

**Quincy University  
School of Education  
Sport Management  
Program Report  
2014-2015**

**Quincy University Mission:** Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace, and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and life.

**Description of Program:** The Sport Management Program is designed to prepare students for graduate school or direct entry into the sport industry field. A heavy emphasis on practica and internships help students establish a network of potential employers before they even graduate. Internships are available with minor league baseball teams, professional teams' front offices, golf courses, health spas, and gyms, among other places.

**Mission of the Program:** The Quincy University Sport Management Program is committed to providing a liberal arts grounding in the business of sport. This involves providing students with appropriate interdisciplinary coursework and field experiences, assisting students in acquiring high levels of competence, encouraging service, emphasizing diversity, promoting intellectual inquiry, and developing sound professional ethics. The Sport Management Major prepares students for leadership positions in various areas of recreational and professional sport.

## **Program Learning Outcomes**

- 1.** Students will show an understanding of the concepts of management by describing the various skills, roles, ethics, and functions of the field.
- 2.** Students will demonstrate proficiency in a rigorous body of knowledge within the sport industry, understanding the uniqueness of sport products.
- 3.** Students will produce professional written and oral communication and show competence with the use of technology.
- 3.** Students show competence, leadership, and professional behavior in the work environment as demonstrated in the internship and practicum hours.
- 5.** Students will demonstrate dispositions characteristic of the Quincy University conceptual framework.
- 6.** Students will pursue a career in the disciplines of sport coaching, sport management, or health and fitness management.

## PROGRAM ASSESSMENT MAP

<b>SPORT MANAGEMENT Program Learning Outcomes</b>	<b>Courses Introduced in</b>	<b>Courses Assessed In</b>	<b>Assessments Used in Course</b>	<b>Assessments Used Outside of Courses</b>	<b>Decisions</b>
1. Students will understand the concepts of management by describing the various skills, roles, ethics, and functions of the field.	SPM 240 SPM 310 SPM 440	SPM 240	Employee handbook Rubric		
2. Students will demonstrate proficiency in a rigorous body of knowledge within the sport industry, understanding the uniqueness of sport products.	SPM 350 SPM 351	SPM 351	Marketing Proposal Rubric		
3. Students will produce professional written and oral communication and show competence with the use of technology.	SPM 263 SPM 264 SPM 430 SPM 440	SPM 440	Semester long Recreation Plan		1. Continue to encourage students to use new presentation mediums in class presentations. 2. Continue remedial writing sessions
4. Students show competence, leadership, and professional behavior in the work environment as demonstrated in the internship and practicum hours.	SPM 482/483 SPM 484/485	SPM 482/483 SPM 484/485	Supervisor Assessment		1. Continue to require mandatory internship training session to outline expectations of the experience. Work with the Career Center to streamline internship requirements.
5. Students will demonstrate dispositions characteristic of the Quincy University Conceptual Framework	SPM 240 SPM 351 SPM 430	SPM 240 SPM 430		Disposition Assessment	1. Work with Career Center to offer a professionalism workshop
6. Students will pursue a career in the disciplines of sport coaching, sport management, or health and fitness management.				Job or graduate school Placement %	1. Continue providing students with more information on professional conferences and job fairs. 2. College to Career Event

## PROGRAM ASSESSMENT

### I. Description of the methods of program assessment used this year.

#### 1. Employee Handbook Rubric

The Employee Handbook Rubric assesses students' understanding of the concepts of management by describing the various skills, roles, ethics, and functions of sport managers.

The Employee Handbook is the culminating project in SPM 240: introduction to Sport Management. Students create a mock athletic company/organization and produce a handbook for their employees.

Year	# Of Students	Average Score %	Students scoring "C" or above	Students Scoring below a "C"
2008-2009	25	78.12%	19	6
2009-2010	20	87.45%	16	4
2010-2011	18	75.77%	15	3
2011-2012	29	77.67%	25	4
2012-2013	19	84.47%	19	0
2013-2014	20	85.75%	18	2
2014-2015	20	83.90%	19	1

## 2. Marketing Proposal Rubric

The Marketing Proposal Rubric is used to assess students' demonstrating proficiency in a rigorous body of knowledge in the sport industry and their understanding of the uniqueness of the sport product. The marketing proposal is a sponsorship proposal in which students take on the role of an athletic organization or event and propose a sponsorship to an outside entity.

This is the culminating experience of SPM 351: Sport Marketing.

