COSMA Annual Report 2018-2019

Program-Level Student Learning Outcomes Matrix –
Academic Year 2018 – 2019
SLO 1. Demonstrate an understanding of the basic concepts and issues related to the following sport management content areas: media relations, financial issues, stadium and arena management, marketing and fundraising, legal issues and risk management, administration and management, sales, venue and event management, and social issues.

<table>
<thead>
<tr>
<th>Measure 1 – Pre-Post tests were given to upperclassmen of the Sport Management program</th>
<th>Test</th>
<th>Percentage of Students Meeting Expectation (i.e., average score)</th>
<th>Percentage of Students Meeting Expectation (i.e., average score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% average across all disciplines on the post-test</td>
<td>n=15, F18 n=36, S19</td>
<td>-Avg. score = 47.98% -Avg. score = 62.25%</td>
<td></td>
</tr>
<tr>
<td>Measure 2 – Pre-Post tests were given to underclassmen and upperclassmen</td>
<td>Test</td>
<td>Evidence of significant improvement from pre-test to post-test (i.e., sig difference b/t groups 1 and 2)</td>
<td>Evidence of significant improvement from pre-test to post-test (i.e., sig difference b/t groups 1 and 2)</td>
</tr>
<tr>
<td>n=118 pre n=51 post</td>
<td>n/a; pretest/posttest comparison test was given</td>
<td>n/a; posttest was given</td>
<td>n/a; posttest was given</td>
</tr>
<tr>
<td>Measure 3 - Internship supervisor evaluations of student job knowledge (see Appendix B question 1)</td>
<td>Test</td>
<td>A score of 4 out of 5 on job knowledge measure</td>
<td>A score of 4 out of 5 on job knowledge measure</td>
</tr>
<tr>
<td>N=96</td>
<td>n/a; average score was taken</td>
<td>n/a; average score was taken</td>
<td>n/a; average score was taken</td>
</tr>
<tr>
<td>Measure 4 - Student internship exit surveys (see Appendix C questions 7 and 11)</td>
<td>Test</td>
<td>A score of 5 out of 7 for each question on the exit survey</td>
<td>A score of 5 out of 7 for each question on the exit survey</td>
</tr>
<tr>
<td>n=96</td>
<td>n/a; average score was taken</td>
<td>n/a; average score was taken</td>
<td>n/a; average score was taken</td>
</tr>
</tbody>
</table>

SLO 2. Demonstrate critical thinking and problem solving skills as they relate to issues faced by sport industry professionals.
### Measure 1 – Rubric used for student groups in the class, SPM 491 and put forth presentations displaying critical thinking skills (see Appendix D)

- **A score of 8 of 12 is considered satisfactory**
  - Fall 2018, \( n=17 \);
  - Spring 2019, \( n=36 \)
  - Average score was taken
  - Average score, Fall 2018 = 10.82
  - Average score, Spring 2019 = 10.97

### Measure 2 – Internship supervisor evaluations of critical thinking and problem solving (see Appendix B question 8)

- **A score of 4 out of 5 for critical thinking and problem solving**
  - \( n=96 \)
  - Average score was taken
  - Average score = 4.30

### Measure 3 – Student internship exit surveys (see Appendix C question 2)

- **A score of 5 out of 7 on question 2**
  - \( n=67 \)
  - Average score was taken
  - Average score = 6.00

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**SLO 3. Demonstrate effective use of verbal and written communication skills**

### Measure 1 – Student internship exit surveys (see Appendix C question 3 and 4 [oral communication], and 5 and 6 [written communication])

- **A sum score of 20 out of 28 points for questions 3, 4, 5, and 6**
  - \( n=67 \)
  - Average score was taken
  - Average score, Q3 = 6.10
  - Average score, Q4 = 6.40
  - Average score, Q5 = 5.84
  - Average score, Q = 6.37

### Measure 2 – Internship supervisor evaluations of communication (see Appendix B question 9)

- **A score of 4 out of 5**
  - \( n=96 \)
  - Average score was taken
  - Average score = 4.51

### Measure 3 – Oral presentation from research project in class, SPM 491 via rubric (see Appendix E)

- **The benchmarks established for this goal were a score of 8 on a 10 point scale for the verbal communication**
  - Fall 2018, \( n=17 \);
  - Spring 2019, \( n=38 \)
  - Average score was taken
  - Average score, Fall 2018 = 8.29
  - Average score, Spring 2019 = 8.87

