A RANKING OF SPORT ADMINISTRATION MASTER'S DEGREE PROGRAMS IN THE UNITED STATES

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ABSTRACT

MARIE BAKER: A Ranking of Sport Administration Master's Degree Programs in the United States
(Under the direction of Dr. Nathan Tomasini)

This study was generated to facilitate prospective students seeking a Master's degree in the sport administration field. The field has expanded rapidly since its inception to academia in 1966, now encompassing over 200 programs nationwide. With this growth arose criticism and doubts from academic peers.

Conducting research via faculty at sport management programs throughout the country, this study provides a detailed analysis of the academic field. Specifically, this study evaluates the curricula, academics, admissions and faculty resources in sport management and examines the relationships amongst the variables; thereby, supplying prospective students with the appropriate knowledge to evaluate a given sport management graduate program.

DEDICATION

This study is dedicated to my loving mother, Pamela E. Baker, for her continuous strength, laughter, friendship, encouragement, and unconditional love. It is also dedicated in memory of my father, T. Edward Baker, who taught me to pursue my dreams, which led me to pursuing my degree at the University of North Carolina at Chapel Hill.

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CHAPTER I

INTRODUCTION

On university campuses nationwide, sport has blossomed into a business; a business that turns a large profit for many associated entities, from merchandise sales to television and radio broadcast rights to enormous coaching salaries. "…Big Sport within Big Education has now become Big Business too, and this means that good managers and administrators are needed in all of the enterprises if our countries are to grow and prosper" (Zeigler, 1987, p. 8). With the boom of sports as big business, educators began to recognize the need for specific education in the field. In 1966, Ohio University (OU) became the pioneer of the sport administration educational movement; they were the first to offer a degree in sport administration. In 2006, there were over 200 institutions who offered a sport management master's degree ("Sports administration, sport management, school athletics graduate school programs," 2006).

Sport, as an industry, has skyrocketed over the past 50 years, both at the collegiate and professional levels. Two major turning points came when colleges began televising their games in the 1950s, and the 1984 outcome of the *National Collegiate Athletic Association (NCAA) v. Board of Regents of Univ. of Oklahoma* (468, U.S. 85, 1984). Before games were televised, ticket sales generated the operating revenue for franchises. After live sport broadcasts hit the air in 1939, there was an extreme increase in sales of television sets. "But in the 1950s, as television's other genres matured…sports began to disappear from network prime-time, settling into a very profitable and successful niche on weekends" (Baran, n.d., ¶

4). The 1984 verdict stopped the NCAA's control over live televised games allowing corporate networks the opportunity to pay millions for the broadcast rights (Baran, n.d.). As Stier projected in 1993, "Sport is big business today and will remain so in the future. In fact, sports revenues are approaching the $70 billion mark in the United States" (¶ 17). With this surge in interest from the sport consumer came the need for managers and administrators to appropriately lead and direct these multi-million dollar teams, leagues and venues (Masteralexis, Barr, Hums, 1998). There are six major NCAA conferences – the Atlantic Coast, Big East, Big Ten, Big 12, Pac-10, and Southeastern – that acquired the most funds from the NCAA distribution in 2001-2002. The average distribution was $84.1 million (Rosner and Shropshire, 2004). "As the sport industry has grown, there has been a shift in focus toward a more profit-oriented approach to doing business" (Masteralexis et al., 1998, p. 20). In 1994, the average value of a National Football League (NFL) franchise was $153 million, and in 2003 the average value increased significantly to $628 million (Rosner and Shropshire, 2004).

With the shift in focus toward a more profit-oriented model, a need for educated personnel arises. And the domino effect brings about the decision of a prospective student to choose an institution to get the education desired from these franchises and organizations. Traditionally, *U.S. News & World Report* (*U.S. News*), *The Princeton Review*, and *Business Week* have rankings for graduate programs to assist prospective students in seeking an institution to fit their needs. Rankings are beneficial for prospective students as well as institutions. Academia often publishes their rankings for recruiting purposes ("College and university rankings," n.d.). In 2006, there was no ranking of sport administration graduate programs in these publications or others.

According to *U.S. News,* they examine enrollment numbers and the popularity of a degree program, as well as the number of schools offering the degree when considering which programs to research ("Frequently asked questions – rankings," n.d.). Because sport administration is a growing field, rankings may be beneficial in the same manner as business, law, and medicine. Rankings are important to institutions for financial and recruitment reasons; schools with higher rankings receive more grant money and potentially more donor contributions, whereas, students pursuing the degree can distinguish strong from mediocre programs (Dichev, 1999).

The North American Society for Sport Management (NASSM) was founded in 1985 as the first academia-focused organization to "promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management" ("NASSM home," 2006, ¶ 2). NASSM supplies a database of all institutions in North America who offer undergraduate and graduate degree programs in sport administration. In addition, NASSM has developed an approval process through the Sport Management Program Review Council (SMPRC), which originated to improve the quality of education in sport management degree programs. Some of the first universities to institute a master's in sport administration are not approved by NASSM and SMPRC, including Ohio University, which leads to speculation of the accuracy and confidence in their information ("Sport management programs: United States," 2006). Therefore, it may be important to establish similar but more specific criteria, research the various degree programs at the institutions, and determine rankings separate from the accreditation of NASSM and SMPRC.

Purpose

The purpose of this study was to rank sport administration and/or management graduate degree programs in the United States. A secondary purpose was to determine the variables and analyze the field of study. Another secondary purpose was to weight the variables, assigning a score for each one, thereby deriving a composite score (rank) for each university in the sample.

Research Questions

1. What were the descriptive statistics of variables (survey responses)?
2. What relationships, if any, existed between defined criteria/variables?
3. How did graduate programs rank based on defined criteria in this study?

Definition of Terms

Accreditation: Officially recognizing the sport administration/management program of an institution as having met a set of standards set forth by NASSM; "the act of accrediting or the state of being accredited, especially the granting of approval to an institution of learning by an official review board after the school has met specific requirements" (Pickett, J., 2000, ¶ 1).

NCAA: Acronym for National Collegiate Athletic Association. The NCAA is the governing body of members of intercollegiate athletic institutions that functions as general legislative, rule-making authority and enforcement, and athlete eligibility

NACDA: Acronym for National Association of Collegiate Directors of Athletics. NACDA "serves as the professional association for those in the field of athletics administration, providing educational opportunities and serves as a vehicle for networking and the exchange

of information to others in the profession" ("What is NACDA and what does it do?" n.d. ¶ 4).

NASSM: Acronym for North American Society of Sport Management. Its purpose is "to promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management - both theoretical and applied aspects" ("NASSM home," n.d. ¶ 2).

NASPE: Acronym for National Association for Sport and Physical Education. It is a non-profit professional membership association comprising of 17,000 members and the largest of five national associations making up the American Alliance for Health, Physical Education, Recreation and Dance ("Welcome to NASPE," n.d.).

Sherman Antitrust Act: "Every person who shall monopolize, or attempt to monopolize, or combine or conspire with any other person or persons, to monopolize any part of the trade or commerce among the several States, or with foreign nations, shall be deemed guilty of a felony" (15 U.S.C. §§ 2).

Sport(s) administration: A field of study which teaches students the skills and knowledge needed to direct and manage sports-related entities. As defined in *Contemporary Sport Management* it is "any combination of skills related to planning, organizing, directing, controlling, budgeting, leading and evaluating within the context of an organization or department whose primary product or service is related to sport and/or physical activity" (Parks and Quarterman, 2003, p. 8). This phrase will be used interchangeably with sport management throughout this document.

Sport(s) management: See above. This phrase will be used interchangeably with sport administration throughout this document.

SMPRC: Acronym for Sport Management Program Review Council. It approves all Undergraduate, Master's and Doctoral sport management programs based on the NASSM and NASPE guidelines ("NASSM home," n.d.).

Defined Criteria

There were five main areas that were used to analyze programs in the United States; some of the data was used for descriptive purposes only, those are discussed under the descriptive heading. The other criteria were used to determine the composite score, which established the rankings. The researcher anticipated determining a weight for each ranking variable, based on the survey results and level of importance for each criterion. The four ranking categories were curriculum, academics, admissions, and faculty resources.

Descriptive

The researcher used descriptive analyses for all of the variables in this study; however, some of the variables can only be utilized in a descriptive manner, as they do not influence the strength or weakness of a program, but are worth exploring. The strictly descriptive variables were: the position/title of the responding faculty, the number of years a faculty member has worked at his/her current institution, the number of years a faculty member worked in the sport industry prior to higher education tenure, the school or college where a program is housed (Business, Kinesiology, Education, etc.), the title of the degree program (Business Administration, Sport Administration, Physical Education, Sport Management, etc.), the number of years the program has been in existence, and the approximate cost of in-state and out-of-state tuition.

Curriculum

The curriculum variables were derived from the North American Society of Sport Management (NASSM) and the National Association for Sport and Physical Education (NASPE) approval guidelines. NASSM and NASPE work in conjunction to approve programs based on their coursework. Their guidelines, and the ones used in this study, assess the content areas a program covers during coursework. They are: business, ethics, facilities and event management, leadership, socio-cultural, marketing and public relations, sport governance and legal aspects, and statistics and research methods. NASSM and NASPE also consider if a program requires an internship or field experience and a thesis, which was also evaluated in this study.

Academics

A program's graduation requirements are a good way to measure its strengths or weaknesses. The variables in academic requirements included credit hour, field experience/internship, written comprehensive examination, oral comprehensive examination, and thesis requirements. If an internship is required, an added variable was the required length of that internship for graduation fulfillment. Other variables categorized in the academic realm were the opportunities provided to students throughout their coursework: exposure to various sport organizations, networking opportunities, and non-thesis related research opportunities. The final academic variable was the approximate job placement percentage in the sport industry, over the past five years.

Admissions

Admissions also play a part in the success of a program. Admissions variables consisted of average undergraduate grade point average (GPA), standardized test scores,

selection criteria (GPA, test scores, work or related experience, personal statement, letters of recommendation), acceptance rate, funding availability and the percentage of students receiving those funds.

Faculty Resources

Prospective students should weigh the faculty resources at a given institution, as this will contribute to their individual success within a program. The faculty resources group contained the number of full-time faculty teaching full-time graduate courses, the number of full-time faculty teaching part-time graduate courses, the number of adjunct faculty, the number of faculty with a terminal degree, average class size, and the degree of faculty assistance with job placement in the sport industry.

Limitations

1. The researcher had no control over the feedback from survey respondents.
2. The researcher was only able to rank programs for which there is data.
3. Most data was based on the current academic year (curriculum and admissions could vary from year-to-year).

Delimitations

This study was delimited to programs listed on the NASSM website under the United States category. There could be other programs that offer a master's in sport administration, however for purposes of this study, the researcher examined graduate programs listed on NASSM.

Assumptions

It is assumed that respondents answered the survey questions honestly and correctly. It is also assumed that all of the application information submitted was correct and current.

Significance of the Study

Choosing a graduate school for advanced education is of utmost importance for the future of an individual. More often than not, students choose one institution to attend for a particular degree. Prospective students can visit and tour a campus, yet still walk away without the proper quantitative knowledge needed to make a fully-educated decision to enroll. Rankings are used as an additional guide for students and their parents and are not intended to be the sole source of information ("Why *U.S. News* ranks colleges," n.d.). Publication editors determine specific criteria that allow them to score each degree program (i.e. business, law, medicine, etc.) and rank them according to that score. *U.S. News* uses factors such as average undergraduate grade point average, acceptance rate, employment rate and starting salary and bonus upon graduation when ranking business schools across the nation ("America's best graduate schools 2007," 2006). Similar factors could be used when ranking sport management graduate programs.

With the growth of the sport industry and sport administration field, there is a demand and an obligation to properly represent graduate degree programs. According to *U.S. News* (Morse and Flanigan, 2006), readers value the rankings, comparisons and searches on their website. As indicated by *Business Week,* the average applicants of a master's of business administration in 2004 at the top 30 business schools was 2,286 ("B-schools – the stats," 2005). With the number of professionals seeking a post-graduate degree in the working world, it is pertinent to supply the information found in this study to potential students.

The sports industry continues to expand and is ever-evolving into a dominant entertainment business. The expansion and present nature of this industry leads to a larger interest in the sport management degree programs. Currently, there is not a published

ranking of sport management graduate schools; yet numerous individuals enter the field each year. Annual rankings of these programs would be beneficial not only for the students, but also for the institutions. Prospective students will obviously be able to find a suitable fit according to their needs, but may be able to leverage employment based on the degree program's ranking. Institutions can either use the results to promote their ranking or to help increase their rank by building upon the defined criteria within their program.

CHAPTER II

REVIEW OF LITERATURE

In this Chapter, the following topics will be discussed: a brief history of the growth of sport and business, evolution of Sport Administration graduate programs, history of graduate school rankings and the NASSM organization and guidelines.

