

Student Learning Outcomes Matrix - Academic Year 2025-2026

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	11	10	91%	Exceeds expectations
Measure 2: SMT 340 Event Planning & Promotion Project (Direct)	80% of students will achieve a grade of C or higher on the project	This course was not offered during AY 2025-26	N/A	N/A	N/A
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.	This course was not offered during AY 2025-26	N/A	N/A	N/A
Measure 2: HFS 150 Consulting Project (Direct)	80% of students will receive a grade of C or better on major assignments in the course	6	5	83.3%	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	This course was not offered during AY 2025-26	N/A	N/A	N/A

	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	9	9	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	29	28	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	This course was not offered during AY 2025-26	N/A	N/A	N/A
Measure 2 – SMT 213 Analytic Group presentations (Direct)	80% of students will achieve a grade of C or higher on the major assignment	This course was not offered during AY 2025-26	N/A	N/A	N/A
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	This course was not offered during AY 2025-26	N/A	N/A	N/A

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	This course was not offered during AY 2025-26	N/A	N/A	N/A
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	17	17	100%	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	9	9	100%	Meets 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	8	7	87.5%	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): Overall, students performed exceptionally well on this assignment and demonstrated a strong understanding of evidence-based management and leadership principles. Students effectively applied course concepts to real-world sport and business scenarios, resulting in high-quality final projects. Although the assignment successfully met the learning outcome, future implementation could place greater emphasis on primary data collection. Encouraging students to conduct interviews, surveys, or other forms of firsthand research would deepen their analytical skills, enhance their use of evidence, and strengthen the quality and authenticity of their recommendations.

Measure 2 – SMT 340 Event Planning & Promotion Project (Direct): This course was not offered during 2025-26 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2026-27.

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

Measure 1 – SMT 342 Final Intramural Presentation (Direct): This course was not offered during 2025-26 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2026-27.

Measure 2 – HFS 150 Consulting Project (Direct): The average for the assignment was 86.5%.

The census for the class was small at just six students. All other students scored over 90% in the assignment, but one student failed the assignment.

This brought the average down and the C-or-better completion percentage. The instruction and scaffolding of the assignment appeared to be effective.

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): This course was not offered during 2025-26 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2026-27.

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

With the revisions made to the assignment and its requirements, this assessment now provides meaningful data for evaluating the program learning outcome. The results indicate that the assignment was highly effective in measuring student achievement, with students earning an average score of 98%. These outcomes demonstrate a strong understanding of the targeted concepts and suggest that the assignment is a valuable tool for assessing 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 highly effective in meeting the stated program learning outcome. Student work demonstrated a strong understanding and application of the key concepts and skills targeted by the assessment, indicating that the assignment is a meaningful measure of student learning. The results suggest that students were able to successfully connect course content to practical applications and achieve the desired learning objectives. As new material and resources are incorporated into the course, the assignment can be revised to reflect these additions, ensuring it remains current, relevant, and closely aligned with both course objectives and program learning outcomes.

This semester students worked in teams according to area of study. Business students worked in teams, health sciences worked together, sports management worked together, etc. This created more cohesiveness within the teams.

SLO 5 - Apply principles of professional communication and marketing.

Measure 1 – SMT 342 NWSL** Marketing Pres (AACU* Creative Thinking Rubric) (Direct): This course was not offered during 2025-26 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2026-27.

Measure 2 – SMT 213 Analytic Group presentations (Direct): This course was not offered during 2025-26 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2026-27.

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): This course was not offered during 2025-26 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2026-27.

Measure 2 – SMT 345 Case Studies & Current Legal Issues Presentation (Direct): This course was not offered during 2025-26 since many of the Sport Management courses are on a 2-year rotation. This course will be offered during AY 2026-27.

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 students achieved an average score above 4.0 on their final internship evaluation, with no individual competency receiving a score below 3.0. Internship supervisors provided consistently positive feedback and highlighted the students' professionalism, preparedness, and workplace behaviors. Students continue to perform at a high level on their internship evaluations, demonstrating a successful transfer of knowledge, skills, and professional competencies from the classroom to the workplace. These results reflect the effectiveness of the program in preparing students for professional environments. Moving forward, it will be important to continue supporting students in this transition from academic settings to professional practice to maintain and further strengthen this high standard of internship performance.

