

Program-Level Student Learning Outcomes Matrix –
Academic Year 2019 – 2020

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 : Percent age of Student s Meeting Expecta tion	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<i>Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.</i>					
“Demonstration of the Sales Process Rubric” in SPM335 (Sport Sales and Ticketing Operations) course	90% of students will achieve a “meets expectations” or higher.	21	20	95%	3
Alumni Survey	90% of graduates will report that they are “somewhat” to “highly prepared” to understand and use sales and marketing techniques in sport management.	13	6	46%	1
See #1 at end of table.					

Explain contemporary issues in sport management and craft best practice responses in an ethical manner.

<p>“Case Study Rubric”, specific areas as follows:</p> <p>“consideration of stakeholder input”</p> <p>“internal/external factor influence on decision making process”</p> <p>“application of risk management” and</p> <p>“application of diversity factors in the decision making process”</p> <p>in SPM475 (Ethics and Current Issues in Sport) course</p>	<p>90% of students will achieve a “meets expectations” or higher on these areas of the ethical decision-making case study.</p>	<p>38</p>	<p>23</p>	<p>61%</p>	<p>1</p>
<p>Alumni Survey</p>	<p>90% of graduates report that they are “somewhat” to “highly prepared” to handle legal and ethical issues in sport management.</p>	<p>13</p>	<p>13</p>	<p>100%</p>	<p>3</p>

See #2 at end of table.

Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.

<p>“Budget Project Rubric” in SPM340 (Financing Sport Operations) course</p>	<p>90% of students will demonstrate the ability to budget by achieving an 85% or higher on the rubric.</p>	<p>25</p>	<p>20</p>	<p>80%</p>	<p>1</p>
<p>Alumni Survey</p>	<p>90% of graduates will report that they are “somewhat” to “highly prepared” to handle matters of finance in sport management.</p>	<p>13</p>	<p>8</p>	<p>62%</p>	<p>1</p>

See #3 at end of table.

Apply evidence-based management practices to foster safe and productive sport organizations.

<p>“Reinventing a Career in Sport Rubric” in SPM320 (Sport Administration and Management Practices) course</p>	<p>90% of students will achieve an "excellent" in all categories of the rubric for one of their recommendations.</p>	<p>28</p>	<p>24</p>	<p>86%</p>	<p>1</p>
<p>Alumni Survey</p>	<p>90% of graduates report that they are “somewhat” to “highly prepared” to manage a sport organization.</p>	<p>13</p>	<p>11</p>	<p>85%</p>	<p>1</p>

See #4 at end of table.

Exhibit proficiency in the skills of communication and critical thinking within the context of the sport management discipline.

<p>“Sport Marketing Application Project Rubric” in SPM330 (Sport Marketing) course</p>	<p>90% of students will achieve a “meets expectations/ average” or above on all areas of the presentation rubric.</p>	<p>28</p>	<p>21</p>	<p>75%</p>	<p>1</p>
<p>“Sport Written Feature Rubric”, specific areas as follows: “lede” “flow/structure” “effective writing style” “storyline” “support for storyline” “identification with featured storyline” “conclusion” “adherence to AP style”, and “spelling and grammar” in SPM350 (Public & Media Relations) course</p>	<p>100% of students will achieve a “satisfactory” or higher on all areas of the written communication rubric.</p>	<p>25</p>	<p>25</p>	<p>100%</p>	<p>2</p>

<p>“Legal Aspects Paper Rubric - Critical Thinking/Solutions Section” in SPM425 (Legal Aspects of Sport) course</p>	<p>90% of students will achieve a “meets” or “exceeds” on the rubric’s critical thinking/solutions section.</p>	<p>27</p>	<p>23</p>	<p>85%</p>	<p>1</p>
<p>“Work Experience Supervisor Final Evaluation,” specific areas as follows:</p> <p>Verbal Communication</p> <p>Written Communication</p> <p>Critical Thinking</p> <p>in SPM480 (Work Experience) course</p>	<p>100% of students will get a “good” or higher on the evaluation</p>	<p>33</p>	<p>Verbal: 30 Written: 30 Critical Thinking: 30</p>	<p>91%</p>	<p>1</p>
<p>See #5 at end of table.</p> <p><i>Develop knowledge and skill in key career and professional development competencies for the sport management field.</i></p>					
<p>“Resume/Cover Letter Rubric” in SPM470 (Senior Seminar) course</p>	<p>100% of students will achieve a “38/50” or higher on the rubric.</p>	<p>29</p>	<p>29</p>	<p>100%</p>	<p>2</p>

“Professional Interview Scoring Rubric” in SPM470 (Senior Seminar) course See #6 at end of table.	100% of students will achieve a “competent” or higher in all nine of the categories of the Professional Interview Scoring Rubric.	28	27	96%	1
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Required Narrative: Address ALL SLO data – both ones that met/exceeded expectations and those that did not. How has this outcomes assessment data driven curricular and other decisions? How have you improved/changed this year based on this data (closed the loop)?

