

Program-Level Intended Outcomes Matrix

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
SLO 1	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.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% will successfully complete or score 80% or higher on HSTM 4443 Final Case Study Exam.	1. HSTM 4443 Case Study Rubric (Direct Measure)	TROY	11	14	79	1 – Does not meet expectations
		TROY Online	12	13	92	3 – Exceeds expectations
		Total	23	27	85	2 – Meets expectation ** Improved from 84% in 2016
Measure 2: 85% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.	2. HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores) (Direct Measure)	TROY	32	40	80	1 – Does not meet expectations
		TROY Online	20	21	95	3 – Exceeds expectations
		Total	52	61	85	2 – Meets expectation **Improved from 73% in 2016
SLO 2	Students will be competent in applying marketing, financial and legal principles to sport industry.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 85% will be proficient or score 80% or higher on	1. HSTM 4499 Senior Capstone Project Rubric	TROY	32	40	80	1 – Does not meet expectations
		TROY	20	21	95	3 – Exceeds

HSTM 4499 Senior Seminar Project.	(Overall Total Project Scores) (Direct Measure)	Online				expectations
		Total	52	61	85	2 – Meets expectation **Improved from 73% in 2016
Measure 2: 85% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.	2. HSTM 4499 Senior Capstone Project Rubric (Legal Information Scores) (Direct Measure)	TROY	32	40	80	1 – Does not meet expectations
		TROY Online	20	21	95	3 – Exceeds expectations
		Total	52	61	85	2 – Meets expectation **Improved from 81% in 2016
Measure 3: 85% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.	3. HSTM 4499 Senior Capstone Project Rubric (Financial Information Scores) (Direct Measure)	TROY	32	40	80	
		TROY Online	21	21	100	3 – Exceeds expectations
		Total	53	61	87	2 – Meets expectation **Improved from 67% in 2016
SLO 3	Students will be able to comprehend and effectively analyze issues, make decisions, and form sound, well-based judgments.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% will score 80% or higher on their supervisor evaluations.	1. Structured Internship (Indirect Measure)	TROY	21	22	95	2 – Meets expectation
		TROY Online	0	0	0	4 – Insufficient data
		Total	21	22	95	2 – Meets expectation
Measure 2: 80% will successfully complete or score 80% or higher on HSTM 4443	2. HSTM 4443 Case Study Rubric	TROY	11	14	79	1 – Does not meet expectations
		TROY Online	12	13	92	3 – Exceeds expectations

Final Case Study Exam.	(Direct Measure)	Total	23	27	85	2 – Meets expectation **Improved from 84% in 2016
SLO 4	Students will develop effective communication skills: oral, interpersonal, and written.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% will successfully complete or score 80% or higher on HSTM 4443 Final Case Study Exam.	1. HSTM 4443 Case Study Rubric (Direct Measure)	TROY	11	14	79	1 – Does not meet expectations
		TROY Online	12	13	92	3 – Exceeds expectations
		Total	23	27	85	2 – Meets expectation **Improved from 84% in 2016
Measure 2: 90% will score 80% or higher on their supervisor evaluations.	2. Structured Internship (Indirect Measure)	TROY	21	22	95	2 – Meets expectation
		TROY Online	0	0	0	4 – Insufficient data
		Total	21	22	95	2 – Meets expectation
Measure 3: 85% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.	3. HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores) (Direct Measure)	TROY	32	40	80	1 – Does not meet expectations
		TROY Online	20	21	95	3 – Exceeds expectations
		Total	52	61	85	2 – Meets expectation **Improved from 73% in 2016
SLO 5	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.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% will be proficient or score	1. HSTM 4445 Major Research Project	TROY	20	27	74	1 – Does not meet expectations

80% or higher on HSTM 4445 Senior Seminar Project.	(Direct Measure)	TROY Online	0	0	0	4 – Insufficient data
		Total	20	27	74	1 – Does not meet expectations **Improved from 70% in 2016
Measure 2: 85% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.	2. HSTM 4499 Senior Capstone Project Rubric (Overall Presentation Proficiency Scores) (Direct Measure)	TROY	32	40	80	1 – Does not meet expectations
		TROY Online	21	21	100	3 – Exceeds expectations
		Total	53	61	87	2 – Meets expectations **Improved from 73% in 2016
SLO 6	Students will be able to articulate their professional preparedness.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% will score 70% or higher on their mock interview projects.	1. HSTM 4499 Mock Interview Projects (Indirect Measure)	TROY	40	44	91	2 – Meets expectations
		TROY Online	21	21	100	3 – Exceeds expectations
		Total	61	65	94	2 – Meets expectations
Measure 2: 85% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.	2. HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores) (Direct Measure)	TROY	32	40	80	1 – Does not meet expectations
		TROY Online	20	21	95	3 – Exceeds expectations
		Total	52	61	85	2 – Meets expectation **Improved from 73% in 2016
Measure 3: 90% will score 70% or higher on the advanced resume project.	3. HSTM 4499 Resumes	TROY	16	16	100	3 – Exceeds expectations
		TROY Online	21	21	100	3 – Exceeds expectations
		Total	37	37	100	3 – Exceeds

