

Student Learning Outcomes Matrix - Academic Year 2022 – 2023

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total			
SLO 1. Demonstrate a proficiency in basic concepts and issues related to the following sport management content areas: media relations, financial issues, stadium and arena management, marketing and fundraising, legal issues and risk management, administration and management, sales, venue and event management, and social issues					
Post-Tests given to seniors of the SPM major	75% average score across all students	$n = 72$	12	63.7.7%	1. Does not meet expectation
Pre-Post tests gains between seniors and freshmen	Senior class score 20% higher 378.55 56				2. Meets expectation
Internship supervisor evaluations of job knowledge (Appendix A, question 1)	A score equal or greater than 4 out of 5	$n = 272$	250	92% $x = 4.48$	3. Exceeds expectation
Student internship exit survey (Appendix B, questions 7 and 11)	A score equal or greater than 4 out of 5	$n = 150$	147	98% $x = 6.34$	3. Exceeds expectation
SLO 2. Apply critical thinking and problem-solving skills as they relate to issues faced by sport industry professionals.					
Critical thinking rubric used in SPM491 for group projects	A score equal to or greater than 15 out of 20 on the VALUE critical thinking rubric	$n = 95$	93	98%	3. Exceeds expectations
Internship Supervisor Evaluations of critical thinking (question 8)	A score equal to or greater than 4 out of 5	$n = 272$	264	97.1% $x = 4.73$	3. Exceeds expectations

Student internship exit surveys (questions 10 and 12)	A mean score of 5 out of 7 for both questions	$n = 150$	N/A – Mean scores used for benchmarking	Q10: $x = 6.63$ Q12: $x = 6.61$	3. Exceeds expectations

Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.

Student Learning Outcomes

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Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “close the loop” by describing any changes you made to improve the quality of your instruction:

- x Address ALL SLOs – those that meet or exceed expectations and those that do not.
- x Explain why you have measures with insufficient data.
- x Describe how this outcomes assessment data drives curricular and other decisions.
- x Describe how have you improved/changed this year based on this data (close the loop).

SLO #1 is the one we have been trying to improve the most. Traditionally, the first measurement (mastery expectation for seniors) has not met our expectations. In trying to identify the cause of the shortfall, we revamped the entire comprehensive exam. What was 2-3 questions for each of the content areas is now 10-12 questions, covering a summary of each class. Furthermore, we have coordinated as a department to ensure that important areas are covered in each section of each class, regardless of who is teaching it. This is important because we had some inconsistency in some classes related to new faculty or classes taught by an adjunct. Unfortunately, even after improving the measurement itself, the senior class still did not meet the mastery level we expected. As a department, we feel it is due to a lack of effort on what is now a very long exam, with no “stake” in the outcome. In other words, there is no incentive to do well since the results are not tied to a grade or extra credit. We are going to examine this further, and are considering making the exam a mandatory part of the senior seminar class. Their grade will not matter per se, as long as the senior meets a minimum score (likely 70%). Other ideas to improve this outcome

ethical issues. Lastly, the case study used in SPM 312 is changed and adapted each year to make sure that the students are kept in the loop with our ever-changing industry. SLO #5 is one of the

Program-Level Operational Effectiveness Goals Matrix Academic Year 2022-23

1. Enrollment 2. Retention 3. Graduation 4. Student Success	1. Enrollment 2. Retention 3. Graduation 4. Student Success	1. Enrollment 2. Retention 3. Graduation 4. Student Success	1. Enrollment 2. Retention 3. Graduation 4. Student Success
Departmental Objectives			
1.1 Enrollment 1.1.1 Enrollment 1.1.2 Enrollment	Ample work alongside sport business professionals	A number of courses in the program involved projects in which students worked alongside sport business professionals, especially including: SPM 298, SPM 312, and SPM 491	3
1.2 Retention 1.2.1 Retention 1.2.2 Retention			

05. Don't forget to study

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A score equal to or
above the scores oqor gv

achieving seniors are invited to work alongside an SPM 290 faculty member in class to help students and provide student leadership. This has been a tremendous success, and the student mentors have been able to provide assistance on things that the faculty are unaware of, or things that the students are simply more comfortable talking with another student about. OEG 3 relates to graduation rates, and while we still maintain over 90%, we are focusing efforts this year on maintaining the systems and processes which allow us to have a high graduation rate. Notably, we do a lot of one-on-one advising with each students, especially seniors. This is becoming more

PROGRAM INFORMATION PROFILE

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