Student Learning Outcomes Matrix - Academic Year 2021 – 2022

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
Undergraduate/Residential: The student will be able to recommend research-based managerial practices for sport organizations.					
SMGT 310 (residential)	Direct: 75% of students will be able to achieve 3 out of 4 for each sub-category (SC) of the rubric	40 students observed	SC 1: 36 SC 2: 38 SC 3: 34	SC 1: 90% SC 2: 95% SC 3: 85%	Exceeds expectation

Suggested Action Plan: No suggested changes at this time.

Sub-Category (SC) Titles:

      SC 1: Identify PR postures and responses
      SC 2: Assessment of PR responses used
      SC 3: Recommend best practices for use

Notes: Liberty University has completed the QEP: ILLUMINATE: Cultivating a Community of Research (https://www.liberty.edu/center-for-research-scholarship/qep-overview/). The research-intensive initiative was focused on residential undergraduate students. It has been exciting to watch the growth and development of students in this area. As the sport industry becomes increasingly complex, students will rely on the skills developed through the research process: understanding the literature, asking relevant, researchable questions, developing an appropriate methodology, collecting the data, processing the data such that it can be used for informed decision making.

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
Graduate/Residential & Online:					

The student will be able to evaluate and present scholarship relevant to sport management based on the knowledge of literature, research, and industry best practices.					
SMGT 502 (residential)	Direct: 75% of students will be able to achieve 3 out of 4 for each sub-category (SC) of the rubric	12 students observed	SC 1: 12 SC 2: 9 SC 3: 11	SC 1: 100% SC 2: 75% SC 3: 91.66%	Exceeds expectation
SMGT 502 (online)	Direct: 75% of students will be able to achieve 3 out of 4 for each sub-category (SC) of the rubric	99 students observed	SC 1: 83 SC 2: 79 SC 3: 74	SC 1: 84% SC 2: 80% SC 3: 75%	Meets expectation

Suggested Action Plan: No suggested changes at this time.

Sub-Category (SC) Titles:

SC 1: Describe challenges to be overcome in order for marketing objectives to be accomplished
SC 2: Identify relevant, research-based content to support marketing activities in the sport context
SC 3: Propose relevant, research-based tactics to accomplish marketing objectives

Notes: Liberty University has completed the QEP: ILLUMINATE: Cultivating a Community of Research (https://www.liberty.edu/center-for-research-scholarship/qep-overview/). While the research-intensive initiative was focused on residential undergraduate students, departmental faculty opted to incorporate the use of research in the Program Learning Outcomes (PLOs) across programs. As the sport industry becomes increasingly complex, students will rely on the skills developed through the research process: understanding the literature, asking relevant, researchable questions, developing an appropriate methodology, collecting the data, processing the data such that it can be used for informed decision making.

Indirect Assessments					
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**

Undergraduate/Residential: The student will be able to recommend research-based managerial practices for sport organizations. **Graduate/Residential & Online:** The student will be able to evaluate and present scholarship relevant to sport management based on the knowledge of literature, research, and industry best practices.					
SETM 499 (residential) Internship Evaluation rubric (indirect)	Indirect: 75% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert scale	SC 1: 33 students observed	SC 1: 32	SC 1: 97%	Exceeds expectations
		SC 2: 29 students observed (four supervisors listed NA as the response for this sub-category)	SC 2: 28	SC 2: 97%	
SMGT 699 (residential) Internship Evaluation rubric (indirect)	Indirect: 80% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert scale	SC 1: 7 students observed	SC 1: 7	SC 1: 100%	Exceeds expectations
		SC 2: 7 students observed	SC 2: 7	SC 2: 100%	
SMGT 699 (online) Internship Evaluation rubric (indirect)	Indirect: 80% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert scale	SC 1: 80 students observed	SC 1: 80	SC 1: 100%	
		SC 2: 77 students observe (three supervisors listed NA as the response for this sub-category)	SC 2: 75	SC 2: 97%	

Suggested Action Plan: No suggested changes at this time.

