

Student Learning Outcomes Matrix - Academic Year 2024 – 2025

			Assessment Results			
	Tool	Benchmark	Total # of students observed	Total # of students meeting expectation	% of students meeting expectation	1. DNM 2. ME 3. EE 4. Insuff. Data
SLO 1: Students will exhibit behaviors and disposition consistent with industry professionals.						
	Professionalism Rubric (indirect; SPST 105)	1xx&2xx - 90% at 1 or better on 3 of 4 criteria	47	47	100%	EE
	Professionalism Rubric (indirect; SPST 320 & 422)	3xx&4xx - 90% at 3 or better on 3 of 4 criteria	83	69	83%	DNM
SLO 2: Students will exhibit college-level writing and correctly utilize industry appropriate formatting.						
	Writing Rubric (direct; SPST 421)	Each row of the rubric will average 2 or higher	35	35	100%	EE
	Site Supervisor Evaluation - Writing rubric (indirect)	80% of students score 3 (SPST 390)	11	4	36%	DNM/INF.
		80% of students score 3 (SPST 490)	4	2	50%	DNM/INF.
SLO 3: Students will perform oral communication practices that facilitate effective communication with others						
	Presentation Rubric (direct; SPST 421)	Each row of the rubric will average 2 or higher	35	35	100%	EE
	Site Supervisor Evaluation - comm. rubric (indirect)	80% of students score 3 in all categories (SPST 390)				INF.
		80% of students score 3 in all categories (SPST 490)				INF.

SLO 4: Students will accurately apply their learning in assignments by practicing the role of industry professionals.						
	Applied Learning Rubric (direct; SPST 245)	1XX & 2XX - 80% of students score 2< in all categories	20	18	90%	ME
	Applied Learning Rubric (direct; SPST 320 & 401)	3xx & 4XX - 80% of students score 3< in all categories	66	82	80%	ME
SLO 5: Students will demonstrate an understanding of how diversity shapes sport experiences and is integral to the success of the sport industry.						
	DEI rubric (direct; SPST 240 & 280)	1XX & 2XX - 80% of students at level 2	101	94	93%	EE
	DEI rubric (direct, SPST 320 & 422)	3XX & 4XX - 80% of students at level 3	59	45	76%	DNM

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across ALL student learning outcomes (not for each SLO). All SLOs must be measured at least once by a direct measure. Some measurement tools will be used to measure more than one student learning outcome. 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 ALL 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).

SLO 1, Measure 1 - There are two main reasons that this class met the benchmark. One, as this class, Sport Management Seminar, is all about career preparation, it is not surprising that students were behaving professionally as they better understood what it meant to be a professional. Second, as this is the first year of this SLO and rubric, we set a lower benchmark to accommodate for the highly variable population of students. In some situations there are second semester first-year students enrolled in this class, some are sophomores, and some are transfer students. Clearly, there is a wide array of college experience in these populations. We will continue to monitor this benchmark and raise it in upcoming years if we feel it is necessary.

SLO 1, Measure 2 - In exploring our rubric, two main areas pulled this down. Punctuality and attendance was the lowest (only 78% of students met the benchmark) and non-verbals and engagement (only 81% of students met the benchmark). Attendance is something that we have struggled with as a department and was why during AY 2023-24 implemented a department wide attendance policy that correlates with the number of times a class meets per week. Our hope was that the policy, and its subsequent grade penalty, would be a deterrent for students. However, as this is the first year we have used this new SLO, we are unsure if this is a blip or something that will be consistent. Moving forward, faculty will be sure to cover classroom policies (both attendance and conduct) to help students better understand the expectations of the department and also make clear how the practicing of these behaviors will help them during employment.

SLO 2, Measure 1 - Students performed very well this AY with each row of the rubric averaging above a 3. This is likely due to the instructors requiring students to submit a draft of their papers and implement rather than having it be an option as in semester's past. This additional feedback provided assistance to students which likely resulted in an increase in their performance. Moving forward, the instructor will continue this practice.

