

### 2018-19 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. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b>SLO1: Students will demonstrate an understanding of the foundational knowledge required for the sport management profession</b>							
Measure 1	SPST 100	Foundational knowledge exam rubric (direct)	80% of students score 2< in 5/6 categories	78	66	84.6%	EE
Measure 2	SPST 421	Foundational knowledge rubric (direct)	Project will score 2< in 5/6 categories	33	29	87.8%	EE
<b>SLO 2: Students will demonstrate information literacy</b>							
Measure 1	SPST 240	Legal Research Project, Information Literacy Rubric (direct)	<20% students <2 in any one category	51	42	81.4%	EE
Measure 2	SPST 399	Senior Thesis, Information Literacy Rubric (direct)	<20% students <3 in any one category	32	28	87.5%	EE
<b>SLO 3: Students will practice college-level writing and learn industry appropriate formatting.</b>							
Measure 1	SPST 499	Writing Rubric (direct)	<20% students <2 in any one category	33	21	63.6%	DNM
Measure 2	SPST 390	Site Supervisor Evaluation (indirect)	80% of students score 2< in all categories	16	15	83.3%	EE
<b>SLO 4: Students will demonstrate competency in presentations.</b>							
Measure 1	SPST 399	Presentation Rubric (direct)	<20% students <2 in any one category	36	31	86.1%	EE
Measure 2	SPST 390	Site Supervisor Evaluation (indirect)	80% of students score 2< in all categories	16	16	100%	EE
Measure 3	SPST 499	Presentation Rubric (indirect)	<20% students <2 in any one category	33	30	90.9%	EE
<b>SLO 5: Students will satisfactorily complete applied learning assignments by practicing the role of industry professionals.</b>							
Measure 1	SPST 320	Marketing Plan, Applied Learning Rubric (direct)	80% of students score 2< in all categories	44	34	77.2%	DNM
Measure 2	SPST 401	Financial Plan, Applied Learning Rubric (direct)	80% of students score 2< in all categories	44	40	90.9%	EE
<b>SLO 6: Students will employ networking skills in experiential opportunities</b>							

Measure 1	SPST 390	Practicum, Networking Rubric (direct)	80% of students score 2< in all categories	16	16	100%	EE
Measure 2	SPST 490	Internship, Networking Rubric (direct)	80% of students score 2< in all categories	9	9	100%	EE
Action Plans 2018-19	<p>SLO 3: Measure 1: The class failed to meet the final area of the rubric related to syntax and mechanics. Future semesters will ask students to more independently review their writing using strategies of reading aloud and using computer programs to use type to speech functions so that issues in phrasing and grammar are more easily noticed and addressed prior to the final draft.</p> <p>SLO 5: Measure 1: I felt the lower scores were a reflection of the project not students. The organization selected for the marketing plan in one of the semesters assessed was in an area unfamiliar to many students, Martial Arts. For this reason, students spent quite a bit of time becoming familiar first before being able to apply marketing concepts. Moving forward, I will work to be more careful with selection of an organization.</p>						

### Program-Level Operational Effectiveness Outcomes Matrix 2018-2019

OEG and Measurement Tool	Identify the Benchmark	Data Summary	Assessment Results 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b>OEG 1: Work to monitor the changing nature of the industry and reflect those practices within the classroom and curriculum</b>			
Measure 1: Practicum and Internship Site Supervisor reports	Address feedback from practitioners into existing courses or propose new courses as appropriate	Responses from our alumni survey and site supervisors resulted in the curriculum changes outlined in the report.	Exceeds expectation
<b>OEG 2: Strive to maintain connections and support to graduates of our program.</b>			
Measure 1: Maintain electronic communication with alumni groups	At least four posts per month will be made collectively throughout our social media outlets: <ul style="list-style-type: none"> <li>• Twitter</li> <li>• Facebook alumni</li> <li>• Instagram</li> <li>• Snapchat</li> </ul> <p>State of the Union letter (2/year)</p>	Over the course of the year, we did <i>average</i> more than four posts per month via our social media outlets, but didn't meet the benchmark of four per month. The average was achieved by the high volume of postings during the academic year and lower volume during summer months  Our State of the Union letter did go out two times this year. With renewed efforts to update our distribution list, we went from 554 recipients to 972.	DNM
Measure 2: Create alumni events	Host one event per year that brings together alumni together	We did several one-off things (golf tournament, end-of-year banquet, etc.) that included an alumni invitation, but there wasn't a single event with the targeted goal of bring alumni together.	DNM
<b>OEG 3: Have faculty that are engaged in the sport management industry and/or academia.</b>			
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 engaged in either industry work or an academic conference in 2018-19	Meets expectation
<b>OEG 4: Work to ensure students can graduate in a timely manner</b>			

Measure 1: UAchieve planning	At least 75% of sophomore-senior students will have a course progression plan in UAchieve	93/113 (82%) of the non-first year advisees have an academic plan in UAchieve. We will work this summer with the Registrar's office to update our curriculum changes within the system so that more information is available to students.	Meets expectation
<b>OEG 5: Engage students in the development of their education</b>			
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.	<p>SPST 499 had students do a written exit reflection on the department goals and curriculum. These written reflections were also discussed with a faculty member where further explanation of choices and rationales were shared.</p> <p>SPST 105 students had the opportunity to provide feedback on the various homework assignments and in-class work two times per semester. They do a mid-semester Progress Report where they give feedback on the assignments and assess their performance in the course up to that point. We do it again at the end of the semester, assessing the second half of the class. The instructor uses that feedback to tweak assignments for the next class to aid student learning.</p>	Meets expectation
Action Plans 2018-19	<p>OEG 2: Measure 1: A solution to this will be increased attention paid to summer months (May, June, July, August) to maintain communication with our stakeholders. Topics can include summer work of faculty, Bills Training Camp, internship placements, alumni announcements, and other relevant news. A renewed emphasis on Snapchat takeovers by our alums and industry partners would also be beneficial.</p> <p>OEG 2: Measure 2: We realized that in the current budgeting situation, this may not be a feasible outcome. We have therefore changed the language of the measure for the next school year to read "Host one event per year that is available and inclusive of SJFC alumni."</p>		

## 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: 2018-19	# of Graduates: 17	Graduation Rates:
			Freshman entry: 38% (4 years), 38% (5 years) Transfer entry: 33% (3 years), 44% (4 years)
2. Completion of educational goal - NA			
3. Average Time to Degree Completion			
	Year: 2018-19	Freshman entry: 9.3 terms Transfer entry: 6.4 terms	
4. Annual Transfer Activity			
	Year: 2018-19	# of Transfers: 9	Transfer Rate: not calculated Transfer Retention Rate: 100%
5. Graduates Entering Graduate School			
	Year: 2018-19	# of Graduates: 17	# entering graduate school: 2
6. Job Placement			
	Year: 2018-19	# of Graduates: 17	Sport industry employment: 11 Non-sport industry employment: 6
7. Licensure/Certification Examination Results: N/A			
8. Additional Indicators, if any: N/A			