

Bachelor of Science in Sport Management

College of Education

Department of Kinesiology and Physical Education

Sport Management

Bachelor of Science

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Steven M. Howell, Associate Professor of Sport Management

1. Introduction

The B.S. in sport management (SM) program would provide students with an education focused on applied instruction/practical experiences in sports. The department has offered a M.S. in Sport Management degree for many years and enrollment for this program has shown consistent growth: e.g., increases of 32.7% (2012-2015) and 35.4% (2009-2015). Additionally, an internationally-respected leader in the SM discipline was recently hired as department chair. Based on feedback from undergraduate students and current industry demands, initial projections suggest that a bachelor's program in SM has the potential to yield ~150-200 or more new students at NIU. As a result, the timing seems appropriate for the university to consider an undergraduate program in SM as an opportunity to **generate significant new enrollment and tuition revenue in a cost-effective manner.**

Demand for a B.S. degree in SM is strong, as evidenced by a Fall 2017 enrollment of 72 graduate students supported by three full-time faculty. There is considerable opportunity for NIU to grow in the sport management discipline, both in terms of enrollment and in reputational capital. According to Plunkett Research, the sports industry is one of the ten largest industries in the U.S., accounting for \$500 billion in annual spending and employing nearly 500,000 practitioners. The industry has grown at a 3-5% rate annually over the past decade, even despite recessionary impact. Projected growth for the industry is 5% annually over the next decade. Locally, the Chicago area is a key sports industry hub, employing more than 15,000 full-time sports industry workers. Program alumni are employed by major and minor league professional sports franchises, collegiate athletic departments, sporting goods firms, and a variety of other aspects of the sports and entertainment industry. Given the attraction and popularity of sports in our culture, the job market in this industry is highly competitive, making a B.S. in SM degree vital for entry to some industry sectors. Additionally, a B.S. in SM degree would be a natural pipeline to the graduate degree (in areas such as sport management or business) where they could grow within the industry to obtain a position that is both more specialized and competitive. Accordingly, demand for the program is expected to continue to increase in coming years (as previously indicated).

A conservative estimate of 150 students enrolled was used in these projections, but it should be noted that with the launch of any new program, it will take some time to complete curricular process, recruit students, and fully launch the program. That said, a projected return on investment of **greater than 7-to-1 represents** a strong opportunity to invest resources.

2. Student Learning Outcomes

Upon the completion of the B.S. in SM degree at Northern Illinois University, students should be able to demonstrate competencies in the standards and guidelines outlined below:

1. **Sport Management Content Knowledge:** Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization.
2. **Applied and Theoretical Sport Management Principles:** Understand the extent to which relevant managerial, marketing, public relations, and financial are applicable to the various facets of sport management theory and practice.
3. **Legal Aspects and Ethical Practices:** Understand, apply, and analyze legal and ethical concepts related to sport.
4. **Psychosocial Aspects of Sport:** Develop an understanding of and an appreciation for the psychosocial dimensions of sport and sport management practice.
5. **Current and Timely Issues in Sport:** Identify and analyze the current issues and problems facing sport.
6. **Critical Thinking in Sport:** Develop critical thinking skills, particularly as they are relevant to successful sport management practice.
7. **Communication Skills in Sport:** Advance oral, written, and interpersonal communication skills as necessary for successful sport management practice.
8. **Applied and Practical Knowledge:** Develop and acquire applied professional knowledge, skills, and competencies in practical sport organizational settings.

3. Program-by-Baccalaureate Learning Outcomes Matrix

Course	Baccalaureate Student Learning Outcomes							
	Global inter-connections and interdependencies	Intercultural competencies	Analyze human life and natural world inter-connections	Critical, creative, and independent thought	Communicate clearly and effectively	Collaborate with others	Quantitative and qualitative reasoning	Apply knowledge and skills creatively
1. Sport Management Content Knowledge	M	M	M	S	S	S	S	S
2. Applied and Theoretical Sport Management Principles	M	M	M	S	S	S	S	S
3. Legal Aspects and Ethical Practices	M	S	M	S		S		M
4. Psychosocial Aspects of Sport	M	S	M	S		S		M
5. Current and Timely Issues in Sport	S	S	S	S	S	S	S	S
6. Critical Thinking in Sport	S	S	S	S		M	M	S
7. Communication Skills in Sport	M	M	M	M	S	S	M	M
8. Applied and Practical Knowledge	M	M	M	S	S	S	S	S
Overall support for Baccalaureate SLOs	M	M	M	S	S	S	S	S

Note: S = outcome strongly supports; M = outcome moderately supports; blank = does not support.

