

# **2012-2013 M.S. in Sport Management Academic Assessment Plan**

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*Office of the Provost*

*University of  
Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

## Table of Contents

Academic Assessment Plan for M.S. in Sport Management.....	3
A. Mission .....	3
B. Student Learning Outcomes and Assessment Measures .....	4
C. Research.....	5
D. Assessment Timeline .....	6
E. Assessment Cycle .....	7
F. Measurement Tools.....	7
G. Assessment Oversight.....	9
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric .....	<b>Error! Bookmark not defined.</b>
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued.....	<b>Error! Bookmark not defined.</b>

## Academic Assessment Plan for M.S. in Sport Management

College of Health and Human Performance

### A. Mission

Through distinctive teaching, research, and outreach the Department of Tourism, Recreation and Sport Management seeks to improve the understanding of psychosocial and economic factors that lead individuals, families and industry to value and benefit from tourism, recreation, parks, and sport, and thus improves the quality of life. Further, the department aims to provide knowledge that helps communities and organizations develop and improve sustainable tourism, recreation, parks, and sport opportunities that benefit a diverse population.

The M.S. in Sport Management program's mission aligns with the mission of the Department by seeking to enable and equip students to understand and apply advanced concepts and theories of management, marketing, finance, and law to sport organizations. Graduates of this program pursue employment opportunities in professional sport franchises, intercollegiate athletic departments, sports media, sporting goods/merchandise companies, and sport organizing committees, among other organizations. Within sport organizations, students may focus on facility and event management, marketing, administration, compliance, ticket operations, sponsorship sales, fundraising, player representation, and a range of other sport-related jobs.

The mission of the Sport Management program aligns directly with the College of Health and Human Performance mission relative to influencing and improving an array of societal problems and challenges. The mission of the program also aligns directly with the mission of the University of Florida as described in the Strategic Plan of the State Board of Governors: The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. The University of Florida nurtures young people from diverse backgrounds to address the needs of our societies, while sustaining community resources through its mission of service, research and teaching.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Identify, define and describe current key concepts and critical issues in sport management.	A. Successful thesis defense presentation per department standards and guidelines. B. Successful written comprehensive final exam per department standards and guidelines. C. Successful written comprehensive capstone portfolio per department standards and guidelines.	Campus
Knowledge	2. Critique and recommend appropriate and current research methods utilized within sport management.	A. Successful thesis defense presentation per department standards and guidelines. B. Successful written comprehensive final exam per department standards and guidelines. C. Successful written comprehensive capstone portfolio per department standards and guidelines.	Campus
Skills	3. Identify, compare and recommend sport business skills.	A. SPM 5309 Sport Marketing key paper.  B. SPM 6158 Management/Leadership key paper.  C. SPM 6726 Issues in Sport Law key paper.	Campus
Professional Behavior	4. Illustrate professional behavior.	A. Successful presentation and defense of thesis research per department standards and guidelines.	Campus

		B. Successful internship and/or practicum per department standards and guidelines. C. Successful written comprehensive capstone portfolio per department standards and guidelines.	
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## C. Research

The MS in Sport Management program offers both a thesis and non-thesis curriculum. The thesis option prepares students to continue their studies as researchers in doctoral programs or within the industry. Although the non-thesis curriculum does not prepare students for careers as researchers, in both options, students must take a research methods and a statistics course to gain the skills and abilities to generate research ideas, develop research designs, and collect and analyze data related to critical issues and problems of sport management organizations.

Students are also expected to read and comprehend a great deal of primary research literature as each core course assigns multiple journal articles as part of the required readings. Several core courses also require a major research project that requires advanced scientific inquiry and communication skills.

Thesis option students are required to take an additional research design and/or statistical analysis course in addition to completing and successfully defending their thesis project.

