Can enter data and do simple math	Can enter data, perform simple math with data, use some shortcuts, and show results	Can do some more complicated Excel actions including sorting, filtering	Can enter, clean, code, and manipulate data in Excel using shortcuts
38	Recognize and demonstrate ability to clean and organize data for use in analysis.	Cannot organize data	Can organize data, but not clean it	Can org. and clean simple data	Can org. clean, and handle missing values	Can set up data for analysis
39	Recognize and demonstrate ability to use categorical data.	Does not know what categorical data are	Knows what categorical data are and why they're used	Can set up basic variables and do simple analyses (average, median, etc.)	Can perform more advanced analyses (correlation, cross-tabs, contingency tables)	Fully understands use of categorical data and how to analyze it

<b>Program Learning Outcomes</b>		Very Poor Achievement=1	Poor Achievement=2	Average Achievement=3	Good Achievement=4	Very Good Achievement=5
<b>Rubrics</b>						
40	Demonstrate how to move data into SPSS.	Cannot move data into SPSS	Can enter data into SPSS, but not from Excel	Can move data into SPSS, but many issues wrt variable names	Can move data in to SPSS with variable names	Can move data into SPSS and keep the variable names and descriptions working and data is in correct format
41	Recognize and apply central tendency (mean, mode, median, frequency tables, etc.) spread (standard deviation, range, quartiles, etc.)	Does not know what these mean	Knows what they mean, but can't calculate them	Can calculate some of them	Can calculate most of them	Can calculate all of them
42	Analyze data using cross-tabs, contingency tables, and graphical analyses (scatter plot, bar chart, etc.)	Cannot do these.	Can do a simple cross-tab	Can do a simple cross-tab, contingency table, and graph	Can do some more complicated ones and sometimes know when to use them	Can do many complex ones and know when to use them
43	Recognize and apply correlation (table and correlation coefficient).	Cannot do this	Can do a simple correlation	Can do a simple correlation and know what the coefficient means	Can do a simple correlation and know what the coefficient and p-value mean	Can do a correlation of both continuous and categorical data and understand findings
44	Recognize and apply the comparison of more than one variable to other variables (T-tests).	Cannot do this	Understands why doing it and theory.	Can perform it in SPSS	Can do it in SPSS for each of the types of T-tests	Can do it in SPSS for each of the types of T-tests and interpret the results
45	Recognize, apply and analyze regression (regression equation, R-squared, F-test, t-tests for coefficients, coefficient interpretation, forecasting, etc.)	Cannot do this	Can run a regression in SPSS, but not know what it means	Can run it in SPSS and know what the R <sup>2</sup> means	Can set it up properly and run it multiple times and kick out unimportant variables and re-run it (know what coef, t-stat, and R <sup>2</sup> mean)	Can set it up properly and run it multiple times and kick out unimportant variables and re-run it (know what coef, t-stat, and R <sup>2</sup> mean), and do one diagnostic test
46	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.	Does not know what this means	Can explain multicollinearity or what too many variables means	Understands the problem it is trying to solve	Can explain multicollinearity, what too many variables means, and one of factor analysis, PC, or cluster analysis	Understands the result of lowering the number of variables
<b>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.</b>						
1	Identify, classify, demonstrate knowledge of, and learn to navigate the breadth and depth of the sport marketplace.	Has narrow view of sports marketplace	Has broader view of sport marketplace	Has very broad view and can navigate the sport marketplace reasonably well	Has very broad view and can navigate the sport marketplace well	Understands the breadth and depth of the marketplace and the growth areas and can navigate it very well
2	Apply integrated marketing communication strategy to actual sport business contexts.	Does not understand what that means	Understands the need for a strategy	Understands the basic elements of the strategy	Can create some sections of the strategy	Can take existing situation and create strategy
