

**Program-Level Student Learning Outcomes Matrix**  
**Academic Year 2023-2024**  
**BS in SPAD**

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.	109	96	88.1%	Exceeds
Internship major project – (Knowledge and Skills)	75% of students to score at least 3.0 on a 4-point rubric.	96	78	81.3%	Exceeds
Internship Supervisor Evaluation (Professional Skills Item)	75% of students to score at least 4.0 on a 1-5 scale.	107	93	86.9%	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.	109	86	79.8%	Exceeds
Internship major project – (Communication)	75% of students to score at least 3.0 on a 4-point rubric.	96	72	75.0%	Exceeds
Internship Supervisor Evaluation (Communication items)	75% of students to score at least 4.0 on a 1-5 scale.	Written 101 Verbal 106	Written 91 Verbal 97	Written 90.1% Verbal 91.5%	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.	106	101	95.3%	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.	105	98	93.3%	Exceeds
<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.	109	96	88.1%	Exceeds
Internship major project – (Critical Thinking)	75% of students to score at least 3.0 on a 4-point rubric.	96	71	74.0%	Does not meet
Internship Supervisor Evaluation (Critical Thinking item)	75% of students to score at least 4.0 on a 1-5 scale.	102	93	91.2%	Exceeds

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

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

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across 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 were under SLO 5 related to Critical Thinking. In response, we are doing the following:

SPAD 383 Sport Marketing – Content creation assignments were added to challenge students to think critically to develop solutions to marketing challenges.

SPAD 484 - Adjusted course curriculum to center course material in strategic management frameworks. The course focuses on the group and organizational level of analysis of organizational behavior. Through the group-level analysis, students will learn about others, group dynamics, communication, and conflict resolution. Then through the organizational level of analysis, students will learn about organizational structure, organizational decision-making, and strategic planning.

Here are some additional improvements for the next year:

SPAD 284 Issues and Ethics in Sport. For this course, we are integrating leadership frameworks within the course curriculum. Adjusted pedagogical structure to integrate self-reflection within the application of theory. Students learn about values, behaviors, motivation, decision-making, and leadership. Students will learn about themselves through personality assessments while gaining knowledge of leadership theories.

SPAD 480 Athletics in Higher Education. ew learning activities; new industry professionals' insights; addition of a current trends module to review and explore policies on trans-athletes, NIL, transfer portal, and financial conditions.

SPAD 524 Management of Professional Baseball. New topics will focus on the impact of the newest rules on the business side of the game such as ticket sales, broadcast numbers, and pitchers' injuries; expanded impact of gambling; and the influence of new long-term and deferred contract structures.

SPAD 561 HipHop, Culture, and Sport - Exploring the Intersections [New course]. This course explores the impact the HipHop culture at its intersection of sport. The examination of this intersection has a dual approach: 1) Epistemologically assessing the socioeconomic footprint in sport organizations and American culture; and 2) Explores the sociocultural impact of HipHop culture on American culture through sport using an axiological approach. Through selected readings, cinematic analysis, critical analysis, and relevant guest speakers, this course takes students on the journey of exploring HipHop's cultural existence as a historical artifact, cultural product, and transcultural catalyst to the global and American sport experience.

Program-Level Student Learning Outcomes Matrix  
Academic Year 2023-2024  
MS in SPAD

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.				
Internship project (Knowledge and Skills)	85% of students to score at least 3.0 on a 4-point rubric.	21	21	100%	Exceeds
Internship Supervisor Evaluation (Professional Skills)	85% of students to score at least 3.0 on a 1-4 scale.	30	27	90.0%	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.	21	21	100%	Exceeds
Internship Supervisor Evaluation (Critical Thinking item)	85% of students to score at least 3.0 on a 1-4 scale.	30	26	86.7%	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.	21	21	100%	Exceeds
Internship Supervisor Evaluation (Communication items)	85% of students to score at least 3.0 on a 1-4 scale.	Written 29 Verbal 30	Written 28 Verbal 29	Written 96.6% Verbal 96.7%	Exceeds 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.	21	21	100%	Exceeds
<b>SLO 5</b>	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.	29	28	96.6%	Exceeds

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

SPAD 645 Sport Communication Theory & Practice – Update the reading list for Spring 25. This will include providing the students with more recent peer-reviewed research that employs the theories that we discuss in class.

