

**Program-Level Student Learning Outcomes Matrix –Academic Year  
2017 – 2018 BS in Sport Administration**

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	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>		Students have knowledge and skills related to Commission on Sport Management Accreditation (COSMA) Common Professional Component (CPC) content areas			
Capstone project - SPAD 490 Case Study (Content)	70% of students to score at least 3.0 on a 4-point rubric.	41	41	100%	3
Internship major project – (Knowledge and Skills)	70% of students to score at least 3.0 on a 4-point rubric.	78	66	85%	3
Internship Supervisor Evaluation (Knowledge Item)	70% of students to score at least 4.0 on a 1-5 scale.	85	79	93%	3
Student Perception Survey of graduating students (Knowledge and skills item)	70% of students to score at least 4.0 on a 1-5 scale.	27	22	81%	3
<b>SLO 2</b>		Students are able to communicate effectively.			
Capstone project - SPAD 490 Case Study (Communication)	70% of students to score at least 3.0 on a 4-point rubric.	41	41	100%	3
Internship major project – (Communication)	70% of students to score at least 3.0 on a 4-point rubric.	76	70	92%	3
Internship Supervisor Evaluation (Communication items)	70% of students to score at least 4.0 on a 1-5 scale.	Written 85 Verbal 85	Written 75 Verbal 77	Written 88% Verbal 91%	3

Student Perception Survey of graduating students (Communication items)	70% of students to score at least 4.0 on a 1-5 scale.	19	15	79%	2
<b>SLO 3</b>	Students have a familiarity of issues related to diversity (race, gender, age, nationality, sexual orientation, gender identity and disability).				
Capstone project - SPAD 490 Case Study (Diversity)	70% of students to score at least 3.0 on a 4-point rubric.	41	41	100%	3
Internship Supervisor Evaluation (Diversity item)	70% of students to score at least 4.0 on a 1-5 scale.	85	80	94%	3
Student Perception Survey of graduating students (Diversity item)	70% of students to score at least 4.0 on a 1-5 scale.	27	22	81%	3
<b>SLO 4</b>	Students demonstrate the ability to select and engage technologies appropriate for use in the sport industry.				
Capstone project - SPAD 490 Case Study (Technology)	70% of students to score at least 3.0 on a 4-point rubric.	41	41	100%	3
Internship major project – (Technology)	70% of students to score at least 3.0 on a 4-point rubric.	75	68	91%	3
Internship Supervisor Evaluation (Technology item)	70% of students to score at least 4.0 on a 1-5 scale.	85	82	96%	3
Student Perception Survey of graduating students (Technology item)	70% of students to score at least 4.0 on a 1-5 scale.	20	14	70%	2
<b>SLO 5</b>	Students have developed critical thinking and problem-solving skills necessary for careers in the sport industry.				
Capstone project - SPAD 490 Case Study (Critical Thinking)	70% of students to score at least 3.0 on a 4-point rubric.	41	41	100%	3
Internship major project – (Critical Thinking)	70% of students to score at least 3.0 on a 4-point rubric.	78	71	91%	3

Internship Supervisor Evaluation (Critical Thinking item)	70% of students to score at least 4.0 on a 1-5 scale.	85	80	94%	3
Student Perception Survey of graduating students (critical thinking item)	70% of students to score at least 4.0 on a 1-5 scale.	20	16	80%	3

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

While outcomes were met on SLO 2-Communication item and SLO 4-Technology item, the program will take the following actions for continuous improvement of the program:

- To address communication skills, SPAD 445: Sport Communication will be a required course for all BS students beginning this year.
- To address technology skills, a major component of the SPAD 445 class will involve usage of appropriate technologies.

*Notes: 1) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed. 2) At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required.*

