

# Program Review

## Self Study Template

Revised 141-2019

Academic unit Dept of Sport Management \_\_\_\_\_ College Applied Studies \_\_\_\_\_

Date of last review 2017 \_\_\_\_\_ Date of last accreditation report (if relevant) 2019 \_\_\_\_\_

List all degrees described in this report (add lines as necessary)

- Degree B.A. Sport Management CIP code 31.0504
- Degree M.Ed. Sport Management CIP\* code: 31.0504
- Degree \*\* B.A.S. Workforce Leadership & Applied Learning CIP\* code: 52.0213

\*To look up go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*\*Not being reviewed in this Program Review Report, since the degree officially started in fall 2019.

Certificate (s): \_\_\_\_\_

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

NAME (List department – if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
Bobby Berry		NTT
Ricki Ellison		Academic Advisor NTT
Wonyoung Kim		Tenured (Assoc Professor)
Jeff Noble		Tenured (Assoc Professor)

Submitted by: Mark Vermillion, Chair \_\_\_\_\_ Date: March 15, 2020 \_\_\_\_\_  
(Name and title) (Date)

In yellow highlighted areas,  
data will be provided

## Part 1: Departmental Purpose, Relationship to University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

*The mission of Wichita State University is to be an essential*

mentoring training; and The Boys and Girls Club to provide responsible and safe social events. Economically, the department's programs have been involved in service learning projects, such as work with the Wichita Open, Friends University Athletics, WSU Athletics, and the Wichita Sports Forum. By



students—we have set our 80% thresholds of “satisfied or higher,” which is in alignment with both our COSMA accreditation and WLAL outcomes assessment plan.

*E. Provide an overall description of your program(s) including any changes made since the last review?*

The Sport Management programs (B.A. and M.Ed.) are accredited programs that prepare students through courses and applied learning experiences influenced by industry practices—to work in a variety of occupations within the sport, recreation, and physical activity industry. Additionally, there are a number of graduates, both graduate and undergraduate students, that work within a variety of industries, such as education, entertainment, hospitality and tourism, retail, financial planning, insurance, and other forms of specialized business. Using direct and indirect assessments of SLOs and OEGs, the Sport Management programs have incorporated data driven decision making processes into our evaluative processes. Additionally, we connect with internal and external stakeholders through active organizations, such as the Sport Management Student Association (SMSA), Sport Management Alumni Association (SMAA), and the Sport Management Advisory Council; these organizations provide oversight and feedback with our main constituents: Students, alumni, and practitioners. Our Sport Management programs hosted a COSMA reaccreditation site visit in October of 2019, received unanimous approval for reaccreditation in February of 2020, and will be accredited through 2027.

Since our last program review in 2017, the Department of Sport Management has added minors in Esports Management and Workforce Leadership in response to students’ demand and interest in specialized educational programming. Additionally, we have added the WLAL degree program, which is the first Bachelor of Applied Science here at WSU. The WLAL is a new degree program focusing on developing 21<sup>st</sup> century job skills (i.e. “soft” skills) and leadership through a variety of course options. The WLAL includes 21 credit hours of applied learning, which consists of almost 1,700 hours of on-the-job training where students are rigorously assessed with weekly, midterm, and final assessments involving site supervisor feedback, student debriefing projects, and other direct assessments. WLAL is a flexible degree, which has both online and additional major degree codes providing students the chance to tailor their educational experience to their career and/or life goals. WLAL’s Partnership Alliance is an external advisory council with members from a variety of industries including accounting firms, senior care, military representatives, organizational culture specialists, and other occupations from business and industry. Since Fall 2019 was the first official semester the WLAL was offered, there is no data collected on WLAL majors or the program for analysis during this Program Review reporting cycle.



*A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity.*

an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.