Brief History of the Growth of Sport and Business

To conduct an entire overview of the history of sport would detract from the purpose of this study; however, it is duly important to acknowledge and address how sport has evolved. The following section recaps some pivotal moments that have led American society to recognize and generate the field of sport management.

History of Sport

Sports have been an integral part of world and American culture for centuries. Sport dates back to ancient times in 1000 B.C.; chariot racing, gladiatorial contests, boxing, wrestling and running are believed to be some of the first organized competitions, all comprising of individual contests (Coakley, 1998). Greek and Roman spectators and participants were especially important to the development of sport. It was 776 B.C. when the Greeks competed in the first recorded Olympic Games (named after Mount Olympus), although there was just one event and the Olympics occurred every four years in Athens, rather than traveling as they do in modern times (Welch, 2004).

The first modern Olympic Games were held in their birthplace of Athens, Greece in 1896, upon the formation of the International Olympic Committee (IOC), which remains the

managing organization for the four-year international competition (Welch, 2004). The Greeks focused on mythology and religion in sport. The Romans competed less on survival and religious-based approaches of the Greeks and more on modern entertainment. They incorporated slaves and wrongdoers to compete against wild animals, often until the death of one or the other (Coakley, 1998).

From 500-1900 A.D., sport evolved. The individual match-ups or man-animal competitions faded with the fall of the Roman Empire and modern team sports advanced during the Industrial Revolution. England started playing football and cricket during the seventeenth century ("History of sport," n.d.), which transcended to America. During the nineteenth century, organized sport found its way into American society and technological advances helped mold the old games into modern controlled sport (Coakley, 1998).

History of American Professional Sport

The definition of professional, as stated by Pickett et al. (2000), is "engaging in a given activity as a source of livelihood or as a career" (¶ 1) or "performed by persons receiving pay" (¶ 1). A professional athlete would then be a person who performs a sport as an individual or with a team in return for monetary compensation or as a means of livelihood. According to Rosner and Shropshire (1998), professional sport began in North America in 1869 when the 10-member Cincinnati Red Stockings were paid an average of $930 annually to compete; the average annual salary in the United States in the same year was just $170. Seven years later, in 1876, the National League was formed based on organizational guidelines, bylaws, and a league constitution. The basis of the original constitution is still used when owners develop new leagues today (Rosner and Shropshire, 1998).

North America now boasts five of the finest professional leagues in the world; Major League Baseball (MLB), National Football League (NFL), National Basketball Association (NBA), National Hockey League (NHL), and Major League Soccer (MLS). These leagues account for over 130 franchises and exclude professional women's leagues and minor or developmental leagues, such as the National Basketball Development League or Arena Football League; the New York City area alone is home to 13 professional sports franchises (Rosner and Shropshire, 2004). As of August 2006, the Washington Redskins, in the NFL, were valued at the top of the Forbes franchise list at $1.4 billion and the lowest valued NFL team was the Minnesota Vikings at $720 million (Badenhausen, Ozanian, and Roney). Rosner and Shropshire (2004) charted the Forbes average league franchise values from 1994 to 2004; in 1994, the highest NFL team was valued at $190 million and the lowest was valued at $138 million, which is an astronomical difference from the aforementioned 2006 Forbes numbers, ten years later.

History of American College Sport

"College athletics in the United States, spurred by large sums of money and influenced by groups outside the universities, has become a sophisticated, sprawling industry involving billions of dollars" (Goodwin, 1986, ¶ 1). Rosner and Shropshire (2004) simply state the difference between professional and collegiate athletics:

> "The key distinction between collegiate sports and the professional sports, discussed previously, is the role of profit. College sports are focused, in theory and practice, on more than just the bottom line. Collegiate athletics are tied to interests as diverse as student morale, campus public relations, institutional profile, fundraising, and student physical fitness. Athletic

> directors and college presidents arguably have a much more complicated business juggling act than the professional sports team general manager or team owner" (p. 421).

College athletics in the United States began with a two-mile regatta between Harvard and Yale in 1852 (Lewis, 1970). Other college sports continued to compete and teams expanded. Baseball and track and field competitions started; the first intercollegiate football game occurred in 1869 when Rutgers beat Princeton. Yet due to the rough nature of college football causing deaths and severe injuries in conjunction with the invention of the flying wedge in 1892, President Roosevelt encouraged control and reform over college athletics ("The history of the NCAA," n.d.). In 1905, the chancellor of New York University brought together 13 schools to distinguish football playing rules. In a follow-up meeting in late December of that same year, the Intercollegiate Athletic Association of the United States (IAAUS) was founded with 62 members. In 1912, the IAAUS became the National Collegiate Athletic Association (NCAA), which was mainly responsible for rule-making. The NCAA evolved from strictly a rule-making group to a multi-billion dollar non-profit organization that "would oversee academic standards for student-athletes, monitor recruiting activities of coaches and administrators, and establish principles governing amateurism, thus alleviating the paying of student-athletes by alumni and booster groups" (Masteralexis, Barr and Hums, 1998, p. 169).

Masteralexis et al. (1998) discussed the importance of college athletics on society. "The business aspect of collegiate athletics has grown immensely" as athletic administrators "have become more involved in budgeting, finding revenue sports, controlling expense items, and participating in fund development" (Masteralexis et al., 1998, p. 166).

Title IX was passed in 1972, which began the equality movement for women in sport, although it was not until 1979 when President Carter enforced Title IX compliance with a policy interpretation called the "three-prong test" (Rosner and Shropshire, 2004). What began as a means of actual life or death in the gladiatorial days has become the means by which a majority of Americans gauge their lives. Die-hard fans either celebrate great victory or wallow in heavy defeat, thereby making or breaking their day, week, or entire athletic season. Entrepreneurs pursued this leisure movement and the media involvement rapidly increased.

Media Involvement in Evolution of Sport

Many media outlets in America have become consumed with sport: from the internet fantasy games, where avid fans can fantasize about being a coach or manager of a professional sports team to the old reliable sports section in the daily newspaper. Media jumped on the sports culture bandwagon and have capitalized on the frenzy by knowing they are the sole source of information for these crazed fans. The increase in the commercialization of sport prompted sport teams and organizations to find an advantage over its competitors (Roster and Shropshire, 2004). This attempt to win at all costs by outwitting the competition led to an increase in strict rule-control from all sport organizations, namely the NCAA (Rosner and Shropshire, 2004).

While sports are not solely responsible for the growth in consumer television interest, it definitely contributed to the influx of sales. In 1948, there were just 190,000 television sets in use yet by 1950 there were 10.5 million (Rosner & Shropshire, 2004). "The first televised sporting event was a college baseball game between Columbia and Princeton in 1939,

covered by one camera providing a point of view along the third base line" (Rosner and Shropshire, 2004, p. 143).

In 1951, the NCAA formed a Television Committee, which concluded that live television broadcasts caused game attendance to decline; therefore, the NCAA managed each season of broadcasts from 1952 to 1977 (468, U.S. 85). In 1977, University of Oklahoma and University of Georgia brought suit against the NCAA because they believed the NCAA was violating the Sherman Antitrust Act, which protects consumers against monopolization (468 U.S. 85). The NCAA controlled the price and production of college football television broadcasts, limiting broadcasts per week, so as to not adversely affect game day attendance. The case was appealed up to the Supreme Court and in 1984, the plaintiffs won and the NCAA was forced to allow schools and conferences to negotiate their own television contracts. This was a turning point in college sports, as broadcast companies began to bid out contract broadcasting rights.

In December of 1999, the Columbia Broadcasting System (CBS) signed an 11-year, $6 billion contract with the NCAA for exclusive broadcast rights of the Division I Men's Basketball Championship; which is a renegotiation from the eight-year, $1.725 billion agreement of 1995 ("NCAA news," 1999). The American Broadcasting Company (ABC), Fox Sports, the National Broadcasting Company (NBC), and Entertainment and Sports Programming Network (ESPN) averaged $1.1 billion contracts each year from 1994 to 1997 for the rights to broadcast the National Football League games. The contract period ranging from 1998 to 2005 doubled that average for ABC, Fox Sports, CBS and ESPN at $2.2 billion annually (Rosner and Shropshire, 2004).

ESPN is another example of the media boom. It launched as a 24-hour sports-related programming television channel in 1979 and now encompasses 12 television channels (i.e.: ESPN, ESPN2, ESPNHD, ESPN Deportes, and ESPNU), a website, radio broadcasts, bi-weekly publication of *ESPN The Magazine*, and eight franchise restaurants ("ESPN," 2006). ESPN, under the umbrella of corporate parent The Walt Disney Company (who also owns ABC and two professional franchises), began regular season broadcasting of college football in 1984, after the aforementioned Supreme Court decision ("ESPN," 2006). ESPN spends billions of dollars to obtain broadcast rights and then offset that expense with revenue from sponsors and advertisers. Americans have evolved from receiving news once-a-day via the daily newspaper or nightly newscast to yearning for instant and constant information from the internet and 24-hour news channels (Hirshberg, 2004).

The increase in media attention brought the opportunity for external involvement. Broadcast companies sought out advertisers to offset these contract expenses. "While sport organizations rely on broadcasters for revenue and publicity, the electronic media know that sporting events are a sure-fire means of attracting the audiences that advertisers will pay to reach" (Masteralexis et al., 1998, p. 381). Yet as the contract price rose, advertising price tags increased as well, while viewership declined. Rights holders were paying extravagant figures to televise live sports and advertisers balked at the inflated advertising rates (Rosner and Shropshire, 2004). There is a need and demand for colleges to generate revenue, which gave rise to the conference affiliation and eventually the Bowl Championship Series (BCS) in college football (Rosner and Shropshire, 2004). Institutions need the money for student-athlete scholarships, coaching and administrator salaries, facility enhancements, and other

associated costs; conferences bid out the broadcast rights and divide it amongst all member-institutions, which benefit all participating colleges.

Rosner and Shropshire (2004) recorded the NCAA 2002-2003 average financial information for postseason BCS and non-BCS bowl games. The average payout for non-BCS bowl games was approximately $1.4 million, whereas the average payout for BCS games was $14.3 million. The average net to conferences and schools after expenses were deducted was less than half a million dollars for non-BCS games and about $12.3 million for BCS games. In 2006, the Rose, Tostitos Fiesta, FedEx Orange, Allstate Sugar, and Tostitos BCS Championship bowl games each received $17 million per team (O'Toole, 2006). The Big Ten Conference takes out the expenses of sending seven teams to bowl games and each of the 11 schools in the conference will receive $2 million; $22 million total, as opposed to the $34.4 million combined payouts before expenses (O'Toole, 2006). The Atlantic Coast and Pac-10 conferences also distribute the revenue evenly among member institutions, regardless of their participation in a bowl game (O'Toole, 2006).

The business of sport is increasing. According to Masteralexis et al. "…as the sport industry became more complex, there was a need to train sport managers in a more formal fashion" which gave rise to "the formal study of sport management" (p. 16).

Evolution of Sport Administration Programs

The academic field of sport administration began in 1957 when the president of the Brooklyn Dodgers, Walter O'Malley, talked with a professor at Ohio University, Dr. James G. Mason, about his frustration with unqualified employees. "Dr. Mason…was instrumental in establishing the first master's degree program in sport management at that university" (Stier, 1993, ¶ 5). Since the beginning of sports, there have been managers: some with

backgrounds in business and some with playing or coaching experience. "For many decades, the traditional route followed for a career in collegiate athletics was to be an athlete, then a coach, and then an athletic administrator" (Masteralexis et al., 1998). That trend has evolved into some schools offering a Master's in Business Administration (MBA) degree enhanced by a Master's in Sport Administration.

Ohio University (OU), in Athens, Ohio, was the first higher education institution to offer a graduate degree in Sport Administration. In 1966, faculty and staff at OU became the pioneers of training professionals to work in the sports industry specifically ("Sports administration at Ohio University," 2006). In just 40 years, this academic graduate degree program has grown from one institution to over 100 ("Sports administration, sport management, school athletics graduate school programs," 2006).

With the surge of sports as big business comes the need for education of employees and owners of these organizations. According to Masteralexis et al. "the continuing growth of the sport industry and its importance to numerous sponsors and institutions have created demand in the last several decades for systematic study of sport management practices" (p. 15). "Sport management is relatively young as an academic discipline" (Chalip, 2006, p. 1). According to Stier (1993), there are several reasons for the growth of the degree program. Reasons include the need for properly trained employees, a lessened desire for students to become physical education teachers, efforts of institutions to recognize the influx of applications if the degree is offered, and the need for jobs in the sports industry.

In 2007, Sport Management programs range from undergraduate to doctoral levels in the United States and internationally in countries such as Japan, Canada, France, and Australia. Job opportunities in the field also incorporate a wide range of departments from

finance and budgeting, sport marketing, public relations, event management to agencies, law, television production, tourism and sales (Parks and Quarterman, 2003).

