

A MEDIA CONTENT ANALYSIS OF THE NCAA:
IN-GAME ADVERTISING DURING THE MEN'S COLLEGE WORLD SERIES

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ABSTRACT

KENDRA LEIGH HANCOCK: A Media Content Analysis of the NCAA:
In-Game Advertising during the Men's College World Series
(Under the direction of Coyte G. Cooper)

The National Collegiate Athletic Association (NCAA) is charged with keeping college sport “amateur” yet required to make millions of dollars for the member institutions (Byers, 1997). This dichotomy deals with conflicting institutional logics in college sport: education versus commercialism. The purpose of this study was twofold, first to examine the television coverage provided during the NCAA Men's College World Series (CWS) exploring the non-programmatic messaging taking place in the Entertainment and Sports Programming Network (ESPN) broadcasts. Second, to determine which institutional logic (NCAA [educational mission] vs. ESPN [corporate broadcasting mission]) was reflective in the non-programmatic content within the CWS broadcasts. A sample of the 2009 CWS ESPN broadcasts ($N=5$) was utilized. Consistent with content analysis guidelines (Neuendorf, 2002) and to ensure intercoder reliability, two trained coders viewed the games and recorded non-programmatic messages. The results determined the dominant institutional logic (ESPN [Corporate Broadcasting mission]) emerged in the CWS broadcasts.

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CHAPTER I

INTRODUCTION

The National Collegiate Athletic Association (NCAA) is a voluntary organization that is used to promote intercollegiate athletics among the member institutions it governs (Jacques, 2010). There are several strategies that the NCAA utilizes to foster the promotion of athletics including: promotional brochures, educational materials, multimedia outlets and corporate advertising. The NCAA relies on corporate partnerships to help finance the operating budget, enhance programs, promote individual sport, and host national championship events. The NCAA corporate partners provide a direct, positive, impact on the academic and developmental opportunities afforded to over 400,000 student-athletes each year (NCAA, 2010a). One of the championship events, which has been dependent on partnerships for support since its inception is the College World Series (CWS).

The NCAA held the men's CWS, the Division I baseball tournament for the first time in 1947 in Kalamazoo, Michigan (Madden & Peterson, 2005). The CWS relocated to Wichita, Kansas in 1949 in an attempt to draw a larger audience; however, the event was still lacking spectator interest. Struggling to land a home, the NCAA relocated the CWS to Omaha, Nebraska because local businessmen, Ed Pettis and Byron Reed, organized a committee that would help the NCAA subsidize event expenses (Madden & Peterson).

The organizing committee, College World Series of Omaha Inc., would ensure that the NCAA would not lose a substantial amount of money on this event (Madden & Peterson, 2005). The committee would underwrite the expenses and all the ticket revenue after taxes

and guaranteed minimums would be split 50/50 between the CWS committee and the NCAA. The initial decade of the CWS in Omaha cost local business a total combined \$48,158 while the NCAA paid only \$2,631 to cover expenses (Madden & Peterson). The beginning of the CWS in Omaha was a struggle; however, it has developed substantially over the last sixty-one years. The CWS is one of the NCAA's largest revenue generating championship events. It has grown from an average of 3,000 fans attending a game in the 1950's to approximately 22,000 fans per game today (Vasquez, 2010). CWS of Omaha Inc. President described how the beloved CWS has become a part of the Omaha tradition.

It has been our pleasure to host the College World Series for more than fifty years. The Series is an event in which we take pride. A lot of hard work, dedication and commitment of our many volunteers, local business contributors and the city, has built the College World Series from its humble beginnings to the enjoyable event it is today (Diesing, Jr., 2004, "College World Series," para. 2).

The CWS has relied on corporate support since it began in Omaha, NE. It utilized the NCAA corporate partners and champions to make the CWS the spectacular event it is today. The corporate champions and partners are dedicated to emphasizing the role of athletics in higher education by supporting NCAA programs throughout the year (NCAA, 2010a). Corporate champions have exclusivity of their appropriate category, while corporate partners are the preferred option in their categories, respectively (NCAA, 2010a). They help fans take part in the exciting moments by supporting the championships, pre and post event ceremonies, youth clinics and interactive fan fest areas on site. The official corporate champions of the NCAA are: AT&T, Capital One and Coca-Cola. The corporate partners are: Enterprise, The Hartford, Hersey's, LG, Lowe's, Planter's, State Farm Insurance and UPS. Corporate champions and partners contribute one to five million dollars annually to financially support the mission of the NCAA (NCAA, 2010a).

Another major influence on the success of the CWS is the television broadcasting network. The Entertainment and Sports Programming Network (ESPN) began televising selected CWS games for the first time in 1980 (Madden & Peterson, 2005). Due to the growing popularity of the event, the entire series, except for the championship games, was televised by ESPN starting in 1982 (CWS of Omaha Inc., 2010). Columbia Broadcasting System (CBS) televised the championship series from 1988 through 2002; ESPN has been broadcasting the entire series since 2003, exclusively (CWS of Omaha, Inc.).

The CWS is a unique NCAA championship, being it is a series of games over a time frame of approximately 2 weeks, where the final eight teams compete for the national Division I baseball title. The tournament takes place in the middle of June each year, a downtime in the sports industry, thus making it a highly viewed event on ESPN.

Statement of Purpose

The purpose of the research was twofold. First, to examine the television coverage provided during the NCAA men's College World Series, exploring the non-programmatic messaging taking place in the ESPN broadcasts. Second, to determine which of the institutional logic, that of the NCAA or that of ESPN, was reflective in the CWS broadcasts. Institutional logics theory is defined as the logic associated with an institution as a set of material practices and symbolic constructions, which constitutes its organizing principles and is available to organizations and individuals to elaborate. Institutional logics theory was used as the conceptual framework.

Research Questions

[RQ 1] How much time and what type of non-programmatic messaging is taking place during the commercials of the College World Series broadcasts?

- a. (ADV) Advertising-Standard Commercial Advertisements
- b. (NCAA) NCAA Public Service Announcements
- c. (CORP) Corporate Sponsor Public Service Announcements

[RQ 2] How much time and what type of non-programmatic messaging is taking place during the in-game College World Series broadcasts?

- a. (GR) Non-standard Sponsorship Graphics without Verbal Commentary
- b. (VER) Non-standard Sponsorship Verbal Commentary
- c. (GR/VER) Non-standard Sponsorship Graphics with Verbal Commentary
- d. (GR/ACA) Academically Related Player Information Graphics
- e. (ED) Positive or Negative Education Commentary

[RQ 3] Which institutional logic is being reflected during the College World Series broadcasts?