## D. Assessment Timeline

Program M.S. in Sport Management College of Health and Human Performance

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
<b>Knowledge</b>			
#1	<i>Thesis Students:</i> Thesis defense		
	<i>Non-Thesis:</i> Written Comprehensive final exam Or Capstone Portfolio		
#2	<i>Thesis Students:</i> Thesis defense		
	<i>Non-Thesis:</i> Written Comprehensive Exam <b>OR</b> Capstone Portfolio		
<b>Skills</b>			
#3	SPM 5309 Sport Marketing key paper	SPM 6726 Issues in Sport Law key paper	SPM 6158 Management/Leadership key paper
<b>Professional Behavior</b>			
#4	<i>Thesis Students:</i> Thesis defense	<i>Non-Thesis:</i> Capstone Portfolio	
	<i>Non-Thesis:</i> Internship Final Evaluations		

## E. Assessment Cycle

Assessment Cycle for:

Program M.S. in Sport Management - College of Health and Human Performance

Analysis and Interpretation:

May - June

Program Modifications:

August 20

Dissemination:

September 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1				X	X	X	X
#2				X	X	X	X
<b>Skills</b>							
#3				X	X	X	X
				X	X	X	X
<b>Professional Behavior</b>							
#4				X	X	X	X

Note: Data collection for these assessments will begin in the 2012-13 academic year. Data was not collected in prior years.

## F. Measurement Tools

Successful **thesis defenses** are measured by pass or fail. The students' performance is assessed by the students' thesis committees.

Students' performance in **comprehensive exams and capstone projects** are measured by pass, rewrite, needs more coursework, and fail. The exams are taken in the final semester of enrollment and assessed by the capstone exam committee and the students' program chair. An example grading rubric for the capstone project has been included at the end of this report. The capstone rubric is an example of a tool used to evaluate the Sport and Management knowledge and professional behavior SLOs (SLO #1, #2, #4).

**Key papers** are assessed by committee of sport management faculty members (n = 3). The committee is appointed every fall and meets in the late spring to perform their assessments. The committee collects a random sample of key final papers and projects for each of the courses assessed. The lists of projects from each of the courses used in the assessment are listed in the table below. A rubric used to assess SPM 6726 (Sport Law) has been included at the end of this report. This rubric is an example of an assessment tool used to evaluate the Sport Management skills SLO (SLO #3).

A random sample of the **internship final evaluations**, as provided by each student's site supervisor, is also assessed by the committee. The committee evaluates the results and assesses strengths, weakness and professional behavior patterns of the interns.

**Key papers/major projects by course**

<b>SPM 5309 Sport Marketing: Marketing Plan</b>	<b>SPM 6158 Management/Leadership: Personal Inventory Plan</b>	<b>SPM 6726 Issues in Sport Law: Sport Law Research Paper</b>
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### Rubric Assessment for Sport Law Research Paper

**“A” Paper:** Perhaps the principle characteristic of the “A” paper is its rich content. Some people describe that content as “meaty,” others as “dense,” still others as “packed.” Whatever, the information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The “A” paper is also marked by stylistic finesse: the title and introduction are engaging; the transitions are artful; the phrasing is tight, fresh and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. The objectives are specifically established and reinforced throughout the paper. The research base and case law cited is current, extensive and appropriate while relationships to practical considerations are well constructed. There is a very logical sequence throughout the paper with proper references that support the author’s contentions. The paper and reference list is complete and perfectly constructed in APA or legal style. Finally, the “A” paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, then, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

**“B” Paper:** It is significantly more than competent. Besides being free from mechanical and grammatical errors, the “B” paper delivers substantial information—that is, substantial in both quantity and interest-value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The introduction draws the reader in; the summary is both conclusive and thematically related to the opening. The transitions between paragraphs are, for the most part, smooth, the sentence structures pleasantly varied. The dictation of the “B” paper is typically much more concise and precise than that found in the “C” paper. Occasionally, it even shows distinctiveness—i.e. finesse and memorability. Some key research may have been missing in the construction of this paper but only an expert within the field would recognize its omission. There may be a few minor errors in the reference list, and none that would hinder the reader’s ability to locate the citation. Very few APA and/or legal style errors are present throughout the paper. On the whole, then, a “B” paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

**“C” Paper:** It is generally competent—it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities—generalities that prompt the confused reader to ask marginally: “In every case?” “Exactly how?” “Why?” “But how many?” Stylistically, the “C” paper has other shortcomings as well: the introduction does little to draw the reader in; the summary offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object-order; and the dictation is occasionally marred by unconscious repetitions, redundancy, and imprecision. Often, this paper looks like a string of research studies and/or cases with little to no rhyme or reason except to meet a page requirement. There is insignificant support from the case law (i.e., fail to reference landmark cases and/or too few cases). The paper has several APA and/or legal style errors throughout the paper. The “C” paper, then, while it gets the job done, lacks both imagination and intellectual rigor. It does not, therefore, invite a rereading.

