

Program-Level Intended Outcomes Matrix (2014-2016 Assessment Cycle)
Updated, May 2016

SLO	Course Used	Assessment Tool (direct or indirect)	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	Course Score
SLO1: Students will actively engage in the sport management foundations of law, ethics, leadership, marketing, and finance.							
Measure 1	SPST 240	Quiz scores (direct)	23	14	61%	Does not meet	2.0
Measure 2	SPST 420	Ethics Update (direct)	6	6	100%	Exceeds	2.33
Measure 3	SPST 420	Leadership Discussion & video (direct)	6	6	100%	Exceeds	2.67
Measure 4	SPST 320	Marketing Plan (direct)	15	9	60%	Does not meet	1.8
Measure 5	SPST 401	Finance exams (direct)	12	8	66%	Does not meet	1.92
SLO 2: By practicing the role of sport management professionals, students will critically explore the legal, ethical, and social environments that are part of business decisions made in the maintenance and expansion of the fields supporting sport.							
Measure 1	SPST 280	HR Planning (direct)	18	15	83%	Exceeds	2.06
Measure 2	SPST 401	Financial Plan (direct)	13	10	76.9%	Exceeds	2.15
Measure 3	SPST 490	Internship supervisor evaluation (indirect)	14	11	79%	Exceeds	2.57
SLO 3: Students will learn to identify, read and evaluate information from various disciplines							
Measure 1	SPST 399	Lit Review section of thesis draft (direct)	10	10	100%	Exceeds	2.3
Measure 2	SPST 495	Senior Thesis (direct)	8	8	100%	Exceeds	2.5
SLO 4: Students will enhance their writing abilities and learn industry appropriate formatting							
Measure 1	SPST 399	Thesis Chs. 1-3 (direct)	10	8	80%	Exceeds	2.1
Measure 2	SPST 390	Practicum supervisor evaluation (indirect)	5	4	80%	Exceeds	2.6
SLO 5: Students will demonstrate competency in oral and/or visual presentations.							
Measure 1	SPST 399	Proposal presentations (direct)	12	9	75%	Exceeds	2.08
Measure 2	SPST 495	Poster session (direct)	14	12	86%	Exceeds	2.14
Measure 3	SPST 490	Internship supervisor evaluation (indirect)	14	12	86%	Exceeds	2.57
SLO 6: Students will seek and complete experiential opportunities that have been secured through their own efforts							
Measure 1	SPST 390	LOP (direct)	10	10	100%	Exceeds	2.0
Measure 2	SPST 390	Final Paper (direct)	8	8	100%	Exceeds	2.5
SLO 7: Students will satisfactorily complete applied learning assignments							
Measure 1	SPST 401	Financial plan (direct)	13	10	77%	Exceeds	2.23
Measure 2	SPST 380	Client services project (direct)	11	10	91%	Exceeds	2.0
SLO 8: Students will develop professional contacts through activities in and/or out of the classroom.							
Measure 1	SPST 105	Electronic Interview Assignment (direct)	12	12	100%	Exceeds	2.42

Measure 2	SPST 490	LOP (direct)	10	7	70%	Meets	1.70
Measure 3	SPST 390	Mid-term paper (direct)	8	7	86%	Exceeds	2.13
Action Plans 2014-2016							
Any benchmark or course score that falls below 2.0 will have an action plan attached to improve the overall course performance of all students.	<p>SLO 1, Measure 1: The instructor feels that the reason for this drop was the new method of introducing material. In moving towards a peer-to-peer teaching model to start, with instructor follow-up, it was found that students weren't able to easily grasp the pertinent information which set the sections of material off poorly. The instructor plans to provide more guidance at the outset to better model what is needed.</p> <p>SLO 1, Measure 4: The main reason this dropped was due to the group selection and how the math worked out. Instead of the good students being spread through different groups, this section had two groups that were outstanding and the other three groups lacking a strong leader. This design created a large bimodal distribution that had more students on the low end. The instructor plans to become more involved in the group selection in the future to try to prevent this from happening</p> <p>SLO 1, Measure 5: This decrease in performance was attributed to the set of students in the course. Where you sometimes have a plethora of great students, this particular section had students where finance was not their forte. The instructor did not change any of the assignments or tasks from previous students, but noticed a lack of engagement and understanding more consistently by students. Moving forward, the instructor will continue to offer assistance outside the classroom to students who need it, but does not plan to force individuals into these sessions.</p> <p>SLO 8: Due to the sudden retirement of the longtime Director of Experiential Learning and Outreach, the handoff between the retiree and the person filling that position was not seamless. This caused a delay in paperwork begin submitted on-time and in a consistent manner. We have worked to provide more documentation about the process from the instructor standpoint so that we will decrease the likelihood of this happening in the future should a similar situation arise.</p>						

