Student Learning Outcomes Matrix - Academic Y

SLO 4: Students will perform oral communication practices that facilitate effective communication with others

Student Learning Outcomes Matrix Narrative:
Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of 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 <u>ALL</u> 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).

<u>SLO 1: SPST 100</u> - **Based on the struggles students had with meeting the learning outcomes of SPST 100 during the 2021–2022 academic year, I made a couple key changes to the course structure to encourage greater learning outcomes. In SPST 100, I use a flipped classroom, where students cover introductory content for the week (e.g., key terms) in a pre-class PowerPoint outside of class. During the 2021–2022 academic year, students took a quiz on the content in the pre-class PowerPoint before class. This information was then used to assess learning outcomes. Based on the struggles students had with these quizzes and their feedback, I made two changes. First, I shortened the pre-class PowerPoints for each week so students had less content to learn. Second, I shifted the quizzes to the end of the week, so students had more practice applying concepts covered in the pre-class PowerPoint in class during the week. In addition to these changes, I emphasized concepts, terms, and examples in class that were likely to appear on the quiz so students would have an easier time identifying what would be asked of them. Due to these changes, students were likely more prepared to succeed on the quizzes from week to week.**

<u>SLO 1: Major GPA</u> - We were very pleased to learn that all students met this expectation this year. While a few students were close to the threshold, all students met the benchmark which makes them eligible for their field experience requirements. As this is the first year we have used this SLO tool and benchmark, we have no prior experience to compare with. However, we hypothesize that the re-implementation of the GPA letters for those who are below or in a "danger zone" hovering near but just above the threshold is more frequently reminding students of where they are and where they need to be. It is also possible that with the more experienced advisors working with a larger majority of students (while we are waiting to be fully staffed up) has made GPA conversations more frequent because these faculty know the students better. It's also possible that this is just a better batch of students. We will continue to use this tool and benchmark as we work to better understand the implications of the measure.

<u>SLO 2: SPST 140</u> - Students performed very well in this area this year which was quite impressive as many of them were first year students and not accustomed to college-level expectations. I think this performance went well because all students had individual meetings with the instructor to talk about their unique projects. This allowed me to really customize information for students which

SLO 4: SPST 421 - The students performed well in their oral communication primarily because of the high stakes nature of the assignment that was assessed. Students were assessed on their final capstone project presentation, a project they spend the entirety of the semester working on. As such, students take the presentation quite seriously, prepare tremendously, and practice independently and as a group before the final presentation. We will continue to use the final presentation as a major component of the capstone course. I will continue to encourage students to take the presentation seriously and prepare accordingly. The success of the final presentation is also dependent upon the students having their content ready. My advisement will set them up for success as long as I make sure that their content is set with enough time left in the semester for presentation preparation.

SLO 4: SPST 390 - Practicum students performed well in this area this year which is a testament to the preparation and preparedness done across our major prior to their required experiential learning opportunities. Having the opportunity to connect with many of the internship site supervisors prior to student placements, we are able to anticipate what level of professional verbal communications they expect. Being able to connect one-on-one with all of our students prior to their internships, I am able to reinforce these expectations.

SLO 4: SPST 490 - As our Internship students are generally more involved in the organization they are working for, and have greater responsibilities than our Practicum students, we find that these site supervisors often acknowledge the need for a more refined form of oral communication from many of them. Presenting clear thoughts with awareness of context, audience and purpose is critical to their success in this environment. Continued preparation across our major, specifically with relation to oral presentations that are appropriately structured, logical, coherent are needed.

SLO 5: SPST 215 - Some adjustments were made to the course in order to reinforce content more often throughout the semester that students had historically struggled with. Most students excelled in the assessed project due to 1) the applied nature of the project & 2) a clear step by step process and grading rubric to follow to reach the desired outcome. The majority of students who did not meet the required benchmark were assessed that way due to a failure to submit some or all requirements of the projects.

SLO 5: SPST 320 - This semester, students generally did an effective job customizing their assignments to their own areas of interest. Since this was personalized this semester, it seems to have led to a bulk of the class excelling due to their own interests being included. Overall and for the time being, I plan to make minimal alterations to how this metric is measured in future semesters.

SLO 6: SPST 390 - Students under-achieved in this area. The crux of these poor scores stems from our criteria for measurement. While students generally develop connections with their immediate supervisor and peers, they rarely develop additional relationships with targeted individuals outside of the organization they are working for. Students (by virtue of the work they are performing at these sites) are generally task-oriented. Many have not yet developed the confidence or bandwidth to think outside of their immediate work experience location to create any networking opportunities.

