

## Program-Level Intended Outcomes Matrix B.S. Hospitality, Sport & Tourism Management - Sport

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed		Assessment Results: 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>SLO 1</b>	<b>Students will be able to think critically and be capable of solving sport-related industry problems, so as to be prepared to add value to sport organizations.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 80% will successfully complete or score 80% or higher on HSTM 4443 Final Case Study Exam.</b>	HSTM 4443 Case Study Rubric  (Direct Measure)	TROY	12	15		
		eTROY	20	23		
		Total	32	38	84	Meets
<b>Measure 2: 90% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.</b>	HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores)  (Direct Measure)	TROY	20	29		
		eTROY	18	23		
		Total	38	52	73	Does not meet
<b>SLO 2</b>	<b>Students will be competent in applying marketing, financial and legal principles to sport industry.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 90% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.</b>	HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores)  (Direct Measure)	TROY	20	29		
		eTROY	18	23		
		Total	38	52	73	Does not meet

<b>Measure 2: 90% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.</b>	HSTM 4499 Senior Capstone Project Rubric (Legal Information Scores)  (Direct Measure)	TROY	0	4		
		eTROY	22	23		
		Total	22	27	81	Does not meet
<b>Measure 3: 90% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.</b>	HSTM 4499 Senior Capstone Project Rubric (Financial Information Scores)  (Direct Measure)	TROY	19	20		
		eTROY	10	23		
		Total	29	43	67	Does not meet
<b>SLO 3</b>	<b>Students will be able to comprehend and effectively analyze issues, make decisions, and form sound, well-based judgments.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 90% will score 80% or higher on their supervisor evaluations.</b>	Structured Internship  (Indirect Measure)	TROY	20	22		
		eTROY	23	24		
		Total	43	46	96	Meets
<b>Measure 2: 80% will successfully complete or score 80% or higher on HSTM 4443 Final Case Study Exam.</b>	HSTM 4443 Case Study Rubric  (Direct Measure)	TROY	12	15		
		eTROY	20	23		
		Total	32	38	84	Meets
<b>SLO 4</b>	<b>Students will develop effective communication skills: oral, interpersonal, and written.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 80% will successfully complete or score 80% or higher on HSTM 4443 Final Case Study Exam.</b>	HSTM 4443 Case Study Rubric  (Direct Measure)	TROY	12	15		
		eTROY	20	23		
		Total	32	38	84	Meets
<b>Measure 2: 90% will score 80% or higher on their supervisor</b>	Structured Internship  (Indirect Measure)	TROY	20	22		
		eTROY	23	24		
		Total	43	46	96	Meets

<b>evaluations.</b>						
<b>Measure 3: 90% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.</b>	HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores)  (Direct Measure)	TROY	20	29		
		eTROY	18	23		
		Total	38	52	73	Does not meet
<b>SLO 5</b>	<b>Students will be proficient in using technology, with the ability to use the computer for practical, scholarly, searches and to compile organized and effective presentations.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 90% will be proficient or score 80% or higher on HSTM 4445 Senior Seminar Project.</b>	HSTM 4445 Major Research Project  (Direct Measure)	TROY	33	49		
		eTROY	13	17		
		Total	46	66	70	Does not meet
<b>Measure 2: 90% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.</b>	HSTM 4499 Senior Capstone Project Rubric (Overall Presentation Proficiency Scores)  (Direct Measure)	TROY	20	29		
		eTROY	18	23		
		Total	38	52	73	Does not meet
<b>SLO 6</b>	<b>Students will be able to articulate their professional preparedness.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 90% will score 70% or higher on their mock interview projects.</b>	HSTM 4499 Mock Interview Projects  (Indirect Measure)	TROY	27	29		
		eTROY	22	23		
		Total	49	52	94	Met
<b>Measure 2: 90% will be proficient or score 80% or higher on</b>	HSTM 4499 Senior Capstone Project Rubric	TROY	20	29		
		eTROY	18	23		