### Measure 4 – Written assignment from research project in class, SPM 491 via rubric (see Appendix F)

- **The benchmarks established for this goal were a score 9 on a 12 point scale for writing**
  - Fall 2018, \( n=17 \);
  - Spring 2019, \( n=38 \)
  - Average score was taken
  - Average score, Fall 2018 = 6.24
  - Average score, Spring 2019 = 8.86
SLO 4. Demonstrate a familiarity with social and ethical issues relevant to the sport industry, while understanding how these issues in sport management relate to diverse populations

| Measure 1 - Data was collected in SPM 412: Principles of Administration in Sport through a case study asking students to analyze the hiring of an NCAA FBS football coach. Ethical reasoning was assessed via a rubric (see Appendix G) | An average score of 7 out of 10 on the ethical analysis component of assignment rubric was established as a benchmark for goal attainment | Fall 2018; n=36 Spring 2018 n=42 | n/a; average score was taken | -Average score, Fall 2018 = 8.14 -Average score, Spring 2019 = 8.29 | 2 |

| Measure 2 – Internship supervisor evaluations of ethical behavior (see Appendix B question 7) | An score of 4 out of 5 was used as a benchmark for goal attainment | n=96 | n/a; average score was taken | -Average score, =4.30 | 2 |

| Measure 3 – Student internship exit surveys (see Appendix C question 8 & 9) | A score of 5 out of 7 for each question on the exit survey. | n=67 | n/a; average score was taken | -Average score for Q8, = 5.72 -Average score for Q9, = 6.43 | 3 |

SLO 5. Demonstrate an awareness of the various sport industry segments, while being prepared for a career in the sport industry

| Measure 1 - Internship supervisor evaluations of student professional development (see Appendix B, quality of work Q2, quantity of Work Q3, initiative Q4, Responsibility Q5, cooperation Q6, and attendance Q10) | A benchmark of a 4 out of 5 score on each professional development measure | n=96 | n/a; average score was taken | Average score: Q2 = 4.66 Q3 = 4.60 Q4 = 4.51 Q5 = 4.73 Q6 = 4.73 Q10 = 4.77 | 3 |
| Measure 2 - Student internship exit surveys (see Appendix C question 10 & 12) | A score of 5 out of 7 on both questions, respectively | n=67 | n/a; average score was taken | -Average score for Q10 = 6.43 Q12 = 6.54 | 3 |
| Measure 3 - Student internship portfolios (detail of weekly work log, see Appendix H) | The established benchmark of a 2 out of 3 score on the professional development measure of work log detail | n/a | n/a; average score was taken | -n/a | 3 |
Use of Results

As the performance targets for this assessment period were to reach or exceed the baseline measurements from the 2017-2018 measurements, several areas were the same in the 2018-2019 assessment period. The following items have stayed the same in the last assessment period (have stayed in “meets expectations” or “exceeds expectations”):

- **SLO 1**: Demonstrate an understanding of the basic concepts and issues related to the following sport management content areas: media relations, financial issues, stadium and arena management, marketing and fundraising, legal issues and risk management, administration and management, sales, venue and event management, and social issues.
  - Measure 2 – Pre-post tests showed evidence of significant improvement from pre-test to post-test.
  - Measure 3 - Internship supervisor evaluations of student job knowledge (see Appendix B question 1)
  - Measure 4 - Student internship exit surveys (see Appendix C questions 7 and 11)

- **SLO 2**: Demonstrate critical thinking and problem solving skills as they relate to issues faced by sport industry professionals.
  - Measure 2 - Internship supervisor evaluations of critical thinking and problem solving (see Appendix B question 8)

- **SLO 3**: Demonstrate effective use of verbal and written communication skills.
  - Measure 1 – Student internship exit surveys exceeded expectations on two questions regarding oral communication. These were, “I have become a stronger oral communicator through course assignments as part of the SPM program,” and “my oral communication skills are sufficient for an entry-level position in the sport industry.”
  - Measure 2 – According to internship supervisor evaluations, students’ communication exceeded expectations.

