# M.S. Kinesiology, Specialization in Sport Management Student Learning Outcomes Matrix – Academic Year 2017-2018

<table>
<thead>
<tr>
<th>Identify Each Student Learning Outcome and Measurement Tool(s)</th>
<th>Identify the Benchmark</th>
<th>Total Number of Students Observed</th>
<th>Total Number of Students Meeting Expectation</th>
<th>Assessment Results: Percentage of Students Meeting Expectation</th>
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</tr>
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<tr>
<td>SLO 1 - Acquire advanced knowledge of subject matter in one of the M.S. Specialization Areas (Exercise Physiology, Motor Behavior, Pedagogy and Psychological Sciences and Sport Management).</td>
<td>Written Comprehensive Final Examination (direct – exam)</td>
<td>Acceptable Target: 90% of students who pass the thesis defense or the comprehensive examination and complete the program are classified as evident or exemplary on this learning outcome by the examining committee.</td>
<td>Ideal Target: 100 % of the completers are rated as at least evident and 40% of the completers rated as exemplary by the examining committee.</td>
<td>12 students</td>
<td>1/12 students scored a 4=exemplary score. 8/12 students scored a 3=evident score. 3/12 students scored a 2=occasionally score.</td>
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### SLO 2 - Demonstrate the ability to identify, synthesize, and critically evaluate literature relevant to the specialization area.

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<th>Project Submission (direct)</th>
<th>Acceptable Target: 90% of students are classified as evident or exemplary on this learning outcome by the examining committee.</th>
<th>12 students</th>
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<th>Meets expectation</th>
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<td>8/12 students scored a 3=evident score</td>
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### SLO 3 - Demonstrate the ability to apply critical and reflective thinking skills to solve complex problems in practical settings

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100% at least evident occasionally and 8.3% as exemplary
Meets expectation
**SLO 4 - Outcomes 1, 2, and 3**

| Focus group interview (indirect) | Acceptable Target: The students will express a general positive tone about their experience in the program. | 6 students | Students regularly reported a positive experience. Comments focused on time in classes, faculty, knowledge of material, emphasis on practical application of theory, and communication with faculty. Negatives primarily center on the academic facility and scheduled group projects. Overall, positives were greater than negative concerns. | Meets expectation |

**SLO 5 - Outcomes 1, 2, and 3**

| Exit Survey (indirect) | Acceptable Target: 90% of students will identify outcomes 1-3 as extremely helpful, significantly helpful, or helpful. | 10 students | Outcome 1
- Extremely Helpful= 6
- Significantly Helpful= 4
- Helpful=0

Outcome 2
- Extremely Helpful= 6
- Significantly Helpful=4
- Helpful=0

Outcome 3
- Extremely Helpful= 6 | Acceptable target: Exceeded expectation
Ideal target: Meets expectation | Acceptable target: Exceeded expectation
Ideal target: Meets expectation
Acceptable target: Meets expectation |
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<th></th>
<th>Significantly Helpful=4 Helpful=0</th>
<th>Exceeded expectation Ideal target: Meets expectation</th>
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**Program-Level Operational Effectiveness Goals Matrix**

*This matrix does not include specific measured benchmarks. The SPADM faculty will determine these at the fall meeting in August, 2018.*

| 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 |
|---|---|---|---|

**OEG 1 - To maintain commitment to the University’s mission and the mission of the Sport Administration/Sport Management program.**

| Employ faculty who are excellent teacher-scholars, nationally competitive in research and creative activities. | Faculty will publish in top ranked journals and make presentations both internationally and nationally. | 30 publications in top ranked journals in the field such as Journal of Sport Management, International Journal of Sport Management and Marketing, Sport Management Review, Journal of Multidisciplinary Research, and Society, International Journal of Sport Communication, Global Sports Business Journal, Journal of Applied Sport Management, Sport Marketing Quarterly, Journal of Amateur Sport and VOLUNTAS.  
22 presentations (national and international top-tier academic conferences).  
Research grants including SEC Research Grant Award, Co-investigator ($9,900) on grant with colleagues from Temple and UF. | Exceeds expectations |

**OEG 2 - Serve as a unifying force on campus.**

| Actively participate in campus life | Students will engage in campus activities. | The undergraduate program’s Sport Administration Association regularly participates in fairs sponsored by campus life. | Meets expectations |
| Faculty will be proactive in fostering a positive | Faculty will engage in | Sport Administration faculty participate in seminars with | Meets expectations |
| Relationship between the athletic and academic communities. | Fostering relationship with LSU Athletics. | The Cox Communications Academic Center for Student Athletes such as Major Decisions Symposium. |

