



Program (Sport Management):

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Mission Statement: The mission of the sport management program at Malone University is to provide students with a comprehensive and challenging curriculum which addresses the many facets of the ever growing sport industry. Theory, combined with supervised practical experiences, enable students to develop understanding, personal skills and professional proficiencies based on biblical faith enabling students to make a valuable contributions to society.

1. **Program Goals:** Students will be capable of making business decisions and solving business problems in the sport industry using critical thinking skills. Students will:
 - a. Identify issues, collect and analyze data, and summarize and present findings and conclusions
 - b. Demonstrate basic critical thinking traits

2. Students will be effective sport business communicators. Students will:
 - a. Prepare sport business documents that are focused, well organized, and include appropriate verbal and non-verbal behavior
 - b. Deliver presentations that are focused, well organized, and include appropriate verbal and nonverbal behavior

3. Students will be knowledgeable about sport management business theory, concepts, methodology, terminology, and practices. Students will
 - a. Demonstrate understanding of accounting, economics, business law, management, marketing, and finance as it applies to the sport industry
 - b. Demonstrate an in-depth understanding of the sport management discipline

4. Students will be leaders who are capable of making decisions with an awareness of ethics and change forces that affect the sport industry. Students will:
 - a. Understand that sport is a microcosm of society influenced by cultural traditions
 - b. Demonstrate knowledge of effective leadership skills
 - c. Work effectively in teams
 - d. Identify and consider ethical issues in sport business settings
 - e. Identify and consider change forces affecting the sport business industry

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Demonstrate an understanding of the socio-cultural aspects of sport and appreciate sport as a medium for integrating gender, ethnic, religious, and disability interests. A-1, 2, 3; C-.1, 2, 4, 5; D-1, 2, 3, 4, 5; E-2, 4, 5, 6</p>	<p>A. SMGT 290 Facility and Event Management assignment: Utilization of Americans with Disabilities Act (ADA) checklist for Existing Facilities Project (2010). The project was graded using a rubric with a Likert scale from 1-4 in which demonstrated understanding of how the law is measured in a facility.</p> <p>B. Individual case study project in SMGT 301 on gender equity graded using a 10 point system</p>	<p>A. The understanding of ADA is improving after utilizing the ADA Checklist in students' own projects identifying accessibility problems and solutions. Of the 16 students in the class, 2 students showed some understanding of the use of ADA in a sporting facility, 8 students showed substantial understanding of the use of ADA and 6 students showed complete understanding of the application of the ADA to sport facilities.</p> <p>B. Students scored higher than last year in their understanding of what gender equity really is. Scores ran from 4-9 with the majority of scores in the 6-8 point range.</p>	<p>A. The rubric results indicate that interpretation of ADA law is quite difficult; because we included a reading from the Marquette Sport Law Review whereby students did a journal summary on the misunderstanding of ADA application by facility managers, we saw an improvement of the number of students who showed complete understanding.</p> <p>B. The results showed an increase in in understanding of the interpretation of gender equity for this project. Results show that the course emphasis is slightly improved. Having introduced gender equity in the SMGT 101 course, it has helped the improvement of understanding. We will continue utilizing projects.</p>

