

## 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: Northeastern University

Program Accreditor: COSMA

Institutional Accreditor: New England Association of Schools and Colleges, Inc. (NEASC)

Date of Next Comprehensive Program Accreditation Review: COSMA Self-Study 2021-2022 with site visit in Spring 2022.

Date of Next Comprehensive Institutional Accreditation Review: NEASC site visit just occurred in the Fall of 2018 and the self-study was completed in Spring 2019.

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

### Program Context and Mission

Program Mission: The Northeastern University Master of Sports Leadership program mission is to educate students for a life of fulfillment and accomplishment and to create and translate knowledge to meet global and societal Sports Leadership needs.

Program Goals:

1. Identify your leadership styles and strengths and take steps to improve your leadership capacity
2. Understand what it takes to build highly effective teams
3. Obtain approaches and techniques for effectively tackling ethical dilemmas
4. Explore the legal issues related to equipment use, facility management, and accommodation for special populations
5. Learn how to leverage sports for greater social and economic good
6. Examine the planning, scheduling, and financial issues associated with running a successful athletics program
7. Discover how to use sports to foster diversity, prevent violence, and improve the health of local and global communities

Brief Description of Student Population: The practice-oriented Sports Leadership master's degree is structured to accommodate mid-career athletic administrators and coaches, as well as individuals seeking to prepare for careers in the sports industry.

Admissions Requirements:

1. Statement of purpose identifying your educational goals and expectations from the program.
2. Professional resume that displays job responsibilities, relevant experience, and education history.
3. Two letters of recommendation.
4. Official undergraduate degree documentation.

**Indicators of Effectiveness with Undergraduates as Determined by the Program (N/A as the Master of Sports Leadership is a graduate degree)**

## COSMA Annual Report 2018-19

### U.S. and non-U.S.-based Programs

**This annual report should be completed for your academic unit/sport management program and submitted electronically to COSMA by July 31 of each year. Failure to submit this completed document will result in Administrative Probation.**

#### *General Information*

Institution's Name:		Northeastern University			
Program(s)/Degree(s):		Master of Sports Leadership			
Address:		360 Huntington Avenue			
City:	Boston	State:	MA	ZIP/Postal Code:	02115
Primary Contact Name:		Dr. Robert Prior			
Title:	Associate Teaching Professor	Date Submitted:	8/7/2019		
Telephone:	617-943-3941	Email:	r.prior@neu.edu		

#### *Accreditation Information*

- A. Accreditation status of your academic unit/sport management program (mark one):

<input checked="" type="checkbox"/>	Accredited
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Program Member

- B. If you have received an accreditation letter from the COSMA Board of Commissioners with "Notes" that identified areas needing corrective action, list the item for each Note in the matrix below directly from your accreditation letter. Indicate whether corrective action has already been taken or that you have made plans to do so. Attach all relevant documentation of the actions taken. You have two years to resolve Notes.

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

#### *Outcomes Assessment*

- C. Has your outcomes assessment plan been submitted to COSMA?

<input checked="" type="checkbox"/>	Yes	
<input type="checkbox"/>	No. When will the plan be submitted to COSMA?	<b>Date:</b>

- D. Is the original or revised outcomes assessment plan you submitted to COSMA still current or have you made changes?

<input checked="" type="checkbox"/>	The outcomes assessment plan we submitted is still current.	
<input type="checkbox"/>	Changes have been made and the revised plan is attached.	
<input type="checkbox"/>	We have made changes and the revised plan will be sent to the COSMA by:	

*Outcomes Assessment (continued)*

E. Complete the program-level student learning outcomes matrix and program-level operational effectiveness goals matrix and include it with this annual report to COSMA.

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of student learning at the program level. Including more and varied measures is encouraged. On the bottom of the matrix, space is provided where you “**close the loop**” and **show changes and improvements you made and plan to make as a result of your assessment activity**.

*Programmatic Information*

F. Identify any significant changes that have taken place in your sport management degree programs during the reporting period. Indicate the impact of any of these changes, if applicable, in a written statement of explanation.

