

## Program-Level Student Learning Outcomes Matrix –Academic Year 2020 – 2021 BS in Sport Administration

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</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)	75% of students to score at least 3.0 on a 4-point rubric.	77	75	97%	Exceeds
Internship major project – (Knowledge and Skills)	75% of students to score at least 3.0 on a 4-point rubric.	83	82	99%	Exceeds
Internship Supervisor Evaluation (Knowledge Item)	75% of students to score at least 4.0 on a 1-5 scale.	33	29	88%	Exceeds
Graduating Student Survey (Knowledge and Skills item)	75% of students to score at least 4.0 on a 1-5 scale.	13	11	85%	Exceeds
<b>SLO 2</b>	Students are able to communicate effectively.				
Capstone project - SPAD 490 Case Study (Communication)	75% of students to score at least 3.0 on a 4-point rubric.	77	72	94%	Exceeds
Internship major project – (Communication)	75% of students to score at least 3.0 on a 4-point rubric.	83	81	98%	Exceeds
Internship Supervisor Evaluation (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	Written 32 Verbal 34	Written 30 Verbal 32	Written 94% Verbal 94%	Exceeds
Graduating Student Survey (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	12	10	83%	Exceeds
<b>SLO 3</b>	Students have a familiarity of issues related to diversity (race, gender, age, nationality, sexual orientation, gender identity and disability).				
Internship Supervisor Evaluation (Diversity item)	75% of students to score at least 4.0 on a 1-5 scale.	31	31	100%	Exceeds
Graduating Student Survey (Diversity item)	75% of students to score at least 4.0 on a 1-5 scale.	13	11	85%	Exceeds

<b>SLO 4</b>	Students demonstrate the ability to select and engage technologies appropriate for use in the sport industry.				
Internship Supervisor Evaluation (Technology item)	75% of students to score at least 4.0 on a 1-5 scale.	34	32	94%	Exceeds
Graduating Student Survey (Technology item)	75% of students to score at least 4.0 on a 1-5 scale.	13	8	62%	Does not meet
<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)	75% of students to score at least 3.0 on a 4-point rubric.	77	71	92%	Exceeds
Internship major project – (Critical Thinking)	75% of students to score at least 3.0 on a 4-point rubric.	83	80	96%	Exceeds
Internship Supervisor Evaluation (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	34	30	88%	Exceeds
Graduating Student Survey (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	12	9	75%	Meets

***Student Learning Outcomes Matrix Narrative:***

*Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “close the loop” by describing any changes and improvements you made and plan to make as a result of your assessment activity:*

- *Address ALL SLOs – those that meet or exceed expectations and those that do not.*
- *Explain why you have measures with insufficient data.*
- *Describe how this outcomes assessment data drives curricular and other decisions.*
- *Describe how have you improved/changed this year based on this data (close the loop).*

*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.*

The only measure not meeting expectations was under the technology SLO. In response, we are adding a class, SPAD 561 Digital Development & Technology in Sport. The development of this class focuses on incorporating technology into the classroom, allowing students to critical think through problems in a virtual world. The addition of this class will give students an introduction to real-life technology driving the sport industry. This class will apply across a multitude of different sport management disciplines, including Sport Marketing, Analytics, Communication, and Event Management.

Most other measures were met. The following is a list of curricular improvements we are undertaking in order to continue to improve the program.

SPAD 390 Sport Governance - will update Industry Professionals video series for class, will infuse more DEI-related material into assignments

SPAD 404 Sport Finance - Working with Delphi Center to revamp online content delivery - majority of content will

now be delivered through interactive RISE modules.

SPAD 437 Sport Analytics - Working with Delphi Center to revamp SPAD 637 Sport Analytics online content delivery - majority of content will now be delivered through interactive RISE modules.

SPAD 509 International Sport - will update international guest lectures, add new panels/activities for in-class work, update information on a post-COVID international sport environment, will add more information on sport and human rights with upcoming 2022 Olympic and Paralympic Games being in Beijing

We are continuing our elective course on Race in Sport for Fall 2021. We foresee this course further enhancing our efforts to teach diversity, equity, and social justice in our undergraduate program.

In Spring of 2021 we offered an experiential learning course, SPAD 561, to work with SP+Game Day Management and the Kentucky Derby. We are planning to renew the course for Spring 2022.

In response to COVID-19, we had to make significant changes to our internship program. We are now offering project-based internships to allow students unable to work a traditional internship to progress toward graduation.