In 2017, both the College of Applied Studies (known as the College of Education at the time) and the Department of Sport Management adopted the Uniscope model for tenure, promotion, and annual reviews. As a result, faculty are evaluated on the three dimensions or forms of scholarship, research/creative activity, and service—and the key functions of knowledge (discovery, integration, application, and education). Key to annual productivity is the departmental and college evaluations, which provide assistant, associate, and full professors explicit expectations and feedback. Expectations, for example, of acceptable research productivity for an assistant professor are clearly listed within the College of Applied Studies' policies and procedures. The college's Faculty Personnel Committee (FPC) also provides detailed annual feedback for probationary faculty, which is in addition to departmental level feedback. Annual departmental level evaluations, using the university mechanism of the Faculty Activity Record (FAR), involve one-on-one meetings with the department chair and all faculty, regardless of their

Vermillion, Mark	Professor/Chair	Yes (5%)
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## Part3: Academic Program(s) and Emphases

*D. Assessment of Learning Outcomes*

1. Complete the table below with program level data.

finance (72.1%), budgeting (71%), and business analytics (72.1%). There needs to be more focused attention on these concepts within the appropriate courses. These courses and concepts have been historically low and have increased recently, but there needs to be more

Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.	6) SMGT 447 internship site supervisor evaluation 1) SMGT 112				
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Sport Management—M.Ed.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will display knowledge and understanding of the management, marketing, public relations, financial, psycho-social, and legal concepts relevant to effective practice for those preparing for careers in the sport management field.	1) Comprehensive exam 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) 95% at acceptable 2) 90% acceptable or better for cebe4ion		

Students will demonstrate an understanding of the foundations of effective research in sport management.	1) SMGT 800- research report. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) 100% 2) 100% 3) 93.8%, 88.3% 4) NA 5) 100%, 100%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
Students will display an understanding of and appreciation for diversity and its impact on managerial decision-making in sport.	1) SMGT 810- diversity paper. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) NA 2) 100% 3) 97%, 95.3% 4) NA 5) 90%, 95%	1) Not scheduled for reporting until July 2020 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
Students will demonstrate the oral, written and interpersonal communication skills necessary for effective sport management practice.	1) SMGT 803- marketing plan. 2) SMGT 847 internship reflection/integration paper 3) Alumni survey 4) Employer survey 5) SMGT 847 internship site supervisor evaluation	1) Rubric 2) Rubric 3) Survey results 4) Survey results 5) Evaluation results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 80% of respondents at “mostly prepared” or better 4) Minimum 80% of respondents at “mostly prepared” or better 5) Minimum 80% of respondents at “mostly prepared” or better, or “agree” on items	1) 100% 2) 100% 3) 94.5%, 97.6%, 99.2% 4) NA 5) 100%, 100%, 100%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Not scheduled for reporting until July 2020 5) Exceeds expectations
Students will acquire more than 800 hours of field experience in which the knowledge and skills acquired in their sport management classes are successfully applied in a sport management setting.	1) SMGT 847 resume 2) SMGT 847 internship reflection/integration paper 3) SMGT 847 internship site supervisor evaluation 4) Alumni Survey	1) Rubric 2) Rubric 3) Evaluation results 4) Survey results	1) Minimum 90% at “acceptable” or better 2) 90% acceptable or better for each major section of report 3) Minimum 95% receiving “agree” on performance evaluation items and 80% of responses to other items at either “mostly prepared” or better, or “agree” 4) Minimum 80% “mostly valuable” or better	1) 100% 2) 100% 3) 100% 4) 87%	1) Exceeds expectations 2) Exceeds expectations 3) Exceeds expectations 4) Meets expectations

2. Provide an analysis and evaluation of the data by learner

## E. Assessment of Student Satisfaction

Both the B.A.—Sport Management and M.Ed.—Sport Management degree programs employ alumni, employer, and student exit surveys. These surveys, per our COSMA approved assessment plans, are collected in regular cycles and intervals. For example, Employer and program Alumni Surveys are collected every three (3) years. Survey data was collected for the UG Alumni survey, GR Alumni Survey, and Employer survey were filtered to examine the date range of 1/2018-6/2019. Note: Reporting for the Employer Survey is not scheduled until July of 2020; data for this survey are still being collected.

Regarding alumni and employer surveys, please see the following:

Collection Date	Assessment Tool	N/N	%	Result/Analysis
1/2018-6/2019	<sup>1</sup> UG Alumni survey	1) 49/51	1) 96.1%	1) selfreport a rating of 7 or higher
		2) 40/51	2) 78%	2) selfreport a rating of 8 or higher
1/2018-6/2019	<sup>2</sup> GR Alumni survey	1) 119/122	1) 97.5%	1)
		2) 111/122	2) 91%	



3.

