Program-Level Intended Outcomes Matrix (2016-2017)
Assessment Data

SLO	Course Used	Assessment Tool (direct or indirect)	Identify the Benchmark	Assmt. Results: Total number of students observed	Assmt. Results: Total number of students meeting expectation	Assmt. Results: Percentage of students meeting expectation	Assmt. Results: 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	24	20	83%	Exceeds
Measure 2	SPST 421	Foundational knowledge rubric (direct)	Project will score 2< in 5/6 categories	19	11	58%	Does not meet
SLO 2: Students will demonstrate information literacy							
Measure 1	SPST 240	Legal Research Project, Information Literacy Rubric (direct)	80% of students score 2< in all categories	45	38	84%	Exceeds
Measure 2	SPST 399	Senior Thesis, Information Literacy Rubric (direct)	80% of students score 3< in all categories	32	27	84%	Exceeds
SLO 3: Students will practice college-level writing and learn industry appropriate formatting.							
Measure 1	SPST 499	Writing Rubric (direct)	80% of students score 2< in all categories	19	15	79%	Does not meet
Measure 2	SPST 390	Site Supervisor Evaluation (indirect)	80% of students score 2< in all categories	16	16	100%	Exceeds
SLO 4: Students will demonstrate competency in presentations.							
Measure 1	SPST 399	Presentation Rubric (direct)	80% of students score 2< in all categories	18	18	100%	Exceeds
Measure 2	SPST 390	Site Supervisor Evaluation (indirect)	80% of students score 2< in all categories	16	15	94%	Exceeds
Measure 3	SPST 499	Poster Session Rubric (indirect)	80% of students score 4< in all categories	19	12	63%	Does not meet
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	12	12	100%	Exceeds
Measure 2	SPST 401	Financial Plan, Applied Learning Rubric (direct)	80% of students score 2< in all categories	18	17	94%	Exceeds
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%	Exceeds
Measure 2	SPST 490	Internship, Networking Rubric (direct)	80% of students score 2< in all categories	5	5	100%	Exceeds
Action Plans 2016-17		SLO 1: Measure 2: For the fall project, the Ethics CPC was not a direct component of the project concept and was therefore missing from explicit presentation. Additionally, the operations management element was implied, but not explicitly discussed in the paper.					

| | More intentionality was taken during the spring semester and students scored better. Moving forward, the instructor will be more engaged during the process to be more clear how all CPC areas can be explicitly addressed within the project.

SLO 3: Measure 1: Where students fell short in this measure was during their clear articulation of context and purpose for writing primarily measured in their discussion and conclusion section of their senior theses. While the literature reviews were very good, many students failed to reposition their findings into the body of literature. They focused on an articulation of their findings in the context of their research questions which is only part of the context. The next time this is taught, the instructor will be more explicit in the requirements of this section of the rubric and plan an activity that will help students to see this connection between old and new knowledge. We are also changing the benchmark to be clearer in which instructional areas should be changed to improve performance.

SLO 4: Measure 3: As this rubric is done from non-departmental faculty, we anticipate that some of the variation here is due to discipline specific perspectives in interpreting the research done by our students. How a humanities professor may be interpreting the rubric is likely different than what is done in the social sciences. During the next academic year, we have changed the rubric to a more universal presentation rubric which should minimize some of the disciplinary variation. |

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	The following were common responses from supervisors • Most feedback was related to the students' specific experience such as be more creative, ensure accuracy of work, continue to improve verbal/written communication skills • Continue to implement case studies into the curriculum, like the Vegas NHL expansion draft one earlier in the year. The more real life experience these students can get, the better off they will be when it comes to getting hired	Meets expectations
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 • Twitter • LinkedIn • Facebook alumni State of the Union letter (2/year)	• Twitter – goal met • Facebook alumni – goal met • State of the Union Newsletter – one published each semester	Meets expectations
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. Alumni were also invited to our end of year banquet to honor Gail Hunter of the Golden State Warriors.	Exceeds expectations
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 2016-17	Meets expectations
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	28 COP applicants were allowed to continue with no reservation; 2 were placed on academic notice that unless GPA increases graduation will be delayed	Exceeds expectations
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.	• All students in SPST 105, 390, and 490 (n=69) students 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 • SPST 495/499: Senior Seminar prepared exit reflection papers where students (n=19) responded not only to course work and department goals, but extra-curricular opportunities as well. • All students, except for graduating seniors, 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.	Exceeds expectations
Action Plans	OEG 1: This feedback was taken back to the department end of year retreat and discussed. Instructors who are redesigning old courses or new courses will keep this in mind.		

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: 2016-17	# of Graduates:	Graduation Rates:
		12	Freshman entry: 39% (4 years), 46% (5 years) Transfer entry: 45% (3 years), 45% (4 years)
2. Completion of educational goal - NA			
3. Average Time to Degree Completion			
	Year: 2016-17	Freshman entry: 9.2 terms Transfer entry: 7.3 terms	
4. Annual Transfer Activity			
	Year: 2016-17	# of Transfers: 6	Transfer Rate: not calculated Transfer Retention Rate: 83%
5. Graduates Entering Graduate School			
	Year: 2016-17	# of Graduates: 12	# entering graduate school:1
6. Job Placement			
	Year: 2016-17	# of Graduates:12	Sport industry employment: 9 Non-sport industry employment: 2
7. Licensure/Certification Examination Results: N/A			
8. Additional Indicators, if any: N/A			