**COSMA Annual Report Submission Instructions**

**Academic Year 2024-25**

**Due Date**: **NO LATER THAN July 31**.

Use this document; changes are made annually.

**2024-25 Annual Fees Reminders:**

Annual dues are $1,980, paid by check, credit card, or ACH transfer.

“Limited resource institutions\*\*” may request a reduced fee for membership. COSMA wants to enable all sport management programs to afford the accreditation process and to ensure a more equitable financial process for member institutions. The following guidelines will help you navigate an “exceptions” process that will be evaluated annually.

\*\*Be among the bottom 15 percent of active Division I schools from a resource standpoint, as determined by per capita school expenditures, per capita athletics department funding and per capita Pell Grant aid for the student body. **OR**

Be a member of a conference in which 60 percent of the schools are among the bottom 15 percent of active Division I members from a resource standpoint. ([AASP Grants for Schools - NCAA.org](https://www.ncaa.org/sports/2017/2/8/aasp-grants-for-schools.aspx))

Programs going through first-time accreditation in FY 2024-25 and beyond: You may request a gradual payment schedule:

Year 1: $495 (25% of $1,980)

Year 2: $990 (50% of $1,980)

Year 3: $1,485 (75% of $1,980)

Year 4: $1,980 (100%)

Other adjustments to membership fees will be determined on a case-by-case basis. See page 11 for additional information.

Late fees ($200) will be enforced for the 2025-26 fiscal year.

Not submitting materials or not communicating with COSMA Headquarters will result in AUTOMATIC ADMINISTRATIVE PROBATION on August 1. An email will be sent to your University/College and Departmental Administrators.

**The Annual Report consists of three parts:**

**Section 1**: Programmatic Information (completed by all programs), pages 3-5

**Section 2**: Outcomes Assessment (completed by programs in Candidacy Status and Accredited Programs) – pages 6-10

**Section 3**: Budget Chart: Reference for programs yet to be accredited and for those requesting annual fee reductions – page 11.

Extension request: For extension of fee payment and/or Annual Report submission – page 12.

**Optional** Program Information Profile – This Council for Higher Education Accreditation (CHEA) form has been modified to include basic student outcomes information: Graduation rate, completion rate, transfer rate, graduates going to graduate school and job placement rate. If you collect these data as part of your Operational Effectiveness Goals, refer to that matrix – page 10.

COSMA Annual Report 2024-25

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: | | York College of Pennsylvania | | | | | |
| Address: | | 441 Country Club Road | | | | | |
| City: | York | | State: | PA | | ZIP/Postal Code: | 17403 |
| Primary COSMA Contact Name and Designated Alternate Contact: | | Name 1: Molly Hayes Sauder  Name 2: Michael Mudrick | | | | | |
| Telephone: | | 717.815.6648 | | Email: | msauder@ycp.edu | | |
| Sport Management Degree Program(s): | | Bachelor of Science, Sport Management; Bachelor of Arts, Sport Media | | | | | |
| Name of College where Sport Management degree(s) is housed: | | Graham School of Business | | | | | |
| Academic Unit URL: <https://www.ycp.edu/academics/programs/sport-management>  <https://www.ycp.edu/academics/programs/sport-media> | | | | | | | |

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

|  |  |
| --- | --- |
| **x** | Accredited |
|  | Reaffirmation of Accreditation (check if within 2 years/letter received) \* |
|  | Candidate for Accreditation\* |
|  | Program Member (have not been granted Candidacy Status) |

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

|  |
| --- |
| Submission of self-study in August 2026 and site visit of November 2026 (Note: original date was 2025, but per the letter from the Board of Commissioners in August of 2024, an extra year of preparation was granted so as to have enough data collection cycles for the sport media program as it was deemed within COSMA’s scope. |

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?

|  |  |
| --- | --- |
| **x** | No |
|  | Yes. If yes, please identify terminated programs. |
|  | |

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

|  |  |
| --- | --- |
| **x** | No |
|  | Yes. If yes, please identify the changes by adding an additional page to this document. |

1. Were any **new** sport management degree programs established during the reporting year (include Esports management, Associate’s degree)?