## F. General Education

1. Does your program support the university General Education program?  Yes  No

If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 3 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques
Math 242: Calculus I	2015: 96% passed 2016: 87% passed 2017: 96% passed			x		x

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

2. Use Table 4 to further explain which goals of the WSU General Education Program are further addressed.

## *I. Overall Assessment*

1. Define the overall quality of the a

3) #20 Sport Management Undergraduate Degree (2018) [SportsManagementDegrees.com](https://www.sportsmanagementdegrees.com)

NOTE: The B.A. in Workforce Leadership and Applied Learning (WLAL) is not discussed in this program review, since the degree did not commence until fall 2019. The WLAL will be reviewed in the next Program Review Reporting cycle. It should be noted, though, that the WLAL has an Outcomes Assessment plan, which includes direct and indirect assessments of SLOs and OEGs. Similar resources/mechanisms, such as the use of alumni surveys, employer surveys, student exit survey data, and applied learning site supervisor evaluations, will be used to assess program quality.

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Self-reported salary ranges for graduate and undergraduate students from alumni surveys

Salary range (\$)	Graduate students (%)	Undergraduate students (%)
100,000 or more	16	16
80,000-99,999	10.1	10
60,000-79,999	22.7	10
40,000-59,999	31.9	32
20,000-39,999	16	20
Less than 20,000	3.4	12

<sup>1</sup> B.A. Alumni Survey: Filtered 1/2006-2019 (n=54); M.Ed. Alumni Survey: Filtered 1/2006-2019 (n=116)

In addition to collecting data regarding salary, both program alumni also self-reported their official positions within the sport industry, based upon occupational level. Those data are as follows:

Percent graduate and undergraduate students work in selected employment sectors and descriptors:

Employment descriptor	Graduate students (%)	Undergraduate students (%)
Entry-level within sports	6.9	9.8
Mid-level within sports	44.8	35.3
Senior level within sports	24.1	25.5
Outside of Sports	24.1	29.4

<sup>1</sup> B.A. Alumni Survey: Filtered 1/2006-2019 (n=54); M.Ed. Alumni Survey: Filtered 1/2006-2019 (n=116)

Students are employed within a variety of administrative or managerial levels within intercollegiate, professional (including both major league and minor league sport organizations), recreation, event and facility management and other industry sectors. A typical entry-level position within professional sports, for example, might involve season ticket or sponsorship sales, while a typical mid-level position within professional sports would be a director or group sales. A senior level position within intercollegiate sports, for example, would be an Athletic Director (or any of the assistant/associate positions associated with various athletic administration). Continued evolution of job opportunities is expected from both the BLS and department personnel, based upon calculations and networking/relationships.

Regarding undergraduate applications and admits, the rolling 5 FY average (2013-2017) was 124 with 118 admitted (95.2% admission rate), which is higher than the previous 5 FY average (2013-2017) of 108 applicants and 102 admitted (94.4% admission rate); although, admission rates (%) remain comparable. Regarding graduate student applications and admits, the rolling 5 FY average (2013-2017) was 54 with 45 admitted (83.3% admission rate), which is similar with the previous 5 FY average (2013-2017) of 55 applicants with 45 admitted (82% admission rate). The growth in the undergraduate program was the result of increased recruitment efforts at the university, college, and department levels. The consistent graduate student population numbers are the direct result of what the small graduate faculty can manage and still sustain high quality graduate education.

Tables 12 through 15 from OPA provide important information in regards to existing patterns of Underrepresented Minority group members (URMs) for our sport management programs. Rolling 5 FY

averages (203-2017) of URM within the university, College of Applied Studies, and the Department of Sport Management are as follows:

Academic classification	University %	College %	Sport Management %
Fr. & Soph	19.6	17.1	17.5
Jr. & Sr.	16.2	14.5	17
Masters	10.5	12	13

While Sport Management's URM percentages within the undergraduate population are slightly lower than university percentages for freshmen and sophomores, they are slightly higher as compared to College of Applied Studies percentages for the same group. Regarding juniors and seniors, Sport Management's URM percentages are slightly higher than both the university and the College of Applied Studies. It should be noted, too, that Sport Management URM percentages for the Master's level are above both the university and college URM percentages. Finally, URM percentages for Sport Management appear in alignment with both the college level and university level environments.

