

Student Learning Outcomes Matrix - Academic Year 2025 – 2026

			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	45	45	100%	EE
	Professionalism Rubric (indirect; SPST 320 & 422)	3xx&4xx - 90% at 3 or better on 3 of 4 criteria	67	55	82%	DNM
SLO 2: Students will exhibit college-level writing and correctly utilize industry appropriate formatting.						
	Writing Rubric (direct; SPST 422)	Each row of the rubric will average 2 or higher	25	25	100%	EE
	Site Supervisor Evaluation - Writing rubric (indirect)	80% of students score 3 (SPST 390)	11	7	64%	DNM
		80% of students score 3 (SPST 490)	12	11	92%	EE
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	25	25	100%	EE
	Site Supervisor Evaluation - comm. rubric (indirect)	80% of students score 3 in all categories (SPST 390)	11	11	100%	EE
		80% of students score 3 in all categories (SPST 490)	12	12	100%	EE

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	18	16	88%	ME
	Applied Learning Rubric (direct; SPST 320 & 401)	3xx & 4XX - 80% of students score 3< in all categories	79	66	84%	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)	1XX & 2XX - 80% of students at level 2	56	53	95%	EE
	DEI rubric (direct, SPST 320 & 422)	3XX & 4XX - 80% of students at level 3	69	53	77%	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 have you improved/changed this year based on this data (close the loop).

SLO 1, Measure 1 - This course and assessment measure consistently meet or exceed expectations on this SLO. As the entire course is focused on professional development, students are provided with opportunities to develop foundational career skills through networking activities, LinkedIn development, career exploration, and interactions with sport industry professionals. Students demonstrated growth in their understanding of professional expectations and the importance of developing a professional presence within the industry. Based on assessment results, additional emphasis was placed on networking, LinkedIn, and interview preparation, while reducing some emphasis on resume development given students’ previous exposure to resume writing. Moving forward, the course will continue to emphasize professional development tools that help students establish connections and successfully navigate the sport industry.

SLO 1, Measure 2 - This course and assessment measure did not meet expectations on this SLO. Generally speaking, students engaged in high-level collaboration with one another during general class discussions and regular small-group work, semester-long marketing projects, and case study-based assignments. The general levels of engagement in class were solid and redirection instructions were provided in instances as needed. Punctuality and attendance were generally solid and demonstrated high-level student commitment to learning by the bulk of students. However, there were more noticeable, measurable issues than expected related to punctuality and attendance among students in these courses, which led to lower overall scores. Moving forward, these courses will continue to evaluate these items as 300 and 400-level baselines to help indicate industry readiness for our students with an emphasis on integrating additional opportunities for students to collaborate.

SLO 2, Measure 1 - This course and assessment exceeded expectations related to this SLO. Students completed numerous writing assignments related to current issues in sport, case study, film analysis, and self-reflection associated with an assignment related to peer mentorship. Consistently, students completed high-level work, used discipline-specific APA formatting where required, cited other works appropriately within their submissions and constructed assignments featuring few, if any, errors. Moving forward, this course will continue to measure for professional readiness related to the development of students’ writing skills.

SLO 2, Measure 2 - This course and assessment measure meet expectations on this SLO. Students successfully developed professional career documents, including resumes, cover letters, LinkedIn profiles, and job applications. Students demonstrated a strong understanding of professional formatting and expectations, while showing particular growth in their ability to create effective cover letters. An area for continued improvement is helping students better connect their previous experiences and transferable skills to the specific positions for which they are applying. Moving forward, the course will continue to emphasize tailoring application materials to specific opportunities and effectively communicating their qualifications to potential employers.

SLO 3, Measure 1 - This course and assessment measure meet expectations on this SLO. As part of the student capstone experience, students collaborated on a wide-ranging project related to the creation of a youth baseball tournament. Tasks were split within smaller groups and reintegrated into the broader project objectives. Overall, students maintained a clear focus on these tasks, such as developing marketing objectives, evaluating facility feasibility and determining the financial implications of this event, and successfully brought these varying concepts together to complete a successful project. Moving forward, this course will continue to operate as a collaborative experience designed to demonstrate student readiness for industry.

SLO 3, Measure 2 - This course and assessment measure consistently meet expectations on this SLO. Through presentations, elevator pitches, networking activities, guest speaker interactions, and mock interviews, students demonstrated the ability to communicate professionally in a variety of settings. While students generally possess strong communication skills, many initially struggled with confidently discussing their own experiences, skills, and career goals in a professional context. Additional time was dedicated to mock interview preparation and providing feedback from alumni and industry professionals, which helped students improve their confidence and effectiveness. The course will continue incorporating practical communication opportunities to better prepare students for future internships and career opportunities.

