

## Student Learning Outcomes Matrix - Academic Year 2021 – 2022

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
<b>SLO 1 – Recognize and understand sociocultural influences in a sport management setting.</b>					
<b>Measure 1 (Direct) Sociological Assessment of Sport-Related Event: Sporting Behaviors</b>	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	37	36	97%	1. 1 2. 4 3. 32 4. N/A
<b>Measure 2 (Direct) Sociological Assessment of Sport-Related Event: Race/Ethnicity</b>	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	37	36	97%	1. 1 2. 4 3. 32 4. N/A
<b>Measure 3 (Direct) Sociological Assessment of Sport-Related Event: Gender</b>	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	37	36	97%	1. 1 2. 4 3. 32 4. N/A
<b>Measure 4 (Direct) Sociological Assessment of Sport-Related Event: Social Class</b>	Rubric – See Appendix A: “Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.	37	36	97%	1. 1 2. 4 3. 32 4. N/A
<b>Measure 5 (Direct)</b>	Rubric – See Appendix A:	37	36	97%	1. 1 2. 4 3. 32

<b>Sociological Assessment of Sport-Related Event: Special Populations</b>	“Sociological Assessment of Sport Related Event”: At least 75% of students will achieve a score indicating meeting or exceeding expectations.				4. N/A
<b>Measure 6 (Indirect) Final Supervisor Evaluation</b>	Item 12 on Final Supervisor Evaluation – See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	18	18	100%	1. 0 2. 0 3. 18 4. N/A
<b>Measure 7 (Indirect) Senior Exit Survey</b>	Items 1 and 2 on Senior Exit Survey – See Appendix D: “Senior Exit Survey” And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	16	16	100%	1. 0 2. 2 3. 14 4. N/A
<b>SLO 2 – Demonstrate skillsets necessary for successful event management.</b>					
<b>Measure 1 (Direct) Complete an event-related assignment (Risk Management Plan)</b>	Rubric – See Appendix B: “Risk Management Plan Assignment” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	27	27	100%	5. 0 6. 4 7. 23 8. N/A
<b>Measure 2 (Indirect) Final Supervisor Evaluation</b>	Item 21 on Final Supervisor Evaluation – See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	18	17	94%	1. 1 2. 0 3. 17 4. N/A
<b>Measure 3 Senior Exit Survey</b>	Items 3 and 4 on Senior Exit Survey – See Appendix D:	16	16	100%	1. 0 2. 2 3. 14

	“Senior Exit Survey” And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale				4. N/A
<b>SLO 3 – Recognize and understand Ethical Issues as they relate to a sport management setting</b>					
<b>Measure 1 (Direct)</b> Assessing ethical dilemmas in a sport related setting: Express Viewpoints	Rubric – See Appendix E: “Ethical Debates” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	26	26	100%	1. 0 2. 14 3. 12 4. N/A
<b>Measure 2 (Direct)</b> Assessing ethical dilemmas in a sport related setting: Credible Source Support for Articulation of Opinion	Rubric – See Appendix E: “Ethical Debates” At least 75% of students will achieve a score indicating meeting or exceeding expectations.	26	25	96%	1. 1 2. 13 3. 12 4. N/A
<b>Measure 3 (Indirect)</b> Final Supervisor Evaluation	Item 14 on Final Supervisor Evaluation – See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	18	18	100%	1. 0 2. 1 3. 17 4. N/A
<b>Measure 4</b> Senior Exit Survey	Item 5 on Senior Exit Survey – See Appendix D: “Senior Exit Survey” And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	16	16	100%	1. 0 2. 2 3. 14 4. N/A
<b>SLO 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting</b>					
<b>Measure 1 (Direct)</b> Complete required educational	KIN 490 (Senior Internship); Rubric- See Appendix F: “Portfolio Summary”	18	18	100%	1. 0 2. 1 3. 17 4. N/A

objectives of a 400+ hours at approved internship site and successfully document/present about internship experiences (portfolio and presentation.)	At least 90% of students will achieve a score indicating meeting or exceeding expectations. 400+ hours; Scored as complete/incomplete; 100% of students will complete				
<b>Measure 2 (Indirect)</b> Supervisor evaluations of student performance during internship	KIN 490 (Senior Internship); Rubric- See Appendix C: “Final Supervisor Evaluation” At least 75% of students will achieve a mean score of 4.	18	18	100%	1. 0 2. 1 3. 17 4. N/A
<b>Measure 3 (Indirect)</b> Senior Exit Survey	Items 7, 8, and 9 on Senior Exit Survey – See Appendix D: “Senior Exit Survey” And Appendix D: “Senior Exit Survey Results” At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale	16	16	100%	1. 0 2. 3 3. 13 4. N/A

*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.*

It has been a full academic year since our faculty has implemented the revised Outcomes Assessment plan. After retaining the most valid assessments, the faculty felt confident moving forward with implementing this new plan. We feel this plan has certainly allowed us to have a sustainable system and the results are listed below.

