



Sport Management (UG)

Assessed by: Department of Business Faculty

Cycle of Assessment: Fall 2017-Spring 2018

Mission Statement:

The Malone University Department of Business provides its students with an education that integrates course-specific skills and knowledge with program-wide Christian values, including stewardship and integrity. This is accomplished by a faculty with solid academic credentials who combine practical experience and applied theoretical tools and systems. Independent analytical thought and evaluation are encouraged in the classroom, in an atmosphere of mutual respect.

Program Goals:

Sport Management

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

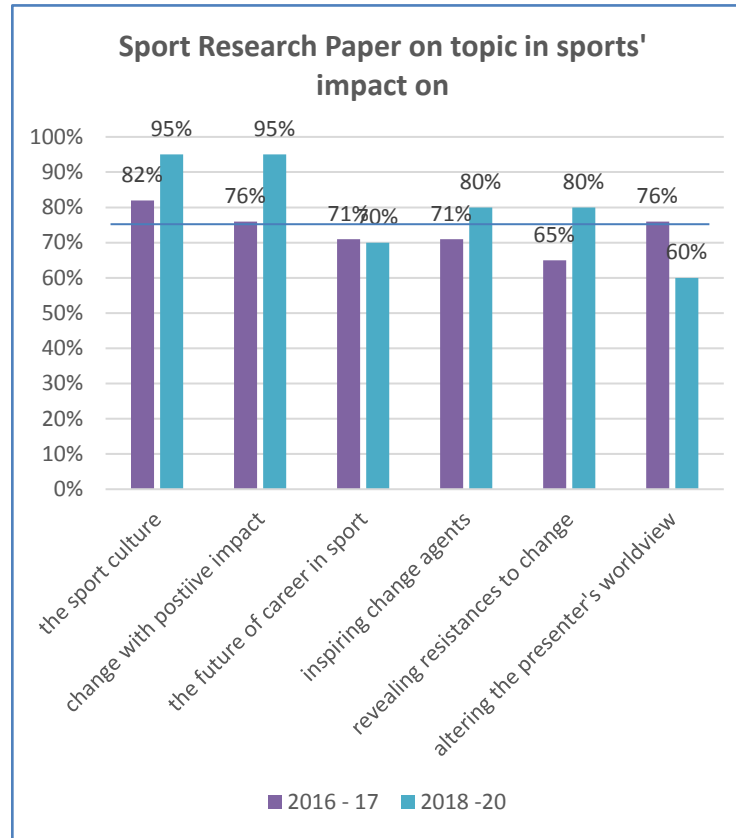
3. Students will be knowledgeable about sport management business theory, concepts, methodology, terminology, and practices. Students will
 - a. Demonstrate understanding of accounting, economics, business law, management, marketing, and finance as it applies to the sport industry
 - b. Demonstrate an 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 1.</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 (2017). 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. The rubric results indicate that interpretation of ADA law is quite difficult; because we included a reading from the</p>	<div data-bbox="753 521 1463 1166"> <p style="text-align: center;">% of students understanding of ADA: Americans with Disability Act</p> <table border="1"> <caption>% of students understanding of ADA: Americans with Disability Act</caption> <thead> <tr> <th>Year</th> <th>Complete Understanding</th> <th>Substantial Understanding</th> <th>Some Understanding</th> </tr> </thead> <tbody> <tr> <td>2013 - 31 stu</td> <td>55%</td> <td>39%</td> <td>6%</td> </tr> <tr> <td>2014 - 31 stu</td> <td>32%</td> <td>61%</td> <td>7%</td> </tr> <tr> <td>2015 - 21 stu</td> <td>18%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>2016 - 16 stu</td> <td>38%</td> <td>50%</td> <td>12%</td> </tr> <tr> <td>2017 - 24 Stu</td> <td>28%</td> <td>58%</td> <td>14%</td> </tr> <tr> <td>2018 - 22 stu</td> <td>22%</td> <td>68%</td> <td>10%</td> </tr> </tbody> </table> </div> <p>A. The understanding of ADA remained consistent with last year's results after again utilizing the ADA Checklist in students' own projects identifying accessibility problems and solutions. Of the 22 students who completed the assignment, 2 students showed some understanding of the use of ADA in a sporting facility,</p>	Year	Complete Understanding	Substantial Understanding	Some Understanding	2013 - 31 stu	55%	39%	6%	2014 - 31 stu	32%	61%	7%	2015 - 21 stu	18%	52%	30%	2016 - 16 stu	38%	50%	12%	2017 - 24 Stu	28%	58%	14%	2018 - 22 stu	22%	68%	10%	<p>With the 6 year history of using this instrument, we are setting our benchmark for the percentage of students in a class to show substantial understanding to be at 55%.</p>
