

2020-21 Student Learning Objectives – Assessment Results

Course	Tool	Benchmark	Assessment Results			
			Total # of students observed	Total # of students meeting expectation	Percentage of students meeting expectation	1. DNM 2. ME 3. EE 4. Insuff. Data
SLO 1: Students will demonstrate an understanding of the foundational knowledge required for the sport management profession						
SPST 100	Foundational knowledge exam rubric (direct)	80% of students score 2< in 5/6 categories	92	72	78%	DNM
SPST 421	Foundational knowledge rubric (direct)	Project will score 2< in all categories	32	22	69%	DNM
SLO 2: Students will demonstrate information literacy						
SPST 240	Legal Research, Information Literacy Rubric (direct)	<20% students <2 in any one category	52	45	87%	EE
SPST 399	Information Literacy Rubric (direct)	<20% students <3 in any one category	14	7	50%	DNM
SLO 3: Students will practice college-level writing and learn industry appropriate formatting.						
SPST 320	Marketing Plan - Writing Rubric (direct)	<20% students <2 in any one category	11	10	91%	EE
SPST 390	Site Supervisor Evaluation - Writing rubric (indirect)	80% of students score 3 in all categories	9	4	44%	DNM
SPST 490	Site Supervisor Evaluation - Writing rubric (indirect)	80% of students score 3 in all categories	4	4	100%	EE
SLO 4: Students will demonstrate competency in presentations.						
SPST 420	Presentation Rubric (direct)	<20% students <2 in any one category	13	13	100%	EE
SPST 390	Site Supervisor Evaluation - comm. rubric (indirect)	80% of students score 3 in all categories	9	6	67%	DNM

SPST 490	Site Supervisor Evaluation - comm. rubric (indirect)	80% of students score 3 in all categories	15	7	47%	DNM
SLO 5: Students will satisfactorily complete applied learning assignments by practicing the role of industry professionals.						
SPST 215	Applied Learning Rubric (direct)	80% of students score 2< in all categories	25	19	76%	DNM
SPST 280	Applied Learning Rubric (direct)	90% of students score 2< in all categories	42	30	71%	DNM
SPST 399	Applied Learning Rubric (indirect)	90% of students score 2< in all categories	14	14	100%	EE
SLO 6: Students will employ networking skills in experiential opportunities						
SPST 390	Networking rubric (direct)	80% of students score 3 in all categories	9	9	100%	EE
SPST 490	Networking rubric (direct)	80% of students score 3 in all categories	15	14	93%	EE

SLO 1, Measure 1 - The revision of the SPST 100 exam better captured the level of student learning. While the content covered did not change, the way it was being measured allowed for students' foundational knowledge in the many areas of the field to be more accurately demonstrated. Moving forward, the instructors will continue to keep the level of student in mind when designing assessment tools. Our spring semester intro classes were much more mixed with majors and non-majors than the fall sections and this particular group struggled grasping some of the concepts. The spring 2021 semester also saw a lot of transience in terms of location of their learning as students would go remote for periods of time or daily and that created pedagogical challenges trying to develop a diverse class plan to meet the more diverse class in terms of discipline. Going forward, the spring semester sections require a lower baseline of entry understanding and different approaches to teaching that hopefully are available in a more structured class format (face to face or online).

SLO 1, Measure 2 - The fall capstone project met the benchmark, but the spring project did not. With part of the class permanently remote and others sometimes remote and sometimes on campus, a lack of consistent and effective communication was a strong contributor to the lack of performance. It was very challenging to develop true team cohesion as many individuals in this class could not get past prior work experiences with some of their classmates. Despite working to develop trust between individuals and interaction modeling more than is normally done by the instructor, this class was not able to successfully execute the project. Moving forward, the instructor will reduce the amount of content at the beginning of the course and develop new activities that work to build group cohesion. More time will also be spent explaining the standard that is expected within the project and requiring students to explore quality projects done by previous semesters of students.

SLO 2, Measure 1 - This was a unique year that had a number of students remote and others in person with the location of each student changing daily. It was a challenge to engage the broader class with the librarian and to work with students along the way on their projects as there was so much fluidity to their status, location, health, and overall emotional buy-in to school. However, throughout the year, many students were able to perform in the manner expected. We hope that with the Apple 1:1 initiative next academic year that will create a new baseline for material access as well as a return to “normal” on campus learning for all, this SLO percentage will increase.

SLO 2, Measure 2 - Very little time during our limited class meetings was spent on information retrieval. As the research methods were the more complex topics, I devoted more time to those concepts which I feel resulted in the lower score in this area. The lower score in the usage of information is likely a result of teams working remotely and separately. Because of social distancing and our move off campus, it was more on teams to find independent time to work through these issues rather than really working together during class time where immediate feedback was possible. When I teach this class in the future, I will implement more activities regarding the acquiring of information and provide strategies for teams to work through the writing and editing processes.

