

**2017-18 Program-Level Intended Outcomes Matrix
Assessment Data**

SLO	Course Used	Assessment Tool (direct or indirect)	Indicate Benchmark for each Measurement Tool	Assessment Results			
				Total number of students observed	Total number of students meeting expectation	Percentage of students meeting expectation	1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 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	84	64	76%	DNM
Measure 2	SPST 421	Foundational knowledge rubric (direct)	Project will score 2< in 5/6 categories	24	20	83%	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	55	50	91%	EE
Measure 2	SPST 399	Senior Thesis, Information Literacy Rubric (direct)	<20% students <3 in any one category	23	15	65%	DMN
SLO 3: Students will practice college-level writing and learn industry appropriate formatting.							
Measure 1	SPST 499	Writing Rubric (direct)	<20% students <2 in any one category	26	26	100%	EE
Measure 2	SPST 490	Site Supervisor Evaluation (indirect)	80% of students score 2< in all categories	16	15	94%	EE
SLO 4: Students will demonstrate competency in presentations.							
Measure 1	SPST 399	Presentation Rubric (direct)	<20% students <2 in any one category	25	21	84%	EE
Measure 2	SPST 490	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	26	26	100%	EE
SLO 5: Students will satisfactorily complete applied learning assignments by practicing the role of industry professionals.							
Measure 1	SPST 320	Marketing Plan, Applied Learning Rubric (direct)	80% of students score 2< in all categories	45	40	89%	EE
Measure 2	SPST 401	Financial Plan, Applied Learning Rubric (direct)	80% of students score 2< in all categories	22	21	95%	EE

SLO 6: Students will employ networking skills in experiential opportunities							
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	16	16	100%	EE
Action Plans 2017-18		<p>SLO 1: Measure 1: The large sections from the fall semester were made up almost entirely of majors who were excited to embark on their educational path. The scores of those students exceeded our benchmark. The spring semester was significantly smaller and approximately half of the individuals were from a variety of majors who were just taking the course to fill credit space. This significantly impacted the level of engagement and understanding that is reflected in these scores and ultimately brought the average down. Moving forward, we plan to gather a baseline of expectation for sections with large numbers of non-majors so that topic selection can better match student interest.</p> <p>SLO 2: Measure 2: Students tend to find sources to support their existing knowledge. Moving forward, we plan to continue to provide feedback and challenge students to address personal and source biases through conferences and drafts.</p>					

Program-Level Operational Effectiveness Outcomes Matrix 2017-2018

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
OEG 1: Work to monitor the changing nature of the industry and reflect those practices within the classroom and curriculum			
Measure 1: Practicum and Internship Site Supervisor reports	Address feedback from practitioners into existing courses or propose new courses as appropriate	<ul style="list-style-type: none"> • Added question to SPST 390/490 final evaluation to better understand vetting process for internships. Data used in SPST 105 to reinforce importance of quality application materials, interview skills, and social media activities. • Utilize supervisor feedback from final evaluations to shape class discussions, specifically in SPST 105, on topics such as networking, skill development, and career planning. • Consistent feedback has also indicated a need for improved writing skills and Excel skills. During our department retreat we drafted a changes to our existing degree requirements that will address these issues. In the meantime, we have discussed a more strategic inclusion of writing and various types of writing into our existing program. 	Meets expectation
OEG 2: Strive to maintain connections and support to graduates of our program.			
Measure 1: Maintain electronic communication with alumni groups	Posts in 2 of 3 groups will be made at least once per month <ul style="list-style-type: none"> • Twitter • LinkedIn • Facebook alumni State of the Union letter (2/year)	<ul style="list-style-type: none"> • Facebook – goal not met, four months were missed. • Twitter – goal met • Newsletter – goal met • Additional data: Alumni survey undertaken which was both reflective and information seeking. 	Does not meet expectation
Measure 2: Create alumni events	Host one event per year that brings together alumni together	During our signing day event with high school seniors, alumni were invited back for lunch and panel discussion. Current students also attended. We also hosted our Bills Camp recruiting event where alumni were invited to speak and engage with high school student and their families considering our program.	Exceeds expectation

