

Southwestern Michigan College

Sports Management Program Review 2020

Discipline Area: Sports Management (AAS)

Resources:

Full-time instructors: 1 dedicated full time to the Sports Management Program

Adjuncts: 1-3 per semester for PHED 101 Physical Activity, PHED 103 Life Wellness, and occasionally for PHED 111 Introduction to Coaching

Physical resources include shared space in the Zollar Activity Center classroom, theater, fitness center, locker rooms, gymnasium and both the Niles Fitness Center and a Niles Campus classroom. Additional costs for the Sports Management Program include license agreement for MHSAA CAP Program Certifications and standard supplies for classrooms such as computer hardware/software (Microsoft 365, laptop), fitness assessment equipment, physical activity accessories (balls, racquets, bands, etc.) and instructional supplies (dry erase markers, printing).

Enrollment Data

Applicants & Enrollment:	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Applicants¹	54	64	44	34	0
Applicant Yield	18.5%	18.8%	29.5%	32.4%	NA
Enrolled²	29	24	26	15	NA

* as of 2/21/2020. Yield data not available until fall begins

Course Enrollment³	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PHED 111	6	6			
PHED 210		9	5	7	7
PHED 215		8	23 (2 sect)		
	Fall 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
PHED 111	5	18 (2 sect)	17	9 (2 sect)	7
PHED 210	6	8	11		
PHED 215	15		9	12	

Awards Conferred⁴	15/16	16/17	17/18	18/19	19/20
	0	5	0	2	3

* as of 2/24/20 (includes pending for spring)

1. T:\INSTITUTIONAL RESEARCH\Assistant\Report Requests\Marketing\2018-2019\Applicant Status Report Files\Application Status Report by Term.rpt

2. T:\CRYSTAL REPORTS XI\CrystalReports - Banner\Institutional Research\Major_Count_Registered2.rpt

3. T:\CRYSTAL REPORTS 2011\Course & Section\Schedule.rpt

4. T:\CRYSTAL REPORTS 2011\Student\Graduation\Graduates_Awarded_MjrDesc.rpt

Curriculum:***Sports Management Associate in Applied Science***

Semester I		
Subject, Course Number, Title	Credit Hours	Semesters Offered
EDUC 120 Educational Exploration and Planning	1	F, SP, S
BISC 111 Biological Science	4	F, SP, S
BUSI 200 Small Business Management	3	F, SP, S
ENGL 103 Freshman English II or ENGL 103W Freshman English II Workshop Note: Student may be required to take ENGL 103W depending on assessment score	3 or 4	F, SP, S
PHED 103 Life Wellness	3	F, SP, S
SPEE 102 Fundamentals of Public Speaking	3	F, SP

Credits 17 to 18

Semester II		
Subject, Course Number, Title	Credit Hours	Semester Offered
ISYS 110 Intro to Computer Technology	3	F, SP, S
BUSI 220 Marketing	3	F, SP, S
SPEE 104 Introduction to Human Communication	3	F, SP, S
PSYC 101 General Psychology	3	F, SP, S
PHED 111 Introduction to Coaching	3	F, SP

Credits 15

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Semester III		
Subject, Course Number, Title	Credits	Semester Offered
BUSI 240 Professionalism Workshop	1	F, SP, S
PHED 215 Introduction to Recreation	3	F
PHED 210 Organization and Administration of Sports	3	F
PHED 101 Physical Education Activity	1	F, SP, S
CHEM 100 Fundamentals of Chemistry	4	F, SP, S
ECON 202 Microeconomics	3	

Credits 15

Semester IV		
Subject, Course Number, Title	Credits	Semester Offered
PHED 280 Practicum	3	F, SP, S
PHIL 210 Introduction to Ethics	4	F, SP
MATH 150 Statistics	4	SP
HUMA 202 Introduction to American Pop Culture	3	F, SP, S

Credits 14

Total Credits 61-62

Currently the Sports Management Associate in Applied Science curriculum consists of three Communication classes (ENGL 103, SPEE 104, SPEE 102); two Natural Science (BISC 111, CHEM 100); two Social Science (PSYS 101, ECON 202); one MATH (MATH 150); two Humanities (HUMA 202, PHIL 210); and major-specific classes which include: EDUC 120, BUSI 200, BUSI 220, BUSI 240, ISYS 110, PHED 101, PHED 103, PHED 111, PHED 210, PHED 215, and PHED 280 (which is only for Sports Management students).