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 - In SPST 320, the course and assessment measure meet expectations on this SLO. In the full semester, students were tasked with brainstorming and undertaking the development and marketing of an event of their choosing. During the process, they completed SWOT analyses and demonstrated general adherence to broad sport marketing principals while incorporating elements of their own creativity. Overall, projects were successfully completed, largely from the perspective of novice sport management practitioners, which seems appropriate for a course involving mostly sophomores and juniors. Projects were completed accurately with demonstrated elements of situational awareness related to their chosen events consistently present. Moving forward, this course will continue to incorporate this project and these elements in an attempt to allow students to apply marketing concepts to real-world, practitioner-relevant situations.

In SPST 401, students met expectations on this applied learning measure by applying core financial management principles to sport industry contexts. Through three hands-on Excel practice assignments and a culminating group project featuring a written paper and presentation, students demonstrated functional proficiency in financial modeling, spreadsheet analysis, and managerial decision-making. Moving forward, the course will continue to emphasize real-world spreadsheet applications and practitioner-focused projects to reinforce student readiness for the sport business landscape.

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, 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.

SLO 5, Measure 2 - Overall, this course and assessment did not meet expectations on this SLO. In SPST 422, students were tasked with completing a film analysis related to successes related to an underrepresented population in sport. Their responses led to high scores related to their takeaways related

to the importance of this group and their lasting legacies. In SPST 320, this was an element to be evaluated on the semester-long marketing project. There were fewer considerations of underrepresented groups and individuals with disabilities incorporated into those projects than requested/anticipated, overall, which led to lower scores. Moving forward, the importance of considering diverse populations will be better emphasized in SPST 320 to ensure students understand the value and importance of these groups and ideas when crafting an event.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2025-26

OEG and Measurement Tool	Identify the Benchmark	Data Summary	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	Between on campus, virtual, and field trip events, students had the opportunity to engage with 38 different practitioners in various capacities.	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	Three individuals presented at at least one conference. Paul continues in his role as the director of the Fisher side of operations for Buffalo Bills Training Camp held on our campus. Additionally, John continues to mentor doctoral students.	EE
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) - 36% Transfer entry (4 year) - 100%	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 offered. Fall semester - 8 electives Spring semester - 7 electives 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 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.	EE
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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 - Industry interactions remain a hallmark of our program. We have a strong alumni base and work to remain connected and grounded to industry. Between field trips to events and bringing people to campus, we strive to create a balance of industry representation in lots of different capacities and job duties. These networking opportunities for students are critical to their future success, which is why we continue to make this a priority.

OEG 2, Measure 1 - While our engagement patterns align with our personal and professional preferences, all faculty continue to make choices to remain current in the industry or education of sport management outside our contractual obligations. One particular highlight was that Katie Burakowski was selected to volunteer at the FIFA World Cup this summer which provided great insights into mega-event operations.

OEG 3, Measure 1 - Our transfer graduate graduation rate remains strong, with those transferring into our program from outside the institutions graduating at a rate of 100%. For persons who entered Fisher as first-year students and who were declared sport management majors, we only graduated 36%. However, for those who entered as first-year students but finished a Fisher degree, we met the benchmark of 60%. Consistently contributing to this is how recruitment of students is done and some changes that were made. While the number of open houses hasn't changed over the years, their structure has changed the opportunities for face to face with a broader representation of students. As are many academic programs, some students do not realize what sport management as a discipline is and the degree requirements therein. As they arrive on campus and get a few classes under their belts, they gain a more accurate understanding of the degree and shift majors. We have had a few students shift to the newer Athletic Performance program as they are more interested in the science side of sport. Additionally, there were a few students that we directed to an interdisciplinary degree program who were struggling with some of our upper division classes. Despite not meeting the benchmark, we feel we are doing right by our students and treating their abilities and future plans as the priority not our metrics.

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. With taking Katie Burakowski out of rotation, the number of courses may change depending on finding quality and available adjunct faculty, but we hope to remain strong here. A big assist to this is the recent change to be able to hire adjunct faculty from out of state. This will allow us to tap additional individuals with specialized skills that may be challenging to find within NY. We are working closely with our division chair to make sure that we're appropriately scheduled and staffed through the transition and beyond.

OEG 4, Measure 1 - We had one full year of fully staffed advising and it went very well. 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. BJ has adopted a two-meeting approach for many students which has better instructed students on what they need to prepare for advising successfully. As Katie Burakowski moves into her temporary administrative role, we will work to balance out her advisees amongst the rest of us.