

2019-20 Program-Level Intended Outcomes Matrix Assessment Data

SLO	Course Used	Assessment Tool (direct or indirect)	Indicate Benchmark for each Measurement Tool	Assessment Results			
				Total # of students observed	Total # of students meeting expectation	Percentage of students meeting expectation	1. DNM 2. ME 3. EE 4. Insufficient data
SLO1: Students will demonstrate an understanding of the foundational knowledge required for the sport management profession							
Measure 1	SPST 100	Foundational knowledge exam rubric (direct)	80% of students score 2< in 5/6 categories	85	56	68%	DNM
Measure 2	SPST 421	Foundational knowledge rubric (direct)	Project will score 2< in all categories	37	31	84%	EE
SLO 2: Students will demonstrate information literacy							
Measure 1	SPST 240	Legal Research Project, Information Literacy Rubric (direct)	<20% students <2 in any one category	49	48	98%	EE
Measure 2	SPST 399	Information Literacy Rubric (direct)	<20% students <3 in any one category	42	31	74%	DNM
SLO 3: Students will practice college-level writing and learn industry appropriate formatting.							
Measure 1	SPST 320	Sports Audit - Writing Rubric (direct)	<20% students <2 in any one category	16	15	94%	EE
Measure 2	SPST 390	Site Supervisor Evaluation (indirect)	80% of students score 3 in all categories	3	1	33%	DNM
Measure 3	SPST 490	Site Supervisor Evaluation (indirect)	80% of students score 3 in all categories	14	10	71%	DNM
SLO 4: Students will demonstrate competency in presentations.							
Measure 1	SPST 420	Presentation Rubric (direct)	<20% students <2 in any one category	37	35	95%	EE
Measure 2	SPST 390	Site Supervisor Evaluation (indirect)	80% of students score 3 in all categories	3	2	66%	DNM
Measure 3	SPST 490	Site Supervisor Evaluation (indirect)	80% of students score 3 in all categories	14	12	86%	EE
SLO 5: Students will satisfactorily complete applied learning assignments by practicing the role of industry professionals.							
Measure 1	SPST 320	Case Study	90% of students score 2< in all categories	16	16	100%	EE
Measure 2	SPST 260	Program Proposal	90% of students score 2< in all categories	27	27	100%	EE
SLO 6: Students will employ networking skills in experiential opportunities							
Measure 1	SPST 390	Practicum, Networking Rubric (direct)	80% of students score 3 in all categories	14	14	100%	EE
Measure 2	SPST 490	Internship, Networking Rubric (direct)	80% of students score 3 in all categories	15	15	100%	EE
Underperforming areas: SLO 1: Measure 1 - Students did not reach the benchmark due to poorly designed assessment methods. I believe these numbers to be unreliable this semester. I made foundational mistakes in designing an exam and grading structure that substantially disadvantaged the students. Moving forward, I plan to redesign my exams. The data is not truly reflective of the students' knowledge or abilities this semester.							

SLO 2: Measure 2 - For the two categories that had more than 20% of students scoring less than a "3", I think the reason was the same in both circumstances, instructor priorities. This was the first time this instructor has taught this class in this format and therefore did not utilize time management well. Moving forward, better planning has been done to make sure more time is devoted to the low performing areas.

SLO 3: Measure 2 – Fall semester was low enrolled (only 1 student) and for spring with only 2 evaluations completed, the benchmark of 80% was significantly impacted by a single "Above Average" rating. There were 13 students engaged in a Practicum this spring but only 2 were able to have evaluations completed on time due to the COVID-19 Pandemic and closure of campus.

SLO 3: Measure 3 – Fall semester, our seven students enrolled all met the benchmark. Our steady transition to a reliance on summer internships resulted in only 8 students completing an internship during the spring semester. Of the 8 students, 7 were able to finish their internship on time with modified coursework and hours. These changes may have contributed to some of the evaluation data we received.

SLO 4: Measure 2 – The single student who was enrolled in practicum in the fall, failed to achieve the benchmark. Of the 13 students who were engaged in the Practicum this spring, only 2 received final evaluations in time due to the COVID-19 pandemic. The 2 students were able to meet the benchmark for oral communication skills. I think our sub-par performance this academic year was mostly due to the very low sample sizes and the pandemic. If internships and practicums continue to be impacted, we will devote more attention to these areas to ensure that even with content modifications our benchmarks can still be met.

Excelling areas:

In areas where we are meeting or exceeding expectations, faculty continue to use that information to support and inform curricular choices when updating content and assignment options. These metrics are also used when speaking with current and prospective students about what expectations are and how specific SLO's are important for their long-term success. With our curricular changes last year in the removal of a class that we used for both SLO's 3 & 4, we explored the diversity of classes and content that we were using for assessment and inserted courses that hadn't often been assessed or hadn't been assessed in that way. This change allows us to check the consistency in our overall department effectiveness. Had the spring semester not been interrupted by the closure of the schools, we would have spent time this spring exploring the new courses more specifically and assessing fit with the assessment plan. Given that we now have data that is suspect, we will hold off making new changes until we can gather data that we have confidence in.