PHED 103 Life Wellness is an elective for multiple programs within SMC's Academic Portfolio including: Elementary Education, Early Childhood Education, Medical Assisting, Health Services, Engineering Technology, Fire Science, Health Information Technology, Industrial Technology, Social Work, Social Science, and Psychology.

The Sports Management curriculum consists of five core departmental courses: physical activity education, life wellness, introduction to coaching, introduction to recreation, and organization and administration of sports. Once these classes are completed, they are followed by a practicum experience course as the capstone to the program. The practicum provides sports management students greater freedom to pursue a variety of sports related practical application work sites to further refine their individual knowledge, skills, and intended career pathway within the industry.

Additionally, the PHED 111 Intro to Coaching course provides certification for the Michigan High School Athletic Association (MHSAA) Coaches Advancement Program (CAP) Levels 1, 2,

and 3. Currently, the MHSAA requires any new varsity coaches to be CAP 1 or CAP 2 certified as a condition of employment.

Program Objectives/Advisory Board: Sports Management Graduate Competencies include:

1. Applied critical thinking to identify, assess, and resolve problems through a logical process.
2. Incorporate Management Theory to effectively supervise and manage organizational resources.
3. Demonstrate an understanding of diversity issues in Sports.
4. Awareness and proficiency in the use of technology for the sports industry.
5. Employ ethical standards when making decisions.
6. Exhibit professional writing and oral communication skills.
7. Interpret basic financial statements.
8. Utilize computer applications to perform business activities.
9. Demonstrate an understanding of legal concepts and risk management for sports managers.
10. Apply fundamental marketing concepts.

These competencies were formulated through discussion with advisory board members, sports management faculty throughout the State of Michigan, and reviewing The Commission on Sports Management Accreditation for university and graduate degree programs.

Through the process of evaluating professional preparedness of sport management students, this review explores the factors deemed necessary for the development of successful future sport professionals. The methods used for student assessment in the sports management program include event/project assessment, individual and group performance assessment, industry simulations, case study responses, site experience presentations, core knowledge tests, terminology quizzes, and certification exams.

-Event/Project assessment is utilized to evaluate the student's practical knowledge and abilities to operate an actual sporting event. Students utilize their skills in planning, resource identification and development, risk management, marketing creativity, collaboration, and evaluation.

-Individual and group performance assessments capture student aptitude in regards to the application of accumulated industry knowledge and skills. These assessments take place in the form of class projects, industry-based simulations/exhibitions, and practicum experiences. The performance assessment allows for multiple points of observation in order to capture a more balanced assessment of what the student has learned and how they can apply their knowledge and skill set.

-Case studies are a form of assessment to gauge problem-solving, critical-thinking, and writing skills. Students are charged with composing an objective summary of the case with the main arguments or factors clearly identified. Additionally, the case studies pose open ended questions to evaluate the student's ability to decipher and rationalize potential courses of action. This helps to highlight maturity in the decision-making process of the student.

-Quizzes, tests, and exams are utilized to gauge how well a student has understood the course content and competencies. The questions on the quizzes, tests, and exams are based on course objectives and learning goals.

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SPORTS MANAGEMENT AAS												
		COLLEGE CORE	Applied critical thinking to identify, assess, and resolve problems through a logical process.	Incorporate Management Theory to effectively supervise and manage organizational resources.	Demonstrate an understanding of diversity issues in Sports.	Awareness and proficiency in the use of technology for the sports industry.	Employ ethical standards when making decisions.	Exhibit professional writing and oral communication skills.	Interpret basic financial statements.	Utilize computer applications to perform business activities.	Demonstrate an understanding of legal concepts and risk management for sports managers.	Apply fundamental marketing concepts.
PHED AAS	BISC 111	x	x				x	x				
PHED AAS	ECON 202	x	x	x			x	x	x	x	x	
PHED AAS	ENGL 103	x	x					x				
PHED AAS	PHED 103		x	x	X			x				
PHED AAS	SPEE 102	x						x				
PHED AAS	BUSI 200		x	x	X	x	x	x	x	x	x	x
PHED AAS	CHEM 100	x	x				x	x				
PHED AAS	MATH 150	x	x					x		x	x	
PHED AAS	PHED 101							x				
PHED AAS	PHED 215		x		X	x	x	x		x	x	x