Several associations and organizations formed for managers in the sport industry, such as the National Association of Collegiate Directors of Athletics (NACDA), National Association of Collegiate Women Athletic Administrators, Association for Women in Sports Media, Black Coaches Association, National Association of Sports Commissions, and National Sports Foundation. NACDA formed officially in 1966 as an organization strictly for those working in college sports. It now boasts over 6,100 members ("What is NACDA and what does it do?" 2006). NACDA "serves as the professional association for those in the field of athletics administration, providing educational opportunities and serves as a vehicle for networking and the exchange of information to others in the profession" ("What is NACDA and what does it do?" 2006, ¶ 4).

In examining the semi-newly developed field of sport management, Ziegler (1987) gave a brief description of administrators from the past. "Generally many…worked their way up through the ranks in an apprenticeship scheme. All were interested and active in sport and physical education" (Ziegler, 1987, p. 10). Ziegler emphasized the importance of a well-thought out academic regimen of management and supplies several models for management development in the field (Ziegler, 1987). Ziegler (1987) concluded the manuscript with a call-to-action to develop more qualified sport managers.

Soucie and Doherty (1996) stated, "Sport management has clearly evolved from the physical education field and is now emerging as a definite professional occupation" (p. 486). They reference past studies (Ziegler, 1987) which criticized the field for its lack of research, but found it encouraging that quality research has increased since then. Soucie and Doherty

(1996) classified research in sport management as helping to understand the world of sport and investigate ways to effectively manage sport. Research has been completed for decades in business management and medicine, yet sport management research is "in its infancy stage" (Soucie & Doherty, 1996, p. 498). Soucie and Dougherty (1996) asserted research of sport management is pertinent to its success and prestige as a field.

Costa (2005) researched the status and growth of sport management, using 17 leading sport management scholars. Costa emailed surveys to each of the panelists in three separate rounds to determine the current status, the ideal future and tactics to optimize sport management research. Results demonstrated the panelists thought the use of theory from parent disciplines and developing sport management theory were the two most important variables for the current success of the field. The leading qualities of an ideal future in research were adequate research resources and sport management researchers being respected and credible as scholars. Improving faculty development opportunities were a clear favorite when panelists judged the best way to optimize research (Costa, 2005).

Criticism of Sport Administration Programs

Because the academic field of Sport Administration is considered young in academia, there may be room for development and growth, also creating room for criticism. Research has been published on the past and potential future of this degree program. Stier (1993) stated that since its inception, sport administration has battled for respect and continuity. The mere name of the program lends itself to great scrutiny because of the inconsistency; sport(s) administration, sport(s) management, athletic administration, or sport(s) business are used interchangeably yet have the same goal "to prepare future sport professionals, other than teachers and coaches, for careers in the world of sport" (Stier, 1993, ¶ 9). Costa (2005)

agrees, stating "one of the ongoing concerns relates to the definition of the field itself" (p. 117). The panelists from Costa's study (2005) listed similar items in their surveys of the uniqueness and definition of sport management.

Li, Cobb, and Sawyer (1994) conducted research that determined key characteristics of a successful sport management program. They too voice concern of the actual meaning of the field: "…because there is not a universal definition" it is difficult to clearly identify a strong program from a weak program (Li et al., 1994, p. 2). The researchers surveyed department chairpersons and graduate program coordinators to obtain information on 17 specific characteristics they developed from literature review. Results demonstrated 11 of the 17 qualities were necessary for a program to be effective. In summary, set goals to produce sport managers and specify training emphases, utilize NASPE and NASSM guidelines to develop a curriculum which teaches business and sport-related skills, help students gain valuable field experience and network in the industry, and hire faculty who can serve as mentors.

Chalip (2006) addressed the concerns "over the relevance of academic research for sport management practice" (p. 1). One concern was the appropriate home for sport management. Programs are housed in a variety of departments; from Physical Education and Kinesiology to Business and Leisure Studies ("Sports administration, sport management, school athletics graduate school programs," 2006). Chalip noted the future of sport management as a distinctive course of study lies in recognizing the unique characteristics to the management of sport. If there is no uniqueness to its discipline, there is no need for its existence as a degree program. Chalip (2006) believed sport academics must be sport-

focused in our research and used five key factors to make sport distinctive: health, salubrious socialization, economic development, community development, and national identity.

Costa's study (2005) concurs that "there were also strong concerns and opposing views regarding the most appropriate housing for sport management programs within the university structure: college of education, school of business, or kinesiology department" (p. 129). Some scholars feel that the field should be housed in business schools, while others want it to stay close to the sports studies area to help preserve the unique focus on sport. Costa (2005) believes the disagreement stems from the name of the degree, sport management; it constitutes the kinesiology side (sport), but also employs business skills and training. Stier (1993) stated the debate of the housing of the degree program in the article, as well, adding that there is no agreement among scholars as to where the degree program should be housed.

Sawyer (1993) also voiced opinion and concern over the specific housing of sport management. He discussed physical education prior to the 1980s and the changes that have taken place after that time. Prior to the 1980s many physical education majors went on to become teachers or coaches; that trend evolved to incorporate exercise science, sport journalism and sport management, causing departments to alter their names and specialization. "The umbrella of physical education is no longer, and never was, broad-based enough to cover the ever-expanding field of sport management and other fields that have matured" (Sawyer, 1993, pp. 4-5). He suggests the birth of a new department of recreation and sport management which would encompass all aspects of the sport-related industry, emphasizing that sport management programs would benefit from the merger.

Slack (1991) identified specific areas of improvement for the sport management field, maintaining graduate students are typically taught by just one or two instructors with a broad base of courses, thereby causing the instructors to be spread too thin. Three suggestions emerged to improve graduate study in the field: specialize the coursework, improve links with other academic departments (teaching and research), and conduct more research, specifically on theory (Slack, 1991). Stier (1993) believed other concerns to be the related experience of the faculty, whether the degree should even be offered to undergraduates and the number of graduates as compared to the number of available jobs.

History of Graduate School Rankings

Institutions around the nation submit their data every year to research directors at various magazines, the directors determine their composite score, and publish the rankings in their respective outlet. Data ranges from admissions and tuition statistics to faculty resources and alumni giving (Morse and Flanigan, 2005). *U.S. News & World Report* (*U.S. News*), *Business Week*, *Forbes Magazine*, and *Princeton Review* are examples of media channels which produce rankings for graduate schools. These noted magazines provide rankings for business, medicine, law, education and other graduate degree programs each year. The criteria are determined by the research teams, causing speculation ("College rankings: caution and controversy," n.d.). "Many universities, including highly ranked ones, question both the data and the processes used by some of the ranking services. Of special concern are the aspects of the rankings which deal with the difficult-to-measure concept of institutional reputation" ("College rankings: caution and controversy," n.d., ¶ 4).

Some scholars favor the rankings because they assist applicants who have an overwhelming number of schools to sift through and they benefit universities who use their

position to attract prospective students; while others despise the rankings because they account for the quantitative but not the qualitative, such as classroom instruction and interaction ("College rankings: caution and controversy," n.d.). *U.S. News* is considered the highest caliber of rankings, because they continually boast the bestsellers when rankings are published (Su, 2006). Research is done every year to determine the rank for business, law, and medicine fields, yet *U.S. News* ranks other programs based on research conducted every three to four years. While *The Princeton Review* and *Business Week* output their rankings in competition with the giant, prospective students must remember what qualifies a school for its ranking; often times, a small group is chosen to determine the criteria, which results in biases ("Graduate school rankings," n.d.).

As Dichev stated (1999), "Rankings of graduate business programs in the United States appear to be an influential factor in the decisions of a variety of interested parties, including business school applicants, alumni, employers, and business school and university administrations" (p. 201). *Business Week* sent out a 50-question survey to nearly 17,000 masters of business administration (MBA) students to gather data for their published rankings ("How we come up with the rankings," 2006). *Business Week* focused on using information from former students and then asked recruiters to rate the top 20 graduate business schools, based on the graduates they have hired and the recruiters' experience with a specific program (Id.). According to *Business Week* (2006), they use surveys from students and corporations, as well as an intellectual capital rating. Intellectual capital ratings are determined by the number of published articles or book reviews, while factoring in the size of the faculty (points distributed varies based on the length of the article).

Dichev also noted the rankings, and changes therein, are "magazine specific" (1999, p. 207). Magazines weight each criterion; some may give more weight to Graduate Management Admission Test (GMAT) scores while others consider graduate starting salaries to be more pertinent to success. He noted the different methodologies of each publication resulted in the inconsistent rankings (Dichev, 1999).

U.S. News acknowledged that rankings are calculated to help the applicant ("Frequently asked questions – rankings," n.d.). *U.S. News* uses statistical analyses based on information received via surveys from faculty and potential employers; respondents are asked to rank their familiarity with the program on a scale of marginal (1) to outstanding (5). They use peer assessment, retention rates, faculty resources, graduation rate performance, student selectivity, alumni giving and financial resources when computing their rankings (Morse and Flanigan, 2005). Researchers determined the weight of each criterion and generated the following formula as *z*-scores and weights for universities at the master's level (More and Flanigan, 2005):

Score = 25% peer assessment + 15% student selectivity + 20% faculty resources + 25% retention + 10% financial resources + 5% alumni giving.

Morse and Flanigan (2005) also informed that each category consists of sub-factor formulas, such as Z student selectivity = (Z test score * 50%) + (Z high school standing * 40%) + (Z acceptance rate * 10%), when calculating the overall score.

U.S. News (2006) determines rankings by a score which is derived when

> "…assessment data are standardized about their means, and standardized scores are weighted, totaled and rescaled so that the top score is 100 and other

> scores expressed as whole percentages of top scores. Schools are then ranked by their rescaled score." ("Frequently asked questions – rankings," n.d., ¶ 5).

It should be noted that *U.S. News* only uses schools which are accredited at the time the survey is conducted as their population ("Frequently Asked Questions – Rankings," n.d.).

In addition, *The Princeton Review* only ranks institutions that have met their academic excellence criteria and that allow them to survey their students ("Frequently asked questions – rankings," n.d.). The researchers at *The Princeton Review* recognized that admissions vary from school to school, yet all encompassed great similarities. GMAT scores, undergraduate grade point average (GPA), work experience, essays, interviews, and extracurricular activities are particular factors institutions use for admissions; departments weight the value of each factor based on their opinion on the level of importance ("How admissions criteria are weighted by top MBA programs," n.d.).

Miller, Tien, and Peebler (1996) state

> "…the [National Research Council] rankings, and those provided by *U.S. News and World Report,* are incorporated into the strategic plans of universities which are subsequently used by administrators to distribute and redistribute scarce resources" (p. 704).

This article stated rankings are being used on campuses; the faculty in each department needs the rankings to receive resources. The authors discussed the statistical facts of such rankings and the reality of the probable errors with these rankings. They also mention that an alternative approach to using survey data research would be to calculate the number of times a faculty member is published and then referenced in another publication (such as *Business*

Weeks's intellectual capital ratings). The authors also realized this approach, as the survey response, had its limitations to determine accurate rankings (Miller et al., 1996).

NASSM Organization and Guidelines

The North American Society for Sport Management (NASSM) was founded in Ontario, Canada in 1985 by a group of sport management scholars; the first NASSM conference was held in 1986 at Kent State University ("History," n.d.). The purpose of NASSM is "to promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management (broadly interpreted)" ("History," n.d., ¶ 3). The *Journal of Sport Management* is its official research journal, which contains articles and research on professional and intercollegiate sport, health/sport clubs, and recreational sport. Educators, who strive to examine quantitative and qualitative research in the field of sport management, comprise the majority of membership in NASSM. NASSM was the first scholarly organization that met the specific relevance of the sport management academic world ("History," n.d.).

Institutions that want accreditation submit their curriculum and program specifics to NASSM, in conjunction with National Association for Sport and Physical Education (NASPE). Programs are not required to seek accreditation, but do so willingly in order to meet NASSM approval. Since the early 1990s, NASSM, NASPE, and the Sport Management Program Review Council (SMPRC) have worked together to improve the sport management degree. Reviews are updated every seven years, yet in 2007, NASSM and NASPE are working on the updated accreditation and approval of degree programs which expired in 2006 ("Program approval," n.d.).

The SMPRC is responsible for formulating the criteria and reviewing programs seeking approval at the undergraduate, graduate, and doctoral levels ("Sport Management Program Review Council," n.d.). Sport management approval is employed "to assure students and their parents that a particular Sport Management program is a good one and to reassure employers that a program is of strong quality" (Bolger, Cuneen, Shoonmaker, 2005, slide 2). At the graduate level there are 13 standards set forth by SMPRC, they are: critical mass curriculum, critical mass faculty, socio-cultural foundations of sport, management and leadership in sport, sport ethics, sport marketing, public relations in sport, sport finance, sport venue and event management, sport law, sport governance, sport management research, and sport management field experience. A trained panel of 30 people reviews programs' curricula and then the seven-member SMPRC evaluate the panel's information to determine if approval should be granted (Bolger et al, 2005).