Year	Complete Understanding	Substantial Understanding	Some Understanding																												
2013 - 31 stu	55%	39%	6%																												
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	<p>International Journal of Sport Management, whereby students did a journal summary on the misunderstanding of ADA application by facility managers; we saw only a very slight decrease of the number of students who showed complete understanding.</p> <p>B. Individual case study project in SMGT 301 on gender equity graded using a 10-point system.</p>	<p>15 students showed substantial understanding of the use of ADA and 5 students showed complete understanding of the application of the ADA to sport facilities.</p> <div data-bbox="751 526 1493 1101" data-label="Figure"> <p>Gender Equity Case Study</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score Range</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2016</td> <td>4 to 9</td> <td>4</td> </tr> <tr> <td>5 to 10</td> <td>9</td> </tr> <tr> <td>6 to 10</td> <td>0</td> </tr> <tr> <td rowspan="3">2017</td> <td>4 to 9</td> <td>5</td> </tr> <tr> <td>5 to 10</td> <td>10</td> </tr> <tr> <td>6 to 10</td> <td>0</td> </tr> <tr> <td rowspan="3">2018</td> <td>4 to 9</td> <td>6</td> </tr> <tr> <td>5 to 10</td> <td>10</td> </tr> <tr> <td>6 to 10</td> <td>0</td> </tr> </tbody> </table> <p>Legend: ■ score range for 0 - 10 Low scores ■ score range for 0 - 10 High scores ⋯ Linear (score range for 0 - 10 Low scores)</p> </div> <p>B. For this project, students scored very consistent with last year's results in their understanding of what gender equity really is. Scores ranged from 6-10 with the majority of scores in the 7-8 point range. The results continued to show a solid understanding of the interpretation of gender equity for this project. Results show that the course emphasis is very slightly improved.</p>	Year	Score Range	Count	2016	4 to 9	4	5 to 10	9	6 to 10	0	2017	4 to 9	5	5 to 10	10	6 to 10	0	2018	4 to 9	6	5 to 10	10	6 to 10	0	<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 is very slightly improved. Having introduced gender equity in the SMGT 101 course, it has helped the improvement of understanding. We will continue utilizing projects.</p>
Year	Score Range	Count																									
2016	4 to 9	4																									
	5 to 10	9																									
	6 to 10	0																									
2017	4 to 9	5																									
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2018	4 to 9	6																									
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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)