Measure 2 – HFS 412 Internship Presentation (Direct): Work was 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 results gathered through this COSMA assessment process complement the broader institutional assessment activities conducted at Regis College. Together, these sources of evidence provide valuable insights that guide ongoing improvements to assignments, courses, and the overall curriculum.

At the assignment level, assessment findings support continuous refinement of the activities used to measure student learning outcomes. Faculty use these results to evaluate the effectiveness of existing assignments and make adjustments that strengthen student engagement, learning, and achievement. The knowledge gained through this process also extends beyond individual assessments, informing the development and revision of assignments across the Sport Management curriculum to ensure consistency and alignment with program goals.

The assessment process has also contributed to course-level improvements by encouraging intentional consideration of how learning experiences are structured, delivered, and evaluated. Annual review of assessment data helps faculty identify opportunities to enhance course design and ensure that learning activities effectively support student development throughout the program.

At the curriculum level, these assessment efforts play an important role in maintaining a cohesive and progressive degree pathway. The data help faculty evaluate how courses and assessments build upon one another, ensuring that students develop the knowledge and skills necessary for success in advanced coursework, internships, and capstone experiences. As a result, the program continues to provide a well-sequenced curriculum that prepares graduates for professional careers and further study upon completion of their degree at Regis College.

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

This year's assessment results led to the revision of one of our existing measures, demonstrating the value of the annual review process in identifying opportunities to strengthen the evaluation of student learning outcomes. Without a systematic assessment process, the need for this change may not have been as readily apparent. The findings provided important insights into how student learning could be measured more effectively and helped guide improvements to our assessment practices.

In addition to program-level assessment data, information gathered through broader institutional efforts related to student recruitment, retention, and success has informed ongoing curriculum development.

Assessment findings have also played an important role in improving specific skill areas within the curriculum. Previous years' results identified professional oral communication as an area requiring additional attention across the program. The current year's assessment results indicate continued measurable improvement in this area, suggesting that these changes have been effective. In addition, continuing to address critical thinking as a key development area for students has been key, and this too has been reflected in the assessment data.

Overall, the annual assessment process continues to serve as an important tool for continuous improvement. It enables faculty to identify areas of concern, implement targeted changes, and evaluate the impact of those changes over time. This ongoing cycle of assessment and improvement supports the quality of assignments, courses, and curriculum design while helping to ensure that students are well prepared for both academic and professional success.

Program-Level Operational Effectiveness Goals Matrix

Academic Year 2025-26

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	7	25	5(UG 2021 cohort)	
		2026	1 (+3 transfers)	23	3 (UG 2022 cohort)	
		M2: Faculty participation in admission & retention events	HFS faculty will participate in admission events on a regular basis	HFS faculty maintained a strong presence at admissions events, with at least one faculty member attending each event to promote the Sport Management program and engage with prospective students and their families. The Program Director worked in partnership with the Athletics Department to recruit prospective varsity student-athletes interested in the program as a major or minor. Recruitment		

		efforts included individual meetings with recruits and participation in prospective student camp events throughout the year. In addition, the Program Director actively supported expanded departmental recruitment initiatives within HFS. Lastly, with the closing of Anna Maria College the Program Director did extensive work in liaising with representatives of the college to provide a pathway for completion to Anna Maria students.	
M3: Faculty track student progress using starfish	No more than 20% of SMT students will be on academic probation each semester.	No students were on academic probation at the end of the 2025-26 academic year, which is below the 20% goal.	Exceeds 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 met the established benchmark for the E-Portfolio Reflection Paper, achieving rubric scores of 32/40 or higher. Student reflections demonstrated a strong ability to evaluate their collegiate experiences and identify the key skills, knowledge, and values gained through the program. The majority of students provided thoughtful and comprehensive reflections that evidenced significant personal and professional development.	Meets expectations
M2: Senior Exit Interviews	100% completion rate	33.3%	Does not meet expectations
M3: Program Annual Report of Service (PARS)	PARS completed annually; discuss program assessment and opportunities for improvement	PARS completed August 2026	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 2025-26 by the program director.	Meets expectations
M3: Faculty development	Faculty will participate in at least	The program director attended several seminars and presentations made by peers in the field.	Does not meet expectations

	one professional development workshop/training annually	However, the director did not present at or attend a national level conference in the field.	
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	33.3%	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 graduates - 5: Job in field - 0 Graduate school – 2 2026 graduates - 3 Job in field - 2 Graduate school – 0	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 we were also able to lean on these connections to have someone from the field come in for a guest speaker opportunity in another course.	Meets expectations
OEG 5: Promote alumni relationships			
M1: Senior Exit Interviews	100% completion rate	33.3%	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	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 both student recruitment and retention within the program has been the consistent presence and leadership of a full-time, dedicated Program Director. This role has provided the continuity, visibility, and personalized support necessary to foster student success from initial inquiry through graduation.

