Commission on

Sport Management

Accreditation



Site Visit Preparation Manual

October 2015 Draft

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## SITE VISIT PREPARATION MANUAL

### Introduction

The contents of this document will help you prepare for a COSMA site visit and contains information useful to programs hosting the visit and site evaluators conducting the site visit. An overview of the site visit process is found below.

Site Visit Flow Chart

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Prepares Self study Report** | **Self study Report Sent to COSMA Headquarters** | **Site Visit is Conducted by the COSMA Site Visit Team** | **Site Visit Team’s Report is Prepared** | **Institution Responds to Site Visit Report** | **Board of Commissioners Reviews Materials** |
| 1. Includes Volume I and Volume II
2. Site visit date is scheduled as far in advance as possible
 | 1. Preliminary review of self study by COSMA staff.
2. Site visit team receives electronic copy of self study
3. Program makes arrangements with the site visit team
4. Program drafts site visit schedule and sends to team
 | 1) Site visit occurs and site visit team validates the accuracy of the information in the self study | 1. The site visit team completes a report of their findings and sends the report to COSMA.
2. The program and site visit team complete evaluation forms about the process
 | 1. A summary of the site team’s findings is forwarded to the program for its review and response.
2. When the program’s response is received by COSMA, the self study, site team report and response are sent to a subgroup of Commissioners assigned to lead discussion on the program. Any additional materials are also forwarded.
 | 1. The COSMA Board of Commissioners meets to review all materials and discuss an accreditation decision.
2. The BOC decision is prepared and sent to the program. If accreditation is granted, the letter includes any Notes, Observations and Commendations.
 |

# EXPECTATIONS OF SITE REVIEWERS AND PROGRAMS UNDERGOING A COSMA SITE VISIT

### Costs for Site Visits for Programs in the United States

The costs related to obtaining accreditation by COSMA will vary slightly by program because of the location and size of the site visit team. These costs include a $1,200 application fee plus travel, food, and hotel expenses for the site visit team. Normally, a two-person visitation team is used for programs located in the United States. These team members are paid an honorarium for their work. The chair of the team is paid $300 per day and the other team member(s) is (are) paid $200 per day. Listed below is an approximation of the total direct costs for COSMA accreditation for U.S. programs, assuming a 2-day site visit by a 2-person team.

|  |  |
| --- | --- |
| **Item** | **Estimate** |
| Application Fee (must be paid prior to preparing the self study and having the site visit) | $1,200.00 |
| Travel for Site Visit Evaluators | $1,000 |
| Honorarium for Site Visit Evaluators (two days) | $1,000 |
| Hotel Accommodations and Food for Site Visit Evaluators (two days) | $600 |
| TOTAL | $3,800.00 |

Note: These above-listed figures are estimates. When site visits are scheduled, COSMA headquarters can provide updated information.

The site visit team consists of trained peer reviewers from the COSMA membership (see Site Visit Team Composition for details about site team selection and training). Academic units/sport management programs may include a COSMA staff member in a consultative capacity as a member of the team. No honorarium is required for the staff consultant; the only costs to the institution for this person are travel, food, and hotel expenses. A member of the Board of Commissioners may act as an observer on a site visit. No honorarium is required for the Commissioner and COSMA will cover this person’s travel, food, and hotel expenses.

If the site visit requires airline travel, it is the program’s responsibility to purchase tickets in advance, in consultation with COSMA headquarters. Hotel arrangements for the site visit team should be made by and billed to the program, also in consultation with COSMA headquarters.

COSMA will invoice the program for all other site visit costs incurred by the team, and will pay each evaluator after he or she has filed an expense report with COSMA headquarters. Neither the program nor the institution will make direct payments to members of the site visit team. Reimbursements to COSMA should be made by the program within 30 days for all of the invoiced costs of the site team visit.

### Costs of Site Visits for Programs Outside of the United States

The program must pay the cost of the site visit 90 days in advance of the visit. COSMA will invoice the program for the estimated costs of the visit. Following the visit, a final accounting will be provided with a final billing or credit. Costs may be paid by credit card or wire transfer. Payment information is provided in Appendix E.