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

1. 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 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** | | Name: Molly Sauder | **Title: Dean of the Graham School of Business** |
|  | **Email:** [**msauder@ycp.edu**](mailto:msauder@ycp.edu) | |  |
| **Position** | | **Name: Joe Scarcelli** | **Title: Chair, Department of Sport, Tourism & Hospitality Management** |
|  | **Email:** [**jscarcelli@ycp.edu**](mailto:jscarcelli@ycp.edu) | |  |
| **Position** | | **Name** | **Title** |
|  | **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 COSMA accreditation primary representative: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

|  |
| --- |
| These changes have had positive effects on the program. Since Molly Sauder has been a sport management faculty member since 2009, and a department chair since 2018, her move to the dean role allowed for continued support of the program. The new chair replacing her is a long-time colleague. One challenge in this change was that Dean Sauder can no longer teach as much in the sport management program. However, qualified adjuncts from prior semesters were able to assist and the College approved a new position for 2025-2026 that is rooted in the sport management program to close any gaps. |

***Other Changes/Issues***

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 any modifications made to your program delivery, collection of outcomes assessment data and grading/graduation requirements, if applicable. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.

|  |
| --- |
| None |

[Optional Responses]

E. Mental Health: Describe any trends, interventions, best practices, or innovations at your institution that may help COSMA provide some sort of resource or connection to its members.

|  |
| --- |
|  |

F. COSMA will engage in strategic planning in 2025. Provide any input into areas of focus for COSMA and/or what COSMA can do to serve you better?

|  |
| --- |
|  |

**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 – No change for sport management. |
| **x** | Yes. Attach the revised O/A plan. – First time submitting a plan for sport media due to recent decision by the Commissioners to include it in the scope. |

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**.

|  |  |  |
| --- | --- | --- |
| ***Notes, Observations, Action Items,***  ***Required responses*** | | ***Your Response*** |
| 1. N/A – no feedback in recent years from the |  | |
| 2. Board of Commissioners regarding annual |  | |
| 3. reports. |  | |
| 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
* 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): https://www.ycp.edu/academics/programs/sport-management |

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 2024 – 2025

Sport Management

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| ***Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.*** | | | | | |
| SPM 335 Sport Sales and Ticketing Operations  Final class project - demonstration of the sales process. | 90% of students will achieve a “meets expectations” or “higher.” | 13 | 8 | 62% | Does not meet expectation |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to understand and use sales and marketing techniques in sport management. | 5 | 5 | 100% | Exceeds expectation |
| ***Explain contemporary issues in sport management and craft best practice responses in an ethical manner.*** | | | | | |
| SPM 475 Ethics and Current Issues in Sport  Case Study: “consideration of stakeholder input”, “internal/external influence on decision making process”, and “application of risk management and diversity factors in the decision- making process” sections in the rubric. | 90% of students will achieve a “meets expectations” or higher on the ethical decision- making case study. | 27 | 19 | 70% | Does not meet expectation |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to handle legal and ethical issues in sport management. | 5 | 4 | 80% | Does not meet expectation |
| ***Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.*** | | | | | |
| SPM 340 Financing Sport Operations  Budget project: assess the athletics landscape and concoct a viable and balanced budget for a sport organization using given data. | 90% of students will demonstrate the ability to budget by achieving proficiency on all three sections of the rubric. | 14 | 9 | 64% | Does not meet expectation |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to handle matters of finance in sport management. | 5 | 4 | 80% | Does not meet expectation |
| ***Apply evidence-based management practices to foster safe and productive sport organizations.*** | | | | | |
| SPM 320 Sport Administration and Management Practices  Sport organization research project: Craft a recommendation. | 90% of students will achieve a “good”  in all three categories of the rubric on the sport organization research and recommendation project. | 21 | 21 | 100% | Exceeds expectations |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to manage a sport organization. | 5 | 5 | 100% | Exceeds expectations |
| ***Exhibit proficiency in the skills of communication within the context of the sport management discipline.*** | | | | | |
| SPM 225 Communication in Sport  Sport Feature | 90% of students will achieve a “meets expectations” or above on all areas of the rubric. | 40 | 35 | 88% | Does not meet expectation |
| SPM 225 Communication in Sport  Individual oral presentations | 90% of students will achieve a “good” or above on the following criteria of the presentation rubric: introduction, eye contact, engagement & vigor, poise, use of facts, professional attire, filler phrases, and follow-up responses. | 39 | 32 | 82% | Does not meet expectation |
| SPM 480 Work Experience - Supervisor Final Evaluation  Verbal communication and written communication portions of the supervisor work experience evaluation. | SPM 480: 100% of students will get a “good or higher.”  Verbal  Written | 14  14 | 14  14 | 100%  100% | Meets expectation  Meets expectation |
| ***Exhibit proficiency in synthesizing cross-disciplinary knowledge so as to develop supported recommendations within the context of the sport management discipline.*** | | | | | |
| SPM 470 Senior Seminar  Business plan. | 90% of students will achieve a “meets expectations” or above on all areas of the cross-disciplinary thinking rubric. | 22 | 16 | 73% | Does not meet expectation |
| SPM 480 Work Experience - Supervisor Final Evaluation  Critical thinking portion of the supervisor work experience evaluation. | SPM 480: 100% of students will get a “good or higher.” | 14 | 12 | 86% | Does not meet expectation |
| ***Develop knowledge and skill in key career and professional development competencies for the sport management field.*** | | | | | |
| SPM 470 Senior Seminar - Competency in resume writing and cover letter writing: resume/cover letter rubric. | 100% of students will achieve a “38/50” or higher on the resume rubric. | 22 | 16 | 73% | Does not meet expectation |
| SPM 470 Senior Seminar  - Competency in professional interviews: Professional Interview Scoring Rubric. | 100% of students will achieve a “competent” or higher in all nine of the categories of the Professional Interview Scoring Rubric. | 22 | 18 | 81% | Does not meet expectation |