## Program-Level Student Learning Outcomes Matrix – Academic Year 2020-21 MS in Sport Administration

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</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)	85% of students to score at least 3.0 on a 4-point rubric.	31	31	100%	Exceeds
Internship project (Knowledge and Skills)	85% of students to score at least 3.0 on a 4-point rubric.	7	7	100%	Exceeds
Internship Supervisor Evaluation (Knowledge item)	85% of students to score at least 3.0 on a 1-4 scale.	33	33	100%	Exceeds
Graduating Student Survey (Knowledge and Skills item)	85% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	Exceeds
<b>SLO 2</b>	Students can apply critical thinking and problem-solving skills to analyze problems in the sport industry.				
Internship project (Critical Thinking)	85% of students to score at least 3.0 on a 4-point rubric.	7	7	100%	Exceeds
Internship Supervisor Evaluation (Critical Thinking item)	85% of students to score at least 3.0 on a 1-4 scale.	34	32	94%	Exceeds
Graduating Student Survey (Critical Thinking item)	85% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	Exceeds
<b>SLO 3</b>	Students can apply appropriate communication skills.				
Internship project (Communication)	85% of students to score at least 3.0 on a 4-point rubric.	7	7	100%	Exceeds
Internship Supervisor Evaluation (Communication items)	85% of students to score at least 3.0 on a 1-4 scale.	Written 34 Verbal 34	Written 34 Verbal 34	Written 100% Verbal 100%	Exceeds Exceeds
Graduating Student Survey (Communication items)	85% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	Exceeds
<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)	85% of students to score at least 3.0 on a 1-4 scale.	34	34	100%	Exceeds
Graduating Student Survey (Diversity item)	85% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	Exceeds
<b>SLO 5</b>	Students can evaluate and apply appropriate methods of inquiry.				

Exit Exam (Research question)	85% of students to score at least 3.0 on a 4-point rubric.	31	31	100%	Exceeds
Graduating Student Survey (Inquiry item)	85% of students to score at least 4.0 on a 1-5 scale.	5	5	100%	Exceeds

***Student Learning Outcomes Matrix Narrative:***

*Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “close the loop” by describing any **changes and improvements you made and plan to make as a result of your assessment activity:***

- *Address ALL SLOs – those that meet or exceed expectations and those that do not.*
- *Explain why you have measures with insufficient data.*
- *Describe how this outcomes assessment data drives curricular and other decisions.*
- *Describe how have you improved/changed this year based on this data (close the loop).*

*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.*

All measures were met. The following is a list of curricular improvements we are undertaking in order to continue to improve the program.

SPAD 604 Sport Finance - Working with Delphi Center to revamp online content delivery - majority of content will now be delivered through interactive RISE modules.

SPAD 635 Research in Sport Administration – To improve students’ abilities to write research manuscripts, more time will be allotted in class to workshop the various sections of their manuscripts. This will include one on one meetings with the instructor and peer review sessions.

SPAD 637 Sport Analytics - Working with Delphi Center to revamp SPAD 637 Sport Analytics online content delivery - majority of content will now be delivered through interactive RISE modules.

SPAD 683 Sport Marketing – The graduate course Sport Marketing Course was redesigned to incorporate more applied, active learning by adding case studies and project presentations. This change is designed to enhance students’ critical thinking skills and ability to interpret and utilize data.

## Program-Level Student Learning Outcomes Matrix – Academic Year 2020-2021 PhD in ELEOD

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</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	6	6	100%	Exceeds
SPAD 701 Hallmark Assessment (mastery of sport administration research.)	80% of students to score at least 3.0 on a 4-point rubric	N/A	N/A	N/A	Insufficient Data
SPAD 703 Hallmark Assessment (mastery of sport consumer research)	80% of students to score at least 3.0 on a 4-point rubric	4	4	100%	Exceeds
<b>SLO 2</b>	Students have a command of the historical, social, political, economic, equity, and social justice issues related to the professional specialty				
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	4	4	100%	Exceeds
<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	6	6	100%	Exceeds
Dissertation	80% of students to complete the dissertation within four years of passing comprehensive exams.	3	3	100%	Exceeds
<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	3	3	100%	Exceeds
Scholarly presentation	each graduating student to have submitted at least two abstracts to present at appropriate scholarly	3	3	100%	Exceeds

