

SPORT MANAGEMENT PROGRAM
SPORT MANAGEMENT, RECREATION, AND TOURISM DIVISION
Summary of Assessment Accomplishments
2008 - 2009 Academic Year

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Date: June 2009

The Association of American Colleges and Universities (AACU - 2008) reported that employers value academic programs that place an emphasis on learning outcomes addressing essential skills and abilities that will lead students to subsequent success within the marketplace. Employers support those assessments that permit students to demonstrate their ability to apply their learning to real-world challenges. Among those skills identified are teamwork, critical thinking and reasoning skills, and the abilities to (a) locate, organize, and evaluate information from multiple sources, (b) be innovative and think creatively, (c) apply knowledge and skills to realistic settings, (d) solve complex problems, (e) collaborate with others in diverse group settings, and (f) work with numbers and understand statistics.

Sport Management as an interdisciplinary field of academic study and subsequent professional practice requires a versatile base of knowledge and skills. Therefore, the BGSU Sport Management program embraces specific learning outcomes originally identified by the Sport Management Program Review Council (SMPRC), a group of academicians and industry professionals who worked in unison to identify standards, content, and essential learning components of any curriculum designed to cultivate excellence in undergraduate sport management education and concomitantly meet the needs of the contemporary sport industry. Each of the nine outcomes (see below) relates directly to those valued by employers according to the previously referenced AACU study.

Learning Outcomes For The Sport Management Specializations:

The specific learning outcomes listed below are the essential curricular components identified by the *Sport Management Program Standards and Review Protocol* published by SMPRC. SMPRC is currently associated with the National Association for Sport and Physical Education (NASPE; www.aahperd.org/naspe/) and the North American Society for Sport Management (NASSM; www.nassm.org), the professional affiliation (NASPE) and scholarly society (NASSM) associated with sport management major programs.

1. Socio-Cultural: Students will understand that sport is a microcosm of society influenced by cultural traditions, social values, and psychosocial experiences -- and that sport managers are immersed in the socio-cultural milieu with sport as the focus.
2. Management and Leadership: Students will understand concepts of management and leadership by describing the various skills, roles, and functions of sport managers -- and concepts of leadership theory/practices related to sport managerial responsibilities.
3. Ethics: Students will analyze moral issues related to sport in its intrinsic and extrinsic dimensions -- and develop a personal philosophy of social responsibility in the sport management setting.
4. Marketing: Students will apply fundamental marketing concepts to the sport industry -- and understand the unique sport product and consumer markets.

5. Communication: Students will understand the principles of interpersonal and mass communication -- and understand interaction with internal and external sport publics.
6. Budget and Finance: Students will understand budget/finance as a critical component of all sport industries -- and analyze financial control methods and principles.
7. Legal Aspects: Students will understand legal concepts in areas that they are most likely to encounter within the sport management environment.
8. Economics: Students will understand sport economic principles as they fit into national economy -- and understand that sport economics are shaped by external influences.
9. Governance: Students will understand the various agencies that govern sport and identify their authority, organizational structure, and functions.

Annual Report

1. Learning (Or Service) Outcomes Assessed This Year:

Past Student Achievement Assessment Committee reviews have suggested that the Sport Management program concentrate on one or two outcomes rather than assess all nine of the SMPRC outcomes in each assessment period. Therefore, the program concentrated on Learning Outcome #6 (Budget & Finance) and Learning Outcome #8 (Economics) for the assessment period ending in May 2009.

2. Assessment Methods And Procedures:

INTERNAL ASSESSMENT (1 OF 2)

Multiple assignments that students completed in the Sport Management core course sequence addressed budget, finance, and economic direct and indirect learning outcomes related to the skills, roles, and functions of sport managers. Students were assessed through oral and written projects, service- and active-learning, as well as engagement exercises and activities. The following list contains examples of assignments and activities used for appraising the Budget & Finance and Economics Learning Outcomes. The concepts, theories, and practices learned through these assignments related directly to principles of budget and finance as critical components of all sport industries, financial control methods and principles, sport economic principles as they fit into the national economy, and ways in which sport economies are shaped by external influences.

SELECTED EXAMPLES OF ASSIGNMENTS AND ACTIVITIES RELATED TO LEARNING OUTCOMES #6 (BUDGET/FINANCE) AND #8 (ECONOMICS)

Assignment	Course	# of Students	Grade Range
Title IX Budgeting Activity	SM 301	105	Non-Graded
“Real World” Case Studies	SM 305	90	Non-Graded
Sponsorship Analysis	SM 305	70	A - D
Strategic Marketing Plan	SM 305	90	A - C
Geographic Location Impact On Facility Naming Rights Deals	SM 375	125	A - D
Athletic Products Company Retrenchment Activity	SM 450	112	A - F
Dallas Cowboys Stadium Case Study	SM 450	112	A - F
Financial Budget Cuts	SM 450	112	A - F
Fundraising Game	SM 450	112	A - F
Luxury Suite Sales Negotiations	SM 450	112	A – F

San Jose State Football Program Case Study	SM 450	112	A - F
Town Hall Meeting	SM 450	112	A - F

DETAILED DESCRIPTIONS: SELECTED EXAMPLES OF ASSIGNMENTS AND ACTIVITIES RELATED TO LEARNING OUTCOMES #6 (BUDGET/FINANCE) AND #8 (ECONOMICS)

Title IX Budgeting Activity: Students proposed a new event and devised a budget addressing expenses and revenue from potential sponsors, registration fees, and other appropriate sources.

