

B.S. in Sport Administration

*Student Learning Outcomes Matrix, Operational Effectiveness Goals Matrix, and Program Information Profile —
Academic Year 2025-26*

D. Complete the following program-level student learning outcomes (SLO) matrix and program-level operational effectiveness goals (OEG) matrix.

Student Learning Outcomes Matrix - Academic Year 2025 – 2026

B.S. in Sport Administration – Combined On-Campus/Online

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 – Analyze and evaluate ethical issues within sport management contexts, demonstrating the ability to apply professional standards and make informed decisions.					
Measure 1 – Internship Supervisor Evaluation (direct)	Acceptable target: At least 70% of students will score 3 or higher on the 5-point rubric (where a score of 3 represents acceptable performance). Ideal target: At least 80% of students will score 3 or higher on the 5-point rubric (where a score of 3 represents acceptable performance).	On-campus: 152 Online: 18	On-campus: Professional Knowledge Item 1: 152, Item 2: 152 Online: Professional Knowledge Item 1: 18, Item 2: 18	On-campus: PK Item 1: 100%, PK Item 2: 100% Online: PK Item 1: 100%, PK Item 2: 100%	Exceeds expectation (both modalities)
Measure 2 – Perception of preparation in ability to apply critical thinking skills, identify problems and make sound decisions in practical setting in sport industry (exit survey - indirect)	Acceptable target: At least 70% of students will report a rating of 4 or higher on the 1-5 scale, indicating they perceive themselves as well-prepared. Ideal target: At least 80% of students will report a rating of 4 or higher on the 1-5 scale, indicating they perceive themselves as well-prepared.	On-campus: 127 Online: not administered this cycle	On-campus: 112 (rated 4 or 5) Online: ---	On-campus: 88% Online: ---	Exceeds expectation (on-campus); Insufficient data (online — exit survey not administered for AY 2025-26)
Measure 3 – Event Project (Direct)	Acceptable target: At least 70% of students will score 3 (“Acceptable”) or higher in written communication on the 5-point rubric.	Newly implemented direct measure for 2025-26 (both modalities).	---	---	Insufficient data (both modalities) — data collection did not

					occur this cycle due to overlap with final rubric development.
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SLO 2 – Effectively communicate with individuals and groups by delivering information through oral, written, technological, and electronic formats to diverse populations, including clients, employees, and managers.

Measure 1 – Writing samples (direct)	Acceptable target: At least 70% of students will score 3 (“Acceptable”) or higher in written communication on the 5-point rubric. Ideal target: At least 80% of students will score 3 (“Acceptable”) or higher in written communication on the 5-point rubric.	On-campus: 145 Online: 18	On-campus: Content: 117, Genre: 119, Sources: 110, Syntax: 115 Online: Content: 13, Genre: 13, Sources: 11, Syntax: 12	On-campus: Content 81%, Genre 82%, Sources 76%, Syntax 79% Online: Content 72%, Genre 72%, Sources 61%, Syntax 67%	Meets expectation overall (on-campus Content and Genre exceed ideal target); online Sources dimension (61%) falls below the 70% acceptable target — see narrative
Measure 2 – Oral Presentation (direct)	Acceptable target: At least 70% of students will score 3 (“Acceptable”) or higher in oral communication on the 5-point rubric. Ideal target: At least 80% of students will score 3 (“Acceptable”) or higher in oral communication on the 5-point rubric.	On-campus: 73 Online: 18	On-campus: Organization: 64, Content Knowledge: 70, Delivery: 63 Online: Organization: 16, Content Knowledge: 18, Delivery: 18	On-campus: Organization 88%, Content Knowledge 96%, Delivery 86% Online: Organization 89%, Content Knowledge 100%, Delivery 100%	Exceeds expectation (both modalities)
Measure 3 – Perception of ability to effectively communicate in written and oral modes (indirect - exit survey)	Acceptable target: The average rating of all students who complete the survey will be 3.0 or higher on the 1-5 scale. Ideal target: The average rating of all students who complete the survey will be 3.5 or higher on the 1-5 scale.	On-campus: 130 Online: not administered this cycle	On-campus: average-based measure Online: - --	On-campus: 4.27 (1-5 scale) Online: ---	Exceeds expectation (on-campus); Insufficient data (online — exit survey not administered for AY 2025-26)

SLO 3 – Apply sport management research to propose improvements in professional practice.

