Student Learning Outcomes Matrix - Academic Year 2022-23

Course	Tool	Benchmark	Total # of students observed	Total # of students meeting expectation	% of students meeting expectation	1. DNM 2. ME 3. EE 4. Insuff. Data
					Assessment Results	
SLO 1: Students will demonstrate accurate knowledge of the foundational principles required for the sport management profession						
SPST 100	Foundational Knowledge Coverage and Performance Rubric	1.1 7 CPC areas covered	45	45	100%	EE
		1.2 80% of students will score 70% on exams	45	41	91%	EE
	Students who have earned 105 credit or above	90% of eligible students will have achieved a major GPA of 2.75	15	15	100%	EE
SLO 2: Students will demonstrate information literacy						
SPST 140	Activism Project, Information Literacy Rubric (direct)	SPST 1XX or SPST 2XX: each row of the rubric will average 2 or higher	34	28	82%	ME
SPST 399	Information Literacy Rubric (direct)	SPST 3XX or SPST 4XX: each row of the rubric will average 3 or higher	36	29	81%	ME
SLO 3: Students will exhibit college-level writing and correctly utilize industry appropriate formatting.						
SPST 420	Writing Rubric (direct)	Each row of the rubric will average 2 or higher	26	22	85%	ME
SPST 390	Site Supervisor Evaluation - Writing rubric (indirect)	80% of students score 3 in all categories	15	9	60%	DNM
SPST 490	Site Supervisor Evaluation - Writing rubric (indirect)	80% of students score 3 in all categories	7	4	57%	DNM

SLO 4: Students will perform oral communication practices that facilitate effective communication with others							
SPST 421	Presentation Rubric (direct)	Each row of the rubric will average 2 or higher	25	25	100%	EE
SPST 390	Site Supervisor Evaluation - comm. rubric (indirect)	80% of students score 3 in all categories	11	9	82%	ME
SPST 490	Site Supervisor Evaluation - comm. rubric (indirect)	80% of students score 3 in all categories	5	3	60%	DNM
SLO 5: Students will accurately apply their learning in assignments by practicing the role of industry professionals.							
SPST 215	Applied Learning Rubric (direct)	80% of students score 2< in all categories	43	35	81%	ME
SPST 320	Applied Learning Rubric (direct)	80% of students score 2< in all categories	43	42	98%	EE
SLO 6: Students will employ networking skills in experiential opportunities							
SPST 390	Networking rubric (direct)	80% of students score 3 in all categories	15	4	27%	DNM
SPST 490	Networking rubric (direct)	80% of students score 3 in all categories	7	1	14%	DNM

Student Learning Outcomes Matrix Narrative:
Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you "**close the loop**" by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address <u>ALL</u> SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how you have improved/changed this year based on this data (close the loop).

<u>SLO 1: SPST 100</u> - Based on the struggles students had with meeting the learning outcomes of SPST 100 during the 2021–2022 academic year, I made a couple key changes to the course structure to encourage greater learning outcomes. In SPST 100, I use a flipped classroom, where students cover introductory content for the week (e.g., key terms) in a pre-class PowerPoint outside of class. During the 2021–2022 academic year, students took a quiz on the content in the pre-class PowerPoint before class. This information was then used to assess learning outcomes. Based on the struggles students had with these quizzes and their feedback, I made two changes. First, I shortened the pre-class PowerPoints for each week so students had less content to learn. Second, I shifted the quizzes to the end of the week, so students had more practice applying concepts covered in the pre-class PowerPoint in class during the week. In addition to these changes, I emphasized concepts, terms, and examples in class that were likely to appear on the quiz so students would have an easier time identifying what would be asked of them. Due to these changes, students were likely more prepared to succeed on the quizzes from week to week.

<u>SLO 1: Major GPA</u> - We were very pleased to learn that all students met this expectation this year. While a few students were close to the threshold, all students met the benchmark which makes them eligible for their field experience requirements. As this is the first year we have used this SLO tool and benchmark, we have no prior experience to compare with. However, we hypothesize that the re-implementation of the GPA letters for those who are below or in a "danger zone" hovering near but just above the threshold is more frequently reminding students of where they are and where they need to be. It is also possible that with the more experienced advisors working with a larger majority of students (while we are waiting to be fully staffed up) has made GPA conversations more frequent because these faculty know the students better. It's also possible that this is just a better batch of students. We will continue to use this tool and benchmark as we work to better understand the implications of the measure.