<b>HSTM 4499 Senior Seminar Project.</b>	(Overall Total Project Scores)  (Direct Measure)	Total	38	52	73	Does not meet
<b>Measure 3: 90% will score 70% or higher on the advanced resume project.</b>	HSTM 4499 Resumes  (Direct Measure)	TROY	28	29		
		eTROY	23	23		
		Total	51	52	98	Met
<b>SLO 7</b>	Students will be prepared for the sport management industry.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 90% will rate program qualities as good or excellent.</b>	HSTM Alumni Survey, Program Quality Item 3E  (Indirect Measure)					
		Total	26	27	96	Meets
<b>Measure 2: 90% of alumni will choose "yes" indicating that the degree prepared them for job.</b>	HSTM Alumni Survey, Item 4  (Indirect Measure)	Total	20	26	77	Does not meet
<b>Measure 3: 90% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.</b>	HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores)  (Direct Measure)	TROY	20	29		
		eTROY	18	23		
		Total	38	52	73	Does not meet

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

The immediate action plan of the Troy University BS HSTM faculty is to continue fostering a culture of assessment. It should be noted that the TROY HSTM faculty are committed to maintaining high standards; as such, there are several expectations that have not been met, yet have been improved from previous years. We will continue to strive for improvement in all aspects of the program.

Actions that will be occurring for academic year 2016-2017 as a result of this year's assessment data are noted below:

- 1) In evaluating SLO #1, the results are mixed and the faculty have to make a determination as to whether or not SLO 1 was achieved. In this case, the faculty

do, overall, feel that the case study is an excellent tool to evaluate critical thinking related to sport industry problems. Further, there was marked improvement in this result, where 84% of our students met the expectation. To elaborate, the case study assessment (HSTM 4443 Case Study) was first implemented in the fall of 2013. In reviewing the past results of this measure, only 65% (2013-2014) and 63% (2014-2015) of our students were able to articulate their critical thinking skills as related to sport industry problems and solutions.

Although the first measure met the expectation of the faculty, the second measure did not. The senior capstone project (HSTM 4499 Senior Capstone) has a fairly high benchmark (90% of students need to perform at or above the stated criteria). The faculty are committed to maintaining a higher standard with regard to HSTM 4499 assessments as this is the Senior Seminar Course. Although, we did not meet the 90% expectation, we did have 81% (2013-2014) and 86% (2014-2015) of our students attain the benchmark in the past two academic cycles. However, this year, the result dropped to an all-time low of 73% attaining the expectation. Last year, it was reported that the outcomes results for this measure were climbing toward the expected 90%, where in 2013-2014, 46.6% of seniors attained the benchmark, and in 2014-2015, 81% attained the benchmark. However, for 2015-2016 only 73% attained the benchmark. This may be explained in the higher enrollments in this course. As a result, multiple sections were taught. Even though the faculty made strong attempts (co-taught sections) there may have been some discontinuity in the course when compared to the two previous academic cycles. In addition to this, given that the degree program is now Hospitality, Sport & Tourism Management, this was the very first time that the 4499 course was taught to all concentrations, resulting in higher numbers, more diverse teaching/learning points, and, more attention to detail with breaking out the assessment results by concentration. Considering these mixed results, the faculty believe the students are overall meeting expectations, yet there is room to improve.

2) SLO #2 was introduced for academic year 2013-2014 and as such, there were some flaws in gathering data. Thus, the results of this SLO in 2013-2014 were insufficient. In 2014-2015, the HSTM 4499 Senior Seminar Project Rubric was implemented to assess the core areas of marketing, financial and legal principles. Of the three measures that were used to assess SLO 2, 2/3 met the expectation that 90% or more students were proficient in demonstrating legal and financial skillsets; additionally, another 86% (does not meet) of students were proficient in demonstrating overall core competencies. The 2015-2016 academic year is the first year with comparative data. For 2015-2016, 81% of the students met the legal aspects benchmark an only 67% met the financial principles benchmark. Neither of these are up to the faculty members' standard of 90% will meet the benchmark. As noted, there was also a drop in the total project scores, where only 73% were achieving the standard of proficiency or 80% or higher. Overall, the faculty feel that these results need to be reviewed and discussed. Specifically, marketing is currently taken in the core of the curriculum; as such, it may be diluted given that it is being taught to students in all three concentrations. The faculty are recommending that this course be placed into each of the concentration areas so as to be rich with industry-related examples. (This will be voted on in August 2016). Currently, the legal aspects result is fairly positive, where 81% of students are achieving a proficiency level or 80% or higher in this category. However, it does not meet the set standard where we want 90% of our students to attain this standard. Finally, in the area of financial principles, the students on the main campus (19/20) or 95% met the proficiency level. However, those enrolled in the Troy Online did not seem to grasp the financial principles as well where only 10/23 or 43% were proficient in this area. As such, this result did not meet the expectations. The consistency in delivery of content for this course is being reviewed.