From a recruitment and enrollment perspective, the Program Director has played a central role in developing and implementing strategic outreach efforts. These responsibilities have included attending Open House and Admissions Fair events for prospective and accepted students, co-developing and facilitating Health and Fitness Studies (HFS) information sessions during recruitment events, and overseeing a comprehensive communication plan designed to engage interested and admitted students throughout the admissions cycle. This communication strategy includes targeted recruitment emails distributed at key points throughout the year to maintain engagement and encourage enrolment. In addition, the Program Director has participated in meetings with prospective student-athletes and their families, an important recruitment avenue that continues to contribute significantly to program growth. Through these efforts, the program has maintained a strong presence during the recruitment process and established meaningful connections with prospective students before they arrive on campus. Lastly, in reference to recruitment we do have plans to expand engagement with community college and High School settings in order to provide a personal connection with prospective students at an earlier point in the process.

In addition to supporting recruitment efforts, the full-time Program Director has been instrumental in promoting student retention and academic success. The consistent availability of a dedicated faculty member to oversee advising has provided students with a reliable point of contact for academic guidance, program planning, and problem-solving. This continuity ensures that students receive timely and accurate information regarding course sequencing, degree requirements, internships, and career preparation. Having a single individual oversee student progress also allows for the early identification of potential academic concerns and the implementation of proactive support strategies when needed.

The positive outcomes of this sustained oversight are evident in several key indicators of student success. The program has maintained relatively low rates of academic probation, suggesting that students are receiving the support and guidance necessary to remain in good academic standing. Furthermore, the vast majority of students progress through the curriculum as intended and graduate within the expected timeframe. The presence of a dedicated Program Director has therefore been instrumental not only in attracting students to the program but also in creating a supportive academic environment that promotes persistence, achievement, and timely degree completion.

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

Exit interview completion continues to be a challenge, so effort does need to be made to structure this differently. Specifically, this data collection process can be improved significantly

through conducting the interview orally in person. For the next year, interview sessions will be organized in person around the graduation events.

At the same time, it continues to be the case that through their portfolio reflection 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 the School of Health Sciences continue to demonstrate their commitment to the program through ongoing support of its membership in the **Commission on Sport Management Accreditation (COSMA)**. Participation in COSMA provides valuable external guidance, accountability, and quality assurance for program development and continuous improvement. The accreditation process creates opportunities for systematic review, assessment, and strategic planning, ensuring that the program remains aligned with current best practices, industry expectations, and educational standards. Through this membership, the program benefits from regular evaluation and feedback that support both curricular enhancement and long-term program effectiveness.

The institution has also provided meaningful support for faculty professional development. The program's full-time faculty member receives assistance in maintaining professional membership in the **North American Society for the Sociology of Sport (NASSS)**, enabling continued engagement with current scholarship, professional networks, and emerging developments within the discipline. In addition, the Health and Fitness Studies Department Chair has been supportive of faculty participation in professional conferences, presentations, workshops, and scholarly symposia. When faculty members can secure their own funding or resources for travel and attendance, they are provided with the flexibility and time necessary to engage in these professional development opportunities. These experiences contribute to ongoing scholarly growth and help ensure that current research, industry trends, and evidence-based practices are incorporated into teaching, advising, and program development.

Collectively, these forms of institutional support contribute to the continued advancement of the program by fostering a culture of continuous improvement, professional engagement, and academic excellence. Through accreditation involvement and faculty development opportunities, the College and School of Health Sciences help ensure that the program remains responsive to evolving professional standards while maintaining a high-quality educational experience for students.

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, already two graduates have found jobs in the industry, with one taking on a high-level position for a new graduate at this early point in his career.

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 spring 2025 was a great opportunity to reconnect and further connect with those connected to the program. While attendance was smaller than in the previous year, this event continues to be key to the programs calendar.