

COSMA Annual Report

Academic Year 2021-22

Program-Level Student Learning Outcomes Matrix –Academic Year 2022 – 2023 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
SLO 1	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.	105	102	97.1%	Exceeds
Internship major project – (Knowledge and Skills)	75% of students to score at least 3.0 on a 4-point rubric.	54	51	94.4%	Exceeds
Internship Supervisor Evaluation (Professional Skills Item)	75% of students to score at least 4.0 on a 1-5 scale.	93	83	89.2%	Exceeds
Graduating Student Survey (Knowledge and Skills item)	75% of students to score at least 4.0 on a 1-5 scale.	7	7	100%	Exceeds
SLO 2	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.	105	91	86.7%	Exceeds
Internship major project – (Communication)	75% of students to score at least 3.0 on a 4-point rubric.	54	49	90.7%	Exceeds
Internship Supervisor Evaluation (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	Written 93 Verbal 93	Written 81 Verbal 81	Written 87.1% Verbal 87.1%	Exceeds
Graduating Student Survey (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	7	7	100%	Exceeds
SLO 3	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.	93	89	95.7%	Exceeds
Graduating Student Survey (Diversity item)	75% of students to score at least 4.0 on a 1-5 scale.	7	5	71.4%	Does not meet expectations
SLO 4	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.	93	87	93.5	Exceeds
Graduating Student Survey (Technology item)	75% of students to score at least 4.0 on a 1-5 scale.	7	7	100%	Exceeds
SLO 5	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.	105	92	87.6%	Exceeds
Internship major project – (Critical Thinking)	75% of students to score at least 3.0 on a 4-point rubric.	54	51	94.4%	Exceeds
Internship Supervisor Evaluation (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	93	81	87.1	Exceeds
Graduating Student Survey (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	7	7	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).

The only measure not meeting expectations was under the diversity SLO. In response, we are doing the following:

SPAD 561 History of the Black Athlete was added as an elective for Summer 2022.

SPAD 561 Managing Diverse and Inclusive Sport Organizations was added as an elective for Fall 2022.

SPAD 382 Sport Management and Leadership added a diversity, equity, and inclusion section to the Hallmark Assessment Task (HAT) to challenge students to think critically about the intersection of leadership and DEI.

SPAD 390 Sport Governance is incorporating new material from the new edition of the Sport Governance textbook, which includes new industry professionals' insights, new Dei best practices in sport governance, and new case studies and assignments.

SPAD 401 Professional Development is adding DEI in the workplace to the course content and working with industry partners to add a field experience component to the course this fall to help students gain more experiential learning and practical experience.

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

SPAD 281 Principles of Sport Administration: We added an organizational assessment assignment to assist student in the career exploration portion of the course.

SPAD 402 Internship in Sport Administration: We added a SMART Goals assignment to assist student with professional and personal goals related to their internship experience.

SPAD 404 Financial Principles in Sport: We are continuing to work with Delphi Center to update learning modules for on-line content delivery. Specifically, we are updating content related to the changing financial landscape of college athletics because of conference realignment, media rights, and NIL.

SPAD 490 Senior Seminar in Sport Business: We are looking to add an industry partner to help students explore their career interests at this senior level course and to work through a "real-world" industry problem to increase critical thinking, problem solving, and networking skills.

SPAD 489 Sport Law: Incorporating more assessment checks and industry leaders who draw upon legal doctrine to complete their job responsibilities.

SPAD 510 Entrepreneurship in Sport Business: We are adding small business professionals, international guest lectures, and new global business concepts.

SPAD 524 Management of Professional Baseball: We will update/expand the industry guest list on the class-cast "From the Diamond to the Desk." Additionally, we will add new information about how the recent Collective Bargaining Agreement will change the business of MLB.

SPAD 525 Sport Event Planning and Management: We are adding a journey mapping assignment to build student skills related to enhancing the customer (spectator and participant) experience.

Program-Level Student Learning Outcomes Matrix – Academic Year 2022-23 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
SLO 1	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.	38	38	100%	Exceeds
Internship project (Knowledge and Skills)	85% of students to score at least 3.0 on a 4-point rubric.	32	32	100%	Exceeds
Internship Supervisor Evaluation (Professional Skills)	85% of students to score at least 3.0 on a 1-4 scale.	32	32	100%	Exceeds
Graduating Student Survey (Knowledge and Skills item)	85% of students to score at least 4.0 on a 1-5 scale.	2	2	100%	Exceeds
SLO 2	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.	32	31	96.9%	Exceeds
Internship Supervisor Evaluation (Critical Thinking item)	85% of students to score at least 3.0 on a 1-4 scale.	32	30	93.8%	Exceeds
Graduating Student Survey (Critical Thinking item)	85% of students to score at least 4.0 on a 1-5 scale.	2	2	100%	Exceeds
SLO 3	Students can apply appropriate communication skills.				
Internship project (Communication)	85% of students to score at least 3.0 on a 4-point rubric.	32	32	100%	Exceeds
Internship Supervisor Evaluation (Communication items)	85% of students to score at least 3.0 on a 1-4 scale.	Written 32 Verbal 32	Written 30 Verbal 29	Written 93.8% Verbal 90.1%	Exceeds Exceeds
Graduating Student Survey (Communication items)	85% of students to score at least 4.0 on a 1-5 scale.	2	2	100%	Exceeds
SLO 4	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.	32	31	96.9%	Exceeds