<u>SLO 2: SPST 140</u> - Students performed very well in this area this year which was quite impressive as many of them were first year students and not accustomed to college-level expectations. I think this performance went well because all students had individual meetings with the instructor to talk about their unique projects. This allowed me to really customize information for students which

they could then follow up with directly instead of having to translate the information from an idea to a correct application (which could have ended up with a misapplication). While it was time consuming to have so many meetings, it produced positive results both in the learning outcomes and with getting to know students better. If possible, I plan to keep doing this moving forward.

SLO 2: SPST 399 - The modifications to this course to begin with common text and search strategies and then facilitating student expansion into their own topic areas seems to be going very well. By starting as a group rather than individuals, students become more comfortable and confident in their abilities and have a better understanding of what they need to do independently. Some students still struggle with using information effectively and discerning between quality and inferior sources, but the research team meetings allow for broader conversations in formative stages which affords students an opportunity to change their strategies.

SLO 3: SPST 420 - Students met expectations for written communication in this course. It is likely that students met this expectation, in part, because the writing was part of an assignment in which students had to articulate in their own words the salient points of the reading. As such, students were tasked with identifying the main messages of the reading, not with creating the main points, and communicating them. Additionally, the assignment was low stakes, so there was not much pressure and anxiety associated with it. I intend to continue using these writing assignments as a means to hold students accountable to the readings and also to reinforce the importance of writing.

SLO 3: SPST 390 - Written communication continues to be a hit or miss learning outcome for our Practicum students. They often receive "average" feedback from our site supervisors with an emphasis on continued improvement. A critical component of our learning outcomes, more emphasis on context, audience and purpose is still needed to prepare our students sufficiently for these work experiences. I will be putting a renewed focus on the written content of SPST 105 this fall and will use our internship site supervisor feedback/results to reinforce the importance of this competency.

SLO 3: SPST 490 - Written communication continues to be a hit or miss learning outcome for our Internship students. They often receive "average" feedback from our site supervisors with an emphasis on continued improvement. A critical component of our learning outcomes, more emphasis on context, audience and purpose is still needed to prepare our students sufficiently for these work experiences. I will be putting a renewed focus on the written content of SPST 105 this fall and will use our internship site supervisor feedback/results to reinforce the importance of this competency.

SLO 4: SPST 421 - The students performed well in their oral communication primarily because of the high stakes nature of the assignment that was assessed. Students were assessed on their final capstone project presentation, a project they spend the entirety of the semester working on. As such, students take the presentation quite seriously, prepare tremendously, and practice independently and as a group before the final presentation. We will continue to use the final presentation as a major component of the capstone course. I will continue to encourage students to take the presentation seriously and prepare accordingly. The success of the final presentation is also dependent upon the students having their content ready. My advisement will set them up for success as long as I make sure that their content is set with enough time left in the semester for presentation preparation.

SLO 4: SPST 390 - Practicum students performed well in this area this year which is a testament to the preparation and preparedness done across our major prior to their required experiential learning opportunities. Having the opportunity to connect with many of the internship site supervisors prior to student placements, we are able to anticipate what level of professional verbal communications they expect. Being able to connect one-on-one with all of our students prior to their internships, I am able to reinforce these expectations.

SLO 4: SPST 490 - As our Internship students are generally more involved in the organization they are working for, and have greater responsibilities than our Practicum students, we find that these site supervisors often acknowledge the need for a more refined form of oral communication from many of them. Presenting clear thoughts with awareness of context, audience and purpose is critical to their success in this environment. Continued preparation across our major, specifically with relation to oral presentations that are appropriately structured, logical, coherent are needed.

SLO 5: SPST 215 - Some adjustments were made to the course in order to reinforce content more often throughout the semester that students had historically struggled with. Most students excelled in the assessed project due to 1) the applied nature of the project & 2) a clear step by step process and grading rubric to follow to reach the desired outcome. The majority of students who did not meet the required benchmark were assessed that way due to a failure to submit some or all requirements of the projects.

SLO 5: SPST 320 - This semester, students generally did an effective job customizing their assignments to their own areas of interest. Since this was personalized this semester, it seems to have led to a bulk of the class excelling due to their own interests being included. Overall and for the time being, I plan to make minimal alterations to how this metric is measured in future semesters.