SLO 3, Measure 1 - Students continue to perform well on this assignment as it is more applied and therefore taken more seriously by students. Areas where students usually perform poorly, sources and evidence, are less prominent in this writing task which makes it easier to exceed expectations. Moving forward, we will continue to use this assignment while also discussing elements of industry specific writing standards that will help students transfer the knowledge from this class into their field experiences.

SLO 3, Measure 2 - All nine students earned a rating of above average or better, so while the benchmark was not met it offers a lot of encouragement about our students' performance in a professional setting. The dominant feedback from supervisors was the need for students to understand professional writing (rather than academic writing) and the desire to communicate via email in an efficient manner. Additional resources on email etiquette and professional writing will be provided during future semesters.

SLO 3, Measure 3 - The students' performance in 490 as compared to 390 shows the improvement we hope to see in students between their first official experiential learning placement and their second one.

SLO 4, Measure 1 - This is where the silver lining of online education may have paid off. All students had to become quite adept and clearly articulating themselves to survive the time of Zoom. In this way, their level of comfort with an audience and eye contact is almost guaranteed. The physical gestures that could have been distracting were minimized because most of the body was not seen on the Zoom camera. When we are no longer in this situation, instructors will need to go back to emphasizing aspects of presentations that are different than what was done on Zoom and how to translate some of those positives to in-person presentations.

SLO 4, Measure 2 - Despite missing the benchmark of 80%, every student earned an above average or better on verbal communication skills. It's an encouraging sign, particularly for SPST 390 when a lot of students are engaging in their first industry experience. The recent transition of the final paper to a final presentation should help in this area as it forces students to tell their story verbally at the end of the semester. Additional resources can and will be provided for students throughout the field experience to offer tips and recommendations on communicating with supervisors and colleagues in a professional setting.

SLO 4, Measure 3 - Verbal communication skills continue to be a point of emphasis in our program and within both required field experiences. I recently transitioned the final paper into a final presentation in order to provide another opportunity to practice/enhance verbal communication skills. Our students are adept at communicating virtually - particularly through social media - but can struggle at times when communicating verbally, particularly with an authority figure. To have all 15 students earn a rating of above average or better is certainly encouraging, but also highlights the need to continue reinforcing the importance of this skill.

SLO 5, Measure 1 - Part of the issue was related to missing work by the students. Despite the enrollment of 25, only 23 projects could be assessed. Even if we classified these as missing data, only 82% of the students would have met the benchmark. The place that caused the most issues for students is the portion of the final project dealing with financial statements and ratios. This lesson has been taught very early in the semester and not refreshed much, if at all, after. Going forward, I am going to dedicate some more class time to this lesson initially as well as try to incorporate the concepts more throughout the semester so it hopefully stays a little fresher in the students' minds.

SLO 5, Measure 2 - The main area of lacking was the accuracy of knowledge which I feel is a result of flipping the classroom due to COVID protocols. Because I wasn't directly teaching all content in a live setting, information was missed and students weren't given a chance to ask for clarification in real time. While I did revisit many of the more complex topics during our live sessions, I was not able to really work with individual teams because of distance requirements. Next semester, I will reconsider my balance of pre-work to in-class learning and hope that will make a difference.

SLO 5, Measure 3 - The research partnership with one of our local town recreation departments went very well. Students were able to work with the client and then work with the instructor to effectively apply course concepts to their research proposals. The final work

product fit what the client was looking for and they have since moved forward with a modification of research plans that the students came up with. I feel that the students were more engaged with this project because of the “live” client aspect of the project. This took the work out of the hypothetical and showed them the real consequences of their work.

SLO 6, Measure 1 - A natural byproduct of the required field experience is the organic networking that takes place each day at the student’s placement. It is virtually impossible for a student to complete an internship without significantly growing their network. Relationships are formed with the student’s supervisor, colleagues, and clients/customers that aid their professional development and narrow down their career options. In addition to the organic networking that takes place, students are required to complete a journal entry where they interview an industry professional who is not a direct or indirect supervisor. Students are encouraged to seek out someone from another department to better understand how their roles impact one another or to seek out someone from outside the organization to enhance their knowledge. To date, the students have done a tremendous job completing this assignment and have turned in quality reflections that show they are growing in their roles and expanding their knowledge of the field.

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Overall 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 were confident in the rubrics and benchmarks that were established. After further consideration, there are changes that will be made to rubrics and language of SLO’s that will make it easier for instructor reporting on benchmarks. 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, independent studies, or course substitutions with additional networking and outside learning requirements. In some cases, extended incomplete grades will be used so students can return to their placements in the fall.

