

## Program-Level Student Learning Outcomes Matrix – Academic Year 2018 – 2019

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b><i>Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.</i></b>					
SPM 335 Sport Sales and Ticketing Operations: final class project: sales/advertising strategies, and loyalty/incentives sections of the rubric	90% of students will achieve a “meets expectations” or “higher.”	53	50	94%	3
Alumni Survey	90% of graduates report that they are somewhat to highly prepared to understand and use sales and marketing techniques in sport management	12	8	33%	1 (See #1 at end of table)
<b><i>Explain contemporary issues in sport management and craft best practice responses in an ethical manner.</i></b>					
SPM 475 Ethics and Current Issues in Sport: case study: “consideration of stakeholder input”, “internal/external influence on decision making process”, and application of risk management and diversity factors in	90% of students will achieve a “meets expectations” or higher on the ethical decision-making case study.	36	24	67%	1 (See #2 at end of table)

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the decision-making process sections in the rubric.					
Alumni Survey	90% of graduates report that they are somewhat to highly prepared to handle legal and ethical issues in sport management.	12	11	91%	3
<b><i>Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.</i></b>					
SPM 340 Financing Sport Operations: budget project: assess the college athletics landscape and concoct a viable and balanced budget for a sport organization.	90% of students will demonstrate the ability to by achieving an 85% or higher.	24	19	79%	1 (See #3 at end of table)
Alumni Survey	90% of graduates report that they are somewhat to highly prepared to handle matters of finance in sport management.	12	3	25%	1 (See #3 at end of table)
<b><i>Apply evidence-based management practices to foster safe and productive sport organizations.</i></b>					
SPM 320 Sport Administration and Management Practices: Sport organization research project:	90% of students will achieve an "excellent" in all three categories of the rubric on the sport organization research and recommendation project.	25	23	92%	3

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Craft a recommendation.					
Alumni Survey	90% of graduates report that they are somewhat to highly prepared to manage a sport organization.	12	11	91%	3
<b><i>Exhibit proficiency in the skills of communication and critical thinking within the context of the sport management discipline.</i></b>					
SPM 350 Public and Media Relations: Story Pitch Presentation.	90% of students will achieve a “good” or above on all areas of the rubric.	31	31	100%	3
SPM 225 Communications in Sport: Sport story presentation.	90% of students will achieve a “meets expectations/ average” or above on all areas presentation rubric.	14	14	100%	3
Communications in Sport: Sport written feature: assignment: “lede”, “flow/structure”, “effective writing style”, “storyline”, “support for storyline”, “identification with featured storyline”, “conclusion”, “adherence to AP style”, and “spelling and grammar” sections).	90% of students will achieve a “meets expectations/satisfactory” or higher.	26	22	85%	1 (See #4 at end of table)

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SPM 425 Legal Aspects of Sport: Legal aspects paper: Critical thinking/solutions section of the rubric.	90% of students will achieve a “meets” or “exceeds.”	38	35	92%	3
SPM 480 Work Experience - Supervisor Final Evaluation: Verbal Communication, written communication, and critical thinking portions of the supervisor work experience evaluation.	SPM 480: 100% of students will get a “good or higher.”	31 31 31	28 30 30	90% 97% 97%	1 1 1 (See #5 at end of table)
<b><i>Develop knowledge and skill in key career and professional development competencies for the sport management field.</i></b>					
SPM 401 Professional Development - Competency in resume writing and cover letter writing: resume/cover letter rubric.	100% of students will achieve a “38/50” or higher on the resume rubric.	38	38	100%	2
SPM 401 Professional Development - Competency in professional interviews:	100% of students will achieve a “satisfactory” or higher in all nine of the categories of the Professional Interview Scoring Rubric.	38	33	87%	1 (See #6 at end of table)

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
Professional Interview Scoring Rubric.					