- a. NCAA mission
- b. ESPN mission

Definition of Terms

- *The College World Series of Omaha Inc.*: the local organizing committee, which is a non-profit organization. The mission of its all-volunteer board of directors is enlisting community support for the College World Series from business, government, civic organizations and individuals. The committee was formed to coordinate ticket sales and fundraising events for the College World Series as well as supporting the NCAA funding needs. The committee retains some money in reserves for future CWS use as well as projects in the area. From revenue generated, the committee uses the reserves

to help fund baseball related projects around the community, for example, little league tournaments.

- *Corporate Partnerships*: An arrangement where entities and/or individuals agree to cooperate to advance their interests. In the most frequent instance, a partnership is formed between one or more businesses in which partners (owners) co-labor to achieve and share profits or losses.
- *Division I*: the highest level of intercollegiate play for college athletics sanctioned by the NCAA. These universities tend to be the athletic powers of college sport, with larger budgets, better facilities and higher numbers of athletic scholarships available to offer.
- *Entertainment and Sports Programming Network (ESPN)*: an American based cable television network launched in 1979, devoted to broadcasting and producing sports coverage 24 hours a day.
- *Institutional Logics Theory*: The logic associated with an institution is a set of material practices and symbolic constructions, which constitutes its organizing principles and which is available to organizations and individuals to elaborate. These institutional logics are symbolically grounded, organizationally structured, politically defended, and technically and materially constrained (Friedland & Alford, 1991, p.248-249).
- *Media Content Analysis*: a study that helps one define and understand a media profile by evaluating issues, messages, advocates, critics, media and journalists, giving qualitative ratings in print, broadcast and online coverage, recommending public relations action and response (Michaelson, 2006).

- *Men's College World Series*: the NCAA Division I baseball championship series, featuring the final 8 teams, taking place over a two week time span in Omaha, Nebraska each June.
- *National Collegiate Athletic Association (NCAA)*: a national governing body comprised of nearly 1200 institutions, conferences and members created for the purpose of preserving competitive balance, academic integrity and amateurism for all member educational institutions and student athletes.
- *Non-Programmatic Messaging*: non-baseball specific broadcast content from pregame, in-game and postgame segments. These segments include traditional commercial advertisements, promotions and public service announcements (PSAs) as well as non-standard in-game advertising such as graphics, promotional announcements and game announcer commentary (Gough, 2006).

Assumptions

1. It is assumed that the trained coders used the same protocol to collect data throughout the entire research process.
2. It is assumed that the reliability measures allowed the researcher to collect quantity data that is representative of the academic and corporate trends in the television broadcasts.

Limitations

1. This study does not include any other collegiate baseball games, other than the 2009 Men's College World Series.
2. It is focused solely on the NCAA Division I Baseball championship games and should not be generalized for other sports.

Delimitations

1. Due to time and resource constraints, this study is limited to games from the 2009 Men's College World Series.
2. The study is focused solely on the advertising taking place during the 2009 Men's College World Series.
3. This study utilized a sample of games from the ESPN broadcasts of the 2009 Men's College World Series.

Significance of Study

The NCAA's core purpose is to govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount (NCAA, 2010b). The corporate partners help subsidize the financial expenses of providing outstanding championship events to reward the student-athletes for the success to compete at the highest level. However, the corporate partnerships tend to outshine the educational promotion at the men's CWS. This study examines the commercial advertising in relation to the educational advertising which takes place during the Division I Baseball championship. Similar research has been done on the NCAA men's and women's Division I Basketball championships as well as the Division I Football Bowl Championship telecasts. The previous research found the emerging dominant logic to be commercial (Southall & Nagel, 2008; Southall, Nagel, Amis & Southall, 2008; Southall, Southall & Dwyer, 2009).

CHAPTER II

REVIEW OF LITERATURE

The following section includes a review of related literature which served as a guide in the current research. In particular, this section covers the following three main areas: (1) institutional logics theory, (2) competing institutional logics between higher education and college, and (3) related media content analysis studies. Each of these sections will be discussed in depth to provide a framework for the current research.

Institutional Logics Theory

The organizational theory of institutional logics provided crucial insights into the factors that enable and constrain organizational behavior, practices, and actions (Khair & Richardson, 2010). According to Thornton and Ocasio (2008), institutional logics theory has developed over time by studying organizational analysis beginning with Selznick's institutional environment (1948, 1949, 1957) and Parsons' (1956) mechanics of how the organization functions within society and universalistic rules, contracts and authority. Institutional logics shape rational, mindful behavior of individual and organizational actors contributing to the transitional term over time (Thornton & Ocasio). The NCAA serves as an interest association, which provides for the member institutions (Stagg, 1946). The association is unique in the fact that it is an organization with strategic processes, while serving institutions with strategic processes (Washington, 2004). According to Lawrence (1999), institutional strategy is the patterns of actions concerned with organizing the structure. The NCAA tends to have competing institutional logics between integrating

college athletics into higher education, yet being a commercial market at the same time (Byers, 1997).

The NCAA is an organization which regulates collegiate sport (Falla, 1981). In the beginning of college athletics, there was a debate over the relationship between athletics and education, which still remains a conflict of interest today (Washington, 2004). College athletics have been used as a vehicle to increase visibility, financial gain and prestige of higher education (Chu, 1989). The NCAA was founded in 1906 as a response to regulate sanctions to decrease serious injuries and deaths occurring in intercollegiate football (Falla, 1981; Stagg, 1946; Washington, 2004).

The first NCAA-sponsored national championship event was held in 1921 at the University of Chicago, with 62 colleges and universities competing in the first annual Track and Field Championships (Falla, 1981; Washington, 2004). In the late 1930's, the NCAA developed the National Invitational Tournament (NIT) as well as the National Collegiate Athletic Association Basketball Championship event (Hoover, 1958; Land, 1977; Washington, 2004). The NCAA has been driven by the revenue generating sports of football and basketball since its inception (Falla). The NCAA went through restructuring in 1973, when it transitioned from two divisions of university and college into Divisions I, II and III (Falla, Washington). Division I has been the money making cohort of the three and helps subsidize the Division II and III national championships (Washington).