2020-21 Operational Effectiveness Goals – Assessment Data

OEG and Measurement Tool	Identify the Benchmark	Data Summary	Assessment Results
			1. DNM 2. ME 3. EE 4. Insufficient data
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	Between both semesters, there were at least 41 industry practitioners brought into classes, evaluative events, or speaking engagements.	EE
OEG 2: Strive to maintain connections and support to graduates of our program.			
Measure 1: Maintain electronic communication with alumni groups	At least four posts per month will be made collectively through our social media outlets: <ul style="list-style-type: none"> ● Twitter ● Instagram ● Snapchat ● YouTube channel State of the Union letter (2/year)	5/12 months included at least four posts during AY 2020-21	DNM
Measure 2: Create mechanisms for alumni involvements	Host one event per year that is available and inclusive of SJFC alumni	Many of the guest speakers that we had this academic year were advertised on Twitter and Instagram offering the opportunity for alumni to engage. With all engagements happening over Zoom it made it easy for past and present students to join. Several of the speakers featured were alumni of the program.	ME
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 2020-21 academic year. In addition 6 of our part-time instructors were also engaged in this manner during the academic year.	ME
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	Currently only 67% of our majors have a long range 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 through an academic year.	All required courses were offered at least once each semester and we had 15 total elective courses offered with only one course repeated from fall to spring semester. Three of these electives were brand new courses that had never been offered before	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.	<p>SPST 140, one of our new electives, used a separate evaluation form for students to be able to provide feedback on the course. During SPST 421: Capstone, the instructor facilitated dialogue with graduating seniors about their educational experiences. Additionally, SPST 105 offers both mid-semester and end of semester anonymous feedback and reflection on assignments in the course.</p> <p>All students have an opportunity to provide feedback during the two formal advising meetings during the academic year.</p>	EE

OEG 1, Measure 1 - This is an area where we continue to exceed expectations. The opportunities we provide to students to engage with industry professionals is one that is consistently mentioned when asking about aspects of our program that are valued by students. We know that even if faculty and industry professionals are sharing the same message, students are more likely to listen and believe it when it comes from those professionals. It is therefore in the best interest of everyone that we continue to excel in this area.

OEG 2, Measure 1 - With this year being a COVID year where almost everything related to teaching and learning changed, this was an area that was one of the first to drop off the “to-do” list. Instructors and students who would have contributed to these did not have the bandwidth to continue as they normally would. Additionally, as many of the posts during a regular year highlight student work in practicum and internships without that as deliverable content, it was more difficult to meet this OEG. We are confident that moving forward in the next academic year we will be able to meet this benchmark.

OEG 2, Measure 2 - This is one area where the silver lining of COVID made a difference. Because everything was done via Zoom, more people had flexibility in scheduling and attendance. While we understand that this will not always be the case moving forward, we learned some engagement strategies that may be more cost-effective while still offering engagement opportunities.

OEG 3, Measure 1 - Despite the inability to travel to conferences, virtual conferences were attended by faculty members. Three faculty members were at the forefront of work establishing and standing up a new soccer franchise in Rochester, Flower City Union. During this work, they were able to bring students into the industry and provided unique opportunities for both populations to gain greater insider access and work than is normally possible. We continue to have the majority of our adjunct faculty be working industry professionals allowing current trends to be reflected in the classroom.

OEG 4, Measure 1 - In assessing this, we realized that many people had navigated away from UAchieve since we updated our curriculum. The registrar’s office that controls the system was delayed in adding new courses and updating required courses. For this reason, the software was less effective. Some faculty moved to a different shared document to plan with students. This shift has been reflected in our updated OEG plan for next year. We hope that the UAchieve platform will be fixed by the start of fall 2021 semester.

OEG 4, Measure 2 - We continue to provide pathways for students to graduate on time. The inclusion of new electives brings timely industry practices and issues to the students who would otherwise not be exposed. We anticipate some challenges in this moving forward due to a sabbatical and retirement of one faculty member in the next academic year, but we hope the availability of our new visiting professor will mitigate the impact of this.

OEG 5, Measure 1 - We continue to partner with students in their education. As a small teaching-focused institution, this is a hallmark of our school and our program specifically. Each faculty member 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.

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 College
Program/Specialized Accreditor(s): 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
URL where accreditation status is stated:

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

College: <https://www.sjfc.edu/about/institutional-initiatives/middle-states-accreditation/> _____

Indicators of Effectiveness with Undergraduates [As Determined by the Program]

Graduation			
	Year: 2020-21	# of graduates: 38	Graduation Rates Freshman Entry: 54% (4 years), 61% (5 years) Transfer Entry: 33% (3 years), 67% (4 years)
Average time to Degree			
	Year: 2020-21	4 year degree Freshman entry: 8.8 terms Transfer entry: 7.0 terms	5 year degree: not calculated by college
Annual Transfer Activity (into program)			
	Year: 2020-21	# of transfers: 6	Transfer rate: not calculated by college Transfer retention rate: 73%
Graduates Entering Graduate School			
	Year: 2020-21	# of graduates: 38	# entering graduate school: 8
Job Placement			
	Year: 2020-21	# of graduates: 38	Sport industry employment: 12 Non-sport industry employment: 4