**“D” Paper:** Its treatment and development of the subject are only rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by mechanical errors. Evidence of careful proofreading is scanty or nonexistent. The whole piece, in fact, often gives the impression of having been conceived and written in haste. The research base and case law is very shallow as if the amount of time researching the topic was done the same week the paper was written. Numerous APA and/or legal style errors are present throughout the paper. Whole lines of research that should have been included are noticeably absent. A reader is therefore left confused with perhaps an ignorant level of knowledge related to the author’s intent.

**“F” Paper:** Its treatment of the subject is superficial; its theme lacks discernable organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. The information conveyed and the research and/or cases cited serve little to no useful purpose. Major and/or many APA and/or legal style errors are present throughout the paper. A reader is not informed by the piece and must struggle and have discipline to finish reading it. In short, the ideas, organization, and style fall far below what is acceptable graduate student writing.



## SPM 6947– Professional Development Capstone Project Evaluation Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Scale Evaluation Anchors: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

### I. Statement of Purpose

- |                                      |           |
|--------------------------------------|-----------|
| 1. Personal life-goal inventory      |           |
| a. Strong personal character traits  | 1 2 3 4 5 |
| b. Less strong character traits      | 1 2 3 4 5 |
| c. Things you do well                | 1 2 3 4 5 |
| d. What you would like to do better  | 1 2 3 4 5 |
| 2. Professional and personal goals   | 1 2 3 4 5 |
| 3. Professional position identified  | 1 2 3 4 5 |
| 4. Short and intermediate objectives | 1 2 3 4 5 |

### II. Professional Documentation

- |   |           |
|---|-----------|
| 1. Listing of professional organizations and search engines | 1 2 3 4 5 |
| 2. Overview of practical experiences                        | 1 2 3 4 5 |
| 3. Individual SWOT analysis for a desired career position   | 1 2 3 4 5 |
| 4. Discussion of meeting with industry professional         | 1 2 3 4 5 |
| 5. Cover letter and Professional Resume                     | 1 2 3 4 5 |
| 6. Profile page of LinkedIn or Teamwork Online account      | 1 2 3 4 5 |

### III. University of Florida Career Resource Center

- |   |           |
|---|-----------|
| 1. Summary of meeting with UF career resource counselor | 1 2 3 4 5 |
| 2. Career resource workshops (list below)               | 1 2 3 4 5 |
| 1)  |           |
| 2)  |           |
| 3)  |           |
| 4)  |           |

### IV. Application of Scholarship to Practical Settings

- |                              |           |
|------------------------------|-----------|
| 1. Research and Evaluation   | 1 2 3 4 5 |
| 2. Sport Law                 | 1 2 3 4 5 |
| 3. Sport Marketing           | 1 2 3 4 5 |
| 4. Management and Leadership | 1 2 3 4 5 |
| 5. Sport Finance             | 1 2 3 4 5 |
| 6. Sport Sociology           | 1 2 3 4 5 |

### IV. Alumni Information Sheet

1 2 3 4 5

### V. Format and Neatness

1 2 3 4 5

**Note:** If any section of the submission does not meet the academic standards or requirements of the project, an oral defense will be scheduled with the student for the sections in question. For a project to be considered acceptable, students may not receive a ranking below a three (good) on any component. Projects receiving more than three “goods” rankings will be considered unacceptable.

## Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Dan Connaughton	Interim Graduate Coordinator and Chair of the MS Assessment Committee	<a href="mailto:danc@hhp.ufl.edu">danc@hhp.ufl.edu</a>	294-1666
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