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4. Curriculum Map

Core Courses	Program Student Learning Outcome							
	SM Content Knowledge	Applied and Theoretical SM Principles	Legal Aspects and Ethical Practices	Psychosocial Aspects of Sport	Current and Timely Issues in Sport	Critical Thinking in Sport	Communication Skills in Sport	Applied and Practical Knowledge
KNPE 111			B	B	B	B	B	
KNPE 310				D			D	
KNPE 393			D	D	B	D	D	
LESM 152				B	B	B	B	
LESM 201	B	B	B	B	B	B	B	B
LESM 350	D	D			B		D	D
LESM 360	D	D			B	D	D	D
LESM 386	D	D					D	D
LESM 438	P	P			D	P	P	
LESM 439	P	P	P		D	P	P	
LESM 442	P	P			D		P	
LESM 444	P	P			D		P	
LESM 486	P	P			P	P	P	P

Note: Course supports the outcome at the B = beginning; D = developing; or P = proficient level.

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5. Assessment Methods

Explanation of Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Internship Site Supervisor Evaluation	Supervisors are provided with a midterm and final evaluation that asks to evaluate interns on their progress and effectiveness during the internship, as well as other job-related evaluation questions. Metrics presented in the form of a 5-point Likert scale.	A student must receive a score at or above “average” (3 or better) on the 5-point scale on their progress and effectiveness during the internship, as well as other job-related evaluation questions.	100% of students are expected to score at or above “average” on the 5-point scale (3 or better).	One time during the student’s tenure in the program (when enrolled in LESM 486). Course can be taken during Fall, Spring, and Summer semesters - therefore data collection will be ongoing.	Program Director and/or Internship Coordinator collates evaluations from site supervisors.	1-2, 5-8
Course-Related Evidence (i.e., student portfolio)	Each student is required to develop a portfolio to reflect the eight SLOs. Portfolios can consist of materials from coursework such as course papers, projects, and presentations, as well as materials develop during the internship experience.	Student portfolios must meet the passing requirements for demonstrating that all SLOs have been met. Any standard not met must be redone.	85% of students must pass.	Throughout students’ program of study (i.e., beginning junior year)	Individual Course Instructors; Program Director	1-8
Program Advisory Board	Board members comment on the program, make suggestions for program changes based on industry trends as they relate to the program SLOs.	No specific targets are set. The expectation is that the board will provide information on the extent to which the program is minimally meeting their needs as employers and ideally exceeds meeting their needs as employers.	No specific targets are set. Expectation are that the board will provide information on the extent to which the program is adequately meeting (or ideally exceeding) their needs as employers.	Annually	Program Director	1-8

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Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Exit Interviews	Conducted with students at the end of their program of study. Addresses how well prepared they feel, what areas they feel they need more preparation in, which courses they feel have prepared them most, and any changes they would like to see to the program.	All students must complete this during their final semester of their graduate studies.	The target is that 85% of students report having a positive experience and that feel well prepared for their career. Exit interviews are also analyzed to identify areas in which students felt unprepared as well as areas in which they felt well prepared to provide evidence for curricular and program review.	As students complete their program of study.	Program Director and/or Internship Coordinator.	1-4; 8
Alumni Survey	Sent to program graduates to determine their satisfaction with the program and how well they have been prepared for their career. Items are also focused on how well the program met the established SLOs. Additionally, follow-up questions will be asked in order to optimize outreach efforts for university donation, fundraising, and development purposes	Target is to reach 50% of our annual target alumni base (i.e., every 1, 5, 9 years).	Target is for 85% to report that they are satisfied and were well prepared for their career. Student responses to the alumni survey with respect to program satisfaction and career preparation are analyzed.	Sent to graduates every 1, 5, 9 years post-graduation	Program Director and/or Internship Coordinator.	1-8

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Assessment Methods-by-Outcomes Matrix

Assessment Method	Student Learning Outcome							
	SM Content Knowledge	Applied and Theoretical SM Principles	Legal Aspects and Ethical Practices	Psychosocial Aspects of Sport	Current and Timely Issues in Sport	Critical Thinking in Sport	Communication Skills in Sport	Applied and Practical Knowledge
Internship Site Supervisor Evaluation	S, D	S, D			S, D	S, D	S, D	S, D
Course-Related Evidence (i.e., student portfolio)	F, D	F, D	F, D	F, D	F, D	F, D	F, D	F, D
Program Advisory Board	S, I	S, I	S, I	S, I	S, I	S, I	S, I	S, I
Exit Interviews	F, D	F, D	F, D	F, D				F, D
Alumni Survey	S, I	S, I	S, I	S, I	S, I	S, I	S, I	S, I

Note: F = formative assessment, S = summative assessment; D = direct assessment, I = indirect assessment.