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.	104	101	97.1%	Exceeds
Internship major project – (Knowledge and Skills)	75% of students to score at least 3.0 on a 4-point rubric.	37	33	89.2%	Exceeds
Internship Supervisor Evaluation (Professional Skills Item)	75% of students to score at least 4.0 on a 1-5 scale.	91	80	87.9%	Exceeds
Graduating Student Survey (Leadership & Management Item)	75% of students to score at least 4.0 on a 1-5 scale.	7	6	85.7%	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.	104	97	93.3%	Exceeds
Internship major project – (Communication)	75% of students to score at least 3.0 on a 4-point rubric.	37	32	86.5%	Exceeds
Internship Supervisor Evaluation (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	Written 89 Verbal 91	Written 79 Verbal 79	Written 88.8% Verbal 86.8%	Exceeds
Graduating Student Survey (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	7	6	85.7%	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.	87	85	97.7%	Exceeds
Graduating Student Survey (Social, Moral, & Ethical item)	75% of students to score at least 4.0 on a 1-5 scale.	7	6	85.7%	Exceeds

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.	88	85	97.7	Exceeds
Graduating Student Survey (Technology item)	75% of students to score at least 4.0 on a 1-5 scale.	7	6	85.7%	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.	104	94	90.4%	Exceeds
Internship major project – (Critical Thinking)	75% of students to score at least 3.0 on a 4-point rubric.	37	33	89.2%	Exceeds
Internship Supervisor Evaluation (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	91	83	91.2%	Exceeds
Graduating Student Survey (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	7	4	57%	Does not Meet

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 <u>ALL</u> 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).

We just completed a thorough audit of our undergraduate program and will be proposing substantive curriculum changes this fall to be implemented in Fall 2024. These changes are being driven by the need to make students work-ready through our curriculum. The curriculum must meet the needs of industry and students and be consistent with COSMA accreditation and current Student Learning Outcomes.

The only measure not meeting expectations were under SLO 4 related to the Graduating Student Survey. In response, we are doing the following:

> SPAD 353 Sport and Film – A new section on how film represents the business of sport has been added to the course to challenge students to think critically about how the business side of sport has influenced our culture.

> SPAD 383 Sport Marketing – Additional in-class application assignments are being added to facilitate critical thinking.

Here are some additional improvements for the next year:

SPAD 390 Sport Governance (F23 & SP24) - The 5th edition is now out, and students will be using it for the first time. It includes new learning activities, new industry professionals' insights, a new chapter on eSports, new DEI best practices, and crisis management in sport governance. All of these will be brought into class through lectures and assignments.

SPAD 489 Sport Law - Updated content on state NIL law inconsistencies and enforcement challenges. In case study analyses, students will discuss how these legal issues are an issue of DEI concerns for sport managers.

SPAD 509 International Sport (SP24) - A new Olympic year brings new info for class on the operation of Paris 2024 including security, social media, political issues, and participation by Russian athletes. Other topics will include new IOC policies on transgender athletes and the bid process for the upcoming 2030, 2034, and 2036 Games. These will be brought into class through lectures and assignments.

SPAD 561 Student Services - Students will explore various identity theories on race, gender, sexual orientation, ability, etc. and learn how to apply that knowledge to develop life skills programming for athletes.

SPAD 561 NIL - Updated industry conversations for NIL in College Athletics course and redeveloped HAT project that requires students to put together a pitch deck for an NIL deal with a current college athlete.

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.				
Internship project (Knowledge and Skills)	85% of students to score at least 3.0 on a 4-point rubric.	35	32	91.4%	Exceeds
Internship Supervisor Evaluation (Professional Skills)	85% of students to score at least 3.0 on a 1-4 scale.	44	42	95.5%	Exceeds
Graduating Student Survey (Leadership & Management item)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	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.	35	27	77.1%	Does not Meet
Internship Supervisor Evaluation (Critical Thinking item)	85% of students to score at least 3.0 on a 1-4 scale.	43	39	90.7%	Exceeds
Graduating Student Survey (Critical Thinking item)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	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.	35	32	91.4%	Exceeds
Internship Supervisor Evaluation (Communication items)	85% of students to score at least 3.0 on a 1-4 scale.	Written 42 Verbal 44	Written 37 Verbal 40	Written 88.1% Verbal 90.9%	Exceeds Exceeds
Graduating Student Survey (Communication item)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	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.	40	40	100%	Exceeds
Graduating Student Survey (Social, Moral, and Ethical Issues)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	100%	Exceeds
SLO 5	Students can evaluate and apply appropriate methods of inquiry.				