3	Develop sport marketing and sponsorship plans.	Cannot identify the purposes of a marketing plan	Understands the purposes and can name the general concepts included	Can list the sections of a marketing plan	Understands why each section exists and basic info in it	Can create an effective marketing plan outline
4	Identify and apply the elements of a business plan.	Cannot identify the purposes of a business plan	Understands the purposes and can name the general concepts included	Can list the sections of a business plan	Understands why each section exists and basic info in it	Can create an effective business plan outline
5	Describe the factors that are used to measure economic impact and apply them to measure the economic impact of a sporting event.	Does not know what economic impact is about	Can explain EI, but not how to apply it	Can explain the goals and general procedure of EI	Can apply the procedures of EI reasonably well	Can measure economic impact using survey data
6	To classify and discuss the basic budget formats and concepts and be able to apply those concepts into the development of an operating budget.	Does not know how to understand a basic budget	Can understand a basic budget	Can understand more than one type of budget and related concepts	Can develop most of a budget of one of the types	Can choose the correct budget type and create a budget in practice
7	To classify and demonstrate sources of financing and to integrate a business plan and budget.	Does not know various sources of financing	Understands different sources of financing	Can integrate a source of financing into a budget	Can integrate a source of financing into a business plan	Can integrate various sources of financing into a budget and business plan
8	Integrate strategic management concepts into the global market environment.	Does not understand how the global market environment differs from domestic environment	Does understand differences	Understands some strategic management concepts and can integrate them into global market environment	Understands many strategic management concepts and can integrate them into global market environment	Understands most strategic management concepts and can integrate them into global market environment
9	Craft business strategy using what-if analysis to evaluate action alternatives, and making sound strategic decisions.	Cannot perform what-if analysis	Can perform what-if analysis, but loses the big picture of building strategy	Can perform what-if, but also can begin to develop a strategy	Can perform what-if analysis, test some alternatives, but only partially create a strategy	Can perform what-if analysis, test different alternatives, and develop a strategy
10	Formulate a sales strategy and related techniques for a sports product.	Cannot create a single tactic	Can create many tactics, but not strategy or one strategy, but not tactics	Can develop simple strategy and some tactics	Understands theoretically how to do this by knowing strategies, etc., but cannot fully do this for an actual product	Can create a strategy, tactics, and implementation procedures for actual product
11	Diagram a ticket sales department structure.	Cannot develop any pieces of this	Understands some elements of the structure	Understands the elements of the structure	Can diagram simple structure	Can diagram an effective structure and show strengths and weaknesses
12	Explain and perform a negotiation.	Cannot determine list of negotiating elements	Can list many elements, but not actual skill in carrying out negotiation	Can explain some elements of negotiation with limited practical skill	Can explain most negotiation issues	Understands how to set up and perform a negotiation for a real product
13	Employ skills and conduct a legal research.	Cannot find relevant cases or laws	Can find some cases and laws	Can find relevant information and begin organization into a research result	Can find relevant information and develop some research findings	Can find relevant information and effectively organize into a research result
14	Recognize and create a research design, from background and objectives, through methodology.	Understands objective of research	Understands the components of the research design	Can begin to formulate a design	Can formulate a design understanding necessary data needs and simple analysis	Can formulate a design with data needs, analytical tools needed, hypothesis, and limitations, etc.
