



**UMass Amherst’s Educational Effectiveness Plan (EEP) provides departments with an ongoing structure for conducting systematic inquiry into the effectiveness of their efforts to support student success. Departments initially developed and submitted their EEP inquiry plans and evidence gathering strategies in spring 2018 and are asked to provide updates on their progress on a regular basis. EEP activity is also incorporated into the University’s strategic planning process – with departments including their EEP progress and findings into their 2021 Strategic Planning Refresh. What follows is the department’s most current reporting, as synthesized by the Office of Academic Planning and Assessment (OAPA).**

### **Sport Management EEP**

**Identify the evidence you currently use (beyond GPA) to determine that your undergraduates have achieved the objectives you have for them.**

We use data collected through the AACSB process and NSSE survey results.

**Please describe the focus of your inquiry and explain why this inquiry is important to your department right now.**

Line of Inquiry 2018: We hope to drill down and develop more “sport management specific” learning objectives. While going through this process, we realized that we fail to ascertain certain sport-specific information in the AACSB process (out of all of our objectives for AACSB, only 4 are sport specific). We want to be sure McCormack students have a certain level of sport-specific knowledge upon entering the sport industry.

**Progress your department has made toward addressing your line of inquiry, and the types of evidence that you have collected to inform your inquiry.**

During last year’s EEP process, as a faculty, we decided to collect more information on students’ sport specific knowledge in selected core courses (sport marketing, sport leadership, sport finance) beyond that which we already collect as part of the AACSB accreditation process. The curriculum committee identified the major aspects of each of these courses and developed assessments for each. We planned to collect this data in Fall 2019. We have now updated some of our SLOs, and plan to develop assessments and collect further data in more courses (see responses to following questions).

**What are your department’s next steps regarding your continuing and/or upcoming EEP line of inquiry?**

We need to develop assessments for sport finance and collect data for that and collect data for sport leadership. In Spring 2020, we plan to collect data in sport marketing, develop assessments for sport finance and collect data in sport leadership. In Fall 2020 the curriculum

committee will examine collected data to determine if changes need to be made based on the results. In Spring 2021 the curriculum committee will begin to examine how to assess areas of strengths/weaknesses of our students from the perspective employers/internship directors.

### **What are the Student Learning Objectives for your department or program(s)?**

#### Sport Management, B.S.

- Goal 1.) Critical Thinking - McCormack students are critical thinkers.
  - Objective 1.1: McCormack students identify business problems and their causes, generate alternative solutions, and arrive at reasoned within the sport industry.
- Goal 2.) Information Technology - McCormack students use technology to inform and present business decisions.
  - Objective 2.1: McCormack students organize, analyze, and summarize business information using technology.
  - Objective 2.2: McCormack students communicate business information using technology.
- Goal 3.) Legal Reasoning - McCormack students have knowledge of law and the legal system as it relates to the sport industry.
  - Objective 3.1: McCormack students can identify and address legal risk management issues unique to the sport industry.
- Goal 4.) Business Communication - McCormack students are effective communicators who can prepare business documents and presentations.
  - Objective 4.1: McCormack students create well-written documents on a business topic.
  - Objective 4.2: McCormack students deliver effective business presentations.
- Goal 5.) Teamwork - McCormack students are productive team members.
  - Objective 5.1: McCormack students work collectively to solve business problems
- Goal 6.) Leadership - McCormack students are knowledgeable about leadership theories.
  - Objective 6.1: McCormack students apply understanding of leadership theories.
- Goal 7.) Core Business Knowledge - McCormack students possess knowledge of core business concepts.
  - Objective 7.1: McCormack students demonstrate understanding of the key elements of accounting, finance, marketing, management, and information systems.
- Goal 8.) Sport Industry Knowledge - McCormack students possess knowledge of the unique aspects of the sport industry.
  - Objective 8.1: McCormack students identify the various sub industries with the sport industry and how they are structured.
  - Objective 8.2: McCormack students identify the reasons why people follow sport.
  - Objective 8.3: McCormack students exhibit core knowledge in sport marketing.

- Objective 8.4: McCormack students exhibit core knowledge in sport finance.
- Objective 8.5: McCormack students exhibit core knowledge in sport leadership.

### Experiential Goals

- All students will have a capstone course

### Sport Management, M.S.

- Goal 1) Leadership: M.S. Sport Management students will be able to recognize effective leadership strategies and styles.
  - Objective 1: M.S. Sport Management students demonstrate knowledge of alternative strategies and styles of business leadership.
- Goal 2) Collaborative Approach: M.S. Sport Management students will be able to work as effective collaborators.
  - Objective 2: M.S. Sport Management students work collaboratively to solve complex problems.
- Goal 3) Qualitative & Quantitative Reasoning: M.S. Sport Management students will be able to apply research methods to complex sport business issues.
  - Objective 3: M.S. Sport Management students demonstrates ability to gather and conceive of appropriate research methods and analyze quantitative and qualitative data in effective decision making.