**\*\*Explanation of course action for intended outcomes not realized:**

#1: The combined data from the direct and indirect measures indicates that students show proficiency in certain areas of the revenue generation process, but there are gaps, which led to the inability to meet the benchmark for the indirect measure (alumni survey). For example, most of the respondents in the alumni survey indicated they were not prepared to manage “ticketing software.” This speaks to the need for the program to implement more technological components into the sales and marketing classes. There are several ways that the program is exploring this, including partnership with sport organizations and simulation-based endeavors. In sum, the data related to this outcomes indicates that students are conceptually solid on revenue generation, but need more hands-on experience with technology and the associated decision-making that comes with it.

#2: Improvement in meeting this outcome is in process. Beginning in the spring of 2019, the assignment where the students are assessed was scaffolded differently so that they received feedback on a draft prior to a final review. This stimulated more in-depth thinking and better demonstration of their ethical decision-making skills. This resulted in 90% of students meeting the outcome in the spring of 2019. However, the students who did not have this opportunity in the summer and fall of 2018 still pulled down the overall percentage, and thus the outcome was not achieved via the direct measure for the 2018-2019 academic year. However, with continued scaffolding, the program is optimistic that the outcome will be fully met in the future.

#3: This outcome was not met via the direct or indirect measure, which is a concern for the program. However, changes are in process that will remedy this. First, regarding input from the alumni survey (indirect measure), it is clear that more needs to be done to help students understand the impact of revenue streams like the media. This could easily be incorporated in greater depth into case studies that are already present in the finance class. Or, it could be discussed in greater depth in one of the communication-focused courses. In addition, regarding the direct outcome, more scaffolding in the finance class is planned. Students are rather weak regarding quantitative skills in general and financial knowledge specifically, and the faculty are aware of this. As such, going forward, when they do projects, they will receive feedback on a draft and then must make corrections to ensure they have demonstrated viable and justified financial decisions.

#4: Society as a whole frequently acknowledges that written communication is becoming more difficult for students, in part due to the rise of technology that allows verbal and visual communication, as well as non-academic writing. Given this, a focus on written communication skills continues to be a focus throughout the curriculum at York College. Students were able to submit a draft and final version for the particular assignment associated with the direct measure for this outcome, but some students failed to make the changes necessary to demonstrate attainment of the outcome. Individual conferences are planned in the future to assist students in understanding and applying feedback to demonstrate the skill successfully.

#5: Although the indirect measure regarding communication and critical thinking skills indicated that the outcome was not met, it should be noted that the benchmark is aspirational and set at 100%. Thus, the fact that students demonstrated solid skills at rates of 90-97% is commendable. However, the program continues to strive higher. One key tool that will be utilized even more than in the past is the mid-point conversation during Work Experience. The mid-point evaluation from the internship supervisor provides great insight into areas of growth for the students and faculty can help the student problem-solve regarding improvement strategies which will hopefully raise achievement to 100%

#6: Interviewing is a skill that requires many other associated skills to be performed well, including advanced communication and critical-thinking, along with an understanding of the career context and self-awareness. The percentage of students meeting the outcome has increased over time, which is excellent. The program will continue to implement strategies to help students pull together the requisite skills to interview effectively so as to raise the percentage of students achieving the benchmark. Specifically, these strategies include actions such as practicing career management skills, effective self-presentation, etc. in the practicum courses which occur earlier than the class when the skill of interviewing is assessed. This mapping up to the outcome should continue to increase success.

*Notes: 1) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed. 2) At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required.*

## Program-Level Operational Effectiveness Goals Matrix

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark	Data Summary	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b><i>Optimize program enrollment</i></b>			
Complete articulation agreements.	Create 1 per academic year.	Met (Northampton Community College)	2
Optimize program retention.	Increase retention to 75%	Not Met (See program information profile)	1 (See #1 at end of table)
<b><i>Disseminate scholarship</i></b>			
Disseminate via presentations.	2 per year collectively	Met (3 at NASSM; 1 at SMA; 1 at CSRI)	3
Disseminate via publications.	2 per year collectively	Met (Sport Management Education Journal; Journal of Experiential Education; Journal of Sport Behavior)	3
<b><i>Contribute to community</i></b>			
Engage in project-based learning initiatives.	2 per year	Met (Southern York YMCA; York County Girls on the Run; YWCA Race Against Racism)	3
Expand alumni engagement.	1 new initiative	Met (Began regular communication with LinkedIn sport management alumni site; held a student-alumni event with the Philadelphia Flyers)	3

