

COSMA Annual Report 2020-21

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.

SECTION 1: PROGRAMMATIC INFORMATION (COMPLETED BY ALL PROGRAMS)

Institution's Name:	Northeastern University		
Address:	360 Huntington Avenue		
City:	Boston	State:	MA
		ZIP/Postal Code:	02115
Primary COSMA Contact Name:	Robert Prior		
Telephone:	617-943-3941	Email:	r.prior@northeastern.edu
Sport Management Degree Program(s):	Master of Sports Leadership		
Name of College where Sport Management degree(s) is housed:	College of Professional Studies		
Academic Unit URL:	https://cps.northeastern.edu/academics/program/master-sports-leadership-online		

A. Check the box to reflect the accreditation status of your academic unit/sport management program:

<input type="checkbox"/>	Accredited
<input checked="" type="checkbox"/>	Reaffirmation of Accreditation (check if within 2 years/letter received)*
<input type="checkbox"/>	Candidate for Accreditation*
<input type="checkbox"/>	Program Member (has not been granted Candidacy Status)

*Estimate the month and year you want to hold a site visit.

May 2022

B. 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?

<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Yes. If yes, please identify terminated programs.

2. Were changes (e.g., curricular) made in any of your sport management majors, concentrations or emphases?

<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 sport management degree programs established during the reporting year?

X	No (skip to Section C)
	Yes. If yes, please identify the new degree programs and answer B4.

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

	No
	Yes. Provide a copy/URL of the approval letter from your accrediting body.

C. Identify any administrative and other changes that directly affect your academic unit/sport management program and attach an updated organizational chart that shows these relationships. 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).
- Faculty changes

Position: Interim Dean, College of Professional Studies	Name: David Fields	Title: Senior Associate Dean, Professional Programs
Email d.fields@northeastern.edu		

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 COSMA accreditation primary representative: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

No impact on the program operations, the COSMA primary representative remains the same.

Other Changes/Issues
(Includes COVID-19 impact description)

D. Briefly comment on other changes or issues pertaining to your academic unit/sport management program (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 pandemic. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.

Like most institutions, the impact of the COVID-19 was profound. Northeastern University adapted swiftly and utilized existing digital infrastructure to offer programs virtually and hybrid. We were able to offer the program and collect assessment data, including both direct and indirect measures. One modification was the yearly Sports Leadership Summer Institute was offered virtually rather than in person.

E. How has COSMA and the accreditation process benefitted your program, faculty, students, alumni and/or other?

COSMA accreditation has clearly benefitted the Master of Sports Leadership program. 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 noted the quality of the faculty and the academic standards.

F. What can COSMA do to serve you better?

The COSMA's 2020-21 reporting includes additional questions on the impact of the COVID-19 Pandemic and disaggregation of enrollment data. The reaffirmation process has included many useful virtual calls to help clarify expectations and questions. We would like to continue to have this open dialog and to understand how site visits will be impacted.

SECTION 2: OUTCOMES ASSESSMENT (TO BE COMPLETED BY ACCREDITED PROGRAMS AND PROGRAMS IN CANDIDACY STATUS)

A. Has your outcomes assessment plan changed from initial approval or since last year’s Annual Report?

X	No
	Yes. Attach the revised O/A plan.

B. Complete the following chart if you are responding to feedback from the Board of Commissioners as follows:

- Notes and Observations in a recent accreditation granted letter
- Required response items to a Candidacy Status granted letter
- Action Items from a Site Visit report
- Required response items to an accreditation deferred letter

Copy and paste the note, observation, action item or required response item in Column 1. Indicate your response to the item in the second column. Feel free to include your response as an addendum and attach documentation accordingly. **You have two years to resolve Notes.**

<i>Notes, Observations, Action Items, Required responses</i>	<i>Your Response</i>
1.	
2.	
3.	
4.	
5.	

