

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 - Apply sport management principles, strategies, and theories. | | | | | |
| Measure 1: SMT 355 Fitness and Rec Center Written Report assignment (Direct). | 80% of students will achieve a milestone mark of 3 or higher on the AACU* inquiry and analysis value rubric | This course was not offered during AY 2024-25 | N/A | N/A | N/A |
| Measure 2: SMT 340 Event Planning & Promotion Project (Direct) | 80% of students will achieve a grade of C or higher on the project | 13 | 12 | 92.3% | 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 receive a grade of C or better on major assignments in the course. | 12 | 12 | 100% | Exceeds expectations |
| Measure 2: HFS 150 Consulting Project (Direct) | 80% of students will receive a grade of C or better on major assignments in the course | 15 | 14 | 93.3% | Exceeds expectations |
| SLO 3 - Apply sport management principles and strategies to evaluate, create and/or improve sport programs for the benefit of a diverse and changing population | | | | | |
| Measure 1: SMT 342 Intramurals Project (Direct) | 80% of students will receive a grade of C or better on | 12 | 12 | 100% | Exceeds expectations |

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| | major assignments in the course. | | | | |
| Measure 2: HFS 413- Program Proposal (Direct) | 80% of students will achieve a grade of C or higher on the major assignment | 0 | 0 | N/A | N/A |
| SLO 4 - Analyze situations and apply principles of leadership and financial management related to the sports industry | | | | | |
| Measure 1: SMT 216 Sport Leader Assignment (Direct) | 80% of students will achieve a grade of C or higher on the major assignment | 4 | 4 | 100% | Exceeds expectations |
| Measure 2: MT 203 Final Project (Direct) | 80% of students will achieve a grade of C or higher on the major assignment | 35 | 33 | 94.2% | Exceeds expectations |
| SLO 5 - Apply principles of professional communication and marketing. | | | | | |
| Measure 1 – SMT 342 NWSL** Marketing Pres (AACU* Creative Thinking Rubric) (Direct) | 80% of students will achieve a milestone mark of 3 or higher on the Rubric | 12 | 12 | 100% | Exceeds expectations |
| Measure 2 – SMT 213 Analytic Group presentations (Direct) | 80% of students will achieve a grade of C or higher on the major assignment | 9 | 9 | 100% | Exceeds expectations |
| SLO 6: Explain and analyze legal and ethical concepts, and basic risk management issues within the sport industry | | | | | |
| Measure 1 – SMT 213 Ethical Reasoning Assignment (AACU Ethical Reasoning Rubric) (Direct) | 80% of students will achieve a milestone mark of 3 or higher on the Rubric | 9 | 9 | 100% | Exceeds expectations |

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| Measure 2 – SMT 345 Case Studies & Current Legal Issues Presentation (Direct) | 80% of students will achieve a grade of C or higher on the major assignment | 17 | 14 | 82.3% | Meets expectations |
| SLO 7 - Demonstrate professionalism, cultural competency, interprofessional collaboration, and advocacy within the sport management field | | | | | |
| Measure 1 – HFS 412 & 413 Final Internship Evaluation (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 | 11 | 10 | 90.9% | Meets expectations |
| Measure 2 – HFS 412 Internship Presentation (Direct) | 80% of students will reach a milestone mark of 3 or higher on the Regis Experiential Learning Rubric | 7 | 5 | 71.4% | Does not meet expectations |
| Measure 3 – HFS 413 Journals (Indirect) | All students will complete at least 80% of the journals with effective personal reflection on experiential learning, and professional growth | 5 | 4 | 80% | 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 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 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 you have improved/changed this year based on this data (close the loop).

With the onboarding of the new program director, there have been some challenges in ensuring that courses and assessments are in line this year. However, securing a full-time faculty member has also meant that there is now consistent delivery and oversight of the curriculum going forward for the sports management program. This has already paid dividends as time has been spent further refining assessment processes and adding a new course to the offerings made for students. As a program, we are excited about the future of sports management at Regis College and consider this year as a fundamental building block for the success of the program.

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

Measure 1 – SMT 355 Fitness and Rec Center Written Report assignment (Direct): This course was not offered during 2024-25 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2025-26.

Measure 2 – SMT 340 Event Planning & Promotion Project (Direct): The event planning and promotion was an effective assignment to assess this measure and contribute to the assessment of SLO 1. The assignment asks students to draw on several sport management principles, strategies and theories. Some are drawn directly from the SMT 340 course, while others are drawn from across the curriculum and ultimately applied to event planning and promotion specifically.