SLO 6: SPST 390 - Students under-achieved in this area. The crux of these poor scores stems from our criteria for measurement. While students generally develop connections with their immediate supervisor and peers, they rarely develop additional relationships with targeted individuals outside of the organization they are working for. Students (by virtue of the work they are performing at these sites) are generally task-oriented. Many have not yet developed the confidence or bandwidth to think outside of their immediate work experience location to create any networking opportunities.

SLO 6: SPST 490 - Students under-achieved in this area. The crux of these poor scores stems from our criteria for measurement. While students generally develop connections with their immediate supervisor and peers, they rarely develop additional relationships with targeted individuals outside of the organization they are working for. Students (by virtue of the work they are performing at these sites) are generally task-oriented. Many have not yet developed the confidence or bandwidth to think outside of their immediate work experience location to create any networking opportunities.

Revision for AY 2023-24
As a result of our work on our self-study, we revisited all aspects of our O/A plan and strategic goals. As a result of this, we determined that it was in our best interest moving forward to remove our current SLO 6 related to networking and to replace it with an SLO related to DEI. Networking is so embedded into our program that the single instances in which we measure it for assessment purposes do not accurately reflect the extent to which it is used. Additionally, the current measurement rubric was not accurate in capturing the intent of the SLO, so we have chosen to make a change. Our revised SLO's can be found on the last pages of this document. By adding this SLO, we are better aligned with the institution's strategic plan and can be significantly more intentional about infusing these elements into our courses which will better reflect the current trends in the sport industry and society as a whole.

Aside from this SLO change, we have made changes to several of our rubrics to better align with what our current values are. These revisions allow for more flexibility in which classes we use for assessment and provide us greater clarity on where students are (and are not) performing well. The revisions also remove some of the redundancy that we felt existed in our current rubrics. All new rubrics can be located at the end of this document.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2022-23

OEG and Measurement Tool	Identify the Benchmark	Data Summary	Assessment Results
OEG 1: Provide opportunities for students to engage with a diversity of sport practitioners			
Measure 1: Guest speakers, alumni, practitioner, consultant involvement in classrooms	30 times per academic year, current students will have a chance to engage with industry practitioners.	We hosted a total of 58 different industry speakers over the past academic year.	EE
OEG 2: Strive to maintain connections and support to graduates of our program.			
Measure 1: Communicate with external audiences via new media.	At least twelve posts per semester will be made collectively through our digital outlets State of the Union letter (2/year)	Digital fall = 5; spring = 17 State of Union / Newsletter: fall= 1, spring= 1	DNM
OEG 3: Have faculty that are engaged in the sport management industry and/or academia.			
Measure 1: Faculty activity	All faculty will attend at least one sport conference or engage as an industry consultant at least once per academic year	5/5 faculty members were either engaged as an industry consultant or attended a conference during the 2022-23 academic year.	EE
OEG 4: Provide mechanisms for students to graduate in a timely manner.			
Measure 1: 5-year graduation rate	First-year entry students will graduate at 60% or higher rate Transfer entry students will graduate at 65% or higher rate	First year graduation rate: 42% Transfer graduation rate: 71%	DNM
Measure 2: Course scheduling	All required courses are offered at least once per year. Ten separate electives (seven that are distinct) are offered through an academic year.	All required courses met this benchmark. Sixteen different electives were offered through the academic year, with two of these being offered both fall and spring semesters.	EE
OEG 5: Partner with students in the content and development of their educational experience.			
Measure 1: Student opportunities for engagement	Provide students at least two opportunities per academic year to provide feedback and engage in various aspects of their education.	All students have an opportunity to provide feedback during the two formal advising meetings during the academic year. During our faculty searches during the spring semester, we invited students to engage with and	EE

		provide feedback on the candidates we brought to campus. We used and considered their feedback during the deliberation between candidates.	

Reflection/Closing the Loop

<u>OEG 1</u> - This continues to be a strength of our program. We often find that students will really *hear* messages from these industry professionals in spite of the fact that faculty have spoken the same message. With our new faculty, we are excited to be able to take advantage of these new networks and infuse new speakers from different parts of the industry.