15	Recognize, differentiate, and assess the organizational and operational aspects of a sport organization.	Cannot do this for any organizations	Can understand organizational aspects and some operational aspects	Can understand organizational aspects and operational aspects in general	Can assess how to organize a sport organization	Can assess how to organize and test operational efficiency of a sport organization
16	Recognize and apply knowledge, theory, and understanding from academic courses and other life experiences to the professional environment.	Cannot link the classroom to the industry	Can link some obvious learnings to industry	Can link some learnings to internships and jobs	Can find ways to link some learnings to become useful in jobs and internships	Can find ways to link many learnings to become useful in jobs and internships
17	Identify, plan, implement, and evaluate independent projects that benefit the organization.	Cannot think of how to help organization	Can think of helping organization within structure of existing internships or jobs	Can think of some limited incremental projects to help an organization	Can think of new projects that can help the organization thrive	Can think of new projects that can help the organization thrive and how to implement them and evaluate them
18	Formulate written goals and measurable objectives to be accomplished during the Internship.	Cannot formulate tangible goals	Can formulate some tangible goals, but not how to get there	Can formulate goals and some sense of how to get there	Can formulate goals and how to get there	Can formulate goals, how to get there, who to talk to, determine feasibility of goals and timelines
<b>C. Successfully use leadership skills and other functional skills in the sport marketplace.</b>						
1	Identify the major sources of sport marketing information.	Does not know where to look	Understand some types of information needed and some sources	Can understand the types of information needed and can find some of it	Can find many of the sources needed, both internally and externally	Can explain and find marketing information within a company and from external sources
2	List, classify, and assess an overview of careers in sports marketing through direct interaction with professionals in the field.	Cannot explain different careers	Can explain a few careers	Can explain the common careers	Can explain most of the careers and what they entail	Can explain the breadth and depth of sport marketing careers
3	Classify, organize and assess strengths which may be developed and weaknesses which can be improved.	Cannot determine one's own strengths or weaknesses	Can determine some strengths and weaknesses, but not how to improve them	Can generally determine how to improve weaknesses	Can assess how to build on most strengths and weaknesses	Can determine strengths and weaknesses and how to improve weaknesses
<b>D. Apply effective written, oral, and presentation skills.</b>						
1	Develop and apply communication and presentation skills.	Cannot present or communicate at a very fundamental, casual level	Can either present or communicate (written or other) at a basic novice level	Does a fairly good job of communicating across all comm. methods	Can communicate at a high level in some areas, but not all areas (or methods of communication)	Can present and communicate at a very high level commensurate with mid- to upper-level management expectations
2	Develop a management plan for running a professional baseball team that includes the concepts of corporate objectives, strategies, and tactics.	Does not understand objectives, strategies, and tactics and how to integrate those into a plan.	Can provide simple written explanation of how portions of how to run a team	Can lay out basic obj., strategies, and tactics and show how team can achieve them	Can provide most of the aspects of writing a plan for running a team	Can understand all of the aspects of running a team and write a report that provides full coverage.
3	Develop written plans including business plans, marketing plans, sponsorship plans, strategic plans, sport culture assessments, and team management plans	Cannot put together a coherent plan at all	Can cover some areas of a plan.	Can provide the basic structure of a plan covering each aspect, but is not very convincing	Can provide a plan that covers most of the concepts.	Can develop a fully functional and integrated plan that is well written
4	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.	Cannot do these.	Does not do them well, but does each one.	Does at least one of them well and the others at an average level	Does some of them well	Does all of them well
<b>E. Conduct themselves in a professional and responsible manner as sport managers.</b>						
1	Recognize the importance of ethical principles, core values, and responsible management practices to the conduct of a company's business.	Cannot explain any of these concepts	Can name a few ethical principles, or core values, or responsible practices	Understands the basic reasons for these considerations	Can explain examples of each of ethical principles, core values, and responsible management	Can explain whether and how a company's practices are consistent with ethical and responsible management
