

Student Learning Outcomes Matrix - Academic Year 2022 – 2023

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 – Apply sport management principles, strategies and theories.					
Measure 1: SMT 355 Fitness and Rec Center Written Report assignment (Direct).	80% of students will reach the mile-stone mark of a 3 or higher on the AACU* Written Communication Rubric	This course was not offered during AY 2022-23	NA	NA	NA
Measure 2: SMT 340 Event Planning & Promotion Project (Direct)	80% of students will achieve a grade of 73% or higher on the project	11	10 1 student did not complete the assignment	91% of students achieved the benchmark	Exceeds expectations
SLO 2: Analyze and utilize research related to healthy lifestyles and sport management.					
Measure 1: SMT 342 Intramurals Project (Direct)	80% of students will earn a 73% or higher on the project rubric	16	15 1 student did not complete the assignment	94% of students earned a 73% or higher on the project	Exceeds expectations
Measure 2: HFS 150 Consulting Project (Direct)	80% of students will earn a 73% (C grade) or better on the project rubric	34	28 achieved benchmark 3 students did not submit the assignment	82%	Meets expectations
SLO 3: Apply SMT principles and strategies to evaluate, create, and/or improve sport programs					
Measure 1: SMT 342 Intramurals Project (Direct)	80% of students will earn a 73% (C grade) or better	16	15 1 student did not complete the assignment	94% of students earned a 73% or higher on the project	Exceeds expectations
Measure 2: HFS 413- Program Proposal (Direct)	80% of students will earn a grade of 73% or higher on the program proposal	1	1 student completed the proposal and received a grade of 73% or higher	100%	Meets expectations
SLO 4: Analyze situations and apply principles of leadership and financial management					
Measure 1: SMT 216 Sport Leader	80% of students will achieve a	14 students completed	All 14 students who completed	87.5% of students in the	Meets expectations

Assignment (Direct)	milestone mark of 3 or higher on the AACU Inquiry & Analysis Rubric	the assignment; 2 students did not complete the assignment	the assignment met the expectations; 2 students received 0's as they did not submit the assignment	class achieved the milestone mark of 3 or higher on the AACU rubric; Only the 2 students who did not complete the assignment did not achieve the approp. level	
Measure 2: MT 203 Final Project (Direct)	80% of students will earn a 73% (C grade) or better on the project rubric	36 students completed the project 1 student did not submit assignment	36 students met or exceeded expectations. Only one student who did not submit assignment received a grade lower than 80%	97% of students achieved expectation or above	Exceeds expectations
SLO 5: Apply principles of communication and marketing.					
Measure 1: SMT 342 NWSL** Marketing Presentation (Direct)	80% of students will earn a 73% (C grade) or better on the presentation rubric	16	16	100% of students received a grade of C or higher on the presentation	Exceeds expectations
Measure 2: CO 203 Infographic Design Project (Direct)	80% of students will earn a 73% (C grade) or better on the project rubric	46 completed assignment 7 students did not submit	46 students met expectations of grade of 73% or above 7 students did not submit	All students who submitted assignment received grade of 73% or above. Based on total students in class, 87% achieved the benchmark	Meets expectations
SLO 6: Explain and analyze legal and ethical concepts, and basic risk management issues within the industry.					
Measure 1: SMT 213 Ethical Reasoning assignment (Direct)	80% of students will reach the milestone mark of 3 or higher on the AACU Ethical Reasoning Rubric	This course was not offered during AY 2022-23	NA	NA	NA
Measure 2: SMT 213 Analytic Groups Peer Evaluations (Indirect).	80% of students will reach the milestone mark of 3 or higher based on the	This course was not offered during AY 2022-23	NA	NA	NA

	AACU Teamwork Rubric				
Measure 3: SMT 345 Case brief and Current Legal Issue presentation (Direct – new assessment)	80% of students will receive a grade of 73% or higher on their case brief and presentation	9	9	All students participated in the presentation and received a grade higher than the benchmark	Exceeds expectations
SLO 7: Demonstrate professionalism, cultural competency, interprofessional collaboration, and advocacy within the sport management field.					
Measure 1: Internship Evaluation rubric (Indirect)	Feedback from site supervisor. All students will receive an average score of 4 or higher on the evaluation form with no score lower than a 3	4	4	100% Achieved average score of 4 or higher with no score lower than a 3	Meets expectations
Measure 2: HFS 412 Final Internship Presentation (Direct)	80% of students will reach a milestone mark of 3 or higher on the Regis Experiential Learning Rubric	2	2	100% of students reached the milestone of 3 or higher on the Experiential Learning Rubric	Meets expectations
Measure 3: HFS 413 Reflective Journals (Indirect – new assessment)	All of students will complete at least 80% of the journals with effective personal reflection on experiential learning, and professional growth	4	4	100% of students achieved the benchmark. One student missed completing one journal entry. All were able to reflect on their learning & professional growth	Meets 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.

