

**COSMA Annual Report Submission Instructions
Academic Year 2020-21**

Student Learning Outcomes Matrix - Academic Year 2020 – 2021

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
<i>SLO#1: Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.</i>					
SPM 335 Sport Sales and Ticketing Operations Demonstration of the sales process project rubric.		90% of students will achieve a “meets expectations” or “higher.”	34	32	94% Exceeds expectation
Alumni Survey		90% of graduates report that they are somewhat to highly prepared to understand and use sales and marketing techniques in sport management	8	6	75% Does not meet expectation See #1 at end of table
<i>SLO#2: Explain contemporary issues in sport management and craft best practice responses in an ethical manner.</i>					

<p>SPM 475 Ethics and Current Issues in Sport</p> <p>Case Study: “consideration of stakeholder input”, “internal/external influence on decision making process”, and application of risk management and diversity factors in the decision- making process sections in the rubric.</p>	<p>90% of students will achieve a “meets expectations” or higher on the ethical decision-making case study.</p>	<p>25</p>	<p>15</p>	<p>60%</p>	<p>Does not meet expectation</p> <p>See #2 at end of table</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>8</p>	<p>7</p>	<p>88%</p>	<p>Does not meet expectation</p> <p>See #2 at end of table</p>
<p><i>SLO#3: Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.</i></p>					
<p>SPM 340 Financing Sport Operations</p> <p>Budget project rubric.</p>	<p>90% of students will demonstrate the ability to budget by achieving an 85% or higher.</p>	<p>47</p>	<p>45</p>	<p>96%</p>	<p>Exceeds expectation</p>

Alumni Survey	90% of graduates report that they are somewhat to highly prepared to handle matters of finance in sport management.	8	6	75%	Does not meet expectation See #3 at end of table
<i>SLO #4: Apply evidence-based management practices to foster safe and productive sport organizations.</i>					
SPM 320 Sport Administration and Management Practices Research project – “craft a recommendation” section of the rubric.	90% of students will achieve an "excellent" in all three categories of the rubric on the sport organization research and recommendation project.	29	29	100%	Exceeds expectation
Alumni Survey	90% of graduates report that they are somewhat to highly prepared to manage a sport organization.	8	8	100%	Exceeds expectation
<i>SLO#5: Exhibit proficiency in the skills of communication within the context of the sport management discipline.</i>					
SPM 425 Legal Aspects of Sport Capstone paper rubric (written communication).	90% of students will achieve a “meets expectations” or above on all areas of the rubric.	27	23	85%	Does not meet expectation See #4 at end of table

SPM 330 Sport Marketing Sport marketing application project presentation rubric (oral communication).	90% of students will achieve a “meets expectations” or above on all areas of the presentation rubric.	27	27	100%	Exceeds expectation
SPM 480 Work Experience - Supervisor Final Evaluation Verbal communication and written communication portions of the supervisor work experience evaluation.	SPM 480: 100% of students will get a “good or higher.”	16	Verbal 15 Oral 14	Verbal 94% Oral 88%	Does not meet expectation See #4 at end of table
<i>SLO#6: Exhibit proficiency in synthesizing cross-disciplinary knowledge so as to develop supported recommendations within the context of the sport management discipline.</i>					
SPM 470 Senior Seminar Business plan rubric.	90% of students will achieve a “meets expectations” or above on all areas of the cross-disciplinary thinking rubric.	26	23	88%	Does not meet expectation See #5 at end of table
SPM 480 Work Experience - Supervisor Final Evaluation Critical thinking portion of the supervisor work experience evaluation.	SPM 480: 100% of students will get a “good or higher.”	16	14	88%	Does not meet expectation See #5 at end of table

SLO#7: Develop knowledge and skill in key career and professional development competencies for the sport management field.

SPM 470 Senior Seminar - 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.	26	26	100%	Meets expectation
SPM 470 Senior Seminar - Competency in professional interviews: Professional Interview Scoring Rubric.	100% of students will achieve a “competent” or higher in all nine of the categories of the Professional Interview Scoring Rubric.	26	25	96%	Does not meet expectation See #6 at end of table

Explanation

#1: Many excellent pedagogical additions have been made to the classes that support this outcome over the last several years. This is yielding positive results with respect to the direct measurement as the benchmark was met in 2019-2020 and again in 2020-2021. Happily, the indirect measure’s results are also improving as last year the alumni survey showed that 46% of students felt somewhat or highly prepared in sales and marketing techniques; this has risen to 75% in 2020-2021, suggesting that the experiential and mentor-based initiatives are likely yielding positive results. As future groups of students experience this across all classes supporting the outcome, it is expected that the benchmark will be reached. This is even more likely as the partnership with the York Revolution baseball team can be fully realized due to the end of the pandemic.

#2: This remains a puzzling challenge for the faculty to address as students report positive perceptions of their ethical decision-making via the indirect measure (although still not as high as desired via the benchmark), yet struggle to demonstrate this skill in the context of the direct measure. Further, ethics is already integrated across the curriculum so it does not seem that student learning can be enhanced simply by “more” content. Thus, after careful consideration, a new pedagogical approach seems most productive to attempt and so the faculty are going to work out a draft/feedback system for the summative ethics assignment so as to create “conversation” with the students via the asynchronous nature of this class. Conversation may be a productive way to enhance thinking from multiple perspectives, encourage students to deepen their rationale, and so forth, resulting in better application of ethical concepts.