3) In evaluating SLO #3, it appears that our students are continuing to perform well with hands on experiences regarding being able to effectively analyze issues, make decisions, and form sound, well-based judgments. Additionally, students have improved significantly with regards to performing well with the scholarly and critical thinking processes and skill sets that should be utilized to assist in analyzing issues, making decisions and judgments. SLO 3 was achieved.

4) In evaluating SLO #4, the results of 2/3 measures suggest that SLO 4 was achieved. As has been the case for several assessment cycles, TROY students seem to be more effective in practical environments such as their internships, 96% demonstrate proficiency in this environment. However, students overall seem to be growing skill sets regarding their communication abilities; this is evident in evaluating the improved scores from the HSTM 4443 case studies where 84% were proficient in demonstrating these skills in a written format. In reviewing the past results of this measure, only 65% (2013-2014) and 63%

(2014-2015) of our students were able to articulate their critical thinking skills as related to sport industry problems and solutions. Again, the benchmarks are set high for these SLOs and the faculty are committed to maintaining a high standard. The faculty realize the importance of strong communication skill sets; as such, each core class has implemented more writing assignments (case study formats) and presentations. Continued emphases will be placed on enhancing communication skill-sets.

5) In evaluating SLO #5, students are not demonstrating proficiency in using technology, with the ability to use the computer for practical, scholarly, searches and to compile organized and effective presentations. As noted above, the expectations set forth in HSTM 4445 (Evaluation Procedures) and 4499 (Senior Seminar) will continue to be in place. Although, the students did not meet the expectations, results overall suggest improvement as in 2012-2013 46.6% met the HSTM 4445 assessment benchmark, in 2013-2014 56% met the benchmark, in 2014-2015 78% achieved this benchmark, and this year results were somewhat steady from the previous cycle, indicating that 70% achieved proficiency in this area. Additionally, in 2012-2013 42.8% met the HSTM 4499 Project Presentation benchmark while in 2013-2014, 75% met the benchmark, in 2014-2015 86% met the benchmark and this year, 73% met the benchmark. Although we cannot directly attribute these results to curriculum modifications, it should be noted that curriculum changes were made effective fall 2013 to address these deficiencies in our students. Specifically, a prerequisite was set for HSTM 4445 course, requiring that enrolled students be classified as seniors, as well as have taken MTH 1112 (Pre-Calculus Algebra) and QM 2241 (Business Statistics I) as opposed to the previous prerequisites which only required a sophomore classification and MTH 1112.

6) In evaluating SLO #6, results of 2/3 measures suggest that the students are meeting expectations; 94% met the mock interview expectations and 98% met the advanced resume project expectations. Additionally, 73% met the expectation on the senior seminar total project score. It should be noted that the benchmarks across all three measures for this SLO are set at 90% of students attaining 80% or higher on the respective assessments; again, the faculty are committed to maintaining these high standard and these increases were put in place following the 2012-2013 assessment report. (Prior to 2013-2014, 80-90% of students were expected to score 70-75% on the respective assessments for this SLO). In 2014-2015, greater than 85% of students achieved the benchmarks on each of the assessments, with 2 expectations at or above 97%. Thus, as faculty, we feel that students are able to articulate their professional preparedness, yet there remains room for improvement.