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PHED AAS	BUSI 240		x		X	x	x	x		x		
PHED AAS	HUMA 202	x	x		X	x	x	x				
PHED AAS	ISYS 110		x			x	x	x		x		
PHED AAS	PHED 210		x	x	X	x	x	x	x	x	x	x
PHED AAS	PSYC 101	x			X		x	x				
PHED AAS	SPEE 104	x			X		x	x		X		
PHED AAS	BUSI 220		x	x	X	x	x	x	x	X	x	x
PHED AAS	PHED 111		x		X		x	x			x	x
PHED AAS	PHED 280		x	x	X	x	x	x	x	X	x	x
PHED AAS	PHIL 210	x			X		x	x				
PHED AAS	EDUC 120	x	x		X	x	x	x	x	X		

ASSESSMENT DATA REVIEW

PHED Course Pass Rates from 2015-2016 to 2018-2019

PHED 101 Physical Activity

2015-2016	2016-2017	2017-2018	2018-2019
94.4%	92.9%	100%	86.4%

The pass rate was consistent until the 2018-2019 academic year. Potential reasons for the drop off include: an increase in the number of students taking a PHED 101. Rather than one rock climbing class with low enrollment, there was also a sports conditioning course offered with larger than average enrollment for this second course (normal 5-7 students, sports conditioning had 10 students enrolled). This increases the variation of grades earned which in this case lowered the pass rate from the previous year.

PHED 103 Life Wellness

2015-2016	2016-2017	2017-2018	2018-2019
86%	82.5%	83.1%	84.4%

The pass rate was consistent for this span of academic years for the PHED 103 courses offered.

PHED 111 Introduction to Coaching

2015-2016	2016-2017	2017-2018	2018-2019
81.8%	100%	82.4%	88.9%

The pass rate showed an abnormal spike in the 2016-2017 academic year. Though there was not change in textbook but there was a time change for the course as it was moved up to midafternoon to capture dual enrollment students. There was also an external factor that likely influenced this spike. This was the first year that the MHSAA began requiring CAP certification for new high school varsity coaches. THE PHED 111 course offers this certification as part of the curriculum and there was a larger than normal enrollment during this academic year.

PHED 210 Administration and Organization of Sports

2015-2016	2016-2017	2017-2018	2018-2019
83.3%	94.1%	68.8%	71.4%

The large drop off in pass rate from 2016-2017 to 2017-2018 and 2018-2019 has multiple factors of influence. In the two years of lower pass rates, the course was primarily populated by underprepared dual enrolled high school students. Many of them missed multiple classes and assignments due to high school activities as well as indifference to the activities and assignments offered in the course. In the Spring of 2019 a new textbook was introduced to the course, which also might have had an impact. The decision was made to stop offering the course on the Niles Campus due to lack of campus resources. Additionally, it was determined that it would only be offered in the Fall semester (starting in Fall 2019) as offering it on both campuses in both the Fall and Spring semesters was thought to be a cause of the continually low enrollments.

PHED 215 Introduction to Recreation

2015-2016	2016-2017	2017-2018	2018-2019
86.7%	75%	84.4%	75%

The pass rates fluctuated by more than 10% each academic year. Potential factors included low enrollment and the introduction of a new textbook in the Spring of 2019. Just as with the PHED 210 course, the decision was made to only offer it in the Fall semester and only offer it on the Dowagiac campus. This decision was made to hopefully boost course enrollment.

PHED 280 Practicum

2016-2017	2017-2018	2018-2019
83.3%	100%	100%

The dramatic change in pass rate from 2016-2017 to the 2017-2018 and 2018-2019 is due to lower enrollment in the latter academic years. In 2016-2017, 6 students took the course. In 2017-2018 only 1 student took the course and 2018-2019 only 3 students took the course. There is no textbook nor were there any changes in the course assignments.