NASSM set standards for the academic field of sport management, specifically at the undergraduate level. They consist of socio-cultural dimensions, management and leadership in sport, ethics in sport management, sport marketing, communication in sport, budget and finance in sport, legal aspects of sport, sport economics, governance in sport, and field experience in sport management. The subject matter must be covered but a specific course on each topic is not required (Parks and Quarterman, 2003). NASSM now lists all institutions who qualify to offer an undergraduate, Master's or Doctoral degree in Sport Administration ("NASSM home," n.d.).

NASSM wants the sport management degree to have merit; the only way to ensure this is through their approval process, which has been in place since the early 1990s ("Program approval," n.d.). Currently, there are just ten master's level programs and one

doctoral program that are accredited by NASSM ("History," n.d.). NASSM is constantly working to better the sport management degree across the board and make it a valuable degree for graduates.

CHAPTER III

METHODOLOGY

This chapter details the methodology used in the study. The researcher specifies the subjects of the study and the instruments and procedures used. This chapter also describes the method of obtaining the data and how it was analyzed. The final section details the methods of calculating the final rankings for sport administration programs.

Subjects

The subjects in this study were the survey respondents, 436 faculty members at 212 sport administration graduate schools in the United States. The institutions were selected from the North American Society of Sport Management (NASSM) website that lists designates institutions with graduate programs. Individual institution websites were used to obtain contact information for faculty within the sport administration program.

Instrument and Procedure

The instrument used in this study was an electronic online internet survey. The survey was distributed via electronic mail (email) to sport administration graduate program faculty (i.e. directors and chairs of the program or full-time and part-time instructors). The survey included questions in direct relation to the defined criteria. It was a 29-question survey that was sent via email with a letter explaining the purpose of the study and the benefits of each respective institution's participation. After four days, a follow-up email was sent to all institutions who had not yet responded, requesting their participation in this study. After one week, the survey closed and results were collected.

The internet survey downloaded the data for this study into an excel file, which was transferred to statistical software (SPSS). Larger sample sizes (n) existed for some variables than others. A pilot study was conducted prior to the survey to test the reliability and validity of the survey. It was sent to 11 faculty in the Exercise and Sport Science Department at the University of North Carolina at Chapel Hill. Their responses and suggestions allowed the researcher to make pertinent alterations to the survey before opening it to sport administration faculty.

Data Analysis

As mentioned, the researcher input all survey responses into the statistical software, SPSS. Not all criteria were intended to be used in the final rankings, as some survey questions were utilized solely for descriptive purposes.

The researcher analyzed the descriptive statistics and frequencies of all variables in the survey, which is detailed in Chapter IV. Any possible relationships between variables were investigated; if a relationship was believed to exist, a cross-tabulation and chi-square test analysis was run.

The data analysis used to determine the rankings was not established prior to collecting data. The researcher felt that it would be best to obtain the survey responses before weighting the criteria and determining a final ranking formula. Since this is the first study of its kind, the direction of the research was unknown.

Anticipated Data Analysis for Final Rankings

The intended data analysis was to use the following formula to derive a score for each institution, and translate the scores to a rank, with #1 being the highest-ranked program:

Rank = (40% * curriculum) + (20% * academic requirements) +
(20% * faculty resources) + (20% admissions)

The variables were placed into one of four sub-categories (curriculum, academic requirements, faculty resources and admissions); each sub-category contained its own criteria that were directly linked to the survey questions and point distribution was even in each sub-category to maintain fairness. Each response received a score; the tallied scores of those categories were put into the ranking formula, which derived a final score per institution. The institution with the highest score received the highest rank in this study.

CHAPTER IV

DATA ANALYSIS

Results

The following chapter will analyze the survey data from respondents. A total of 436 faculty were asked to participate in the survey, accounting for a total of 212 institutions that have a Sport Administration/Management Master's degree program. The 125 respondents accounted for a total of 81 institutions, and a sample size of 28.7% of all faculty. However, for this study, the researcher will mostly utilize only one survey response per institution. If multiple faculty at the same institution participated in the survey, the researcher eliminated survey responses to derive one response, based on the criteria described in this chapter. First, incomplete surveys were omitted from the analysis. Then, if a department chair or director of the graduate program responded to the survey, his/her response was recorded and all others were eliminated. If neither a department chair nor director participated in the survey, the senior-most faculty member's survey was used. The final institutional response rate was 38.2% of institutions in the United States that offer a Master's degree in sport management. The institutional response rate was utilized in most cases over the full response rate because this study was interested in capturing individual program information, rather than the data from numerous faculty.

Research Question 1

Q1 – What are the descriptive statistics of survey responses?

(See Appendix A)

Faculty Titles and Experience

For this section, the 125 responses were analyzed to capture a better representation of faculty and the positions in which they serve. After analyzing the data, it became clear that the responses did not match appropriately; perhaps the question was unclear to respondents. Respondents were asked to select all positions/titles that applied to their current position within their program. For example, not all respondents who selected Department Chair also selected Professor, which would most often be the case. Therefore, the results were separated into two categories; Department Chair or Graduate Program Director/Coordinator and Faculty Position (Professor, Associate Professor, Adjunct Professor, etc.). Frequency analyses were run.

A total of 54 respondents (43.2%) entered information regarding their status as either a Department Chair or Graduate Program Director/Coordinator; of those 54 respondents, 25 (46.3%) indicated they were the Department Chair and 29 (53.7%) were classified as Graduate Program Director/Coordinator. Respondents specified their professorship title, combining for 97 responses or 77.6 percent. See Table 2 for the frequency output.

Table 2

Teaching Position at Institution

Title/Position	*n*	%
Professor	21	21.6%
Associate Professor	32	33.0%
Assistant Professor	30	30.9%
Adjunct Professor	4	4.1%
Lecturer	2	2.1%
Visiting Professor	2	2.1%
Other	6	6.2%

The majority of respondents were either Associate or Assistant Professors, combining for 49.6% of all respondents. However, 26 of 54 (48.1%) of respondents who indicated they were either a Department Chair or Graduate Program Director/Coordinator did not indicate their professorship within the department. Assuming that those 26 are full Professors or Associate Professors, the majority of respondents would most likely fall into these two titles. When analyzing the condensed data set of 81 responses ($N = 60$), 24 (40.0%) were Associate Professors, 17 (28.3%) were Assistant Professors and 14 (23.3%) were Professors; 21 responses were missing data.

The number of years that faculty have been at their current institution ranged from one year to 27 years, the mean was 9.78 years and standard deviation was 7.58 years. In addition to the years at their current institution, respondents selected the number of years they worked in the sport industry before working in higher education (athletic administration, management, coaching, etc.); see Table 3. Only three respondents chose the other category and entered "not applicable," "never," and "private sector with sport involvement."

Table 3

Number of Years Worked in Sport Industry Prior to Tenure in Higher Education

Years	*n*	%
Less than 2	22	17.9%
2-4	22	17.9%
5-7	30	24.4%
8 or more	46	37.4%

Graduate Program Specifics

Respondents chose one of 37 housing options, including an "other" option if their specific college was not listed. Education and Business Administration accounted for 20 (24.7%) and 17 (21%) responses, respectively, or 45.7% of all responses. Seven respondents (8.6%) selected "other," the third largest response. No other housing option made up more than 3.7% or three responses, and six categories were selected by only one respondent.

The researcher collapsed the housing options by placing them into one of five categories ($N = 81$); see Table 5.

Table 5

Condensed Colleges where Sport Administration Programs are Housed

College	*n*	Response Percentage
Health, Kinesiology, Sport Science	31	38.3%
Education	25	30.9%
Business	17	21.0%
Other	7	8.6%
Parks and Tourism	1	1.2%

The specific title of the degree awarded also varied, while the coursework is relatively similar. Of the 20 possible titles, sport management received the most responses with 37 (43.6%), sport administration accounted for 11 (14.1%) responses, and nine respondents (11.5%) selected "other." The open-ended entries demonstrated that one respondent chose correctly, entering "Health and Physical Education" which was not one of the 20 options. Four respondents who selected "other" entered MBA, which are Business Administration degrees; the remaining open-ended responses were classified into one of the title options given. No other title received more than four responses, and six options recorded one response each.

The degree titles were collapsed into one of four areas: sport administration and/or management, business administration, kinesiology, and other. As shown in Table 7, incorporating specific degree titles into the broad sport administration/management realm now accounts for 79.5%, as opposed to a 57.7% before collapsing.

Table 7

Condensed Degree Titles for the Sport Administration/Management Field

Title	*n*	%
Sport administration/management	62	79.5%
Other	9	11.5%
Kinesiology	4	5.1%
Business Administration	3	3.8%

Years of Program Existence ($N = 81$) demonstrated that most programs have been in existence for 10 or more years, with a total of 53 (65.4%) responses. See Table 8.

Table 8

Years Sport Administration Programs have been in Existence

Years of Existence	*n*	%
Less than 1	3	3.7%
1-3	7	8.6%
4-6	8	9.9%
7-9	10	12.3%
10 or more	53	65.4%

Tuition

The mean in-state tuition ($N = 76$) was the $5,000-9,999 range, with 24 respondents (31.6%). An equal number of responses were recorded for the $2,500-4,999 and $10,000-14,999 ranges; with 17 each (22.4%).

The out-of-state tuition included ranges from less than $10,000 to more than $40,000 ($N = 76$). The mean was the $10,000-19,999 range, as 42 of 76 respondents selected this range, comprising 55.3% of entries. The next highest frequency was the $20,000-29,999 range, which had 18 respondents or 23.7%.

Curriculum

There were 10 content areas, as taken from the NASSM and NASPE guidelines for approval. Respondents selected "yes" or "no" for each of them, if the content was taught to students during coursework, regardless of the actual course title. The *n* for each content area varied from 72 to 79. See Table 11 for output results, the percentage column indicates the percentage of programs which responded "yes."

Table 11

Curriculum Content Area Results

Content Area	*n*	Yes	%	No
Business	78	74	94.9%	4
Ethics	79	70	88.6%	9
Facilities and Event Management	79	72	91.1%	7
Leadership	79	72	91.1%	7
Marketing and Public Relations	76	75	98.7%	1
Socio-cultural	77	67	87.0%	10
Sport Governance and Legal Aspects	79	78	98.7%	1
Statistics and/or Research Methods	79	78	98.7%	1
Internship	77	72	93.5%	5
Thesis	72	53	73.6%	19

As demonstrated in Table 11, a majority of institutions teach all of the content areas. Of the ten content areas, seven recorded 90% or more degree programs taught those subjects. Only one content area recorded a percentage below 87.0%, which was the thesis category at 73.6%. The survey asked respondents to answer "yes" only if credit hours were received for thesis completion; this was also the case for the internship content area.

Graduation Requirements

Graduation requirements include credit hours, internships, comprehensive examinations, and thesis completion. The mean credit hours ($N = 79$) to graduate was 36 or

more hours, with 45 responses (57%). There were 33 participants (41.8%) who posted 24-35 credit hours required for graduation. No respondents selected less than 12 credit hours and one respondent selected 12-23 hours.

The four areas of analysis beyond coursework were field experience or internship, written comprehensive examination, oral comprehensive examination, and thesis. As demonstrated in Table 13, 85.5% of respondents indicated that a thesis was not required for graduation, even though it may be available to students.

Table 13

Graduation Requirements beyond Coursework

	Yes		No		Available, Not Required	
Requirement	*n*	%	*n*	%	*n*	%
Internship	57	72.2%	4	5.1%	18	22.8%
Written Comps	32	43.2%	37	50.0%	5	6.8%
Oral Comps	15	20.5%	48	65.8%	10	13.7%
Thesis	11	14.5%	19	25.0%	46	60.5%

If an internship was required for graduation, the survey asked the required length of the internship. Of the 77 responses, 20 selected that an internship was not required; therefore, their data was omitted from the percentages of programs that do require an internship. After subtracting the 20 who said their program did not require an internship, $N = 57$. Out of those the 57 respondents, 48 indicated their students were required to complete an

internship of less than six months, which accounted for 84.2%, leaving nine responses (15.8%) indicating that their required internship length was six months or more.

Student Opportunities

Providing opportunities to students are keys to a successful program, as it benefits the students. The degrees to which those opportunities are provided were assessed on a scale of "never," "rarely," "sometimes," and "often." As demonstrated in Table 15, the majority of programs provided all of these opportunities to students. Out of the three opportunities considered, 11.6% of all respondents indicated their programs "never" or "rarely" provided these opportunities to students. Overall, 45.9% of programs attest to providing all of these opportunities to students "often."