7) In evaluating SLO #7, the faculty once again hold high expectations where we want 90% of our students to feel prepared for sport industry after completion of the program. 96% of students completing an exit survey rated program qualities as excellent or good, yet, only 77% felt prepared for sport industry, which is an improvement from the past two assessment cycles where in 2014-2015, 67% felt prepared and in 2013-2014, 60% felt prepared. Further, of those completing the survey the range gross annual income of their current positions was \$25,000 + commission to \$46,000. This information coupled with current job placements of our graduates lead the faculty to believe that our students are, in fact, prepared for sport industry. For example, our recent graduates hold positions such as: Pro Rodeo Address Announcer, General Manager of Sports Marketing Department, Special Events Coordinator, Director of Group Sales, Research/Advancement Associate, Professors, Instructors, Sales Consultants for Collegiate Athletics Department, Assistant Director of Communications, Director of Compliance, Associate Director of Development, IMG Account Representative, Recreational Coordinator, IMG Sports Marketing Account Executive, Fitness Manager, Assistant Director of Media Relations, Director of Internal Operations and Compliance, Professional Golf Instructor, Ticket Managers, Head Coaches (Collegiate and High School - several). With this information noted, we will continue to garner feedback from our expected and recent graduates on overall program quality. Specifically, we are focused on increasing survey response rate over the next couple of years, prior to major program adjustments.

## Program-Level Intended Outcomes Matrix M.S. Sport Management

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed		Assessment Results: 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>SLO 1</b>	<b>Students will be able to recall specific core content areas including: foundations of sport and fitness management, sport and the law, sport administration, research methods, current issues in sport and sport marketing.</b>								
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation				
<b>Measure 1: 90% will score 75% or higher on the graduate comprehensive examination on the first attempt</b>	Graduate Comprehensive Examination  (Direct Measure)	TROY	11	11					
		eTROY	4	9					
		Total	15	20	75	Does not meet			
<b>Measure 2: 90% will score 80% or higher on their supervisor evaluations</b>	Structured Internship Evaluation  (Indirect Measure)	TROY	8	8					
		eTROY	1	1					
		Total	9	9	100	Exceeds			
<b>SLO 2</b>	<b>Students will recognize the importance of professional and ethical obligations, cultivating an <u>advanced</u> understanding of global awareness and diversity.</b>								
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation				
<b>Measure 1: 90% will score 80% or higher on their supervisor evaluations</b>	Structured Internship Evaluation  (Indirect Measure)	TROY	8	8					
		eTROY	1	1					
		Total	9	9	100	Exceeds			

<b>Measure 2: 85% will score 80% or higher on the SFM 6673 major project</b>	SFM 6673 Major Project (Direct Measure)	TROY	7	7		
		eTROY	16	18		
		Total	23	25	92	Meets
<b>SLO 3</b>	<b>Students will be able to use technology effectively; such as using the computer to analyze numerical information, organize data, aid in decision-making, facilitate both academic and practical research, and, communicate results effectively.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 80% of sport management majors will score 80% or higher on the SFM 6617 major project</b>	SFM 6617 Major Project (Direct Measure)	TROY	1	6		
		eTROY	4	6		
		Total	5	12	41 **83% (5 were incomplete)	Meets
<b>Measure 2: 80% will score 80% or higher on SFM 6691 Major Project</b>	SFM 6691 Major Project (Direct Measure)	TROY	3	5		
		eTROY	10	13		
		Total	13	18	72	Does not meet
<b>Measure 3: 90% will pass thesis requirements.</b>	Thesis Evaluation (Indirect Measure)	TROY				
		eTROY				
		Total				Insufficient data
<b>Measure 4: 90% will score 80% or higher on SFM 6691 Research Presentations</b>	SFM 6691 Research Presentations (Direct Measure)	TROY	3	5		
		eTROY	10	13		
		Total	13	18	72	Does not meet
<b>SLO 4</b>	<b>Students will be able to illustrate an <u>advanced</u> understanding of the importance of professional growth through activities such as joining professional organizations, attending conferences and workshops, engaging in in-service training, subscribing to professional journals, participating in volunteer work, and/or participating in local, state, and regional, national, and international conferences.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	