AACU* = American Association of Colleges & Universities
 NWSL** = National Women's Soccer League

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of 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 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 you have improved/changed this year based on this data (close the loop).

This past year (2022-23) was somewhat more challenging than normal due to Dr. Cathy Fuller, the Dept. Chair acting as Interim Program Director and additional adjuncts being hired to teach courses. However, the adjuncts fulfilled their responsibilities well, provided expertise in specific areas, and delivered a positive learning experience for students in the program. All SLO’s addressed through courses offered in 2022-23 met or exceeded the stated benchmarks established for the program. There were slight changes in the assessment process for a few SLO’s due to changes in professors; however, the learning outcomes were effectively addressed, and the specifics will be explained further in the following paragraphs.

SLO 1 – Apply sport management principles, strategies and theories.

SMT 355 Fitness and Recreation Center Assignment (Direct) – This course was not offered during 2022-23 since many of the Sport Management courses are on a 2-year rotation. This course was offered in 2021-22 and was included in last year’s annual report, and it will be offered during AY 2023-24.

SMT 340 Event Planning & Promotion Project (Direct) – Students completed this project in groups, planning specific components of a Special Olympics Event. Students provided an oral rather than a written presentation addressing each of the necessary components. The assignment effectively meets the stated SLO.

SLO 2: Analyze and utilize research related to healthy lifestyles and sport management.

SMT 342 – Intramural Assignment (Direct) – This assignment was changed to a written submission rather than an oral presentation this year. It was specifically organized to require research and assessment of needs to meet the stated learning outcome. Students were able to achieve the stated benchmark.

HFS 150 – Consulting Project (Direct) – The freshman class in the spring struggled more than usual with this assignment, primarily due to lack of time management. Several students did not submit rough drafts, and this impacted their final submissions. However, despite a few students not submitting a final presentation, the benchmark was still achieved. Faculty have been emphasizing the various parts of this assignment to ensure that students understand key components for success such as referencing in APA (American Psychological Association) format, providing research from local, national and global perspectives, and addressing the issue in an organized manner. This will continue in the future.

SLO 3: Apply SMT principles and strategies to evaluate, create, and/or improve sport programs.

SMT 342 Intramural Assignment (Direct) -- This assignment was changed to a written submission rather than an oral presentation this year. It was specifically organized to require research and assessment of needs to meet the stated learning outcome. Students were able to achieve the stated benchmark.

SMT 413 Program Proposal (Direct) – Students in the Internship/Seminar course are given the option of completing a research-based project or a program proposal. If they choose the program proposal, they research and develop a plan for a specific program or facility. The plan includes a needs analysis, research of current programs or facilities, organized plan and sequence for implementation, budget, and assessment process. The final plan is presented to a “board of trustees” for approval. This project effectively meets the SLO, and students met the benchmark requirements.

SLO 4: Analyze situations and apply principles of leadership and financial management.

SMT 216 Sport Leader (Direct) – This assignment was previously included in HFS 150 but fits more effectively within the Intro to Sport Management course. Students are required to research a leader in the sport management field and prepare a presentation that includes key components. All students who completed this assignment demonstrated understanding and application of key principles of leadership.

MT 203 Final Project (Direct) – Students are tasked with assisting their client’s leadership team in making better business decisions using evidence-based management (EBM). They analyze the company and situation, then apply principles of leadership that they have studied throughout the semester to address this issue. Some financial management is included. Students met the benchmark expectations for this SLO. This assignment effectively addresses the SLO; however, the new program director will be meeting with the business management department to further enhance the relationship between the two departments.

SLO 5: Apply principles of communication and marketing.

SMT 342 – NWSL Marketing Presentation (Direct) – This assignment effectively meets the marketing component of this learning outcome and provides practice in professional communication through an oral presentation. Students exceeded expectations on this assignment and achieved above the stated benchmark.

CO 203 – Infographic Design Project (Direct) – The assignment in this course has been changed, but it effectively meets the communication and marketing emphasis. Students develop a professional and aesthetically pleasing infographic highlighting the importance of effective communication. The assignment effectively meets the SLO, and students met the stated benchmark.