Table 15

Degree of Opportunities Provided to Students

	Never		Rarely		Sometimes		Often	
Opportunity	*n*	%	*n*	%	*n*	%	*n*	%
Exposure	1	1.3%	6	7.7%	36	46.2%	35	44.4%
Networking	0	0.0%	2	2.6%	29	37.2%	47	60.3%
Research	2	2.6%	16	20.8%	34	44.2%	25	32.5%

Grade Point Average

The average undergraduate Grade Point Average (GPA) of current students ($N = 76$) in master's degree programs mean was the 3.1-3.5 range, recording 54 responses (71.1%). There were 13 respondents (17.1%) that selected the 3.6-4.0 GPA range and nine respondents

(11.8%) that selected the 2.6-3.0 GPA. A total of 88.2% of programs include current students with an average undergraduate GPA higher than 3.0.

Standardized Test Scores

If a program required prospective students to take a standardized test for admission, respondents entered the average score of current students with the corresponding test. Means (with standard deviations in parentheses) for standardized tests Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), and Test of English as a Second Language (TOEFL) were 1000 (170), 600 (50), and 400 (190), respectively. The GRE *n* was 28, the GMAT *n* was 11, and the TOEFL *n* was 7. Since the highest possible score of the GMAT is 800, outliers existed; two respondents entered scores higher than 800. The accuracy of the TOEFL output was questionable because the highest score on the computer-based test is 300, whereas the highest possible score on the paper-based test is 667. Since there were only seven responses to this question, the sample size was not large enough to represent the population.

Acceptance Rate

The approximate acceptance rate ($N = 72$), shown in Table 18, denoted 55.6% of programs have an acceptance rate of 41-80%. Few programs ($n = 10$) admit 20% or less of applicants.

Table 18

Approximate Acceptance Rate of Students Admitted in 2006

Rate	*n*	%
0-10%	2	2.8%
11-20%	8	11.1%
21-40%	10	13.9%
41-60%	19	26.4%
61-80%	21	29.2%
81-100%	12	16.7%

Selection Criteria

The selection criteria categories were GPA requirements, test score results (GRE or GMAT), work or related experience, personal statement, and letters of recommendation, all rated on a scale of very important, important, neutral, unimportant, and very unimportant. Table 19 displays the output.

Table 19

Selection Criteria Degrees of Importance on Student Admission

	Very Important		Important		Neutral		Unimportant		Very Unimportant	
Criteria	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
GPA (*n* = 77)	43	55.8%	33	42.9%	1	1.2%	0	0.0%	0	0.0%
Tests (*n* = 77)	26	33.3%	28	36.4%	14	18.2%	4	5.2%	5	6.5%
Work (*n* = 76)	31	40.8%	23	30.3%	14	18.4%	7	9.2%	1	1.3%
Statement (*n* = 77)	25	32.5%	31	40.3%	14	18.2%	7	9.1%	0	0.0%
Letters (*n* = 77)	20	26.0%	38	49.4%	13	16.9%	4	5.2%	2	2.6%

Table 19 simplified the output by showing the percentage breakdown of important versus unimportant; the researcher listed the criteria in Table 19 based on the degree of importance (most important criteria are listed at the top of the table). The importance percentage combined the output from the important and very important responses to derive its score, and likewise for the unimportance percentage.

Table 20

Condensed Selection Criteria Degree of Importance

Selection Criteria Topic	Importance Percentage	Unimportance Percentage
Undergraduate GPA	98.7%	0.0%
Letters of Recommendation	75.4%	7.8%
Personal Statement	72.8%	9.1%
Work or Related Experience	71.1%	10.5%
Standardized Test Scores	70.2%	11.7%

As demonstrated in Table 20, the majority of the selection criteria topics were important to the selection process. No respondents selected that undergraduate GPA was unimportant to any degree. The output had parity in all areas, except undergraduate GPA, which was selected as the most important factor when institutions consider candidates for their programs.

Funding

As demonstrated in Tables 21 and 22, funding is often available to graduate students in the sport administration/management field. The amount of funding available to students and percentage of students who receive funding vary.

Table 21

Amount of Funding Available

Responses	*n*	%
No Funding Available	12	15.8%
Partial Funding with teaching/research assistantship	19	25.0%
Full Funding with teaching/research assistantship	11	14.5%
Both partial and full options	34	44.7%

As indicated in the output ($N = 76$), most programs offered some form of funding, with 15.8% not offering any funding options for their students. Programs offering both partial and full funding account for 44.7% of responses.

The percentage of students who receive funding did not designate between full or partial funding in their responses (see Table 22). The "no funding available" response recorded 11 of 76 responses (14.5%), although 12 (15.8%) previously selected that funding was not available (the *N* was the same).

Table 22

Percentage of Current Students Receiving Partial or Full Funding

Students Receiving Funding	Frequency	%
Funding Not Available	11	14.5%
0-25%	29	38.2%
26-50%	16	21.1%
51-75%	12	15.8%
76-100%	8	10.5%

Of the 76 responses, 11 were omitted from the calculations, because funding is not available. Twenty-nine of the 65 remaining responses (43.9%) indicated that 0-25% of students receive funding. Eight-four percent of respondents selected that funding is available to students, whether full, partial or both, yet 38.2% of programs responded that less than 25% of students take advantage of the available funding.

Teaching Faculty

Respondents selected the number of full-time faculty who teach full-time (FT/FT) in the master's degree program (i.e., a full-time faculty member who teaches numerous courses in the graduate program), the number of full-time faculty who teach part-time (FT/PT) in the master's degree program (i.e., a full-time faculty member who may only teach one or two courses in the master's program), and the number of adjunct faculty (AF). The FT/FT and FT/PT responses ranged from 0 to 10, whereas, AF resulted in a minimum of 0 and a maximum of 15+. FT/FT (n = 78) had a mean of 3.03 and standard deviation of 2.17, FT/PT (n = 76) had a mean of 2.12 and standard deviation of 2.07, and the mean of AF (n = 76) was 1.87 and 2.55 standard deviation. In opposition with the computed means, the mode of FT/FT was two faculty members, while FT/PT and AF modes were zero.

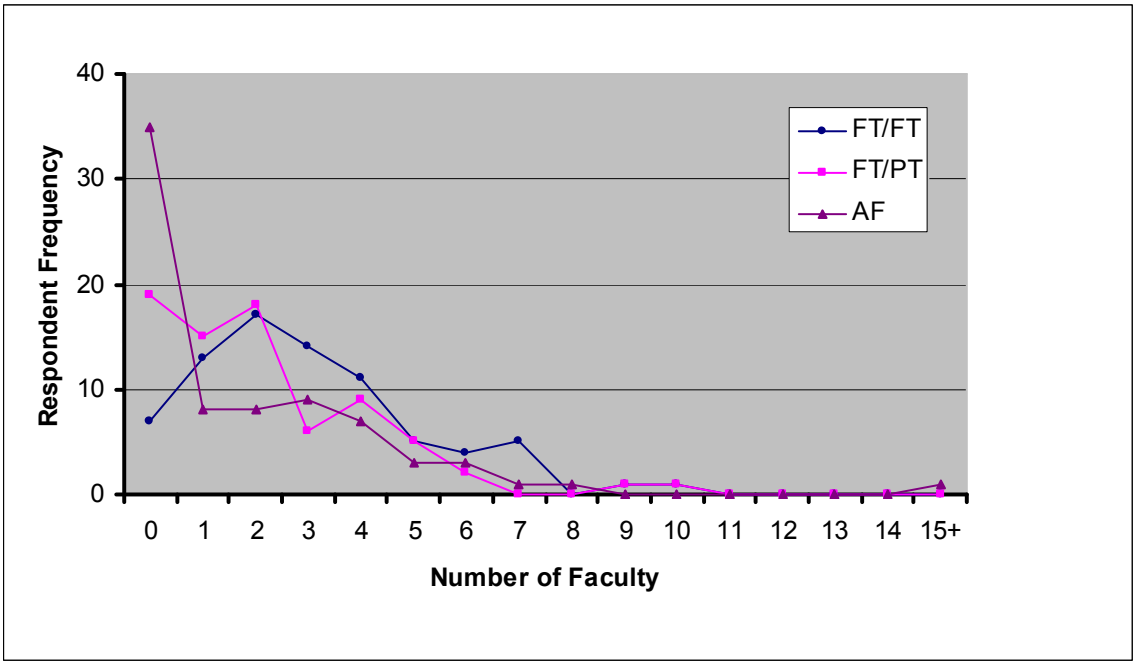

Figure 1. The number of teaching faculty members based on their employment status. There are three classifications with in the graduate programs (FT/FT): full-time faculty teaching full-time courses (FT/PT), full-time faculty teaching part-time courses, and adjunct faculty (AF).

As demonstrated in Figure 1, there were respondents who responded that zero full-time faculty members teach full-time in their graduate program, which would indicate that most of their faculty members only teach part-time in the program (one or two graduate courses). Thirty-five respondents (46.1%) denoted they have zero adjunct faculty, yet one institution selected they had 15 or more adjunct faculty members, which may have skewed the mean.

The mean of faculty with terminal degrees ($N = 77$) was 3, with 18 responses (23.4%). Twelve respondents selected 2 and 4 faculty each, combining for 31.2% faculty with a terminal degree.

Class Size

The mean class size ($N = 76$) was 16-20, which drew 28 responses (36.8%); 11-15 recorded 20 responses (26.3%). The 6-10 class size range generated 11.8% of responses and 22.4% of programs indicated their average class size was more than 21.

Job Placement

There were two questions that measured job placement: the degree to which faculty assist students with job placement (see Table 26) and the approximate job placement in the sport industry within the last five years.

Table 26

Degree to which Faculty Assist with Job Placement

Degree	*n*	%
Rarely	3	3.9%
Sometimes	16	21.1%
Often	33	43.4%
Always	24	31.6%
Total	76	100.0%

Approximate job placement ($N = 72$) had exactly 75% indicate their program had over 61% job placement within the sport industry in the last five years. Just 6 participants (8.4%) answered less than 40% job placement.

Research Question 2

Q2 – What relationships, if any, exist between defined criteria/variables?

(See Appendix B)

A chi-square analysis was utilized to determine if there were any significant relationships among the variables. The researcher details any significant or noteworthy relationships in this section.

Years of Program and Condensed Degree Housing

A chi-square analysis was conducted to examine the relationship between the years of program existence and the housing of a master's program (the condensed housing variable was utilized for this analysis). There was no significant relationship between the two variables, χ^2 (16, N = 81) = 22.1, p = .141. However, 65.4% of the programs have been in existence for 10 years or more. Due to this majority, a significant relationship does not exist.

Condensed Degree Housing and Business Content Area

A significant relationship exists between the condensed degree housing and business content area, χ^2 (4, N = 78) = 12.9), p = .012. Almost 95% of programs include business content in their curriculum. The expected counts give way to a possible reason the significant relationship exits (see Table 28a). While there was a significant relationship, six cells had values of less than five, which may question the validity of the results.

Table 28 (a)

Condensed Housing Categories and Business Content Area Cross-tabulation

Condensed housing categories	Business Content Area Covered	
	Yes	No
Education		
Count	22	2
Expected Count	22.8	1.2
Business		
Count	16	0
Expected Count	15.2	.8
Health, Kinesiology, Sport Science		
Count	31	0
Expected Count	29.4*	1.6*
Parks and Tourism		
Count	1	0
Expected Count	.9	.1
Other		
Count	4	2
Expected Count	5.7*	.3
Total		
Count	74	4
Expected Count	74.0	4.0

*Denotes noticeable differences between actual count and expected count.

Condensed Degree Housing and Socio-Cultural Content Area

There is no significant relationship between the housing of a degree and the socio-cultural content area χ^2 (4, N = 77) = 3.5, p = .479, however, this content area recorded the lowest percentage (87.0%) of programs who teach this subject matter. The thesis received the lowest percentage, but it is not considered to be coursework taught in a classroom setting.

Condensed Degree Housing and Thesis Content Area

A significant relationship exists amongst the condensed degree housing and thesis content area χ^2 (4, N = 72) = 21.1, p < .0005. As demonstrated in Table 29 (a), the expected counts vary greatly from the actual responses, mostly in the Business housing category.

Table 29 (a)

Condensed Housing Categories and Thesis Content Area Cross-tabulation

Condensed housing categories	Thesis Content Area Covered	
	Yes	No
Education		
Count	18	4
Expected Count	16.2	5.8*
Business		
Count	3	10
Expected Count	9.6*	3.4*
Health, Kinesiology, Sport Science		
Count	26	4
Expected Count	22.1*	7.9*
Parks and Tourism		
Count	1	0
Expected Count	.7	.3
Other		
Count	5	1
Expected Count	4.4	1.6
Total		
Count	53	19
Expected Count	53.0	19.0

*Denotes noticeable differences between actual count and expected count.