<b>Measure 1: 80% will score 80% or higher on SFM 6617 Major Project</b>	SFM 6617 Major Project (Direct Measure)	TROY	1	6		
		eTROY	4	6		
		Total	5	12	41 **83% (5 were incomplete)	Meets
<b>Measure 2: 90% will score 80% or higher on their supervisor evaluations</b>	Structured Internship Evaluation (Indirect Measure)	TROY	8	8		
		eTROY	1	1		
		Total	9	9	100	Exceeds
<b>SLO 5</b>	<b>Students will be prepared to fulfill advanced positions in the sport management industry.</b>					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
<b>Measure 1: 90% will rate program qualities as good or excellent.</b>	HSTM Alumni Survey, Program Quality Item 3E (Indirect Measure)	All	12	12		
		Total	12	12	100	Exceeds
<b>Measure 2: 90% of alumni will choose "yes" indicating that the degree prepared them for job.</b>	HSTM Alumni Survey, Item 4 (Indirect Measure)	All	9	12		
		Total	9	12	75	Does not Meet
<b>**Explanation of course action for intended outcomes not realized:</b>						
The immediate action plan of the Troy University MS HSTM faculty is to continue fostering a culture of assessment. It should be noted that the TROY HSTM faculty are committed to maintaining high standards; as such, there are several expectations that have not been met, yet have been improved from previous years. We will continue to strive for improvement in all aspects of the program.						
The immediate action plan of the Troy University MS SFM faculty is to continue fostering a culture of assessment.						
Actions that will be occurring for academic year 2016-2017 as a result of this year's assessment data are noted below:						
1) In evaluating SLO # 1, overall, results were mixed, where 1/2 measures were met; as such, the faculty had to make a decision on whether this SLO was achieved. Given that one measure yielded positive results for TROY campus and another result exceeded expectations, the faculty overall feel that SLO 1 was achieved, yet still needs to improve. Results suggested that only 75% of graduate students met expectations with regard to core content knowledge. There is a great disparity between Troy, where 100% were able recall these areas and Troy Online where 44% were able to recall these areas. The process is similar and						

the same graders evaluate the comprehensive exams and the HSTM faculty are having difficulty pinpointing this difference. Although this has occurred for the past two assessment cycles, prior to 2014-2015, this measure was consistently met. As such, the faculty are not implementing a change in the assessment measures, benchmarks or processes for this SLO; instead, the faculty will continue to monitor this SLO carefully to determine if curricular changes should be implemented to assist with driving this result to meet expectations.

2) In evaluating SLO #2, findings indicated that students were able to recognize the importance of professional and ethical obligations in a professional setting, that they were able to articulate this from a scholarly perspective. In an effort to advance students' skills in this area, the graduate faculty have been working very cohesively in guiding writing (per APA styles) as well as in maintaining high expectations across all courses. As mentioned in the 2011-2012 and 2012-2013 annual reports, there is now a mandatory Graduate Orientation (in which expectations are clearly set forth) as well as an SFM 6600 Foundations in Sport Management course. Within the SFM 6600 course, students are graded critically on their writing. The SFM faculty recognize that the writing capabilities of the students are not where they need to be; measures are being taken to enhance written communication skills. One action that has been implemented as a result of assessment is that only a limited group of faculty members will teach the SFM 6600 course; this has helped to ensure that the expectations of the students are more consistent. Prior to 2013-2014, this class was rotated out each semester so that a different professor was evaluating and setting forth the expectations for the remainder of the program. This is a continued focal point for the graduate program. Since the implementation of these minor changes, we have seen improved results supporting this outcome. In 2013-2014, there was a 3% increase in effectiveness regarding this measure compared to 2012-2013's data; In 2014-2015, 76% met the expectation which was an improved result. This year, 92% met the result. Additionally, this year, results continued to exceed on the internship measure. As such, SLO 2 was achieved.

3) Four measures are used to assess SLO #3. Of the four measures, no student completed a thesis. (In the August 2016 faculty meeting, a vote will be taken to remove or keep this measure). With this, of the 3 remaining measures, 2/3 results indicated that students are not meeting the expectation with regard to their ability to use technology effectively – specifically for facilitating research and decision making. Markedly, there was a 23% improvement in 2013-2014 with regard to students being able to meet expectations on measure one while students continued to meet the expectations of measure two. In 2014-2015, these improvements remained for those students who were on the Troy campus; however, those enrolled in Troy Online seemed to fall short with regard to meeting these two expectations. So in comparing these results to the past two assessment cycles, the students did meet measure 1, where 5/7 or 83% were proficient on 6617 Major Project (5 results were not included as these were Incomplete at the time of data collection). However, on the remaining 2 measures, students did not meet the expectation. As such, this SLO was not achieved. The HSTM faculty have noted improvements in 2013-2014 and 2015-2016 with regards to this SLO. The HSTM faculty will evaluate the consistency at which this content is being delivered throughout the curriculum and on both campuses.