With the high success rate and the high standard of product from the students in completing this assignment I would suggest there were no major areas of change needed for the measure.

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

Measure 1 – SMT 342 Final Intramural Presentation (Direct): The results on the assignment used for this measure exceeded expectations. Students demonstrated a valuable ability to develop marketing for a sports organization at a level that is different from a more traditional professional context. Students were also required to engage with skills and techniques used in assessing the marketing and technology environment for the organization they selected. Throughout the completion of the assignment students demonstrated an impressive ability to perform these skills.

The only change to the assignment that has been identified is concerning the identification of the organization that will be focused on for the assignment. There is potential to open the assignment for students to be able to draw from a broader number of organizations to assess and provide a marketing plan. This could potentially expand the ways in which students can use research in completion of this assignment.

Measure 2 – HFS 150 Consulting Project (Direct): The average for the assignment was 87.27%. In the last report it was identified that presentation timing and style needed to be addressed more in the delivery of the course when introducing the assignment. This was done and the disparity in grades was brought down significantly.

One student did not complete the assignment scoring a zero and this brought the average down significantly.

SLO 3 – Apply sport management principles and strategies to evaluate, create and/or improve sport programs for the benefit of a diverse and changing population.

Measure 1 – SMT 342 Final Intramural Presentation (Direct): [As described previously] The results on the assignment used for this measure exceeded expectations. Students demonstrated a valuable ability to develop marketing for a sports organization at a level that is different from a more traditional professional context. Students were also required to engage with skills and techniques used in assessing the marketing and technology environment for the organization they selected. Throughout the completion of the assignment students demonstrated an impressive ability to perform these skills.

The only change to the assignment that has been identified is concerning the identification of the organization that will be focused on for the assignment. There is potential to open the assignment for students to be able to draw from a broader number of organizations to assess and provide a marketing plan. This could potentially expand the ways in which students can use research in completion of this assignment.

Measure 2 – HFS 413 Research/Program Proposal – Final Project (Direct):

SMT students have the option of doing a program proposal or a research presentation for their final project. This year, all students in HFS 413 for Summer 2024, Fall 2024, and Spring 2025 chose to complete the research presentation. Therefore, this measurement was not evaluated.

With the students being given this option to complete the major project in HFS 413, we have found that there is a lack of data to adequately evaluate SLO 3. For the next year we will identify another assignment to better assess this measurement. With the SMT 358 course now being added to the required curriculum for the major this would be an area to look at for an assignment that can be used to assess this learning outcome.

SLO 4 - Analyze situations and apply principles of leadership and financial management related to the sports industry.

Measure 1 – SMT 216 Sports Leader Presentation (Direct): Students scored consistently high on this assignment. The assignment did draw out a high level of performance. The biggest issue highlighted previously was with presentation style and technique. A greater amount of time was spent discussing presentation style alongside content and this had a positive effect on students' overall performance.

Measure 2 – MT 203 Final Project (Direct): This assignment was very effective in meeting the stated PLO. As new material is added to the course content the assignment can be modified to include the new resources as well.

SLO 5 - Apply principles of professional communication and marketing.

Measure 1 – SMT 342 NWSL** Marketing Pres (AACU* Creative Thinking Rubric) (Direct): Students performed at a high level in this assignment. It is clear that students understood the assignment requirements and were capable of translating learning from the classroom teaching into the completion of the presentation.

The course currently is effective in addressing ideas around marketing as it informs students' performance in this presentation. There is also some effective learning on professional communication that is clear here. It should also be noted that a broad effort to educate students on proper presentation techniques across several course offerings is showing through here in this upper-level course.

Continued execution of the course in the future is important and further reinforcement of professional communication across the major will be key.

Measure 2 – SMT 213 Analytic Group presentations (Direct): As a new measure we have not yet reached a point where we can compare results to previous iterations of the assignment, however, the measure exceeded expectation.

As with the previous measure, this reflects both the execution of the course and a broader attempt to focus on professional communication skills across the major.

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

Measure 1 – SMT 213 Ethical Reasoning Assignment (AACU Ethical Reasoning Rubric) (Direct): Students demonstrated a high ability with considering the ethical implications of management in the sports industry. For two rounds of assessment this assignment has shown a high standard of execution and suggests that there should be a continuation of how this assignment is delivered and how the course is executed.

Measure 2 – SMT 345 Case Studies & Current Legal Issues Presentation (Direct): This assignment met the expectations for the measure. However, the performance can be improved overall.