Several of our benchmarks increased after the past academic year (2018-19) to reflect our consistent exceeding expectations performance on some SLO's. While the unforeseen circumstances likely contributed to our inability to meet the new benchmarks, we feel that the new higher benchmarks are appropriate for our department goals and are achievable by students.

COVID impact on assessment:

We chose not to change our O/A plan as a result of COVID-19. While we recognize (as stated above) that there was clearly an impact on student performance and learning, we remain confident in the rubrics and benchmarks we have established. Required hours for practicum and internship placements were adjusted on an individual basis. Practicum hours that were lost due to closure were offset by remote internships or independent studies. In some cases, extended incomplete grades will be used so students can return to their placements in the fall. Even with the pandemic, 11 students were able to complete their Practicum/Internship on time with only minor adjustments needed for hours. Of the ten students who had a placement cancelled this spring, all were given the option to move to a remote internship (4, coordinated by me), complete an independent study (4, supervised by me), or use an extended incomplete (2). I feel very good about my response and the student support given during this challenging time. I'm confident the student experience, learning outcomes, and integrity of our program were not compromised this spring.

The closure of schools because of COVID-19 had the greatest impact on SLO's 3 & 4 as they are largely measured through experiences that were either cancelled, interrupted, or altered significantly. Because we had to be more flexible in counting earned hours and original tasks part of the experiential contract were now impossible, supervisor ability to truly measure the performance of the students was inconsistent. We granted a great number of incompletes this semester as we are awaiting what will happen with the industry and many of the placements that students had started this spring or were preparing for this summer. Moving forward, there will likely be a backlog of people seeking and completing experiential learning placements and the department will need to discuss alternatives to assessments in these specific courses. This may mean substituting other courses to assess or reverting to our old benchmark until things are more stable in the industry. We are not making any formal changes at this point to any of our current plans and benchmarks. As this is still a fluid environment, it does not make sense to have changes that may not be necessary. Should we make changes in the future, we will inform COSMA of those changes.

SLO 1 was also impacted due to the closure because the capstone project could not be completed. The instructor was able to assess the work done to date and saw that all aspects of the assessment rubric were being planned for, even though they were not executed in a final form. COVID-19 also altered the ability to work through SLO 1: Measure 1 in the spring due to altered assignments. Some of the CPC areas were no longer explicitly assessed and therefore benchmarks were not met due to missing data. For the spring semester, in the CPC areas that were assessed, 81% of students met the benchmark.

2019-20 Program-Level Operational Effectiveness Outcomes Matrix

OEG and Measurement Tool	Identify the Benchmark	Data Summary	Assessment Results
OEG 1: Bring current industry practices into the classroom.			
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.	<p>During the fall, we had 8 opportunities for industry practitioner engagement.</p> <p>During the spring semester, 28 industry partners were brought into our classes (online or on the ground) to engage with students. In addition, after going online, our Director of Experiential Learning organized a series of six Zoom sessions with 15 different alumni around various topics including Digital Media, Event Management, and Corporate Partnerships.</p> <p>For the entire academic year, we had a total of 51 industry engagements available to students.</p>	EE
OEG 2: Strive to maintain connections and support to graduates of our program.			
Measure 1: Maintain electronic communication with alumni groups	<p>At least four posts per month will be made collectively throughout our social media outlets:</p> <ul style="list-style-type: none"> • Twitter • Facebook alumni • Instagram • Snapchat • YouTube channel <p>State of the Union letter (2/year)</p>	During the academic year, we averaged a bit more than six posts per month throughout our social media outlets. However, we failed to meet the monthly benchmark in January and April.	DNM
Measure 2: Create mechanisms for alumni involvement	Host one event per year that is available and inclusive of SJFC alumni.	<p>Golf Tournament</p> <p>Zoom Speaker Series</p> <p>Virtual NFL Draft Watch Party</p>	EE
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 2019-20 academic year. In addition, six of our part-time instructors also were engaged in this manner during the prior academic year.	
OEG 4: Provide mechanisms for students to graduate in a timely manner.			
Measure 1: UAchieve planning	At least 75% of sophomore-senior students will have a course progression plan in UAchieve	74/129 (57%) of advisees that meet with faculty members within the department have a current plan in UAchieve.	DNM
Measure 2: Course scheduling	All required courses are offered at least once per year. Ten separate electives (seven that are distinct) are offered throughout an academic year.	All required courses were offered at least once each semester and we had twelve total elective courses offered with only one course that repeated from fall to spring semester	EE
OEG 5: Engage students in the development of their education			
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.	SPST 205 introduced several new app technologies to the course and created a separate evaluation for students to be able to provide feedback on those. SPST 320 had students work on a SWOT analysis of the department instead of an outside industry partner. This allowed students to share their perspectives on aspects of the department. During SPST 421: Capstone each semester, the instructor facilitated dialogue with graduating seniors about their educational experiences. All students have an opportunity to provide feedback during the two formal advising meetings during the academic year.	EE
Action Plans 2019-20			
OEG 2: For the two months that we failed to meet our 4 posts/month benchmark there are two quite reasonable explanations. During the spring semester, the faculty member who is our Sport Management Club advisor was on sabbatical. As she was a regular contributor to content keeping up with club activities and we were all working to cover the department tasks that she would have normally done, it is understandable as to why we failed to meet the benchmark in January. The other month we missed the benchmark, April, was sort of expected as we were focused so much on the transition to online and the modifications to classes that needed to come first. Moving forward, we are confident that we will be able to achieve our			

