

## Program-Level Student Learning Outcomes Matrix –Academic Year 2019 – 2020 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)	75% of students to score at least 3.0 on a 4-point rubric.	77	77	100%	3
Internship major project – (Knowledge and Skills)	75% of students to score at least 3.0 on a 4-point rubric.	36	33	92%	3
Internship Supervisor Evaluation (Knowledge Item)	75% of students to score at least 4.0 on a 1-5 scale.	37	35	95%	3
Graduating Student Survey (Knowledge and Skills item)	75% of students to score at least 4.0 on a 1-5 scale.	23	19	83%	3
<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	77	100%	3
Internship major project – (Communication)	75% of students to score at least 3.0 on a 4-point rubric.	36	32	89%	3
Internship Supervisor Evaluation (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	Written 34 Verbal 38	Written 33 Verbal 37	Written 97% Verbal 97%	3
Graduating Student Survey (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	19	17	89%	3
<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.	36	36	100%	3
Graduating Student Survey (Diversity item)	75% of students to score at least 4.0 on a 1-5 scale.	20	17	85%	3

<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.	36	35	97%	3
Graduating Student Survey (Technology item)	75% of students to score at least 4.0 on a 1-5 scale.	23	18	78%	3
<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	76	99%	3
Internship major project – (Critical Thinking)	75% of students to score at least 3.0 on a 4-point rubric.	36	35	97%	3
Internship Supervisor Evaluation (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	37	36	97%	3
Graduating Student Survey (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	19	14	74%	2

**Required Narrative:** Address ALL SLO data – both ones that met/exceeded expectations and those that did not. How has this outcomes assessment data driven curricular and other decisions? How have you improved/changed this year based on this data (closed the loop)?

This year we increased our benchmarks from 70% to 75%. All but one benchmark was met. The critical thinking measure on the student perception survey fell below the benchmark at 74%.

We are adding an elective course on Race in Sport for Fall 2020. We foresee this course further enhancing our efforts to teach diversity, equity, and social justice in our undergraduate program.

SPAD 281-Active-learning methods have been added to classroom lecture format and incorporated a “blended learning environment” for students to engage in course content

SPAD 284 – The entire online course was redesigned with the assistance of the Delphi Center to promote active learning in the online setting; this included the replication of many of the in-class assignments (e.g., the class debate) to the online setting.

SPAD 401- Working directly with the TILL (Teaching Innovation Learning Lab) to increase self-evaluations and peer evaluations to assist in the growth and critical thinking of the mock interview assignment. In addition, added an in-person interview (field experience) requirements to assist in the development of overall student skill. Worked in collaboration with the Louisville Sport Commission to help staff Derby City Cup and other local sporting events.

SPAD 490- To increase both technology and communication in this class, one computer-based simulation case was added.

SPAD 530 – Through collaborating with the Delphi Center, the class was redesigned for the online environment. In an effort to mirror the traditional classroom, role play assignments, active learning scenarios, and critical thinking activities were developed.

SPAD 561 – In an effort to enhance the critical thinking and writing skills of students, Podcasts on Sport and Culture was added as an elective to the curriculum. This class introduces students to current debates about social change, identity, and politics in the world of sports through the consumption and evaluation of podcasts.

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. The disruption of internships in the spring meant we had to change our assessment processes. As such, we are only reporting assessment results for internships from Fall of 2019 and not Spring 2020.

In Spring of 2020 we offered an experiential learning course. SPAD 561 to work with

SP+Game Day Management and the Kentucky Derby. Given the event was postponed, we are hoping to renew the course for Spring 2021.

*Covid-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instruments 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.*

*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 2019-20 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)	85% of students to score at least 3.0 on a 4-point rubric.	42	37	88%	3
Internship project (Knowledge and Skills)	85% of students to score at least 3.0 on a 4-point rubric.	3	2	67%	1
Internship Supervisor Evaluation (Knowledge item)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	100%	3
Graduating Student Survey (Knowledge and Skills item)	85% of students to score at least 4.0 on a 1-5 scale.	7	7	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)	85% of students to score at least 3.0 on a 4-point rubric.	3	2	67%	1
Internship Supervisor Evaluation (Critical Thinking item)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	100%	3
Graduating Student Survey (Critical Thinking item)	85% of students to score at least 4.0 on a 1-5 scale.	6	5	83%	1
<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.	3	3	100%	3
Internship Supervisor Evaluation (Communication items)	85% of students to score at least 4.0 on a 1-5 scale.	Written 3 Verbal 3	Written 3 Verbal 3	Written 100% Verbal 100%	3 3
Graduating Student Survey (Communication items)	85% of students to score at least 4.0 on a 1-5	6	5	83%	1

	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)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	100%	3
Graduating Student Survey (Diversity item)	85% of students to score at least 4.0 on a 1-5 scale.	6	5	83%	1
<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.	21	20	95%	3
Graduating Student Survey (Inquiry item)	85% of students to score at least 4.0 on a 1-5 scale.	6	5	83%	1

**Required Narrative:** Address ALL SLO data – both ones that met/exceeded expectations and those that did not. How has this outcomes assessment data driven curricular and other decisions? How have you improved/changed this year based on this data (closed the loop)?

