

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

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
SLO 1 Plan, create and implement a comprehensive sport program for private and public sectors utilizing biblical principles of stewardship and discipleship					
Measure 1: Policy Manual Website (DM) (SPM430 Recreation Mgmt or SPM 315 Administration of Sport) 2019 rubric	80% of the students will score a 80% or higher	15 out of the 16 students submitted the assignment.	10	67% 6 students earned below an 80% with the lowest score at 6/18 points (33%). One student	1 – Does not meet Several students submitted this assignment late and without attention to detail or the requirements. One student did

<p>Content and Detail Organization Layout and Design Philosophical Basis Evidence of Critical Thinking Development of Ideas</p>				<p>earned a zero for not submitting an assignment.</p>	<p>not submit. The average score was 76% including the zero for non-submission. Without the zero the average score would be 80%</p>
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<p>Measure 1: Practicum Site Supervisor Evaluations (IM) 2019 rubric Critical Thinking Knowledge</p>	<p>80% of the students will score a 80% or higher</p>	<p>6</p>	<p>6</p>	<p>Students scored an average of a 91% on the factors included in the Site Supervisor Evaluations</p>	<p>2. Meets Expectation</p>

Project Management Interpersonal Skills Teamwork Professionalism Solving Problems (used on PO4 too)					
Measure 2: Practicum Journal Questions(IM) 2019 Rubric Knowledge Comprehension (used on PO4 too) Reflection (used on PO4 too) Explanation of Issues Student's	80% of the students will score a 80% or higher	6	6	96%	3. Exceeds Expectation

Position Connections to Experience					
SLO 3 Distinguish individual differences and describe all dimensions of diversity					
Measure 1: Cross Cultural Reflection(IM) 2019 Rubric Reflection Connections to Experience Knowledge of Diversity Cultural Awareness Cultural Interaction Cultural Attitudes	80% of the students will score a 80% or higher	4 students completed this course and submitted a scrapbook	4	100%	3 – Exceeds There were 6 students registered for Cross Cultural this year. Four completed the trip and assignment. The others have until December 2020. The ones who completed all scored 100% and did an excellent job.
SLO 4 Apply critical, analytical and creative thinking skills to solve problems through the integration of management theories					
Measure 1:	80% of the	6	6	Students	2. Meets

<p>Practicum Site Supervisor Evaluations (IM) 2019 Rubric Critical Thinking Solving Problems Innovative Thinking Connecting, Synthesizing & Transforming</p>	<p>students will score a 80% or higher</p>			<p>scored an average of a 91% on the factors included in the Site Supervisor Evaluations</p>	<p>Expectation</p>
<p>Measure 2: Practicum Journal Questions(IM) 2019 Rubric Content and Critical Thinking Depth of</p>	<p>80% of the students will score a 80% or higher</p>	<p>6</p>	<p>6</p>	<p>96%</p>	<p>3. Exceeds Expectation</p>

personal reflection Comprehension Independence Reflection					
SLO 5 Develop the communication skills necessary to disseminate information in a variety of oral, written and electronic formats					
Measure 1: Website Creation(DM) 2019 Rubric Layout Navigation and Links Background Color choices Fonts Graphics/Images Sounds Content Purpose Content Accuracy and Information Use	80% of the students will score a 80% or higher	14 out of 15 students in the course submitted this assignment 2 out of the three students completed this.	14 students	93% earned an 80% of above. The student who was below earned a zero for not submitting the assignment. For AUD students, the two students who	3 – Exceeds The students who submitted exceeded expectation. The student who did not is non- returning for academic reasons. 3- Exceeds The students who submitted exceeded

Evaluate Information and its Sources Critically Control of Syntax and Mechanics Physical expression Eye Contact Poise Preparation				completed this scored a 97% average	expectation. The student who did not submit failed this course, but is continuing to take classes with us.
SLO 6 Interpret regulations and legal aspects relative to the sport profession					
Measure 1: Moot Court (DM) 2019 Rubric Knowledge of the legal case Application of legal concepts Opening argument	80% of the stunts will score a 80% or higher	7 students	5 students	71% earned an 80% or above.	1- Does not meet There were only 7 students and two earned a 77% and 78.5% This measure

