

Student Learning Outcomes Matrix - Academic Year 2024 – 2025

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
SLO 1 – Students will demonstrate effective leadership skills.					
Site supervisor evaluation survey (SPMA 392: field experience in sport management) (Indirect)	Students will average at least 4 out of 5 or higher on items 1, 4, 5, 6, 7, 8, and 9 of site supervisor evaluation survey for field experience (SPMA 392)	19	Item 1 (Ability to organize and carry out tasks): 4.67 Item 4 (Professional communication): 4.33 Item 5 (Dependability and responsibility): 4.50 Item 6 (Initiative and enthusiasm): 4.67 Item 7 (Ability to work with others): 4.67 Item 8 (Professional appearance and behavior): 4.83 Item 9 (Acceptance of criticism to improve performance): 4.83	100%	2
Site supervisor evaluation survey (SPMA 496: internship in sport management) (Indirect)	Students will average at least 4 out of 5 or higher on items 1, 4, 5, 6, 7, 8, and 9 of site supervisor evaluation survey for	19	Item 1 (Ability to organize and carry out tasks): 4.67 Item 4 (Professional communication): 4.83 Item 5 (Dependability and responsibility): 5.00	100%	2

	internship (SPMA 496)		Item 6 (Initiative and enthusiasm): 4.83 Item 7 (Ability to work with others): 5.00 Item 8 (Professional appearance and behavior): 4.67 Item 9 (Acceptance of criticism to improve performance): 4.83		
SLO 2 – Students will think critically to solve problems relative to current changes in sport management.					
Final project (SPMA 245: sport event management) (Direct)	Students will average at least 2.8 out of 4 or higher on item 5 of critical rubric for final project (SPMA 245)	19	2.00	43%	1
Final project (SPMA 325: global perspectives in sport) (Direct)	Students will average at least 2.8 out of 4 or higher on item 5 of critical rubric for final project (SPMA 325)	34	3.12	100%	2
SLO 3 – Students will demonstrate effective oral communication with professionalism and clarity.					
Final project presentation (SPMA 101: introduction to sport management) (Direct)	Students will average at least 2.1 out of 3 or higher on all items of oral communication rubric for presentation assignment (SPMA 101)	30	Organization: 1.80 Depth of content: 1.80 Style/Elocution/Delivery: 2.40 Grammar/Word Choice: 2.50	71%	1

			Verbal interaction/Delivery: 2.20 Use of communication aids: 1.80 Personal appearance/professionalism: 2.20		
Research article presentation (SPMA 490: sales and promotion in sport) (Direct)	Students will average at least 2.1 out of 3 or higher on all items of oral communication rubric for presentation assignment (SPMA 490)	20	Organization: 2.55 Depth of content: 2.25 Style/Elocution/Delivery: 2.20 Grammar/Word Choice: 2.55 Verbal interaction/Delivery: 2.25 Use of communication aids: 2.35 Personal appearance/professionalism: 2.40	100%	2
SLO 4 - Students will demonstrate effective written communication with professionalism and clarity.					
Article review assignment (SPMA 101: introduction to sport management) (Direct)	Students will average at least 2.8 out of 4 or higher on all items of written communication rubric for article review assignment (SPMA 101)	30	Context of and purpose of writing: 2.40 Content development: 2.60 Genre and disciplinary conventions: 2.20 Sources and evidence: 3.30 Control of syntax and mechanics: 2.40	20%	1
Research paper	Students will average at	18	Context of and purpose of writing: 3.15	100%	2

(SPMA 390: research and data analysis in sport management) (Direct)	least 2.8 out of 4 or higher on all items of written communication rubric for research paper (SPMA 390)		Content development: 3.15 Genre and disciplinary conventions: 3.30 Sources and evidence: 3.30 Control of syntax and mechanics: 3.15		
SLO 5 - Students will effectively understand and appreciate ethical issues and the impact of global diversity in sports industry.					
Current events project (SPMA 325: global perspective in sport) (Direct)	Students will achieve 2.8 out of 4 or above on all categories of intercultural knowledge and competence value rubric (SPMA 325)	34	Knowledge: 3.15 Skills: 3.10 Attitudes: 3.25	100%	2
Market analysis project (SPMA 530: sport analytics) (Direct)	Students will achieve 2.8 out of 4 or above on all categories of intercultural knowledge and competence value rubric (SPMA 530)	18	Knowledge: 3.40 Skills: 3.40 Attitudes: 3.70	100%	2

Notes: 1) You may have more or fewer SLOs than shown above. 2) You may measure an SLO only once, but only with a direct measure. Measuring an SLO more than once is a better practice. 3) If you use a cycle different from measuring all SLOs once a year, include ALL SLOs in your OAP and indicate when the most recent data was collected. 4) Replicate the matrix for any degree program with different SLOs or different measurement tools at all degree levels and identify accordingly.