This year we increased our benchmarks from 80% to 85%. Most benchmarks were met. Most areas where benchmarks were not met were related to the Graduating Student Survey where we were at 83%.

SPAD 625 - Active learning techniques such as “gallery walks” and “vision boards” are being utilized to assist students learn effective communication methods

SPAD 645 – To enhance students’ communication skills, students addressed various hypothetical crisis communication scenarios involving image repair and situational crisis communication. This prepared them for the exit exam question, which focuses on crisis communication

SPAD 683 – The Sport Marketing Course is being redesigned to incorporate more applied, active learning. This change is designed to enhance students’ critical thinking skills and ability to interpret and utilize data.

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. The disruption of internships in the spring meant we had to change our assessment processes. As such, we are only reporting assessment results for internships from Fall of 2019 and not Spring 2020.

In Spring of 2020 we offered an experiential learning course. SPAD 561 to work with SP+Game Day Management and the Kentucky Derby. Given the event was postponed, we are hoping to renew the course for Spring 2021.

*Covid-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instruments 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.*

*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 2019-20 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	3	3	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	8	8	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	4
Exit interviews with graduating students (professional specialty)	80% of students to indicate they had met this objective.	3	3	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				
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	4
Exit interviews with graduating students (diversity)	80% of students to indicate they had met this objective.	3	3	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	3	3	100%	3
Dissertation	80% of students to complete the dissertation within four years of passing comprehensive exams.	3	3	50%	3
Exit interviews with graduating	80% of students to indicate they had met	3	3	100%	3



students (research)	this objective.				
<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%	3
Scholarly presentation	each graduating student to have submitted at least two abstracts to present at appropriate scholarly conferences	3	3	100%	3
<p><b>Required Narrative:</b> Address ALL SLO data – both ones that met/exceeded expectations and those that did not. How has this outcomes assessment data driven curricular and other decisions? How have you improved/changed this year based on this data (closed the loop)?</p> <p>All measures were met. We had three students successfully defend their dissertations and graduate this year. Our major change to the program was a redesign of SPAD 705 to focus more on teaching skills for those students planning to enter teaching positions in academia.</p> <p>The only change to the doctoral program for COVID-19 was that our dissertation 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>					

*Covid-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instruments 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.*

*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
Distance education	Offer at least 5 DE courses per semester	Averaged 16 per semester	3
<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	3
Faculty presentations	Average 2 peer-reviewed presentations per tenure track faculty member	Faculty averaged 3.00 peer-reviewed presentations	3
<b>OEG 3 - Engagement and Collaboration</b>			
Partnerships and collaborations	Engage in at least 5 community partnerships	Engaged in 5 partnerships with Kentucky Derby, Breeders' Cup, Louisville Bats, Louisville Sports Commission, Louisville Athletics	3
<b>OEG 4 - Diversity and Opportunity</b>			
Study abroad	Offer at least one study abroad program	All trips were postponed this spring	1
<b>OEG 5 - Institutional Effectiveness</b>			
Undergraduate enrollment	Enroll 375 prospective and declared majors	432 enrolled Fall 2019	3
Master's enrollment	Enroll 45 students in the MS program	66 enrolled Fall 2019	3
Undergraduate retention	Retain 75% of undergraduate students	84% retained	3
Master's retention	Retain 85% of master's students	94% retained	3
Undergraduate graduation	Graduate at least 85 undergraduate students per academic year	61 undergraduate students graduated in 2019-2020	1
Master's graduation	Graduate at least 25 MS students per academic year	20 master's students graduated in 2019-2020	1
Undergraduate employment	Have 30% of students employed at graduation	33% had jobs prior to graduation.	3

Graduate employment	Have 40% of students employed at graduation	41% had jobs prior to graduation.	3
<p><b>Required Narrative: Explain any course action for intended outcomes realized AND not realized.</b>  Provide all explanations of the data included in this table. What is meeting or exceeding expectations and why? What is not meeting expectations and why? Explain why you might have “insufficient data” and how you plan to correct this.</p> <p>We had two different study abroad courses scheduled for Spring 2020 (Denmark and Ghana). However, both were cancelled due to the COVID-19 outbreak. We are planning on continuing these programs once students and faculty are cleared for travel.</p> <p>The graduation numbers are significantly lower this year than in previous years. This is due to the fact that at the time this report was completed, the Spring 2020 degrees were preliminary, and not all degrees were official.</p>			

*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 Accrerator: COSMA

Institutional Accrerator: SACS

Date of Next Comprehensive Program Accreditation Review: 2026

Date of Next Comprehensive Institutional Accreditation Review: 2027

*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: 426 BS, 66 MS, 12 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: 2019-2020 # of Graduates: 61 Graduation Rate: \_\_\_\_\_

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

# of Students Surveyed: NA # Completing Goal: NA

3. Average Time to Degree

4-Year Degree: native students - 7.43 semesters, transfer students - 6.19 semester

4. Annual Transfer Activity (into Program):

Year: 2019-2020 # of Transfers: 94 Transfer Rate: \_\_\_\_\_

5. Graduates Entering Graduate School

Year: 2018-2019 # of Graduates: 93 # Entering Graduate School: 22

6. Job Placement (if appropriate)

Year: 2020 # of Graduates: 42 # Employed: 14 (as of graduation date).

7. Additional Indicators, if any: NA

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