In reflecting on our program's student learning outcomes from this past year, overall, students met expectations on all measures. As a program, we will continue to analyze and reflect on these SLO's, ensuring that they effectively target the areas the program aims to assess. After revising our O/A plan last year with the help of a mentor, we feel that this new plan has served our program in a positive way in reflecting on all of our Student Learning outcomes.

In evaluating SLO 1 (Recognize and understand sociocultural influences) encompasses 4 direct (Sociological assessment: Sporting Behaviors, Race/Ethnicity, Gender, Social Class, and Special Populations) and 2 indirect (Final supervisor evaluation and senior exit survey) measures. In measures 1-5, our goal was to better understand the student's strengths and weaknesses related to their understanding of sociocultural behaviors. We were able to identify that students need more educational opportunities centered around actual observation of these influences. As a faculty, we will identify ways we can incorporate teachable observation opportunities to help our students better understand these sociological assessments. Measures 6 and 7 provide strong evidence that senior students proved successful knowledge of sociocultural influences at their internship sites and responded positively to the senior exit survey of that knowledge. Collectively there were a healthy number of students who met and exceeded expectations with this SLO, with a smaller number falling below expectation. While this is typical of our program, we will continue to assess academic rigor to ensure that measures are in fact challenging our students appropriately.

Direct:

- M1-M5 (Sociological Assessment of a Sport-Related Event: n=37, 32 exceeded expectation)

Indirect

- M6 (Final Supervisor Evaluation): n=18, 17 exceeded expectation
- M7 (Senior Exit Survey): n=16, 14 exceeded expectation

In evaluating SLO 2, this SLO was revised slightly last year to allow stating that the students will demonstrate pertinent skillsets to planning an event to include identifying and proposing solutions for risks associated with event planning (i.e. assessing financial risk, personnel risk, etc.). Measure 1 was evaluated through a Risk Management Plan Assignment. The Risk Management Assignment can be located in Appendix B. This assessment is a hands-on assessment and most students are successful because they learn as they do. There were a high number of students who met or exceeded this expectation. Final Supervisor Evaluation and Senior Exit Survey are the other two indirect measures to demonstrate event management skillsets. With SLO 2 (Demonstrate skillsets necessary for successful event management), our scores indicated our students were efficient in grasping the concepts of the respective course projects. Overall, students met or exceeded expectation on all measures with this SLO.

Direct:

-M1 (Risk Management Plan): n=27, 23 exceeded expectation

Indirect:

-M2 (Final Supervisor Evaluation): n=18, 17 exceeded expectation  
-M3 (Senior Exit Survey): n=16, 14 exceeded expectation

In evaluating SLO 3, this was another outcome we revised. After reviewing this SLO to determine what was most important for the SLU students to know and be able to do at the time of program completion, the faculty felt strongly about the importance of this SLO remaining specific to improving students' learning of ethical issues. The SLO wording was changed to: Recognize and understand ethical issues as they relate to a sport management setting. The assessment was updated to an Ethical Debates assignment. The results of Measure 1 are indicative of students having little knowledge/experience in ethical theory prior to taking this course. While we still had a number of students who exceeded expectations, we could look into ways to assist students knowledge base prior to this assessment. See Appendix E for the Ethics Assignment. In reflecting on SLO 3 (Recognize and understand Ethical Issues as they relate to a sport management setting), the majority of students met or exceeded expectation.