Measure 1 – Research Assignment (student artifact – direct)	Acceptable target: At least 70% of students will score 3 (“Acceptable”) or higher on the 5-point	On-campus: 145 Online: 18	On-campus: Topic: 145, Knowledge/Views: 145, Analysis: 115	On-campus: Topic 100%, Knowledge/Views 100%, Analysis	Exceeds expectation (on-campus Analysis)
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	rubric. Ideal target: At least 80% of students will score 3 (“Acceptable”) or higher on the 5-point rubric.		Online: Topic: 18, Existing Knowledge: 16, Analysis: 16	79% Online: Topic 100%, Existing Knowledge 89%, Analysis 89%	dimension meets, rather than exceeds, the acceptable target)
Measure 2 – Student survey of research application (indirect-exit survey)	Acceptable target: The average rating of all students who complete the survey will be 3.0 or higher on the 1-5 scale. Ideal target: The average rating of all students who complete the survey will be 3.5 or higher on the 1-5 scale.	On-campus: 125 Online: not administered this cycle	On-campus: average-based measure Online: --	On-campus: 4.06 (1-5 scale) Online: ---	Exceeds expectation (on-campus); Insufficient data (online — exit survey not administered for AY 2025-26)
Measure 3 – Personal Ethics Profile Paper (student artifact – direct)	Acceptable target: At least 70% of students will score 3 (“Acceptable”) or higher on the 5-point rubric. Ideal target: The average rating of all students who complete the survey will be 3.5 or higher on the 1-5 scale.	On-campus: 316 (Fall 2025: 188; Spring 2026: 128) Online: collected for on-campus students only this cycle	On-campus: 288 (scored 3 or higher) Online: ---	On-campus: 91% Online: ---	Exceeds expectation (on-campus); Insufficient data (online — measure collected for on-campus students only this cycle)

Notes: 1) You may have more or fewer SLOs than shown above. 2) You may measure an SLO only once, but only with a direct measure. Measuring an SLO more than once is a better practice. 3) If you use a cycle different from measuring all SLOs once a year, include ALL SLOs in your OAP and indicate when the most recent data was collected. 4) Replicate the matrix for any degree program with different SLOs or different measurement tools at all degree levels and identify accordingly.

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across ALL student learning outcomes (not for each SLO). All SLOs must be measured at least once by a direct measure. Some measurement tools will be used to measure more than one student learning outcome. 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:

B.S. Matrix Narrative:

During the 2025-26 academic year, direct and indirect measures produced strong results for both on-campus and online students. For SLO 1, 100% of on-campus students (152 of 152) and 100% of online students (18 of 18) met the benchmark on both internship supervisor evaluation items; this measure is classified as a direct measure. On the exit survey, 88% of on-campus graduating students rated their preparation at 4 or higher, exceeding the ideal target; the online exit survey was not administered this cycle (see below). For SLO 2, direct measures of written and oral communication met or exceeded targets across most rubric dimensions for both modalities: oral presentation results ranged from 86% to 96% on campus and from 89% to 100% online, exceeding the ideal target in both cases. Writing sample results met the acceptable target on all four dimensions on campus (76%–82%); online, three of four dimensions met target, while the Sources dimension fell to 61%, below the 70% acceptable target. On the exit survey, on-campus graduating students reported an average communication rating of 4.27, exceeding the ideal target; the online exit survey was not administered this cycle. For SLO 3, the research assignment produced strong results in both modalities, with 100% proficiency on topic selection for both groups; on-campus students scored 79% on the analysis dimension and online students scored 89% on existing knowledge and analysis. On campus, the exit survey yielded an average rating of 4.06 for research application, and 91% of students scored 3 or higher on the Personal Ethics Profile Paper,

exceeding the acceptable target; the online exit survey was not administered this cycle, and the Personal Ethics Profile Paper was collected for on-campus students only.

The one exception across all direct measures is the Event Project (SLO 1, Measure 3), a newly adopted measure for both modalities. Due to overlap between the reporting cycle and finalization of the assessment rubric, data collection did not occur this cycle for either on-campus or online students. Rubric development is ongoing in consultation with the Office of Institutional Effectiveness, and the measure will be fully implemented for both modalities beginning in Fall 2026, with results reported in the 2026-27 Annual Report.