When evaluating the programs that fall under the Business Administration umbrella, the actual number of programs that include a thesis in coursework is 3 out of 13. The expected count in the cross-tabulation analysis demonstrates 9.6 out of 13, which resulted in a 220% difference. Similarly, the actual number of programs in Business that do not offer a thesis is 10, with the expected count of 3.4 (a 66% difference). The expected count of Health, Kinesiology, Sport Science programs to include a thesis in coursework is 22.1, yet the actual count was 26 (a 15% difference); on the other extreme, 7.9 would be expected to not include a thesis and only four indicated as such (which would be a 98% increase). In the same regard, the expected count of programs under Education would be a 10% decrease from the actual response of those including a thesis in its content and a 45% increase in those not including a thesis.

Condensed Degree Housing and Credit Hours Required to Graduate

A significant relationship did not exist, χ^2 (8, N = 79) = 15.0, p = .059, between the housing of a degree program and the number of credit hours required to graduate. However, 81.3% of programs in Business require 36 or more credit hours, and 3 out of 16 respondents in Business selected something other than 36 or more credit hours. Education and Health, Kinesiology, Sport Science represented the ranges 24-35 credit hours and 36 or more credit hours evenly; 40.0% of Education programs required 24-35 hours and 60.0% required 36 or more hours, and the 48.4% of Health, Kinesiology, Sport Science programs required 24-35 hours and 51.6% required 36 or more credit hours.

Condensed Degree Housing and Field Experience/Internship Requirement

The chi-square analysis demonstrates no significant relationship between the degree housing and internship requirements, χ^2 (8, N = 79) = 8.8, p = .356, but 21 out of 25 programs

(84.0%) in Education departments required an internship. Typically, students in the education field must complete student teaching to fulfill graduation requirements.

Condensed Degree Housing and Written and Oral Comprehensive Examinations

Significant relationships existed between the requirement of written, χ^2 (8, N = 74) = 21.8, p = .005, and oral, χ^2 (8, N = 73) = 22.6, p = .004, comprehensive examinations and the department where a degree program is housed. After evaluating the expected count against the actual responses, the significance of the relationship is found in the Business department. Three out of 14 graduate programs housed in Business schools responded that written comps were a part of graduation requirements. The expected count demonstrated that 6.1 would respond yes (103% increase) and 7.0 would respond no (36.4% decrease). Similarly, 1 out of 14 graduate programs housed in Business schools responded that oral comps were required; it was expected that 2.9 (190% increase) would require the exams and 9.2 (29.2% decrease) would not.

Condensed Degree Housing and Thesis Requirements

A significant relationship existed between the thesis requirements and where a program is housed, χ^2 (8, N = 76) = 16.7, p = .033. In Business schools, the majority of programs (64.3%) do not require a thesis in order to graduate, it is available to students yet not required in 28.6% of programs. For all other housing categories, the majority demonstrated that a thesis was either required or available but not required; no more than 20.8% indicated that a thesis was neither required nor available.

Average Grade Point Average and Importance of Work Experience

A significant relationship existed between the average GPA of current students and the importance of work experience in the selection process, χ^2 (8, N = 75) = 19.5, p = .012.

Under the average GPA range of 3.1-3.5, the expected count of "very important" responses was 14.2% less and the expected count of "unimportant" responses was 150% greater.

Funding Availability and Average Class Size

There was no significant relationship between the amount of funding available to students and the average class size, χ^2 (12, N = 75) = 21.0, p = .051. The majority of programs that offered strictly partial funding (42.1%) with a teaching or research assistantship have an average class size of larger than 21. The majority of programs that offer full funding (45.5%) report an average class size of 11-15 students. Fewer than 20% of programs with an average class size of 21 or more offer full funding. Fifty-two percent reported they offered both partial and full funding.

Funding Availability and Years of Program Existence

A significant relationship existed between the amount of funding available and the years a program has been in place, χ^2 (12, N = 76) = 25.2, p = .014. Full funding is available at 81.8% of programs that are 10 years or older; both full and partial funding is available at 79.4% of the same age programs. In general, 91.8% of programs that have been in existence for 10 or more years offer some degree of funding to their students; whereas, 62.3% of programs less than 10 years old offer funding.

Job Placement Percentage and Importance of Work Experience

A significant relationship did not exist between the approximate job placement percentage in the sport industry in the last five years and the importance of work experience in the selection process, χ^2 (16, N = 71) = 23.2, p = .110. Recall that 71.1% of all programs deemed work experience an important factor to consider during the selection process, while 10.5% indicated it as unimportant. Of that 71.1% who judge it as important, 87.5% recorded

an approximate job placement rate of 81-100%. Of the 10.5% who felt work experience was unimportant in the selection process, only 3.1% recorded an approximate job placement rate of 81-100%. In fact, half of those who believed work experience to be unimportant indicated the approximate job placement rate was less than 40%.

Job Placement Percentage and Degree of Opportunities

Two significant findings resulted in the chi-square analysis of approximate job placement in the last five years and the degree to which programs offer particular opportunities to students. The relationship among job placement and exposure to sport organizations was significant, χ^2 (12, N = 71) = 42.1, p = .0005, as was the relationship of job placement and networking opportunities, χ^2 (8, N = 71) = 17.8, p = .023. Programs that indicated they often provided these opportunities to students saw higher job placement percentages. Eighty percent of programs that often exposed their students to various sport organizations had a job placement percentage higher than 61%; over half of them had job placement of 81-100%. Forty-three percent of programs that rarely or never expose students to sport organizations reported a 0-40% job placement percentage.

Networking opportunities had a similar outcome but different calculations. Fifty percent of programs had a job placement of 81-100% when students often had networking opportunities; that figure jumps to 84.1% when the job placement rate expands to 61-100%. Zero percent of programs indicated job placement above 60% when networking opportunities were rare.

Job Placement and Internship Content Area

A significant relationship existed between the approximate job placement percentage and the internship content area of a program's curriculum, χ^2 (8, N = 72) = 15.6, p = .016.

Nearly 80 percent of the 93% of programs that include this content suggested a job placement of greater than 61%; 46.2% had a job placement of 81-100%.

Research Question 3

Q3 – How do graduate programs rank based on defined criteria in this study?

There are four major areas of analysis for the rankings: curriculum, academic requirements, faculty resources, and admissions. Based on the results of the survey, the purpose of this study, which was to rank sport administration/management programs, could not be justifiably and accurately calculated. While the response rate of 38.2% was acceptable for the descriptive analysis, it was acceptable in a ranking process. It was concluded that 81 of 212 institutions was not sufficient for rankings. All programs should be included in the rankings, in order to best represent the field of study and the programs listed in the rankings.

In addition, as demonstrated in the descriptive statistics in response to Research Question 1, there is not a great deal of discrepancy in the defined criteria among programs. For example, at least 87% of all programs selected 9 out of 10 curriculum content areas. It would be extremely difficult to differentiate between programs. When this study was first derived, curriculum was intended to be weighted 40% in the rankings. If over 87% of all programs claim to teach the content areas listed in the survey, the researcher is not able to distinguish a higher-rated curriculum over a low-rated one, especially for the majority of respondents. Therefore, the data was utilized for descriptive and relational purposes only.

CHAPTER V

DISCUSSION & CONCLUSION

Summary

The purpose of this study was to rank sport administration graduate program in the United States. Due to the incomplete data, the researcher was unable to complete the primary purpose. Doing so would have included researcher and respondent bias, which would deter from a sound ranking and generate justifiable criticism from faculty and researchers.

A secondary purpose was to determine the variables and analyze the academic field of sport administration. The variables were established and divided into one of the following categories: descriptive, curriculum, academics, admissions, and faculty resources. While all variables were analyzed with descriptive statistics, the following areas were not intended for use within the rankings: faculty position/title, years a faculty member has worked at the current institution, years faculty worked in the sport industry prior to higher education tenure, school or college where a program is housed (Business, Kinesiology, Education, etc.), title of the degree program (Business Administration, Sport Administration, Physical Education, Sport Management, etc.), years the program has been in existence, and the approximate cost of in-state and out-of-state tuition. The curriculum variables, generated from the NASSM and NASPE approval guidelines, evaluated the following content areas within a program's coursework: business, ethics, facilities and event management, leadership, marketing and public relations, socio-cultural, sport governance and legal aspects, statistics and research

methods, internship, and thesis. Academics entailed graduation requirements (credit hour, field experience/internship, written comprehensive examination, oral comprehensive examination, and thesis requirements, and the required length of an internship), student opportunities (exposure to sport organizations, networking opportunities, and non-thesis related research), and the approximate job placement percentage. The admissions topic consisted of the average undergraduate GPA, standardized test scores, selection criteria (GPA, test scores, work or related experience, personal statement, letters of recommendation), acceptance rate, funding availability and the percentage of students receiving funds. Faculty resources assessed the number of full-time faculty teaching full-time and those teaching part-time, the number of adjunct faculty, number of faculty with terminal degrees, average class size, and the degree of faculty assistance with job placement in the sport industry.

Although actual rankings were not yielded, the statistical analyses provided an examination of an ever-scrutinized academic field of sport administration. According to Chalip (2006), sport management is a young academic field. The findings of this study contradict that notion; over 65% of programs have been in existence 10 years or longer. Of course, it may be difficult to know the definition of "young" and "infancy" as it relates to the academic world. For purposes of this study, the researcher assumed that a young discipline certainly would account for less than 10 years, possibly less than five.

Sport management receives a great deal of criticism and lacks respect from its academic peers. The scrutiny starts with the preferred housing of the degree and the inconsistent title of the degree (Stier, 1993). The results of this study coincide with an unpredictable school or college where the degree programs are housed. Although the largest

number of programs was classified into the condensed housing category of Health, Kinesiology, and Sport Science (38.3%), the location of Education (30.9%) and Business (21.0%) schools were within 20 percentage points. The study demonstrated that the majority of older programs were in the Health, Kinesiology, and Sport Science (45.3%) or Education (26.4%).

The title of the degree program does not vary quite as much as the degree housing, even though several specific titles were condensed to form the sport administration/management category. Sport administration/management accounted for 79.5% of all degree program titles, which leaves approximately 20% of programs with another title. A finding that may be interesting to researchers and administrators is that, while the degree housing and title differs, according to respondents the coursework is relatively the same in all houses. Faculty, researchers, and institution administrators disagree and complain about the most appropriate fit for a Master's degree in sport administration, yet no less than 87% of all programs teach the content areas (minus the thesis requirement) required for NASSM and NASPE program approval.

There are sport management graduate programs that now offer a Master's of Business Administration; e.g., Ohio University, the pioneer of sport management, now offers a dual degree in Business Administration and Sport Administration ("Sports administration at Ohio University," n.d.). Receiving an MBA carries a prestige different from a Master's in Sport Administration; the curious paradox is the reasoning behind that prestige. In general, programs housed in the Business school did not require a thesis or comprehensive examinations, yet required more credit hours to graduate. Programs housed in business

schools were less research-based with fewer requirements, which raised the question of whether or not final projects or case studies were part of required coursework.

Li, Cobb and Sawyer (1994) conducted a study that generated qualities of an effective sport management program: set goals to produce sport managers and specify training emphases, utilize NASPE and NASSM guidelines to develop a curriculum which teaches business and sport-related skills, help students gain valuable field experience and network in the industry, and hire faculty who can serve as mentors. Similar to the results of this study, the analysis concluded that most programs are using NASPE and NASSM curriculum guidelines and 95% of them include business. In addition, 97.5% of programs provide networking opportunities at least sometimes and no program indicated that networking was not a part of the student experience. Ninety-five percent of programs include field experience or an internship, which allows the student to gain working knowledge of the industry prior to graduation. It was difficult to fully assess mentorship, as this study surveyed faculty rather than the students, who would best suggest if faculty serve as mentors. However, the degree of faculty assistance during the job placement process relates to mentorship. Only four percent of faculty revealed they rarely assist in this area. The results of this study demonstrate that most programs contain the characteristics Li, Cobb and Sawyer (1994) deemed for an effective program.

Soucie and Dougherty (1996) asserted research of sport management is pertinent to its success and prestige as a field. This study supplemented past research, while presenting additional findings in the academic field.

Concerns

As the study progressed, several concerns were raised as to the accuracy and ability to properly rank sport administration graduate programs. The researcher anticipated the survey would stay open longer; however, the time constraints to complete this study prohibited that from occurring. Also, the 38.2% institutional response rate was acceptable when generalizing the sample size to the population; yet for purposes of this study, a 100% response rate (or at least 75%) would have been necessary to accurately rank the programs.