C. 19 students had a clear understanding of the topic's impact on the sport culture, 3 students showed required elements included on the connection of the impact on social cultural aspect of sport

19 students showed prospects for change that would enable a positive impact on the sport culture, 1 student addressed elements without clear connection or transferability to the socio-cultural aspects of sport

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. We will set our benchmark for all areas at 75% performance in all areas.

<p>1d) How well Sport Mgmt students perceive they are learning to appreciate biases in sport, we look at students' reporting in The NSSE assessment of Reflective and Integrative Learning (RIL), using the NSSE 2018 and 2014 Surveys</p>	<p>1d) The Means of Assessment is by comparing MU's Freshman experience of using Reflective and Integrative Learning to that of Seniors, with a desired increase of 2 mean points, and a benchmark mean score for senior experience above 41. Secondly, we would like to see Malone's mean score on RIL be greater than that of CCCU by about 2 mean points.</p>	<p>14 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</p> <p>16 students showed a clear understanding of how they could be an agent for change in their future career, 2 showed minimal understanding and 2 showed no evidence of understanding</p> <p>16 students were able to present factors that resist change related to their topic; 3 gave the required elements; and 1 showed minimal ways they could resist change related to their topic;</p> <p>12 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, 4 students addressed the elements with without clear connection; and 1 student omitted or did not meet the requirement.</p> <p>2018 SY score on RIL is 39.9, 2014 SY score on RIL is 39.9, 2018 CCCU score on RIL is 39, a difference of 0.9.</p>	<p>We did not meet our competitive benchmark for Reflective and integrated learning. While we achieved our competitive goal in 6/7 items, our students report not changing the way they view a problem or a solution or an issue based on their educational experiences. We will endeavor to work at challenging students to see how theory can change the way a problem is approached or understood through increased case studies in appropriate courses.</p>
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<p>1e) Also applicable here are the students' reports in the NSSE assessment of how often they were asked to evaluate a point of view, decision or information source.</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>In 2018, the score of seniors “evaluate a point of view, decision or information source.” will be greater than that of 2014 by about 2% points</p> <p>2A. 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>2018 SY score on 4d is 71%, 2014 SY score on 4d is 79%, a drop of 8% points.</p> <div data-bbox="751 548 1486 1156" data-label="Figure"> <table border="1"> <caption>% of Complete, Substantial, and Some Understanding of Business Knowledge Applied to Sport Organizations</caption> <thead> <tr> <th>Year</th> <th>Operations</th> <th>Finance</th> <th>Governance</th> <th>Legal & Ethical</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>30</td> <td>35</td> <td>50</td> <td>60</td> </tr> <tr> <td>2015</td> <td>30</td> <td>35</td> <td>50</td> <td>60</td> </tr> <tr> <td>2016</td> <td>35</td> <td>40</td> <td>55</td> <td>65</td> </tr> <tr> <td>2017</td> <td>40</td> <td>45</td> <td>60</td> <td>70</td> </tr> <tr> <td>2018</td> <td>42</td> <td>43</td> <td>54</td> <td>60</td> </tr> </tbody> </table> </div> <p>A. The Spring 2018 semester analysis for this assignment shows that in operations management: 42% had a complete understanding, 43% a substantial understanding, and 15% had some understanding. In financial management, 32% had complete understanding, 54% substantial understanding, and 14% some understanding. In</p>	Year	Operations	Finance	Governance	Legal & Ethical	2014	30	35	50	60	2015	30	35	50	60	2016	35	40	55	65	2017	40	45	60	70	2018	42	43	54	60	<p>We recognize in this drop a goal of helping students blend quantitative and qualitative reasoning intentionally in their responses to our discussions, homework problems and test questions.</p> <p>A. The results of this project, which is done over the last 7 weeks of the course, showed a slight improvement in the top range but a minimal decrease in the middle and lower ranges, as compared to the previous year, signifying the project's continued usefulness. Understanding of Operations Management and Financial Management in particular 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</p>
Year	Operations	Finance	Governance	Legal & Ethical																													
2014	30	35	50	60																													
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	<p>2B. “Case study for soccer team tournament.”</p> <p>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>governance, 28% had complete understanding, 61% substantial understanding, and 11% some understanding. In ethical and legal issues Title-IX, 51% had complete understanding, 37% substantial understanding, and 12% some understanding.</p> <div data-bbox="751 537 1478 976" data-label="Figure"> <table border="1"> <caption>Managing a Soccer Tournament</caption> <thead> <tr> <th>Year</th> <th>Partial (%)</th> <th>Substantial (%)</th> <th>Complete (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>0</td> <td>3</td> <td>97</td> </tr> <tr> <td>2016</td> <td>0</td> <td>3</td> <td>97</td> </tr> <tr> <td>2017</td> <td>12</td> <td>46</td> <td>42</td> </tr> <tr> <td>2018</td> <td>0</td> <td>10</td> <td>90</td> </tr> </tbody> </table> </div> <p>B. In Spring 2018, 90% showed complete understanding of the problem and 10% showed substantial understanding of the problem (there were none who fell in the range of showing only some understanding of the problem). Although only a very slight decrease in overall understanding occurred as compared to the previous year, complete understanding is still very high (90%), and students continued to become more aware of the breadth and depth of skills and knowledge needed to be a sport manager. The resequencing of BUS 342 (now 304) Principles of Management and Leadership prior to SMGT 301 Management of Sport has proven to be successful.</p>	Year	Partial (%)	Substantial (%)	Complete (%)	2015	0	3	97	2016	0	3	97	2017	12	46	42	2018	0	10	90	<p>budget development. Results suggest continuing with the project and leaving it the spring semester of the student’s sophomore year.</p> <p>B. By continuing to advise students to take BUS 342 (Management Principles), which is now called BUS 304 (Principles of Mgmt. 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. Note: In 2015, students managed a pizza party. The Soccer tournament is a larger endeavor. Continue to require critical thinking experiences and sequencing of BUS 342 (now BUS 304) prior to SMGT 301.</p>
Year	Partial (%)	Substantial (%)	Complete (%)																				
2015	0	3	97																				
2016	0	3	97																				
2017	12	46	42																				
2018	0	10	90																				