1. Did you terminate any degree programs during the reporting year?

<b>X</b>	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your sport management majors, concentrations, or emphases?

<b>X</b>	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new degree programs in sport management established during the academic year?

<b>X</b>	No (skip to item G below)
	Yes. If yes, please identify the new degree programs on a separate sheet; answer item F-4 below.

4. Was approval of your regional accrediting body required for any of these programs?

	No
	Yes. If yes, please attach an electronic copy of the material you sent to your regional accrediting body and identify the accrediting body you must obtain approval from.

G. Accredited Programs only: Provide the URL(s) for the page on your academic unit/sport management program’s website that makes available to the public your student learning outcomes, operational outcomes and program information profile. **You are required to update this information annually.** Failure to comply with this request will result in Administrative Probation.

URL(s): Program Student Learning Outcomes Posted on both the program and college web pages:  
<https://cps.northeastern.edu/academics/program/master-sports-leadership-online>  
  
<https://cps.northeastern.edu/about/accreditation>

*Administrative Changes*

H. Identify any administrative changes that directly affect your academic unit/sport management program.

Such changes would include your sport management unit’s primary representative to COSMA, your designated alternate to COSMA, your institution’s president and academic vice president, and the head of your academic unit/sport management program (if different from the primary representative to the COSMA). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone number, and email address.

Position	Name	Title
Telephone	Email	

*Other Issues*

I. There were several factors in 2018 that defined the change in direction and a new focus for the College of Professional Studies and the graduate and undergraduate programs:

- Northeastern University president’s call for robot-proof education: the need to address the technological, data, and human literacies in the curriculum such as critical thinking, systems thinking, entrepreneurship, cultural agility
- The shift toward competencies to address the employer and industry needs
- Working on next generation offerings such as modularized and competency-based learning

Like other programs at the college, the Sports Leadership Program worked to align the program with the university vision and new frameworks. That led to the transition to competencies from the Degree Qualification Profile (DQP) framework, a framework embraced by the college in 2012 to help define the entire assessment cycle from student learning outcomes to curriculum mapping, data collection and reporting.

The program lead along with the Academic Quality Assurance team identified discipline-specific and interdisciplinary competencies related to professional skills in demand by the sports industry and the employers. Next, they established where competencies live within assignments in a given program or course in the form of assessment data, which is evidence of learning.

This led to the change in both the student learning outcomes and the direct measures to collect the outcomes data, along with rubrics. The changes in the curriculum and data collection will lead to more targeted teaching and learning of the competencies that are valued by both the students and the employers. In addition, the program evaluation will offer evidence or data on the specific program competencies that make up the student learning outcomes.

***Dashboard Data – to be updated annually***  
**To be completed by accredited programs only**

J. Please fill out the matrix below. The data will be collected each year and included in a dashboard on the COSMA website. All data will be kept anonymous.

<b>Dashboard Data</b>	
Total Sport Management Enrollment (majors, minors, tracks) in all programs (UG, master's)	145 active Master of Sports Leadership students
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	2 FT faculty
Total Number of Part Time/Adjunct Sport Management Faculty	11 adjunct/PT faculty
Approximate Number of Students Selecting Sport Management Program Due to Accreditation Status	N/A selecting accredited program
Number of students/parents requesting information about your SM program	N/A requesting information
Number of students/parents attending information sessions about your SM program	N/A attending information sessions
Number of inquiries from business/industry about the accreditation status of your SM program	N/A business/industry inquiries