	(Direct Measure)					expectations
SLO 7	Students will be prepared for the sport management industry.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% will rate program qualities as good or excellent.	1. HSTM Alumni Survey, Program Quality Item 3E	Total	25	26	96	3 – Exceeds expectations
	(Indirect Measure)					
Measure 2: 90% of alumni will choose “yes” indicating that the degree prepared them for job.	2. HSTM Alumni Survey, Item 4	Total	20	26	77	1 – Does not meet expectations
	(Indirect Measure)					
Measure 3: 85% will be proficient or score 80% or higher on HSTM 4499 Senior Seminar Project.	3. HSTM 4499 Senior Capstone Project Rubric (Overall Total Project Scores)	TROY	32	40	80	1 – Does not meet expectations
		TROY Online	20	21	95	3 – Exceeds expectations
		Total	52	61	85	2 – Meets expectation
	(Direct Measure)					**Improved from 73% in 2016
**Explanation of course action for intended outcomes not realized:						
<p>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; This year, the HSTM 4499 benchmark was set at 85% (a decrease from 2016-2017). The HSTM faculty have observed students at the 90% benchmark for several years and have been committed to holding students to such a standard; however, each year we have seen improvement towards the 90%, but at the same time, each year we have expected more from senior students. As such, this benchmark is somewhat unrealistic and not a true representation of the work and efforts of both the students and faculty. The new benchmark is set at 85% for this one measure.</p> <p>This year, the HSTM outcomes indicated that all 7 SLOs were achieved; more importantly, improvement in the percentage of students achieving the outcomes either improved or remained relatively constant from the previous year for majority of the measures.</p> <p>Actions that will be occurring for academic year 2017-2018 as a result of this year’s assessment data are noted below:</p>						
1) In evaluating SLO #1, the results indicate SLO #1 was realized. The faculty feel that the case study is an excellent tool to evaluate critical thinking related						

to sport industry problems. This year, there was a minor improvement in this result, where 85% 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), 63% (2014-2015), 84% (2015-2016) and 85% (2016-2017) of our students were able to articulate their critical thinking skills as related to sport industry problems and solutions. Again, fairly consistent improvement has been made with regards to achieving this outcome. With regards to the second measure, past results indicated 81% (2013-2014), 86% (2014-2015), 73% (2015-2016) and 85% (2016-2017) of our students attain the benchmark.

2) SLO #2 was realized and marked improvement was noted on each of the three measures.

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 realized.

4) In evaluating SLO #4, all three measures indicate the SLO was realized and specifically, 2/3 measures showed marked improvement. As has been the case for several assessment cycles, TROY students seem to be more effective in practical environments such as their internships, 95% 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 85% were proficient in demonstrating these skills in a written format. In reviewing the past results of this measure, only 84% (2015-2016), 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, results varied from the two measures regarding students' abilities to use the computer for practical, scholarly searches and to compile organized and effective presentations. As noted above, high expectations set forth in HSTM 4445 (Evaluation Procedures) and 4499 (Senior Seminar) will continue to be in place. Although the results varied, improvements were noted for both measures. Specifically, results 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, in 2015-2016 70% achieved the benchmark; this year results slightly improved from the previous cycle, indicating that 74% 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, in 2015-2016 73% met the benchmark. This year, 87% achieved the HSTM 4499 Project Presentation benchmark, an all-time high for the program. The faculty agreed that collectively these were the best senior presentations; this may be due to the environment that was set forth for the students. This year, students were required to present to the entire HSTM program (all majors, faculty). The presentations were also opened to outside guests (i.e. parents, community members, etc.). This added pressure may have assisted in the level of attention that the students placed on their projects. In balancing the results of the two measures and considering both measures indicated improvement, with the HSTM 4499 results at an all-time high, the faculty feel this SLO is realized.

