

## **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/Specialized Accreditor(s): \_\_\_\_\_ 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.

URL where accreditation status is stated: \_\_\_\_\_

### **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: \_\_\_\_\_

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.

# COSMA Annual Report 2019-20

## 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 and a fine of \$180.**

### *General Information*

Institution's Name:	Northeastern University		
Degree Program(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:	July 31, 2020
Telephone:	617-943-3941	Email:	r.prior@neu.edu

### *Accreditation Information*

A. Accreditation status of your academic unit/sport management program:

<input checked="" type="checkbox"/>	Accredited
<input type="checkbox"/>	Reaffirmation of Accreditation (check if within 2 years/letter received)*
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Program Member

\*What is your timeline for Reaffirmation of Accreditation? Include estimated month/year for self study submission and month/year of site visit.

**August 2021 self-study submission, February 2022 site visit**

B. If you have received an accreditation letter from the COSMA Board of Commissioners with “Notes” and/or “Observations” that identified areas needing corrective action, list the item(s) 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>
List your Notes here		
Note 1		
Note 2, etc.		

Observation 1		
Observation 2, etc.		

***Outcomes Assessment***

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

<b>X</b>	Yes
	No. <b>When will the plan be submitted to COSMA?</b> <b>Date:</b>

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

<b>X</b>	The outcomes assessment plan we submitted is still current.	
	Changes have been made and the revised plan is attached.	
	We have made changes and the revised plan will be sent to COSMA by:	<b>Date:</b>

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 need to “**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? This includes changes in sport courses/curricular changes.

<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	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?

<input checked="" type="checkbox"/>	No (skip to item G below)
<input type="checkbox"/>	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?

<input type="checkbox"/>	No
<input type="checkbox"/>	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.

***Administrative Changes***

G. Identify any administrative and other changes that directly affect your academic unit/sport management program. 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. Include an updated organizational chart to show the relationship between the administrator(s) and 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, academic vice president, Dean, Provost, etc.
- The head of your academic unit/sport management program (if different from the primary representative to the COSMA)

Position	Name	Title
	Telephone	Email

What impact have these changes had on your program? Comment specifically about faculty changes (faculty leaving, new faculty, other forms of faculty turnover). If you have a new accreditation point person: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

***Other Changes/Issues***  
***(Includes Covid-19 impact description)***

H. Briefly comment on other changes or issues pertaining to your academic unit/sport management program you would like to share with COSMA (e.g., new partnerships, innovations, campus locations, change in program delivery, etc). Describe the modifications made to your program delivery, collection of outcomes assessment data and grading/graduation requirements as a result of the disruption of the Covid-19 virus. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.

### Items to be Completed by Accredited Programs Only

- I. 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 on College webpages- <https://cps.northeastern.edu/additional-resources/student-learning-outcomes>  
 About accreditation on College webpage- <https://cps.northeastern.edu/about/accreditation>  
 Program Student Learning Outcomes on Program webpage- <https://cps.northeastern.edu/academics/program/master-sports-leadership-online>

### Dashboard Data – to be updated annually

- J. Please fill out the matrix below. The data will be collected each year and used to understand the impact accreditation has on your program(s). All data will be kept anonymous.

Dashboard Data	
Total Sport Management Enrollment (majors, minors, tracks) in all programs (UG, master’s)	150 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

- K. How has accreditation benefitted your program, faculty and/or other?

COSMA accreditation has clearly benefitted the Master of Sports Leadership program for several reasons. Incoming students have noted that they selected the program over others because of the accreditation. Students have confidence that we are delivering what we have advertised and promoted publicly and saw evidence of student success as a factor in choosing our program.

- L. What can COSMA do to serve you better?

Given the situation with COVID-19, and that we will be seeking reaffirmation of our accreditation over the next several years, we would like to know how any of the processes might be adjusted. How does the “new normal” impact site visits and meeting with the various stakeholders across campus when we are unsure whether campuses will be fully open or virtual.