Several indirect measures were not collected for online students this cycle: the exit survey, which informs SLOs 1, 2, and 3, was not administered to online students, and the Personal Ethics Profile Paper was collected for on-campus students only. These gaps reflect a documentation and data-collection limitation, not a quality concern with the online program itself. The online B.S. in Sport Administration is taught by the same LSU sport management faculty and doctoral students who teach on campus, follows the same curriculum, and is held to the same learning outcomes and benchmarks, and the direct measures collected this cycle demonstrate that online students are performing at levels comparable to their on-campus peers. The faculty take full responsibility for the incomplete indirect data and are committed to closing these gaps in the 2026-27 cycle. Dr. Claire Zvosec will provide dedicated leadership for the online program going forward, building on the strong foundation established under Dr. Martinez's direction, and with on-campus and online modalities now clearly disaggregated within a single, unified assessment reporting structure, the program has established a documentation framework to ensure the exit survey and Personal Ethics Profile Paper are administered to online students beginning in Fall 2026, with results reported in the 2026-27 Annual Report.

This year marked the first full data cycle under the revised assessment plan developed with OIE, including revised SLOs, 5-point rubrics, paired direct and indirect measures, and results disaggregated by modality within a single reporting structure. The consistency of results across measures gives the faculty confidence that the revised plan is functioning as intended, and results will continue to inform course-level refinements as multi-year trend data accumulates.

Program-Level Operational Effectiveness Goals Matrix

Academic Year 2025-26

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 – Demonstrate sustained faculty scholarly productivity and engagement by meeting or exceeding University expectations for peer-reviewed publications and professional presentations.			
Measure 1 – Research on Scholarly Productivity: Count of peer-reviewed publications and professional presentations by full-time faculty annually	100% of full-time faculty will produce at least two peer-reviewed publications and two national/international professional presentations per year.	During AY 2025-26, 100% of tenured/tenure-track faculty (6 of 6) produced at least two peer-reviewed publications and two national/international professional presentations. Collectively, faculty produced 23 peer-reviewed publications (published or accepted) and 28 national/international conference presentations, averaging approximately 3.8 publications and 4.7 presentations per faculty member.	Exceeds expectation
OEG 2 – Increase faculty and student engagement with campus and athletic department initiatives through collaborative activities and events annually.			
Measure 1 – Student Organization Engagement	At least three campus/athletic collaborations, events, or initiatives involving program faculty and students each year.	Sport Administration student organizations far exceeded the benchmark during AY 2025-26. Girls' Club LSU hosted or participated in more than 20 events across service, leadership, education, social, and collaboration categories, including partnerships with the Kinesiology Club, Sport Administration Association, Women in Business, Minorities in Sports, the American Medical Women's Association, and Athlete's Minds, plus campus-based activities such as the LSU Tree Lighting Ceremony, a tour of the Football Operations Center, and two Women in Sports panels. Athlete's Mind hosted a Recharge Mental Health Mixer in collaboration with the LSU Black Student-Athlete Association. The Sport Administration Association partnered with the LSU Career Center for Professional Night and	Exceeds expectation

		hosted a women in sports panel featuring LSU Athletic Department personnel.	
Measure 2 – Internship and Experiential Learning Outreach	At least 10% of KIN 2999 or KIN 4835/4836 internships each year will occur with LSU campus entities.	During AY 2025-26, 65 of 172 on-campus internships (38%) were completed with LSU campus entities, including LSU Athletics, University Recreation (UREC), and the LSU Laboratory School (Fall 2025: 22 of 71, 31%; Spring 2026: 43 of 101, 43%), far exceeding the 10% benchmark. Among online students, 1 of 34 internships (Fall 2025: 0 of 12; Spring 2026: 1 of 22, with LSU Athletics) occurred with a campus entity; because online students are located across the country and globe, placement with LSU campus entities is not an expectation for this population, and the benchmark is applied to the on-campus program.	Exceeds expectation
OEG 3 – Continuously improve program quality by using assessment data to implement and document annual academic unit-level improvements.			
Measure 1 – Data Analysis and Benchmark Achievement	For each SLO, at least 80% of students meet or exceed proficiency benchmarks.	Based on this year's SLO matrix results, the large majority of measured SLOs meet or exceed the 80% proficiency benchmark; MS SLO 2 (on-campus) is the closest to the threshold at 85% against a 90% acceptable target.	Meets expectation
Measure 2 – Stakeholder Feedback	Conduct at least one stakeholder assessment meeting per academic year (e.g., Advisory Board Meeting, Internship Supervisor Survey, Alumni Survey).	A stakeholder assessment meeting was not conducted during AY 2025-26. An Advisory Board meeting has been scheduled for Fall 2026, and stakeholder assessment will resume on an annual basis beginning with the 2026-27 reporting cycle.	Does not meet expectation
OEG 4 – Enhance professional development by increasing student access to, and participation in, scholarly presentations and development opportunities at all degree levels.			
Measure 1 – Research Opportunities	100% of doctoral students will complete at least one accepted publication or national/international presentation prior to graduation; at least five research opportunities per year for master's and undergraduate students.	During AY 2025-26, 100% of doctoral students (2 of 2) completed professional presentations and/or publications during their program of study, as documented in the Ph.D. SLO 7 assessment. At the master's level, three students completed faculty-mentored independent studies under the direction of Drs. Svensson and Oja, and one	Exceeds expectation