The College World Series began in 1948, first being held on the campus of Western Michigan, briefly relocating to Wichita, Kansas, just prior to landing its permanent home in Omaha, Nebraska (Madden & Peterson, 2005). Because the College World Series was not a revenue source for quite some time in Omaha, the NCAA looked for support from the local

businesses to help cover the financial expenses of hosting the event (CWS of Omaha, 2010; Madden & Peterson) The CWS of Omaha Inc. has played a crucial part from the development of the College World Series to the extraordinary event that is today (CWS of Omaha).

Competing Institutional Logics. Competing institutional logics create contradictory determinants of power (Thorton & Ocasio, 2008). In college athletics, these competing logics are revenue generation and higher education. The NCAA charged the executive staff with keeping college sport clean while making millions of dollars for the member institutions (Byers, 1997). Athletes must be “so-called” amateurs to compete in NCAA sports even though there is a great deal of revenue generating around these amateur players (Byers). The players are shielded from their exploitation, while the coaches, universities, conferences and the governing body are making money off their playing ability.

According to Byers, (1997) coaches receive elusive endorsements from clothing/shoe companies and public advertising, which leads to a brand association and recognition for athletics in the spotlight. As athletics gain a larger spotlight, universities are able to draw a larger student applicant pool which can lead to a more diverse student body (Byers). College athletic conferences receive television broadcast rights and funds while the NCAA makes a lot of money from corporate sponsors, broadcasts, regular season games, playoffs, bowl games, and tournaments (Byers). Harry Carson, a former all American linebacker of the New York Giants and President of Harry Carson Inc. elaborates on Byers’ argument, stating, “the pressure to win by alumni, athletic directors, coaches and the media has changed the face of college athletics. Even a novice can see the NCAA and the schools getting richer off the so-called amateur athletes” (Carson, 1998).

Sack and Stauirowsky's *College Athletes for Hire* analyzes how the amateur myth has exploited athletes financially throughout the tenure of the NCAA (1998). Some of the most prestigious universities can undermine educational integrity by being fraudulent and hypocritical. Sometimes, talented athletes are considered by special admissions, although they may not perform as well other students academically (Sack & Stauirowsky). This creates the dilemma of competing institutional logics: which is more important, preserving the educational integrity of the university or winning sports teams? Sack and Stauirowsky discuss how gender differences can play a role in college sport: female athletics tend to emphasize educational, while male college sports tend to be entertainment for the spectators while education is on the backburner.

The college experience has become like a circus with college athletics as the main show and higher education as the side show (Sperber, 2000). In the book *Beer and Circus*, Sperber categorizes the types of students into cultures such as collegiate culture and the academic culture. According to the sociologists, Burton Clark and Martin Trowe, collegiate culture is defined as a world of football, fraternities, sororities, dates, drinking and campus fun, while teachers, courses and grades play a role in the background of this lifestyle culture (Sperber). Those students who identify with the academic culture are able to exceed the intellectual concerns of faculty, while achieving the best grades, enriching the world around them, and by engaging in the knowledge available to them in these educational settings (Sperber). College athletics affect the university culture, which can be positive or negative depending on the way the brand is portrayed. Media influences the amount of attention and interests revolved around college sport on a local, regional, national or international level.

Media Content Analysis Studies

Media plays a vital role in disseminating information to people around the world, with mass media outlets having a great deal of influence on those constituents (Bandura, 2001). There are several types of mass media outlets that reach billions of people each and every day including print media (newspapers and magazines) new media (websites, blogs and social networking sites) and broadcast media (radio and television). Media has had a great deal of influence on college athletics. This was best illustrated when former NCAA President Myles Brand discussed the shifts in college athletics: “I think there has been a dramatic change in intercollegiate athletics and the way college is affected within approximately the last decade, and the reason for that, really, is the explosion of the media” (Brand, 2004).

Print Media. Print media is the oldest form of spreading news and information to the masses. According to the World Association of Newspapers, (2004) The Roman *Acta Diurna* is known as the earliest recorded “newspaper” which was sent out by Julius Caesar to inform the public about important social and political happenings ordered around upcoming events in major cities. Mass media influences the way people feel, think and react because most people are affected by what they exposed to on a regular basis (Riffe, Lacy, & Fico 2005). In sport, people are influenced by what the media presents to them and the way the content is presented (Pedersen, 2002).

Kane and Disch (1993) describe how mass media and sport have a symbiotic relationship, in which they depend on one another for survival. The partnership being beneficial for both parties: mass media sells sport, while sport sells mass media (Sage, 1998). In a study examining gender equity in newspapers, Pedersen (2002) did a content analysis of

print media photographic coverage of interscholastic athletics. The author predicted that male athletics would be prominent over female athletics via the hegemonic theory (Pedersen). According to Sabo and Jansen (1992), sport in relation to the hegemonic theory refers to male privilege and power over that of the female counterparts. Pedersen found that high school male athletics received the following benefits in printed newspapers when in comparison for female athletics: (1) higher quantities of photographs, (2) more color photographs, and (3) better placement of photographs. This study reaffirmed the hegemonic masculinity in print media as predicted (Pedersen). Media portrays males and females in different lights, depending on various factors such as audience, influence and resource outlets.

The United States newspaper industry has suffered a decline in terms of circulation and overall consumer interest due to today's economic environment (Sullivan-Getty, 2009). According to Sutel (2008), *USA Today* remained the most popular print newspaper, circulating over 2.2 million daily. In 2009, Cooper, Eagleman and Laucella conducted a content analysis of gender coverage provided in *USA Today* during the men's and women's NCAA Basketball tournaments. It was predicted that women's basketball teams would receive significantly less overall coverage and receive less highlight event coverage during the selection show, Sweet 16, Elite 8 issues, Final Four and Championship issues than men's basketball teams. From an equity standpoint, the results illustrated that men's basketball received more overall coverage as women were underrepresented during the Sweet 16, Elite 8, Final Four and Championship issues (Cooper et al., 2009). *USA Today* is just one media source in which women receive less coverage than their male counterparts.

Many scholars would agree that some strides have been made in how media portrays women in film, television and magazines over the last 20 years and that there has also been growth in the presence and influence of women in media behind the scenes (Tallim & Wing 2010). Nevertheless, research has demonstrated that female athletics presence in the media is still inferior to male athletics. For example, women tend to receive coverage related to their femininity rather than their athletic ability (Fink & Kensicki, 2002). Previous content analyses on popular magazines and newspapers have illustrated these trends.