4) As noted above and as supported by the measures for SLO #4, many students are either meeting and/or exceeding expectations with regard to illustrating an advanced understanding of professional growth through scholarly outlets. This SLO was achieved.

5) In evaluating SLO #5, the findings suggest that we did not fully meet this outcome expectation as 100% rated program qualities as good or excellent, but only 75% felt the degree prepared them for their jobs. In evaluating this SLO, we are continuing to attempt to capture more alumni feedback; specifically, we are gathering personal contact information (not school contact information) at the time of their graduate comprehensive examinations. This will allow us to directly email them an alumni survey. Also, we have posted the alumni survey on the departmental web page as well as on a departmental Facebook page. We will continue to collect data for this outcome via an electronic survey link and make greater attempts to have students complete the survey. It should be noted that the survey was altered for academic year 2012-2013 so that findings could be broken out by degree level and primary campus (TROY or Troy Online).

## B.S. HSTM – SM Program-Level Operational Effectiveness Outcomes 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
OEG 1. The HSTM program aims to provide students seeking sport marketing, management, and administrative skills a sport and fitness perspective through an advanced curriculum which focuses on current industry practices, enhancing communication and people skills, and developing successful managers and administrators.			
Objective 1. To provide HSTM students with the necessary knowledge to make sound, informed managerial decisions.			
Measured by SLO 1	SLO 1 = mixed results		Objective 1 is NOT met
Measured by SLO 2	SLO 2 = did not meet expectation		
Measured by SLO 3	SLO 3 = met expectation		
Objective 2. To provide HSTM students opportunities to gain valuable experiences in using and applying technology and research in decision-making processes.			
Measured by SLO 4	SLO 4 = met expectation		Overall, Objective 2 meets, yet needs improvement
Measured by SLO 5	SLO 5 = did not meet expectation		
Measured by SLO 6	SLO 6 = met expectation		
Objective 3. To provide students with a quality curriculum, thus enabling them to be successful after completion of the HSTM Degree.			
Measured by SLO 7	SLO 7 = does not meet expectation		Objective 3 is NOT met
<b>**Explanation of course action for intended outcomes not realized:</b>			
The information noted in the chart is not revealing of the quality of work that the HSTM faculty are putting into the degree program at Troy University. The decisions regarding the objectives were made <b>balancing</b> out the results of the measures and evaluating the intent of the high expectations; also, it is difficult to note that the objectives are being met if any assessment result is not meeting the expectation. So, as it is noted in the outcomes explanation, many of the results failed to meet the expectation, but many also have had notable improvements over the past several years. Thus, the HSTM program is truly in the stages of being able to document quality improvement.			

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.

## M.S. Sport Management Program-Level Operational Effectiveness Outcomes 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>OEG 1. The HSTM program is designed to provide students with knowledge, skills, and attitudes to engage in the practice of management in a variety of settings</b>			
<b>Objective 1. To provide HSTM students with opportunities for an exceptional fundamental education, service learning experiences, and exposure in related industries for career preparation.</b>			
Measured by SLO 2	SLO 2 = met expectation	Objective 1 is met	
Measured by SLO 4	SLO 4 = met expectation		
Measured by SLO 5	SLO 5 = met expectation		
<b>Objective 2. To provide HSTM students with an integrated academic learning environment for analyzing and resolving the challenges in the deliverance and business of sport-related industries.</b>			
Measured by SLO 1	SLO 1 = met expectation	Overall, Objective 2 meets, yet needs improvement	
Measured by SLO 3	SLO 3 = does not meet expectation		
Measured by SLO 5	SLO 5 = met expectation		
<b>Objective 3. To provide students with a quality curriculum, thus enabling them to be successful after completion of the HSTM Degree.</b>			
Measured by SLO 1	SLO 1 = met expectation	Objective 3 is met	
Measured by SLO 5	SLO 5 = met expectation		
<p><b>**Explanation of course action for intended outcomes not realized:</b></p> <p>The decisions regarding the objectives were made <b>balancing</b> out the results of the measures and evaluating the intent of the high expectations; also, it is difficult to note that the objectives are being met if any assessment result is not meeting the expectation. So, as it is noted in the outcomes explanation, many of the results failed to meet the expectation, but many also have had notable improvements over the past several years. Thus, the HSTM program is truly in the stages of being able to document quality improvement.</p>			