SLO 6: Explain and analyze legal and ethical concepts, and basic risk management issues within the industry.

SMT 213 Ethical Reasoning Assignment (Direct) – This course was not offered AY 2022-23 but was assessed during AY 2021-22 and will be assessed next year.

SMT 213 Analytic Groups Peer Evaluation (Indirect) -- This course was not offered AY 2022-23 but was assessed during AY 2021-22 and will be assessed next year.

SMT 345 Current Legal Issues Presentation (Direct) – Students prepare a case brief and a short presentation on a current legal issue. This is presented to the class and is used to spark additional discussion. This assessment has been added to better evaluate the SLO related to legal, ethical, and risk management issues in Sport Management.

SLO 7: Demonstrate professionalism, cultural competency, interprofessional collaboration, and advocacy within the sport management field.

HFS 413 Internship Final Evaluation (Indirect) – Students receive a midterm and final evaluation from their site supervisor. This is utilized to assess their progress in personal and professional competencies necessary for effective job performance. The final evaluation is utilized for this indirect assessment. Sport Management students achieved an appropriate level of performance as evaluated by their site supervisor.

HFS 412 Internship Presentation (Direct) – Students are required to complete an internship presentation during which they reflect on the internship process, preparation for the internship, and application to their future. The presentation allows them to share their insights with the class and effectively meets the SLO. Students achieved the stated benchmark for this SLO.

HFS 413 Reflective Journals (Indirect) – During both internship courses, students are required to write several reflective journals throughout the semester to assist them in self-evaluation and improvement. All students submitted the minimum number of journal entries with effective reflection and critical thinking, thus achieving the necessary expectations.

- Describe how the outcomes assessment data drives curricular and other decisions.

The outcomes assessment data contributes to curricular review, modification, and improvement. Not only are these outcomes assessed through the COSMA report, but Regis requires each program director to submit a Program Annual Report of Service (PARS) which requires evaluation of each learning outcome at three different levels (introductory, developing, mastery). Through this process the program director is able to assess whether students are being introduced to the necessary concepts outlined in the plan, as well as their progress toward mastery. Through the COSMA annual report and the PARS, the program director determines whether specific assignments and courses are effectively addressing the learning outcomes and whether students are mastering these important concepts. If students are consistently struggling with an assignment, the program director (and instructor) will evaluate why and make modifications to the assignment or the process. If a course is not effectively meeting specific program learning outcomes, the program director will evaluate whether the course needs to be modified, whether the content should be included in a different course, or whether a new course needs to be added

to the curriculum. All of these have occurred at one point or another during the life of the Sport Management program at Regis.

For example, an area that needs additional emphasis is management related to e-sports, as well as at least an introduction to sport analytics, and additional attention to global sport management. With this in mind, the new program director will be considering how to incorporate these ideas within the current curriculum, as well as possibly developing a “special topics” course for the future.

- Describe how you have improved/changed this year based on this data (close the loop).

In the past, the program director reported on 3-4 of the SLO's each year since Regis only requires addressing certain learning outcomes each year in the annual evaluation. However, this leaves numerous SLO's with missing data from year to year. Although not all classes are taught every year, most of the learning outcomes are addressed in more than one course; therefore, beginning this AY the goal will be to address as many of the SLO's as possible, dependent on the courses taught that year. This will provide a more comprehensive and congruent data set from year to year. In addition, a new assessment was added to evaluate SLO #6.

The site visit team suggested including additional indirect measures. Therefore, two additional indirect measurements have been included in this year's annual report. The internship supervisor's evaluation had been removed a couple of years ago and has been added back as an evaluation tool. Secondly, internship reflection journals have also been added as an indirect measure of SLO #7.

Based on this data, the new program director will be able to ascertain specific assignments that are effectively meeting the criteria, as well as possible areas for improvement.