<u>OEG 2</u> - We failed to meet our benchmark for fall but achieved it in the spring. This is likely for a host of reasons. One is the continued lack of students out doing field experiences in the fall semester. As we often use our social platforms to highlight what students are doing, we simply have a lack of subject matter to focus on. This spring we did very well, bolstered by the large presence that our faculty and students had at the PGA Championship hosted at Oak Hill Country Club just down the road from our campus. The other reason that we likely didn't meet the benchmark in fall was that the person normally in charge of the outreach component was new to the role. He (wisely) spent more of his focus on preparing to teach for the first time on our campus and working to build new relationships with all of our students. Moving forward, we have chosen to eliminate this OEG (see revision statement below).

<u>OEG 3</u> - This continues to be a strength of our program. Faculty engage regularly with industry and current trends and use those experiences to support their own research and teaching abilities. This expectation of engagement will be impressed upon our new people starting in the fall so that this performance level can continue.

<u>OEG 4</u> - We met the transfer student graduation rate, but did not meet the graduation rate benchmark for first year students completing a Sport Management degree. In attempting to understand this metric more fully, we also compared that number of first year students that were retained to the college and graduated, but did not graduate with a degree in sport management. That rate was 76%. In some ways, we do not mind that our first year numbers did not meet the benchmark because students often change majors. We learned long ago that people come in to major in SMGT but do not actually have a full understanding of what that is. Therefore, if they learn what the industry is all about, or simply develop new interests, we are happy that they shift their major. We also suspect, although it is not easy to track, that many of these students who came in as majors ended up adding a SMGT minor when changing their major. This could also be explained by a change in college policy. To be eligible for May graduation, it used to be that students could only have six credits outstanding. That policy has shifted to fifteen credits. We learned through advising, that has changed student mentality about how to push through classes, withdraw, or plan course sequence with this extra leeway. However, this graduation rate is significantly lower than it has been in past years. It is worth noting and keeping an eye on the numbers to see if this becomes a trend or if it was an anomaly.

OEG 5 - We are proud of our partnership with students. As a small teaching-focused institution, being a partner with our students in their educational journey is a hallmark of our program. Each instructor works hard to show students their options and provide them the support they need to make their educational decisions. By offering feedback in multiple ways from multiple instructors, we hope to be minimizing the communication barriers that some students may feel towards specific department members. Additionally, with two faculty exploring aspects of ungrading, more one-to-one meetings with students occurred where frank conversations about learning and education happened.

Revision for AY 2023-24

As a result of our work on our self-study, we revisited all aspects of our O/A plan and strategic goals. It was through these discussions that we have chosen to remove OEG 2 and instead create a specific strategic goal more intentionally targeted towards how we wish to be serving alumni in the future. With new faculty and staff, and an ever expanding alumni network, we felt that supporting and engaging with alumni is a larger task than can be accomplished in a single year. Alumni connections are still part of OEG 1 as we often prioritize program alumni as guest speakers and judges in our classrooms. The revised OEG matrix for AY 2023-24 can be found at the end of this document.

PROGRAM INFORMATION PROFILE

This profile offers information about the program in the context of its mission, basic purpose and key features.

Name of Institution: St. John Fisher University

Program/Specialized Accreditor(s): COSMA

Institutional Accreditor: Middle States

Date of Next Comprehensive Program Accreditation Review: Fall 2023

Date of Next Comprehensive Institutional Accreditation Review: 2025-2026 Academic Year

URL where accreditation status is stated:
https://www.sjfc.edu/about/institutional-initiatives/accreditation-and-assessment/middle-states-accreditation/

Graduation			

	Year: 2022-23	# of graduates: 26	Graduation Rates
			    Freshman Entry: 39% (4 years), 42% (5 years)
			    Transfer Entry: 57% (3 years), 71% (4 years)

Average time to Degree			

	Year: 2022-23	4 year degree
		    Freshman entry: 9.1 terms
		    Transfer entry: 6.3 terms
			5 year degree: not calculated by college

Annual Transfer Activity (into program)			
	Year: 2022-23	# of transfers: 12	Transfer rate: not calculated by college Transfer retention rate: 89%
Graduates Entering Graduate School			
	Year: 2022-23	# of graduates: 26	# entering graduate school: 4
Job Placement			
	Year: 2022-23	# of graduates: 26	Sport industry employment: 18 Non-sport industry employment: 5 Unknown: 3

Form developed by the Council for Higher Education Accreditation. © updated 2020