Program-Level Student Learning Outcomes Matrix –  
Academic Year 2018 – 2019

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: Specialized Knowledge - Articulate sports leadership principles, practices, and a solid knowledge of functions and essential skills required for organization and business success.</b>					
<b>Measure 1:</b> (Direct)  Final Supervised Internship Paper/Project Paper	90% of students will achieve meets or above standards on rubric scores: Thesis Statement & Project Focus row of rubric	19	19	100%	Exceeds expectation
<b>Measure 2:</b> (Indirect) Graduating Student Exit Survey	90% of graduating students will perceive a high level of satisfaction from their learning experience.  Used question: "Overall, I feel my expectations of the program were met"	9	11	82%	Did not meet (Note: Sample size too small to draw strong conclusions)
<b>Measure 3:</b> (Indirect)  Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns.  Used all questions in survey instrument	29	29	100%	Exceeds expectation
<b>Measure 4:</b> (Indirect)  Summer/Winter Institute Survey	90% of students will perceive a high level of satisfaction from their learning experience.  Used question: "Satisfaction with your overall graduate experience"	59	59	100%	Exceeds expectation
<b>SLO 2: Broad and Integrative Knowledge - Effectively research and examine current issues in sport and society while drawing on the perspectives and methods of other fields of study and considering how personal leadership skills and assumptions can offer solutions for change.</b>					
<b>Measure 1:</b> (Direct)  Final Supervised Internship Paper/ Project Paper	90% of students will achieve meets or above standards on rubric scores: Analysis/Research rows of rubric	19	19	100%	Exceeds expectation
<b>Measure 2:</b> (Indirect)	90% of graduating students will perceive a high level of satisfaction from their learning experience.	9	11	82%	Did not meet (Note: Sample size too small to draw strong conclusions)

Graduating Student Exit Survey	Used question: "Overall, I feel my expectations of the program were met"				
<b>Measure 3:</b> (Indirect)  Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns.  Used all questions in survey instrument	29	29	100%	Exceeds expectation
<b>Measure 4:</b> (Indirect)  Summer/Winter Institute Survey	90% of students will perceive a high level of satisfaction from their learning experience.  Used question: "Satisfaction with your overall graduate experience"	59	59	100%	Exceeds expectation
<b>SLO 3: Applied and Collaborative Learning - Design and implement a project in an out-of-class setting that requires the application of advanced knowledge gained in sports leadership to a practical challenge; assess approaches, scholarly debates, or standards for professional performance applicable to the challenge.</b>					
<b>Measure 1:</b> (Direct)  Final Supervised Internship Paper/ Project Paper	90% of students will achieve meets or above standards on rubric scores: Solutions or Strategies, Applications and Connections rows of rubric	19	19	100%	Exceeds expectation
<b>Measure 2:</b> (Indirect) Graduating Student Exit Survey	90% of graduating students will perceive a high level of satisfaction from their learning experience.  Used question: "Overall, I feel my expectations of the program were met"	9	11	82%	Did not meet (Note: Sample size too small to draw strong conclusions)
<b>Measure 3:</b> (Indirect)  Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns.  Used all questions in survey instrument	29	29	100%	Exceeds expectation
<b>Measure 4:</b> (Indirect)  Summer/Winter Institute Survey	90% of students will perceive a high level of satisfaction from their learning experience.  Used question: "Satisfaction with your overall graduate experience"	59	59	100%	Exceeds expectation
<b>SLO 4: Civic and Global Learning - Assess concepts, theories, and tools of policy development and strategic management relating to key factors including diversity and civic engagement and develop a position on how to use sports to foster diversity, prevent violence, and improve the health of local and global communities.</b>					
<b>Measure 1:</b> (Direct)	90% of students will achieve meets or above standards on rubric scores: All rubric rows	64	65	98%	Exceeds expectations