Year	# Of Students	Average Score %	Students scoring "C" or above	Students Scoring below a "C"
2008-2009	13	81.22%	10	3
2009-2010	17	80%	15	2
2010-2011	15	82%	13	2
2011-2012	16	82.37%	15	2
2012-2013	21	88%	21	0
2013-2014	17	84%	13	4
2014-2015	23	84.8%	20	3

### 3. Semester long Recreation Plan

The Newsletter Rubric was used to assess students' written communication and competence with the use of technology. This assessment took place in SPM 440: Management of Physical Education, Recreation, and Sport, which is a course that is being taught as an online course. Students are required to create a spring newsletter for a fictional organization, highlighting programs and informing of upcoming events or changes with the organization. In the Spring of 2014, this was replaced with a semester long project that puts students in the role of a job candidate for a Director of Parks and Recreation position, and asks them to create a presentation and supporting documents outlining a year long Recreation and Special Events Program for the City. Students are required to use various software programs and are encouraged to try something different, such as a Prezi Presentation or a video rather than the usual PowerPoint Presentation.

Year	# Of Students	Average Score %	Students scoring "C" or above	Students Scoring below a "C"
2008-2009	15	80%	12	2
2009-2010	12	79%	11	1
2010-2011	9	67.8% 87% without the 0's	7	2 *both received 0
2011-2012	9	78.6%	8	1
2012-2013	17	83.8%	12	5
2013-2014	16	61.68% 89.7% without the 0's	11	5 *all 5 received 0
2014-2015	15	83.20	15	0

#### 4. Supervisor Assessment

Supervisor Assessments are used to assess students' competence, leadership, and professional behavior in the workplace. Supervisor Assessments are completed on all students that are enrolled in SPM 482/483: Practicum in Sport Management and SPM 484/485: Internship in Sport Management. These Assessments changed in the 2010-2011 school year to gain more information from the on-site supervisor. They are now done at midterm of and completion of an internship or practicum. The previous evaluation, although useful for evaluating how the student had performed, was difficult to extract useful data from. A five point likert scale is used to assess students in various areas of personal qualities and professional abilities.

Year	# Of Students	Average Score %	Students scoring "C" or above	Students Scoring below a "C"
2010-2011	8	88.6	8	0
2011-2012	9	90.2	9	0
2012-2013	13	94.4	13	0
2013-2014	10	93.6	10	0
2014-2015	16	92.3	16	0

## 5. Disposition Assessment

The disposition assessment is completed on students in the beginning of the sport management program in SPM 240: Introduction to Sport Management and again on students nearing the completion of the program in SPM 430: Sport Law. The Disposition Assessment is a School of Education wide assessment tool that utilizes the Conceptual Framework of the University to evaluate students' dispositions. A three point scale is used, 0 being unacceptable, 1 being acceptable, and 2 being exemplary. The outcomes that are assessed include: 1. Demonstrates Servant Leadership in actions towards others, 2. Practices reflective decision-making appropriate to field of study, 3. Utilizes research-based effective practices to promote success for all, 4. Respects and models the legal and ethical norms of the profession, 5. Exhibits personal leadership behavior valued by the professional community, 6. Demonstrates proficiency in a rigorous body of knowledge, which is specific to the field.

Course #	Year	# Of Students	Mean Score/12
SPM 240	2008-2009	25	5.12
	2009-2010	20	4.85
	2010-2011	18	7
	2011-2012	29	6.25
	2012-2013	19	10.3
	2013-2014	20	8.8
	2014-2015	20	7.2
SPM 430	2008-2009	13	7.07
	2009-2010	16	6.5
	2010-2011	9	7.6
	2011-2012	13	10
	2012-2013	17	9.76



	2013-2014	15	7.93
	2014-2015	17	8.7

## 6. Post Graduation Placement

Each year the Quincy University Career Center contacts students that have graduated to find out what the job and graduate school placement rates are for each program. Each School also sends out surveys; however we have not had much response to those surveys in the past. Contacting each former student individually gives us a much more accurate result and that is the data that is currently being used. Students are contacted in the fall after they have graduated. There are also students that could not be tracked down after they graduated and therefore we have no data on them.

Year of Graduation	# Of Students	Placed in Graduate School/Continuing Education	Placed in Job	Not Placed/unable to be contacted
2009	6	2	2	2
2010	10	1	9	0
2011	6	2	3	1
2012	8	2	5	1
2013	10	3	7	0
2014	11	4	7	0

**II. & III. Results of Assessment and Analysis of Assessment Results**

The results of data collected this year is not surprising or different from the instructor's evaluation of how the year concluded. As the SPM 240 evaluation data shows, the freshmen and sophomore students came in fairly prepared. These students are still receiving a lot of writing assistance and a short remedial APA writing session and I believe it is working. This year there were a large number of upperclassmen taking the intro class. Obviously this is not ideal, but there was a positive outcome. Many of the upper class students took on the role of a mentor/leader to some of the freshman and sophomore students and partnered with them in class projects.

The results of the upper level course data are troubling. It seems that after year one and two, students are either forgetting how to properly write and research or they decide to no longer put forth any effort. Many of the upper level assignments failed to meet junior and/or senior level quality. This year I required students to take writing assignments to the Student Success Center for writing assistance. I believe it did help their grades, but I question how much they are really learning. At this time, I am not sure what to do about the quality of writing among the upper class students.