Direct:

-M1 (Ethical Debates: Express Viewpoints): n=26, 12 exceeded expectation

-M2 (Ethical Debates: Credible Source Support): n=26, 12 exceeded expectation

Indirect:

-M3 (Final Supervisor Evaluation): n=18, 17 exceeded expectation

-M4: (Senior Exit Survey): n=16, 14 exceeded expectation

In evaluating SLO 4, the SLU faculty feel that the observation of hours in a professional sport setting is indicative of students acting on their knowledge gained through the degree program. It should be noted that the faculty are not relying solely on this assessment to make a decision on this outcome. Our faculty is looking at the coupling of students' abilities to successfully "complete" an internship with additional data that more specifically aligns with students' perceptions of their abilities to put theory into practice. In addition to completing hours, the students are also responsible for successfully documenting and presenting about their professional experiences. This past year the faculty changed the internship component benchmark to 90% (formerly 75%). This increase in benchmark reflects the final internship in our sport management program and we want a high percentage of these students to succeed in this setting. In reflecting on SLO 4 (Students will demonstrate their preparedness to work competently in a professional sport setting), all students met or exceeded expectation. Students are typically successful in their internship settings due to the hands-on component.

Direct:

-M1 (Portfolio Summary): n=18, 17 exceeded expectation

Indirect:

-M2 (Final Supervisor Evaluation): n=18, 17 exceeded expectation

-M3 (Senior Exit Survey): n=16, 13 exceeded expectation

As a result of our mentor's suggestions and review of our Outcomes Assessment Plan from last year, we feel this plan has been highly sustainable. In simplifying our plan, we will be able to make continuous improvements to our program by providing valid assessments and getting quality data. We will also continue to seek feedback from outside sources including our Advisory Board as we move forward.

**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.**

As a program and because of the flexibility of some in-person courses and internship sites, no modifications were necessary to continue with normal assessment data collection. There were no modifications made to our O/A plan and therefore no instrument changes necessary. All internship sites were able to successfully provide our students with the original required hours for internship.

## Program-Level Operational Effectiveness Goals Matrix Academic Year 2021-22

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
<b>OEG 1: Evaluation of Program</b>			
<b>Measure 1:</b> Student evaluation of program on exit survey (specific questions)	Overall rating score of at least 75%	See Appendix D: "Senior Exit Survey Results"	Meets expectation
<b>Measure 2:</b> Evaluation of program by advisory board/external partners	Favorable qualitative assessments of advisory board	See Appendix G: "Advisory Board Meeting Notes"	Meets expectation: could potentially send out a survey to advisory board to get a more precise evaluation
<b>Measure 3:</b> Summary results of Outcomes Assessment plan	Programmatic total of 85% of SLO's met	4/4 SLO's achieved	Meets expectation
<b>Measure 4:</b> Summary results of Operational Effectiveness Goals	Programmatic total of 85% of OEG's met	8/8 OEG's achieved	Meets expectation
<b>Dedicated Resource Allocation for OEG1:</b> A dedicated faculty member to distribute and collect data on the Senior Exit Survey and organize our Advisory Board. Technological components will be utilized for virtual advisory board meeting if needed.			
<b>OEG 2: Offer Practical Experiences</b>			
<b>Measure 1:</b> Provide practical experiences in all core sport management courses	At least 1 practical experience in each core sport management course	KIN 232 (Intro to Sport Management): Event Volunteer Report KIN 332 (Sport Information and Media Relations): Pre-Game Materials Project KIN 334 (Social Aspects of Sport): Sociological Assessment of a Sport-Related Event Project KIN 366 (Facility & Event Management): CP Mitchell Easter Sports Day Event KIN 380 (Legal/Ethical Implications for Sport): Ethical Debates KIN 406 (Sport Promotion & Fundraising): Marketing Plan Project KIN 451 (Sport Administration): Leadership Project	Meets expectation
<b>Measure 2:</b> Provide and facilitate a student organization for sport management majors	-Participate in at least one club fundraiser/commun ity event -At least one club fieldtrip to a sport-	Club fundraisers/activities for the 2021-2022 year: -KHS T-shirt fundraiser -Easter sport event at CP Mitchell Park -Kinesiology Student Association (KSA) held meetings throughout the year. Events included: Professionalism Panel, Kickball Tournament, Health & Wellness Night, and monthly organizational meetings.	Meets expectation