The Kolbe and Albanese study (1996) depicts the male images used in advertising of six popular male-audience magazines: *Business Week*, *Esquire*, *GQ*, *Playboy*, *Rolling Stones* and *Sports Illustrated*. The advertisements were coded based on physical characteristics, including body type, amount of body shown, clothing, appearance, facial hair, position/pose, hairline, jewelry, glasses and other descriptors. Most of the men portrayed a “mesomorphic” body type, which appears to be strong, tough and equipped for strenuous physical activity (Kolbe & Albanese). This study found the images of the men were clearly objectified and depersonalized with the targeted male audience. Men were not portrayed as ordinary average guys, but strong and muscular. Many of these advertisements depict athletes, partially dressed with arms or legs exposed in athletic attire (Kolbe & Albanese). Men and women are portrayed significantly different among the various media outlets. Men tend to represent masculinity while women are presented as lady-like or feminine (Fink & Kensicki, 2002).

Fink and Kensicki (2002) conducted a study to analyze the visual and literal texts in coverage of female sport and athletes in *Sport Illustrated*, which is a historically male-centered magazine, and *Sports Illustrated for Women*. This research was done to see if the mandates for marketing femininity were as strong if they crossed over to this female-specific

sport magazine (Fink & Kensicki). A content analysis was done, which included articles and photographs from Sports Illustrated and Sports Illustrated for Women 1997-1999. The researchers found that women continue to be underrepresented and portrayed in traditionally feminine sports or shown in a non-sport related scene in both media outlets (Fink & Kensicki, 2002). Though traditional print media is a great resource for mass dissemination (Bandura, 2001), several print media outlets are taking their products to a larger audience, the worldwide web (Schultz, 1999).

New Media. The internet has become an influential media outlet for traditional media; for example, having an online newspaper accessible anytime. Schultz conducted a content analysis of 100 U.S. Newspapers, specifically focusing on the interactive options in Online Journalism (1999). In this study, the concept of interactivity is introduced as two-way communication, which people can respond and react to one another interchangeably (Schultz). Different purposes and tasks require different levels of interactivity as machines do not automatically understand and respond to messages (Schultz). According to Rafaeli and Sudweeks, (1997) there must be conversational interaction meant to produce meaning; therefore, in order for communication to be successful it needs to be multi-dimensional. Schultz concluded communication tends to fail because the participants are not equally a part of the conversation.

Shultz (1999) examined the interactive variables (email addresses, emails containing direct links to articles, chat rooms, surveys, discussion forums, overall level of interactive options, multimedia options) compared to the type of newspapers, the ownership and the circulation size. The findings show many news organizations did not take advantage of the interactivity model (Schultz, 1999). Since this study was done, many newspapers have

changed interactive options to be more accessible for users. Like newspapers using internet websites to expand on the printed material, several institutions are utilizing websites to promote their intercollegiate sports.

Athletic department websites are crucial tools used as unique opportunities to build brand equity for the overall college athletics product as well as being an additional media outlet source to bring consumers closer to the action (Cooper, 2009). Brand equity is a set of assets linked to a brand's name and symbol that adds to or subtracts from the value provided by a service to a firm and/or that firm's customer (Aaker, 1991). There are several factors that contribute to or influence the components of brand equity for athletic departments. In this study, the content of media coverage for individual team sports on their respective school's athletic websites was assessed. The analysis investigated 20 Division I athletic websites during a three week period for a sample of 420 websites overall (Cooper). The analysis revealed the sports receiving the most coverage were: men's basketball 16.93%, women's basketball 15.05%, football 12.29%, and baseball 10.33% (Cooper). Websites are becoming a popular media outlet for consumers, yet the traditional broadcasting outlet television still remains a favorite media outlet for college sports.

Broadcast Media. Hallmark and Armstrong (1999) conducted a comparative analysis of camera angles and graphics displayed in the Men's and Women's NCAA Division I Basketball Championship game broadcasts from 1991-1995. Women's college basketball has become more popular in the United States, gaining fans and support through the national televised broadcasts (Hallmark & Armstrong). Tuggle (1997) explains how ESPN, CBS and other networks report results of both men's and women's games on their "tickers" and news programs. Although there were no significant differences between the number of camera

shots or graphics displayed, there were longer peripheral camera shots in the women's games than the men's games. The results displayed a commitment to the action by more court level shots in the men's games, while more attention was directed to the coaches and other factors during the women's games.

Billings, Halone and Denham (2002) did a content analysis on the commentary related to the 2000 NCAA Final Four men's and women's basketball championships. The CBS commentators were Jim Nantz, Billy Packer and Armen Keteyan for the men's games and Mike Patrick, Anne Meyers and Michelle Tafoya for the women's games. Over three-fourths of the overall commentary made about athletic performance was devoted to the men's games. Of the limited discussion made during the women's games, the females were discussed in terms of positive consonance, personality, looks, appearance and background rather than their athletic abilities. The commentary during the broadcasts was male dominated with 87 percent made by male sports commentators although there were two female counterparts during the women's games.

Although there have been several content analyses done on college basketball, there was no current research focused specifically on college baseball. Previous research studies have focused on competing institutional logics portrayed in non-programmatic messages during college athletic broadcasts. These studies were done on the NCAA Division I women's and men's basketball tournaments, as well as the Bowl Championship Series of the NCAA Football Bowl Subdivision. These previous research studies have led to this study of examining non-programmatic messaging during the 2009 College World Series.

The NCAA Division I women's basketball tournament has become more popular in attracting fans, increasing television ratings and acquiring more levels of advertising

spending (Southall & Nagel, 2008) Although women's basketball is not considered a revenue generating sport, the broadcast reproduction has become more like big-time college sport telecasts. The NCAA's mission is to "integrate athletics into higher education" and to ensure the "educational experience of the student-athlete is paramount" (NCAA, 2010b). Using ESPN broadcasts from the 2007 NCAA Division I women's basketball tournament (first, second, and fourth rounds; championship game), the content analysis demonstrated that there was no discussion of higher education (nor any university-specific PSA's) during any of the broadcasts (Southall & Nagel). Further, the results showed that there were an average of two NCAA PSA's provided per broadcast. The results proved there was very little evidence the educational institutional logic influenced the broadcast decision-making. Of the two-hour tournament broadcast, educational messages (both verbal and visual) were present in 0.1% (7.9 seconds per game) of the total non-program content (Southall & Nagel). This study's results align with the research of the NCAA Division I men's basketball tournament.