- **SLO 4**: Demonstrate a familiarity with social and ethical issues relevant to the sport industry, while understanding how these issues in sport management relate to diverse populations.
  - Measure 1 – Data was collected in SPM 412: Principles of Administration in Sport through a case study analysis.
  - Measure 3 – Student internship exit surveys (see Appendix C, question 5 and 6)

- **SLO 5**: Demonstrate an awareness of the various sport industry segments, while being prepared for a career in the sport industry.
  - All measures in this learning outcome exceeded expectations, as measured through internship supervisor evaluations, student internship exit surveys, and internship portfolio evaluations.

One item from SLO 3: Demonstrate effective use of verbal and written communication skills did not change, but has still shown that students do not meet expectations. This is the area of written communication. The department of sport management will
examine this item more closely as represented in our strategic plan. The annual strategic planning and curriculum mapping meeting held in August will focus on areas of weaknesses as well as areas of improvement.

Several Measures dropped in this academic year:
- SLO 2: Demonstrate critical thinking and problem solving skills as they relate to issues faced by sport industry professionals.
  - Measure 1 – Rubric used for student groups in SPM 491
  - Measure 3 – Student internship exit surveys (Appendix C Question 2)
- SLO 3: Demonstrate effective use of verbal and written communication skills.
  - Measure 3 – Oral presentation from research project in SPM 491 via rubric
- SLO 4: Demonstrate a familiarity with social and ethical issues relevant to the sport industry, while understanding how these issues in sport management relate to diverse populations.
  - Measure 2 – Internship supervisor evaluations ethical behavior

*There could be several reasons for this drop in measurements. This will be a priority for the faculty in the department to address during the first meeting in the Fall 2019 (prior to the semester starting). Rubrics will be addressed and reassessed as well as priorities and student learning outcomes for the department.*

**Strategic Plan and Action Plan**
- *Due to the turnover and new faculty starting in the 2018-2019 academic year, the department has been going through a period of adjustment. The Advisory Board will have its first meeting in the Fall of 2019, in which several of the priorities will be addressed based on the strategic plan, action plans, as well as student learning outcomes and how we are measuring such achievement levels. Additionally, these items will be addressed at the end of the summer in our annual pre-semester meeting prior to the Fall 2019 semester beginning. Here, our strategic plan will be examined, along with a curriculum mapping session and a close look at each of the courses offered.*
- *With the new curriculum being adjusted in this academic year, a priority will be placed on ensuring that we are providing the correct student learning outcomes among the courses being offered, along with the new courses.*
- *Additional items that will be addressed include, but are not limited to: which assignments are being measured by which rubrics, how often are students being measured on oral and written communication, and streamlining the rubrics used for critical thinking, oral communication, and written communication (e.g. utilize the same or a similar rubric across the curriculum).*

The following items are specific plans for action involved in the Department of Sport Management’s five-year strategic plan. This includes a conceptual outline of major goals and specific action plans for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 years. These items were formed based upon the initial process of writing and
forming SLOs and OEGs, the initial assessment of such items, and the overall process of the self-study for COSMA. In addition, the recently collected data is being analyzed as part of our one-year strategic plan in order to reevaluate baseline numbers and measurements accordingly. Over the summer, the sport management department will be examining the 2016-2017 data as compared to the 2017-2018 to better inform our strategic planning process in the future. This will be one of the first items to consider.

While each item is a part of the 5-year strategic plan, all items are in the Annual Process as well. As such, during biannual and annual strategic planning meetings, the Department of Sport Management will assess the needs for more immediate action or changes needed in the 5-year goals. That is, the Department of Sport Management has decided to continuously maintain and manage the assessment practices on an annual basis to ensure that the program is not only maintaining its current Mission and Vision, but also to continually create professional development opportunities to educate and engage the entire department to aid in advancing the strategic plan. This will allow for more specific goals and action plans to be the focus prior to each year, including the upcoming school year of 2018-2019 as well as the years 2019-2020, 2020-2021, 2021-2022, and 2022-2023 included in the five-year strategic plan.

For itself, the Department of Sport Management has identified four Strategic Priorities that have helped guide the individual plans for action:

**Communication**: Cultivate an ongoing dialogue with interdepartmental and external partners to enhance our programs and services.

**Continuous Improvement**: Assess programs and services biannually to enhance departmental effectiveness.

**Campus and Departmental Culture**: Foster a culture that is inclusive and supportive to aid in student success and its “Spartan Ready” culture that prepares students to be successful professionals with an advanced understanding of their field of study, the interdisciplinary workplace, how to be effective leaders, and engaged citizens who contribute to society.

