

UNIVERSITY OF SAN FRANCISCO
College of Arts and Sciences

Sport Management—Program Assessment Plan

Master's in Sport Management Mission Statement

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

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

Program Goals

Students who complete the M.A. in Sport Management will be able to:

- Solve problems innovatively, based on knowledge of the tools, concepts, and theories of each of the functional disciplines of sport management.
- 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.
- Successfully use leadership skills and other functional skills in the sport marketplace.
- Apply effective written, oral, and presentation skills.
- Conduct themselves in a professional and responsible manner as sport managers.

Learning Outcomes

See attached table of learning outcomes.

Assessment Method(s)

See attached table of rubrics.

The various assessment measures available to us include: tests, essays, projects, presentations, classroom assignments, master's projects, ratings of students by internship supervisors, student satisfaction surveys, teaching evaluations, job placement rates, and portfolios of student work compiled over time. For the specific measures chosen for each learning outcome, see the attached table of assessment measures. For general program assessment, we are also going to conduct student satisfaction surveys, review teaching evaluations, and look at job placement rates.

We have chosen to use some Direct Assessment Tools and some Indirect Assessment Tools.

Direct Assessment Tools

Using a version of the “portfolio method”, a random sample of 10 students will be chosen prior to the commencement of assessment in a cohort (meaning before or near the beginning of the first course in the Program). Those same students will be assessed throughout their 23 months in matriculation. Those students will not know that they are part of the assessment. We don't want to bias the assessment.

Each professor will use the assessment tool for the learning outcomes in his/her course. That tool is created in Excel and the professor will score each of the 10 students on each of the learning outcomes for that course. The file will be forwarded to the Director of Academic Programs for aggregation with the tools from the other courses.

If the learning outcomes occur, for example, on exams, essays, and presentations throughout the course, then each time an essay is graded, the professor will score that essay on its related learning outcomes for that student (one each of the 10 students in the sample). There is flexibility in how this is set up. For instance, Dr. Cellini has the students write many essays throughout his course. He may choose to “assess” only the last essay for the learning outcomes that are to be learned from all of the essays in the course. In other words, the assessment occurs for the students after they have made mistakes and learned the material. This is akin to assessing the final exam in a course instead of a quiz taken early in the course.

In the Excel file labeled “Curriculum Mapping, Rubrics, Assessment Measures”, there are listed:

- a. the **program goals** and **learning outcomes** for the entire Program (Curr Map sheet),
- b. the **courses** in which those learning outcomes are taught (Curr Map sheet),
- c. the **rubrics**, which is the scoring system on a scale of 1-5 (Rubrics sheet),
- d. the **measures** or **tools** that are used in each course to do the assessment (Measures sheet), and
- e. a sheet for each course (e.g., Leadership) that contains the relevant program goals, learning outcomes, measurement tool (e.g., essay, exam, presentation), and 10 columns. Each column is for one of the 10 students being measured. The faculty member simply puts the score in there (1-5) using the rubric for each of the 10 students while they are grading that particular assignment.

Indirect Assessment Tools

For students in the assessment sample (10 students per cohort), the Program will tally Internship Supervisor scores for further analysis by Dir. of AP. Up to six months after graduation, the Program will tally (qualitatively) the job titles/organization/placement info for the sample students. These will be scored on the same 1-5 scale.

The Program expects each rubric level to be achieved by a specified percentage of students.

Rubric	% of Students Achieving
Very poor achievement	0%
Poor achievement	10%
Average achievement	40%
Good achievement	40%
Very good achievement	10%

Time Frame

Beginning in January 2009 there will be a new cohort of students attending the Program. The assessment will begin then and take 23 months to cycle through the entire curriculum. At that point, we will review the data for curriculum improvement and revision.¹

Who Will Do the Assessment?

Direct Assessment Tools

Each faculty member will conduct the assessment input in their course using a Tool created by the Program. That Tool (part of the Excel file “Curriculum Mapping, Rubrics, Assessment Measures”) will be forwarded to the Director of Academic Programs for aggregation and analysis.

Indirect Assessment Tools

For students in the assessment sample (10 students per cohort), the Program will tally Internship Supervisor scores for further analysis by Dir. of AP. Up to six months after graduation, the Program will tally (qualitatively) the job titles/organization/placement info for the sample students. These will be scored on the same 1-5 scale.

How data will be used to improve program or revise curricula

The Program Faculty and Staff will review the findings.

¹ Up to an additional 6 months after graduation will be allowed to pass in order to assess job placement information.