The NCAA Division I men's basketball tournament consistently generates high television ratings and attracts high levels of advertising spending (Southall et al., 2008). This study examined the extent to which these NCAA broadcasts are consistent with the NCAA's educational mission, while considering the dominant institutional logic in the reproduction (Southall et al., 2008). The analysis of the 2006 Division I men's basketball tournament was conducted to examine the production structures and practices in television broadcasts. The sample included all regional sites, with randomly selected games from the first, second and third rounds of the tournament as well as the semi-finals and championship games. Southall et al. (2008) revealed two institutional logics in the field of Division I men's basketball, educational and commercial, though evidence displayed commercial logic has been dominant

for as long as the NCAA has existed. The NCAA basketball championship events have been tremendously influenced by advertising dollars, corporate partners and national television contracts (Duncan & Brummet, 1991; Washington, 2004).

Southall, Southall and Dwyer (2009) proclaim the Bowl Championship Series as the prominent national football bowl games, which are the NCAA's Football Bowl Subdivision championship events. These games consistently draw high television ratings and attract millions of dollars in advertising spending (Southall et al., 2009). The BCS bowl game study examined the influential factors in the representation process including how both past choices and future influences relate to the television production structures and practices. Southall et al. categorize characteristics which effect commercialized logic of college sport as economic systems, organizational identity, legitimacy, authority structures, mission, focus of attention, strategy and governance. The commercial logics reflected are market capitalism, academic capitalism, D-I college basketball as business, market position of BCS conference, Fox Sports/ESPN, NCAA, advertisers/sponsors, competitive position, increase cash flow and revenues, resource competition, acquisition growth, market share, conference and corporate control (Southall et al.). These factors influence what is being represented in the BCS broadcasts. This study's results found little evidence that the educational institutional logic had any influence on the strategic decision-making; therefore, rather than competing industry-level institutional logics, a dominant institutional logic was represented (Southall et al.).

Building upon the previous research (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009) this study analyzed the institutional logics of those commercial in nature and educational. This study investigated to see if there were competing institutional

logics taking place during the CWS or if a dominant institutional logic was reflected similar to what occurred in the previous research. The study was a media content analysis of the 2009 CWS broadcasts on the ESPN network covering the pre-game, in-game and post-game non-programmatic segments.

CHAPTER III

METHODOLOGY

A media content analysis is a research method that helps one define and understand a media profile by evaluating advocates, critics, journalists, messages, issues, and the media (Michaelson, 2006). The content analyst views data as representations not of physical events but of texts, images and expressions created to be seen, read, interpreted and acted on for their meanings which require an analysis (Krippendorff, 2004). The purpose of this study was to discover the institutional logics differences between the corporate advertising and educational messaging portrayed during the College World Series utilizing a quantitative content analysis.

Sample

The 2009 College World Series took place from June 13th, 2009 through June 24th, 2009. The championship series was between the Louisiana State University and the University of Texas, which took all three games to decide the 2009 Division I baseball champions. All of the 15 games took place at Johnny Rosenblatt Stadium in Omaha, Nebraska. The eight teams that participated in the College World Series were: Arizona State University (Arizona State), University of Arkansas (Arkansas), Cal-State University at Fullerton (Cal-State Fullerton), Louisiana State University (LSU), University of North Carolina at Chapel Hill (North Carolina), University of Southern Mississippi (Southern Miss), University of Texas at Austin (Texas), and the University of Virginia (Virginia). The total attendance of the 2009 College World Series was 336,076, with an average of 22,405

per game (Vasquez, 2010). Every game of the entire series was broadcast on ESPN or ESPN2 and the approximate total viewers were 1,928,000, which was about 1,450,000 households (Gorman, 2009). The corporate partners of the NCAA were able to reach the consumers on-site for the event as well as the television viewers. Due to time and resource constraints, this study focused solely on the broadcast endorsements that took place pre-game and during the game broadcasts included in the sample. The sample included 5 out of the 15 games played from the 2009 CWS. The ESPN broadcasts were utilized to collect the data for the analysis (Table 1 presents the College World Series games utilized in the media content analysis).

Coding Process

This study's coding system, utilizing eight game-broadcast analysis units (Riffe et al., 2005) was based on previous content-analysis research (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009). The broadcast-analysis units developed comprised the following non-program categories:

Commercial Breaks:

- (ADV) Advertising-Standard Commercial Advertisements
- (NCAA) NCAA Public Service Announcements
- (CORP) Corporate-Sponsor Public Service Announcements

In-Game Messaging:

- (GR) Non-Standard Sponsorship Graphics without Verbal
Commentary
- (VER) Non-standard Sponsorship Verbal Commentary

- (GR/VER) Non-standard Sponsorship Graphics with Verbal Commentary
- (GR/ACA) Academically-Related Player Information Graphics
- (ED) Positive or Negative Educational Commentary

The content analysis coding schema was consistent with previous research that utilized the analysis of non-program broadcast content from pre-game, in-game and post-game segments (Madden & Grubs, 1994; Southall & Nagel, 2008; Southall, et al., 2008; Southall et al., 2009). The non-program broadcast content included traditional commercial advertisements: network commercial time, local advertising spots, promotions and public service announcements (PSA's) and nonstandard in-game advertisements, graphics, promotional announcements and game announcer commentary (Gough, 2006). Non-program messages were categorized as commercial or educational in nature for this study (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009).

Following the previous research outlines, positive educational messages were discussion of the university's academic mission, the student-athlete's major, classroom performance, grade point average (GPA), and/or referring to the athlete as an "Academic All-American" (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009). The commentary of the sports broadcasters' come from a combination of research done by the producers and editors as well as historical and statistical staff to produce the variety of coverage during the sporting event (ESPN, 2010). Educational messages were identified as positive or negative. An example of a negative educational message was a discussion of an "academic scandal" or ineligibility issue (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009).

Intercoder Protocol and Reliability

Being that multiple coders participated in the study, a coder training program was utilized similar to that of the previous analysis using standard coding matrices (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009). The coders were educated on the coding terms and understood the definition of each before observing any of the broadcasts. After the coders were comfortable with the instructions, one game was analyzed independently to assess intercoder reliability. The Scott's Pi (.89) and Cohen's Kappa (.89) values illustrated reliability between the two coders (Neuendorf, 2002; Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009). The remaining four games were distributed between the two coders, each completing two games. The sample size was 5 out of 15 games total.

CHAPTER IV

RESULTS

This section includes the results from the research questions posed for this study. This research was conducted to observe the non-programmatic messaging which took place during the 2009 College World Series broadcasts. As illustrated in Table 1, a total of 15 hours, 46 minutes and 48 seconds of broadcast airtime was utilized in this analysis. The average length per game was approximately 3 hours, for example, the University of North Carolina verses the University of Southern Mississippi game was 3 hours and 23 seconds. The University of Arkansas verses the University of Virginia game went into extra innings, therefore, more airtime was observed.