*Notes: 1) You may have more or fewer SLOs than shown above. 2) You may measure an SLO only once, but only with a direct measure. Measuring an SLO more than once is a better practice. 3) If you use a cycle different from measuring all SLOs once a year, include ALL SLOs in your OAP and indicate when the most recent data was collected. 4) Replicate the matrix for any degree program with different SLOs or different measurement tools at all degree levels and identify accordingly.*

**Student Learning Outcomes Matrix Narrative**

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across ALL student learning outcomes (not for each SLO). All SLOs must be measured at least once by a direct measure. Some measurement tools will be used to measure more than one student learning outcome. 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).

**Sport Management**

***Response For: Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.***

This year represented a meaningful transition for the sales course. In addition to the final simulation project, a new assignment was introduced where students made cold calls to a local sports organization. While this provided valuable hands-on experience, it also may have divided student focus, especially as both assignments required different skill sets and levels of preparation.

A key challenge that emerged was students’ difficulty with crafting their own sales narratives. The final project requires students to build a realistic and persuasive story, something that many found more difficult than expected. Over time, faculty have observed a gradual decline in storytelling ability, which is becoming more noticeable and may be linked to critical thinking challenges. To address this, future versions of the course will emphasize storytelling as a core sales competency and provide clearer examples and guidance earlier in the semester.

Despite these challenges, many students demonstrated solid progress and met course expectations. In contrast, a small number of students did not revise their projects after receiving feedback from industry professionals. This highlights the need to reinforce the value of iteration and professional standards throughout the course. With continued refinement, particularly in helping students build stories and structure their communication more effectively, the course is well-positioned to strengthen learning outcomes going forward.

On a positive note, students are indicating in their exit survey that they feel prepared to succeed in sales and marketing. There is a small sample responding this year because the faculty adjusted the questions mid-year after much discussion following submission of COSMA data last year. Some items on the exit survey were no longer highly relevant in the sales and marketing context of classes. It will be important and informative to see student responses in larger samples in the future.

In sum, while progress still needs to be made in sales and marketing outcomes per the perspective of an expert (i.e., faculty), it is great to see that students are leaving the program with confidence in their abilities in this area.

***Response For: Explain contemporary issues in sport management and craft best practice responses in an ethical manner.***

While students did not meet the expectation for the case study assignment in Ethics, a majority of those students didn’t achieve “meet expectations” in one of those designated areas of this assignment. Therefore, even though they didn’t meet the overall expectation of 90% achieving “meets expectations” in the four specific metrics, at least 90% of students hit “meets expectations” in at least three of the designated questions. This is promising progress. Similarly, even though the data falls a bit short of achieving the indirect measure of 90%, it is a small sample size and very close to 90%. In sum, student abilities in this outcome are improving relative to the past and so faculty will continue working with them in the same vein moving forward.

***Response For: Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.***

The area in which the majority of students did not meet the expectation of the direct measure involved proposing unique revenue generation ideas to go along with the balanced budget. To mitigate this in the future, revenue generation will need to be a component of prior lessons on budgeting. Given that expenses in any operation will likely gradually increase organically, it stresses the need to couple budget efficiency with a focus on growth. Specifically, an activity involving how small/mid-market sport organizations have introduced creative revenue generation ideas may spark improved thought processes in this area.

Faculty tried something new this year with respect to understanding student perceptions via the indirect measure, and spoke with students who indicated a lack of preparation in various areas on the exit survey. In the case of this outcome, the student simply said that while they understood much related to financial management in sport, they hadn’t actually been responsible for this yet in their career, leading to a lack of confidence. This is instructive as to why the 90% benchmark hasn’t been achieved. Faculty can consider slight adjustments to survey wording, but first a larger sample size is desirable.