		student completed a master's thesis examining historical aspects of sport management. At the undergraduate level, two Honors undergraduate theses were completed and successfully defended in Fall 2025 (2 of 2 students successful): "How Blockchain Technology Is Being Utilized in Sport Organizations" and "What Is a Legacy? The Impact of Off-the-Field Issues on the On-Field Legacy of Professional Athletes." In total, six documented research opportunities were completed by master's and undergraduate students, exceeding the benchmark of five, and all doctoral students met the publication/presentation expectation.	
Measure 2 – Professional Development Activities	Provide a minimum of two professional development events per academic year.	The program far exceeded the two-event benchmark during AY 2025-26. The School of Kinesiology hosted Career Connections Night, where students networked with professionals and peers; Sport Administration speakers included Carl St. Cyr and Sherman Wilson, key personnel within LSU Football Operations. In addition, students in the program's professional development course (KIN 2513) engaged with guest speakers representing a wide range of sport organizations, including the LA Cane Cutters, PEAK Sports, Texas A&M Athletics, LSU Event Staff, the LSU NIL Office, Major League Baseball, Ronnie Rantz (BR Rougarou/LA Sports Hall of Fame), and LA Gridiron Sports, among others.	Exceeds expectation
OEG 5 – Improve teaching quality and diversify curricular offerings to foster student learning and program vitality.			
Measure 1 – Teaching Effectiveness	90% of professional practice and tenure-track faculty will meet or exceed departmental expectations for teaching effectiveness annually.	During AY 2025-26, 100% of tenured/tenure-track faculty (6 of 6) and 100% of professional practice faculty (4 of 4) exceeded departmental expectations for teaching effectiveness, surpassing the 90% benchmark.	Exceeds expectation
Measure 2 – Student Learning Outcomes	80% of students will meet or exceed proficiency standards on	Aggregating all direct learning assessments with reported counts	Meets expectation

	direct learning assessments aligned to SLOs.	across the B.S. (on-campus and online), M.S. (on-campus), and Ph.D. programs during AY 2025-26, 87% of student assessment observations (1,569 of 1,804) met or exceeded proficiency standards, surpassing the 80% benchmark. The M.S. online cohort additionally met its 90% proficiency targets across all direct measures.	
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Note: You may have more or fewer OEGs than listed above. This matrix does not require identification of direct or indirect measure.

Operational Effectiveness Goals 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.

The 2025-26 academic year was the first full reporting cycle under the program's revised Operational Effectiveness Goals matrix, developed last year in consultation with LSU's Office of Institutional Effectiveness. Of the eleven measures across the five goals, ten met or exceeded expectations, and the results provide a clear picture of a program performing at a high level while identifying one specific area for corrective action.

For OEG 1, this report fulfills the commitment made in last year's Annual Report to begin documenting specific annual counts of faculty scholarly output. In this first year of formal reporting, 100% of tenured and tenure-track faculty (6 of 6) produced at least two peer-reviewed publications and two national or international professional presentations, with faculty collectively producing 23 publications and 28 presentations. For OEG 2, both measures substantially exceeded their benchmarks: student organizations completed more than 20 campus engagement activities against a benchmark of three, and 38% of on-campus internships were placed with LSU campus entities against a benchmark of 10%.

For OEG 3, assessment data confirmed that student proficiency benchmarks were met across programs, and this report itself, along with the curricular and assessment changes documented in the program action plans, reflects the goal's emphasis on using assessment data to drive documented improvements. The Stakeholder Feedback measure was the single measure not met this cycle. Regarding this measure, Dr. Nathan Baer serves as the designated coordinator for the program's stakeholder assessment meetings. Dr. Baer joined the faculty in Fall 2025, and during his first year at LSU his priorities included establishing his courses and leading development of the new Event Project assessment rubric. Rather than convene a rushed meeting late in the academic year, the program made the deliberate decision to schedule the Advisory Board meeting for Fall 2026, allowing time for thoughtful planning and meaningful stakeholder engagement. Planning for the meeting is already underway, and the faculty anticipate a productive and insightful session with program stakeholders this fall. Stakeholder assessment will resume on an annual basis beginning with the 2026-27 reporting cycle.