benchmarks. If we are still in a flexible environment, we may need to revisit what we do in the next year. A lot of our postings highlight student work and if a lot of sport, recreation, and events are on hiatus, we may lack the content necessary for meeting the current benchmark using the content preferences currently used. If that is the case, we will try to be creative and shift to highlighting classroom work and other alumni successes.

OEG 4: With the curriculum change last year, our students were all over the place regarding catalogue and many didn't decide until after their first advising meeting in the fall whether they would be staying on the old catalogue or moving to the new one. Given the delay with updating the UAchieve system, the official catalogue change paperwork being processed for students, and the challenges of creating plans under two different catalogues, most advisors did not use UAchieve to update advisee plans. More than 75% of advisees have a plan, but for this academic year, many advisors chose to use a different recording mechanism to avoid the flaws in the system. All plan to transition back to UAchieve for the 2020-21 academic year.

PROGRAM INFORMATION PROFILE

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

Name of Institution

Institution: St. John Fisher College

Program Accreditor: Commission on Sport Management Accreditation (COSMA)

Institutional Accreditor: Middle States Commission on Higher Education (MSCHE)

Date of Next Comprehensive Program Accreditation Review: 2023

Date of Next Comprehensive Institutional Accreditation Review: 2026

To learn more about the accredited status of the program, click here:

<https://www.sjfc.edu/major-minors/sport-management/accreditation/>

Program Context and Mission

Program Mission:

The Sport Studies Department seeks to develop in students the knowledge, skills and experience that will enable them to obtain a position in the sport management field. We indirectly serve the sport management industry and our stakeholders (academic community, practitioners, and alumni) by maintaining a program with high standards and expectations for faculty and students. Students are served directly by a broad-based curriculum that is grounded in the liberal arts and encourages critical analysis of the role of sport as business and the cultural and social significance of sport. Graduates of the program will be equipped to pursue advanced degrees and be effective change agents within the sport industry.

Program Goals:

1. Cultivate a foundation of content specific knowledge in the numerous fields within the sport industry (e.g. marketing, law, finance), and the ability to generate and acquire the appropriate resources to be an informed practitioner.
2. Provide an environment to practice and develop effective communication strategies relevant to business practices in the numerous fields within the sport industry.
3. Within classroom and industry settings, provide applied learning opportunities through assignment and experiences that connect theory to practice.
4. Provide a framework within which students will have opportunities to develop professional perspectives.

Brief Description of Student Population:

St. John Fisher College is an independent, private, liberal arts institution that remains in the Catholic tradition. We have five schools and the Sport Studies department is housed in the School of Arts and Sciences. The college has approximately 2800 undergraduate students, and an additional 1000 or so graduate or continuing education students for a total enrollment of just over 3800 students. Our athletic programs compete in the Empire 8 conference and we are classified as a NCAA Division III institution. We generally

recruit students from a 90 mile radius of our campus in Pittsford, NY and have a strong reputation of excellence in the region. _____

Admissions Requirements:

- Completed [Common Application](#) (free to apply online)
- Official high school transcript (including a list of senior year courses and grades available)
- Official SAT, ACT, or TOEFL scores (Note: Standardized test results must be sent from your high school via an official transcript or directly from the testing agency to be considered official.)
- Counselor/Teacher Recommendation
- Common Application essay or graded paper
- Additional letters of recommendation (optional)
- Additional information such as an activities résumé (optional)

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation			
	Year: 2019-20	# of Graduates: 39	Graduation Rates:
			Freshman entry: 34% (4 years), 38% (5 years) Transfer entry: 58% (3 years), 58% (4 years)
2. Completion of educational goal - NA			
3. Average Time to Degree Completion			
	Year: 2019-20	Freshman entry: 8.9 terms Transfer entry: 6.2 terms	
4. Annual Transfer Activity			
	Year: 2019-20	# of Transfers: 12	Transfer Rate: not calculated Transfer Retention Rate: 82%
5. Graduates Entering Graduate School			
	Year: 2019-20	# of Graduates: 39	# entering graduate school: 4
6. Job Placement			
	Year: 2019-20	# of Graduates: 39	Sport industry employment: 17 Non-sport industry employment: 20
7. Licensure/Certification Examination Results: N/A			
8. Additional Indicators, if any: N/A			