***Response For: Apply evidence-based management practices to foster safe and productive sport organizations.***

Both the direct and indirect measures indicate that students are meeting this outcome. This is excellent news and if the trend continues reliability over the next year, perhaps more rigor can be added in this area.

***Response For: Exhibit proficiency in the skills of communication within the context of the sport management discipline.***

With regard to writing, the two areas in which students seemed to struggle with the most involved a) a lack of adequate external sources used in the story; and b) too many style miscues. This was of great concern because a minimum requirement for sources was clearly communicated to students for both rough and final drafts. Procrastination with the assignment likely contributed toward not obtaining enough sources for the final draft. Increased communication about the need for multiple perspectives to tell a story will be necessary. With regard to style mistakes, this was also concerning given the amount of class time allocated toward engaging on the topic, along with a follow-up quiz, in addition to style feedback provided on rough drafts. Further emphasis in class exercises appear to be necessary.

As for oral presentations – There were several areas where students appeared to struggle in their oral presentations, which factored into not meeting this expectation. One, students have room for growth in demonstrating engagement and vigor when presenting. It may be a product of a lack of comfort in front of an audience. Thus, having a simulation day prior to commencement of presentation may ease any lingering apprehensions in front of the class. In that simulation day, students could focus on telling a story with a single slide, forcing them to make contact with an audience and entertain. Honest peer and professor feedback could prompt improvements needed for their longer oral presentations. Two, particularly amongst male students, a lack of professional attire displayed mitigated higher scores on oral presentations. In the future, more concise communication about the specific attire requirements will be provided, which also could be a component of a simulated presentation prior, to which feedback could address shortcomings.

Although the direct measure’s benchmark was not achieved, students are moving in a positive direction. And, impressively, external feedback from internship supervisors indicates that students are thoroughly prepared with communication skills. Faculty will continue this good work moving forward.

***Response For: Exhibit proficiency in synthesizing cross-disciplinary knowledge so as to develop supported recommendations within the context of the sport management discipline.***

Compared to last year, students showed noticeable improvement in brainstorming and market research. They also had the valuable opportunity to present their business plans to athletic coaches and faculty members, which pushed them to prepare clear explanations for key areas such as finance, marketing, operations, and human resources. This setting encouraged more thoughtful planning and helped students practice articulating the rationale behind their ideas.

However, further growth is needed in students’ ability to see the overall business concept more clearly. Some struggled to explain the necessity and feasibility of their product or service, and often failed to connect different parts into a cohesive plan. Elements such as competitor analysis, realistic pricing, customer acquisition strategies, and operational logistics were also frequently underdeveloped.

To address these issues, the instructor plans to place greater emphasis on guiding students to approach business planning more holistically, focusing on developing and executing realistic concepts rather than generating entirely new ideas. The aim is to help students better connect strategic thinking with practical application, resulting in more complete and persuasive proposals that demonstrate the cross-disciplinary skills built throughout the sport management program.

Likewise, it is a bit concerning that two interns’ supervisors noted deficiencies in their critical thinking. Perhaps the aforementioned changes in the Senior Seminar class will also serve to improve students’ work in the capstone internship. Time will tell as data is collected in the next years.

***Response For: Develop knowledge and skill in key career and professional development competencies for the sport management field.***

This year, SPM 470, a sport industry senior seminar, incorporated several new strategies to improve student performance in professional preparation, particularly in interviewing and application materials. One key addition was the use of AI-powered mock interviews, which gave students individualized practice and feedback. Students also participated in a panel interview exercise, where they observed peers and wrote reflections analyzing both strengths and areas for improvement. These experiences helped many students become more comfortable and thoughtful in responding to open-ended interview questions, a noted area of weakness in previous years. Given that many sports organizations now use AI-based interviews in their first-round screening, this integration was both timely and relevant.

In class, we spent additional time working through open-ended interview questions through activities and discussions. Students were also guided to revise their résumes and cover letters based on specific job descriptions and to align their interview preparation accordingly. These changes appear to have made a positive difference, and many students demonstrated stronger preparation and improved clarity in both written and spoken communication.

However, a few students still did not meet expectations. In nearly all of these cases, the issue was not lack of ability but rather a failure to apply feedback between drafts, often submitting final materials that were unchanged from their initial versions. This remains a concern and highlights the need to further emphasize the importance of revision and responsiveness to critique.

Going forward, continued use of reflective and peer-driven learning, along with clearer accountability around revisions, will help support more consistent outcomes across the entire student group.