Table 1
CWS Game Broadcasts Time Utilized

| Game | Broadcast Air Time Utilized |
|-------------|------------------------------------|
| ASU/UNC | 3 hours, 1 minute, 21 seconds |
| UNC/USM | 3 hours, 23 seconds |
| USM/Texas | 3 hours, 1 minute, 21 seconds |
| Ark/UVA | 3 hours, 43 minutes, 24 seconds |
| CSF/UVA | 3 hours, 20 seconds |

Research Question 1

How much time and what type of non-programmatic messaging is taking place during the commercials of the College World Series broadcasts?

- a. (ADV) Advertising-Standard Commercial Advertisements
- b. (NCAA) NCAA Public Service Announcements
- c. (CORP) Corporate Sponsor Public Service Announcements

Utilizing previous established non-program content categories (Riffe et al., 2005; Southall & Nagel 2008; Southall et al., 2008; Southall et al., 2009), the analysis of the five College World Series games revealed a total of 6,540 seconds (24 minutes, 12 seconds per game) of standard commercial advertising during the research. In addition, the results illustrated that the CWS broadcasts included approximately one minute of NCAA public service announcements for each game. Further, as shown in Table 2, the data revealed that there was approximately 54 seconds of corporate public service announcements in each CWS game.

Table 2
CWS Broadcast Non-program Commercial Summary

| Category | Total Seconds | Mean (M) per Broadcast |
|-----------------|----------------------|-------------------------------|
| ADV | 6540 | 24 minutes, 12 seconds |
| NCAA | 300 | 1 minute |
| CORP | 270 | 54 seconds |

Research Question 2

How much time and what type of non-programmatic messaging is taking place during the in-game College World Series broadcasts?

- a. (GR) Non-standard Sponsorship Graphics without Verbal Commentary
- b. (VER) Non-standard Sponsorship Verbal Commentary
- c. (GR/VER) Non-standard Sponsorship Graphics with Verbal Commentary
- d. (GR/ACA) Academically Related Player Information Graphics
- e. (ED) Positive or Negative Education Commentary

Established non-program content categories were used for the analysis of the in-game messaging. As shown in Table 3, the non-programmatic messaging during in-game broadcasts included 1,163 seconds ($M = 3$ minutes, 52 seconds per broadcast) of graphics and 1,760 seconds ($M = 5$ minutes, 52 seconds per broadcast) verbal references. In addition, the data revealed that there were 55 seconds of academic graphics ($M = 11$ seconds per broadcast) and 145 seconds of educational messaging ($M = 29$ seconds per broadcast). The educational messaging could have been positive or negative and the educational references were related to GPA, major or all American Academic.

In total, the entire educational messaging in the study accounted for approximately 200 seconds during the broadcasts. Overall, this represents about .004% of the broadcast time (49,698 seconds) that was included in the research. The remaining non-programmatic time allocations are presented in Table 3.

Table 3

CWS Broadcast Non-program In-Game Content Summary

| Category | Total Seconds | Mean (M) per Broadcast |
|-----------------|----------------------|-------------------------------|
| GR | 1163 | 3 min, 52 sec |
| VER | 1760 | 5 min, 52 sec |
| GR/VER | 1920 | 6 min, 24 sec |
| GR/ACA | 55 | 11 sec |
| ED | 145 | 29 sec |

Research Question 3

Which institutional logic is being reflected during the College World Series broadcasts?

- a. NCAA mission
- b. ESPN mission

The individual game comparisons help illustrate the amount of advertising that took place during the CWS broadcasts. The individual game results showed that the standard commercial advertising was “highest” in the Texas/USM (29 minutes, 45 seconds) and UVA/Arkansas (34 minutes, 30 seconds) games. In contrast, the analysis also revealed that the Academic and Educational Messaging were “highest” in the UNC/ASU (1 minutes, 20 seconds), UNC/USM (40 seconds) and UVA/Arkansas (1 minute, 20 seconds) games (see Table 4). The standard commercial advertising “lowest” was in the UNC/ASU (22 minutes, 30 seconds) and UNC/USM (22 minutes, 15 seconds) games respectively.

As demonstrated in Table 4, there was very little Academic related graphics in four of the games included in the sample. This, it seems as if the educational institutional logic had very little influence on the CWS broadcasts.

Table 4

Total Non-program Content in the 2009 Men's CWS ESPN Broadcasts

| Category | ASU/UNC | UNC/USM | Texas/USM | UVA/Ark | UVA/CSF |
|-----------------|----------------|----------------|------------------|----------------|----------------|
| ADV | 22min,30sec | 22min,15sec | 29min,45sec | 34min,30sec | 26min,15sec |
| NCAA | 1 min | 30 sec | 1 min | 1min,30sec | 1 min |
| CORP | 0 min | 1 min | 30 sec | 2 min | 1 min |
| GR | 3 min,30sec | 4 min,6sec | 2 min,29sec | 4min,30sec | 4min,48sec |
| VER | 4min,30sec | 8 min,20sec | 7 min,30sec | 5min,20sec | 3min,40sec |
| GR/VER | 4min,45sec | 8min,15sec | 5min,40sec | 8min,5sec | 5min,15sec |
| GR/ACA | 50 sec | 0min | 0 min | 5 sec | 0 min |
| ED | 30 sec | 40 sec | 0 min | 1 min, 15sec | 0 min |

Comparison of Research Studies

This study's findings have been similar to that of the previous research conducted on the NCAA Division I Men's Basketball, NCAA Division I Women's Basketball and the BCS Football telecasts. In these studies, the dominant institutional logic was that of the commercial logic, even though one of the charges of the NCAA is to integrate intercollegiate athletics into higher education and to ensure the educational experience of the student-athlete. (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009). See Table 5. From the research that has been done in this field, it is evident that the most advertising occurs in high profile sports (Division I Men's Basketball and BCS Football telecasts) where revenue generation is the emphasis. The most educational messaging took place during the College World Series broadcasts. Even though the most educational messaging took place during the CWS broadcasts, it is still less 1% of in-game broadcast content.