PHED 101 PHYSICAL ACTIVITY (ROCK CLIMBING) SPRING 2019 SUMMARY

Course Objectives			
	Understand various fitness and training principles involved with the activity.	Demonstrate the necessary skills related to the activity.	Apply safe training methods to the activity.
Measurement	≥ 73.4	≥ 73.4	≥ 73.4
Explain processes, teach them and then watching students climb and belay	96.92	96.92	96.92
Belay test watching students climb and belay	100	100	100
Explain and assess sports conditioning techniques through participation	85.7	85.7	85.7
Average	94.21	94.21	94.21

PHED 101 Assessment Results Analysis

Met course objective, 100% of students achieved at least a 73.4% or better on all course objectives.

Actions for Program development, maintenance, or revision

Continue to monitor student success rates for each course objective and if a student scores below 73.4%, detail potential reasons. In terms of program impact, this course is designed to emphasize teamwork and safety.

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Course Objectives					
	Demonstrate the ability to work as a team.	Demonstrate an increased understanding of individuals of varying cultural and social backgrounds.	Assess and evaluate his/her own fitness in regard to: Cardiovascular Fitness, Muscular Strength and Endurance, Flexibility, Nutrition, Body Composition, and Stress Management	Understand health risks involved with the use of common addictive substances including alcohol and tobacco.	Develop a comprehensive fitness plan that applies learned fitness principles and training methods to effectively maintain cardio respiratory health, flexibility, strength, body composition and overall wellness.
Measurement	≥ 73.4	≥ 73.4	≥ 73.4	≥ 73.4	≥ 73.4
Attendance/Participation	88.04	88.04			
Pre-Fitness Assessment	96.7		96.7		
Video Assignment		68.19		68.19	
Fitness Plan					86.32
Progress Report 1			87.35		
Progress Report 2			81.3		
Progress Report 3			81.05		
Post Fitness Assessment	88.28		88.28		
Heart Rate Homework			95.87		
Wellness Assessment			88.22		
Food Journal			88.18		
Average	91.01	78.12	88.37	68.19	86.32

Michigan High School Athletic Association Coaches Advancement Program (CAP) Exam Performance

Date	Number of Students took	Passed	Failed	Percentage
1/01/18 - 12/31/18	17	14	3	82%
1/01/19- 12/31/19	9	9	0	100%
1/01/20 - 05/31/20	7	4	3	82%
Overall	33	27	6	82%

PHED 111 Assessment Results Analysis

Overall, students achieved at least a 73.4% for all course objectives.

Actions for Program Development, Maintenance, or Revision

Continue to monitor student success rates for each course objective and if an overall student score drops below 73.4%, detail potential reasons. In terms of program impact, this course is designed to begin formulating: risk assessment skills, motivational techniques, and proper planning methods.

PHED 210 ADMINISTRATION AND ORGANIZATION OF SPORTS 2019 SUMMARY

Course Objectives						
	Create a sports-based program that includes measurable objectives for individuals and groups.	Identify sport and recreation industry resources.	Understand the evaluation process that is involved with recreation/sport programs.	Have a basic understanding of the process for making decisions, strategic planning, and managing change in sport and recreation organizations.	Demonstrate critical thinking skills based on a foundation of ethical standards for the decision-making process.	Define the various types of leadership found in sports management based on their positive and negative impacts.
Measurement	≥ 73.4	≥ 73.4	≥ 73.4	≥ 73.4	≥ 73.4	≥ 73.5
Dream Job Marketing Campaign				64.3	64.3	
Marketing "Hook" Story		71.4	71.4			
Class semester project	61.7	61.7	61.7	61.7	61.7	
Scenario Response			50	50	50	
Decision Making Questionnaire				50	50	
Leadership Interview		40	40	40	40	40
AVERAGE	61.7	57.7	55.8	53.2	53.2	40

PHED 210 Assessment Results Analysis

Overall, students did not achieve at least a 73.4% for any of the course objectives. This was particularly disturbing but after reviewing the data, there were several reasons for such a disappointing showing. First, it must be understood that this course is only offered during the Fall semester and in only one section. The enrollment was particularly low last year with only 7 students enrolled in the course. Of that 7, only four attended regularly and submitted the required assignments. Basically, this was a perfect example of how a few underperforming students can impact a course. If you eliminate those three students who rarely attended, the overall class average jumps to 88.3% with all objectives achieved above the 73.4% threshold.