Student Learning Outcomes Matrix - Academic Year 2024 – 2025

Sport Media

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| ***Demonstrate a working knowledge of business applications for the sport industry in a communication context.*** | | | | | |
| SPM 330 Sport Marketing  Data Analytics Project: Interpreting dataset to provide insights through effective communication and delivering marketing recommendations. | 90% of students will achieve a “meets expectations” or “higher.” | 4 | 2 | 50% | Does not meet expectation; insufficient data |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to apply business applications for the sport industry in a communication context. | 3 | 3 | 100% | Exceeds expectation; insufficient data |
| ***Demonstrate an ability to communicate pertinent details from a sporting event.*** | | | | | |
| SPM 350 Sport Public & Media Relations  Game Recap - rubric used to assess | 90% of students will achieve a “good” or higher on the “important storyline” and “key game details” sections of the game recap rubric. | 5 | 5 | 100% | Exceeds expectation; insufficient data |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to learn and apply sport-specific vernacular in a communication context. | 3 | 3 | 100% | Exceeds expectation; insufficient data |
| ***Demonstrate knowledge of sport-specific style in a communication context.*** | | | | | |
| SPM 350 Sport Public & Media Relations  Game Recap - rubric used to assess | 90% of students will achieve a “good” or higher on the “adherence to AP style/spelling/grammar” sections of the game recap rubric. | 5 | 5 | 100% | Exceeds expectation; insufficient data |
| ***Demonstrate the ability to comprehensively plan a social media strategy based on relevant data.*** | | | | | |
| SPM 230 Concepts of Social Media Platforms  Social Media Strategy Assignment Rubric | 90% of students will achieve a “proficient” or higher on all areas of assignment (41 points out of 50) | 5 | 2 | 40% | Does not meet expectation; insufficient data |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to plan social media strategy based on relevant data. | 3 | 3 | 100% | Exceeds expectation; insufficient data |
| ***Apply evidence-based management practices to foster safe and productive sport organizations.*** | | | | | |
| SPM 320 Sport Administration and Management Practices  Sport organization research project: Craft a recommendation. | 90% of students will achieve a  "Good" in all three categories of the rubric on the sport organization research and recommendation project. | 9 | 9 | 100% | Exceeds expectations |
| Exit Survey | 90% of soon-to-be graduates report that they are somewhat to highly prepared to manage a sport organization. | 3 | 3 | 100% | Exceeds expectations; insufficient data |
| ***Exhibit proficiency in written communication within the context of the sport industry.*** | | | | | |
| SPM 225 Communication in Sport  Sport Feature | 90% of students will achieve a “meets expectations” or above on all areas of the rubric. | 13 | 12 | 92% | Meets expectation |
| SPM 3-credit internship  . | SPM 3-credit internship: 100% of students will get a “4 or higher.” | 7 | 5 | 71% | Does not meet expectation; insufficient data |
| ***Exhibit proficiency in verbal communication within the context of the sport industry.*** | | | | | |
| SPM 225 Communication in Sport  Individual Oral Presentation | 90% of students will achieve a “good” or above on the following criteria of the presentation rubric: eye contact, engagement & vigor, poise, use of facts, key takeaways, professional attire, filler phrases, and follow-up responses. | 13 | 10 | 77% | Does not meet expectation |
| SPM 3-credit internship  . | SPM 3-credit internship: 100% of students will get a “4 or higher.” | 7 | 5 | 71% | Does not meet expectation; insufficient data |
| ***Exhibit proficiency in visual communication within the context of the sport industry.*** | | | | | |
| SPM 350 Public & Media Relations in Sport  Highlight reel rubric | 90% of students will achieve a “good” or higher on the following criteria of the video highlight reel assignment rubric: inclusion of key game plays, highlight reel coherence, use of text/graphics, and demonstration of editing skills. | 5 | 5 | 100% | Exceeds expectation/ insufficient data |
| Exit Survey | 90% of soon-to-be graduates report that they are somewhat to highly prepared to use visual communication effectively. | 3 | 3 | 100% | Exceeds expectation/  insufficient data |
| ***Demonstrate knowledge of career competencies for the sport media field.*** | | | | | |
| SPM 225 Communication in Sport  Quiz | 80% of students will score 90% or higher on career competencies in a sport media industry quiz. | 13 | 6 | 46% | Does not meet expectation |
| Exit Survey | 90% of soon-to-be graduates report that they are prepared to navigate a career in sport media. | 3 | 3 | 100% | Exceeds expectation; insufficient data |

*Notes: 1) You may have more or fewer SLOs than shown above. 2) You may measure an SLO only once, but only with a direct measure. Measuring an SLO more than once is a better practice. 3) If you use a cycle different from measuring all SLOs once a year, include ALL SLOs in your OAP and indicate when the most recent data was collected. 4) Replicate the matrix for any degree program with different SLOs or different measurement tools at all degree levels and identify accordingly.*

**Student Learning Outcomes Matrix Narrative**

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across ALL student learning outcomes (not for each SLO). All SLOs must be measured at least once by a direct measure. Some measurement tools will be used to measure more than one student learning outcome. 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).