Table 5
Non-program Content Summary Comparison of Research Studies

| Category | Division I MBB | | Division I WBB | | BCS Bowls | | Men's CWS | |
|----------|----------------|---------|----------------|--------|-----------|---------|-----------|---------|
| | Seconds | Mean | Seconds | Mean | Seconds | Mean | Seconds | Mean |
| ADV | 74,157 | 39m,52s | 13,312 | 22m | 15,058 | 50m,11s | 6,540 | 24m,12s |
| NCAA | 1,620 | 52s | 555 | 55.5s | 667 | 2m,13s | 300 | 1m |
| CORP | 956 | 31s | 333 | 33.3s | 302 | 1m | 270 | 54s |
| GR | 6,584 | 3m,32s | 1,964 | 3m,27s | 7,659 | 25m,32s | 1,163 | 3m,52s |
| VER | N/A | N/A | 1 | .01s | N/A | N/A | 1,760 | 5m,52s |
| GR/VER | 4,773 | 2m,34s | 1,284 | 2m,15s | 3,841 | 12m,48s | 1,920 | 6m,24s |
| GR/ACA | 58 | 1.8s | 10 | 1s | 53 | 11s | 55 | 11s |
| ED | 197 | 6.36s | 69 | 6.9s | 82 | 16s | 145 | 29s |

Educational Messaging In-Game Broadcasts

The educational messaging which took place during the CWS broadcasts were either graphics displayed, verbal commentary or a combination of both. This educational messaging related to the student-athlete's major, grade point average, early graduation or Academic All-American awards. From this study, the majors displayed or discussed were: Kinesiology, Communications, Management and Society, Exercise and Sport Science and Business Administration. Three out of the five game samples had educational messaging in the game broadcasts including the University of Arkansas verses the University of Virginia, the University of North Carolina verses Arizona State University, the University of North Carolina verses the University of Southern Mississippi.

The games which UNC participated in had the most educational messaging on average and the least commercial advertising on average. Interestingly enough, during the

Arkansas/Virginia game, the commentators were discussing one of UNC's student-athletes and his major. They were discussing, right field senior, Garrett Gore being a Communications major and offered him an ESPN experience during his trip to Omaha. Of the 200 seconds (3 minutes, 20 seconds) of educational messaging overall, 175 seconds (2 minutes, 55 seconds) were related to UNC student-athletes. If UNC had not been participating in the CWS, the non-program educational messaging would have been even less, almost non-existent.

CHAPTER V

DISCUSSION

This section will discuss the analysis of the 2009 ESPN College World Series broadcasts from a practical and theoretical standpoint. In addition to discussing observed trends and comparisons to previous research, the following sections will present implications for the findings in the CWS broadcasts. There will also be a brief section dedicated to suggestions for future research related to this field of study.

A critical component of any sporting event broadcast is the non-programmatic messaging within the broadcasts. Consistent with broadcast industry practices, the commercial format during the 2009 CWS games was predetermined and scripted. Since a baseball game has nine innings, there are consistent breaks at the top, middle and the end of each of inning, which provides multiple opportunities for non-program content messaging. Within these constraints, the broadcast entity (ESPN) has the ability to sell advertising segments or slots in increments of 15 seconds (15, 30, 45 or 60 seconds) to advertisers. In-game advertising can range from five seconds to one minute, depending on the amount of time the commentators have available to plug the advertisements. However, the advertisers must be within the NCAA advertising and promotional standards (NCAA, 2010c). Advertisers and others associated with NCAA events (e.g., entities participating in NCAA championship fan fests) should be generally supportive of the NCAA's values and attributes, and/or not be in conflict with the NCAA's mission and fundamental principles (NCAA, 2010c).

In formulating the advertising and promotional standards, the NCAA reviewed the broadcast practices and standards documents of its primary television partners (i.e., ESPN Domestic Commercial Guidelines). In some cases, the NCAA adopted specific standards from those guidelines. Overall, the NCAA recognizes that these network guidelines help to maintain and assure a standard of appropriate advertising on NCAA championship telecasts.

Today, the competing institutional logics taking place during college sports are educational and commercial (Southall et al., 2008). The commercial logic has been evident since the inception of the NCAA back in 1906 (Washington, 2004; Washington & Ventresca, 2004) and is reflected in the CWS broadcasts included in the research. Washington and Ventresca (2004) suggested that the initial motivation for American universities and colleges' in creating sports programs was to enhance financial resources and increase visibility. Television contracts are one primary example of how universities, conferences and the governing body have enhanced their brand image with consumers. Television rights fees, especially through post-season tournament play, have played a major role in gaining commercial revenue throughout the years (Washington, 2004).

Two principles from the advertising and promotional standards that the NCAA seeks to promote are a) Champion the student-athlete, reflecting the integration and balance that student-athletes achieve every day between academics and athletics, and b) Enhance the overall value of higher education (NCAA, 2010b). While the NCAA endorses these principles, it also has a policy guideline that seems incongruent:

Institutions who wish to broadcast their own school public service announcements (PSAs) on nationally televised NCAA championship tournament games must purchase advertising time from the network at your own expense. The NCAA agreements with ESPN and CBS College Sports Network do not call for "comp" or free PSA time for participating institutions (NCAA, 2010c).

According to Dachman (2010), ESPN's 2009 CWS producers were Tom McNeely, Scott Johnson and Scott Matthews and the play-by-play commentator was Mike Patrick. In addition, the color commentators were Orel Hershiser and Robin Ventura and the sideline reporters were Kyle Peterson and Erin Andrews (Dachman). Most of the ESPN crew is associated with MLB baseball, i.e., lead producer Scott Matthews is a regular producer of Monday Night Baseball, the CWS and the Little League World Series. Orel Hershiser is a former MLB pitcher and is currently an MLB analyst for Baseball Tonight and Sunday Night Baseball. Robin Ventura is a former MLB infielder that was inducted into the College Baseball Hall of Fame after a successful career that included an NCAA record 58-game hitting streak. The ESPN crew knows professional baseball and essentially re-produces the MLB product within the CWS broadcasts.

Based on the results, the 2009 Men's College World Series provided little evidence that an educational institutional logic had influenced the strategic decision made in the broadcasts. From the games utilized in the sample, none of the participating universities purchased institutional PSA's. Within the five-game sample (approximately three hours of airtime per broadcast), standard commercial advertising was dominant over both the NCAA PSA's and Corporate partner PSA's. The NCAA PSA's ranged from 1-3 per broadcast (average of 30 seconds) and the Corporate PSA's ranged from 0-4 per broadcast (average of 30 second). The lack of the advertising within the CWS broadcast by universities reflects the high cost of 30-second commercial slots (Southall & Nagel, 2008; Vasquez, 2005). The prohibiting of PSA time by the NCAA and ESPN is indicative of the commercial institutional logic that emphasizes the need to maximize the return on investment through the sale of available broadcast advertising (Southall & Nagel). Within this context, it is no surprise

commercial advertising overpowers any academic and/or educational messaging. From this analysis, the commercial institutional logic has ascended to a position of dominance within the college-sport field.