Sports in Society Final Paper: Role Playing Simulation					
<b>Measure 2:</b> (Indirect)  Graduating Student Exit Survey	90% of graduating students will perceive a high level of satisfaction from their learning experience.  Used question: "Overall, I feel my expectations of the program were met"	9	11	82%	Did not meet (Note: Sample size too small to draw strong conclusions)
<b>Measure 3:</b> (Indirect)  Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns.  Used all questions in survey instrument	29	29	100%	Exceeds expectation
<b>Measure 4</b> (Indirect)  Summer and Winter Institute Survey	90% of graduating students will perceive a high level of satisfaction from their learning experience.  Used question: "You were able to use the concepts learned in the program to address/develop a position on how to use sports to foster diversity, prevent violence, and/or improve the health of local and global communities. "	58	59	98%	Exceeds Expectations
<b>SLO 5: Experiential Learning - Synthesize and transfer learning to new, complex situations within course work or beyond the classroom via experiential opportunities in the program.</b>					
<b>Measure 1:</b> (Direct)  Sports Leadership Web- Portfolio	90% of students will achieve meets or above standards on the rubric scores (all rubric rows)	17	17	100%	Exceeds expectation
<b>Measure 2:</b> (Indirect)  Graduating Student Exit Survey	90% of graduating students will perceive a high level of satisfaction from their learning experience.  Used question: "Overall, I feel my expectations of the program were met"	9	11	82%	Did not meet (Note: Sample size too small to draw strong conclusions)
<b>Measure 3:</b> (Indirect)  Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns.  Used all questions in survey instrument	29	29	100%	Exceeds expectation
<b>Measure 4:</b> (Indirect)	90% of graduating students will perceive a high level of	59	59	100%	Exceeds expectation

Summer/Winter Institute Survey	satisfaction from their learning experience.  Used question: "Satisfaction with your overall graduate experience"				
<p><b>**Explanation of course action for intended outcomes not realized:</b></p> <p><b>For SLO 4, Civic and Global Learning, we added a new Direct Measure, the Sports in Society Final Paper: Role Playing Simulation</b> The expectation is that 90% of students will meet or be above standards on rubric scores.</p> <ul style="list-style-type: none"> <li>98% Exceeded expectations (64/65) for SLO 4</li> <li>Sample Rubric Data is provided in Appendix A</li> </ul> <p><b>Indirect Measure 2: Graduating Student Exit Survey:</b>  <b>The expectation for the 5 SLO's was 90% of graduating students will perceive a high level of satisfaction from their learning experience, using the question: "Overall, I feel my expectations of the program were met"</b></p> <ul style="list-style-type: none"> <li>Due to a low number of respondents (9/11), only 82% perceived a high level of satisfaction.</li> <li>We feel that the sample size was too small to draw strong conclusions.</li> <li>We hope to get a larger response rate in the future and hope to meet or exceed the 90% satisfaction benchmark.)</li> </ul>					

### 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 - Strengthen the MSL Program's position in the sports management education marketplace</b>			
<b>Measure 1:</b> Annual SWOT Analysis of MSL program	MSL program should show positive growth and presence in the sports management education marketplace	The annual SWOT Analysis has shown that the MSL Program has a strong presence in region and online.	Meets expectation
<b>Measure 2:</b> Graduation and Retention Rates for MSL program	Enrollments of at least 35 students per year and retention of 85%	Cohort of at least 84 graduating students and a 88% retention rate for Academic Year.	Exceeds Expectations
<b>Measure 3:</b> Job placement of MSL graduates	75% of MSL graduates will be employed in some segment of the sports industry	N/A Data will be compiled in 2019-20 academic year	Does not meet expectation
<b>Measure 4:</b> COSMA Accreditation Status	MSL Program will be on track for COSMA Accreditation Re-Affirmation for 2021.	MSL Program begun planning for program self-study.	Meets Expectations

<b>OEG 2 - Ensure that MSL Faculty are delivering excellence in sports management education</b>			
<b>Measure 1:</b> Course Evaluations	90% of learners in classes taught by sports leadership faculty will be satisfied with teaching effectiveness (rate the teaching effectiveness as "Almost Always Effective" Or "Usually Effective")	95% of learners in classes taught by sports leadership faculty rated the teaching effectiveness as "Almost Always Effective" Or "Usually Effective" (n = 258)	Exceeds expectations
<b>Measure 2:</b> Full-Time MSL Faculty Annual Reviews	Full-Time MSL Faculty will receive a positive Annual Assessment/review from the Associate Dean	MSL Faculty received a positive annual review from Faculty Director and Associate Dean	Meets expectations
<b>Measure 3:</b> Professional Development Seminar Attendance	Full-Time MSL Faculty should attend multiple professional development conferences, training sessions and meetings each year	Full-Time MSL Faculty attended 2018 COSMA Conference, and the CPS professional development sessions during 2018-19 year.	Meets expectation
<b>OEG 3 - Engage Alumni in shaping the future of the MSL Program</b>			
<b>Measure 1:</b> MSL Alumni Information Updates	Compile information from 90% of MSL Program Alumni	N/A Data being compiled in 2019-20 academic year	Does not meet expectation
<b>Measure 2:</b> Host MSL Alumni Reception	Work with Alumni Relations to create and host an MSL Alumni Event	We successfully coordinated alumni receptions at the 2018 Summer Institute and 2019 Winter Institute	Meets Expectations
<b>Measure 3:</b> Host First-ever MSL Advisory Board Meeting	Identify and invite candidates to join Inaugural MSL Advisory Board	MSL Advisory Board is being revamped and plans are being made to hold meeting in 2020.	Does not meet expectations
<b>Measure 4:</b> Administer MSL Alumni Survey	Create and administer MSL Alumni Survey to gather further information from alumni	College has a general alumni survey sent every few years, but it has small response rates. Program would like to create and distribute individual program one	Does not meet expectations