Graduating Student Survey (Diversity item)	85% of students to score at least 4.0 on a 1-5 scale.	2	2	100%	Exceeds
SLO 5	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.	38	38	100%	Exceeds
Graduating Student Survey (Inquiry item)	85% of students to score at least 4.0 on a 1-5 scale.	2	2	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).

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

SPAD 645 Sport Communication Theory and Practice: Fall 2022 will be the first time that SPAD 645 has been offered online during as a full semester course. In order to maintain engagement, students will be tasked with various micro-assessments (knowledge checks and reflections/activities) to demonstrate knowledge of course material. Knowledge checks will assess surface learning (i.e., definitions and key terms), while reflections and activities will assess deeper learning (i.e., critical thinking).

SPAD 684 Sport Policy: We are revising curriculum to include content related to diversity, equity, inclusion; this will include discussing mental health and transgender participation in sports at all levels.

Program-Level Student Learning Outcomes Matrix – Academic Year 2022-2023 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
SLO 1	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	1	1	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	5	5	100%	Exceeds
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	Insufficient Data
SLO 2	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	N/A	N/A	N/A	Insufficient Data
SLO 3	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	1	1	100%	Exceeds
Dissertation	80% of students to complete the dissertation within four years of passing comprehensive exams.	3	3	100%	Exceeds
SLO 4	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 conferences	3	3	100%	Exceeds
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All measures were met. We had three students successfully defend their dissertations and graduate this year. Two more have proposed and are on pace to graduate in the next 3-6 months.

As a response to feedback from current students and faculty, we redesigned our doctoral seminar classes. Specifically, a) our SPAD 702 Research Colloquium in Sport Administration course was redesigned to incorporate research design to bolster students’ research skills and prepare them for the dissertation process, and b) we added a pedagogy course, SPAD 661 Special Topics in Sport Administration, to help doctoral students prepare for classroom teaching.

SPAD 703 Doctoral Seminar in Sport Consumer Research: We are adding a research requirement where second year students will be tasked with conceptualizing, developing, and executing a research project suitable for publication.

*SPAD 701, 703, and 705 are offered on alternating years, therefore data is only available for 701 during this cycle.

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

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
OEG 1 – Educational Excellence			
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 25 per semester	Exceeds
OEG 2 - Research Excellence			
Faculty publications	Average 2 peer-reviewed publications per tenure track faculty member	Faculty averaged 2.625 peer reviewed publications	Exceeds
Faculty presentations	Average 2 peer-reviewed presentations per tenure track faculty member	Faculty averaged 2.5 peer-reviewed presentations	Exceeds
OEG 3 - Engagement and Collaboration			
Partnerships and collaborations	Engage in at least 5 community partnerships	Engaged in 5 partnerships with Kentucky Derby, California Community Colleges, NAIA, Louisville Sports Commission, Louisville Athletics, Muhammad Ali Center, ACC	Exceeds
OEG 4 - Diversity and Opportunity			
Study abroad	Offer at least one study abroad program	All trips were postponed this year	Does not meet
OEG 5 - Institutional Effectiveness			
Undergraduate enrollment	Enroll 375 prospective and declared majors	429 enrolled Fall 2021	Exceeds
Master's enrollment	Enroll 45 students in the MS program	100 enrolled Fall 2021	Exceeds
Undergraduate retention	Retain 75% of undergraduate students	92.4% retained	Exceeds
Master's retention	Retain 85% of master's students	93.0% retained	Exceeds
Undergraduate graduation	Graduate at least 85 undergraduate	109 undergraduate students graduated in 2021-2022	Exceeds

	students per academic year		
Master's graduation	Graduate at least 25 MS students per academic year	46 master's students graduated in 2021-2022	Exceeds
Undergraduate employment	Have 30% of students employed at graduation	58.2% had jobs prior to graduation.	Exceeds
Graduate employment	Have 40% of students employed at graduation	64.8% 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.

Our study abroad courses were again postponed. We are planning to continue these programs once students and faculty are cleared for travel.

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: 2021-2022 # of Graduates: 109 Graduation Rate: N/A
2. Average Time to Degree: 4-Year Degree: 7.94 Semesters 5-year Degree N/A
3. Annual Transfer Activity (into Program): Year: 2021
of Transfers: 61 Transfer Rate: N/A
4. Graduates Entering Graduate School: Year: 2021-2022
of Graduates: 109 # Entering Graduate School: 5
5. Job Placement (if appropriate): Year: 2021-2022
of Graduates: 109 # Employed: 62 by date of graduation

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