#1: Similar to last year, 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” and “ticket distribution.” There was a plan in place to address this experientially by collaborating with the York Revolution (baseball team) beginning in the spring semester of 2020, but unfortunately, Covid-19 interrupted the process. The plan required students to engage in a variety of sales duties over the course of the semester, including working with the ticket-related technology at the York Revolution stadium. In sum, the data related to this outcome 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. This will continue to be a priority for the Sport Management program even with the uncertainties that Covid-19 brings to experiential learning. For example, a technology symposium is being planned for the fall of 2020 that will include ticket-related software. The symposium will be able to happen in-person or virtually. On a final note, happily, the direct measure’s data indicates that students are performing well at the sales process, which will serve them well in future endeavors in the industry. This is likely due to the faculty members’ creativity in developing simulations, mentorship from industry professionals, and so forth to foster students’ knowledge and skills.

#2: Scaffolding continues to help students demonstrate the highest level of ethical decision-making. For example, clarification was added to the rubric in some areas to help students understand the level of performance desired. To break down the 61% from the direct measure (which is actually a bit worse compared to 2018-2019), the following information is relevant: 1) In the summer of 2019, four students missed achieving the benchmark due to their answer on one section, but met expectations on the other sections. This would have increased the percentage to 79%. 2) In the spring of 2020, of the 8 students who did not meet the criteria for this outcome, 6 met expectations in all but one category and one student did not submit the assignment despite consistent requests. The commonly missed area of the rubric will be emphasized in future semesters. Interestingly, while the outcome was not met via the direct measure, 100% of the students indicated they felt confident in ethical decision-making via the indirect outcome. This is very positive and suggests that they may have a global level of understanding regarding ethics, and simply need more intentional support to better demonstrate their learning on the direct outcome measure.

#3: As noted in 2018-2019, quantitative skills are difficult for students and this impacts performance on this outcome. However, while the outcome was not achieved via direct or indirect measures, there are positive signs. For example, five students missed the benchmark for the direct measure. However, of those five

students, three of them were able to successfully make cuts and balance the budget, but did not articulate a clear budgeting philosophy as a result of the changes made and could not justify cuts, costs and expenses. In the future, an increased emphasis on justification and philosophy of budgeting should occur and more time will be allocated to ensure students understand the parameters of changes made and the cause and effect on the entire department and/or institution. The indirect measure showed that students felt fairly confident overall in financial concepts, but many were uncomfortable using “ratios to analyze an organization’s finances.” Case studies will be used in the 2020-2021 academic year to help students become more proficient in this skill, and see how it connects to other important aspects of sound fiscal practices.

#4: This outcome is usually met (e.g., it was met in 2018-2019). However, it was not met via the indirect measure because of one item on the Alumni Survey: “make effective human resource decisions (e.g., hiring).” Two students indicated they were “neutral” in this area, which is puzzling since a major component of both the Sport Administration and Management Practices and Legal Aspects of Sport courses focuses on human resources and so students usually consider this to be an area of strength. Students’ ability in the areas of human resource decision-making will be carefully monitored in 2020-2021 to investigate proficiency. Regarding the direct measure, students are usually do a prep activity to show the depth of rigor required to demonstrate proficiency, however some did not do so this year and unfortunately, with Covid-19 and distance learning, it was impossible to encourage this to the same extent as when meeting in-person. This can be addressed by prepping in a different way in the future if virtual learning is required again.