	conferences				
<p><b><i>Student Learning Outcomes Matrix Narrative:</i></b>  <i>Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “close the loop” by describing any <b>changes and improvements you made and plan to make as a result of your assessment activity:</b></i></p> <ul style="list-style-type: none"> <li>• <i>Address <u>ALL</u> SLOs – those that meet or exceed expectations and those that do not.</i></li> <li>• <i>Explain why you have measures with insufficient data.</i></li> <li>• <i>Describe how this outcomes assessment data drives curricular and other decisions.</i></li> <li>• <i>Describe how have you improved/changed this year based on this data (close the loop).</i></li> </ul> <p><i>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.</i></p> <p>All measures were met. We had three students successfully defend their dissertations and graduate this year. Three more have proposed and are on pace to graduate in the next 3-6 months.</p> <p>As a response to feedback from current students and faculty, we are redesigning our doctoral seminar classes. Specifically, a) our SPAD 702 course will be redesigned to incorporate research design in order to bolster students’ research skills and prepare them for the dissertation process, and b) we will be adding a pedagogy course to help doctoral students prepare for classroom teaching.</p> <p>The only change to the doctoral program for COVID-19 was that our dissertation proposals and defenses were done virtually rather than in-person. We do not anticipate any major changes going forward.</p> <p>*SPAD 701, 703, and 705 are offered on alternating years, therefore data is only available for 701 during this cycle.</p>					

## Program-Level Operational Effectiveness Goals Matrix Academic Year 2020-21

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 – Educational Excellence</b>			
Teaching evaluations	Average 4.0 on faculty teaching evaluations	Faculty teaching evaluations averaged over 4.0	Exceeds
Distance education	Offer at least 5 DE courses per semester	Averaged 16 per semester	Exceeds
<b>OEG 2 - Research Excellence</b>			
Faculty publications	Average 2 peer-reviewed publications per tenure track faculty member	Faculty averaged 3.00 peer reviewed publications	Exceeds
Faculty presentations	Average 2 peer-reviewed presentations per tenure track faculty member	Faculty averaged 1.40 peer-reviewed presentations	Does not meet
<b>OEG 3 - Engagement and Collaboration</b>			
Partnerships and collaborations	Engage in at least 5 community partnerships	Engaged in 5 partnerships with Kentucky Derby, Louisville Bats, Louisville Sports Commission, Louisville Athletics	Exceeds
<b>OEG 4 - Diversity and Opportunity</b>			
Study abroad	Offer at least one study abroad program	All trips were postponed this year	Does not meet
<b>OEG 5 - Institutional Effectiveness</b>			
Undergraduate enrollment	Enroll 375 prospective and declared majors	440 enrolled Fall 2020	Exceeds
Master's enrollment	Enroll 45 students in the MS program	101 enrolled Fall 2020	Exceeds
Undergraduate retention	Retain 75% of undergraduate students	80.1% retained	Exceeds
Master's retention	Retain 85% of master's students	86.4% retained	Exceeds
Undergraduate graduation	Graduate at least 85 undergraduate students per academic year	86 undergraduate students graduated in 2020-2021	Exceeds
Master's graduation	Graduate at least 25 MS students per academic year	42 master's students graduated in 2020-2021	Exceeds
Undergraduate employment	Have 30% of students employed at graduation	50% had jobs prior to graduation.	Exceeds
Graduate employment	Have 40% of students employed at graduation	42% had jobs prior to graduation.	Exceeds



*Note: You are not required to have five OEGs – you may have more or fewer.*

*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.*

Faculty presentations were down this year. This was mostly due to COVID as several conferences were either cancelled, postponed, or virtual.

We had two different study abroad courses scheduled for Spring 2021 (Denmark and Ghana). However, both were cancelled due to the COVID-19 outbreak. We are planning to continue these programs once students and faculty are cleared for travel.

**SECTION 3: PROGRAM DIVERSITY PERFORMANCE DATA**

**(completed by all programs)**

COMPLETE THIS FORM **OR** PROVIDE THE SAME INFORMATION IN A FORMAT  
ALREADY IN USE

<b>Dashboard Data</b>			
Total Sport Management Undergraduate Enrollment (majors, minors, tracks, concentrations)	41 Online 399 On campus		
<b>Total Sport Management Master's Enrollment (majors, minors, tracks, concentrations)</b>	47 Online 54 On campus		
<b>Total Sport Management Doctoral Enrollment (majors, minors, tracks, concentrations)</b>	10		
Percentages of female and male majors (separate out undergraduate, master's and doctoral)	<b>BS</b>	<b>Number</b>	<b>Percentage</b>
	# Female		93 (21%)
	# Male		347 (79%)
	<b>MS</b>	<b>Number</b>	<b>Percentage</b>
	# Female		29 (29%)
	# Male		72 (71%)
	<b>PHD</b>	<b>Number</b>	<b>Percentage</b>
	# Female		5 (50%)
	# Male		5 (50%)
<b>Student Demographics: Number of Students by race/ethnicity</b> (separate out undergraduate, master's and doctoral)	<b>BS</b>	<b>Number</b>	<b>Percentage</b>
	# African American/Black		67 (15%)
	# American Indian/Alaskan Native		
	# Asian		4 (1%)
	# Caucasian/White		317 (72%)
	# Hispanic/Latinx		12 (3%)
	# Native Hawaiian/Pacific Islander		
	# Two or more races		26 (6%)
	# Unknown		14 (3%)
	<b>MS</b>	<b>Number</b>	<b>Percentage</b>
	# African American/Black		15 (15%)
	# American Indian/Alaskan Native		
	# Asian		1 (1%)
	# Caucasian/White		74 (73%)
	# Hispanic/Latinx		3 (3%)
	# Native Hawaiian/Pacific Islander		
	# Two or more races		4 (4%)
	# Unknown		4 (4%)
	<b>PhD</b>	<b>Number</b>	<b>Percentage</b>
	# African American/Black		1(10%)
	# American Indian/Alaskan Native		
# Asian		2 (20%)	
# Caucasian/White		7 (70%)	