<p>1. Demonstrate an understanding of the socio-cultural aspects of sport and appreciate sport as a medium for integrating gender, ethnic, religious, and disability interests. A-1, 2, 3; C-.1, 2, 4, 5; D-1, 2, 3, 4, 5; E-2, 4, 5, 6</p>	<p>C. PE 345 (which is now SMGT 345) Sociology of Sport Research Paper. Project graded on a Likert scale 1-4 (1=no evidence of understanding or omitted; 4=clear understanding of impact on social cultural aspect of sport).</p>	<p>C. 14 students had a clear understanding of the topic's impact on the sport culture, 2 students showed required elements included on the connection of the impact on social cultural aspect of sport, 1 student omitted or did not show the impact on the sport culture;</p> <p>13 students showed prospects for change that would enable a positive impact on the sport culture, 4 students included the required elements;</p> <p>12 students showed a clear understanding of how the study could impact their future career, 3 students showed a connection of how it would impact their future, and 2 students showed minimal connection of the impact;</p> <p>12 students showed a clear understanding of how they could be an agent for change in their future career, 3 showed a clear understanding, 2 showed minimal understanding;</p> <p>11 students were able to present factors that resist change related to their topic; 4 gave the required elements; and 2 showed minimal ways they could resist change related to their topic;</p> <p>13 students showed a thorough understanding of how their world view had been altered after researching their topic, 3 showed a clear understanding of how their world view had been altered, and 1 student omitted or did not meet the requirement.</p>	<p>C. The results of the rubric showed that most students did a good job of researching a topic on a social cultural aspect of sport and understood the impact the topic can have in the sport world. It also gave them an in-depth look at the socio-cultural aspect of sport and its impact for change in their lives as a professional. Continue with this new project.</p>
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<p>2. Apply fundamental concepts of management, marketing, finances, and economics to sport organizations. A- 1, 2, 3; C-1, 2, 4, 5; D-1, 2, 4, 5</p>	<p>A. This is an end of the course assignment that pulls together all the core concepts of management, marketing, finances, and economics to sport organizations. A detailed rubric is used for specific content evaluation in each specific area</p>	<p>A. The Spring 2016 semester analysis for this assignment shows that in operations management: 37% had a complete understanding, 48% a substantial understanding, and 15% had some understanding. In Financial Aspects, 33% had complete understanding, 60% substantial understanding, and 7% some understanding. In Governance, 24% had complete understanding, 64% substantial understanding, and 12% some understanding. In Ethical and Legal Issues T-IX, 51% had complete understanding, 36% substantial understanding, and 13% some understanding.</p>	<p>A. Time spent on low areas of the project showed improvements: philosophy and justification of governance associations, legal management, organizational charts, and budget development. Results suggest continuing with the project and leaving it the spring semester of the student's sophomore year.</p>
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<p>2. Apply fundamental concepts of management, marketing, finances, and economics to sport organizations. A-1, 2, 3; C-1, 2, 4, 5; D-1, 2, 4, 5</p>	<p>B. "Case study for soccer team tournament." Students designed a soccer team tournament using planning, organizing, staffing, directing, and controlling. Criteria for achieving outcome are based on rubric measuring responses that show understanding of marketing, financing, and economics to sport management situations</p>	<p>B. In 2016, an impressive 97% showed complete understanding of the problem and 3% showed substantial understanding of the problem (there were none who fell in the range of showing only some understanding of the problem). Students became more aware of the breadth and depth of skills and knowledge needed to be a sport manager.</p>	<p>B. Advising has improved this statistic; Most students have taken Business 342 Business Management Principles prior to this course. Continue to require critical thinking experiences and sequencing of the BUS 342 prior to SMGT 301.</p>
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<p>3. Establish a code of personal and professional ethics to issues in sport from a Christian perspective. A-1, 2, 3; B-3; C-1, 2, 4, 5; D-1, 2, 3, 4, 5; E-1, 2, 4, 5, 6.</p>	<p>A. In SMGT 445 Ethical and Legal Issues of Sport, Students review the Golden Rule through John Maxwell’s book <i>There is no such thing as business ethics</i></p> <p>B. In SMGT 301 Management of Sport, “Issues, Concerns, Challenges” Students pull an issue, concern or challenge from a hat and present it to the class. Student identifies the parameters of a problem and what they would do if they were an athletics administrator</p>	<p>A. Students read seven chapters dealing with stories from history, business, government and sports that illustrate how talented leaders utilized the Golden Rule. They then respond to questions at the end of each chapter. The chapters are discussed each week to help them articulate their understanding of what the Golden Rule means and how to apply it to their job as a sport manager.</p> <p>B. Assignment sharpens ability to analyze critically. Students scrutinize a sport related issue, concern, or challenge for central and under-lying messages then present a sophisticated critique supporting the theme, or formulating a new more inclusive strategy to address the issue.</p>	<p>A. Continue the assignment as the questions help students begin an analysis about their own ethics and how to utilize them in everyday life.</p> <p>B. Continue to use current resources; Continue to have students exposed to oral communications experiences.</p>
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<p>4. Demonstrate skill in interpersonal and organizational communication. (C-1, 3-5)</p>	<p>A. Supervisor Evaluation of Intern: Form 5 Midterm Evaluation of Student Progress and Form 6 Final Analysis of Student Performance. (Likert Scale)</p> <p>B. 5-8 minute presentation in SMGT 101 Introduction to Sport Management.</p>	<p>A. For the midterm evaluation, all students ranked in the excellent or very good category (5 = excellent and 1 = unsatisfactory). For the Final Analysis, all students ranked in the 7, 8, 9 or 10 range (10 = superior performance and 1 = extremely poor performance).</p> <p>B. The rubric used evaluates numerous communication aids, overall presentation appearance, language, use of proper grammar, word choice, clear and concise articulation, complete sentences, maintaining eye contact with audience, style, poise, confidence, professionalism, dress attire, etc. Assessment still shows that freshmen lack some creativity and are nervous when presenting before peers for the first time. However, for most presenters, the use of communication aids is excellent.</p>	<p>A. Results suggest that the variety of coursework and the corresponding assignments are meeting the outcome in terms of interpersonal and organizational communication. Strongly suggest retaining these learning experiences at the internship.</p> <p>B. Will continue to put emphasis on creativity so that the students continue to improve these particular skills even more. Will retain this learning experience, and continue to utilize other presentations in the every-other-year course SMGT 453 (Governance in Sport).</p>
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<p>4. Demonstrate skill in interpersonal and organizational communication. (C-1, 3-5)</p>	<p>C. PE 345 (which is now SMGT 345) Sociology of Sport Presentation of the Research Paper. Presentation graded on a Likert scale 1-4 (1=no evidence of understanding or omitted; 4=clear understanding of impact on social cultural aspect of sport).</p>	<p>C. 16 students had accurate information and thorough coverage of the content/subject knowledge on the socio cultural aspect of sport, 1 student utilized elements without clear connection or transfer-ability to the socio-cultural aspect;</p> <p>13 students showed thorough inclusion of creativity in their presentations, 3 included the required elements of creativity, 1 student did not include any creative element</p> <p>14 students utilized communication aids in an excellent manner, 2 students used communication aids in a sufficient manner, and 1 student showed no use of communication aids in their presentation;</p> <p>15 students were very well organized and used logical and sequential elements in their presentation, 1 showed required/adequate organization and 1 showed minimal organizational skills;</p> <p>16 students exuded a strong professional personal appearance in their presentations and 1 gave an adequate professional appearance;</p> <p>16 students met the full requirements of time utilization in their presentation and 1 student did not meet the time utilization criteria at all.</p>	<p>C. The results of the rubric showed that most students did a very good job of mastering the various components within the presentation of their paper. It also reinforced what they learned in the research paper itself, allowing them to articulate what they learned in the all-important presentation to colleagues – a skill that is essential in the business world and sport management world. Continue with this project.</p>
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