



Program (Sport Management):

Assessed by: Mark Bankert

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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 |
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| <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: Reading "What is the Americans with Disabilities Act" and using the utilization of Americans with Disabilities Act (ADA) checklist for Existing Facilities Project (2018). The project was graded using a rubric with a Likert scale from 1-4 in which students 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 was just slightly less than the previous year's results after again utilizing the ADA Checklist in students' own projects identifying accessibility problems and solutions. Of the 27 students who completed the assignment, 5 students showed some understanding of the use of ADA in a sporting facility, 15 students showed substantial understanding of the use of ADA and 7 students showed complete understanding of the application of the ADA to sport facilities.</p> <p>B. Students again scored consistently with last year's results in their understanding of what gender equity really is. Scores ranged from 5-10 with the majority of scores in the 7-8 point range.</p> | <p>A. The rubric results indicate that interpretation of ADA law continues to be quite difficult; although the overall understanding was slightly less than the previous year, we actually saw an increase in the number of students who showed complete understanding.</p> <p>B. The results continued to show a solid understanding of the interpretation of gender equity for this project. Results show that the course emphasis has been maintained. Having introduced gender equity in the SMGT 101 course, it has helped the improvement of understanding. We will continue utilizing projects.</p> |

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| <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. 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. 24 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</p> <p>24 students showed prospects for change that would enable a positive impact on the sport culture, 2 students addressed elements without clear connection or transferability to the socio-cultural aspects of sport</p> <p>18 students showed a clear understanding of how the study could impact their future career, 2 students showed a connection of how it would impact their future, and 4 students showed minimal connection of the impact and 2 showed no evidence of understanding</p> <p>18 students showed a clear understanding of how they could be an agent for change in their future career, 2 showed evidence of a connection and 6 showed minimal connection</p> <p>17 students were able to present factors that resist change related to their topic; 5 gave the required elements; and 4 showed minimal ways they could resist change related to their topic;</p> <p>16 students showed a thorough understanding of how their world view had been altered after researching their topic, 4 showed a clear understanding of how their world view had been altered, 5 students addressed the elements with without clear connection; and 1 student omitted or did not meet the requirement.</p> | <p>C. The results of the rubric showed that most students continue to do 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. Will continue with this 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 for SMGT 301 (Management of Sport) that pulls together all the core concepts of organizational and operational management, marketing, finances, governance and economics to sport organizations. A detailed rubric is used for specific content evaluation in each specific area</p> | <p>A. The Spring 2019 semester analysis for this assignment shows that in operations management: 45% had a complete understanding, 45% a substantial understanding, and 10% had some understanding. In financial management, 34% had complete understanding, 53% substantial understanding, and 13% some understanding. In governance, 32% had complete understanding, 63% substantial understanding, and 5% some understanding. In ethical and legal issues Title-IX, 53% had complete understanding, 39% substantial understanding, and 8% some understanding.</p> | <p>A. The results of this project, which is done over the last 7 weeks of the course, again showed a trend of slight improvement in the top and middle ranges and a consequential percentage decrease in the lower ranges, as compared to the previous year, signifying the project's continued usefulness. Increased understanding was shown in all areas, as compared to the improvement of a year ago. Students continued to show improvement in gaining knowledge of the 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, leading, evaluating and staffing. 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 Spring 2019, 92% showed complete understanding of the problem and 8% showed substantial understanding of the problem (there were none who fell in the range of showing only some understanding of the problem). Complete understanding slightly increased over the previous year; complete understanding is still very high (92%), and students continued to become more aware of the breadth and depth of skills and knowledge needed to be a sport manager.</p> | <p>B. By continuing to advise students to take BUS 304 (Principles of Mngt. and Leadership), prior to taking the SMGT 301 class, students are able to score extremely high in the understanding of the POLES strategy in management. Most students have taken BUS 304 prior to this course. Continue to require critical thinking experiences and sequencing of BUS 304 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's no such thing as business ethics</i>.</p> <p>B. In SMGT 301 Management of Sport, in the "Ethics, Morals and Social Responsibility" section, students were given various issues facing current athletic administrators and asked to orally share their position on the issue. Student were able to identify the parameters of a problem and what they would do if they were an athletics administrator.</p> | <p>A. Not measured last year because it is an every-other-year class (next offered in Fall 2019). This project and reading will be assessed at that time again.</p> <p>B. Assignment sharpens ability to analyze critically. Students scrutinized a sport-related ethical/moral issue, concern, or challenge for central and underlying messages and then presented a sophisticated critique supporting the theme, or formulating a new more inclusive strategy to address the issue.</p> | <p>A. Class not offered for the 2018-19 academic year. Will resume again for 2019-20.</p> <p>B. Strongly recommend to continue to use current assignment; Continue to have students exposed to oral communications experiences. Students continue to share with me that this is one of the most enjoyable and beneficial components of the class.</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. Three 4-minute presentations in SMGT 101 (Introduction to Sport Management) for an Ethical Issue, Critical Thinking Issue, and the presentation of their Career Research Paper</p> | <p>A. For the midterm evaluation, all 34 of the students in the 2018-19 academic year 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. Although several students in the class are comfortable and do quite well with this assignment, 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 was 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. 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. 18 students had accurate information and thorough coverage of the content/subject knowledge on the socio cultural aspect of sport; 4 students utilized the required elements to show understanding; and 4 utilized elements without a clear connection</p> <p>20 students showed thorough inclusion of creativity in their presentations, 4 included the required elements of creativity, 2 students included only minimal creative elements</p> <p>21 students utilized communication aids in an excellent manner, 3 students used communication aids in a sufficient manner; 2 students used minimal effort in utilizing communication aids</p> <p>19 students were very well organized and used logical and sequential elements in their presentation, 4 showed required/adequate organization and 3 showed minimal organizational skills;</p> <p>19 students exuded a strong professional personal appearance in their presentations, 6 gave good professional appearances and 1 gave an adequate professional appearance.</p> <p>All 26 students met the full requirements of time utilization in their presentation.</p> | <p>C. The results of the rubric showed that most students continue to do 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. Joyce will continue with this project.</p> |
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