Actions for Program Development, Maintenance, or Revision

Continue to monitor student success rates for each course objective and if an overall student score drops below 73.4%, detail potential reasons. In this instance, it would appear to be somewhat of a fluke as to the low achievement. In terms of program impact, this course is designed to begin formulating leadership skills, practical application of sports management knowledge, refining event management skills with an emphasis on making data-based decisions, and the importance of evaluation for both personnel and event outcomes. In terms of revision, faculty will continue to explore potential simulation and virtual based learning software applications in order to increase more active learning opportunities and better prepare students for uncommon circumstances such as the impact of Covid19 on the sports industry.

PHED 215 INTRODUCTION TO RECREATION 2019 SUMMARY

Course Objectives					
	Demonstrate an increased understanding of the significance of sports and recreation in regards to: origins, evolution over time, economic impact, and social value.	Understand the roles, relationships, and use of recreation and sport delivery systems	Develop career preparation materials.	Describe career opportunities with the overall field of sports management.	Identify three areas of interest within the career field and develop a proposal for three separate practicum opportunities.
Measurement	≥ 73.4	≥ 73.4	≥ 73.4	≥ 73.4	≥ 73.4
Class Assignments Resume, Cover Letter, Employment Forecast			76.72		76.72
Service Learning through volunteering		85.76		85.76	
Attendance	87.38	87.38	87.38	87.38	87.38
Guest Speaker Reflection	87.27	87.27			
Average	87.33	86.80	82.05	86.57	82.05

PHED 215 Assessment Results Analysis

Students achieved at least a 73.4% for all course objectives.

Actions for Program Development, Maintenance, or Revision

Continue to monitor student success rates for each course objective and if an overall student score drops below 73.4%, detail potential reasons. In terms of program impact, this course is designed to begin formulating potential sports industry career pathways, refinement of job application materials, exposure to the sports industry work environment through volunteerism, and a more substantial understand of what sports management is comprised of, including the minimum required skills, responsibilities, and factors for success. In terms of revision, faculty will look to broaden the use of active learning experiences in multiple areas outside the traditional pathways of facility management and coaching.

PHED 280 PRACTICUM 2019 SUMMARY

Course Objectives			
	Demonstrate the ability to work as a member of a team.	Demonstrate increased understanding of working conditions in an area of sports management.	Assess and evaluate his/her own success in regards to: Professional Development, Communication, Task Completion, and Resource Management
Measurement	≥ 73.4	≥ 73.4	≥ 73.4
Service Learning	100	100	
Attendance	100	100	
Practicum Summary Presentation	62.1	62.1	62.1
Average	70.7	70.7	62.1

PHED 280 Assessment Results Analysis

Overall students did not achieve at least a 73.4% for any of the course objectives. However, after reviewing the data, this was mainly due to the low number of students and one unfortunate low performing student. In the past year, only 3 students enrolled in the practicum course. Of those three, two did outstanding and one did poorly. It is believed that from such a low number, that this is not an accurate representation of student and program success.

Actions for Program Development, Maintenance, or Revision

Continue to monitor student success rates for each course objective and if an overall student score drops below 73.4%, detail potential reasons. In terms of program impact, this course is designed to be the capstone experience that challenges the student in a sports industry setting with the addition of a third-party evaluation of knowledge and skills. For those who complete the practicum course, it provides clarification as to what type of career path they truly desire. Some find great exhilaration and the experience fuels their passion, while others come to an understanding of just what they don't wish to be doing with the

rest of their professional career. In terms of revisions, due to the low enrollment over the past year, none are advised.

Sports Management AAS Program Advisory Board

The Sports Management Advisory Board meets twice a year, typically in October and April. The membership is comprised of those working in the sports and recreation field including; current students, graduates, faculty, administrators, and managers. Topics discussed are curriculum, textbooks, business trends, certifications, active learning opportunities, and what changes or updates are needed in the program to meet industry and community needs.