**Sport Media**

***Overall note:*** *This is the first year submitting any information for sport media. The program is still in its infancy and thus student numbers are quite small in this assessment reporting. That is why many statements include “insufficient data.” It was a complete data set, just too small and with no trend info to make firm conclusions. Nonetheless, here are tentative conclusions!*

***Response for: Demonstrate a working knowledge of business applications for the sport industry in a communication context.***

This year marked a significant improvement in how the course approached data analytics, thanks to the successful integration of Coursera content. Students were able to build foundational knowledge of Tableau through structured online modules before engaging in their CRM-based group project. Compared to last year, when the instructor had to teach Tableau from start to finish, this design allowed for a more efficient and focused classroom experience. Students arrived better prepared and were able to dedicate more time to analysis and application.

While the overall structure of the project was much improved, some students still demonstrated fundamental misunderstandings of variable types and their analytical implications. A recurring issue was the inappropriate use of categorical variables as dependent variables in quantitative analysis. For example, several students treated non-ordinal categories such as ZIP code or merchandise type as outcome variables or analyzed highly individualized variables like customer IDs without grouping them meaningfully. This reflects a gap in understanding how the structure and level of variables influence both the type of visualization selected and the validity of the interpretation.

In addition, students frequently struggled to develop impactful and marketing-relevant research questions. Instead of identifying questions with strategic implications, such as patterns in fan satisfaction or behavioral segmentation, many defaulted to basic demographic comparisons that offered limited insight. This suggests that while students gained familiarity with Tableau’s technical features, they still need support in thinking critically about what their data analysis is meant to uncover and how it connects to broader sport marketing objectives.

To address these gaps, future instruction will place greater emphasis on foundational concepts before students begin visualizing data. Instruction will focus on helping students differentiate between categorical and continuous variables and select the appropriate statistical summaries and visualization tools. Students will also receive more guidance on how to recode and group data to create meaningful analytical categories, particularly when working with demographic or behavioral information. In addition, more structured support will be provided for developing strategic research questions that reflect marketing thinking and can lead to actionable insights.

The ultimate goal is to move students beyond the mechanical use of Tableau and toward data storytelling, enabling them to synthesize, interpret, and clearly communicate findings in ways that serve the goals of sport marketing organizations.

On a positive note, students expressed strong confidence in their ability to use business applications within a communication or marketing context. The goal going forward will be to close the gap between skill level observed by the instructor and confidence of the students in their abilities. Of course, for both measures, greater samples sizes are needed going forward to draw firm conclusions over time.

***Response For: Demonstrate an ability to communicate pertinent details from a sporting event.***

It is exciting that such positive results were demonstrated for this outcome on both the direct and indirect measures. However, the sample size is very small so more data will need collected over time to draw firmer conclusions.

***Response For: Demonstrate knowledge of sport-specific style in a communication context.***

As above.

***Response For: Demonstrate the ability to comprehensively plan a social media strategy based on relevant data.***

It’s wonderful that students feel a level of confidence with their social media strategy planning. However, the experts (i.e., faculty) see the need for more growth. Accordingly, additional scaffolding and revision will be built into the process going forward.

***Response For: Apply evidence-based management practices to foster safe and productive sport organizations.***

Both the direct and indirect measures indicate that students are meeting this outcome. This is excellent news and if the trend continues reliability over the next year, perhaps more rigor can be added in this area.

***Response For: Exhibit proficiency in written communication within the context of the sport industry.***

The direct measure suggests that students did well in this skill, as would be desired from individuals seeking to work in sport communication. However, the internship data, albeit small, suggests that students may still benefit from additional support in written communication. For example, what this data could indicate (but more needs collected), is that students can do a written task they enjoy, like a sport feature, but may be sloppier in written communication in day-to-day tasks or multitasking written communication at an internship.