	<p>2C) Student Assessment: <i>Students will demonstrate Higher Order Learning (HOL)</i></p> <p>Student Survey Responses of The NSSE surveys 2014 & 2018 are used to assess this area. 2C) The Means of Assessment is by comparing MU's Freshman experience of using Higher Order Learning (HOL) to that of Seniors, with a desired increase of 2 mean points higher, and a benchmark mean score for senior experience at 41. Secondly, We would hope to compare seniors in The 2014 NSSE Survey Data to seniors in The 2018 NSSE Survey Data for HOL. The difference is expected to be greater than 10 mean points.</p>	<p>2018 SY score on HOL is 38.6 (2018 FY score is 39.4) 2014 SY score is 42.3 (2014 FY score is 36.5), 2014 difference > than 2018 difference.</p>	<p>Students perceive themselves as being weaker in Higher Order Learning than students did 4 years ago. In order to address this, we will spend more time helping students to appreciate virtues of theory and the competing theories in various business areas. Also, our benchmark was too aggressive, so we will lower out benchmark and strive for a 2 point increase in the next NSSE survey.</p>
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<p>2D) Students will use numerical information to examine a real world problem or issue, (such as unemployment)</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>2D) We would like to see Malone’s mean score on the use of numerical information to examine a real life situation be greater for Seniors in 2018 than it was for seniors reporting in 2014 by about 3% points.</p> <p>3A. 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>2018 SY score on 6b is 31%, 2014 SY score on 6b is 31%, no difference.</p> <div data-bbox="751 578 1486 1019" data-label="Figure"> <table border="1"> <caption>How Well Students Apply the Golden Rule</caption> <thead> <tr> <th>Year</th> <th>Partial</th> <th>Substantial</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>0%</td> <td>~5%</td> <td>~95%</td> </tr> <tr> <td>2018</td> <td>~15%</td> <td>~25%</td> <td>~60%</td> </tr> </tbody> </table> </div> <p>3A. 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. 60% of student papers received “Exceeds Expectations” score, 25% received “Meets Expectations” and 15% received “Below Expectations”.</p>	Year	Partial	Substantial	Complete	2017	0%	~5%	~95%	2018	~15%	~25%	~60%	<p>While no change has occurred here, we will encourage faculty members to provide more problems requiring quantitative reasoning.</p> <p>3A. Continue the assignment as the questions help students begin an analysis about their own ethics and how to utilize them in everyday life.</p>
Year	Partial	Substantial	Complete												
2017	0%	~5%	~95%												
2018	~15%	~25%	~60%												