For OEG 4, students at every degree level engaged in documented research activity: both doctoral students completed presentations or publications during their programs of study, four master's students completed faculty-mentored independent studies or a thesis, and two undergraduate Honors theses were successfully defended, for a combined six master's and undergraduate research opportunities against a benchmark of five. Professional development offerings far exceeded the two-event benchmark, anchored by the School of Kinesiology's Career Connections Night and a robust guest speaker series in the program's professional development course. For OEG 5, 100% of tenured/tenure-track and professional practice faculty exceeded departmental expectations for teaching effectiveness, and 87% of student assessment observations across all programs met or exceeded proficiency standards on direct measures.

Taken together, these results indicate that the revised OEG framework is functioning as intended: it is producing specific, measurable, and honest documentation of program operations, surfacing genuine strengths in faculty productivity, student engagement, and teaching quality, while also identifying the one operational gap and attaching a timeline to its resolution. The faculty will continue to refine data-collection routines under this framework, with the Fall 2026 Advisory Board meeting and the fully separated modality reporting structure positioning the program for an even more complete data cycle in 2026-27.

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 on Sport Management Accreditation (COSMA)

Institutional Accreditor: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Date of Next Comprehensive Program Accreditation Review: September 2031 (Reaffirmation of Accreditation granted September 11, 2024, valid through September 2031)

Date of Next Comprehensive Institutional Accreditation Review: 2034 (LSU's next SACSCOC reaffirmation is in 2034, with the Fifth-Year Interim Report due in 2030)

To learn more about the accredited status of the program, click here:

<https://www.lsu.edu/chse/kinesiology/about/accreditation.php>

Program Context and Mission

Program Mission: The B.S. in Sport Administration prepares students to enter careers in the sport industry by teaching the fundamentals of managing a complex and evolving field. The program incorporates current curricular advancements, best practices from industry experts, and hands-on learning, with coursework in sport marketing, event administration, facility management, and legal and ethical issues in sport, paired with practicum experiences and a required internship.

Program Goals:

The program's operational effectiveness goals, detailed further in the Operational Effectiveness Goals Matrix in Section 2, are to:

1. Demonstrate sustained faculty scholarly productivity and engagement by meeting or exceeding University expectations for peer-reviewed publications and professional presentations.
2. Increase faculty and student engagement with campus and athletic department initiatives through collaborative activities and events annually.
3. Continuously improve program quality by using assessment data to implement and document annual academic unit-level improvements.
4. Enhance professional development by increasing student access to, and participation in, scholarly presentations and development opportunities at all degree levels.
5. Improve teaching quality and diversify curricular offerings to foster student learning and program vitality.

Brief Description of Student Population: LSU's sport management programs serve students at the undergraduate and master's through both traditional on-campus and fully online delivery, as well as at the doctoral level through a traditional on-campus delivery. The B.S. in Sport Administration enrolls undergraduate students in two concentrations, Sport Commerce and Sport Leadership, with on-campus students based in Baton Rouge and online students located across the country. The M.S. in Sport Management serves both on-campus and online graduate students preparing for careers in the business and managerial aspects of the sport industry, and the Ph.D. in Kinesiology with a concentration in Sport Management prepares a small cohort of doctoral students for careers in research and higher education. Students at all levels represent aspiring and current sport industry professionals, and undergraduate and master's students complete experiential learning through practicum placements and internships in sport settings on campus, regionally, and nationally.

Admissions Requirements: Admission to the Sport Administration B.S. requires 24 earned semester hours with a 2.2 cumulative and LSU GPA, English proficiency (ENGL 1001 with a grade of C or better), and general education math proficiency (six hours of analytical reasoning with a grade of C or better).

Indicators of Effectiveness with Undergraduates As Determined by the Program

- Graduation

Year: ____

of Graduates: ____

Graduation Rate: ____

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

of Students Surveyed: __ # Completing Goal: _____

3. Average Time to Certificate or Degree

1-Year Certificate: _____ 2-Year Degree: _____ 4-Year Degree: _____

4. Annual Transfer Activity

Year: _____ # of Transfers: _____ Transfer Rate: _____

5. Graduates Entering Graduate School

Year: _____ # of Graduates: _____ # Entering Graduate School: _____

6. Job Placement (if appropriate)

Year: _____ # of Graduates: _____ # Employed: _____

7. Licensure/Certification Examination Results: Not Applicable

Additional Indicators, if any: None