**OEG 3** - Accept assessment as an important vital tool to ensure the program is meeting goals.

| Reporting | The assessment coordinator will report data annually. | Sport Administration/Management annual assessment data are maintained in Task Stream at the Office of Assessment and Evaluation. | Meets expectation. |

| OEG 4 - Provide opportunities for undergraduate and graduate student professional growth. | Graduate students in the Ph.D. program will publish in top ranked journals and make presentations both internationally and nationally. | Four doctoral students published 3 articles in journals such as: International Journal of Sport Communication, Journal of Issues in Intercollegiate Athletics and Sport Management Review. The 9 presentations were at national conferences such as: College Sport Research Institute, African Academic of Management, NASSM and NASSH. Also, 3 research grants: Southern Sport Management Doctoral Research Symposium, GSA international travel award, and CHSE travel grant. | Meets expectations. |

| Professional development activities | Opportunities for professional development. | There are several in-service opportunities for graduate students hosted by the SOK or university graduate school. | Meets expectation |

<p>| Volunteer work opportunities | Students will engage in opportunities that enhance the community. | Placed 74 undergraduate interns at 47 different sites. Volunteer opportunities in KIN 2513: 3096 hours (Fall, 2017 and Spring, 2018). Practicum hours in KIN 2513: 3260 hours (Fall 2017 and Spring 2018). | Exceeds expectations |</p>
<table>
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<th>OEG 5 - To continuously improve teaching, learning and research productivity.</th>
<th>Sport Administration Association Club speakers. Professional speakers in KIN 2513. Partnership with Minnesota Vikings Innovative Leadership Rotational Program. Partnership with New Orleans Pelicans with the Inside Sales Associate Position internship for graduates.</th>
</tr>
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<td>Demonstrate through faculty teaching evaluations and course elective offerings.</td>
<td>Faculty will demonstrate productivity in teaching, learning and discovery. Teaching evaluations averaged 4.08 for Fall, 2017. Offered electives including special topics courses covering Human Resource Management in Sport. Teaching Awards and Honors: 2017 EASM Best Conference Research Paper Award, Best Reviewer Award for OAM, International Management, &amp; Management History Division presented at SMA (Fall, 2016); College of Human Sciences &amp; Education Advocate for Diversity Award (Spring, 2018). Meets expectations.</td>
</tr>
<tr>
<td>Demonstrate through faculty publications and presentations;</td>
<td>Faculty will publish in top ranked journals and make presentations both internationally and nationally. See OEG 1 Exceeds expectations.</td>
</tr>
<tr>
<td>OEG 6 - To explore, nurture and strengthen partnerships with community and area sport organizations and businesses.</td>
<td>Input from Advisory Board Commit to an annual meeting Hold an annual meeting with Advisory Board in the fall. There was not an Does not meet expectation.</td>
</tr>
<tr>
<td>Data on partnerships (internships, volunteer opportunities; both formal and informal)</td>
<td>Students and faculty will explore, nurture and strengthen partnerships with the community.</td>
</tr>
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**Internship sites:**
- AST E-Commerce
- DC United
- U.S. Rowing Association
- Northern Texas PGA
- Minnesota Lynx
- CSU, Long Beach Athletics
- Texarkana Twins
- Astros Corporate Partnership
- Detroit Tigers/ Lakeland
- W & S Open
- Cadence Sports
- LHSAA
- BRASF
- Cane’s River Center
- LA Gridiron Football
- Southern University Athletics
- Acadiana Cane Cutters
- NO Baby Cakes
- St. Louis Sports Commission
- NSGA
- Spurs Sports & Entertainment
- Seventh Mountain Resort
- Seafair Foundation
- FC Dallas/Toyota Stadium
- Make-a-Wish
- Summit Sports Management
- Duke Athletic Department
- NIKE World Headquarters

**Explanation of course action for intended outcomes not realized:**

The SPADM faculty will make every attempt to convene the Advisory Board each fall. Plans are underway for that meeting at this moment.
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: Louisiana State University
Program Accreditor: Commission of Sport Management Accreditation (COSMA)
Institutional Accradiator: Southern Association of Colleges and Schools Commission (SACSCOC)
Date of Next Comprehensive Program Accreditation Review: September 2024
Date of Next Comprehensive Institutional Accreditation Review: 2024
To learn more about the accredited status of the program, click here:

Program Context and Mission

Program Mission:
The Sport Administration and Sport Management Programs at the Louisiana State University aim to be regional and national leaders in the education and development of undergraduate and graduate students toward service in the sport industry. Through research, engagement, and an appreciation for interdisciplinary approaches, we provide coursework, encourage volunteerism, promote intellectual achievement, and require high levels of competence to help prepare students for careers in sport. The goals of the faculty and the program are to develop students who are critical thinkers and inspirational leaders fully prepared for lives of service to their families, communities, and the greater global society.