Extracurricular:

Up until the Fall of 2019, there was a Sports Management Student Club with the aim of identifying active learning opportunities and promoting the program. From the program's inception in 2015 until 2019, the Student Club organized trips and field experiences to: iFly Indoor Skydiving, the Milwaukee Bucks Sports Management Conference, the Indiana Pacers Professional Basketball Team, and the Detroit Pistons Sports Management Conference. In 2019, due to low enrollment in both the Introduction to Recreation (PHED 215) and Administration and Organization of Sports (PHED 210), the Sports Management Student Club ceased to exist.

Potential:

The Sports Management AAS is designed for the student to complete the AAS degree and to begin their career as an entry level manager in the sport and recreation industry. Summer 2018 and Fall 2018 100% of the students have completed their internships and began a job at the internship site or for the parent organization.

According to the United States Bureau of Labor Statistics, Sports Management is one of the nation's growing career fields. It is growing faster at 29% than the average for all occupations which is 7%. This trend is projected through 2026. (Bureau of Labor Statistics, 2018)

SWOT Analysis of the Sports Management AAS Program

Strengths

1. There are several local and regional sports industry opportunities at in both the public and private sectors for students to gain experience through volunteering and entry level employment. These opportunities provide avenues for refinement of student skills, specifically in regards to the sports industry, as well as their professional network of resources.
2. The SMC Sports Management Program has been approached by several youth and broadcasting organizations in the past two years looking for students who are interested and will to learn their particular segment of the overall industry. Additionally, each year there are numerous coaching, officiating, and entry level sales positions that are posted within a 25-mile radius of SMC's Dowagiac Campus.
3. SMC has provided at least one developmental opportunity or field experience each year. This helps promote the program and bring students closer to the reality of what their potential careers will entail.

Weaknesses

1. Students lack of off campus access to high speed internet for completion of technology-based courses can impact the resources and timeliness of work.

2. SMC lacks an athletic department and has a relatively small intramural and recreational programming for on-campus activities which provide opportunities for active learning for students in the sports management field.
3. There is a lack of online or virtual simulation content to further expand student learning opportunities in the various branches of the sports industry.

Opportunities

1. The recent job posting for an SMC Cross Country Coach appears to signal a potential return of athletics at SMC. This would be a major boon for opportunities to engage the Sports Management Students will all the aspects of running a sports organization.
2. Potential to add simulations and gaming type learning platforms to teach soft skills and enhance critical thinking skills.
3. Increase internal marketing towards undecided and School of Business Students who may have an interest in the business side of the sports and recreation industry.
4. External marketing for local high school athletic departments and youth recreation businesses both traditional and non.

Threats

1. Many students transfer on to a 4-year prior to graduating to get the experience of working within sports or recreation structure that SMC does not or cannot currently provide.
2. The Sports Management Program is promoted well and is often marginalized as a "gym class degree".
3. Only one full-time faculty member who can only do so much in terms of marketing and promotion.

Conclusion

The Sport Management AAS Program at Southwestern Michigan College has a solid foundation of coursework and engaging experiences. Through the incorporation of several classes from various content areas (Social Science, Economics, Communications, Physical Education, Business, etc.), students receive a broad background that prepares them for a wide range of careers in sports and recreation. In addition, the program requires students to complete a practicum in order to graduate which further exposes them to the daily operations and skills needed to be successful in the sports industry. The strengths and weaknesses of the Sport Management Program provide a framework for areas that could be considered in order to make future improvements to the program.

Sport is one of the largest industries in the world today at well over a billion dollars, and the focus of many jobs in sport is rooted in sales. Whether it is selling a service, a product, or even your team to a prospective player or coach, the skills and knowledge needed to do so are intertwined. That is why this particular aspect has been a central component that SMC Sports Management Students receive throughout their two-year journey through our program. There is no doubt that SMC Sports Management Students are prepared for jobs that require some element of Human Performance and Business (i.e. program development for a fitness center, YMCA or camp; Fitness director for a college or university or facility). However, there are certainly avenues for improvement and those need to be explored with greater depth.

Even with the outbreak of Covid19, the sport industry continues to expand through more diversified opportunities that are being pursued to re-engage fans. But these measures must be done so while ensuring the physical and financial protections of the industry as a

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whole. There is no doubt that students will continue to pursue careers where a sport management degree is valuable. But, in order for the Sport Management Program at SMC to grow, there is a definite need for increased marketing and promotion of the program both internally and externally.