<p>3C) Student responses on Reflective and Integrative Learning and analyze an idea, experience, or line of reasoning in depth by examining its parts.</p>	<p>3B. 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>Student Survey Responses of The 2018 NSSE are used to assess this area. 3C) The Means of Assessment is by comparing MU’s Senior experience of using Reflective and Integrative Learning to that of Seniors in the CCCU, with a desired increase of 2 mean points higher.</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>2018 SY score on RIL is 39.9, 2014 SY score on RIL is 39.9, 2018 CCCU score on RIL is 39, a difference of 0.9.</p>	<p>B. Strongly recommend to continue to use current assignment; Continue to have students exposed to oral communications experiences.</p> <p>We did not meet our competitive benchmarks for Reflective and integrated learning. While we achieved our competitive goal in 6/7 items, our students report not changing the way they view a problem or a solution or an issue based on their educational experiences. We will endeavor to work at challenging students to see how theory can change the way a problem is approached or understood through increased case studies in appropriate courses.</p>
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<p>4. Demonstrate skill in interpersonal & organizational communication. (C-1, 3-5)</p>	<p>Secondly, We would hope to compare seniors in The 2014 NSSE Survey Data to seniors in The 2018 NSSE Survey Data on how well Students 4c. analyze an idea, experience, or line of reasoning in depth by examining its parts. The difference between 2018 and 2014 will be greater than 20% points.</p> <p>4A. Supervisor Evaluation of Intern: Form 5 Midterm Evaluation of Student Progress and Form 6 Final Analysis of Student Performance. (Likert Scale)</p> <p>4B. Three 3-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>2018 SY score on 4c is 71% and 2014 SY score on 4c is 81%, a drop of about 10%.</p> <p>A. For the midterm evaluation, all 21 of students in the 2017-18 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>4B. 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 was excellent.</p>	<p>In failing to meet our benchmark, we see a need to increase our students' powers of analysis. Changes in assignments will dovetail with both qualitative and quantitative reasoning assignments.</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>4B. 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 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. All 18 students had accurate information and thorough coverage of the content/subject knowledge on the socio cultural aspect of sport,</p> <p>15 students showed thorough inclusion of creativity in their presentations, 2 included the required elements of creativity, 1 student included only minimal creative elements</p> <p>17 students utilized communication aids in an excellent manner, 1 student used communication aids in a sufficient manner.</p> <p>15 students were very well organized and used logical and sequential elements in their presentation, 2 showed required/adequate organization and 1 showed minimal organizational skills;</p> <p>14 students exuded a strong professional personal appearance in their presentations, 3 gave good professional appearances and 1 gave an adequate professional appearance.</p> <p>All 18 students met the full requirements of time utilization in their presentation.</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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<p>4D) Student responses on Reflective and Integrative Learning and analyze an idea, experience, or line of reasoning in depth by examining its parts.</p>	<p>4D. Student Survey Responses of The NSSE are used to assess this area by comparing MU's Freshman experience of using 4d. Evaluating a point of view, decision, or information source, with a desired increase of 2 mean points higher, and a benchmark mean score for senior experience at 41. We would like to see Malone's mean score on the Evaluating a point of view, decision, or information source be greater for Seniors in 2018 than it was for seniors reporting in 2014 by about 3% points.</p> <p>Secondly, We would hope to compare seniors in The 2014 NSSE Survey Data to seniors in The 2018 NSSE Survey Data for HOL. The difference is expected to be greater than 10 mean points.</p>	<p>2018 SY score on 4d is 71%, 2014 SY score on 4d is 79%, a drop of 8% points.</p> <p>2018 SY score on HOL is 38.6 (2018 FY score is 39.4) 2014 SY score is 42.3 (2014 FY score is 36.5), 2014 difference > than 2018 difference.</p>	<p>We recognize in this drop a goal of helping students blend quantitative and qualitative reasoning intentionally in their responses to our discussions, homework problems and test questions.</p> <p>Students perceive themselves as being weaker in Higher Order Learning than students did 4 years ago. In order to address this, we will spend more time helping students to appreciate virtues of theory and the competing theories in various business areas. Also, our benchmark was too aggressive, so we will lower out benchmark and strive for a 2 point increase in the next NSSE survey.</p>
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