#3: Positive changes have been made in the outcome related to finance. Substantial revision was made to

the manner in which the Financing Sport Operations class was taught, which resulted in much better support for applied concepts and skills, including budgeting, and a corresponding improvement in attainment of the direct measure for the outcome. There was also substantial improvement in performance in the indirect measure and it is anticipated that this benchmark will be met in the near future as entire cohorts of students experience the revised Financing Sport Operations class, which now relies heavily on case studies and a mastery approach to student work. While other courses in the curriculum support attainment of this outcome, the Financing Sport Operations course is the crux of the content and thus it is encouraging to see the revisions yielding positive outcomes.

#4: The communication-focused outcome yielded mixed performance. With respect to the direct measure of written communication, the students who did not meet the standard overall had a weaker paper in all areas. Next year, the instructor plans on breaking the paper into a series of assignments so that students have more opportunities to practice their communication skills, and receive corresponding feedback. Further, as in years past, the indirect assessments of communication that rely on the capstone internship supervisors' evaluation of student performance showed that the students are performing well in these skills, but are not perfect and therefore the program falls short of the aspirational benchmark of 100%. The plan from last year to influence this metric was implemented, namely, intentional conversations with students at mid-point about how to tweak communication in the internship to demonstrate the best possible performance. This was perceived as helpful and will be continued next year.

#5: Students who did not meet the intended outcome via the direct assessment had issues with applying feedback throughout the semester on said business plan and it impacted their performance with interdisciplinary critical thinking. Future classes can imbed a more formal, systematic approach to addressing professorial feedback. Further, as noted in the communication outcome analysis (above), intentional conversations will continue at mid-point of the capstone internship regarding to how best demonstrate critical thinking performance.

#6: Before discussing adjustments, it should be noted that performance in this outcome has improved substantially since earlier years of assessment and the benchmarks are aspirational at 100%. Thus, regarding the missed benchmark, this can be explained in that one student did not ask any questions in their mock interview and thus did not meet the "competent" scoring in that line item of the interviewing rubric. In general, next year the program will continue with more communication over-and-above what is currently provided to help some students related to best practices for interviewing.

Concluding Remarks: It is with great pride that the program notes that both the direct and indirect measures' benchmarks were met with respect to the management outcome. Several classes have been engaged in a continued process of refinement to support this endeavor for a number of years and it is positive to see that the "management lab" approach seems to have yielded positive effects.

Further, one thing that is a caution in the review of this data is that the Alumni Survey had a very poor response rate. Thus, it is hard to fully make actionable decisions with this data. Therefore, beginning in the fall of 2021, the Alumni Survey will be the last requirement in the Ethics & Current Issues class, which is the last class taken in the curriculum. This should yield a much higher response rate which will in turn generate more comprehensive data and better ability to close the loop. Currently, the survey is sent after graduation and, of course, many students are already busy moving on into their careers, which has been the challenge related to response rate.

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.

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. **Done – please see above in table**

Some measurement tools will be used to measure more than one student learning outcome.
Done – please see above in table

Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. **Done – please see above in table**

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.
Done – please see above in table
- Explain why you have measures with insufficient data. **N/A**
- Describe how this outcomes assessment data drives curricular and other decisions.
Done – please see above in table
- Describe how have you improved/changed this year based on this data (close the loop).
Done – please see above in table

COVID-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instrument 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. **N/A - As noted previously in the report, York College of Pennsylvania moved to a hyflex format, but this did not affect the outcomes assessment process.**

Program-Level Operational Effectiveness Goals Matrix Academic Year 2020-21

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
<i>Optimize program enrollment – 160 students</i>			
Complete articulation agreements.	Create 1 per academic year.	Met (American Business School of Paris; a larger initiative of the Graham School of Business)	Meets expectation
Optimize program retention.	Increase retention to 75%	Not met; still well below 75% for Fall 2016 cohort	Does not meet expectation
<i>Disseminate scholarship</i>			
Disseminate via presentations.	2 per year collectively	Met (1 at NASSS and 2 at NASSM)	Exceeds expectation
Disseminate via publications.	2 per year collectively	Met (2 in SMEJ; 1 in JoHSTLE)	Exceeds expectations
<i>Contribute to community</i>			
Engage in project-based learning initiatives.	2 per year	Met (2 separate projects at Lincoln Charter School and 2 separate projects for Dickinson College)	Exceeds expectations
Expand alumni engagement.	1 new initiative	Met (Held a virtual “Coffee & Chat” conversation via Zoom in partnership with Alumni Relations)	Meets expectations
<p>Note: You are not required to have five OEGs – you may have more or fewer. Required Narrative: Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.</p> <p>Explanations as to “met” goals are noted above and the overarching reason that the five out of six goals were met is due to the Program’s continual focus on these items and continual collaborative efforts to meet said goals. The sixth goal that was not met is focused on retention and, unfortunately, that goal is challenging because it is less in the faculty members’ control than the other goals. Societal and institutional factors greatly impact retention, along with the factors that faculty can control. Of course, however, the faculty are going to continue to do whatever they can to retain students, including the following in 2021-2022: 1) Several faculty are going to offer more check-in options for advisees to assist with any issues that may affect them and thus affect retention; 2) Communication to prospective sport management majors from the Chair will include links to scholarships at the College early on to try and assist with financial issues.</p>			