Sub-Category (SC) Titles:

- SC 1: Demonstrates effective leadership techniques
- SC 2: Ability to conduct research and evaluate information using appropriate methods

Note: Sport management students continue to perform will in their internships. It has been especially satisfying to see this as the industry has experienced post-pandemic recovery.

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:
Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. 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**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

COVID-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instrument 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.

Program-Level Operational Effectiveness Goals Matrix
Academic Year 2021-22

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
Goal 1: The LU Sport Management faculty value industry engagement and seek to provide learning experiences for students that instill the knowledge, skills, and abilities that are demanded by industry employers.			
Measure 1: List of speakers from classes and other events	Across the 2021-2022 academic year, a minimum of 40 guest speakers will be included in classes and events	More than 40 guest speakers were included in classes and events	Exceeds expectation See attached speaker list
Note: Guest speakers are an integral to our courses. They further connect students to the real-world of sport management and provide opportunities for networking, professional development, and career exploration			
Goal 2: Student organizations/clubs are an important aspect of the School of Business and the Dean's vision for the student experience.			
Measure 1: Approved LU Club Proposal	Approved LU Club Proposal	Completed form was misplaced in the SGA office	Does not meet expectation
Note: The School of Business Dean values student organizations. We will continue working to identify student leaders who will take on this responsibility.			
Goal 3: The LU Sport Management faculty recognize the benefits of the research skills and seek to develop a culture of research and scholarship within the Department of Hospitality & Sport Management (updated department name).			
Measure 1: Report on UG and GR conference presentations	Target: In conjunction with the University's QEP, three (3) students within the undergraduate and graduate programs will present at academic conferences.	0 students presented	Does not meet
Measure 2: Sport Leadership Summit (SLS) Poster session participation report	Target: 80% participation by students in SETM 415 in the poster session at the Sport	SETM 415 Fall Enrollment: 2 COAC, 2 HMGT, 1 INDS, 17 SMGT majors	Exceeds expectation See attached SLS program

	Leadership Summit (SLS)	17 SMGT majors presented posters at the SLS	

Note: The goal is for students to further develop their presentations from the SLS for submission at other conferences. While there has been some traction in that direction, institutional financial support for these opportunities is limited.

Goal 4: LU Sport Management faculty recognize the prevalence of job opportunities for students with strong skills in sales and revenue generation.

Measure 1: List of course offerings for 2021-2022. Provide course syllabus	Create and offer a sales and revenue generation course.	SETM 497 Sales & Revenue Generation in Sport, Spring 2022	Meets expectation 6 students were enrolled in this course, see attached syllabus

Goal 5: The Sport Leadership Summit (SLS) provides students with the opportunity to engage with industry professionals and participate in a conference-style event.

Measure 1: Attendance list	60 LU students will participate in the Sport Leadership Summit (SLS)	52 LU undergraduate students participated in the full event 8 LU graduate students presented research posters	Meets expectation Registration list available upon request See attached SLS program
	10 non-LU students will participate in the Sport Leadership Summit (SLS)	6 Belmont Abbey students 2 Belmont Abbey faculty	Does not meet expectation
	6 online students will participate in the Sport Leadership Summit (SLS)	>6 online students	Exceeds expectation Registration list available upon request

Note: The Sport Leadership Summit (SLS) began as a response to COVID-19. It has been exciting to see the continued growth and development in the event. The SLS has been posted on the NASSM listserv, shared through email and social media marketing. We are looking forward to additional participants outside of LU.