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 engaged in either industry work or an academic conference in 2017-18	Meets expectation
OEG 4: Work to ensure students can graduate in a timely manner			
Measure 1: COP applications	85% of applicants are allowed to continue within the major	The COP was not asked of students this academic year. See action plan for further discussion.	Does not meet expectation
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.	<ul style="list-style-type: none"> All students in SPST 105, 390, and 490 (n=84) met with our Director of Experiential Learning and Outreach to specifically discuss educational and career goals. These meetings help to shape their course selections and their proposed placements for practicum and internships During SPST 100, SPST 105, SPST 375, and SPST 420 current students engage in Skype sessions with industry practitioners. In most cases, students are allowed to request people working in specific industry segments. In each session, students are encouraged to ask practitioners questions that help to foster understanding. During this academic year, approximately 48 Skype or live sessions were held. 	Exceeds expectation
Action Plans 2017-18	<p>OEG 2: Measure 1: The LinkedIn group was not updated following the latest upgrade of the software, so the group was lost. It was too much work to recreate during the academic year, so that will be a summer project for the department. We also had fewer posts in the Facebook group compared to other social media. The department began to explore more current forms of social media (Instagram and Snapchat) and regularly used them. In all, we feel we have met the outcome goal, but need to update the benchmark to include these newer forms of communication which we have done in our updated assessment plan.</p> <p>OEG 4: Measure 1: Due to a host of factors, we did not ask students to complete this task this year. While the OEG was done through our normal advising processes, the department has had some concerns about our COP process. Namely that we weren't sure we were being efficient and effective in the current way that it is planned. All students were required to complete the Confirmation of Progress, but less than 20% of students truly needed to be assessed in this way. Additionally, the eligibility students needed that would trigger the process was unfair for transfer students and wouldn't allow for the objective of the process to be achieved. For these reasons, we postponed any use of the COP until these issues can be addressed. We began this revision process during our department retreat in June, but we do not have a final version.</p>		

	<p>However, in our concern for how to demonstrate OEG achievement, we explored an item that is currently not one of our measures, but does allow for achievement of the goal. All students, except for freshman, were required to meet with their advisors twice during the school year. Students and faculty now utilize the UAchieve system where students can be more proactive in mapping out future semesters and determining which requirements have been met and which remain. In our new assessment plan, we have established a benchmark of 70% of students in this sophomore-senior range to have course progression plans in UAchieve. We feel this is a reasonable metric due to the transient nature of some students who enter/leave the major and for the addition of transfer students. During this academic year, 70 out of 96 students in this classification had course progression plans in UAchieve (72%, exceeds expectations).</p>
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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/>

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 Application (free to apply online)
 - Submit a [Common Application](#) or the [Fisher Online Application](#)
- 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 Recommendation/Teacher Recommendation \[pdf\]](#)
- 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: 2017-18	22 of Graduates:	Graduation Rates:
			Freshman entry: 25% (4 years), 25% (5 years) Transfer entry: 67% (3 years), 67% (4 years)
2. Completion of educational goal - NA			
3. Average Time to Degree Completion			
	Year: 2017-18	Freshman entry: 9.1 terms Transfer entry: 6.5 terms	
4. Annual Transfer Activity			
	Year: 2017-18	11 of Transfers:	Transfer Rate: not calculated Transfer Retention Rate: 82%
5. Graduates Entering Graduate School			
	Year: 2017-18	22 of Graduates:	# entering graduate school: 3
6. Job Placement			
	Year: 2017-18	22 of Graduates:	Sport industry employment: 12 Non-sport industry employment: 10
7. Licensure/Certification Examination Results: N/A			
8. Additional Indicators, if any: N/A			