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

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: Optimize enrollment, retention and graduation rate			
M1: Improve year to year retention in the SMT program by 5% (by cohort) *Focusing on 1 st to 2 nd year retention	After evaluating the data, goal is to increase 1 st year to 2 nd year retention among cohorts by 5% (After first year, retention is positive) *Numbers include transfer students who begin with a cohort, but would not include them past their graduation.	<u>2019 Cohort:</u> 2019 - 2020 60% 2020 – 2021 100% 2021 – 2022 100% 2022 – 2023 100% <u>2020 Cohort</u> 2020 – 2021 85.5% 2021 – 2022 83.5% 2022 – 2023 100% <u>2021 Cohort</u> 2021 – 2022 89% 2022 – 2023 87.5%	Not quite meeting expectations, but close
M2: Faculty participation in admission & retention events	HFS faculty will participate in admission events on a regular basis	At least one HFS faculty attended each admission event to ensure promotion of the SMT program & to answer student & parent questions	Meets expectations
M3: Faculty track student progress using starfish	No more than 20% of SMT students will be on academic probation each semester.	2 students out of 22 were on academic probation during spring 2023 (10% of SMT students)	Meets expectations
OEG 2: Optimize achievement of college mission and sport management program goals			
M1: E-portfolio reflection paper	All SMT students will complete reflection prior to graduation achieving at least a rating of 32/40	Both graduating seniors completed reflection paper with rating of higher than 32/40	Meets expectations
M2: Senior exit interviews	All SMT students will complete exit interviews providing feedback on program	Both graduating seniors completed the Senior Exit interview (100% participation)	Meets expectations
M3: Program Annual Report of Service (PARS)	PARS completed annually; discuss program assessment and opportunities for improvement	PARS completed August 2023	Meets expectations
OEG 3: Ensure adequate resources and professional development for continued progression of the program			

M1: Year budget submitted based on program director recommendations	Professional association memberships paid	SMT professional membership was not paid due to no full-time faculty member in this position. However, commitment to the program was shown through COSMA accreditation and site visit fees Dr. Fuller's professional membership was paid	Meets expectations
M2: Faculty Annual Report of Service (FARS)	FARS completed annually; opportunity for self-reflection	Cathy Fuller (interim director) completed the FARS within her area of expertise. A FARS was not completed specific to SMT faculty because there was not a fulltime SMT faculty member this AY	Meets expectations
M3: Faculty development	Faculty will participate in at least one professional development workshop/training annually	Cathy Fuller participated in an extensive pedagogical training program through Quality Matters and completed her certification requirements within her area of expertise. Faculty development will be implemented in AY 2023-24 for the new fulltime SMT faculty member	Meets expectations
OEG 4: Optimize student preparation for careers in Sport Management			
M1: Student internship evaluation	SMT students complete an evaluation of their internship site at the end of internships	All SMT students completed an internship evaluation	Meets expectations
M2: Senior exit interviews	All SMT students will complete exit interviews during final semester	Both graduating seniors completed the exit interview survey (100% participation)	Meets expectations
M3: Job placement	At least 80% of SMT students will have a job/or will be enrolled in graduate school within 18 months of graduation	All graduates from 2021-22 are attending graduate school or are employed. May graduate from 2022-23 will be attending graduate school in Fall 2023 August graduate in 2023 will be attending graduate school in Fall 2023	Exceeds expectations

M4: Development of partnerships	Develop at least 2 additional partnerships/contacts each fiscal year	Interim program director is also chair of department so this was not accomplished this AY. Will be reimplemented in AY 2023-24	Does not meet expectations
OEG 5: Promote alumni relationships			
M1: Exit Interview	Contact information is collected for each SMT graduating senior	Both graduating seniors completed the Senior Exit interview providing personal contact information & future plans (100% participation)	Meets expectations
M2: Maintain list of alumni contacts	Update alumni list and information as available	Institutionally, there is no standardized process to track students' job placement or grad school plans once they graduate. However, the department maintains an Excel spreadsheet of all SMT alums and utilizes LinkedIn connections	Meets expectations
M3: Involve alumni in future SMT events or classes	Find ways to bring SMT grads back to campus or by using technology to share their experiences with current students	1 alum is on Advisory Council 1 alum taught as an adjunct during AY 2022-23 Several alumni participated in person or via zoom in the COSMA site visit	Meets expectations
<p>Note: You are not required to have five OEGs – you may have more or fewer.</p> <p>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.</p>			

OEG 1: Optimize enrollment, retention and graduation rate.

With input from the Dean of the School of Health Sciences and assistance from the technology department, a new goal was made to increase year to year retention of students at Regis and within the Sport Management program. This will be a challenging goal to achieve, but it is an important marker for continued success of the SMT program. The retention data indicates that first year to second year is the most challenging related to retention; therefore, the goal will be to focus on this retention rate. The number of students in the program can also impact these percentages; however, the goal was achieved with the 2020 cohort and almost achieved with the 2021 cohort.