SLO 2, Measure 2 - In this area, we reported what we had, but are missing significant amounts of data. Because of the new embedding process into Brightspace, both summer sessions of SPST 390 and 490 did not have the correct rubrics embedded. Additionally, Fall 2024 did not have the appropriate rubric embedded for SPST 490. As our highest enrollments for both of these experiential learning classes occur during the summer, the numbers represented do not accurately capture how students are performing. We are working with our new assessment coordinator to ensure that ALL semesters for ALL classes have the appropriate rubrics embedded in them. We hope that once that happens, we can establish a baseline to better understand what is going on and work with the situation as needed.

SLO 3, Measure 1 - Students performed well in this area, but their written communication performance (SLO 2) was better than their oral performance (SLO 3) on the same task. The delivery of the capstone presentation is challenging for students due to its scope and timing. Taking place during finals week, for many students the last semester of their college career, does not always yield the most accurate representation of their abilities. However, all students met the standard and instructors plan to continue the same developmental approach to this task in future semesters. The written and oral components are developed in tandem and students are encouraged to practice multiple times prior to their final presentation. Most semesters students practice at least two times, often more, making their performances strong.

SLO 3, Measure 2 - Unfortunately, the incorrect rubrics were embedded into the experiential courses (SPST 390 and 490). However, the direct communication rubric was embedded and student performance was recorded using that rubric. In SPST 390, 10/11 students (91%) met the benchmark and in SPST 490 4/4 students (100%) met the benchmark. Moving forward, our assessment person will work with the Assistant Dean for Assessment to ensure that all classes have the correct rubrics embedded each semester and will follow up with faculty to double check that information is entered.

Despite the rubric embedding error, our Field Experience supervisor was able to explore direct supervisor feedback. He identified that students consistently measured above average in this category as was evidenced through end-of-semester written feedback provided by internship supervisors, which served as a primary direct measure of student performance in applied settings. However, depending on the emphasis and structure of the internship, we observed that students' opportunities to engage in critical writing and reflective analysis were sometimes limited. In many cases, the hands-on, task-oriented nature of the internship overshadowed the chance for students to demonstrate higher-level writing skills.

SLO 4, Measure 1 - This class and task consistently perform well on this SLO. As the course is all about applied learning and tasks, it is unsurprising that students consistently meet the objective. We have a qualified adjunct who is a current practitioner that has been teaching this course consistently for many years. We anticipate that he will continue in these consistent efforts that are facilitating student success.

SLO 4, Measure 2 - Both of these classes, Sport Marketing and Sport Finance, are some of the most applied we have in the program. As such, the assignments and tasks are seen as extremely relevant for students and therefore they generally perform well. Both instructors will continue to contextualize the practical nature of these tasks and update as necessary to be current with industry practices.

SLO 5, Measure 1 - Overall, students in SPST 240 excelled in choosing appropriate sites to evaluate, compiling meaningful information about the Americans With Disabilities Act and how the law impacted the chosen facilities, and did a strong job suggesting additional elements that would minimize accessibility issues and improve the experiences of all who enter them. While a different instructor will be teaching this class in the next academic year, they plan to keep this assignment as it is an effective tool for helping students to meet the SLO.

SLO 5, Measure 2 - This is the first year of our new DEI rubric and focus, so we're actually pretty pleased with the results. Instructors are still reporting tweaking assignments and affiliated materials to make success more attainable for students who follow task instructions. Because of the notes received from our reaffirmation, we have more strategically embedded the DEI focus in both required and elective classes. For the upper level courses, instructors plan to revisit task design and readings to hopefully improve student performance in this area.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2024-25

OEG and Measurement Tool	Identify the Benchmark	Data Summary	<ol style="list-style-type: none"> 1. DNM 2. ME 3. EE 4. Insuff. Data
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	Across all instructors, current students were provided 55 opportunities to engage with industry practitioners. Some of these were strictly in a guest speaker capacity while other practitioners served as judges or community partners for specific events or assignments.	EE
OEG 2: 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 of 6 in a variety of capacities	DNM
OEG 3: 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 entry (5 year) - 58% Transfer entry (5 year) - 64%	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.	Fall semester - 7 Spring semester - 7 Only SPST 212 repeated	EE
OEG 4: 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.	Each student has two formal advising appointments with their primary advisor over the AY. Additional	EE

		advising occurs as needed throughout the academic year. During our capstone course, graduating seniors are also invited to share reflections, feedback, and provide suggestions about their educational experiences.	
--	--	--	--

Operational Effectiveness Goals Required Narrative: Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.