Conclusion

College sport is a major entertainment product for spectators. This entertainment focus overshadows the fact that the participants are college students. The players are often treated as though they are professional athletes (Sack & Staurovsky, 1998). With college athletics becoming the “main event” of entertainment, the educational experience has taken a backseat to the college spectacle (Sperber, 2000). This entertainment focus often results in educational integrity being compromised, and the end-result is often fraud and hypocrisy (Sack & Staurovsky).

Key stakeholders playing leading roles in college sport are the NCAA, ESPN, corporate sponsors and advertising partners (Southall et al., 2008). These critical actors play an important part in what is displayed in the representative broadcasts for the general viewing audience (Silk, Slack & Amis, 2000). Schools and universities who wish to be a participant in big time college sport can often be pressured by these key stakeholders (NCAA, ESPN, and sponsors/advertisers) to agree to television contracts that are primary commercial in nature (Southall et al.). Technology such as digital television recorders has allowed fans/viewers to fast forward through commercials. However, sport marketers and advertisers have created more in-game graphics and verbal references to counter this trend in consumer viewership (Southall & Nagel, 2008; Southall et al., 2008; Southall et al., 2009).

America’s favorite past time (baseball) has become a big-time college sport and it is clearly getting more commercialized from the enhancements made to Rosenblatt over the

years. The Men's College World Series has grown in popularity throughout the years and has become a revenue generating championship for the NCAA since being held in Omaha each year. With the new downtown TD Ameritrade ballpark, the CWS is likely to continue to grow from a consumer standpoint. Based on the results in the research, the commercial institutional logic reigns prominent over the educational institutional logic in the ESPN broadcasts of the Men's College World Series, and this is likely to continue in future years.

Future Research

While there has been some research done in this area, there is still an extensive need for more studies in this realm. Previous research (as well as this study) has displayed a dominant commercial institutional logic. There is a continuous debate over commercialized "big-time" college sports and the NCAA's notion of amateurism. Future research could add depth to the literature by examining the non-program content in the Major League Baseball (MLB) playoff games or World Series. This would provide a nice platform to compare the television broadcasts at the college and professional levels. In addition, scholars could extend the research by focusing on similar championship events (e.g., Women's College World Series and men's DII and DIII baseball championships). Further research could also focus on the analysis of this programming in men's and women's basketball at the division II and III levels as well as the FCS championship.

Additional studies could add depth to the current research by examining the NCAA corporate partners and champions' expenses on in-game and standard commercial advertising. In addition, it could be useful to examine the legal terms of the NCAA corporate partners and champions, with an emphasis on the advertising exclusivity rights and ESPN broadcasting the competing non-partner commercials.

APPENDIX A: Coder Training Manual

Coders should go through the following steps in the content analysis for each of the advertisements included in the study (v=variable):

V1. Coder Identification (1=xx, 2=xx)

V2. Game Identification

Arizona State/North Carolina

Texas/Southern Miss

Virginia/Cal State Fullerton

North Carolina/Southern Miss

Arkansas/Virginia

V3. Inning Differentiation

Pre=Pre Game Commentary

1= First (Top=T1, Mid=M1, Bottom=B1)

2= Second (Top=T2, Mid=M2, Bottom=B2)

3=Third (Top=T3, Mid=M3, Bottom=B3)

4=Fourth (Top=T4, Mid=M4, Bottom=B4)

5=Fifth (Top=T5, Mid=T5, Bottom=B5)

6=Sixth (Top=T6, Mid=T6, Bottom=B6)

7=Seventh (Top=T7, Mid=M7, Bottom=B7)

8=Eighth (Top=T8, Mid=M8, Bottom=B8)

9=Ninth (Top=T9, Mid=M9, Bottom=B9)

10=Tenth (Top=T10, Mid=M10, Bottom=B10)

Post=Post Game Commentary

APPENDIX B:
Commercial Advertising Coding Sample

| Coder | Game | Inning | Ad Unit # | Length (seconds) | Source | ADV | NCAA | CORP |
|-------|------|--------|-----------|---------------------|---------------------|-----|------|------|
| 1 | 1 | Pre | 1 | 30 | Capital One | x | | |
| 1 | 1 | Pre | 2 | 30 | Buick | x | | |
| 1 | 1 | Pre | 3 | 30 | Coca-Cola/Coke Zero | x | | |
| 1 | 1 | Pre | 4 | 30 | The Home Depot | x | | |
| 1 | 1 | M1 | 5 | 30 | INDY Racing on ABC | x | | |
| 1 | 1 | M1 | 6 | 30 | Progressive | x | | |
| 1 | 1 | M1 | 7 | 30 | Progressive | x | | |
| 1 | 1 | B1 | 8 | 30 | Microsoft | x | | |
| 1 | 1 | B1 | 9 | 15 | Philips Norelco | x | | |
| 1 | 1 | B1 | 10 | 15 | KFC | x | | |
| 1 | 1 | B1 | 11 | 30 | Volkswagen | x | | |
| 1 | 1 | M2 | 12 | 30 | Ford | x | | |
| 1 | 1 | M2 | 13 | 30 | The Home Depot | x | | |
| 1 | 1 | M2 | 14 | 30 | AT&T | x | | |

APPENDIX C:
In-Game Non-program Content Coding Sample

| INNING | SOURCE | LENGTH | GR | VER | GR/VER | GR/ACA | ED |
|--------|--------------------------|--------|----|-----|--------|--------|----|
| Pre | Capital One | 5 | x | | | | |
| Pre | NCAA on ESPN | 30 | x | | | | |
| Pre | NCAA on ESPN | 5 | x | | | | |
| Pre | NCAA on ESPN | 5 | | | x | | |
| Pre | Capital One | 5 | | | x | | |
| Pre | Buick | 5 | | | x | | |
| Pre | Coca Cola Zero | 5 | | | x | | |
| Pre | NCAA on ESPN | 5 | x | | | | |
| | | | | | | | |
| M1 | NCAA on ESPN | 5 | x | | | | |
| | | | | | | | |
| T2 | NCAA on ESPN | 5 | x | | | | |
| | | | | | | | |
| B2 | NCAA on ESPN/Capital One | 10 | | | x | | |

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