



**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. For the first phase of EEP, departments answered a series of prompts about their current educational effectiveness efforts, and their inquiry plans. Here we provide an edited version of this department's responses.**

### **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.

**What changes has the department made in its undergraduate program(s) and offerings based on the results of the evidence described in the previous section, over the last few years?**

In analyzing our AACSB data and NSSE data we saw some discrepancies. We are meeting the majority of our AACSB objectives through direct assessment in classes, but the NSSE data showed that our students were one standard deviation below the mean on two items, critical thinking and quantitative analysis, and were the lowest in Isenberg on writing in the 2014-15 assessment. This was discussed at a faculty meeting and the curriculum committee was tasked with looking at all syllabi to ensure our assignments were hitting these objectives. All assignments provided in our curriculum were scrutinized. While it was clear that we had plenty of writing and critical thinking assignments, we had very few quantitative analysis types of assignments outside of our finance classes. We are currently working on incorporating more assignments, where appropriate, into our classes. As a faculty, we agreed to make a concerted effort to verbalize when assignments required critical thinking, writing, or quantitative skills and we also adopted a faculty member's critical thinking rubric to use on any assignment requiring critical thinking. The most current NSSE data shows that we are no longer one standard deviation below on critical thinking and quantitative analysis, and are on par with others in Isenberg on writing skills.

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

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.

**What evidence do you plan to use to inform your inquiry focus? And, what are your initial thoughts on how you will collect this information?**

We are planning to use the following data:

- *Direct data:* Faculty evaluation of student work in core courses but woven into the AACSB process. This includes a review of student performance on selected exams, papers, presentations, homework, and simulation exercises.
- *Indirect data:* Perhaps alumni surveys and/or employer surveys.

**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.

#### 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.
  - Objective1: M.S Sport Management students demonstrate knowledge of alternative strategies and styles of business leadership.
- Goal 2) Collaborative Approach: M.S Sport Management student 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.