Witness process Supporting documents Case precedent Closing arguments					was completed during the Covid-19 pandemic virtually and we attribute the lower scores to the drop in relation to a decline in student engagement.
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Due to the Covid-19 pandemic in the spring of 2020, our college moved to a completely remote semester in March. Students were given a one week extended break after their spring break for faculty to prepare to go fully remote. The sport management faculty were well-versed in the use of Canvas and Zoom, so the transition was not all that difficult. In general, most students were engaged in the first week, but the second week through the rest of the semester proved to be difficult and cumbersome, which made for some low scores in the Moot Court (SLO 6) measure and the Website Creation (SLO 5) project. These two are usually popular projects that students do well in and enjoy creating and taking part in.

Our program initiated our AUD (Adult Undergraduate Degree) program in March 2020. This is a fully online program where classes are condensed into six-week accelerated courses. These are rigorous and designed by full-time faculty, however, they have the ability to be taught by adjuncts in the future as the program grows. Starting these classes amidst a pandemic proved to be challenging as our adult students were facing work issues at their place of employment. One to two week extensions were being granted without docking grades for lateness. A few students have been able to balance the workload and some have drifted off due to work and family issues amidst Covid-19. AUD student data has only been included in SPM 130 as that is the only course thus far that they have taken with measures that we track for COSMA. All AUD courses by the end of next year should be fully reported with the exception of SLO 4, diversity as adult students are not required to complete a cross-cultural trip.

Program-Level Operational Effectiveness Goals Matrix (2019-2020)

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 To continuously seek to improve teaching and learning			
Measure 1 Teacher Evaluations	80% will be fully meets expectations or exceeds expectation	All full-time faculty scored higher than 80% on teacher evaluations and final portfolios	(2) Meets Expectation
Measure 2 Teacher In-service	2 days per year	2 days per plus additional time spent in dept. meetings	(3) Exceeds Expectation
Measure 3 Graduate Exit Surveys	80% will agree to the statement “would recommend this program to a friend”	All graduate surveys were completed and all but one student “would recommend this program to a friend”. That student does not want to work in the sport management profession.	(3) Exceeds Expectation
OEG 2 To optimize enrollment and retention			
Measure 1 The SM program will see continued growth in the program.	The SM program will see numbers maintained/increase each fall semester.	Spring 2015 = 42 students Fall 2015 = 52 students Spring 2016 = 49 students Fall 2016 = 45 students Spring 2017 = 43 students Fall 2017 = 44 students Spring 2018 = 43 Students Fall 2019 = 36 Spring 2020 = 35 Spring 2020 AUD = 7	(2) Does not meet expectation
OEG 3 To nurture and strengthen affiliations with the local community			
Measure 1 Advisory Board Meetings	The advisory board will meet one time per year.	A meeting was held in April.	(2) Meets Expectation
Measure 2 Continue holding CCAC Athletic Director’s Meetings	Sponsor yearly meetings in August & bring back championships to LBC.	Meeting held for the seventh year in a row, volleyball for 2019 & boys and girl’s basketball in 2020.	(3) Exceeds Expectation
OEG 4 To remain committed to continuing professional growth			

through activities such as joining professional organizations, attending professional conferences, engaging in faculty development or volunteer efforts			
Measure 1 Artifacts placed in scholarship section of professional portfolio for year-end review by development.	All full-time faculty will attend at least one professional conference per year. Each will maintain two memberships.	All full-time faculty had PSAPHERD, NASSM, COSMA memberships. All faculty attended at least one professional conference. Amanda served as chair for reaffirmation of accreditation for Wichita State and University of Indianapolis	(3) Exceeds Expectation
OEG 5 To supervise and assess field service opportunities in a wide variety of settings			
Measure 1 Faculty will supervise weekly reports and conduct onsite observations.	Faculty will observe 80% of students in SPM 355 and 450 within a 60 mile radius of LBC.	After the site visit by COSMA, the College Supervisor Observation Form was developed and seven students were formally observed. Three were beyond the 60-mile radius.	(2) Meets Expectation
Measure 2 Develop relationships with site supervisors.	Faculty will meet with at least two (new/existing) site supervisors per year.	Faculty met with 2 potential contacts Jim Rooney Caleb Onasch	(3) Meets Expectation
**Explanation of course action for intended outcomes not realized:			

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.

