

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	Sport Management
Department	Department of Business and Technologies
Date of Departmental Approval	October 2021
Name of Submitter	Department of Business & Technologies Faculty

Date of data distribution: [October 1, 2021](#)

PLO data from 2020-2021 (and existing data from the two previous academic years) for the program of study was distributed to departmental faculty on the date above

Date of meeting: [May 11, 2021](#)

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were: [Cindy Wilson](#), [Mike Ophardt](#), [Jack Harris](#), [Julia Frankland](#), [Beth Postlewaite](#), [Ann Lawson](#), [Kyle Calderhead](#), [Mark Bankert](#), [Bill Racine](#), [Laura Foote](#), [David Hahn](#), and [Jim Glasgow](#)

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 valuable contributions to society.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1

PLO 1 - Students will be able to demonstrate an understanding of the socio-cultural aspects of sport and appreciate sport as a medium for integrating gender, ethnic, religious, and disability interests.

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence:

In course, SMGT 290 Facility and Event Management, students are provided the opportunity to show their knowledge of the Americans with Disabilities Act (ADA) and, specifically, its importance to the sports facility manager. Students are given a reading entitled "What is the Americans with Disabilities Act" and are also directed to an ADA government website for additional material. This two-part assignment asks the student to: (a) write a two-page reflection paper on what they believe are the essential and key components of the 5 "Titles" within ADA, and (b) utilizing the ADA government

website, list their own personal responses to any 5 of the 30+ questions on the site that pertain to Title 3 (Public Accommodations). As potential future sports facility managers, students must be especially knowledgeable on this particular “Title” (i.e., Title 3), which specifically covers Nondiscrimination on the Basis of Disability by Public Accommodations and in Commercial Facilities.

This particular PLO continues to be a key strength for 2020-21, the assignment again showed continued improvement of the knowledge students have about ADA and Title 3 of the ADA specifically. Using a 10-point scale, of the 15 students in the class; 7 students (46.7%) fell within the “complete understanding” range of 9-10; 6 students (40.0%) were in the “substantial understanding” range of 7-8; and 2 students (13.3%) landed in the “some understanding” range of 6 and below.

Confirming the upward trend in recent years, in which the previous year (2019-20) saw respective percentages of 27.8% (for complete understanding), 55.6% (for substantial understanding) and 16.6% (for some understanding), we continue to see a shift in more students landing in the “complete understanding” range. Thus, we will continue to use this current assignment for this very important ADA topic.

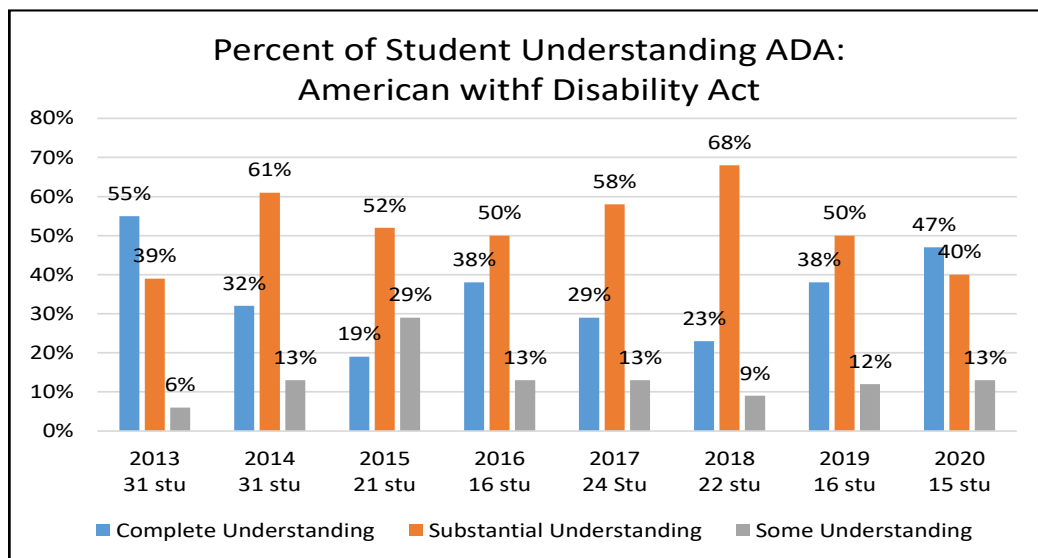


Figure 1. Historical Review of ADA.

Key Strength #2

PLO 2 – Students will be able to apply fundamental concepts of management, marketing, finances, and economics to sport organizations.

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence:

In course, SMGT 301 Management of Sport, students are provided an opportunity to engage in a “second half of the semester” project that pulls together all of the core concepts of organizational and operational management, marketing, finances, governance, legal issues, and economics to sports organizations. A detailed rubric is used for specific content in each specific area. As the “newly hired Athletic Director” of a brand new University, which is putting together its athletic program, students (i.e., the newly hired Athletic Director) are asked to examine 17 different areas in the creation of this

new athletic department. While many options are laid out before them in which to create the program, they must make sure that they understand each area individually but also make sure that the data they use in one area correlates appropriately to data they use (and decisions they make) in other areas.