**Partnerships**: Engage campus and community partners to achieve common goals.

To foster such strategic priorities, the following action items have been identified in our five-year plan. Additionally, as stated previously, each item will be part of the annual strategic process to allow for continuous improvement in the program’s activities and operations:

- **Alumni**: Enhance efforts to track program alumni. This will be addressed during the Annual Strategic Planning Meeting held in August, 2018.

- **Faculty Enhancement**: As part of the 2017-2018 one-year plan, faculty enhancement was considered a priority. As such, one additional tenure track concentrating on Sport Finance, Sport Analytics, and additional upper-level sport management courses has successfully been hired for the 2018-2019 school year. This addresses a weakness found in SLO #1 content area of sport
finance and in our SWOT Analysis. We had requested the position in October 2016.

- Based on the SWOT analysis the high advising load (sometimes up to 90 advisees) has been a weakness. By hiring an additional faculty, we have begun to address this weakness as each faculty member will have their advising load drop by approximately 20%.
- Also, another faculty member will allow us to reduce the teaching responsibility of our Internship Coordinator. Amongst other things, this will allow more time to collect placement information required by COSMA that will address a deficiency identified in our program. This additional faculty member in the role of “Field Experience Coordinator” is currently in the hiring process.

**Advisory Board:** The department has been in the process of forming of an Advisory Board. The original goal was for this group to first meet in the Spring of 2018. Due to the 2017-2018 being short one member, this task has been pushed back. Instead, the plan is to have to Advisory Board finalized by the beginning of Fall, 2018 and to have its first official meeting in the Winter 2018-2019. The Advisory Board will consist of Department of Sport Management Alumni and sport management industry professionals. Currently this necessary aspect of the planning process is missing and could be considered a weakness of our strategic planning process. This addresses Principle 2- #2.e. Meetings will be scheduled twice during the year. Our Departmental budget will reflect the cost required to host these two meetings (Lunch or dinner costs).

**Retention:** Utilize the strategic planning process to understand why students appear to be leaving the major between the Intro course (first year) and Practicum course (second year). We will be adding a survey to be given in each course to ask open-ended questions about the motivation of current students as well as suggestions they might give. Additionally, data has been collected in the SPM 290 Introduction to Sport Management courses to enhance experiential learning for our first-year students. This was part of a new “combined classroom/team teaching” format for the 2017-2018 academic year, which will continue for the Fall 2018 semester. Retention as well as these changes will be discussed during the Annual Strategic Planning Meeting held in August, 2018.

**Curriculum/Courses:** In order to improve the Sport Management Curriculum, a Curriculum Mapping portion has been added to the agenda for the 2018 Annual Strategic Planning meeting. Here, we will strategically focus on analyzing current sport management course offerings in the following (but not limited to) ways:

- Duplication in course offerings (e.g., two venue/facility courses)
- Outdated course titles (e.g., “Principles of Administration for Sport and Physical Education”)
- Evolving content in the areas of technology, sport media and sport analytics.
Faculty and students mentioned the need to enhance electives and/or tracks for specific student career interests.

○ Consider expanding/broadening when classes are offered (time of day) to accommodate student work schedules. Current schedules create conflicts with internships and part-time industry employment. While we do not have complete control over all of these decisions, the Sport Management faculty, led by the Chair, will continue to meet and track the class offerings and schedules.

○ Consider changing courses from three to four credit hours.

○ Consider sequencing sport management course offerings over all semesters (creating a “curriculum map”), rather than students only taking SPM 290 (Intro to Sport) in their first year and SPM 298 (Practicum) in the spring of the second year. Doing so could enhance student engagement and may increase program retention.

○ Request budget money for Faculty development specifically targeting pedagogy and professional development. A major strength of our program as mentioned in our mission and identified in OEG #5 is teaching. To continually enhance this action item, faculty will make efforts to attend various seminars, retreats, and other professional development designed to enhance teaching pedagogy.

○ The sport management program will formalize relations across campus more effectively and coordinate consistent roles for internships (e.g., Athletics, Intramurals, Campus Recreation, Club Sports, the Health Center, etc.).

○ Co-curricular relationships could be strengthened with other departments on campus (e.g., Business, Communication, Journalism and New Media).