Program-Level Student Learning Outcomes Matrix – Academic  
Year 2019 – 2020



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: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b>Competency - Sports Knowledge Area/Innovation &amp; Experiential Learning</b>					
<b>SLO1: Demonstrate breadth and depth of knowledge in sports and society, sports law, and media relations via selected artifacts from over the course of the program and well-crafted reflection on the related competencies and learning.</b>					
<b>Measure 1</b> (Direct)  ePortfolio	85% of students will achieve at least 84% based on rubric scores	38	36	95%	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”	8	8	100%	Exceeds expectation – 100% of respondents answered, “Strongly Agreed” or “Agreed”. (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	21	21	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”	54	54	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”
<b>Competency-Strategic Thinking, Planning, Action &amp; Implementation</b>					
<b>SLO2: Apply sports leadership principles, practices, and functional knowledge to address a practical challenge in a real-world setting.</b>					
<b>Measure 1</b> (Direct)  Capstone Final Paper	85% of students will achieve at least 84% based on rubric scores	38	36	95%	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”	8	8	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”. (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	21	21	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”	54	54	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”
<b>Competency-Leadership Development of Self &amp; Others</b> <b>SLO3: Integrate personal, interpersonal, and team-based skills and competencies required for leadership roles in sport organizations to offer solutions for change in various contexts within the sports industry.</b>					
<b>Measure 1</b> (Direct) Leadership Interview & Reflection	85% of students will achieve at least 84% based on rubric scores	32	26	81%	Does Not Meet Expectations
<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”	8	8	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”. (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	21	21	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”	54	54	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”
<b>Competency-Ethical Practices</b> <b>SLO4: Investigate a current ethical and legal issue related to sports, recreation, and leisure services and recommend potential solutions to address the issue.</b>					
<b>Measure 1</b> (Direct) Case Analysis	85% of students will achieve at least 84% based on rubric scores	49	47	96%	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”	8	8	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”. (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	21	21	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”	54	54	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”
<b>Competency-Civic Mindedness/Global Mindset</b>					
<b>SLO5: Examine the role of sports in society within sociological, economic, and political contexts and how it can be used to develop community services and foster diversity.</b>					
<b>Measure 1</b> (Direct)  Sports in Society Group Project	85% of students will achieve at least 84% or above based on rubric scores	52	52	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”	8	8	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”. (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	21	21	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: “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.”	54	54	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”

<b>Competency-Communication</b>					
<b>SLO6: Craft a strategy for building and managing an effective media relations program on the intercollegiate and professional level.</b>					
<b>Measure 1</b> (Direct)	85% of students will achieve at least 84% based on rubric scores	52	52	100%	Exceeds expectation
Group Sports Social Media Campaign					
<b>Measure 2</b> (Indirect)	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”	8	8	100%	Exceeds Expectations – 100% of respondents “Strongly Agreed” or “Agreed” when asked if their expectations for the program were met. (Note: Sample size too small to draw strong conclusions)
Graduating Student Exit Survey					
<b>Measure 3</b> (Indirect)	90% of internship supervisors will perceive a high level of satisfaction with MSL interns.  Used all questions in survey instrument	21	21	100%	Exceeds expectation
Internship Supervisor Evaluation					
<b>Measure 4</b> (Indirect)	90% of students will perceive a high level of satisfaction from their learning experience.  Used question: “Satisfaction with your overall graduate experience”	54	54	100%	Exceeds expectation – 100% of respondents answered “Strongly Agreed” or “Agreed”
Summer/ Winter Institute Survey					

**Required Narrative:** Address ALL SLO data – both ones that met/exceeded expectations and those that did not. How has this outcomes assessment data driven curricular and other decisions? How have you improved/changed this year based on this data (closed the loop)?

**Shift to Competency Framework**

CPS initially adopted the Degree Qualifications Profile, a learning-centered framework that offers a baseline set of reference points for what college graduates should know and be able to do to earn an associate's, bachelor's or master's degree, in regard to competencies (knowledge, skills, attitudes). However, CPS is committed to continually exploring and adjusting frameworks based on the industry needs. The college then explored **professional competencies** framework to align with the industry needs in 2018 by using a **domain approach**. Domains reorient our thinking from individual courses and programs, to broadly defined areas of knowledge and practice. The domain work begins with the identification of Meta-categories, or broad, organizational buckets that break down a domain into similar themes and/or areas of knowledge and practice. Next, we identify the discrete knowledge, skills, and attitudes (KSAs). What emerges is a framework of competencies across the full domain. This framework is refined and validated further with industry and employers. Each program (or product) reflects a subset of domain competencies. These program competencies are expressed to learners as program learning outcomes (PLOs). Each course (or unit) within a program addresses a subset of program competencies. These are expressed to learners as course outcomes.

**Change in Terminology ONLY:**

One other change was in terminology university wide. Student Learning Outcomes (SLOs) are now called Program Learning Outcomes (PLOs). We are still measuring the same variable, student learning outcomes, at the program level, and in the same manner. The change is strictly in terminology ONLY to be consistent across the university.

**Impact on the Program:**

As a result, we now have new SLOs (called PLOs) that are being measured through new assignments.

As evidenced in the data shared on all of the SLOs above, the program met or exceeded the benchmarks for all but one: SLO3.

**Competency-Leadership Development of Self & Others**

**SLO3:** Integrate personal, interpersonal, and team-based skills and competencies required for leadership roles in sport organizations to offer solutions for change in various contexts within the sports industry.

**Direct Measure:** Leadership Interview & Reflection

**Results:** Did not meet expectations

The benchmark was that 85% of students will achieve at least 84% based on rubric scores. Only 81% of students achieved at least 84% based on rubric scores and the benchmark was not met. While the benchmark was not met, it is close to the standard expectations. We believe that this was a fairly new assignment for students to complete. Faculty will look into the assignment description and prompt to add details and add more clarity for students. Rubric is another area to review and edit, as needed. One other suggestion would be to add either a discussion board question on how to approach this assignment as students begin work on this assignments and/or include peer-review prior to the final submissions to get additional feedback from peers before they finalize the assignment. Faculty could also add resources on interview skills and reflection process for the students.