Program-Level Operational Effectiveness Goals Matrix
Academic Year 2022-23

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
Goal 1: Align B.S. Sport Management with updated COSMA CPC to include an ACCT 209 Survey of Accounting and Finance (accounting for non-majors)			
Measure 1: Curriculum forms to include ACCT 209 to the B.S. Sport Management (residential)	Add ACCT 209		
Goal 2: Explore options for including Sales content in the B.S. in Sport Management			
Measure 1: Meeting minutes	Discuss collaborative opportunities within the School of Business to provide sales training for sport management students.		
Goal 3: Rebalance full-time faculty loads with the addition of new faculty member			
Measure 1: Faculty load chart	Overload hours will be reduced for all full-time faculty members		
Goal 4: The LU Sport Management faculty recognize the benefits of the research skills and seek to develop a culture of research and scholarship within the Department of Hospitality & Sport Management.			
Measure 1: Sport Leadership Summit (SLS) Poster session participation report	Target: 80% participation by students in SETM 415 in the poster session at the Sport Leadership Summit (SLS)		
Measure 2: Sport Leadership Summit (SLS) outsider research presentation report	Target: There will be three (3) research presentations made by non-LU presenters.		
Goal 5: Identify summer course offerings to meet the needs of undergraduate students			

Measure 1: Summer course survey	Review summer course survey to inform offerings		

PROGRAM INFORMATION PROFILE

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

Name of Institution: _____Liberty University_____

Program/Specialized Accreditor(s): _____COSMA_____

Institutional Accreditor: _____SACSCOC_____

Date of Next Comprehensive Program Accreditation Review:

      Application of Reaffirmation of Accreditation: Sept 2024
      Final Self Study: March 2025 (covers AY 2023-2024)
      Site Visit: Spring 2025 (anytime Feb 2025-May 2025)
      Review by Board of Commissioners: Sept 2025

Date of Next Comprehensive Institutional Accreditation Review: _____2026_____

URL where accreditation status is stated:

      Residential: https://www.liberty.edu/about/institutional-and-program-accreditation/

      Online: https://www.liberty.edu/online/accreditation/

Indicators of Effectiveness with Undergraduates [As Determined by the Program]

1. Graduation Year: 2021-2022

\# of Graduates: 34
Graduation Rate - 4-year: 49%,
Graduation Rate - 6-year: 64%

2. Average Time to 4-Year Degree: see below by cognate   5-year Degree NA

B.S. Sport Management by Cognate
Comm & PR: 3.6 years
General: 3.62 years
Sport Admin: 3.06 years
Sport Venue Mgt: 4.6 years
No Cognate: 3.6 (old program)

3. Annual Transfer Activity (into Program): Year: 2021-2022

\# of Transfers Internal (w/i LU): 41   Transfer IN Rate: 16%,
Transfers Out of Program (w/i LU) : 14 students Transfer Out Rate: 6.8%

4. Graduates Entering Graduate School: Year: 2021-2022

\# of Graduates: 34
\# Entering Graduate School: 11 entering graduate school at LU

5. Job Placement (if appropriate): Year: NA # of Graduates: NA   # Employed: NA

**SECTION 3: CHANGES TO ACCREDITATION PRINCIPLES
(COMPLETED BY ACCREDITED PROGRAMS
AND PROGRAMS IN CANDIDACY STATUS)
ONLY FOR THE 2021-22 ANNUAL REPORT**

1. Describe your program's strategic planning process by answering the following questions:

a) What is the current time period of your program-level strategic plan? (e.g., 2020-25)

> The strategic planning process aligns with Institutional Effectiveness and COSMA reporting processes. Program review occurs on a five-year cycle. Program assessment occurs annually on a three-year, rotating cycle. Each program has three program learning outcomes (PLOs) – one is assessed each year. Operational effectiveness goals are developed, assessed, and reported on an annual basis and included in the COSMA report.

b) Provide a copy of the strategic planning document OR a tracking matrix that describes the strategic planning goals, timeline for implementation and resources (human and financial) required.

Program Review Cycle: https://www.liberty.edu/institutional-effectiveness/assessment-calendars/#programreviewcycle

"Program curricular review, conducted on a five-year cycle, provides academic departments with an opportunity to assess the curricular design of their programs, compare their designs with other institutions' designs, evaluate the enrollment and graduation statistics of the programs, as well as to assess and analyze any aspects of the program that may affect the attainment of student learning outcomes (e.g., faculty, facilities and equipment)."

