

## **I. LOGISTICS**

- 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).**

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- 2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program. Please also indicate which report format are you submitting –Standard Report or Reflections Document**

This is for a Graduate Program (Sport Management Masters Program). This is a Reflections Document.

- 3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.**

No

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? 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 program

No changes were made.

### **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 2019? 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: 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.

No

### **PLOs (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. REMOTE/DISTANCE LEARNING**

#### **1. What elements of the program were adaptable to a remote/distance learning environment?**

In early March 2020, USF and our sport management program pivoted to online learning. This included four core courses that were being taught, seven elective courses, and two Master's Project courses. Because we were in the middle of our courses, and the transition time was short, faculty tended to move to a remote learning environment where we Zoomed class sessions synchronously at the pre-pivot class times.

The full-time faculty teaching the core courses spent considerable time turning what would have been whiteboard lectures mixed with PowerPoint presentations into mostly PowerPoint-style presentations. One professor was already doing some asynchronous work in his course, so that transition went better than others. An adjunct professor filling in for a faculty member on sabbatical had taught many online courses before in the same topic so he was able to use some existing tools to transition.

The adjunct faculty teaching the elective courses were able to transition to Zoom fairly easily, but complained about the lack of interaction with the students. Having guest speakers, which is more common in the elective courses, worked out fairly well using Zoom.

#### **2. What elements of the program were not adaptable to a remote/distance learning environment?**

The internship program, which consists of a course, but also has students intern for thousands of hours each during their 23-month matriculation struggled because the sports industry was hit nearly the hardest of any industry. The driver of the industry is sporting events, which host a lot of fans sitting close together and cheering. This is the exact opposite of what the pandemic needed. Many of our students lost their internships and jobs over the past few months. We have been able to tap our alumni to help create some mini-internships or job-shadowing, etc., as a way to keep the students in touch with sports. We also created weekly virtual lunches with guest speakers. These have become popular as a way to see each other, continue learning from industry folks, and maintain a sense of community.

We also had a study abroad course planned (to Tokyo) that had to be transitioned to remote learning.

#### **3. What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.**

For the fall (once we had time to adjust our courses), about 1/3 of our coursework has been moved to asynchronous. Part of the reason is that we have one 4-hour class

meeting each week for our courses. Zooming for four hours is not effective. Based on a number of independent data points from different courses by different faculty, we have come to learn that about 2.75 hours is the max that the students can Zoom and still be comprehending. Thus, we now tend to have that extra hour or so of learning as asynchronous along with other elements.

**4. For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?**

The hardcore math presentations and specific tools that we teach (e.g., how to conduct a financial valuation of a sports enterprise) seem to be best learned by having the students read and watch short videos on topics and then come to class for an overview and Q&A. This requires a fairly big change in how we teach. The core courses have generally made this transition.

Our electives, because they often are new each year and are taught by adjunct faculty, tend to have continued using remote instruction. Those courses tend to have more guest speakers and a single major project/paper and presentation due, so class time is often short lectures about a topic and then lots of discussion and Q&A about each group's projects. Also, with guest speakers synchronous learning makes more sense as Q&A can take place.

**5. As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?**

1. Some courses have broken their 4-hour class meeting into two 2-hour meetings spread over two days. We have worked with students to be sure that this fits their schedule, and perhaps not surprisingly, they are able to attend because many of them are either not working or are working from home and our 6pm course start times fit their schedule.
2. Many asynchronous assignments that include watching a video and reading a short essay have come to replace portions of lectures. This has allowed class time to focus on students asking clarifying questions.
3. Some courses are taking advantage of more opportunities for guest speakers than before.
4. A few courses have added a TA to help manage the technology.
5. Keeping remote learning sessions to 2.75 hours has been a key policy that we have pushed in our courses (although we aren't requiring it for each class session).
6. We have also instituted more breaks, but shorter ones, allowing students to leave their computer screens for 5-7 minutes at a time. In a classroom, we would have a longer break so students could eat (our courses are in person run from 6-10pm, so many haven't had dinner as they race to get to class from work/internships).
7. Some courses that did not use Canvas much for the course are now fully utilizing its functions.
8. We now hold virtual office hours via Zoom.
9. We have two weekly Zoom Rooms prior to when classes start to replicate the hanging out in our office areas pre-pandemic.

## **OPTIONAL ADDITIONAL MATERIALS**

(Any relevant tables, charts and figures, if the program so chooses, could be included here)