***Response For: Exhibit proficiency in verbal communication within the context of the sport industry.***

There were several areas where students appeared to struggle in their oral presentations, which factored into not meeting this expectation. One, students have room for growth in demonstrating engagement and vigor when presenting. It may be a product of a lack of comfort in front of an audience. Thus, having a simulation day prior to commencement of presentation may ease any lingering apprehensions in front of the class. In that simulation day, students could focus on telling a story with a single slide, forcing them to make contact with an audience and entertain. Honest peer and professor feedback could prompt improvements needed for their longer oral presentations. Two, particularly amongst male students, a lack of professional attire displayed mitigated higher scores on oral presentations. In the future, more concise communication about the specific attire requirements will be provided, which also could be a component of a simulated presentation prior, to which feedback could address shortcomings. Likewise, internship supervisors found this skill lacking, so reinforcement in the classroom as just described would be of benefit.

***Response For: Exhibit proficiency in visual communication within the context of the sport industry.***

It is exciting that such positive results were demonstrated for this outcome on both the direct and indirect measures. However, the sample size is very small so more data will need collected over time to draw firmer conclusions.

***Response For: Demonstrate knowledge of career competencies for the sport media field.***

The direct measure is encouraging in that all of the student respondents felt they understood how to navigate their careers. However, it was a small sample and the indirect results were not as positive. This could be a timing nuance of the semester. In the Fall, students did quite well on their sport media industry roles and responsibilities quiz. The topic and discussion preceding that quiz occurred later in the semester, after students potentially developed a better understanding of the industry as the class “ensued”, and especially after hearing from professional guest speakers. In the Spring, when students struggled, the topic was the amongst the first of the semester, to which students may have still been “green” with regard to their industry knowledge. As such, the topic and ensuing quiz will occur later in the semester. Furthermore, discussion of this topic will also be embedded in future Introduction to the Sport Industry courses (on a cursory level) to provide a stronger baseline knowledge prior to taking a Communication in Sport course.

Program-Level Operational Effectiveness Goals Matrix

Academic Year 2024-25

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| **Optimize program enrollment – 160 students for sport management and 40 for sport media** | | | |
| Engage in new community enrollment events | Create 1 per year | Brought FBLA to campus and showcased programs | Meets expectation |
| Optimize program retention | Increase graduation rate to 50% | 54% in sport management; 11% for sport media | Meets expectation (sport management); Does not meet expectation (sport media) |
|  | Increase retention rate to 80% | 61% in sport management; 45% in sport media | Does not meet expectations |
| **Disseminate scholarship** | | | |
| Disseminate via presentations | 2 per year collectively | Engaged in 6 during this academic year, collectively | Exceeds expectation |
| Disseminate via presentations | 2 per year collectively | Disseminated 4 during this academic year, collectively | Exceeds expectations |
| **Contribute to community** |  |  |  |
| Engage in project-based learning initiatives | 2 per year | Lancaster Stormers, GOTR, York Revolution, Philadelphia Phillies, USOPC Training Center etc. | Exceeds expectations |
| Expand alumni engagement | 1 new initiative | Alumni event in Colorado in conjunction with USOPC Training Center | Meets expectations |
| **Note:** You may have more or fewer OEGs than listed above. This matrix does not require identification of direct or indirect measure. | | | |

**Operational Effectiveness Goals 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.

Expectations that were met or exceeded have details above in the table. These were met because of the close collaboration among the faculty in managing resources to excel at new recruitment events, scholarship, and community work. The faculty continue to work on retention, with graduation rates also corresponding to such. As noted last year, new supports have been created in the initial classes in the program to help with this. However, retention across higher education is a challenge as students experience mental health difficulties, lack of academic preparation, and a host of other issues. When looking at the graduation rate data, it should be noted that some students who did not graduate as sport management majors or sport media majors graduated from York College with another major, which is still positive in that they earned a college degree (and the sport industry is known as an industry that attracts students until they learn the realities). In addition, the average time to a degree is four years, suggesting that if a student finds

sport management or sport media to be aligned with their goals, they will progress to their degree in a timely fashion within York College’s program. So, there are positive aspects to this data. That said, of course the faculty will continue the supports in the entry-level classes and monitor the effectiveness over the next few cohorts to hopefully see an increase in this metric.

[OPTIONAL]

PROGRAM INFORMATION PROFILE – Sport Management

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

**Name of Institution**: York College of Pennsylvania

Program/Specialized Accreditor(s): COSMA

Institutional Accreditor: Middle States Commission on Higher Education

Date of Next Comprehensive Program Accreditation Review: 2026

Date of Next Comprehensive Institutional Accreditation Review: 2031

*URL where accreditation status is stated:* *https://www.ycp.edu/about/accreditations*

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

1. Graduation Year: \_\_\_\_\_\_\_ # of Graduates: Graduation Rate:

For the Fall 2020 Cohort, 22 students out of ​41 students majoring in Sport Management graduated in the same major in 4 years. The 4-year graduation rate for the Fall 20​2​0 cohort is 53.7% (22/41). Note: This only includes students whose initial major and degree major are the same. If a student changed out of the initial major, even though they were still enrolled in YCP and got a degree in a different major, this student is not included in the calculation.