Looking forward, this is a course taught by an adjunct instructor, so looking at ways to further integrate the instruction with our overall approach with professional communications skills would be useful.

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

Measure 1 – HFS 412 & 413 Final Internship Evaluation (Indirect): All achieved above an average score of 4 with no score lower than a 3 on their final internship evaluation. Supervisors provided positive feedback and noted professional behaviors of the interns.

Students continue to score highly on their internship evaluations. This reflects a translation of skill and professionalism from the classroom into the work environment for our students. This suggests a need to continue to work with students on this translation and transition for a continued high standard of performance for internship students.

Measure 2 – HFS 412 Internship Presentation (Direct): While this measure did not meet the goal it should be noted that the total number of students here is low, so two poorer performing students did drop the overall score significantly.

The students that underperformed didn't answer all the questions that they needed to include in their presentation. Therefore, they missed some of the key components outlined on the rubric

Going forward work needs to be done to ensure presentation skills and communication techniques are maintained by students even in this unique course format for the internship.

Measure 3 – HFS 413 Journals (Indirect): All students wrote effective personal reflections related to experiential learning and personal growth. One student did not complete the required number of journals, so ensuring completion is important going forward.

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

The data collected here for the COSMA report sits alongside other internal assessment and data collection processes internal to Regis College. Collectively this information continues to inform the ways in which we act regarding assignment, course, and curricula design.

Not only does the data inform the design and refinement in delivering each assignment used in the SLO measures, but lessons learned here are also translated into the design and re-design of assignments across the major. Collectively this has aided in our design of our

courses. The consideration of how assignments are designed and implemented within courses is a key area of learning taken from this annual reporting.

Lastly, when considering the curricula design this annual assessment reporting has been key to deciding the ways in which courses and assessments connect to create an effective degree program. We have been able to continue to build an effective curriculum that demonstrates appropriate progression and prepares students for success in senior level assessment in their internships and helps place them in professional or graduate settings upon leaving Regis College.

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

This year, the review of this data has led us to change at least one measure going forward. Without the yearly assessment included in this report I doubt it would have been obvious that this change was necessary and to understand how to measure the SLO better. The data we have been collecting and analyzing at a broader level within the college around admissions and retention has also informed program design. We were able to look at holes in the assessment process and further consider students' needs/interests. With this in mind we moved to add the new course, SMT 358 *Special Topics in Sports Management* into the curriculum as a requirement and were able to shift another course requirement to be more flexible for the timing requirements of students as they progress through the program.

In addition, last year's data collection and analysis helped identify the issue of professional oral communication as an area for broad improvement for students. This year's data largely reflects improvement in this skill area for students and demonstrates the effectiveness of changes made within course and assignment design. Again, having this annual assessment process in place has aided in identifying issues and validating the effectiveness of changes that have been made throughout assignments, courses, or the program design overall.

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: 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. | | # of students entering the program in fall of that year | Total # of degree-seeking in the program in fall | # students graduated from program by spring. | Exceeds expectations |
| | | 2020 | 2 | 20 | 5(UG 2016; NB: Grad cohorts start dates are too variable to list) | |
| | | 2021 | 5 | 19 | 6(UG 2017 cohort) | |
| | | 2022 | 8 | 24 | 7(UG 2018 cohort) | |
| | | 2023 | 1 | 25 | 2(UG 2019 cohort) | |
| | | 2024 | 1 | 24 | 4(UG 2020 cohort) | |
| | | 2025 | 5 | 25 | 5(UG 2021 cohort) | |
| | | 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. The program director worked closely with the athletics department to meet directly with varsity team recruits that showed interest in the program as either a major or minor. This resulted in several meetings throughout the year and attendance at some camp-style events held with prospective students. The program director also participated in expanded recruitment efforts developed by the HFS department. | | |