5 ( )-5.5 (t) like +0.5 (t) ap (a) with 37.50th the Univ (2)-5.35 (rs) -5.5 (w) 1.0 (it)-m (l) -5.4 (g) h) 0.5 5 (n) b 4 (t) 2.2 p 9 2 N 6

mission. For instance, Sport Management applied learning courses have helped to facilitate the signing of over 160 unique Affiliation Agreements with sport, recreation, and physical activity organizations since fall of 2018. These site organizations and supervisors are key to helping students grow both personally and professionally, which is why their feedback is incorporated within our Outcomes Assessment plans for both the B.A.—Sport Management and M.Ed.—Sport Management degree programs.

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## Part5: Program Service

Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate. Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production) can be used to partially address this section.

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***A. Provide a brief assessment of the service the Program provides using SCH by majors and nonmajors.***

The Rolling 5 FY average (2014-2018) per Table 1

faculty were productive. For example, the ~~Roll~~ 5-year average (201~~2~~2017) of SCH production for tenure eligible faculty was 191.8 SCH; 218.2 for the college during the same timeframe and with the



In addition to the specific partnership listed above, our Sport Management programs have signed over a 160 unique Affiliation Agreements with educational/professional partners serving as sit organizations for our students' applied learning opportunities. The close relationship between our

## Part6: Graduate Enrollment Management(GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

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***A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.***

The GEM plan for the M.Ed-Sport Management was submitted in April of 2019 to the Graduate school for evaluation. During the subsequent leadership change in the Graduate school, GEM plans were to be evaluated in the fall of 2019. As of the writing of this report (spring 2020) we have not received official notification that the plan was approved, needed modification, or was still needed/active. As a result, the following discussion will present the plan that was submitted in spring 2019. That plan is as follows:

Goal/Objective	Strategies	Metric(s)	Tracking/Reporting
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stipulated in the Strategic Enrollment Management plan (SEM).			
5. Increase diversity of graduate student population.	5.1. Promote program to on campus groups of non-SMGT majors. 5.2. Promote program to off campus communities including the state and/or region (within the 'T' zone of I-70 and I-35) by targeting DII/NAIA schools with undergraduate SMGT (or related) programs. 5.3. Market program to international groups/students.	5.1. Measured by the annual percent (%) of WSU graduates from non-SMGT majors. 5.2. Measured by the annual percent (%) of out-of-state students, and students from outside of the metro area. 5.3. Measured by the annual percent (%) of international students incoming or currently in the program.	5.1. Tracked annually 5.2. Tracked annually 5.3. Tracked annually
6. Emphasize interpersonal skills development through community-based activities.	6.1. Student participation in volunteer/community service while in program. 6.2. Average amount of student participation in volunteer/community service while in program. 6.3. Student participation in college or departmental days of service. 6.4. Student participation in service learning projects.	6.1. Graduate school exit survey data (Q1-2 performed volunteer community service) 6.2. Graduate school exit survey data (Q1-2 hours volunteer community service) 6.3. Measured by the number of graduate students attending college or departmental days of service, or other service learning projects. 6.4. Measured by the number of graduate students participating in service learning projects.	6.1. Tracked annually 6.2. Tracked annually 6.3. Tracked annually 6.4. Tracked annually
7. Provide mentoring for every student within the M.Ed. program.	7.1. Provide access to quality academic mentoring. 7.2. Provide access to quality professional mentoring.	7.1. Graduate school exit survey data (Q2) overall level of satisfaction with the academic advising) 7.2. Required professional mentoring in SMGT 799: Mentoring and Networking in Sport.	7.1. Tracked annually 7.2. Tracked annually

In conjunction with approved Department of Sport Management and the College of Applied Studies' strategic plans, the M.Ed.-Sport Management program will continue to serve its students, community, and profession through expanded teaching, research, and service activities. To this end, department members emphasize applied learning opportunities and cutting-edge content enabling sport management students to develop into well-educated, ethical, capable professionals. As a result, an idealized vision for the M.Ed.-Sport Management would include the following:

- 1) Regional leader and consistent collaborator with multiple sport, recreational, and community service centric organizations. (e.g. formalized partnership with a variety of sport or recreation based organizations, such as the Wichita Open)
- 2) Cultivator of professional development, leadership, and educational partnerships for a variety of constituents. (e.g. student-athlete development programming with multiple intercollegiate athletic departments)
- 3) Disseminator of professional development, leadership, and educational partnerships for a variety of constituents. (e.g. consumer behavior based consulting for regional park and recreation departments)
- 4) Collaborator with other departments, programs, or discipline tracks in order to develop integrative and practitioner-based programs, degrees, minors, certificates, or classes. (e.g. Sports Counseling track with Sport Management and Counseling)