1. Average Time to Degree: 4-Year Degree: \_\_x\_\_\_ 5-year Degree \_\_\_\_\_\_\_\_\_\_
2. Annual Transfer Activity (into Program): Year: \_\_\_\_\_

# of Transfers: \_\_\_\_\_ Transfer Rate: \_\_\_\_\_

In Fall 2024, among the 39 New, First Time and Transfer incoming cohort for Sport

Management, 4 were transfer students coming to YCP. The transfer rate for

this group is 10.2% (4/39).

1. Graduates Entering Graduate School: Year: \_\_\_\_\_

# of Graduates: \_\_\_\_\_ # Entering Graduate School: \_\_\_\_\_

N/A

1. Job Placement (if appropriate): Year: \_\_\_\_\_

# of Graduates: \_\_\_\_\_ # Employed: \_\_\_\_\_

N/A

*Form developed by the Council for Higher Education Accreditation. © updated 2020*

Data provided by York College of Pennsylvania’s Director of Institutional Research & Assessment.

PROGRAM INFORMATION PROFILE – Sport Media

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

**Name of Institution**: York College of Pennsylvania

Program/Specialized Accreditor(s): COSMA

Institutional Accreditor: Middle States Commission on Higher Education

Date of Next Comprehensive Program Accreditation Review: 2026

Date of Next Comprehensive Institutional Accreditation Review: 2031

*URL where accreditation status is stated:* *https://www.ycp.edu/about/accreditations*

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

1. Graduation Year: \_\_\_\_\_\_\_ # of Graduates: Graduation Rate:

For the Fall 2020 Cohort, 1 student out of ​9 students majoring in Sport Media graduated in the

same major in 4 years. The 4-year graduation rate for the Fall 20​2​0 cohort is ​11.1% (1/9). Note: This only includes students whose initial major and degree major are the same. If a student changed out of the initial major, even though they were still enrolled in YCP and got a degree in a different major, this student is not included in the calculation.

1. Average Time to Degree: 4-Year Degree: \_\_x\_\_\_ 5-year Degree \_\_\_\_\_\_\_\_\_\_
2. Annual Transfer Activity (into Program): Year: \_\_\_\_\_

# of Transfers: \_\_\_\_\_ Transfer Rate: \_\_\_\_\_

In Fall 2024, among the 10 New, First Time and Transfer incoming cohort for Sport Media, 0 were transfer

students coming to YCP. The transfer rate for this group is 0% (0/10).

1. Graduates Entering Graduate School: Year: \_\_\_\_\_

# of Graduates: \_\_\_\_\_ # Entering Graduate School: \_\_\_\_\_

N/A

1. Job Placement (if appropriate): Year: \_\_\_\_\_

# of Graduates: \_\_\_\_\_ # Employed: \_\_\_\_\_

N/A

*Form developed by the Council for Higher Education Accreditation. © updated 2020*

Data provided by York College of Pennsylvania’s Director of Institutional Research & Assessment.

**SECTION 3: BUDGET CHART AND FLOWCHART**

(OPTIONAL FOR PROGRAMS REQUESTING FEE REDUCTION)

REVIEWED ANNUALLY

|  |  |
| --- | --- |
| Step 1: Are you working toward first-time accreditation? | |
| Yes | No |
| ↓ | ↓ |
| Your membership fee is as follows:  Year 1: $495  Year 2: $990  Year 3: $1,485  Year 4: $1,980 | Move to Step 2 |
| Step 2: Do you have temporary financial need or a long-term financial need? | |
| Temporary | Long-term |
| ↓ | ↓ |
| Discuss your need with COSMA leadership on an annual basis | Discuss options for achievable,  regular payments |
| Email: cosma@cosmaweb.org | Email: cosma@cosmaweb.org |

Options for temporary financial relief:

* Take off a percentage of the full cost (e.g., 25%, 10%)
* Pay fee in two installments: $990 July 1 – December 31 and $990 January 1 – June 30

Options for long-term financial relief:

* Assess long-term budget and propose an amount
* Consider working toward full fee with extended period to reach it (> three years)

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 granted or the timeline may be modified from what is requested. Even if your program is facing more than one “extenuating circumstance” listed below as examples, your request may be denied by the Board of Commissioners. Additional information or reporting may be requested 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 2027)

**Requested new deadline**: (e.g., A one-year extension to February 2028)

**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.)