Program Goals:
Bachelor of Science in Sport Administration
a) Provide a core curriculum that allows students to acquire knowledge in specific core content areas, such as history of sport, sociology, ethical/legal issues, marketing, finance, and management theory.
b) Facilitate the development of critical thinking and problem solving skills throughout the curriculum.
c) Facilitate the development of interpersonal, written and oral communication skills with individuals and groups throughout the curriculum.
d) Develop abilities to understand and apply research throughout the curriculum.

Master of Science in Kinesiology, Specialization in Sport Management
a) Provide a core curriculum that allows students to acquire advanced knowledge in Sport Management.
b) Facilitate the ability to identify, synthesize, and critically evaluate literature relevant to Sport Management and all areas of the industry.
c) Facilitate the development of critical thinking and problem solving skills throughout the curriculum.

PhD in Kinesiology, Specialization in Sport Management
a) Provide a core curriculum that allows students to acquire advanced knowledge in Sport Management.
b) Facilitate the ability to identify, synthesize, and critically evaluate literature relevant to Sport Management and all areas of the industry.
c) Develop the ability to understand and potentially utilize a variety of methodological approaches (e.g. qualitative, quantitative, historical, etc.).
d) Produce students capable of writing, reviewing and organizing academic research.
e) Facilitate the development of interpersonal, written and oral communication skills with individuals and groups throughout the curriculum.

**Brief Description of Student Population:** As reported by the Office of Budget and Planning in September, 2017.

Overall, LSU’s total enrollment is 30,863 and the total number of new freshmen is 4,917.

The fall 2017 freshman class represents the second most academically talented class to enter LSU. With a composite ACT of 25.6 (ACT of 25.7 in 2016) and average grade point average of a 3.44, the freshman class sets new academic highs for the university. With entrance requirements of a 3.0 grade point average and a 22 composite ACT score, the incoming freshman class far exceeds LSU’s basic admission requirements.

LSU’s African American and Hispanic overall enrollment this fall is at an all-time high. There are 3,772 African American students enrolled, surpassing the previous high set last year at 3,741. There are 1,877 Hispanic students enrolled, surpassing the previous high set last year at 1,820. Among undergraduates, Asian – 1,194 students; African American – 3,144; and Hispanic – 1,583 students – are also new enrollment records for LSU. Among graduate students, African American – 628 students – and Hispanic – 294 students – are also highs.

**Admissions Requirements:** Program Requirements

Once you are an LSU student, you will need to meet the requirements below to continue pursuing this major.

- 24 hours of credit in 1000-level courses or higher
- 2.2 GPA (LSU and overall) (2.5 GPA for transfer)
- Advanced placement in, credit for, or a grade of “C” or better in the following:
  - English 1001 (1004)
  - 6 hours of general education analytical reasoning courses (one of which must be math)
  - 3 hours of general education natural science

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**Indicators of Effectiveness with Undergraduates As Determined by the Program**

1. Graduation
   - Year: 2016-2017
   - # of Graduates: 141
   - Graduation Rate: 4 yr. – 41.7%

2. Completion of Educational Goal (other than certificate or degree – if data collected)
   - # of Students Surveyed: NA
   - # Completing Goal: NA

3. Average Time to Certificate or Degree
   - 1-Year Certificate: _____
   - 2-Year Degree: _____
   - 4-Year Degree: _____

4. Annual Transfer Activity
   - Year: 2017-18
   - # of Transfers: 15
   - Transfer Rate: _____

5. Graduates Entering Graduate School
   - Year: NA
   - # of Graduates: _____
   - # Entering Graduate School: NA

6. Job Placement (if appropriate)
   - Year: NA
   - # of Graduates: _____
   - # Employed: NA

7. Licensure/Certification Examination Results: NA

8. Additional Indicators, if any: NA