C. Provide the URL(s) for the page on your academic unit/sport management program’s website that makes available to the public the following (pp. 7-10 of this document):

- SLO matrix
- OEG matrix
- Dashboard data
- Program information profile
- Statement of accreditation status (includes Candidacy Status)
- Accreditation seal (accredited programs only)

This information must be updated 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 Page: https://cps.northeastern.edu/academics/program/master-sports-leadership-online

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 2020 – 2021

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
Competency - Sports Knowledge Area/Innovation & Experiential Learning					
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.					
Measure 1 (Direct) ePortfolio	85% of students will achieve at least 84% based on rubric scores	19	19	100%	Exceeds expectation
Measure 2 (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”	6	6	100%	Exceeds expectation – 100% of respondents answered, “Strongly Agreed” or “Agreed”. (Note: Sample size too small to draw strong conclusions)
Measure 3 (Indirect) Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns. Used all questions in survey instrument	7	7	100%	Exceeds expectation
Measure 4 (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”	22	22	100%	Exceeds expectation – 100% of respondents answered, “Very Satisfied” or “Satisfied.”
Competency-Strategic Thinking, Planning, Action & Implementation					
SLO2: Apply sports leadership principles, practices, and functional knowledge to address a practical challenge in a real-world setting.					
Measure 1 (Direct) Capstone Final Paper	85% of students will achieve at least 84% based on rubric scores	21	21	100%	Exceeds expectation
Measure 2 (Indirect)	90% of graduating students will perceive a high level of satisfaction from their	6	6	100%	Exceeds expectation – 100% of respondents answered, “Strongly

Graduating Student Exit Survey	learning experience. Used question: "Overall, I feel my expectations of the program were met"				Agreed" or "Agreed". (Note: Sample size too small to draw strong conclusions)
Measure 3 (Indirect) Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns. Used all questions in survey instrument	7	7	100%	Exceeds expectation
Measure 4 (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"	22	22	100%	Exceeds expectation – 100% of respondents answered, "Very Satisfied" or "Satisfied."
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.					
Measure 1 (Direct) Leadership Interview & Reflection	85% of students will achieve at least 84% based on rubric scores	28	28	100%	Exceeds expectation
Measure 2 (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"	6	6	100%	Exceeds expectation – 100% of respondents answered, "Strongly Agreed" or "Agreed". (Note: Sample size too small to draw strong conclusions)
Measure 3 (Indirect) Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns. Used all questions in survey instrument	7	7	100%	Exceeds expectation
Measure 4 (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"	22	22	100%	Exceeds expectation – 100% of respondents answered, "Very Satisfied" or "Satisfied."
Competency-Ethical Practices					
SLO4: Investigate a current ethical and legal issue related to sports, recreation, and leisure services and recommend potential solutions to address the issue.					

Measure 1 (Direct) Case Analysis	85% of students will achieve at least 84% based on rubric scores	43	43	100%	Exceeds expectation
Measure 2 (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"	6	6	100%	Exceeds expectation – 100% of respondents answered, "Strongly Agreed" or "Agreed". (Note: Sample size too small to draw strong conclusions)
Measure 3 (Indirect) Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns. Used all questions in survey instrument	7	7	100%	Exceeds expectation
Measure 4 (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"	22	22	100%	Exceeds expectation – 100% of respondents answered, "Very Satisfied" or "Satisfied."
Competency-Civic Mindedness/Global Mindset					
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.					
Measure 1 (Direct) Sports in Society Group Project	85% of students will achieve at least 84% or above based on rubric scores	36	36	100%	Exceeds expectation
Measure 2 (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"	6	6	100%	Exceeds expectation – 100% of respondents answered, "Strongly Agreed" or "Agreed". (Note: Sample size too small to draw strong conclusions)
Measure 3 (Indirect) Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns. Used all questions in survey instrument	7	7	100%	Exceeds expectation
Measure 4 (Indirect)	90% of students will perceive a high level of satisfaction from their	21	22	95%	Exceeds expectation – 95% of respondents answered, "Very