Faculty in the Health & Fitness Studies department are required to participate in admissions and on-campus recruiting events. The Sport Management program director attends these events to meet with new and

prospective students and parents. The program director is also responsible for tracking SMT students on starfish and following up with students who are struggling academically. The interim director effectively met these standards during 2022-23, attending all but one admission day event and meeting with individual student recruits as requested.

OEG 2: Optimize achievement of college mission and sport management program goals.

All graduating seniors wrote their reflection paper regarding the values and skills acquired through their time at Regis and met the appropriate standard of achievement. The exit survey is typically completed during the final semester of the student's attendance; however, it can be challenging to get students to complete and submit the responses. Two factors seem to negatively impact the collection of this data: 1) Students who finish their second internship before their final semester tend to overlook emails requesting that they complete the exit interview; 2) The seminar class has moved to a hybrid or online format and students are not as diligent in completing the exit interview as they have been when in-class time was provided for responding to the questions. Despite the challenges, the two graduating seniors in Sport Management completed the survey and all future graduates will be encouraged to submit this important information.

The Program Annual Report of Service (PARS) was submitted to the Dean of the School of Health Sciences. The document effectively delineated the program learning outcomes and how they were achieved, specific feedback regarding strengths and areas of challenge, and the new strategic plan as outlined in the COSMA site-visit response.

OEG 3: Ensure adequate resources and professional development for continued progression of the program.

Resources are included in the budget to maintain professional memberships and faculty development funds are available through the Dean's office and faculty development grants. These resources were not used during 2022-23 because Catherine Fuller was the interim program director. Dr. Fuller did maintain her specific memberships and participated in an extensive professional development program offered through Quality Matters. The Faculty Annual Report of Service was completed by Dr. Fuller.

OEG 4: Optimize student preparation for careers in Sport Management

All Sport Management students completed the internship evaluation and exit interview process. These processes provide valuable information regarding the specific internship site and a review of the Sport Management program, as well as an overview of the students' future plans. Internships are key professional preparation aspects within the program and assist students in developing knowledge, skills, and industry network connections. Both graduates from 2023 are enrolled in a MA in Strategic Communication with a Sport Management track.

The area where the program was not successful in meeting the stated criteria during 2022-23 was establishing at least two new internship sites. This was due to Catherine Fuller's many responsibilities as the Department Chair and her focus on completing the COSMA self-study, preparing for the site visit, and fulfilling other tasks as the Interim Program Director. The newly hired program director will move forward to accomplish this OEG in the coming academic year.

OEG 5: Promote alumni relationships.

Updating the alumni list and maintaining contact with alumni falls primarily on the department and program director. Encouraging students to complete the Exit Interview during their final semester of attendance is a key factor in assisting with this process as it provides their personal contact information. This past year, Dr. Fuller was able to connect with several recent alums who were involved with the COSMA site visit through in-person or zoom meetings. Other alumni expressed interest in participating but were unable to do so due to work responsibilities. The new program director will be tasked with developing additional alumni connections and networking opportunities.

PROGRAM INFORMATION PROFILE

This profile offers information about the program in the context of its mission, basic purpose and key features.

Name of Institution: Regis College

Program/Specialized Accreditor(s): COSMA

Institutional Accreditor: NECHE

Date of Next Comprehensive Program Accreditation Review: Regis is pursuing its first accreditation, so the anticipated next COSMA accreditation review would be in 2030 (7 years).

Date of Next Comprehensive Institutional Accreditation Review: October 1-4, 2023

URL where accreditation status is stated: <https://www.regiscollege.edu/academics/accreditation-and-state-regulatory-authorizations>

Indicators of Effectiveness with Undergraduates [As Determined by the Program]

1. Graduation Year: 2022-2023 # of Graduates: 2 Graduation Rate: 25%*

*Due to small numbers in the 2019 cohort, graduation rate was significantly impacted. Out of the cohort of 5, two students did not return after year one, and one of the graduating seniors in 2023 was a transfer student, thus not included in the graduation rate. One student will continue into his fifth year.

2. Average Time to Degree: 4-Year Degree: _____ 5-year Degree _____

3. Annual Transfer Activity (into Program): defined as “transfer into the Sport Management program at Regis from another college or university”

Year: 2021 # of Transfers: 1 Transfer Rate: _____

Year: 2022 # of Transfers: 0 Transfer Rate: _____

4. Graduates Entering Graduate School: Year: Fall 2023

of Graduates: 2 # Entering Graduate School: 2

5. Job Placement (if appropriate): Year: August 2023

of Graduates: 2 # Employed: 0