

Student Learning Outcomes Matrix - Academic Year 2022 – 2023

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
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 (SPM 315 or SPM 430) (DM)	80% of students will score 80% or higher	15	12	80%	Meets Expectation
SLO 2 Demonstrate and apply knowledge of the fundamental principles of sport management					
Measure 1 Practicum Site Supervisor Evaluations (IM)	80% of students will score 80% or higher	6	5	83%	Meets Expectation
Measure 2 Practicum Journal Questions (IM)	80% of students will score 80% or higher	6	6	100%	Exceeds Expectation
SLO 3 Distinguish individual differences and describe all dimensions of diversity					
Measure 1 Cross Cultural Reflection (IM)	80% of students will score 80% or higher	1	1	100%	Exceeds Expectation
SLO 4 Apply critical, analytical, and creative thinking skills to solve problems through the integration of management theories					
Measure 1 Practicum Site Supervisor Evaluations (IM)	80% of students will score 80% or higher	6	5	83%	Meets Expectation
Measure 2 Practicum Journal Questions (IM)	80% of students will score 80% or higher	6	6	100%	Exceeds Expectation
SLO 5 Develop the communication skills necessary to disseminate information in a variety of oral, written and electronic formats					

Measure 1 Website Creation (DM)	80% of students will score 80% or higher	8	8	100%	Exceeds Expectation
SLO 6 Interpret regulations and legal aspects relative to the sport profession					
Measure 1 Moot Court (DM)	80% of students will score 80% or higher	N/A	N/A	N/A	Insufficient Data: This course was not run by Sport Management due to the firing of Vickie Byler who ran this course. Students needing this course took Business Law instead.

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 because 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).

SLO 1: Students have come to really enjoy this project as it is done as a website and having completed basic web design formatting in SPM 130 Sport Communication, (SLO 5), by identifying it in their graduate surveys. This was not realized until this year and we will continue to keep these two measures.

SLO 2 & 4: These continue to be true testaments to the overall performance of upper classmen. One student, who came in as a late transfer from another institution did not perform well at his internship or practicum experiences. We had to have discussions with their site supervisors, and it was disappointing. For this reason, we are considering requiring a core amount of classes that must be taken by a student to have “LBC DNA” and looking to only take a limited amount of transfer credits. This will be under review for this year.

SLO 3: Due to Covid-19, the mandate for required cross-cultural trips and completing SPM 400 Cross Cultural Experience has not been re-adopted by LBC. One student who was a first semester sophomore took the class in case it was to be mandated again, however; it was only optional. During the spring faculty in-service, faculty were able to voice this concern in a faculty survey that was later published for all faculty and done so by the Provost’s office. We did take 11 students to Great Britain for 10 days with LanCon, a sport management specific tour guide. This was our first trip since Covid and the highest number of students we have taken abroad to date. We will continue these trips every other year.

SLO 5: Zach Freeman reported in an LBC Assessment Annotation that over the many years he has taught this course with this assignment, this was one of the top performing classes for the website project.

SLO 6: This course was not run due to the firing of Vickie Byler in mid-December. She had the option to come back as an adjunct and teach this course but did not have to decide until December 31. She opted not to return, and we did not have enough time to secure an adjunct before the spring start (9 days), so the course was graciously picked up by one of the full-time professors (an actual attorney) who had the five students who needed it take it in the 8 week online modality.

The oversight of the sport management program both traditional and global need a change in oversight and this is being discussed by the Business Administration Chair, Amanda Zuschmidt and the Provost. This would be the most powerful way to “close the loop” on all assessments from each course. From December through the remainder of the spring, faculty did their best to pick up the remaining pieces with such an abrupt shift in personnel. The former chair and Amanda Zuschmidt were planning to work to get the M.S. in Sport Management into Candidacy Status with COSMA. Everything has essentially been getting into survival mode to keep what we have going in motion. The administration decisions essentially halted forward momentum for the sport management program.

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
OEG 1			
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	Exceeds Expectation
Measure 2 Teacher In-service	2 days per year	2 days per plus additional time spent in dept. meetings	Exceeds Expectation
Measure 3 Graduate Exit Surveys	80% will agree to the statement “would recommend this program to a friend”	All 6 TUD students said they would recommend our program to a friend	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.	We had seven graduates, but for the fall of 2023 we have our largest incoming class of 21!	Meets 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.	Chose not to have one this year	Does not meet expectation

Measure 2 Continue holding CCAC Athletic Director's Meetings	Sponsor yearly meetings in August bring back championships to LBC.	Held two meetings and ran nine CCAC championship events (Two more than last year!)	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 will attend at least one professional conference per year. Each will maintain one membership.	All full-time faculty had PSAPHERD, NASSM, COSMA memberships. Faculty each attended the COSMA conference. Amanda conducted one COSMA site reaccreditation	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.	Visited 5 out of 6 students on site. One sent in a video of his site.	Exceeds expectations
Measure 2 Develop relationships with site supervisors.	Faculty will meet with at least two (new/existing) site supervisors per year.	Faculty met with 3 potential contacts at the Mountville Baseball Association, SECA & Spooky Nook Sports Gymnastics	Meets Expectation

Required Narrative: Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.

We met most measures except for the advisory board. With the impending layoffs and even more coming in the spring, we felt that the meeting would have too many unanswered questions as to the future planning of the sport management program. We will have one this coming school year. We do plan to present at the 2024 COSMA conference if our abstract is accepted. In addition, part of the strategic plan is for Amanda to finish her doctorate in Sport Management. Dissertation work will begin this fall. Tom Randolph has two years ago and has had more time to invest into classes and be more engaged in service at LBC. We continue to have a great working relationship with the CCAC (Commonwealth Christian Athletic Conference). We hosted all nine of their high school championships here at LBC. Sport Management ran all of their events and we generated over \$1000 in revenue for SM and several thousand dollars for athletics with the rental of fields and courts. Students have taken ownership of these events and it has been a positive event! It is also a showcase of like-minded future students that might come to LBC as a student.

PROGRAM INFORMATION PROFILE

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

Name of Institution: Lancaster Bible College
Program/Specialized Accrerator(s): COSMA (Commission on Sport Management Accreditation)
Institutional Accrerator: Middle States & Association for Biblical Higher Education (ABHE)
Date of Next Comprehensive Program Accreditation Review: 2025
Date of Next Comprehensive Institutional Accreditation Review: 2027
URL where accreditation status is stated: <https://www.lbc.edu/undergraduate/academics/majors/sport-management/>

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

1. Graduation Year: Dec. 22-1, May 23-6 # of Graduates: 7 Graduation Rate: 100%
2. Average Time to Degree: 4-Year Degree: 4yrs 5-year Degree _____
3. Annual Transfer Activity (into Program): Year: 1
of Transfers: 1 Transfer Rate: .02%
4. Graduates Entering Graduate School: Year: 1
of Graduates: 7 # Entering Graduate School: 1
5. Job Placement (if appropriate): Year: 2023
of Graduates: 7 # Employed: 2 in SM

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