Hallmark Assessment (SPAD 635 Research Project)	85% of students to score at least 3.0 on a 4-point rubric.	46	46	100%	Exceeds
Graduating Student Survey (Inquiry item)	85% of students to score at least 4.0 on a 1-5 scale.	3	3	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 met was for critical thinking on the internship major project. We are undertaking the following curricular improvement to address this issue:

> SPAD 692 Internship - We are reworking the major project for this class to ensure students are getting necessary critical thinking skills.

The following is a list of curricular improvements we are undertaking to continue to improve the program:

> SPAD 509 International Sport (SP24) - A new Olympic year brings new info for class on the operation of Paris 2024 including security, social media, political issues, and participation by Russian athletes. Other topics will include new IOC policies on transgender athletes and the bid process for the upcoming 2030, 2034, and 2036 Games. These will be brought into class through lectures and assignments.

> SPAD 561 Student Services - Students will explore various identity theories on race, gender, sexual orientation, ability, etc. and learn how to apply that knowledge to develop life skills programming for athletes.

> SPAD 684 Sport Policy - Curriculum revisions and additions are being made to address expanded legalization of sports gambling, and cannabinoid use for both recreational and medical purposes. The course update focuses on how inconsistencies of state legislation affect policy-making for professional, intercollegiate and international sport policy-makers.

> SPAD 689 Sport Law - Updated content on state NIL law inconsistencies and enforcement challenges.

> SPAD 561 NIL - Updated industry conversations for NIL in College Athletics course and redeveloped HAT project that requires students to put together a pitch deck for an NIL deal with a current college athlete.

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	3	3	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	8	8	100%	Exceeds
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	8	8	100%	Exceeds
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	3	3	100%	Exceeds
Dissertation	80% of students to complete the dissertation within four years of passing comprehensive exams.	1	1	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	1	1	100%	Exceeds

Scholarly presentation	Each graduating student to have submitted at least two abstracts to present at appropriate scholarly conferences	1	1	100%	Exceeds

Student Learning Outcomes Matrix Narrative:
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- Address <u>ALL</u> 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. We had one student successfully defend his dissertation and graduate this year. Three more have completed their comprehensive exams and are on pace to complete their programs in the next 12 months.

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

Program-Level Operational Effectiveness Goals Matrix
Academic Year 2022-23

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 2.7 peer-reviewed publications in 2022.	Exceeds
Faculty presentations	Average 2 peer-reviewed presentations per tenure track faculty member	Faculty averaged 3.7 peer-reviewed presentations in 2022.	Exceeds
OEG 3 - Engagement and Collaboration			
Partnerships and collaborations	Engage in at least 5 community partnerships	Churchill Downs Muhammad Ali Center ACC-CRIA ACC-Innovation NAIA	Exceeds
OEG 4 - Diversity and Opportunity			
Study abroad	Offer at least one study abroad program	Completed trips to Germany and Ghana	Exceeds
OEG 5 - Institutional Effectiveness			
Undergraduate retention	Retain 75% of undergraduate students	91% retained	Exceeds
Master's retention	Retain 85% of master's students	95% retained	Exceeds
Undergraduate graduation	Graduate at least 85 undergraduate students per academic year	112 undergraduate students graduated in 2022-2023	Exceeds
Master's graduation	Graduate at least 25 MS students per academic year	48 master's students graduated in 2022-2023	Exceeds
Undergraduate employment	Have 30% of students employed at graduation	36.6% had jobs prior to graduation.	Exceeds
Graduate employment	Have 40% of students employed at graduation	41.7% had jobs prior to graduation.	Exceeds
Undergraduate retention	Retain 75% of undergraduate students	91% retained	Exceeds

| Master's retention | Retain 85% of master's students | 95% retained | 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.

All Operational Effectiveness Goals were met for 2022-2023. Our focus for the next year will be to continue to improve retention for our undergraduate program.

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: 2022-2023
    # of BS Graduates: _112_ Graduation Rate: _52.5% (6 years)____
    # of MS Graduates: _48_ Graduation Rate: __83.3% (3 years)___

2. Average Time to Degree:
    4-Year BS SPAD Degree: ____7.43 semesters_____ 5-year Degree: N/A_
    2-Year MS SPAD Degree: ___4.43 semesters_____ _

3. Annual Transfer Activity (into Program): Year: 2022-2023
    # of Transfers into BS SPAD: _112_____ Transfer Rate: _23%_____
    # of Transfers into MS SPAD: _0____ Transfer Rate: _____

4. Graduates Entering Graduate School: Year: 2022-2023
    # of Graduates in BS SPAD: _112_____ # Entering Graduate School: __3__

5. Job Placement (if appropriate): Year: 2022-2023
    # of Graduates of BS SPAD: _112_____ # Employed: ___41_____
    # of Graduates of MS SPAD: __48___ # Employed: ___20_____