Program-Level Operational Effectiveness Outcomes Matrix (2014-2016)

OEG Measurement Tool Assessment Year	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 (Indirect, 2014-15)	Infuse feedback from practitioners into existing courses or propose new courses as appropriate	Three comments were common in our supervisor feedback forms from this academic year <ul style="list-style-type: none"> • Infuse more technology teaching into courses - This will be accomplished with our new software course beginning Fall 2015 • Create a more intentional balance for internship experiences that include both the business side and sport side of the experience - We will keep this under consideration as is can be achieved through targeted advising for certain students. • Create web-based evaluation forms for practitioners - As we are in the process of hiring a new experiential coordinator, it is likely they will adopt this format. 	Meets expectations
OEG 2: Strive to maintain connections and support to graduates of our program.			
Measure 1: Maintain electronic communication with alumni groups (Direct, 2014-15)	Posts in these groups will be made at least once per month <ul style="list-style-type: none"> • LinkedIn (1/month) • Facebook alumni (1/month) • State of the Union Newsletter (1/semester) 	<ul style="list-style-type: none"> • LinkedIn – One post was made every other month • Facebook alumni – One post per month goal was met from October – April • State of the Union Newsletter – one published each semester 	Does not meet expectation
Measure 2: Create alumni events (Direct, 2014-15)	Host one event per year that brings together alumni together	We hosted an alumni roundtable speaking event in the fall semester and alumni were invited to attend our end of the year banquet during the spring semester.	Meets expectations
OEG 3: Have faculty that are engaged in the sport management industry and/or academia.			

Measure 1: Faculty activity (Direct, 2014-15)	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 attended either an industry or academic conference 2014-15 academic year	Meets expectations
OEG 4: Work to ensure students can graduate in a timely manner			
Measure 1: COP applications (Indirect, 2014-15)	85% of applicants are allowed to continue within the major	18/22 COP applicants were allowed to continue with no reservation; 4/22 were placed on academic notice that unless GPA increases graduation will be delayed	Does not meet expectation
OEG 5: Engage students in the development of their education			
Measure 1: Student opportunities for engagement (Direct, 2014-15)	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"> • Five skill sessions were offered in the spring semester highlighting areas of further development in Excel, Word, SPSS, and writing skills. • All-major meeting occurred in the spring semester prior to advising time to discuss the new curriculum and solicit questions and feedback from students. 	Meets expectations

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 \[pdf\]](#)
- Personal statement, essay, or graded paper (min. 250 words)
- 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: 2015-2016 # of Graduates: 31 Graduation Rates:
Freshman entry: 45% (4 years), 57% (5 years)
Transfer entry: 57% (3 years), 64% (4 years)
2. Completion of educational goal - NA
3. Average Time to Degree Completion
Year: 2015-2016 Freshman entry: 8.9 terms
Transfer entry: 6.4 terms
4. Annual Transfer Activity
Year: 2015-2016 # of Transfers: 12 Transfer Rate: not calculated
Transfer Retention Rate: 75%
5. Graduates Entering Graduate School
Year: 2015-2016 # of Graduates: 31 # entering graduate school: 2
6. Job Placement
Year: 2015-2016 # of Graduates: 31 Sport industry employment: 21
Non-sport industry employment: 10
7. Licensure/Certification Examination Results: N/A
8. Additional Indicators, if any: N/A