Past literature and studies in the sport management field were similar in their concerns of and problems with the field; the instrument used in this study was a solution attempt. The initial main focus of the rankings was the curriculum. After evaluating the data set, it was apparent there would not be a clear-cut distinction among programs, at least not one that would allow the researcher to rank a program based on curriculum. Since at least 87% of all programs include 90% of the curriculum content areas, it may have been difficult to determine a strong program from a weak one. Most respondents stated their programs covered the content areas in their curriculum; yet, after examining a number websites, it is clear that actual courses offered did not have include the content areas covered. Thus, while researchers stated all content areas are covered, it may be better to utilize classes offered to decipher rankings. In addition, ranking a program based on credit hours would be unjust, as 57% require 36 or more credit hours and 42% require 24-35; a more successful program does not necessarily require more or less hours to graduate.

When establishing the variables and survey questions, the researcher did not predict the high frequency of abnormal distributions. The researcher expected more differences

among the programs; yet, the similarities between differing institution's programs was a major reason the rankings were not justifiably possible.

When analyzing the rankings of other academia in publications, akin to *U.S. News and World Report* or *Business Week*, time and manpower were not typical issues for the researchers. Also, these publications may obtain more accurate figures and data (job placement, starting salaries, acceptance rate, etc.) from the institution. The outlet for acquiring such data in this study was asking the survey respondent, which was ambiguous.

Recommendations

Several recommendations emerged throughout this study. The primary purpose of the study would be useful and advantageous to prospective sport management students and graduate degree programs. Prospective students can consult the rankings in conjunction with their research of various programs, which would aid in their process of finding the best institutional fit. Also, the universities can utilize the rankings to drive applications and promote their ranking; or, should a program have a lower rank, they can assess the criteria and apply changes to their program to improve their ranking. The researcher recommends further research to accomplish the objective of producing sport management graduate program rankings.

When surveying respondents, ask them to enter the most accurate figure, rather than supply them with a data range from which to choose. This would help determine an accurate mean, yet would also alleviate the problem of distinguishing one program from another. For example, if a respondent entered their program had an acceptance rate of 43% and another entered 59%, the difference between the two programs would be clear. However, in this

study, these respondents would fall into the same data range (41-60%) when there is an evident variation.

Conducting peer assessment research could also provide better disparities among the programs, but may not lead to final rankings either. A peer assessment study evaluating current or former students with a graduate degree in sport management may be the best option for rankings, because current or former students would be more willing to critique their program for the betterment of the degree and the value of that degree in their career. However, gaining access to those students would be difficult. Another possibility would be a peer assessment of sport management faculty; requesting a critical analysis of the field. This would not generate actual rankings, but could supplement the information found in this study with areas of weakness.

It may also be beneficial to conduct a case study comparison of two programs: one housed in the business school where students receive a Master's of Business Administration and one housed in the health or kinesiology school in which students get a Master's of Sport Administration or case studies of various programs housed in different areas. A case study comparison of this sort may provide a comprehensive examination of the actual similarities and differences between the two housing areas.

In general, sport management graduate programs receive a great deal of criticism. In order to combat the criticism, more comprehensive research must be conducted, and there must be significant improvement in the field to gain respect as an academic field of study.

APPENDIX A

DESCRIPTIVE STATISTICS OUTPUT

Table 1

Department Chair or Graduate Program Coordinator

Title	*n*	%
Dept. Chair	25	46.3%
Grad Program Coordinator or Director	29	53.7%
Total	54	100.0%

Table 2

Teaching Position at Institution

Title/Position	*n*	%
Professor	21	21.6%
Associate Professor	32	33.0%
Assistant Professor	30	30.9%
Adjunct Professor	4	4.1%
Lecturer	2	2.1%
Visiting Professor	2	2.1%
Other	6	6.2%

Table 3

Number of Years Worked in Sport Industry Prior to Tenure in Higher Education

Years	*n*	%
Less than 2	22	17.9%
2-4	22	17.9%
5-7	30	24.4%
8 or more	46	37.4%

Table 4

School where graduate program is housed

Degree Housing	*n*	%
Business Administration	23	18.5%
Education	28	22.6%
Education and Human Development	8	6.5%
Exercise and Sport Science	5	4.0%
Exercise Sport and Leisure Studies	3	2.4%
Health and Applied Sciences	1	.8%
Health and Human Performance	3	2.4%
Health and Human Services	4	3.2%
Health and Kinesiology	2	1.6%
Health Sciences	1	.8%
Health Exercise and Sport Science	1	.8%
Health Human Performance and Recreation	3	2.4%

Health Physical Education and Recreation	4	3.2%
Human Performance and Recreation	1	.8%
Kinesiology	6	4.8%
Kinesiology and Health Education	1	.8%
Kinesiology and Physical Education	4	3.2%
Kinesiology and Sport Studies	2	1.6%
Management	2	1.6%
Other	10	8.1%
Parks and Recreation Management	1	.8%
Physical Education	3	2.4%
Recreation and Sport Sciences	2	1.6%
Social Sciences	2	1.6%
Sport and Exercise Science	2	1.6%
Tourism and Hospitality Management	1	.8%
Tourism Recreation and Sport Management	1	.8%
Total	124	100.0%

Table 5

Condensed Colleges where Sport Administration Programs are Housed

College	*n*	Response Percentage
Health, Kinesiology, Sport Science	31	38.3%
Education	25	30.9%
Business	17	21.0%
Other	7	8.6%
Parks and Tourism	1	1.2%

Table 6

Approximate Title of Graduate Program

Degree Title	*n*	%
Athletic Administration	3	2.5%
Business Administration	6	5.0%
Kinesiology	7	5.8%
Management of Sport Industries	1	.8%
Sport Administration	24	19.8%
Sport and Fitness Administration	1	.8%
Sport and Recreation Administration	4	3.3%
Sport Business	2	1.7%
Sport Management	50	41.3%
Sport Management and Recreation	2	1.7%
Sport Management and Sociology	1	.8%
Sport Studies	5	4.1%
Sports and Entertainment Management	1	.8%
Sports Business Management	1	.8%
Sports Education Leadership	1	.8%
Other	12	9.9%
Total	121	100.0%

Table 7

Condensed Degree Titles for the Sport Administration/Management Field

Title	*n*	%
Sport administration/management	62	79.5%
Other	9	11.5%
Kinesiology	4	5.1%
Business Administration	3	3.8%

Table 8

Years Sport Administration Programs have been in Existence

Years of Existence	*n*	%
Less than 1	3	3.7%
1-3	7	8.6%
4-6	8	9.9%
7-9	10	12.3%
10 or more	53	65.4%

Table 9

Cost of In-State Tuition

Dollar Range	*n*	%
Less than $2,500	4	3.7%
$2,500-4,999	20	18.3%
$5,000-9,999	38	34.9%
$10,000-14,999	27	24.8%
$15,000-19,999	5	4.6%
$20,000-24,999	7	6.4%
More than $25,000	8	7.3%
Total	109	100.0%

Table 10

Cost of Out-of-State Tuition

Dollar Range	*n*	%
Less than $10,000	13	12.1%
$10,000-19,999	59	55.1%
$20,000-29,999	27	25.2%
$30,000-39,999	6	5.6%
More than $40,000	2	1.9%
Total	107	100.0%

Table 11

Curriculum Content Area Results

Content Area	*n*	Yes	%	No
Business	78	74	94.9%	4
Ethics	79	70	88.6%	9
Facilities and Event Management	79	72	91.1%	7
Leadership	79	72	91.1%	7
Marketing and Public Relations	76	75	98.7%	1
Socio-cultural	77	67	87.0%	10
Sport Governance and Legal Aspects	79	78	98.7%	1
Statistics and/or Research Methods	79	78	98.7%	1
Internship	77	72	93.5%	5
Thesis	72	53	73.6%	19

Table 12

Credit Hours Required to Graduate

Credit Hours Required	*n*	%
12-23 Hours	1	.9%
24-35 Hours	44	40.7%
36 or More Hours	63	58.3%
Total	108	100.0%

Table 13

Graduation Requirements beyond Coursework

	Yes		No		Available, Not Required	
Requirement	*n*	%	*n*	%	*n*	%
Internship	57	72.2%	4	5.1%	18	22.8%
Written Comps	32	43.2%	37	50.0%	5	6.8%
Oral Comps	15	20.5%	48	65.8%	10	13.7%
Thesis	11	14.5%	19	25.0%	46	60.5%

Table 14

Required length of internship

Length	*n*	%
Not Required	29	27.9%
Less than 6 months	62	59.6%
6 months or more	13	12.5%
Total	104	100.0%

Table 15

Degree of Opportunities Provided to Students

	Never		Rarely		Sometimes		Often	
Opportunity	*n*	%	*n*	%	*n*	%	*n*	%
Exposure	1	1.3%	6	7.7%	36	46.2%	35	44.4%
Networking	0	0.0%	2	2.6%	29	37.2%	47	60.3%
Research	2	2.6%	16	20.8%	34	44.2%	25	32.5%

Table 16

Average GPA of current students

Average GPA Range	*n*	%
2.5-3.0	13	12.7%
3.1-3.5	73	71.6%
3.6-4.0	16	15.7%
Total	102	100.0%

Table 17

Standardized Test Scores Descriptive Statistics

Test	*n*	Minimum	Maximum	Mean	Std. Deviation
Average GRE Scores	36	700	1500	1010.00	159.750
Average GMAT Scores	16	500	1080	645.19	143.766
Average TOEFL Scores	7	80	575	393.57	192.153

Table 18

Approximate Acceptance Rate of Students Admitted in 2006

Rate	*n*	%
0-10%	2	2.8%
11-20%	8	11.1%
21-40%	10	13.9%
41-60%	19	26.4%
61-80%	21	29.2%
81-100%	12	16.7%

Table 19

Selection Criteria Degrees of Importance on Student Admission

	Very Important		Important		Neutral		Unimportant		Very Unimportant	
Criteria	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
GPA (*n* = 77)	43	55.8%	33	42.9%	1	1.2%	0	0.0%	0	0.0%
Tests (*n* = 77)	26	33.3%	28	36.4%	14	18.2%	4	5.2%	5	6.5%
Work (*n* = 76)	31	40.8%	23	30.3%	14	18.4%	7	9.2%	1	1.3%
Statement (*n* = 77)	25	32.5%	31	40.3%	14	18.2%	7	9.1%	0	0.0%
Letters (*n* = 77)	20	26.0%	38	49.4%	13	16.9%	4	5.2%	2	2.6%

Table 20

Condensed Selection Criteria Degree of Importance

Selection Criteria Topic	Importance Percentage	Unimportance Percentage
Undergraduate GPA	98.7%	0.0%
Letters of Recommendation	75.4%	7.8%
Personal Statement	72.8%	9.1%
Work or Related Experience	71.1%	10.5%
Standardized Test Scores	70.2%	11.7%

Table 21

Amount of Funding Available

Responses	*n*	%
No Funding Available	12	15.8%
Partial Funding with teaching/research assistantship	19	25.0%
Full Funding with teaching/research assistantship	11	14.5%
Both partial and full options	34	44.7%

Table 22

Percentage of Current Students Receiving Partial or Full Funding

Students Receiving Funding	*n*	%
Funding Not Available	11	14.5%
0-25%	29	38.2%
26-50%	16	21.1%
51-75%	12	15.8%
76-100%	8	10.5%

Table 23

Number of Teaching Faculty in Sport Administration Graduate Program

Faculty Contract	*n*	Minimum	Maximum	Mean	Std. Deviation
Number of full-time faculty who teach full-time	78	0	10	3.03	2.174
Number of full-time faculty who teach part-time	76	0	10	2.12	2.072
Number of Adjunct faculty	76	0	15	1.87	2.553

Table 24

Number of Full-Time Faculty with a Terminal Degree

Descriptive Statistic	Output
n	77
Minimum	0
Maximum	15
Mean	4.16
Std. Deviation	2.787

Table 25

Average Class Size

Average Class Size	*n*	%
5 or less students	2	2.6%
6-10 students	9	11.8%
11-15 students	20	26.3%
16-20 students	28	36.8%
21 or more students	17	22.4%
Total	76	100.0%

Table 26

Degree to which Faculty Assist with Job Placement

Degree	*n*	%
Rarely	3	3.9%
Sometimes	16	21.1%
Often	33	43.4%
Always	24	31.6%
Total	76	100.0%

APPENDIX B

CROSS-TABULATION AND CHI-SQUARE ANALYSES

Table 27

Condensed Degree Housing and Years of Program Existence

Condensed Degree Housing	Education		Business		Health, Kinesiology, Sport Science		Parks & Tourism		Other	
Years	#*	%**	#	%	#	%	#	%	#	%
Less than 1 Year	0	0.0%	1	5.9%	0	0.0%	0	0.0%	2	28.6%
1 – 3 Years	2	8.0%	3	17.6%	2	6.5%	0	0.0%	0	0.0%
4-6 Years	4	16.0%	1	5.9%	2	6.5%	0	0.0%	1	14.3%
7-9 Years	5	21.0%	2	11.8%	3	9.7%	0	0.0%	0	0.0%
10 or more Years	14	56.0%	10	58.8%	24	77.4%	1	100.0%	4	57.1%

* #. = Count
**Percent within Condensed Housing categories

Table 28 (a)

Condensed Housing Categories and Business Content Area Cross-tabulation

Condensed housing categories	Business Content Area Covered	
	Yes	No
Education		
Count	22	2
Expected Count	22.8	1.2
Business		
Count	16	0
Expected Count	15.2	.8
Health, Kinesiology, Sport Science		
Count	31	0
Expected Count	29.4*	1.6*
Parks and Tourism		
Count	1	0
Expected Count	.9	.1
Other		
Count	4	2
Expected Count	5.7*	.3
Total		
Count	74	4
Expected Count	74.0	4.0

Table 28 (b)

Condensed Housing Categories and Business Content Area Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.912(a)	4	.012
Likelihood Ratio	10.148	4	.038
Linear-by-Linear Association	1.339	1	.247
N of Valid Cases	78		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .05.

