



Program (Sport Management):

Assessed by: Mark Bankert

5/10/2017

**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.</p>	<p>A. SMGT 290 Facility and Event Management assignment: Reading “Measuring Athletic Facility Managers’ Knowledge of Access and the ADA” and using the utilization of Americans with Disabilities Act (ADA) checklist for Existing Facilities Project (2016). 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 continues to improve after again utilizing the ADA Checklist in students’ own projects identifying accessibility problems and solutions. Of the 24 students in the class, 3 students showed some understanding of the use of ADA in a sporting facility, 14 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 scored even slightly higher than last year 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 is quite difficult; because we included a reading from the International Journal of Sport Management, 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 continued to show an increase 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.</p>	<p>C. Normally, we have another project in SMGT 345 (a Sociology of Sport Research Paper) to assess this area. But, the professor who took this class on for only the Fall 2016 semester did not assign a research paper. For Fall 2017, it will be taught by the usual professor and this research paper will be back in place so that we will again be able to assess it.</p>	<p>C. The research paper project was not assigned in Fall 2016 since it was taught for that semester only by a retiring professor who chose not to assign the research paper to the class. It will be assigned again for Fall 2017.</p>	<p>C. The research paper project was not assigned in Fall 2016 since it was taught for that semester only by a retiring professor who chose not to assign the research paper to the class. It will be assigned again for Fall 2017.</p>
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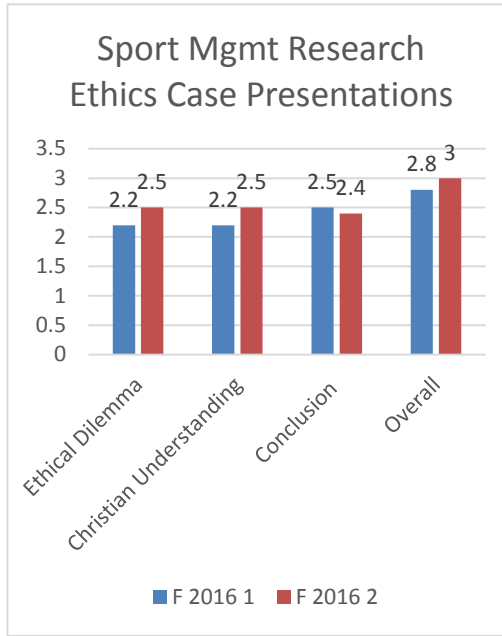
<p>2. Apply fundamental concepts of management, marketing, finances, and economics to sport organizations.</p>	<p>A. This is an end of the course assignment for SMGT 301 (Management of Sport) that pulls together all the core concepts of organizational and operational management, marketing, finances, governance and economics to sport organizations. A detailed rubric is used for specific content evaluation in each specific area</p>	<p>A. The Spring 2017 semester analysis for this assignment shows that in operations management: 40% had a complete understanding, 46% a substantial understanding, and 14% had some understanding. In financial management, 30% had complete understanding, 58% substantial understanding, and 12% some understanding. In governance, 27% had complete understanding, 65% substantial understanding, and 8% some understanding. In ethical and legal issues Title-IX, 54% had complete understanding, 39% substantial understanding, and 7% some understanding.</p>	<p>A. The results of this project, which is done over the last 7 weeks of the course, showed improvement over a year ago signifying the project's continued usefulness. Understanding of governance especially showed improvement over 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.</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 2017, 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). 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 342 (Management Principles) 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 Business 342 Business Management Principles prior to this course. Continue to require critical thinking experiences and sequencing of 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.</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, 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 2017). 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 2016-17 academic year. Will resume again for 2017-18.</p> <p>B. Strongly recommend to continue to use current assignment; Continue to have students exposed to oral communications experiences.</p>
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C. Ethics Research Presentation (ERP): the ERP is a group presentation where students find a news story from which they compose their own case to present, identify a moral agent, formulate an ethical dilemma to resolve, and then apply their knowledge of business, ethics, and the Christian faith to resolve the dilemma. This is a new assignment embedded in BUS 330. This academic year there were two presentations made in the area of Sport Management.

The Presentations are assessed by a random assortment of business faculty members. The assessment rubric is similar to that of the EEC, using the same categories. 1. Thesis, focusing on ethical issues identification, 2. Analysis with evidence of Christian understanding, 3. Conclusion explaining Christian wisdom, and 4. The overall score.



These groups all met the benchmark of 2.0. Both groups presented in Fall 2016. The groups presented on 1) the NFL's responsibility for concussions and 2) the question of whether or not college athletes should be paid. Their presentations were properly scaled, their ethical reasoning using the Christian faith was clear, and their conclusions resolved the ethical dilemmas they had formulated.

We will continue to watch this assessment assignment.



<p>4. Demonstrate skill in interpersonal and organizational communication.</p>	<p>C. Normally, we have the <i>presentation</i> of the Research Paper in SMGT 345 (a Sociology of Sport Research Paper) to assess this area. But, the professor who took this class on for only the Fall 2016 semester did not assign a research paper (or obviously the presentation to go with it). For Fall 2017, it will be taught by the usual professor and this research paper (and presentation) will be back in place so that we will again be able to assess it.</p>	<p>C. The research paper project (and its corresponding presentation) was not assigned in Fall 2016 since it was taught for that semester only by a retiring professor who chose not to assign the research paper to the class. The research paper, and the <i>presentation</i> of it, will be assigned again for Fall 2017.</p>	<p>C. The research paper project (and its corresponding presentation) was not assigned in Fall 2016 since it was taught for that semester only by a retiring professor who chose not to assign the research paper to the class. Both the research paper, and the <i>presentation</i> of it, will be assigned again for Fall 2017.</p>
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