## Part 7: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your college's enrollment goals.

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### ***A. Briefly describe how the department and faculty have engaged undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.***

The B.A.—Sport Management program supports the University and College SEM goals in a number of ways. In regards to student recruitment, we have been actively involved in all Black and Yellow days on campus, having fulltime faculty meet with prospective students (every faculty member in the department has met with or taken student visitor meetings) and have developed a 2 + 2 agreement with Butler Community College (we have had discussions with three other community colleges within the state in regards to formalized 2 + 2 agreements, but as of the writing of this report, they have not been finalized). Additional examples involving specific faculty contributions, include:

- 1) Ricki Ellison connected with the Kansas DECA chapter and when they were on campus for a leadership training, we engaged those students in a sport marketing curriculum and activity.
- 2) Jeff Noble (undergraduate coordinator) connecting potential students or parents/guardians of potential students through his role with the NCAA Division II Swimming and Diving and Masters swimming organization Mike Ross, Ricki Ellison, Bobby Berry and Wonyoung Kim also all taking student meetings.
- 3) Bobby Berry served as one of the College of Applied Studies' Recruitment and Retention fellows (2018-2020) where he connected with a wide variety of potential Sport Management, Workforce Leadership and Applied Learning, and other CAS majors.
- 4) Dr. Kim recruited students through a variety of mechanisms, including participating in the WSU Athletics career day events to discuss both Sport Management and Workforce Leadership program to high school students (e.g., Kingman HS); delivered multiple career introduction presentations at Neosho Community College to South High School students, and at Andover middle school

Regarding student retention, there are a number of ways we support student development here at WSU. We have attempted to connect with students—regardless of their academic progress or success—by developing a wide variety of professional development workshops. Many of these workshops, though, deal with building positive coping skills, how to manage time, how to manage











Programlevel Operational Effectiveness Goals: B-A Sport Management

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark	Data Summary	Assessment Results:  1. Does not meet expectation  2. Meets expectation  3. Exceeds expectation  4. Insufficient data
<b>OEG 1 – Recruit, hire, and retain diverse, high quality administrators, faculty, and staff</b>			
** <b>Measure 1</b>  Aggregated SPTE data	Median result for perceived quality index of “good” or better. All other data to be considered.	82.4% of courses were rated at "good" or better.	Meets expectations
<b>Measure 2</b>  Faculty scholarship record	Evidence of achievement based on department scholarship policies.	All faculty members with research responsibilities evaluated as meeting or exceeding expectations during annual review	Meets expectations
<b>Measure 3</b>  Exit survey: advising questions (Institutional exit survey)	Average score of 3 or better for each advising question on survey	Meets expectations with 100% of advising questions	Meets expectations

		(+6.3%). As a result, the relatively small department produces a sizable number of credit hours for both the college and university.	
<b>Measure 2</b> Graduation and retention rates	Comparison of department rates with other university data and historical department data	Data reviewed June 11, 2019. Report indicated department retention rates varied by year but were generally comparable with university levels. Undergraduate majors were slightly up from last year (225 vs. 218 majors), thus indicating a healthy undergraduate program. It should be noted, that between 2012 and 2018, undergraduate major headcount has increased 35.9%, according to the Office of Planning and Analysis.	Meets expectations
<b>Measure 3</b> Employer survey	Average overall rating of graduates of 8 or better. All other data to be considered	NA	Not scheduled for reporting until AY 2020
<b>Measure 4</b> Advisory council	Annual vote of satisfied	Approved vote (May 3, 2019)	Meets expectations
<b>Measure 5</b> Annual faculty/staff review of strategic plan	Progress toward objectives defined in plan	In AY2017, a new SMGT strategic plan was developed, authored, and approved by the College of Applied Studies. It is in alignment with the College of Applied Studies and Wichita State University's strategic planning templates and values. Yearly progress on the approved strategic plan is assessed and identified. In AY2020 Wichita State University will continue evaluating its current plan. p	Meets expectations

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### Measure 3