Summer/Winter Institute Survey	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.”				Satisfied” or “Satisfied.”
Competency-Communication					
SLO6: Craft a strategy for building and managing an effective media relations program on the intercollegiate and professional level.					
Measure 1 (Direct) Group Sports Social Media Campaign	85% of students will achieve at least 84% based on rubric scores	34	34	100%	Exceeds expectation
Measure 2 (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”	6	6	100%	Exceeds expectation – 100% of respondents answered, “Strongly Agreed” or “Agreed”. (Note: Sample size too small to draw strong conclusions)
Measure 3 (Indirect) Internship Supervisor Evaluation	90% of internship supervisors will perceive a high level of satisfaction with MSL interns. Used all questions in survey instrument	7	7	100%	Exceeds expectation
Measure 4 (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”	22	22	100%	Exceeds expectation – 100% of respondents answered, “Very Satisfied” or “Satisfied.”

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

Student Learning Outcomes Matrix Narrative:

Last year we updated the SLO framework to align with professional competencies. This was the first year collecting data on the new SLOS. In addition, the university transitioned to a new learning management system, thus we compiled the outcomes data from both systems and joined the data for a comprehensive picture.

As available, data this year was also disaggregated by Citizenship, Gender, and IPEDS Race Designation. There were no statistically significant differences on the SLO performance data across these populations, and we hope to continue this detailed analysis in future reporting.

Despite the Pandemic, we were able to increase our experiential engagement, leveraging the Experiential Network. We worked with employers to scope out new authentic projects, increasing engagement in experiential learning.

We did have fewer students participate in the internship than in previous years, which was a clear reflection of the state of the world with the Pandemic shutting down all industries, including the sports industry.

For the *Sports Knowledge Area/Innovation & Experiential Learning in SLO1*, students exceeded benchmarks and expectations for each of the four measures.

For *Competency-Strategic Thinking, Planning, Action & Implementation in SLO2*, students exceeded benchmarks and expectations for each of the four measures.

For *Competency-Leadership Development of Self & Others in SLO3*, students exceeded benchmarks and expectations for each of the four measures.

For *Competency-Ethical Practices in SLO4*, students exceeded benchmarks and expectations for each of the four measures.

For *Competency-Civic Mindedness/Global Mindset in SLO5*, students exceeded benchmarks and expectations for each of the four measures.

For *Competency-Communication in SLO6*, students exceeded benchmarks and expectations for each of the four measures.

COVID-19 additional explanation requirements:

While the university offered Hybrid 'NUFlex' model during COVID-19 with additional support for both faculty and students including documentation, training, and resources, this did not negatively impact our data collection and analysis efforts.

NUFlex allowed students the same quality education online and in person, especially for international students and visa requirements. It allowed for the use of technology for virtual classroom meetings, on-site testing, and classroom modifications as needed. NuFlex is considered a model for a flexible hybrid student experience and we hope to return to campus in the fall of 2021 without limitations.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2020-21

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
OEG 1 - Strengthen the MSL Program's position in the sports management education marketplace			
Measure 1 Annual SWOT Analysis of MSL program	MSL program should show positive growth and presence in the sports management education marketplace	Enrollment decline 2019-2020 due to Pandemic	Below Expectations
Measure 2 Graduation and Retention Rates for MSL program	Enrollments of at least 35 students per year and retention of 85%	Graduation of 32 students. Retention of 90%.	Number of Graduating students below expectations Retention meets expectations
Measure 3: 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
Measure 4: COSMA Accreditation Status	MSL Program will be on track for COSMA Accreditation Re-Affirmation for 2022.	MSL Program actively working on self-study.	Meets Expectations
OEG 2- Ensure that MSL Faculty are delivering excellence in sports management education			
Measure 1 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")	90% of learners in classes taught by sports leadership faculty responded 'very effective' or 'effective' for teaching effectiveness. (n=89)	Meets Expectations

Measure 2 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
Measure 3: 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 the most recent COSMA Conference	Meets expectation
OEG 3- Engage Alumni in shaping the future of the MSL Program			
Measure 1 MSL Alumni Information Updates	Compile information from 80% of MSL Program Alumni	We were unable to connect with learners due to Pandemic	Insufficient Data
Measure 2 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
Measure 3: 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
Measure 4: 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

Program-Level Operational Effectiveness Goals Matrix Narrative:

For **OEG 1 - Strengthen the MSL Program's position in the sports management education marketplace**, the Pandemic affected attaining the goals and meeting benchmarks.