SPAD 680 Athletics and Higher Education– New learning activities; new industry professionals’ insights; addition of a current trends modules to review and explore policies on trans-athletes, NIL, transfer portal, and financial conditions.

SPAD 684 Sport Policy - Updated numerous content areas to reflect changes in policy across multiple sport organizations: creation of a third category of participation for transgender athletes, NCAA gambling penalties, NIL penalty enforcement changes, and pending legislation to govern student-athlete compensation based on the House v. NCAA case. In case study analyses, students will discuss how the policies have evolved and the implications for future sport managers in the respective fields.

Program-Level Student Learning Outcomes Matrix  
Academic Year 2023-2024  
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	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	6	6	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
<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	Insufficient Data
<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%	Exceeds
Dissertation	80% of students to complete the dissertation within four years of passing comprehensive exams.	1	1	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	1	1	100%	Exceeds

	appropriate academic/scholarly journal				
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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All measures were met. We had one student successfully defend his dissertation and graduate this year. Two 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 2023-24

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 25 per semester	Exceeds
<b>OEG 2 - Research Excellence</b>			
Faculty publications	Average 2 peer-reviewed publications per tenure track faculty member	Faculty averaged 3.29 peer-reviewed publications in 2023.	Exceeds
Faculty presentations	Average 2 peer-reviewed presentations per tenure track faculty member	Faculty averaged 4.43 peer-reviewed presentations in 2023.	Exceeds
<b>OEG 3 - Engagement and Collaboration</b>			
Partnerships and collaborations	Engage in at least 5 community partnerships	Churchill Downs PGA of America ACC Chicago White Sox Miracle League	Exceeds
<b>OEG 4 - Diversity and Opportunity</b>			
Study abroad	Offer at least one study abroad program	Completed trips to Germany and Belize	Exceeds
<b>OEG 5 - Institutional Effectiveness</b>			
Undergraduate retention	Retain 75% of undergraduate students	88% retained	Exceeds
Master's retention	Retain 85% of master's students	97% retained	Exceeds
Undergraduate graduation	Graduate at least 85 undergraduate students per academic year	106 undergraduate students graduated in 2023-2024	Exceeds
Master's graduation	Graduate at least 25 MS students per academic year	51 master's students graduated in 2023-2024	Exceeds
Undergraduate employment	Have 30% of students employed at graduation	50.9% had jobs prior to graduation.	Exceeds
Graduate employment	Have 40% of students employed at graduation	60.8% 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.*

All Operational Effectiveness Goals were met for 2023-2024.

## 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 Accrerator(s):** COSMA  
**Institutional Accrerator:** 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: 2023-2024  
# of BS Graduates: 106 Graduation Rate: 46.3% (6 years)  
# of MS Graduates: 51 Graduation Rate: 83.3% (3 years)
2. Average Time to Degree:  
4-Year BS SPAD Degree: 7.92 semesters 5-year Degree: N/A  
2-Year MS SPAD Degree: 5.05 semesters
3. Annual Transfer Activity (into Program): Year: 2023-2024  
# of Transfers into BS SPAD: 52 Transfer Rate: 9.8%  
# of Transfers into MS SPAD: 1 Transfer Rate: 1.1%
4. Graduates Entering Graduate School: Year: 2023-2024  
# of Graduates in BS SPAD: 106 # Entering Graduate School: 3
5. Job Placement (if appropriate): Year: 2023-2024  
# of Graduates of BS SPAD: 106 # Employed: 54  
# of Graduates of MS SPAD: 51 # Employed: 31