Only one change was made to the overall Operational Effectiveness Goals in which we reduced the number of times the advisory boards meets. Instead of meeting two times per year (once a semester), we now only meet in the spring as many of our board members have conflicts with their regular employment in the fall. In addition, as a response to the events surrounding racial protests in 2020, there will be a purposeful aim to add 1-2 minority members to add to the advisory board for this upcoming year.

OEG 2 continues to see a decline in numbers, however we launched our AUD program in March of 2020 and have met the minimum capacity of students with a dedicated cohort of students involved in the program. Realizing the decline in SM numbers, the faculty are launching a track program to include the following three focuses in SM: Business, Coaching, Sport Ministry. In addition, we will be offering an Associates in Sport Management and potentially a one-year certificate program this coming year. We feel that this will help to differentiate Sport Management as it is such a broad category and students will be able to

align their classes more with their interests. This is perhaps the biggest realization we have come upon in recording this year's data as we attempt to close the loop. Graduate exit surveys reflect a wide opinion in courses we should add as electives, including another sport ministry class to a grounds and operations class. These are drastically different courses and by putting students into tracks, we feel that we can better meet their interests. OEG 3 was changed to meet one time per year in the spring as many who attend in the spring are unable to attend in the fall. Several new members were added.

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: Lancaster Bible College

Accreditor: COSMA

Institutional Accreditor: Middle States Commission on Higher Education/ Association for Biblical Higher Education

Date of Next Comprehensive Program Accreditation Review: COSMA: 2024

Date of Next Comprehensive Institutional Accreditation Review (Accreditation renewed: 2017):

Middle States Commission on Higher Education: 2025

Association for Biblical Higher Education: 2027

To learn more about the accredited status of the program, click here: <https://www.cosmaweb.org/list-of-accredited-programs1.html>

Program Context and Mission

Program Mission: The Sport Management program prepares students as highly-skilled leaders with a biblical worldview who identify and meet the present and future needs of the sport profession.

Program Goals:

Students will:

1. Plan, create and implement a comprehensive sport program for private and public sectors utilizing biblical principles of stewardship and discipleship
2. Demonstrate and apply knowledge of the fundamental principles of sport management
3. Distinguish individual differences and describe all dimensions of diversity
4. Apply critical, analytical and creative thinking skills to solve problems through the integration of management theories
5. Develop the communication skills necessary to disseminate information in a variety of oral, written and electronic formats
6. Interpret regulations and legal aspects relative to the sport profession

Brief Description of Student Population: Lancaster Undergraduate enrollment: 1154 students

Admissions Requirements:

LBC Admissions:

Application/Autobiography

High School Transcript (minimum 2.0 GPA)

SAT/ACT Scores

Professional and Spiritual References

Sport Management program admission: 2.3 cumulative/2.8 professional GPA, participation and attendance in SPM 100 Seminar and a passing score on the ASEP Coaching Principles exam

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation Year: December 2019/ May 2020/ August 2020
of Graduates: December (1 student), May (3 students), August (2 students)
Graduation Rate: 60%
2. Completion of Educational Goal (other than degree – if data collected)
of Students Surveyed: N/A # Completing Goal: N/A
3. Average Time to Degree
4-Year Degree: 4 years
4. Annual Transfer Activity (into Program):
Year: 2019-2020 # of Transfers: 2 into SM Transfer Rate: 30%
5. Graduates Entering Graduate School
Year: 2019-2020 # of Graduates: 6 # Entering Graduate School: 0
6. Job Placement (if appropriate)
Year: 2019-2020 # of Graduates: 6 # Employed: 6
7. Additional Indicators, if any: _____

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