“Real World” Case Studies: This activity was an in-class case study exercise in which students formed groups and solved a problem related to current budget-driven issues in sport marketing.

Sponsorship Analysis: As part of a larger project to assess sponsorship opportunities for the Toledo Bullfrogs Arena 2 Football team AND the Toledo Walleye ECHL hockey team, students researched typical sponsorship packages and revenue bases for teams operating in equivalent marketplaces, applied the commercial and financial data to the Toledo market, constructed a market profile, and then devised sponsorship and hospitality packages for the Bullfrogs and Walleye marketing departments.

Strategic Marketing Plan: This project was an information-based approach to composing a marketing plan for an actual team, event, or service. Students identified the team, event, or service of their choice then created a Marketing Information System (MIS; product & market; sponsorship & hospitality, publicity & promotion) to use in forming market strategies toward increasing revenue and profits.

Geographic Location Impact On Facility Naming Rights Deals: As a section of a class project analyzing sport related facility naming rights deals, students researched typical naming rights deals in various locations to determine if geography impacted length and fiscal amount of the contracts. Students then applied the data to construct a market profile for various local proposed sport facilities.

Athletic Products Company Retrenchment Activity: Students were given background information about a company and its 10 employees, then collectively assumed the roles of middle managers with the charge of creating a layoff schedule. This activity emphasized the importance of addressing organizational and long-term goals and stakeholder implications in budgetary decision-making.

Dallas Cowboys Stadium Case Study: Students read and discussed a case study describing a proposed billion-dollar stadium. They then assumed the role of the team owner and created a letter to be disseminated via regional media to justify public subsidization for the venue.

Financial Budget Cuts: Students played the role of an athletics director or baseball general manager, made budget cuts from \$3.35 million to \$2.9 million, then generated a written report and Excel spreadsheet to justify the reductions.

Fundraising Game: In order to apply some of the persuasive communication tactics discussed in class to fundraising in the currently unstable economy, students competed against one another to create the best sales pitch to prospective donors of varying backgrounds.

Luxury Suite Sales Negotiations: Students assumed roles of marketing managers or corporate executives in an exercise to promote understanding negotiations, financing options, corporate budgets, zero-based budgeting processes, hospitality, and business-to-business finances in a unstable economic environment.

San Jose State Football Program Case Study: Students read and discussed a case study describing a struggling athletics department. They then assumed the role of an athletics director and created a memo to explain the crisis and recovery plan to the campus community.

Town Hall Meeting: Students participated in an activity constructed to demonstrate issues related to public subsidization of a major sport venue. Students assumed 17 different roles (e.g., Mayor, team GM, newspaper editor, citizen) and deliberated related issues then held a town hall meeting culminating with a referendum vote.

NOTE: In addition to primary content goals in specified courses, components of Learning Outcomes #6 and #8 are a crucial part of many Sport Management core courses.

INTERNAL ASSESSMENT (2 OF 2)

Students are assessed for overall academic performance through matriculation (formal admittance; students demonstrate adequate progress toward degree by matriculating). Matriculation requirements are a minimum 2.5 GPA, 15 hours of required major courses, and 27 hours of elective courses. Upon matriculation, students are entitled to complete their initial letter-graded field experience (Practicum). During the 2008 – 2009 assessment period, approximately 99% of eligible sport management students met the requirements for matriculation.

EXTERNAL ASSESSMENT (1 OF 1)

Learning Outcomes #6 and #8 were also assessed through students' performances in the field. Students' field experience site supervisors assessed students' preparation and performances regarding their knowledge of budgeting, finance and economics during their introductory (Practicum) and culminating (Internship) field experiences. Budget, finance, and economic conditions influence nearly every organizational decision in the sport marketplace during times of economic stability as well as during phases of instability. For the current assessment period, 150 practicum students and 135 interns completed their field experiences, thus 285 total students were assessed. Practicum students' evaluations ranged from 6 to 10 (on a 10-point scale), while interns' assessments ranged from 4 to 5 (on a 5-point scale) on Learning Outcomes #6 and 8.

3. Inferences From Assessments:

1. Sport management students were subjected to graded and non-graded assessments over time in introductory, mid-point, and advanced classroom courses and during introductory and culminating field experiences to ascertain their levels of proficiency in Learning Outcomes #6 and 8.
2. Sport management student performances improved over time as assessed through ratings assigned by sport industry supervisors who worked with the students on a daily basis.

4. Actions Taken/Program Improvements:

As a result of the current assessment, the principles of budget and finance as critical components of all sport industries, financial control methods and principles, sport economic principles as they fit into the national economy, and ways in which sport economies are shaped by external influences will continue to be addressed frequently in students' 300- and 400-level courses in order to maintain students' proficiency in those areas. Since the economy will – even more than in the past -- affect budget and finance issues within the sport industry, greater emphasis will be placed on Learning Outcomes #6 and #8 in the 200-level courses.

Reference

Association of American Colleges and Universities 2nd Edition. (2008). *Our Students' Best Work: A Framework For Accountability Worthy Of Our Mission*. Washington, DC.