2	Demonstrate ability to build a network of contacts with professionals in the Sport Marketplace.	Cannot make any contacts	Makes only a few novice-level contacts	Makes a few mid-level contacts	Makes some contacts at all levels	Makes many contacts at all levels

**Sport Management Program Assessment Measures/Tools - The Course Assignments on Which We Will Do the Assessment**

<i>Program Learning Outcomes</i>		Leadership	Marketing	Accounting	Economics	Strat. Mgmt	Biz Dev	Law	Culture	Research	Internship	Electives	MP
<i>Rubrics</i>													
<b>A. Solve problems innovatively, based on knowledge of the tools, concepts, and theories of each of the functional disciplines of sport management.</b>													
1	Recognize and apply leadership theory to the discipline of sport management.	Essays						Paper or case analysis					
2	Identify and apply the major sport marketing theories.		Exam and marketing plan									Various	Project
3	Recognize, discuss, and assess the principles of sports marketing including branding, integrated marketing, sponsorship, sales, licensing and athlete marketing.		Exam and marketing plan		Problem Set							Various	
4	Evaluate the core concepts of brand building in sport.		Exam and marketing plan									Various	
5	Apply microeconomic tools of demand and supply analysis to problems in sport management.				Problem Set								
6	Apply the tools of ratio analysis to compare the financial health of sport businesses and defend which businesses to invest in			Class Exercise	Stock Project								
8	Describe the basic methods of financial valuation of a sports team or other sports asset.			Case Study									
9	Discuss the economics of college sports in terms of athlete remuneration and cartel economics.							Case Study, Exam					
10	Identify the various forms of financing and the pros and cons of using each form.			Case Study									
12	Discuss the sources of public finance for stadiums and the pros and cons of using those sources.					A's simulator							
13	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.			Case Study, Quizzes, Budget Exercise	Business Plan								
14	To differentiate the approaches to Business Plan and Budget preparation through discussion.			Budget Exercise	Business Plan							Various	
15	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.					A's simulator	Strategic Plan, Strategy Game						
16	Discuss how to assess business risk.						Strategic Plan						
17	Identify the differences between selling sports and other industries.		Marketing Plan					Homework					
18	Recognize different sales strategies in sports.							Homework				Various	
19	Categorize the different methods for selling the different inventories of sports products.							Report					
20	Determine how to identify potential leads.							Homework					
21	Recognize and classify the "Black-letter" law as applied to sport.							Case Study, Exam					
22	Recognize, classify, and demonstrate understanding of the function, structure & procedure of the American legal system.							Case Study, Exam					
23	Recognize, classify, and apply understanding of Contracts, Torts, Constitutional Law, Criminal Law, Anti-trust, Agents & Negotiation, Facilities Management, Licensing and Copyright, Employer							Case Study, Exam					
24	Assess, analyze, and be able to spot legal issues.							Case Study, Exam					
25	Demonstrate the ability to identify legal issues in a fact pattern							Case Study, Exam					
26	Demonstrate the ability to determine legal issues from case law, reading and discussion.							Case Study, Exam					
27	Recognize and assess legal issues when reviewing contracts.							Case Study, Exam					
28	Recognize and classify the hierarchy of legal precedent.							Case Study, Exam					
29	Recognize and analyze the "new" sports marketplace within the global context of late capitalism.							Case Study					
30	Develop interpretive techniques by which to analyze and critically evaluate current and future industry directions, opportunities and possibilities.	Essays, Res. Paper, Game Plan						Case Study					
31	Differentiate both the importance of individual thinking and collaborative work.		Marketing Plan		Group and Individual Projects	Group Project		Group Project	Group Project			Various	
32	Recognize and apply how to interpret research findings and put them in writing.		Marketing Plan					Case Study	Research Paper				
33	Recognize, assess, and apply the various types of business research.		Marketing Plan					Case Study	Article Review			Various	Project
34	Conduct an analysis of published research.								Article Review				
35	Create and develop a research plan.								Research Paper				Project
36	Recognize and apply the underlying knowledge needed to create a survey.				Problem Set				Research Paper				
37	Demonstrate ability to use Excel to enter and code data.				Problem Set				Research Paper				
38	Recognize and demonstrate ability to clean and organize data for use in analysis.				Problem Set				Research Paper				