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

**Operational Effectiveness Goal #1: Strengthen the MSL Program's position in the sports management education marketplace**

- The expectation is that 75% of MSL graduates will be employed in some segment of the sports industry. (We still have not been able to find the time or resources to compile the updates on our alumni. We are exploring ideas for better tracking alumni employment and career changes. Hopefully we will have done so by the end of the 2019-20 academic year.)

**Operational Effectiveness Goal #3: OEG 3 - Engage Alumni in shaping the future of the MSL Program**

- The expectation is that we would compile information from 90% of MSL Program Alumni. (We still have not been able to find the time or resources to compile the updates on our alumni. We are exploring ideas for better tracking alumni employment and career changes. Hopefully we will have done so by the end of the 2019-20 academic year.)
- The expectation for hosting an Inaugural MSL Advisory Board Meeting has not yet been met. (MSL Advisory Board is being revamped and plans are being made to hold meeting in 2020.)
- The expectation for administering an MSL Alumni Survey has not yet been realized and we hope to administer the survey in 2019-20.

*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.*

**Appendix A: Sample: Rubric Analysis**

**Commented [KM1]:** Added the rubric results from LDR6405. What do you think?

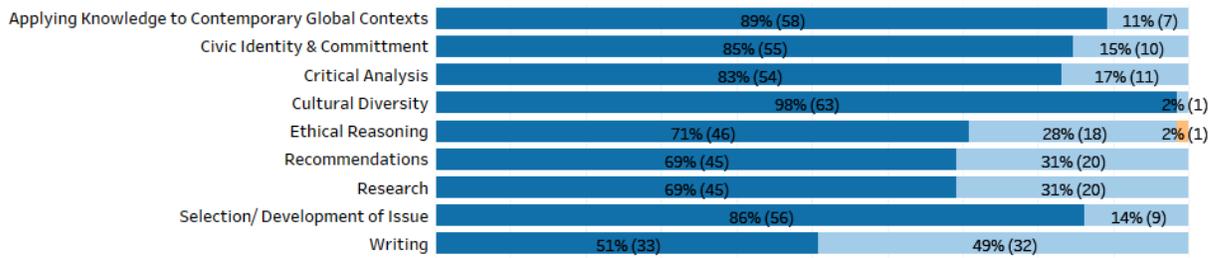
**Sport in Society Final Paper: Role Playing Simulation Rubric Analysis**

Distribution of Results: Percent of Learners that Scored Above Standards, Meets Standards, Approaching Standards, Below Standards

SLO 4: Civic and Global Learning - Assess concepts, theories, and tools of policy development and strategic management relating to key factors including diversity and civic engagement and develop a position on how to use sports to foster diversity, prevent violence, and improve the health of local and global communities.

Rubric Criteria:

Distribution of Results:



Legend: Above Standards (Dark Blue), Meets Standards (Light Blue), Approaching Standards (Orange)

## Appendix B: Results to Internship Supervisor Evaluation Professional Characteristics (skills):

### Sports Leadership: Internship Supervisor Evaluation Results