This particular PLO also continues to be a key strength for 2020-21 assessment year; the assignment again showed continued improvement of the knowledge students displayed in the core concept areas. Using a 15-point scale and with 34 students in the class, reflected an increase in “complete understanding” in three core concepts (operation, finance, governance), and a light decrease in legal of only .58%.

Figure 2 confirms an upward trend in recent years. We continue to see a shift in more students falling into the “complete understanding” range. We will continue to use this current assignment to strengthen students’ knowledge of core concepts.

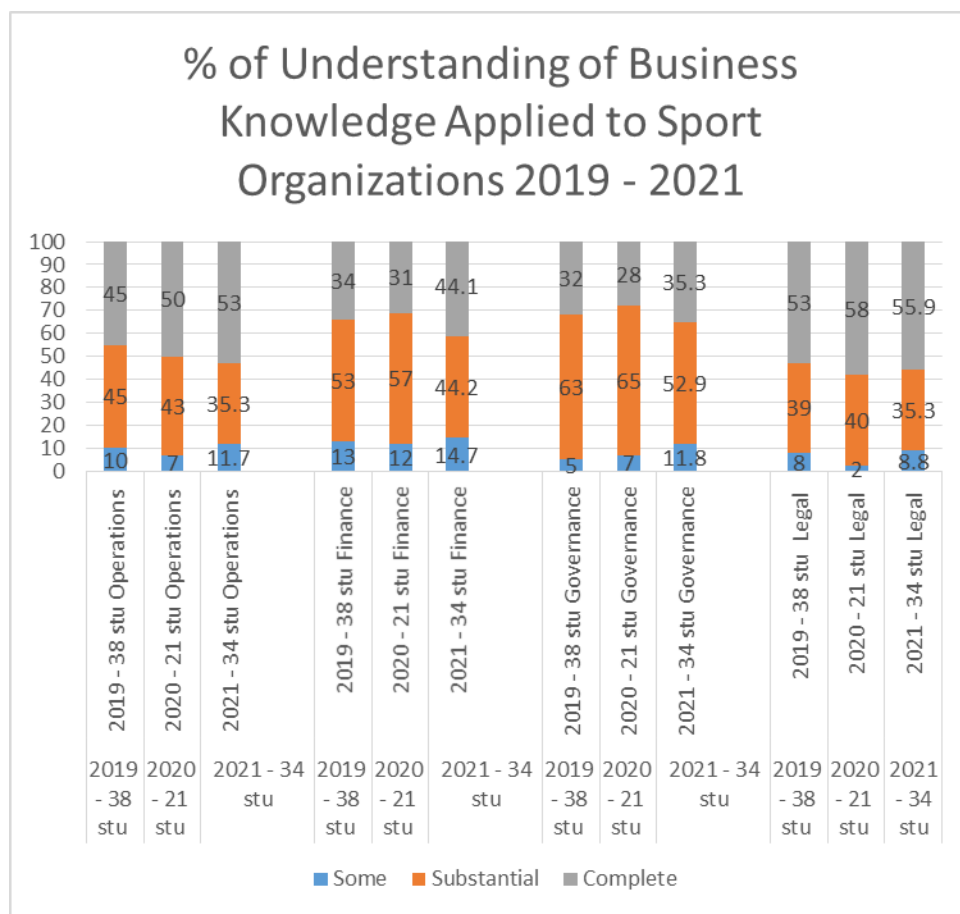


Figure 2. Historical view of business knowledge.

Key Challenge

PLO 4 – Students will be able to demonstrate skill in interpersonal and organizational communication.

Brief summary of the evidence used to identify PLO as a key challenge, including reference to the amount and quality of the evidence:

Embedded in course, SMGT 101 Introduction to Sport Management, students are asked to take part in three separate, 5-minute presentations: (a) Ethical Issue, (b) Critical Thinking Issue, and (c) presentation of their Career Research Paper that demonstrates their ability to orally share what they have learned in each of these three assignments. Areas observed include use of proper grammar, word choice, clear and concise articulation, complete sentences, maintaining eye contact with audience, poise, confidence, professionalism, etc.

In this class, typically taken by freshmen, we observe few students who are comfortable and do well with these assignments. Assessment continues to reflect a majority of students who are nervous and or lack creativity when they share their assignments with their peers.

Despite the relative “flat line” of improvement in recent years, we will continue to utilize these interpersonal and organizational assignments due to the fact that it is imperative that students improve upon these skills early on in their college careers.

Proposed Action Steps

PLO was redefined: Students will effectively communicate and demonstrate critical and creative thinking about sports management theory and practice. We will either replace with the undergraduate Business Critical Thinking Skills Test (BCTST) or move to a different instrument that assesses the common professional components of a business curriculum to determine critical and creative thinking. In addition, incorporating presentation material and practice in the upper course, SMGT 436 Internship in Sport Management.

Implications for Planning and Budgeting

BCTST (\$14.29) will increase budgetary allocation applicable to seniors in Sport Management. However, we will continue to investigate other assessment measures and tools relative to the Sport Management discipline. Embedding presentation material and practice in the internship course will enhance opportunity for improvement and cost us zero dollars to implement.