○ Continue to encourage individual student innovation in research, applied class activities and internship projects.

○ Based on the need for improvement in writing, provide more in depth feedback in our Introductory to Sport Management SPM 290 class and our SPM 390 Finance class regarding writing effectiveness. This addresses the issues we found in SLO #3 M4 written communication. Beginning in Fall, 2018, we will implement such additional assessments using a similar rubric from SLO #3 M4 and will provide more in depth feedback to each student. We will also review our use of appropriate rubrics for measuring writing effectiveness based on feedback from the COSMA process as part of our biannual review.

○ To address our SWOT Analysis and PEST Analysis provided above (Appendix W) we will continue to strengthen and broaden our internship program SLO #5. An action item for this is to partner with more diverse sport businesses to add breadth and depth to our program and its students. Specifically, we will build relationships with sport business partners outside of the traditional “big 4” markets. Our goal will be to find 5 new internship opportunities annually. We will also
enhance the structure of the internship course in Blackboard to streamline students’ access to materials, which will also assist faculty in collecting and analyzing outcome data.

- Continue efforts to support SEMS and SWOT to work jointly with sport management student leadership, experiential and fundraising opportunities.

**Strategic Planning and Outcomes Assessment:** The pre/post-test has and will continue to be updated each year. We have a concern that due to faculty turnover some of the questions on the tests may no longer be applicable to the content being taught in the class. We are reviewing and revising questions in such assessments and plan to continually make appropriate changes. This action item is based specifically in response to data found in Principle SLO #1 M1.

  - Focus strategic planning efforts that specifically address department autonomy and branding to support the extensive and impressive efforts of sport management leadership and faculty. This will be addressed during the Annual Strategic Planning Meeting held in August, 2018.

**Communication:** Continue to formalize Departmental Meetings by keeping minutes in strategic planning and monthly meetings. This will make it easier to incorporate strategic planning and the changes necessary for this to be an effective Department. This addresses Principle 2- # 2c & #3. Additionally, an Annual Meeting has been scheduled for August, 2018 in which the department faculty will meet for strategic planning as well as curriculum mapping.
### Program-Level Operational Effectiveness Outcomes Matrix

<table>
<thead>
<tr>
<th>Operational Effectiveness Goal and Measurement Tool(s)</th>
<th>Identify Each Operational Effectiveness Goal and Measurement Tool(s)</th>
<th>Identify the Benchmark</th>
<th>Data Summary</th>
<th>Assessment Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OEG 1. Develop and maintain relationships with sport business professionals</td>
<td>Measure 1 – Student Projects involving co-work with sport business professionals</td>
<td>Ample work alongside sport business professionals</td>
<td>A number of courses in the program involved projects in which students worked alongside sport business professionals</td>
<td>3. Exceeds expectation</td>
</tr>
<tr>
<td></td>
<td>Measure 2 – Guest Speakers from professional sport organizations</td>
<td>Students allotted ample time to meet and hear from sport business professionals</td>
<td>Over 30 guest speakers throughout the 2018-2019 academic year</td>
<td>3. Exceeds expectation</td>
</tr>
<tr>
<td></td>
<td>Measure 3 – Monthly Meetings</td>
<td>Students allotted ample time to meet and network with sport business professionals</td>
<td>Guest professional sports organizations came and met with students to network and potentially hire UT Sport Management students This became incorporated into classes as well.</td>
<td>3. Exceeds expectation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OEG 2. To retain the majority of declared first year SPM majors to year two of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1 – Retention rates from University of Tampa</td>
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<table>
<thead>
<tr>
<th>OEG 3 - To oversee a 80% graduation rate of declared SPM majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1 – Graduation rates from University of Tampa</td>
</tr>
</tbody>
</table>

| OEG 4 – Ensure Sport Management faculty are actively involved in University affairs |
| Measure 1 – Looking upon core professors in the SPM department and evaluating presence within the University outside of mandatory practices | Ample work inside of the University of Tampa that is not considered mandatory, and is outside of the Sport Management realm | Faculty is actively involved in a number of activities which are not mandated by the University of Tampa, and are outside of the Sport Management realm. | 3 |

