



Program (Sport Management):

Assessed by: Mark Bankert

10/04/2015

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 Design assignment: A paper utilizing the Americans with Disabilities Act (ADA). The paper was graded using a rubric with a Likert scale from 1-4 in which demonstrated knowledge is measured</p> <p>B. Pretest/post-test for freshman and then seniors to identify and understand internal and external factors that shape sport in a culture, (how sport is a medium for integrating gender, ethnic, religious, and disabilities interests, how sociological phenomena affect participation and behavior)</p> | <p>A. 6 students showed some understanding of the use of ADA in a sporting facility; 11 students showed substantial understanding of the use of ADA; 4 students showed complete understanding of the application of the ADA to sport facilities;</p> <p>B. It was discovered that measuring with the pre-test was difficult because many students were double majors in business where they had to take a similar test. A new measure will be utilized in SMGT 345 Sociology of Sport in which the professor will measure the understanding of the socio-cultural aspects of sport through a presentation and a research paper.</p> | <p>A. The results of the rubric indicate that coursework is effective and there is a higher understanding of ADA; there were not as many with a complete understanding of ADA, but a solid number with a substantial understanding. Two projects with ADA considerations have been implemented for use with the 290 class. Continue class lecture time as needed to thoroughly cover the subject, and include a more comprehensive review of the law in the SMGT 445 course.</p> <p>B. This instrument has been developed to meet the goals and objectives for this objective and will be implemented this Fall.</p> |

| | | | |
|--|---|---|---|
| <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. A two year analysis for this assignment shows that in operations management: 30% had a complete understanding, 51% a substantial understanding, and 19% had some understanding. In financial mgt. 33% had complete understanding, 62% substantial understanding, and 13% some understanding. In Governance 19% had complete understanding, 50% substantial understanding, and 31% some understanding. In Legal mgt T-IX, 59% had complete understanding, 29% substantial understanding, and 12% 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, especially since the class is now moved to the spring of the student's sophomore year.</p> |
|--|---|---|---|

| | | | |
|--|---|---|---|
| <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. "Pizza Party." Students design a pizza party 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 2015 Spring, 96% showed complete understanding of the problem; 4% showed substantial understanding of the problem. This is an increase from 94% and 6%, respectfully. Students become more aware of the breadth and depth of skills and knowledge needed to be a sport manager</p> | <p>B. The increase for the understanding has been because of good advising - making sure students take BUS 342 Management Principles prior to the SMGT 301 where this is measured. Continue to require critical thinking case study experiences. Continue to advise students to take Bus 342 prior to SMGT 301.</p> |
|--|---|---|---|

| | | | |
|---|--|---|---|
| <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. Students review the Golden Rule through John Maxwell’s book <i>There is no such thing as business ethics</i></p> <p>B. “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. Rubric used to assess understanding of personal ethics. Continue to present ethical issues in sport. This type of exercise results in better critical thinking and planning by students.</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 to use current resources and explore additional ethical issues in sport. Encourage students to research and report on ethical issues in sport</p> <p>B. Continue to use current resources Continue to have students exposed to oral communications experiences</p> |
|---|--|---|---|

| | | | |
|---|---|---|---|
| <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 Analysis of Student Performance. (Likert Scale)</p> <p>B. 10-12 minute presentation in SMGT 453 Sport Governance class over research topic. Outline presented to entire class for them to take notes.</p> | <p>A. All students ranked in the excellent or good category in the three midterm areas. (5 = Excellent and 1 = unsatisfactory). All 5 students ranked in the 9, or 10 scale. (1 = extremely poor performance and 10 = superior performance) in all categories for final evaluation.</p> <p>B. Assessment was not recently done in 2014 or 2015, because it is an every-other year course.</p> | <p>A. Suggests that coursework and corresponding assignments are meeting the outcome in terms of interpersonal and organizational communication. Retain these learning experiences.</p> <p>B. Need to develop an additional evaluation in the 345 Sociology of Sport course to be used every year similar to the SMGT 453 course, thus giving the opportunity to evaluate every year.</p> |
|---|---|---|---|