## 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: Troy University

Program Accreditor: Commission on Sport Management Accreditation

Institutional Accreditor: Southern Association of Colleges and Schools Commission on Colleges

Date of Next Comprehensive Program Accreditation Review: 2018

Date of Next Comprehensive Institutional Accreditation Review: 2019

To learn more about the accredited status of the program, click here: <http://trojan.troy.edu/healthandhumanservices/hstm/>

### Program Context and Mission

**Program Mission:** The mission of the School of HSTM is to prepare undergraduate students to become future leaders and scholars in Hospitality, Sport and Tourism Management by providing exemplary integrative and experiential academic preparation in a collaborative environment, to conduct seminal and applied research that impacts the Hospitality, Sport, and Tourism industries on a local, national, and global level, and to provide professional and community service.

**Program Goals:** The School of Hospitality, Sport and Tourism Management aims to provide students seeking careers in hospitality, sport and tourism industries a comprehensive perspective through an advanced curriculum which focuses on current industry practices, enhancing communication and people skills, and developing successful managers and administrators.

- Acquiring content knowledge in core and concentration areas
- Developing an understanding of the professional and ethical obligations, including a global awareness and an appreciation of the impact of diversity
- Demonstrating critical thinking skills, enabling students to comprehend and effectively analyze issues, make decisions, and form sound and well-based judgments
- Enhancing effective communication skills: oral, interpersonal, and written
- Demonstrating proficiency in using technology, with the ability to use the computer to: conduct practical and scholarly searches, communicate with respective publics, and to compile organized and effective presentations
- Developing a commitment to continuing professional growth through activities such as joining professional organizations, attending conferences, engaging in in-service training, subscribing to professional journals, or participating in volunteer experiences

**Brief Description of Student Population:** Troy University is Alabama's international university, where east meets west, and students are engaged in high tech and high touch educational experiences. With consortia relationships with universities in China, Vietnam, Malaysia, Saudi Arabia, Azerbaijan, and the United Arab Emirates, and with academic programs taught by TROY faculty in Japan, Guam, and Korea, Troy University reaches out to over 30,000 students around the world. While Troy University maintains a vibrant residential campus in Troy, Alabama and supports adult learners on three additional campuses in Montgomery, Phenix City, and Dothan, Alabama, over half of TROY students are taking courses online through the university's eCampus. TROY is also one of the nation's leading universities in providing support to active duty military students and veterans and proudly supports our soldier/students currently serving in Iraq and Afghanistan.

More information may be obtained at <http://www.troy.edu/factsite/>

### **Admissions Requirements:**

B.S. HSTM see

<http://www.troy.edu/catalogs/1617undergraduate/pdf/documents/15U-HHS.pdf>

<http://www.troy.edu/catalogs/1617undergraduate/html/4U-admissions.html>

M.S. SM see

<http://www.troy.edu/catalogs/1617graduate/pdf/documents/2G-General-Information.pdf>

<http://www.troy.edu/catalogs/1617graduate/pdf/documents/7G-Health-Human-Services.pdf>

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

1. Graduation

Degrees conferred by academic program may be found at: <http://www.troy.edu/factsite/assets/documents/2013-2014/Degrees-Conferred-by-Academic-Program-2013-2014.pdf>

Additional reports may be found at <http://www.troy.edu/factsite/graduation-reports.html>

2. Completion of Educational Goal (other than certificate or degree – if data collected)

Not applicable

3. Average Time to Certificate or Degree

1-Year Certificate: \_\_\_\_\_ 2-Year Degree: \_\_\_\_\_ 4-Year Degree:   X  

4. Annual Transfer Activity

This information is not collected on the academic program; however, general information may be obtained at <http://www.troy.edu/factsite/>

5. Graduates Entering Graduate School

This information is not collected on the academic program; however, general information may be obtained at <http://www.troy.edu/factsite/>

6. Job Placement (if appropriate)  
See Number 8
7. Licensure/Certification Examination Results: Not Applicable
8. Additional Indicators, if any: Data on alumni is reported on the HSTM website at [Trojan.troy.edu/healthandhumanservices/hstm/](http://Trojan.troy.edu/healthandhumanservices/hstm/)

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