In Measure 1, relating to positive growth for the MSL program, we did not meet Expectations as enrollment decline 2019-2020 due to Pandemic.

In Measure 2, our number of graduating students was below expectations by three students (32), but the program retention rate exceeded expectations with a 90% retention rate.

In Measure 3, there was Insufficient Data to determine Job placement of MSL graduates since all industries were shut down because of the Pandemic.

In Measure 4, COSMA Accreditation Status, MSL Program meets expectations and is on track for seeking COSMA Accreditation Re-Affirmation for 2022.

For **OEG 2- Ensure that MSL Faculty are delivering excellence in sports management education**, we met expectations for the benchmarks for all three measures as Full-Time MSL Faculty were deemed as effective/very effective in teaching by 90% of learners. Additionally, MSL Faculty received a positive annual review from their Faculty Director and Associate Dean. Finally, both Full-Time MSL Faculty members attended the 2020 COSMA Conference.

As was the case in last year's Annual Report when the pandemic began, the data labeled as "insufficient data" for **OEG 3- Engage Alumni in shaping the future of the MSL Program** were due to the impact of the Pandemic on our alumni, the sports industry and the institution.

Many of our alumni have been professionally affected by the pandemic and were not working as sports industry was put on-hold. With the campus still being shut down for in-person activity and interaction, we were unable to implement the operational effectiveness measures and initiatives (Alumni Information Updates, Hosting an MSL Alumni Reception, Hosting an Advisory Board Meeting and Administering an Alumni Survey).

We are hopeful with the vaccination efforts across the country and the University that we will be able to return to campus in the fall of 2021 without limitations and implement these measures during the 2021-22 academic year.

SECTION 3: PROGRAM DIVERSITY PERFORMANCE DATA

(completed by all programs)

COMPLETE THIS FORM OR PROVIDE THE SAME INFORMATION IN A FORMAT
ALREADY IN USE

Dashboard Data			
Total Sport Management Master's Enrollment (majors, minors, tracks, concentrations)	113 active Master of Sports Leadership students		
Percentages of female and male majors (separate out undergraduate, master's and doctoral)		Number	Percentage
	# Female	39	35%
	# Male	74	65%
Student Demographics: Number of Students by race/ethnicity (separate out undergraduate, master's and doctoral)		Number	Percentage
	# African American/Black	14	12%
	# American Indian/Alaskan Native		
	# Asian		
	# Caucasian/White	69	61%
	# Hispanic/Latinx	6	5%
	# Native Hawaiian/Pacific Islander		
	# Non Resident Alien	9	8%
# Two or more races	6	5%	
# Unknown	9	8%	
Student: Faculty Advising Ratio	N/A		
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	2 FT faculty		
Total Number of Part Time/Adjunct Sport Management Faculty	13 adjunct/PT faculty		
Ratio of Male and Female Faculty		Number	
	#Female Faculty -	5	
	#Male Faculty -	8	
Faculty Demographics: Number of Faculty by race/ethnicity	N/A		

PROGRAM INFORMATION PROFILE

This profile offers information about the program in the context of its mission, basic purpose and key features.

Name of Institution: Northeastern University

Program/Specialized Accrerator(s): COSMA

Institutional Accrerator: 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: Fall 2028

URL where accreditation status is stated

<https://cps.northeastern.edu/academics/program/master-sports-leadership-online>