	related facility/event -At least one meeting per month during the academic year	- Professionalism, Interviews & Resume event was held on Feb. 2, 2022. -Kickball Tournament Event and Fundraiser was held on April 2, 2022. -Health & Wellness Night was held on April 27, 2022.	
<b>Dedicated Resource Allocation for OEG2:</b> A dedicated faculty member to maintain a list of internship sites, engage in developing new sites, and evaluate the current status at each site.			
<b>OEG 3: Seek increasing quantity and quality partnerships</b>			
<b>Measure 1:</b> Maintain a list of sport management internship sites	List of appropriate sport management related internship sites updated annually	*See Appendix H: Approved and New Internship Sites”	Meets expectation
<b>Measure 2:</b> Seek and develop new internship sites	At least 2 new internship sites are established every year	*See Appendix H: Approved and New Internship Sites”	Meets expectation
<b>Measure 3:</b> Faculty/student evaluation of internship sites	At least 75% of students will rate “favorably” (at least an 8 out of 10 on a Likert-scale)	*See Appendix I: “Faculty/student evaluation of existing sites”	Meets expectation
<b>Dedicated Resource Allocation for OEG 3:</b> A dedicated faculty member to facilitate the student organization for Sport Management majors.			
<b>OEG 4: Connect with and track alumni</b>			
<b>Measure 1:</b> Seek recent alumni contact and career information/develop alumni database	Will connect with at least 75% of our graduates from each academic year.	*See Appendix J: “Recent Alumni”	Meets expectation
<b>Measure 2:</b> Identify significant alumni (invite to campus, nominate for awards)	At least one “significant alumni” will be invited to campus and nominated for respective awards.	Significant Alumni are identified as recipients for the program’s Outstanding Graduate in Sport Management each year and guest speakers for classes. Below is a list of “significant alumni” identified through these processes. -Flory Bierma – Outstanding Graduate (2022) -Bryce Carpenter/Proactive Sports Agency (Guest Speaker – KIN 232 & KIN 380) -Nick Smith – Professor, Florida International University (Guest Lecturer – KIN 232) -Queantae Mobley – (Guest Lecturer – KIN 406), Director of Football Operations, SLU Athletics	Meets expectation
<b>Dedicated Resource Allocation for OEG 4:</b> A dedicated faculty member to track and maintain a list of alumni and identify potential alumni for campus interaction and awards.			
<b>OEG 5: Faculty Annual Evaluation</b>			
<b>Measure 1:</b> Annual Evaluation	Sport Management faculty will receive at least an “Adequate Overall Rating” (75%) per academic year	*See Appendix K: “Faculty Annual Evaluations”	Meets Expectation
<b>Dedicated Resource Allocation for OEG 5:</b> No allocation of resources needed for this OEG.			
<b>OEG 6: Faculty Identification and engagement in professional development</b>			



<b>Measure 1:</b> Faculty identification of goals and engagement in appropriate professional development	Sport management faculty will score at least an “Adequate” rating on annual faculty evaluation	*See Appendix K: “Faculty Annual Evaluations”	Meets expectation
<b>Dedicated Resource Allocation for OEG 6:</b> Sport Management faculty members will engage in professional development throughout the year. Funding for first author presentations will be supported by the Center for Faculty Excellence.			
<b>OEG 7: Engage in recruiting activities/marketing of the program</b>			
<b>Measure 1:</b> List of recruiting/marketing activities	Sport management will engage in at least 2 recruiting events per year	*See Appendix L: “List of Recruiting/Marketing Materials” Visit <a href="http://www.southeastern.edu/admin/admissions/events/index.html">http://www.southeastern.edu/admin/admissions/events/index.html</a> for more information about recruiting events. Our faculty members participated in general program recruiting, but also attended the Lion Pride Previews to recruit students to the program.	Meets expectation
<b>Dedicated Resource Allocation for OEG 7:</b> Sport management faculty members will facilitate recruiting/marketing activities throughout the year. On-campus events will require printing of program flyers and Kinesiology Student Association will fund printing of the flyers.			
<b>OEG 8: Meet targets for enrollment and graduation</b>			
<b>Measure 1:</b> Number of majors	129 majors	Fall & Spring: 129	
<b>Measure 2:</b> Number of graduates	18 graduates	Fall: 11 Spring: 7	
<p><b>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.</b></p> <p>Overall, the program “met expectations” in all the designated Operational Effectiveness Goals (OEG) measurements.</p> <p>For many of our goals, we met or exceeded benchmarks. Under OEG 1/Measurement 1, our senior exit survey results showed positive feedback in that our program is closing the loop on the outcomes our students should be achieving. In Measurement 2, our advisory board met and discussed ways that we improve our outreach to community partners and allow for more opportunities in the real-world sport setting. They also gave recommendations for inviting internship sites to the job fair that is held in our department twice a year. Other suggestions included: teaching students the importance of being well-versed in using social media platforms, communication with professionals, and joining professional organizations. We also discussed a possible revision of curriculum aiming at more experience-based practicum and options for built in business minors. These are all great suggestions and we are working to make some of these changes as we approach our next academic year.</p> <p>Under OEG 2/Measurement 1, the program was to provide at least one practical experience in core sport management courses. Core sport management courses are designated as: KIN 232 (Introduction to Sport Management), KIN 332 (Sport Information and Media Relations), KIN 333 (Governance in Sport), KIN 334 (Social Aspects of Sport), KIN 366 (Facility &amp; Event Management), KIN 380 (Legal/Ethical Implications for Sport), KIN 406 (Sport Promotion &amp; Fundraising), and KIN 451 (Sport Administration). Ongoing practical experiences that have been implemented as “real-world ready” (aligns with Southeastern Louisiana University’s QEP) projects include, writing an “international federation sport project,” engaging in ethical debates, creating a marketing plan, and organizing an actual community sport event. For the 2021-2022 academic year, the program extended these real-world ready projects to include a media guide project in KIN 332, an assessment of social issues in a sport-related setting project in KIN 334, and a risk management project in KIN 366. All of these practical experiences proved to be excellent “real-world ready” projects for our students. The program will continue to provide, extend, and expand these course projects.</p>			