6) In evaluating SLO #6, results of all measures suggest that the students are meeting expectations and SLO #6 is realized; 94% met the mock interview expectations and 100% met the advanced resume project expectations. Additionally, 85% met the expectation on the senior seminar total project score. As faculty, we feel that students are able to articulate their professional preparedness, and this is becoming a strength in our students.

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. Results from 2/3 measures indicate that students are prepared for sport industry after graduation. 96% of students completing an exit survey

rated program qualities as excellent or good, yet, only 77% felt prepared for sport industry, which is consistent with results from the previous year. Additionally, 85% met the benchmark on the HSTM 4499 measure. This information coupled with current job placements of our graduates lead the faculty to believe that our students are 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. In the meantime, some of the survey comments were examined with regards to only 77% of students feeling as if the degree prepared them for the job. Although, only 77% indicated the degree prepared them for the job, the comments are generally positive towards the program. Comments are noted below:

Did the HSTM/SFM Degree prepare you for sport industry?

- To an extent it did. I think the best part was the job interview and assessment.
- My internship was very informative.
- My degree provided me with opportunities to interact with different people and relate to differeing ideas.
- The curriculum molded me to be a professional and prepared for everything.
- I feel very adequately prepared for graduate school. Also, in all of my GA position interviews I have been able to utilize information I have learned to answer questions
- Although I haven't yet found a job, I believe this degree program has fully equipped me to succeed in the sports industry.

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
SLO 1	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.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 85% will score 75% or higher on the graduate comprehensive	1. Graduate Comprehensive Examination	TROY	6	6	100	3 – Exceeds expectations
		TROY Online	5	7	71	2 – Does not meet expectations

examination on the first attempt	(Direct Measure)	Total	11	13	85	2 – Meets expectations
Measure 2: 90% will score 80% or higher on their supervisor evaluations	2. Structured Internship Evaluation (Indirect Measure)	TROY	6	6	100	3 – Exceeds expectations
		TROY Online	0	0	0	4 – Insufficient data
		Total	6	6	100	2 – Meets expectations
SLO 2	Students will recognize the importance of professional and ethical obligations, cultivating an <u>advanced</u> understanding of global awareness and diversity.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% will score 80% or higher on their supervisor evaluations	1. Structured Internship Evaluation (Indirect Measure)	TROY	6	6	100	3 – Exceeds expectations
		TROY Online	0	0	0	4 – Insufficient data
		Total	6	6	100	2 – Meets expectations
Measure 2: 85% will score 80% or higher on the SFM 6673 major project	2. SFM 6673 Major Project (Direct Measure)	TROY	7	8	87.5	2 – Meets expectations
		TROY Online	16	21	76	1 – Does not meet expectations
		Total	23	29	79	1 – Does not meet expectations
SLO 3	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.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of sport management majors will score 80% or higher on the SFM 6617 major project	1. SFM 6617 Major Project (Direct Measure)	TROY	8	8	100	3 – Exceeds expectations
		TROY Online	17	24	71	1 – Does not meet expectations
		Total	25	32	78	1 – Does not meet expectations
Measure 2: 80% will score 80% or higher on	2. SFM 6691 Major Project	TROY	3	3	100	2 – Meets expectations 5/8 received an

SFM 6691 Major Project	(Direct Measure)					incomplete, but are on track to successful completion.
		TROY Online	5	5	100	2 – Meets expectations
		Total	8	8	100	3 – Exceeds expectations
Measure 3: 90% will pass thesis requirements.	3. Thesis Evaluation (Indirect Measure)	TROY	0	0	0	4
		TROY Online	0	0	0	4
		Total	0	0	0	4
Measure 4: 90% will score 80% or higher on SFM 6691 Research Presentations	4. SFM 6691 Research Presentations (Direct Measure)	TROY	3	3	100	2 – Meets expectations 5/8 received an incomplete, but are on track to successful completion.
		TROY Online	5	5	100	2 – Meets expectations
		Total	8	8	100	3 – Exceeds expectations
SLO 4	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.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% will score 80% or higher on SFM 6617 Major Project	1. SFM 6617 Major Project (Direct Measure)	TROY	8	8	100	3 – Exceeds expectations
		TROY Online	17	24	71	1 – Does not meet expectations
		Total	25	32	78	1 – Does not meet expectations
Measure 2: 90% will score 80% or higher on their supervisor evaluations	2. Structured Internship Evaluation (Indirect Measure)	TROY	6	6	100	3 – Exceeds expectations
		TROY Online	0	0	0	4 – Insufficient data
		Total	6	6	100	2 – Meets expectations
SLO 5	Students will be prepared to fulfill <u>advanced</u> positions in the sport management industry.					

CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% will rate program qualities as good or excellent.	1. HSTM Alumni Survey, Program Quality Item 3E (Indirect Measure)	TROY				
		TROY Online				
		Total	13	13	100	3 – Exceeds expectations
Measure 2: 90% of alumni will choose “yes” indicating that the degree prepared them for job.	2. HSTM Alumni Survey, Item 4 (Indirect Measure)	TROY				
		TROY Online				
		Total	10	13	77	1 – Does not meet expectations
<p>**Explanation of course action for intended outcomes not realized:</p> <p>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. It should be noted that 4/5 SLOs had varied results; as such, an interpretation of the data was made to determine whether SLOs were achieved.</p> <p>Actions that will be occurring for academic year 2017-2018 as a result of this year’s assessment data are noted below:</p> <p>1) Results indicate that SLO #1 was realized. Although the benchmark was met, disparity among TROY campus and TROY Online were noted. As noted in the 2016 annual report, the HSTM faculty are having difficulty pinpointing the rationale of the disparity. The faculty will continue to monitor this SLO so as to determine if curricular changes should be implemented.</p> <p>2) In evaluating SLO #2, findings indicated that students were able to recognize the importance of professional and ethical obligations in a professional setting and 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 continuously 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, in 2015-2016 92% met the expectation. This year, only 79% met Measure 2 (the benchmark is 85%), yet 100% met Measure 1. Given, these results, a subjective determination was made that SLO 2 was achieved.</p> <p>3) Four measures are used to assess SLO #3. Of the four measures, no student completed a thesis. With regards to the remaining three measures, 78% met Measure 1 (the benchmark is 80%); Measure 2 and 4 both exceeded expectations with 100% of students attaining the benchmarks. SLO #3 was realized.</p>						

4) As noted above and as supported by the measures for SLO #4, many students (i.e.78%) are either meeting and/or exceeding expectations with regard to illustrating an advanced understanding of professional growth through scholarly outlets. This SLO was realized.

5) In evaluating SLO #5, the findings suggest that we did not fully meet this outcome expectation. Although 100% of students rated program qualities as good or excellent, only 77% 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.

Although, only 77% indicated the degree prepared them for the job, the comments are generally positive towards the program. Comments are noted below:

Did the HSTM/SFM Degree prepare you for sport industry?

- A graduate degree in my field did not teach me customer service skills required for my field. However it did provide me the framework for the amount of effort and energy needed to be successful in the business world
- I was already working full-time in my career field during my time at Troy, but the classes certainly made me think more critically about my day-to-day activities.
- I was already employed when I started working on my Master's degree in the area of Sport and Fitness Management.
- The courses I have taken so far have provided information and assisted me in my job field, but were not necessary in preparing me to be qualified for my job as a teacher and coach.
- I have been thoroughly pleased with Troy's graduate degree program and have been so impressed with my professors and advisors who I have had nothing but positive experiences with since day one.

Program-Level Operational Effectiveness Outcomes Matrix (Use when you have data to report)

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 = Meets expectation		Objective 1 is met
Measured by SLO 2	SLO 2 = Meets expectation		

Measured by SLO 3	SLO 3 = Meets 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 = Meets expectation	Objective 2 is met
Measured by SLO 5	SLO 5 = Did not meet expectation	
Measured by SLO 6	SLO 6 = Meets 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 = Meets expectation	Objective 3 is met
**Explanation of course action for intended outcomes not realized:		

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.

Program-Level Operational Effectiveness Outcomes Matrix (Use when you have data to report)

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 SFM program is designed to provide students with knowledge, skills, and attitudes to engage in the practice of management in a variety of settings			
Objective 1. To provide HSTM students with opportunities for an exceptional fundamental education, service learning experiences, and exposure in related industries for career preparation.			
Measured by SLO 2	SLO 2 = Meets expectation		Objective 1 is met
Measured by SLO 4	SLO 4 = Meets expectation		
Measured by SLO 5	SLO 5 = Meets expectation		
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.			
Measured by SLO 1	SLO 1 = Meets expectation		Objective 2 is met
Measured by SLO 3	SLO 3 = Meets expectation		

Measured by SLO 5	SLO 5 = Meets 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 1	SLO 1 = Meets expectation	Objective 3 is met
Measured by SLO 5	SLO 5 = Meets expectation	
<i>**Explanation of course action for intended outcomes not realized:</i>		

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/

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