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| M3: Faculty track student progress using starfish | No more than 20% of SMT students will be on academic probation each semester. | Only two students were on academic probation at the end of the 2024-25 academic year, which is below the 20% goal. | 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 | All SMT students completed the E-Portfolio Reflection paper with a rating of 32/40 or above on the rubric. Most students do a very good job reflecting on their college experience highlighting the skills and values they have acquired and deem important. | Meets expectations |
| M2: Senior Exit Interviews | 100% completion rate | 60% | Does not meet expectations |
| M3: Program Annual Report of Service (PARS) | PARS completed annually; discuss program assessment and opportunities for improvement | PARS completed August 2025 | 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 | COSMA accreditation and fees were paid for the program. Also, association membership fees were paid to the director for individual membership with one association. | Meets expectations |
| M2: Faculty Annual Report of Service (FARS) | FARS are completed annually. opportunity for self-reflection | The FARS process was completed in 2024-25 by the program director. | Meets expectations |
| M3: Faculty development | Faculty will participate in at least one professional development workshop/training annually | The program director presented material at and attended academic conferences in 2024-25. They also attended several seminars and presentations made by peers in the field. | Exceeds 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 | 100% completion rate | 60% | Does not meet 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 | 2024 graduates - 4: Job in field - 4 Graduate school - 0 2025 graduate - 5: Job in field - 0 Graduate school - 2 | Meets expectations |
| M4: Development of partnerships | Develop at least 2 additional partnerships/contacts each fiscal year | Development in this area was made with several partner organizations. Not only were we able to add new internship sites, but the program director also met with the director of the | Meets expectations |

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| | | Belmont parks and rec department to explore community sport opportunities and discussed points of connection with a supervisor in Red Sox sales division. | |
| OEG 5: Promote alumni relationships | | | |
| M1: Senior Exit Interviews | 100% completion rate | 60% | Does not meet expectations |
| M2: Maintain list of alumni contacts | Update alumni list and information as available | The department maintains an Excel spreadsheet of all SMT alums and utilizes LinkedIn connections to further update this information. | 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 | Several alumni attended the HFS conference held in the fall of 2024. With the new sports management director in place, they have taken a more active role in cultivating and maintaining alumni connections through LinkedIn. | Meets expectations |
| | | | |

OEG 1: Optimize enrollment, retention, and graduation rate.

The key to student enrollment and retention has been the presence of a full-time and dedicated program director. In terms of recruitment and enrollment the program director has Attended the open house ‘fair’ events for prospective and accepted students; Co-developed and executed the HFS student information sessions at the prospective and accepted student’s events; overseen an integrated plan for sending recruitment emails sent to interested and accepted students at specifically identified times of the year; and attended student athlete recruit meetings, which continues to be an important source of student recruitment for the program.

In terms of retention and graduation, the presence of a full-time dedicated program director has allowed for a consistent presence for advising and a single point of oversight that has aided students in ensuring smooth progress towards graduation. One clear result is a relatively low number of students being placed on academic probation and students largely reaching graduation on an expected timeline.

Lastly, changes have been made to the program that not only reflect demands from the industry but also desires expressed by students in the program. Specifically, the development of the *Special Topics in Sports Management* course and its inclusion in the major requirements reflect both these changes industry demands and student desires.

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

While student exit interviews need to be completed at a higher rate to address this goal properly, we did see that students completed e-portfolio reflections in a manner that exceeded expectations. Students reflect on the on their learning in a way that reflects the goals of the college and the program, but importantly also do so in an integrated manner. Other SLO measures also demonstrate the connected and transferrable learning of students that is really at the heart of the college mission and program design.

The program review process was completed this year in line with expectations developed by the college. The documentation was reviewed by the department chair and the Dean of the School of Health Sciences.

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

The college and School of Health Sciences continue to support the program in their COSMA membership. This membership provides guidance and oversight for the development of the program with significant opportunities for review and assessment.

In terms of faculty professional development, the single full time program faculty has received support to maintain professional membership with the North American Society for the Sociology of Sport. The Health and Fitness Studies department chair has also provided time for the faculty members to attend conferences, presentations, and symposia when the faculty member can attend with their own resources

OEG 4: Optimize student preparation for careers in Sport Management

All students completed the internship evaluation, however despite repeated attempts a significant number of graduates did not complete the exit interview. The department will continue to contact these graduates to collect exit data and placement data.

While we continue to be in the very early stages for assessing 2025 graduate's placement record, the information collected on 2024 graduates shows a high level of professional placement at 100%. We expect that 2025 graduates will tend towards higher levels of placement outcomes by the next annual report submission date. Considering this, the measure should be modified to assess placement at least a year after graduation date.

OEG 5: Promote alumni relationships.

The department maintains an Excel spreadsheet of all SMT alums and utilizes LinkedIn connections to further update this information. This will continue into the next academic year, with particular focus on ensuring new graduates are entered into this system.

The hosting of the HFS conference in fall 2024 was a great opportunity to reconnect with alumni and include them in the ongoing running of the program. Several alumni were in attendance and with further iterations of the event we hope to further connect with alumni.