SLO 6: SPST 490 - Students under-achieved in this area. The crux of these poor scores stems from our criteria for measurement. While students generally develop connections with their immediate supervisor and peers, they rarely develop additional relationships with targeted individuals outside of the organization they are working for. Students (by virtue of the work they are performing at these sites) are generally task-oriented. Many have not yet developed the confidence or bandwidth to think outside of their immediate work experience location to create any networking opportunities.


Revision for AY 2023-24
As a result of our work on our self-study, we revisited all aspects of our O/A plan and strategic goals. As a result of this, we determined that it was in our best interest moving forward to remove our current SLO 6 related to networking and to replace it with an SLO related to DEI. Networking is so embedded into our program that the single instances in which we measure it for assessment purposes do not accurately reflect the extent to which it is used. Additionally, the current measurement rubric was not accurate in capturing the intent of the SLO, so we have chosen to make a change. Our revised SLO's can be found on the last pages of this document. By adding this SLO, we are better aligned with the institution's strategic plan and can be significantly more intentional about infusing these elements into our courses which will better reflect the current trends in the sport industry and society as a whole.

Aside from this SLO change, we have made changes to several of our rubrics to better align with what our current values are. These revisions allow for more flexibility in which classes we use for assessment and provide us greater clarity on where students are (and are not) performing well. The revisions also remove some of the redundancy that we felt existed in our current rubrics. All new rubrics can be located at the end of this document.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2022-23

OEG and Measurement Tool	Identify the Benchmark	Data Summary	Assessment Results
OEG 1: Provide opportunities for students to engage with a diversity of sport practitioners			
Measure 1: Guest speakers, alumni, practitioner, consultant involvement in classrooms	30 times per academic year, current students will have a chance to engage with industry practitioners.	We hosted a total of 58 different industry speakers over the past academic year.	EE
OEG 2: Strive to maintain connections and support to graduates of our program.			
Measure 1: Communicate with external audiences via new media.	At least twelve posts per semester will be made collectively through our digital outlets State of the Union letter (2/year)	Digital fall = 5; spring = 17 State of Union / Newsletter: fall= 1, spring= 1	DNM
OEG 3: Have faculty that are engaged in the sport management industry and/or academia.			
Measure 1: Faculty activity	All faculty will attend at least one sport conference or engage as an industry consultant at least once per academic year	5/5 faculty members were either engaged as an industry consultant or attended a conference during the 2022-23 academic year.	EE
OEG 4: Provide mechanim			
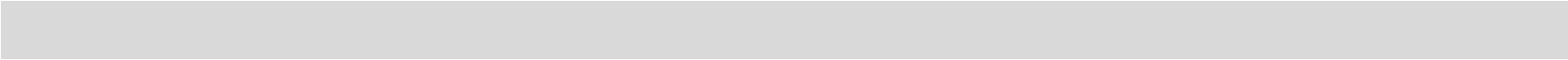
provide feedback on the candidates we brought to campus. We used and considered their feedback during the deliberation between candidates.

Reflection/Closing the Loop
OEG 1 - This continues to be a strength of our program. We often find that students will really   messages from these industry professionals in spite of the fact that faculty have spoken the same message. With our new faculty, we are excited to be able to take advantage of these new networks and infuse new speakers from different parts of the industry.

OEG 2 - We failed to meet our benchmark for fall but achieved it in the spring. This is likely for a host of reasons. One is the

OEG 5 - We are proud of our partnership with students. As a small teaching-focused institution, being a partner with our students in their educational journey is a hallmark of our program. Each instructor works hard to show students their options and provide them the support they need to make their educational decisions. By offering feedback in multiple ways from multiple instructors, we hope to be minimizing the communication barriers that some students may feel towards specific department members. Additionally, with two faculty exploring aspects of ungrading, more one-to-one meetings with students occurred where frank conversations about learning and education happened.

Revision for AY 2023-24
As a result of our work on our self-study, we revisited all aspects of our O/A plan and strategic goals. It was through these discussions that we have chosen to remove OEG 2 and instead create a specific strategic goal more intentionally targeted towards how we wish to be serving alumni in the future. With new faculty and staff, and an ever expanding alumni network, we felt that supporting and engaging with alumni is a larger task than can be accomplished in a single year. Alumni connections are still part of OEG 1 as we often prioritize program alumni as guest speakers and judges in our classrooms. The revised OEG matrix for AY 2023-24 can be found at the end of this document.

PROGRAM INFORMATION PROFILE

St. John Fisher University
COSMA

Middle States

Fall 2023

2025-2026 Academic Year

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