**Indirect Measure 2: Graduating Student Exit Survey**

**Results:** Exceeds expectations

The expectation 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

*Covid-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instruments changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.*

While all of the courses in the Spring were delivered online because of COVID-19, student learning outcomes, assignments, and expectations remained the same for the program. College of Professional Studies at Northeastern University has been primarily online and was best positioned to continue the learning online without major adjustments on part of both the faculty and students. We continue to collect data in the same ways as we did before and were able to report on the required number of student learning outcomes at the program level, both for direct and indirect measures.

### Program-Level Operational Effectiveness Goals Matrix

<b>Identify Each Operational Effectiveness Goal and Measurement Tool(s)</b>	<b>Identify the Benchmark</b>	<b>Data Summary</b>	<b>Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data</b>
<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 42 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 could not be determined due to Pandemic	Insufficient Data
<b>Measure 4:</b> COSMA Accreditation Status	MSL Program will be on track for COSMA Accreditation Re-Affirmation for 2022.	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 overall graduate experience as “Very Satisfied” Or “Satisfied”)	100% of the students (n=54) were either “Very Satisfied” Or “Satisfied” with the overall graduate experience	Meets 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 2020 COSMA Conference, and the CPS professional development sessions during 2019-20 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	With high number of alumni impacted by COVID and unable to be reached at their employers, we will consider lowering the benchmark in the future to 80%	Does not meet expectation
<b>Measure 2</b> Host MSL Alumni Reception	Work with Alumni Relations to create and host an MSL Alumni Event	Were unable to host this event due to Pandemic	Insufficient Data



<b>Measure 3:</b> Host First-ever MSL Advisory Board Meeting	Identify and invite candidates to join inaugural MSL Advisory Board	Were unable to create inaugural Advisory Board due to Pandemic	Insufficient Data
<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

**Required Narrative: Explain any course action for intended outcomes realized AND not realized.** Provide all explanations of the data included in this table. What is meeting or exceeding expectations and why? What is not meeting expectations and why? Explain why you might have “insufficient data” and how you plan to correct this.

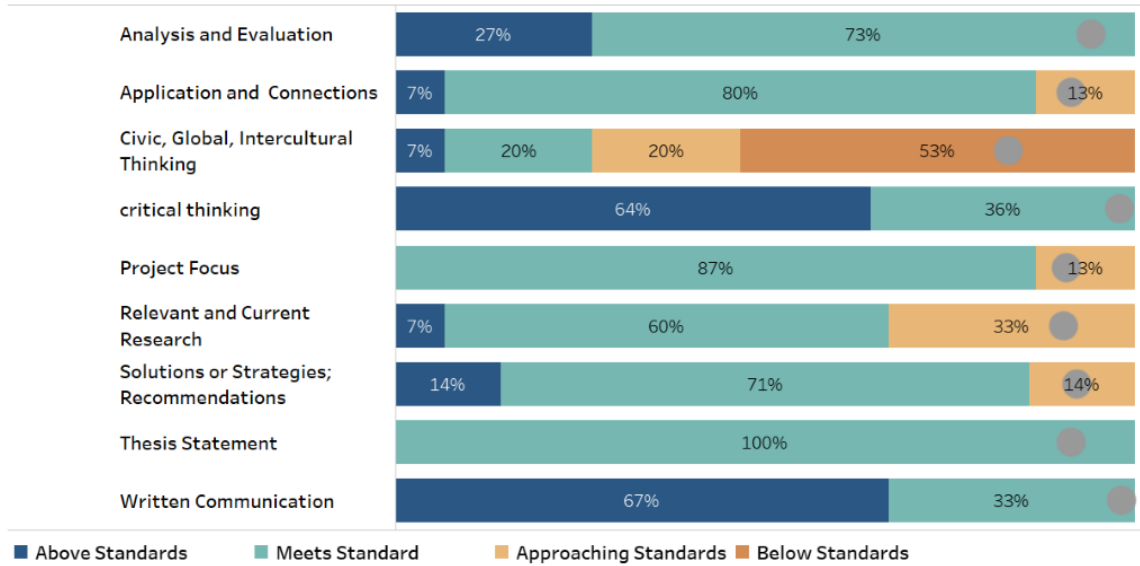
The data labeled as “insufficient data” were due to the pandemic. We were unable to implement the initiatives and we hope to work on these when the campus and the sports industry opens again. The data on MSL Alumni survey is missing as we were unable to administer this survey because many of our alumni have been impacted by the pandemic and are not working currently as the sports industry has been put on-hold.

**For OEG 3 Measure 1,** With high number of alumni impacted by COVID and unable to be reached at their employers, we will consider lowering the benchmark in the future to 80%. Many alums have been furloughed or permanently laid off and the current benchmark of 90% is a bit high given the current Pandemic situation.

## Appendix A: Sample Rubric Data

One sample rubric from the Final Paper (SLO2) is shown below (n = 15). This rubric showcases students performed best on critical thinking and written communication.

### Final Paper



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

**Sports Leadership: Internship Supervisor Evaluation Results**

Professional Charactoristics..