**\*\*Explanation of course action for intended outcomes not realized:**

#1: This is a challenging goal as students leave the program for many reasons including finances and recognizing that sport management is not what they perceived it to be. In the latter case, such a change may be positive as they may find something better suited. However, retention remains important to the sport management program. Thus, the following initiatives are planned. First, the entire Graham School of Business has begun an initiative to group students into business-specific first-year seminars and engage in group advising to increase relationship building and a cohort model. Second, the program is working with College Advancement to increase funding for students to assist financially. Third, several peer mentoring initiatives are planned to assist in social support.

*Notes: 1) Provide all explanations of this table that follows. 2) If you are using different operational outcomes measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.*

## PROGRAM INFORMATION PROFILE

*This profile offers information about the performance of a program in the context of its basic purpose and key features.*

### Name of Institution

Institution: York College of Pennsylvania

Program Accrerator: Commission on Sport Management Accreditation\_\_\_\_\_

Institutional Accrerator: Middle States Commission on Higher Education\_\_\_\_\_

Date of Next Comprehensive Program Accreditation Review: 2026\_\_\_\_\_

Date of Next Comprehensive Institutional Accreditation Review: 2024-2025\_\_\_\_\_

To learn more about the accredited status of the program, click here: [https://www.ycp.edu/academics/graham-school-of-business/programs/sport-management/?gclid=EAIaIQobChMIybDOrt3G4gIVzFYNCh0LXwdrEAAYASAAEgL56PD\\_BwE](https://www.ycp.edu/academics/graham-school-of-business/programs/sport-management/?gclid=EAIaIQobChMIybDOrt3G4gIVzFYNCh0LXwdrEAAYASAAEgL56PD_BwE)

### Program Context and Mission

Program Mission: To provide an environment rich in academic and practical experiences oriented toward developing comprehensive professional and technical skills that are applicable to the diverse career opportunities in the sport industry.

#### Program Goals:

- Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.
- Explain contemporary issues in sport management and craft best practice responses in an ethical manner.
- Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.
- Apply evidence-based management practices to foster safe and productive sport organizations.
- Exhibit proficiency in the skills of communication and critical thinking within the context of the sport management discipline.
- Develop knowledge and skill in key career and professional development competencies for the sport management field.

Brief Description of Student Population: York College is composed primarily of undergraduate students (4,000), although it also offers several graduate programs (300 students). A little over half of the students come from Pennsylvania. 60% of students live on campus. There are slightly more female students than male students and while there is racial and ethnic diversity, the student body is predominately White.

Admissions Requirements: Admission is based on high school performance and SAT (Critical Reading and Math scores only) or ACT scores, as well as the personal character and qualities of the applicant. Typically, the middle 50% of our students fall between 970-1140 SAT, or 20-25 ACT and have between a 3.1 and a 3.9 high school GPA. Certain programs have higher requirements (sport management is not one of them, though).

### Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation Cohort: 2014-2018  
# of Graduates: 20      Graduation Rate: 53%

2. Completion of Educational Goal (other than certificate or degree – if data collected)  
N/A
3. Average Time to Certificate or Degree  
4-Year Degree: 4 years
4. Annual Transfer Activity  
Cohort: 2014-2018                      # of Transfers: 18                      Transfer Rate: 47%
5. Graduates Entering Graduate School  
Cohort: 2014-2018                      # Entering Graduate School: 2
6. Job Placement (if appropriate)  
Cohort: 2014-2018                      # of Graduates: 20                      # Employed: 18
7. Licensure/Certification Examination Results: N/A
8. Additional Indicators, if any: N/A

Note: This information was provided by York College of Pennsylvania’s institutional research. They noted that they are unable to provide data for 2019 until October, 2019, as that is when May and August degrees are completely certified. Thus, they have provided data for the most recent cohort for which they have complete information.

*Form developed by the Council for Higher Education Accreditation. © updated 2015*