Table 29 (a)

Condensed Housing Categories and Thesis Content Area Cross-tabulation

Condensed housing categories	Thesis Content Area Covered	
	Yes	No
Education		
Count	18	4
Expected Count	16.2	5.8*
Business		
Count	3	10
Expected Count	9.6*	3.4*
Health, Kinesiology, Sport Science		
Count	26	4
Expected Count	22.1*	7.9*
Parks and Tourism		
Count	1	0
Expected Count	.7	.3
Other		
Count	5	1
Expected Count	4.4	1.6
Total		
Count	53	19
Expected Count	53.0	19.0

*Denotes noticeable differences between actual count and expected count.

Table 29 (b)

Condensed Housing Categories and Thesis Content Area Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.136(a)	4	.000
Likelihood Ratio	19.226	4	.001
Linear-by-Linear Association	.987	1	.321
N of Valid Cases	72		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .26.

Table 30 (a)

Condensed Housing Categories and Internship Content Area Cross-tabulation

Condensed housing categories	Internship Content Area Covered		
	Yes	No	Available, Not Required
Education			
Count	21	1	3
% within Condensed Housing	84.0%	4.0%	12.0%
Business			
Count	9	2	5
% within Condensed Housing	56.3%	12.5%	33.3%
Health, Kinesiology, Sport Science			
Count	22	0	9
% within Condensed Housing	71.0%	0.0%	29.0%
Parks and Tourism			
Count	1	0	0
% within Condensed Housing	100.0%	0.0%	0.0%
Other			
Count	4	1	1
% within Condensed Housing	66.7%	16.7%	16.7%
Total			
Count	57	4	18
% within Condensed Housing	72.2%	5.1%	22.8%

Table 30 (b)

Condensed Housing Categories and Internship Content Area Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.842(a)	8	.356
Likelihood Ratio	9.771	8	.281
Linear-by-Linear Association	.620	1	.431
N of Valid Cases	79		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .05.

Table 31

Condensed Housing Categories and Written Comprehensive Exam Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.835(a)	8	.005
Likelihood Ratio	14.720	8	.065
Linear-by-Linear Association	.983	1	.322
N of Valid Cases	74		

a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is .07.

Table 32

Condensed Housing Categories and Oral Comprehensive Exam Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.579(a)	8	.004
Likelihood Ratio	23.166	8	.003
Linear-by-Linear Association	4.572	1	.033
N of Valid Cases	73		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .14.

Table 33 (a)

Condensed Housing Categories and Thesis Requirements Cross-tabulation

	Thesis Required			
Condensed Housing Category	Yes	No	Available, Not Required	Total
Education	3	5	16	24
Business	1	9	4	14
Health, Kinesiology, Sport Science	5	4	22	31
Parks and Tourism	0	0	1	1
Other	2	1	3	6
Total	11	19	46	76

Table 33 (b)

Condensed Housing Categories and Thesis Requirements Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.740(a)	8	.033
Likelihood Ratio	15.150	8	.056
Linear-by-Linear Association	.209	1	.647
N of Valid Cases	76		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .14.

Table 34 (a)

Average GPA and Importance of Work Experience Cross-tabulation

Average GPA of current students	Importance of Work Experience in selection criteria					
	Very Important	Important	Neutral	Unimportant	Very Unimportant	Total
2.5-3.0	1	1	4	3	0	9
3.1-3.5	26	15	10	2	1	54
3.6-4.0	4	6	0	2	0	12
Total	31	22	14	7	1	75

Table 34 (b)

Average GPA and Importance of Work Experience Chi-Square Tests

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.505(a)	8	.012
Likelihood Ratio	20.109	8	.010
Linear-by-Linear Association	3.501	1	.061
N of Valid Cases	75		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .12.

Table 35 (a)

Funding Availability and Average Class Size Cross-tabulation

Amount of Funding Available	5 or less	6-10	11-15	16-20	More than 21	Total
No Funding Available						
Count	2	2	3	4	1	12
Expected Count	.3	1.3	3.2	4.5	2.7	12.0
Partial Funding Available						
Count	0	2	5	4	8	19
Expected Count	.5	2.0	5.1	7.1	4.3	19.0
Full Funding Available						
Count	0	1	5	3	2	11
Expected Count	.3	1.2	2.9	4.1	2.5	11.0
Both Partial and Full Funding						
Count	0	3	7	17	6	33
Expected Count	.9	3.5	8.8	12.3	7.5	33.0
Total						
Count	2	8	20	28	17	75
Expected Count	2.0	8.0	20.0	28.0	17.0	75.0

Table 35 (b)

Funding Availability and Average Class Size Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.967(a)	12	.051
Likelihood Ratio	17.347	12	.137
Linear-by-Linear Association	2.051	1	.152
N of Valid Cases	75		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .29.

Table 36 (a)

Funding Availability and Years of Program Existence Cross-tabulation

Amount of Funding Available	5 or less	6-10	11-15	16-20	More than 21	Total
No Funding Available						
Count	2	1	2	3	4	12
Expected Count	.5	1.1	1.3	1.4	7.7	12.0
Partial Funding Available						
Count	1	1	5	3	9	19
Expected Count	.8	1.8	2.0	2.3	12.3	19.0
Full Funding Available						
Count	0	0	1	1	9	11
Expected Count	.4	1.0	1.2	1.3	7.1	11.0
Both Partial and Full Funding						
Count	0	5	0	2	27	34
Expected Count	1.3	3.1	3.6	4.0	21.9	34.0
Total						
Count	3	7	8	9	49	76
Expected Count	3.0	7.0	8.0	9.0	49.9	76.0

Table 36 (b)

Funding Availability and Years of Program Existence Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.219(a)	12	.014
Likelihood Ratio	28.000	12	.006
Linear-by-Linear Association	7.192	1	.007
N of Valid Cases	76		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .43.

Table 37 (a)

Approximate Job Placement and Importance of Work Experience Cross-tabulation

Approximate job placement in industry, last 5 years	Importance of Work Experience in selection criteria					
	Very Important	Important	Neutral	Unimportant	Very Unimportant	Total
0-20%						
Count	1	0	1	0	0	2
Expected Count	.8	.6	.4	.2	.0	2.0
% within job placement	50.0%	.0%	50.0%	.0%	.0%	100.0%
21-40%						
Count	0	1	1	2	0	4
Expected Count	1.7	1.1	.7	.4	.1	4.0
% within job placement	.0%	25.0%	25.0%	50.0%	.0%	100.0%
41-60%						
Count	3	3	3	3	0	12
Expected Count	5.1	3.4	2.2	1.2	.2	12.0
% within job placement	25.0%	25.0%	25.0%	25.0%	.0%	100.0%

61-80%						
Count	7	7	5	1	1	21
Expected Count	8.9	5.9	3.8	2.1	.3	21.0
% within job placement	33.3%	33.3%	23.8%	4.8%	4.8%	100.0%
81-100%						
Count	19	9	3	1	0	32
Expected Count	13.5	9.0	5.9	3.2	.5	32.0
% within job placement	59.4%	28.1%	9.4%	3.1%	.0%	100.0%
Total Count	30	20	13	7	1	71
Total Expected Count	30.0	20.0	13.0	7.0	1.0	71.0
Total % within job placement	42.3%	28.2%	18.3%	9.9%	1.4%	100.0%

Table 37 (b)

Approximate Job Placement and Importance of Work Experience Chi-Square Test

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.160(a)	16	.110
Likelihood Ratio	22.040	16	.142
Linear-by-Linear Association	10.162	1	.001
N of Valid Cases	71		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .03.

Table 38 (a)

Approximate Job Placement and Exposure to Sport Organizations Cross-tabulation

Approximate job placement in industry, last 5 years	Degree of Exposure to Sport Organizations				
	Never	Rarely	Sometimes	Often	Total
0-20%					
Count	0	1	0	1	2
Expected Count	.0	.2	.8	1.0	2.0
% within job placement	0.0%	50.0%	0.0%	50.0%	100.0%
21-40%					
Count	1	1	1	0	3
Expected Count	.0	.3	1.3	1.4	3.0
% within job placement	33.3%	33.3%	33.3%	0.0%	100.0%
41-60%					
Count	0	3	3	6	12
Expected Count	.2	1.0	5.1	5.7	12.0
% within job placement	0.0%	25.0%	25.0%	50.0%	100.0%

61-80%					
Count	0	1	13	8	22
Expected Count	.3	1.9	9.3	10.5	22.0
% within job placement	0.0%	4.5%	59.1%	36.4%	100.0%
81-100%					
Count	0	0	13	19	32
Expected Count	.5	2.7	13.5	15.3	32.0
% within job placement	0.0%	0.0%	40.6%	59.4%	100.0%
Total Count	1	6	30	34	71
Total Expected Count	1.0	6.0	30.0	34.0	71.0
Total % within job placement	1.4%	8.5%	42.3%	47.9%	100.0%

Table 38 (b)

Approximate Job Placement and Exposure to Sport Organizations Chi-Square Tests

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.125(a)	12	.000
Likelihood Ratio	26.342	12	.010
Linear-by-Linear Association	10.101	1	.001
N of Valid Cases	71		

a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .03.

Table 39 (a)

Approximate Job Placement and Networking Opportunities Cross-tabulation

Approximate job placement in industry, last 5 years	Degree of Networking Opportunities			
	Rarely	Sometimes	Often	Total
0-20%				
Count	0	2	0	2
Expected Count	.1	.7	1.2	2
% within job placement	0.0%	100.0%	0.0%	100.0%
21-40%				
Count	1	1	1	3
Expected Count	.1	1.1	1.9	3.0
% within job placement	33.3%	33.3%	33.3%	100.0%
41-60%				
Count	1	5	6	12
Expected Count	.3	4.2	7.4	12.0
% within job placement	8.3%	41.7%	50.0%	100.0%

61-80%				
Count	0	7	15	22
Expected Count	.6	7.7	13.6	22.0
% within job placement	0.0%	31.8%	68.2%	100.0%
81-100%				
Count	0	10	22	32
Expected Count	.9	11.3	19.8	32.0
% within job placement	0.0%	31.3%	68.8%	100.0%
Total Count	2	25	44	71
Total Expected Count	2.0	25.0	44.0	71.0
Total % within job placement	2.8%	35.2%	62.0%	100.0%

Table 39 (b)

Approximate Job Placement and Networking Opportunities Chi-Square Tests

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.824(a)	8	.023
Likelihood Ratio	12.670	8	.124
Linear-by-Linear Association	6.812	1	.009
N of Valid Cases	71		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .06.

Table 40 (a)

Approximate Job Placement and Internship Cross-tabulation

Approximate job placement in industry, last 5 years	Field Experience or Internship Requirements			
	Yes	No	Available, Not Required	Total
0-20%				
Count	1	1	0	2
Expected Count	1.4	.1	.4	2.0
% within job placement	50.0%	50.0%	0.0%	100.0%
21-40%				
Count	1	1	2	4
Expected Count	2.9	.2	.9	4.0
% within job placement	25.0%	25.0%	50.0%	100.0%
41-60%				
Count	8	0	4	12
Expected Count	8.7	.7	2.7	12.0
% within job placement	66.7%	0.0%	33.3%	100.0%

61-80%				
Count	18	1	3	22
Expected Count	15.9	1.2	4.9	22.0
% within job placement	81.8%	4.5%	13.6%	100.0%
81-100%				
Count	24	1	7	32
Expected Count	23.1	1.8	7.1	32.0
% within job placement	75.0%	3.1%	21.9%	100.0%
Total Count	52	4	16	72
Total Expected Count	52.0	4.0	16.0	72.0
Total % within job placement	72.2%	5.6%	22.2%	100.0%

Table 40 (b)

Approximate Job Placement and Internship Chi-Square Tests

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.850(a)	8	.045
Likelihood Ratio	11.352	8	.183
Linear-by-Linear Association	1.484	1	.223
N of Valid Cases	72		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .11.

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