OEG 5. Demonstrate adequate teaching skills as they relate to student satisfaction

| Measure 1 – Student evaluation of Sport Management Courses | A score equal to or above the scores of the Sport Management program’s affiliated college within the University of Tampa (For Fall of 2015, this benchmark was = 4.01; for Spring 2016, this benchmark was =4.09) | Fall 2018 Sport Management average course rating = 3.99  
Spring 2019 Sport Management average course rating = 4.03 | 2 |

| Measure 2 – Student evaluation of Sport Management Professors | A score equal to or above the scores of the Sport Management program’s affiliated college within the University of Tampa (For Fall of 2015, this benchmark was = 4.19; for Spring 2016, this benchmark was =4.18) | Fall 2018 Sport Management average professor rating = 4.03  
Spring 2019 Sport Management average professor rating = 4.11 | 2 |

**Explanation of course action for intended outcomes not realized:**
Operational Effectiveness Goals Action Plan
OEG 1. Develop and maintain relationships with sport business professionals in the Tampa Bay community

As we have been relatively successful in developing and maintaining relationships with sport business professionals in the Tampa Bay community, we will continue to harvest these relationships and seek to continue to grow our network. We have also created a Sport Management Advisory Board using our alumni and industry connections, which will provide valuable guidance and feedback to our planning process. The first meeting is set for Fall, 2019.

OEG 2. To retain the majority of declared first year SPM majors to year two of the program

As a benchmark, the program will look to retain at least 60% of declared first year SPM majors to year two of the Sport Management program. From academic year 2015/2016 to 2016/2017 we retained 60.3% of declared first year SPM majors. Although we met our goal, improvements can be made to better engage first year SPM students. With the turnover in the department, sufficient data has not yet been collected. However, our newest addition, Dr. Flynn, is setting up a way to track this on Blackboard in order to be able to report more accurately the retention levels.

OEG 3. To oversee a 80% graduation rate of declared SPM majors

As a measure for this third OEG, data has not yet been collected. However, the University of Tampa’s Sport Management program plans to acquire graduation rates from the University of Tampa’s registrar’s office. As a benchmark, the program will look to graduate at least 80% of declared SPM majors. The action plan for this will be to first gather data and set the benchmark of at least 80%. Additionally, this benchmark will be either maintained or raised as needed. With the turnover in the department, sufficient data has not yet been collected. However, our newest addition, Dr. Flynn, is setting up a way to track this on Blackboard in order to be able to report more accurately the retention levels.

OEG 4. Ensure Sport Management faculty are actively involved in University affairs

Sport Management faculty will continue to be actively involved in University affairs, both as expected of them through the University, as well as being active in its own ways to engage students, parents, and other faculty across the University.

OEG 5. Demonstrate adequate teaching skills as they relate to student satisfaction

In both the Fall of 2015, and the Spring of 2016, data suggests the University of Tampa’s Sport Management department exceeds the benchmarks put forth (i.e., average scores above those of the CNHS). However, in the Fall of 2018 and Spring of 2019, data suggests that student’s perceptions were lower than previous years once again. The department has had a lot of turnover, which led to the hiring of adjunct professors in some of the major courses. This could potentially be a variable that might be considered in this data. Regardless, the faculty will continually demonstrate adequate teaching skills as they relate to student satisfaction in which the program will examine student evaluations each semester. This will be accomplished by going through continuing education and/or professional development that is offered both at conferences that faculty attend and through the University.
PROGRAM INFORMATION PROFILE

This profile offers information about the performance of a program in the context of its basic purpose and key features.

Name of Institution

Institution: The University of Tampa

Program Accréditor: The sport management degree program at The University of Tampa has received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, Colorado, USA. The sport management programs in the following degrees are accredited by COSMA:

☐ Bachelor of Science in Sport Management

Institutional Accréditor: The University of Tampa is accredited by the Southern Association of Colleges and Schools Commission on Colleges

Date of Next Comprehensive Program Accreditation Review: September 2024

Date of Next Comprehensive Institutional Accreditation Review: SACSCOC: “Fifth Year Report” March 15, 2021; Decennial Examination: 2025

To learn more about the accredited status of the program, click here:

Program Context and Mission

Program Mission: The University of Tampa is committed to the development of each student to become a productive and responsible citizen. To this end, the University ensures that students balance “learning by thinking” with “learning by doing.” Students are taught by highly qualified, experienced faculty members who are committed to teaching, academic advising and continued intellectual growth. Classes are conducted in personalized settings in which learning is enhanced through application. Students participate in learning partnerships with faculty and the community through independent studies, internships, research, and other practical experiences that complement classroom learning. The University’s academic services and cocurricular activities support individual discovery and development and provide leadership opportunities. Involvement and participation inside and outside the classroom are valued. Through complete engagement with the educational environment, UT students are prepared for careers, graduate and professional education, and lifelong learning.