39	Recognize and demonstrate ability to use categorical data.				Problem Set				Research Paper				
40	Demonstrate how to move data into SPSS.								Research Paper				
41	Recognize and apply central tendency (mean, mode, median, frequency tables, etc.), spread (standard deviation, range, quartiles, etc.)								Research Paper				
42	Analyze data using cross-tabs, contingency tables, and graphical analyses (scatter plot, bar chart, etc.)								Research Paper				
43	Recognize and apply correlation (table and correlation coefficient).								Research Paper				
44	Recognize and apply the comparison of more than one variable to other variables (T-tests).								Research Paper				

Program Learning Outcomes		Leadership	Marketing	Accounting	Economics	Strat. Mgmt	Biz Dev	Law	Culture	Research	Internship	Electives	MP
<i>Rubrics</i>													
45	Recognize, apply and analyze regression (regression equation, R-squared, F-test, tests for coefficients, coefficient interpretation, forecasting, etc									Research Paper			
46	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.									Research Paper			
<b>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.</b>													
1	Identify, classify, demonstrate knowledge of, and learn to navigate the breadth and depth of the sport marketplace.	Essays, Res. Paper, Game Plan, Presentation											
2	Apply integrated marketing communication strategy to actual sport business contexts.		Marketing Plan										
3	Develop sport marketing and sponsorship plans.		Marketing Plan										
4	Identify and apply the elements of a business plan.				Business Plan							Various	
5	Describe the factors that are used to measure economic impact and apply them to measure the economic impact of a sporting event				Problem Set								
6	To classify and discuss the basic budget formats and concepts and be able to apply those concepts into the development of an operating budget.			Budget Exercise, Case Study									
7	To classify and demonstrate sources of financing and to integrate a business plan and budget.			Case Study	Business Plan								
8	Integrate strategic management concepts into the global market environment.					Strategic Plan							
9	Craft business strategy using what-if analysis to evaluate action alternatives, and making sound strategic decisions					Simulator							
10	Formulate a sales strategy and related techniques for a sports product.							Proposal					
11	Diagram a ticket sales department structure.							Proposal					
12	Explain and perform a negotiation.							Exercise	Project				
13	Employ skills and conduct a legal research.								Project				
14	Recognize and create a research design, from background and objectives, through methodology									Research Paper			Project
15	Recognize, differentiate, and assess the organizational and operational aspects of a sport organization.	Essays, Research Report				Strategic Plan					Internship		
16	Recognize and apply knowledge, theory, and understanding from academic courses and other life experiences to the professional environment.										Internship Evaluation		
17	Identify, plan, implement, and evaluate independent projects that benefit the organization.										Internship	Various	
18	Formulate written goals and measurable objectives to be accomplished during the Internship.										Internship		
<b>C. Successfully use leadership skills and other functional skills in the sport marketplace.</b>													
1	Identify the major sources of sport marketing information.		Marketing Plan										
2	List, classify, and assess an overview of careers in sports marketing through direct interaction with professionals in the field		Exam								Internship		
3	Classify, organize and assess strengths which may be developed and weaknesses which can be improved.										Internship Evaluation, Job Placement	Various	
<b>D. Apply effective written, oral, and presentation skills.</b>													
1	Develop and apply communication and presentation skills.	Written Assignments, Presentations	Marketing Plan			Strategic Plan	Proposal		Case Study	Research Paper		Various	Project
2	Develop a management plan for running a professional baseball team that includes the concepts of corporate objectives, strategies, and tactics				A's simulator								
3	Develop written plans including business plans, marketing plans, sponsorship plans, strategic plans, sport culture case studies, and team management plan		Marketing Plan	Case Study	Business Plan	Strategic Plan	Proposal		Case Study	Research Paper		Various	
4	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.	Essays, Res. Paper, Game Plan, Presentation	Marketing Plan			Strategic Plan					Internship		
<b>E. Conduct themselves in a professional and responsible manner as sport managers.</b>													
1	Recognize the importance of ethical principles, core values, and responsible management practices to the conduct of a company's business.	Essays, Res. Paper, Game Plan, Presentation	Discussion	Discussion	Discussion	Discussion	Discussion	Case Study	Case Study	Discussion			
2	Demonstrate ability to build a network of contacts with professionals in the Sport Marketplace.										Internship		