A new generation of students has entered college campuses across the United States. This new generation of students—Generation Z—has its own expectations for the university experience. Though Generation Z—defined by those born between 1995 and 2010—is starting to get integrated into higher education, postsecondary institutions are experiencing issues with attendance and term enrollment in all sectors of postsecondary education has decreased by at least 1% each semester since the fall of 2015 (National Student Clearinghouse Research Center, 2019, p. 2). Moreover, Mohr and Mohr (2017) suggest that, “University instructors are encouraged to learn more about their students and their values as college-level learners” (p. 92). Thus, it is important to understand Generation Z students and their satisfaction in higher education.

Based on this idea, the primary objective of this non-experimental study will be to determine if a sample of Generation Z sport management students at accessible postsecondary institutions relates to the motivations, learning styles, and preferences of the broader population of surveyed students in Generation Z Goes to College (Seemiller & Grace, 2016). With this objective, this study will address the following research questions: (1) How do the motivations, preferred learning methods, and interpersonal styles of Generation Z sport management students compare to the findings of respondents in Generation Z Goes to College? (2) How satisfied are Generation Z students majoring in sport management with their respective programs?

To address our research questions, an online questionnaire will be distributed to sport management students with consent of their respective professors and faculty. The questionnaire will be comprised of questions adapted from Seemiller and Grace’s (2016) Generation Z Goes to College survey instrument with scaling from Experiential Learning Theory with Kolb’s Learning Styles (2005) requiring responses on Likert scales. To conclude the questionnaire, open-ended questions are provided regarding program satisfaction, beliefs, learning, and characteristics. Participation with the questionnaire is voluntary as indicated on the consent form starting the questionnaire. This questionnaire will be offered and will be available for three weeks in November 2019. Responses will be analyzed with descriptive statistics in comparison to Seemiller and Grace’s findings. Future findings of this study can be beneficial for students and faculty in sport management programs. The potential benefits to participants include gaining a better understanding of what motivates them, of their ideal learning environment, and of what role most suits them in interpersonal groups. Instructors, professors, and faculty may gain insight to better construct, implement, and execute their respective curriculums to better connect with the students they teach. Examining the motivations, preferred learning methods, and interpersonal styles of Generation Z students allows sport management programs and personnel to gauge how satisfied these students are and to better accommodate their educational experiences and professional aspirations. The livelihood for higher education, let alone collegiate sport management programs, could be affected by the satisfaction and experiences of Generation Z students.