## Program-Level Student Learning Outcomes Matrix – Academic Year 2017-18 MS in Sport Administration

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	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>	Students can apply knowledge and skills related to Commission on Sport Management Accreditation (COSMA) Common Professional Component (CPC) content areas.				
Exit Exam (core content question)	80% of students to score at least 3.0 on a 4-point rubric.	18	18	100%	3
Internship project (Knowledge and Skills)	80% of students to score at least 3.0 on a 4-point rubric.	15	13	87%	3
Internship Supervisor Evaluation (Knowledge item)	80% of students to score at least 4.0 on a 1-5 scale.	23	22	96%	3
Student Perception Survey of graduating students (Knowledge and skills)	80% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	3
<b>SLO 2</b>	Students can apply critical thinking and problem-solving skills to analyze problems in the sport industry.				
Internship project (Critical Thinking)	80% of students to score at least 3.0 on a 4-point rubric.	15	15	100%	3
Internship Supervisor Evaluation (critical thinking item)	80% of students to score at least 4.0 on a 1-5 scale.	23	21	91%	3
Student Perception Survey of graduating students (critical thinking item)	80% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	3
<b>SLO 3</b>	Students can apply appropriate communication skills.				
Internship project (Communication)	80% of students to score at least 3.0 on a 4-point rubric.	15	15	100%	3
Internship Supervisor Evaluation (communication items)	80% of students to score at least 4.0 on a 1-5 scale.	Written 21 Verbal 21	Written 21 Verbal 21	Written 100% Verbal 100%	3 3
Student Perception Survey of graduating	80% of students to score at least	5	5	100%	3

students (communication items)	4.0 on a 1-5 scale.				
<b>SLO 4</b>	Students can demonstrate knowledge of critical issues related to diversity (race, gender, age, nationality, sexual orientation, gender identity and disability).				
Internship Supervisor Evaluation (Diversity item)	80% of students to score at least 4.0 on a 1-5 scale.	23	22	96%	3
Student Perception Survey of graduating students (diversity item)	80% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	3
<b>SLO 5</b>	Students can evaluate and apply appropriate methods of inquiry.				
Exit Exam (Research question)	80% of students to score at least 3.0 on a 4-point rubric.	18	18	100%	3
Student Perception Survey of graduating students (Inquiry item)	80% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	3
<b>**Explanation of course action for intended outcomes not realized:</b>					
While all intended outcomes were exceeded on Communication items, the program will take the following action for continuous improvement of the program:					
<ul style="list-style-type: none"> <li>Beginning this year, SPAD 645: Sport Communication Theory will be a required course for all MS students.</li> </ul>					

*Notes: 1) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed. 2) At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required.*

**Program-Level Student Learning Outcomes Matrix – Academic Year  
2017-18 PhD in ELEOD**

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	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>	Students are experts in the professional specialty content knowledge base.				
Qualifying exam (literature review)	80% of students to score at least 2.0 on a 3-point rubric	2	2	100%	3
SPAD 701 Hallmark Assessment (mastery of sport administration research.)	80% of students to score at least 3.0 on a 4-point rubric	5	5	100%	3
SPAD 703 Hallmark Assessment (mastery of sport consumer research)	80% of students to score at least 3.0 on a 4-point rubric	N/A	N/A	N/A	N/A
Exit interviews with graduating students (professional specialty)	80% of students to indicate they had met this objective.	2	2	100%	3
<b>SLO 2</b>	Students have a command of the historical, social, political, economic, equity, and social justice issues related to the professional specialty				
Qualifying exam (literature review)	80% of students to score at least 2.0 on a 3-point rubric	2	2	100%	3
SPAD 705 Hallmark Assessment (mastery of social issues in sport research.)	80% of students to score at least 3.0 on a 4-point rubric	N/A	N/A	N/A	N/A
Exit interviews with graduating students (diversity)	80% of students to indicate they had met this objective.	2	2	100%	3
<b>SLO 3</b>	Students are able to perform advanced scholarship, access sources of data, synthesize ideas, and perform applications to theoretical and practical issues and problems relevant to the professional specialty.				
Qualifying exam (research design methodology)	80% of students to score at least 2.0 on a 3-point rubric	2	2	100%	3
Dissertation	80% of students to complete the dissertation	3	2	67%	1

	within four years of passing comprehensive exams.				
Exit interviews with graduating students (research)	80% of students to indicate they had met this objective.	2	2	100%	3
<b>SLO 4</b>	Students can demonstrate academic writing ability and effectively present academic research.				
Scholarly publication	each graduating student to prepare and submit at least one research paper for publication in an appropriate academic/scholarly journal	2	2	100%	3
Scholarly presentation	each graduating student to have submitted at least two abstracts to present at appropriate scholarly conferences	2	2	100%	3
<b>**Explanation of course action for intended outcomes not realized:</b>					
All intended outcomes were exceeded except SLO 3-Dissertation. The explanation for this unrealized outcome is as follows:					
One of our doctoral students is a full-time employee of the university, which has delayed his progress toward graduation. He is currently on track to graduate in Fall 2018.					
Notes - *SPAD 701, SPAD 703, and SPAD 705 are offered in alternating years; therefore, we will not have a measure for each year.					