The mission of the Department of Sport Management is to serve and inspire future sport managers; preparing them for entry-level positions in the sport industry through classroom instruction designed to blend theory and practice, exemplary professional and personal career development, ample networking opportunities to sport industry professionals, and volunteer and internship guidance and placement. We seek to incorporate the University’s mission by also balancing “learning by thinking” and “learning by doing” by pairing quality classroom instruction in sport management and business with hands-on experience gained through volunteer and internship opportunities.

Program Goals: The broad based goals of the University of Tampa’s Sport Management Program are as followed:
- Understand and apply concepts and issues relevant to the sport management discipline
- Apply critical thinking and problem solving skills to the sport business industry
- Communicate effectively, both verbally and in writing
- Analyze and appreciate relevant social and ethical issues related to the sport industry
- Have an appreciation for the professional development needed for a successful career in the sport industry

Brief Description of Student Population: 301 undergraduate students enrolled with declared majors in Sports Management in Fall 2017. Coming from 32 states and US territories, 79% are male and 21% are female; 74% are Caucasian, 6% are Black, 7% are international and 7% are multi-racial. 6% are of unknown or “other” races. Over half (56%) reside on campus, and 77% entered UT as first-time full-time freshmen. Class composition is: 32% freshmen, 26% sophomores, 20% juniors, and 22% seniors.

Admissions Requirements:

Undergraduate Programs: Excellence in sport management education requires that students admitted to a sport management program have a reasonable chance to succeed in the program. This requires admissions policies and processes that are appropriate to the sport management degree programs offered by the institution.

a. Admission of first year students to these programs.

There are no particular requirements to major in Sport Management at the University of Tampa; a student simply needs to declare her/his major. The process of major declaration can be found in the University of Tampa’s catalog, specifically here:

b. Admission of students from within your institution to these programs.

There are no particular requirements to major in Sport Management at the University of Tampa; a student simply needs to declare her/his major. The process of major declaration can be found in the University of Tampa’s catalog, specifically here:

c. Admission of transfer students from other institutions to these programs.

Students may apply to the University as transfers only if they have graduated from high school and have completed 17 or more college credit hours at the time of application. Applicants who are enrolled in college but have completed fewer than 17 college credit hours apply as freshmen. College credits completed will be evaluated for transfer credit after admission. - See more at: http://ut.smartcatalogiq.com/current/catalog/undergraduate-admission/admission-policy/transferstudents#sthash.HudeALD8.dpuf
As with all students, transfers simply need to declare the major in order to become a Sport Management major.

Information about transfer credit evaluation can be found here: http://ut.smartcatalogiq.com/current/catalog/academic-policies-and-procedures/transfer-credit-evaluation

Information about the transfer credit acceptance policy can be found here: http://ut.smartcatalogiq.com/current/catalog/undergraduate-admission/admission-policy/transferstudents/transfer-credit-acceptance-policy

There are several steps/aspects one must go through to be considered for degree candidature; each of the steps/aspects are described in length in the University’s catalog as followed:


-Degree requirements
  


**Indicators of Effectiveness with Undergraduates As Determined by the Program**

1. Graduation
   - Year = 2017-2018 (July 1, 2017 – June 30, 2018 is the most recent data reported to IPEDS)
   - # of Graduates = 68
   - Graduation Rates for the entire student cohort (all undergraduates in all major programs):
     - 4-year = 50%
     - 5-year = 60%
     - 6-year = 60%

2. Completion of Educational Goal (other than degree – if data collected)
   N/A
3. Average Time to Degree
   4-Year Degree: _3.7 years_

4. Annual Transfer Activity
   Not yet collected

5. Graduates Entering Graduate School
   Year: 2017 # of Graduates: _55_ # Entering Graduate School: _6_

6. Job Placement (if appropriate)
   Year: 2017 # of Graduates: _55_ # Employed: _20_

7. Additional Indicators, if any: _______________________________________

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