See Attached: Other Curricular Assessment Review

c) In reviewing the adjusted common professional component areas, are there any areas your program does not cover? What justification do you have for not addressing this CPC area? (e.g., mission of program, resources, etc.)

> Sales: We offered SETM 497 Special Topics: Sales & Revenue Generation in Spring 2022. This is a class we are looking to add and wanted to begin developing the content – there is limited space in the degree plan for additional coursework. Further, new courses are often underloaded (i.e., low enrollment) and can place a burden on faculty resources.
>
> Accounting: We will be adding ACCT 209 Survey of Accounting and Finance (accounting for non-majors) to the B.S. Sport Management effective Fall 2023.
>
> Outside of the areas listed above, our program covers all areas of the adjusted CPC.

d) What time and resources are provided to the person(s) who manages the COSMA accreditation process?

Residential: B.S. Sport Management, M.S. Sport Management
The COSMA accreditation process for residential programs is managed by the residential department chair (Laura Hatfield). The residential department chair works closely with program directors (Laura Hatfield – M.S. Sport Management & Chris Amos – B.S. Sport Management), assessment coordinator(s) (Emily Knowles), and Institutional Effectiveness (IE) to develop unique assessment plans for each academic year. Residential faculty complete the assessment process by evaluating student artifacts.

- The residential department chair receives release time for administrative responsibilities, and accreditation fits within this category.
- Residential program directors do not receive release time or compensation.
- Assessment coordinators serve numerous programs (residential and online) and receive a stipend equivalent to 7.5 overload hours per academic year.

Online: M.S. Sport Management
The COSMA accreditation process for the online M.S. Sport Management is managed by the online program director (Laura Hatfield). She works closely with the assessment coordinator(s) (Emily Knowles) and Institutional Effectiveness (IE) to develop unique assessment plans for each academic year. The same assessment plan is used for the residential and online programs. LU Online faculty complete the assessment process by evaluating student artifacts. LU Online administrators and staff provide assistance in obtaining student artifacts and other required documentation related to the assessment process.

- Online program directors did not receive release time or compensation for accreditation. However, during the 2022-2023 academic year, a stipend will be provided to the M.S. Sport Management program director to support various administrative responsibilities, including the thesis process and accreditation related activities.
- Assessment coordinators serve numerous programs (residential and online) and receive a stipend equivalent to 7.5 overload hours per academic year.

REQUEST FOR AN EXTENSION

In extenuating circumstances, the Board of Commissioners will work with programs individually to modify the timelines set forward in the *Accreditation Process* manual for the following steps of accreditation:

- Reaffirmation of Accreditation (every 7 years)
- Candidacy Status (up to 5 years)
- Annual Report submission (annually by July 31)

It is the responsibility of the COSMA Primary Contact to communicate to COSMA headquarters and with the Board of Commissioners regarding extension requests. The Board of Commissioners will make decisions on a case-by-case basis. Not all requests will be honored or the timeline may be modified from what is requested. Even if your program is facing one or more "extenuating circumstance" listed below as examples, you are not required to ask for an extension, nor may one be granted. Additional information or reporting may be requested in order to allow for the extension. Extension requests must be made well in advance of the deadline:

- Reaffirmation of Accreditation: Nine (9) months prior to the expiration of accreditation
- Candidacy Status: One (1) year prior to the expiration of Candidacy Status
- Annual Report: No later than May 31, two (2) months prior to the due date

Previous deadline: (e.g., Reaffirmation of Accreditation by February 2023)

Requested new deadline: (e.g., A one-year extension to February 2024)

What are the extenuating circumstances facing your program and/or leadership that merit asking for an extension? (e.g., significant or number of changes in leadership, significant budget cuts, significant program redesign or reorganization or similar)

From the most recent Annual Reporting cycle, list any feedback, comments or concerns raised by the Commissioner and staff who reviewed your report. Add pages, as needed. (e.g., modifications to outcomes assessment, insufficient data issues, loss of faculty/lines, incomplete or inadequate outcomes assessment data analysis, loss of other important program capacities or experiences, etc.)