For the OEG of “Seeking increasing quantity and quality partnerships” the program far exceeded expectations. For example, our program continues to create a robust selection of quality internship sites for our students. During the 2021-2022 academic year, seven sites were added to our existing pool of sites. New sites include Creekside Junior High, East Ascension High School, Gulf States PGA, I9 Sports Gulfport, One-Three Sports Performance, and Press Park Track Club. Each site proved to be beneficial to our interns and the faculty will continue to expand and improve upon our list of quality sites.

In reflecting on OEG’s that the program could improve upon, OEG 7 requires engaging in recruiting activities/marketing of the program. While we generously met these benchmarks (see above chart for specifics regarding recruiting activities/marketing materials), the program would like to expand more specific recruitment efforts targeted to the sport management program. Also, we are very pleased with the quality of marketing materials that were created to aid in our recruiting efforts. See Appendix L for examples of this. We plan to proactively recruit from local high schools in the future. This is one area where we feel we can improve on by planning more recruiting trips to reach a higher number of potential incoming freshman.

As stated previously under our O/A plan, we made a few changes last year to our OEG’s with the guidance from a mentor/consultant. At the direction of the consultant, we embedded a review of our SLO results and OEG results as additional measures of an overall program evaluation. This is actually reflected under OEG 1. This will assist in directly considering total program effectiveness in OEG 1, Program Evaluation. Additionally, at the direction of the consultant, the faculty discussed resource allocation necessary to support each OEG; resource considerations have been embedded into the OEG matrix. In a discussion with the consultant, this has allowed us to ensure that dedicated resources are systematically reviewed so that we can have a continued focus on achieving all SLO’s, broad-based goals and the programmatic mission. It seems that after implementing this for the past year, it has proved beneficial in seeing where our resources should be allocated.

## PROGRAM INFORMATION PROFILE

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

**Name of Institution:** Southeastern Louisiana University

Program/Specialized Accreditor(s): Commission of Sport Management Accreditation (COSMA)

Institutional Accreditor: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Date of Next Comprehensive Program Accreditation Review: September 2027

Date of Next Comprehensive Institutional Accreditation Review: 2025

*URL where accreditation status is stated:*

[http://www.southeastern.edu/acad\\_research/depts/kin\\_hs/undergrad\\_degree/sport\\_management/index.html](http://www.southeastern.edu/acad_research/depts/kin_hs/undergrad_degree/sport_management/index.html)

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

1. Graduation Year: 2021-2022 # of Graduates: 18 Graduation Rate: 40.9%
2. Average Time to Degree: 4-Year Degree: 9.4 semesters 5-year Degree \_\_\_\_\_
3. Annual Transfer Activity (into Program): Year: 2021-2022  
# of Transfers: 6 Transfer Rate: 20.0%
4. Graduates Entering Graduate School: Year: 2021-2022  
# of Graduates: 18 # Entering Graduate School: 5
5. Job Placement (if appropriate): Year: Fall 2021  
# of Graduates: 18 # Employed: 6