After changing the assessed assignment in SPM 440 and requiring students to use a variety of technology mediums it was apparent at how behind they are in the use of technology. Students may know how to use their phones and devices to do a variety of entertaining things, but when it comes to productivity and the use of new software and mediums they are really lacking know how. Countless hours were spent teaching students how to use Prezi, how to create video presentations, and even elements such as inserting a watermark into a document. I did not see a big change this year. I ended up teaching students about file storage in Google Drive and Dropbox and we discussed ways businesses could use social media to their advantage.

The dispositional assessment this year was very disheartening. The SPM 240 assessments dropped again, however upperclassmen bounced back a little this year. On average I am seeing more and more students that expect to have their hands held and there seems to be a lack of responsibility and accountability. This is a societal trend, but I'm not sure what we at QU can do about this. Even the junior and senior students have this sense of entitlement that is frustrating to deal with.

#### **IV. Planned Program Changes Based on Assessment Results**

The freshmen and sophomore students, writing and presenting abilities are continuing to improve. Based on this the remedial writing and speaking sessions in SPM 240 will continue. Starting in the 2011-2012 school year, there was material added to the course to teach and/or refresh the important concepts associated with professional writing and presenting. This is the first course in the sport management program and sets the stage for the rest of the SPM courses. It is important for students to learn this material early on because it is a building block for everything else. Due to no longer being able to require ENG 111 as a pre-requisite for SPM 240, I will again be implementing this information into my course. Beginning in 2015-2016 we will be using the University Writing Assessment Rubric. This will create an opportunity to compare data with the rest of the university.

The data collected in the Upper level courses has failed to reach an acceptable standard. Work overall has decreased in quality. Writing and research in particular are lacking in the areas of ethical research and the use of APA style writing. Moving forward with the belief that this is happening because students are not retaining these skills, remedial research and writing sessions have been added into each course along with a presentation on ethical research and plagiarism. I felt that the plagiarism tutorials in each class were helpful and the incidence of plagiarism declined this year.

A Quincy University Sport Management Graduate Facebook page was created in the spring of 2013.

A majority of the graduates from the last 6 years have joined the group. This allows current students to network with former students in hopes of aiding them in the internship and career search. It will also help keep track of the SPM alumni and get information out to them quickly. Over the past two years, all internship opportunities, job openings, and career fairs have been posted to this site. It has shown to be a much better way to disburse this information than making announcements in class or posting on bulletin boards. This will be continued in the 2015-2016 school year. Another area that our students struggle in is networking. I will be working to put on a College to Career event in the spring of 2016 with Kristen Liesen. This will be a good opportunity for our students to network with alumni that have been in their shoes and know their struggles and can give advice and help them make connections.

As in other degree areas, the internship is an integral part of the Sport Management Program. Pre-internship meetings have been available for the past five years to outline responsibilities and requirements of the internship. Many students have chosen not to attend these meeting and in turn are not as consistent in fulfilling their requirements. In response to this, all students wishing to register for an internship or practicum must attend a mandatory internship meeting. I have been working with the Career Center and Kristen Liesen to streamline internship experiences for the university. I am hopeful that this will continue over the summer so we can test run it in the fall semester.

The disposition assessment data warrants some action. I feel a good place to start, would be to require a professionalism and ethics workshop. If the students in the Sport Management program are in need of this type of workshop, it is very likely that students from other majors are as well. Collaborating with the Career Center would allow all students to benefit. This year I made announcements about all the workshops the Career Center was having, but next year I will be

working it into classes as grades. This is so important because if our students cannot meet a standard of professionalism, ethical decision making, and servant leadership here at the university, I believe they will have a difficult time securing and keeping a job in their field.

There were some minor changes made to the major of the last year. ACC 121: Introduction to Financial Accounting was replaced with BUS 219: Personal Finance. It seems that less and less students come into college with a basic understanding of personal finance and many other courses build on this assumption. SPM 440 was reorganized into a Management of Recreation class, due to our program lacking any courses in recreation specifically. SPM 350: Facilities Management was changed to Facilities and Event Management to incorporate the event management side of athletics. Event Management is a huge sector in athletics and our students should have experience in this area. A Sport and Cognitive Behavior minor was created in the spring of 2015 after having several students show interest in this field of study.

#### V. **Program Aspirations**

Over the past year I have spoken with students and athletic professionals about expanding the Sport Management major to include a separate track for students planning to pursue a degree in College Athletics. There are unique areas that would lend themselves to new courses, such as NCAA and NAIA compliance. I will be working with the Quincy University Athletic Department to come up with a blueprint for this track during the 2015-2016 school year. At this time, it is unclear whether an additional track or a minor would be more likely.