*Notes: 1) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed. 2) At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required.*

## Program-Level Operational Effectiveness Goals 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 – Educational Excellence</b>			
Teaching evaluations	Average 4.0 on faculty teaching evaluations	Faculty teaching evaluations averaged over 4.0	3
<b>OEG 2 - Research Excellence</b>			
Faculty Publications	Average 2 peer-reviewed publications per tenure track faculty member	Faculty averaged 3.43 peer reviewed publications	3
Faculty presentations	Average 2 peer-reviewed presentations per tenure track faculty member	Faculty averaged 4.57 peer-reviewed presentations	3
<b>OEG 3 - Engagement and Collaboration</b>			
Partnerships and collaborations	Engage in at least 5 community partnerships	Engaged in partnerships with Ali Center, Central HS, Louisville Bats, Louisville Sports Commission, NFL, Louisville City FC, Ironman, Louisville Athletics	3
<b>OEG 4 - Diversity and Opportunity</b>			
Study abroad	Offer at least one study abroad program	Completed Denmark trip	3
<b>OEG 5 - Institutional Effectiveness</b>			
Undergraduate enrollment	Enroll 375 prospective and declared majors	410 enrolled Fall 2017	3
Master's enrollment	Enroll 45 students in the MS program	61 enrolled Fall 2017	3
Distance education	Offer at least 5 DE courses per semester	Averaged 9.5 per semester	3
<b>**Explanation of course action for intended outcomes not realized:</b>			

*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 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: University of Louisville

Program Accreditor: COSMA

Institutional Accreditor: SACS

Date of Next Comprehensive Program Accreditation Review: Fall 2019

Date of Next Comprehensive Institutional Accreditation Review: Spring 2018

To learn more about the accredited status of the program, click here: <http://louisville.edu/accreditation>

### Program Context and Mission

Program Mission: Our mission is to prepare undergraduate and graduate students with skill sets to become the next generation of leaders, decision makers, and managers in the sport industry. The SPAD program supports the university mission by encouraging the pursuit of excellence by providing: curricular and co-curricular educational experiences for students; a nationally renowned faculty actively engaged in research and scholarly activity; and diverse opportunities for student engagement, service learning, and collaboration in local, national, and international communities. We seek to develop leaders prepared to think critically about cultural, political, and social issues in sport as well as how such issues can be addressed in communities locally and around the world.

Program Goals: Provide a core curriculum that allows students to acquire knowledge, skills and dispositions specific to sport administration. Facilitate the development of oral and verbal communication throughout the curriculum. Provide opportunities for students to apply knowledge, skills and dispositions specific to sport administration in a culminating graduate experience. Facilitate the development of critical thinking and problem-solving skills throughout the curriculum. Promote an appreciation of the role sport plays in promoting equity and social justice.

Brief Description of Student Population: 410 BS, 61 MS, 11 PhD

Admissions Requirements:

BS - Students must take the two Sport Administration Admission Courses (SPAD 281 & 284) and receive a grade of "C" or better (C- will NOT count). Students must have completed 45 credit hours or more and have a cumulative GPA of 2.5 or higher to declare SPAD their major.

MS - The minimum requirement for admission is the baccalaureate degree or its equivalent from an accredited institution. Students are recommended to have earned a grade-point average of at least 2.75 on a 4.0 point scale in their undergraduate program.

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

1. Graduation

Year: 2017-2018 # of Graduates: 106 Graduation Rate: 51.2%

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

# of Students Surveyed: N/A # Completing Goal: N/A

3. Average Time to Certificate or Degree

1-Year Certificate: N/A 2-Year Degree: N/A 4-Year Degree: 7.62 Semesters

Note: The weighted average is an average of the number of semesters it took for the graduates in the five academic years graduating with a bachelor of science degree with a major in SPAD.

4. Annual Transfer Activity

Year: 2017-2018 # of Transfers: 34 Transfer Rate: N/A

Note: This includes all first-time transfers into the university during the 2017-2018 academic year that declared SPAD as their major for the entering semester.

5. Graduates Entering Graduate School

Year: 2016-2017 # of Graduates: 97 # Entering Graduate School: 17

Note: This includes all students receiving baccalaureate degrees in SPAD for the 2016-2017 academic year that have continued to graduate school. University enrollment files and National Student Clearinghouse data were used to identify these students

6. Job Placement (if appropriate)

Year: \_\_\_\_\_ # of Graduates: \_\_\_\_\_ # Employed: \_\_\_\_\_

7. Licensure/Certification Examination Results: N/A \_\_\_\_\_

8. Additional Indicators, if any: N/A \_\_\_\_\_

*Form developed by the Council for Higher Education Accreditation. © updated 2015*