	# Hispanic/Latinx # Native Hawaiian/Pacific Islander # Two or more races # Unknown		
<b>Student: Faculty Advising Ratio</b>		<b>Number</b>	
	#Students		551
	#Faculty		9
<b>Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty</b>		<b>Number</b>	<b>Percentage</b>
	Full-time faculty		9 (100%)
	#Tenured or tenure track faculty		6 (67%)
<b>Total Number of Part Time/Adjunct Sport Management Faculty</b>		<b>Number</b>	<b>Percentage</b>
	Adjunct		
	#PT faculty		6
<b>Ratio of Male and Female Faculty</b>		<b>Number</b>	
	#Female Faculty		6 (67%)
	#Male Faculty		3 (33%)
<b>Faculty Demographics: Number of Faculty by race/ethnicity</b>		<b>Number</b>	<b>Percentage</b>
	# African American/Black		2 (22%)
	# American Indian/Alaskan Native		
	# Asian		
	# Caucasian/White		7 (78%)
	# Hispanic/Latinx		
	# Native Hawaiian/Pacific Islander		
	# Two or more races		
	# Unknown		

## PROGRAM INFORMATION PROFILE

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

**Name of Institution:** University of Louisville  
**Program/Specialized Accreditor(s):** COSMA  
**Institutional Accreditor:** SACSCOC  
**Date of Next Comprehensive Program Accreditation Review:** 2026  
**Date of Next Comprehensive Institutional Accreditation Review:** 2027  
**URL where accreditation status is stated:** <http://louisville.edu/accreditation>

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

1. Graduation Year: 2020-2021 # of Graduates: 88 Graduation Rate: N/A
2. Average Time to Degree: 4-Year Degree: 8.04 semesters 5-year Degree N/A
3. Annual Transfer Activity (into Program): Year: 2020  
# of Transfers: 78 Transfer Rate: N/A
4. Graduates Entering Graduate School: Year: 2019-2020  
# of Graduates: 109 # Entering Graduate School: 29
5. Job Placement (if appropriate): Year: \_\_\_\_\_  
# of Graduates: \_\_\_\_\_ # Employed: \_\_\_\_\_

*Form developed by the Council for Higher Education Accreditation. © updated 2020*

## REQUEST FOR AN EXTENSION

In extenuating circumstances, the Board of Commissioners will work with programs individually to modify the timelines set forward in the *Accreditation Process* manual for the following steps of accreditation:

- Reaffirmation of Accreditation (every 7 years)
- Candidacy Status (up to 5 years)
- Annual Report submission (annually by July 31)

It is the responsibility of the COSMA Primary Contact to communicate to COSMA headquarters and with the Board of Commissioners regarding extension requests. The Board of Commissioners will make decisions on a case-by-case basis. Not all requests will be honored or the timeline may be modified from what is requested. Even if your program is facing one or more “extenuating circumstance” listed below as examples, you are not required to ask for an extension, nor may one be granted. Additional information or reporting may be requested in order to allow for the extension. Extension requests must be made well in advance of the deadline:

- Reaffirmation of Accreditation: Nine (9) months prior to the expiration of accreditation
- Candidacy Status: One (1) year prior to the expiration of Candidacy Status
- Annual Report: No later than May 31, two (2) months prior to the due date

**Previous deadline:** (e.g., Reaffirmation of Accreditation by February 2023)

**Requested new deadline:** (e.g., A one-year extension to February 2024)

**What are the extenuating circumstances facing your program and/or leadership that merit asking for an extension?** (e.g., significant or number of changes in leadership, significant budget cuts, significant program redesign or reorganization or similar)

**From the most recent Annual Reporting cycle, list any feedback, comments or concerns raised by the Commissioner and staff who reviewed your report. Add pages, as needed.** (e.g., modifications to outcomes assessment, insufficient data issues, loss of faculty/lines, incomplete or inadequate outcomes assessment data analysis, loss of other important program capacities or experiences, etc.)