OEG 1, Measure 1 - We continue to be strong in this area. As all of the teaching faculty take a very applied approach, we work to engage students with the “real world” as often as we can. Doing this serves multiple purposes including exposure to current events, networking opportunities, as well as learning content. Per the new strategic plan, we intend to be intentional with selection of our speakers and engagement opportunities to keep expanding to international and DEI organizations and/or individuals.

OEG 2, Measure 1 - We continue to have engaged faculty in a variety of capacities although circumstances did not allow us to meet the benchmark this year. Four faculty members were slated to present at a conference, but two were unable to attend due to family situations. One of these was able to get their abstract deferred until next year. Remaining faculty members were active in community sport board management, mentoring of doctoral students, and other industry management and volunteer activities.

OEG 3, Measure 1 - These did not meet our benchmark, but are all improved from the past year. We continue to try to meet with incoming students at points in their first year to begin building relationships with them even prior to them being assigned a formal advisor. We also make a point to revisit the graduation completion map that is created by CCAP (general advising center) and modify as needed to better match student plans and obligations (athletics schedule, work, plans to study abroad, etc.). The new numbering for some courses should also make sure that students are better able to meet the liberal arts requirements in a timely manner and the intentional offerings of diverse electives allow students for choice and degree progress. Our more personalized advising (OEG 4) may also be contributing to not meeting OEG 3. With more time per student, we are really able to engage and learn their interests and goals. For some students, sport management ends up not being the appropriate major for them. While our numbers may show lower retention to the major and thus our graduation rates, the metrics for students who came in as sport management, changed majors but were retained and graduated from the institution exceed this benchmark.

OEG 3, Measure 2 - Despite the change in organizational structure, the program maintains control over the scheduling of courses. We work carefully to balance the number of liberal arts and non-liberal arts electives each semester and rotate courses so that students can find courses to meet our 5-elective-requirement needed for degree completion. If all goes according to plan, we will have some faculty sabbaticals coming up during the 2026-27 and 2027-28 academic years so we will need to be vigilant about maintaining this pattern.

OEG 4, Measure 1 - Now that we are more fully staffed, our advising loads have balanced out making meeting this OEG more complete and robust. Instead of having to cram in so many appointments, faculty are able to take their time and really engage students in more fruitful conversations. We continue to find formal and informal opportunities to engage students in discussions about their academic experiences. This has been especially helpful this past year with some of the

course numbering changes which necessitated other logistic requirements. Now that BJ has regularly taught the data analysis and other “numbers” courses, he engages with students interested in a data analysis minor, statistics, or other related academic pursuits. This more personalized advising may

[OPTIONAL] PROGRAM INFORMATION PROFILE

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

Name of Institution:

Program/Specialized Accreditor(s): COSMA

Institutional Accreditor: Middle States Commission on Higher Education

Date of Next Comprehensive Program Accreditation Review: February 2031

Date of Next Comprehensive Institutional Accreditation Review: Spring 2025 (successfully reaccruited)

URL where accreditation status is stated:

Institution:

<https://www.sjf.edu/about/institutional-initiatives/accreditation-and-assessment/middle-states-accreditation/>

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

Indicators of Effectiveness with Undergraduates [as determined by the program]			
	Year: 2024-25	# of graduates: 31	Graduation Rates Freshman Entry: 53% (4 years), 58% (5 years) Transfer Entry: 45% (3 years), 64% (4 years)
Average time to Degree			
	Year: 2024-25	4 year degree Freshman entry: 9.2 terms Transfer entry: 6.6 terms	5 year degree: N/A
Annual Transfer Activity (into program)			
	Year: 2024-25	# of transfers: 4	Transfer rate: not calculated by college Transfer retention rate: 100%
Graduates Entering Graduate School			
	Year: 2024-25	# of graduates: 31	# entering graduate school: 2
Job Placement			
	Year: 2024-25	# of graduates: 31	Sport industry employment: 18 Non-sport industry employment: 10 Unknown: 1