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: No further action will be taken for next year. The assessment data and results show that the learning objectives are being met with the current learning method. Further discussion will take place with sport management faculty throughout 2025-26 academic year.

SLO 2: No further action will be taken for next year. The assessment data and results show that the learning objectives are being met with the current learning method. Further discussion will take place with sport management faculty throughout 2025-26 academic year.

SLO 3: Consistent throughout the past few years, emphasis on oral communication skills were needed to be addressed at earlier stage of the program. We will continue to add additional guidelines, sample presentation, and other technics of oral presentation in the SPMA 101 and other 200 level courses such as SPMA 200, 240, and 245. Further discussion will take place with sport management faculty throughout 2025-26 academic year.

SLO 4: Consistent throughout the past few years, emphasis on written communication skills were needed to be addressed at earlier stage of the program. We will continue to add additional guidelines, samples of written projects, and other technics of written assignments to the SPMA 101 and other 200 level courses such as SPMA 200, 240, and 245. Further discussion will take place with sport management faculty throughout 2025-26 academic year.

SLO 5: No further action will be taken for next year. The assessment data and results show that the learning objectives are being met with the current learning method. Further discussion will take place with sport management faculty throughout 2025-26 academic year.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2024-25

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
OEG 1 - Increase the preparedness of first- and second-year sport management students.			
GPA distribution of rising Juniors in sport management programs	Increase in GPA when the students are graduating	3.23	2
GPA distribution of rising Seniors in sport management programs	Increase in GPA when the students are graduating	3.28	2
OEG 2 - Maintain existing relationship with sport organizations in the area and regularly evaluate continuation.			
Number of existing relationships with sport organizations in the area in 2024-25 academic year that resulted in internship, field experience, volunteer opportunities along with course partnerships and guest speakers.	Maintain and continue existing relationship with sport organizations in the area.	<p>Internships with 11 existing sport organizations</p> <p>Field experiences with 8 existing sport organizations</p> <p>Volunteer opportunities with 10 existing sport organization</p> <p>Course partnership with 0 existing sport organization</p> <p>Guest speaker from 0</p>	2

		existing sport organization	
OEG 3 – Establish new relationship with sport organizations in the area that allow for a variety of experiential learning experiences for students.			
Number of new relationships with sport organizations in the area in 2024-25 academic year that resulted in internship, field experience, volunteer opportunities along with course partnerships and guest speakers.	Continue and develop new relationship with sport organizations in the area.	<p>Internships with 4 new sport organization</p> <p>Field experiences with 2 new sport organization</p> <p>Volunteer opportunities with 21 new sport organization</p> <p>Course partnership with 0 new sport organization</p> <p>Guest speaker from 2 new sport organizations</p>	2
OEG 4 - Implement targeted advising and mentoring strategies that allow for support of struggling students while maintaining quality of graduates.			
Advising Survey distributed to Sophomores in SPMA 245	Establish satisfactory level of advising after second year in the program and maintain throughout the program.	From the question “How would you rate the quality of advising in sport management program so	2

		far?” that was asked at the end of SPMA 245 (Sport Event Management) course offered in spring semester, following result was drawn. M=4.42	
Exit Survey	Establish satisfactory level of advising after second year in the program and maintain throughout the program.	From the question “How would you rate the quality of academic advising?” that was asked in the exit survey, following result was drawn. M=4.65	2
OEG 5 - Evaluate quality of sport management program in relationship to national accreditation standards.			
COSMA annual report submission and feedback from Board of Commissioner (BOC).	Continue to meet the standard of COSMA accreditation requirement and receive positive feedback from the commissioner who reviews our annual report.	All comments from COSMA board of commissioners were positive. No further action was recommended.	2
Exit survey	Receive positive feedback from our graduates to maintain a strong and competitive program.	The level of rigor of the program: 4.25	2

		The quality of academic advising: 4.65 The quality of instruction: 4.65 The knowledge of the faculty: 4.65 Preparation for a career: 4.50 The variety of instructors: 4.15 Assistance with internships: 4.65 Number of sport management guest speakers: 3.95	
Note: You may have more or fewer OEGs than listed above. This matrix does not require identification of direct or indirect measure.			

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.

No further action will be taken for next year. The assessment data and results show that the learning objectives are being met with the current learning method. Further discussion will take place with sport management faculty throughout 2025-26 academic year.