#5: Achieving the high benchmarks in communication and critical thinking was a bit of a challenge this year, as student performance fell slightly below the mark for most of the measures (although, it should be noted that the measures are set at either 90% or 100% which are aspirational in nature. In reflecting on the specific areas where students struggled on direct measures, the following plans are noted for the future: 1) Written communication - one reason for the shortcoming was a lack of adherence to proper style. Though several assignments focused on appropriate style usage to prepare for this assignment, students still struggled. In the future, it would be of benefit to make sure students have to score a 90% on the style prep assignments before taking on this feature. That may allow for a stronger application of proper style. 2) Critical thinking – the reason four students did not meet the requirements is because they did not provide the required “evidence”(research) to support their critical thinking/problem solving solutions that they provided. The students were supported in learning how to do legal research by bringing in a librarian to the classroom to show them how to find the sources they would need both legal and best practice sources from government and other agencies/associations. In addition, the students did a scaffolded assignment throughout the semester that had them find best practices sources for particular aspects of law and sport situations. In speaking with the students, one reason they did not do well in this area was they did not pay close attention to the requirements in the assignment and the grading rubric. Mini-assignments will be used in the future to introduce them to more places to get standards and best practices to support their ideas. Regarding the indirect measures for verbal communication, written communication, and critical thinking, faculty will continue to stress the importance of these skills in Work Experience, particularly at the mid-point evaluation point and help students brainstorm how to be successful in them in the context of their capstone internships. On a final note, the scaffolding incorporated in the PR class, and likely, the addition of the Communication in Sport class to the curriculum a few years ago, showed positive results in the assessment of written communication via the direct measure this year.

#6: Although the indirect measure did not achieve the desired benchmark of 100%, the fact that attainment of the outcome has improved to 96% (as opposed to 87% in 2018-2019) is great news. The shortcoming was a result of student not scoring high enough on the “response content” line in this rubric. In the future, when practice interviews are done in class, more focus can be placed on challenging students to not only prepare to sell themselves and their experiences, but to allocate more time toward enhanced tailoring of this information to expected questions to showcase detailed, appropriate responses to the interviewer’s question for a specific

position. Attainment of the direct measure focused on resume and cover letter writing is encouraging as it suggests that the focus on this skill earlier in the curriculum in the Practicum classes, a change that was made several years ago, may be creating benefit.

Covid-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instruments changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.

As noted previously, Covid-19 caused faculty to deliver instruction virtually, but it did not impact data collection. Any impact the virtual instruction may have had on achievement of outcomes is explained above.

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
<i>Optimize program enrollment</i>			
Complete articulation agreements.	Create 1 per academic year.	Met (Bucks County Community College)	2
Optimize program retention.	Increase retention to 75%	Not Met (See program information profile)	1 (See #1 at end of table)
<i>Disseminate scholarship</i>			
Disseminate via presentations.	2 per year collectively	Met (1 at NASSM; 1 at Graham School of Business Research Symposium)	2
Disseminate via publications.	2 per year collectively	Met (1 in Sport Management Education Journal; 2 in Schole; 1 in Journal of Sport Behavior)	3
<i>Contribute to community</i>			
Engage in project-based learning initiatives.	2 per year	Met (York County Girls on the Run; Championship Community Center; York College Athletics & Recreation)	3
Expand alumni engagement.	1 new initiative	Met (Held a student-alumni event with the Philadelphia Phillies; started alumni spotlights on LinkedIn)	3

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

#1: As noted in the past, 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. Last year, the following initiatives were completed to help with retention: 1) The entire Graham School of Business began an initiative to group students into business-specific first-year seminars and engage in group advising to increase relationship building and a cohort model; 2) The program worked with College Advancement to increase funding for students to assist financially; 3) Several peer mentoring initiatives were planned to assist in social support. The first initiative will be discontinued as it did not appear to have any effect on retention and created substantial administrative burden across campus. The latter two initiatives were successfully implemented and will continue. In addition, a student-alumni mentoring program is going to be put into place in the fall of 2020 to help provide support for students. Of course, it is hard to say how Covid-19 may impact retention in the upcoming year, despite all efforts.

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/Specialized Accrerator(s): Commission on Sport Management Accreditation_____

Institutional Accrerator: Middle States Commission on Higher Education_____

Date of Next Comprehensive Program Accreditation Review: 2025_____

Date of Next Comprehensive Institutional Accreditation Review: 2024-2025_____

URL where accreditation status is stated: 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
Year: 2015-2020 # of Graduates: 19 4- Year Graduation Rate: 42%
Note from Institutional Research: If a student transferred out of the initial major, even though he/she is still enrolled in YCP and got a degree from a different major, this student is not included in the calculation.
2. Completion of Educational Goal (other than degree – if data collected)
N/A
3. Average Time to Degree
4-Year Degree: 4 years
4. Annual Transfer Activity (into Program):
Year: 2015-2020 # of Transfers: 18 Transfer Rate: 40%
5. Graduates Entering Graduate School
Year: 2020 # of Graduates: 19 # Entering Graduate School: 2
6. Job Placement (if appropriate)
N/A – Covid-19 is creating a number of unique situations this year related to job offers and status.
7. Additional Indicators, if any: N/A

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