The costs of a site visit include a $1,600 application fee plus travel, food, and hotel expenses for the site visit team. A three-member site visit team is used for site visits to programs located outside of the United States. This team includes two trained peer reviewers and a consultant from COSMA staff. Non-COSMA staff team members receive honoraria totaling $500 per day (the chair is paid $300 per day and the other team member is paid $200 per day). Typically, a site visit takes three days. Listed below is an approximation of the total direct costs of COSMA accreditation for programs located outside of the United States.[[1]](#footnote-1)

|  |  |
| --- | --- |
| **Item** | **Estimate** |
| Application Fee(must be paid prior to preparing the self study and the site visit) | $1,600 |
| Travel for Site Visit Evaluators (3 individuals) | $3,500 |
| Miscellaneous Travel Expenses (e.g., baggage fees, parking, travel to and from home airport) | $500 |
| Honorarium for Site Visit Evaluators (three days) | $1,500 |
| Hotel Accommodations and Food for Site Visit Evaluators (three days) | $3,000 |
| Other Miscellaneous Expenses (e.g., food not directly covered) | $500 |
| TOTAL | $10,600 |

### Site Visit Team Composition

After a program submits its self study report and provides potential site visit dates, COSMA will designate a team of trained program evaluators to conduct the site visit. Eligible site reviewers must be members of COSMA (program or individual), have attended a training and have taken a post-training “test.” Results of the test are used to reiterate information not known or not retained. Additional guidance is provided by COSMA staff for each site visit team as it prepares to go on a site visit. Training and retraining is held annually via webinar and in person, as needed. All site visitors are strongly encouraged to attend accreditation process training and training offered at the COSMA Conference.

COSMA selects site visit team members from its membership – a pool of well-qualified persons with experience in the evaluation process. The chair of the team will be responsible for assuring that the visit is conducted objectively. The size of the team and the qualifications of its members are influenced by the program’s size, program complexity, and number of off-campus locations. For programs located outside of the United States, if the sport management are taught in a language other than English, at least one member of the site visit team will be fluent in the language of instruction.

COSMA is committed to avoiding potential conflicts of interest by evaluators, and thus uses the following guidelines when determining site visit team composition:

1. No member of the team will have had a recent affiliation with the program being considered for accreditation, nor will the team member have relatives who are employees of the program.
2. No member of the team will be a recent graduate of the program being considered for accreditation.
3. No member of the team will have a known, expressed bias for or against the program or institution.
4. No member of the team will currently be a full-time employee of another program in the program’s primary competitive market (e.g., within the same state or country).

###

### Logistical Arrangements

After the site visit dates are agreed upon and the team is appointed, the academic unit/sport management program will be responsible for coordinating logistical arrangements with the chair of the team and/or COSMA. These include hotel reservations, developing the agenda for the site visit, procuring a meeting room on campus for team meetings, communication of the visit arrangements with on-campus personnel, and arrangements for the visiting team to meet key staff, faculty, students, alumni, and community groups. A sample site visit agenda is shown on the following page.

Once team members have accepted an accreditation visit assignment and a team chair has been designated, COSMA will notify the program of the member’s names and positions and the dates of their visit. COSMA will distribute copies of the self study report to each member of the evaluation team. Team members are expected to examine carefully, prior to the site visit, all materials submitted by the applying program.

Prior to the site visit, the team chair will work with the academic unit/sport management program’s primary representative to ensure that support is available to have a successful visit. The team chair is responsible for keeping the team members informed about the site visit arrangements and the team arrival and departure.

Team members will normally arrive the evening before the first day of the official visit. The team chair will notify the other members of the team of the time and place of their first team meeting. At the team meeting, the team chair will review the specific plans for the visit, establish which team members will be responsible for writing specific portions of the report, and organize the team so a successful visit is possible. This meeting should also include a discussion of the team's reaction to the program’s self study report and related materials, review of the agenda for each day of the visit, and a discussion of how and when the final evaluation report will be compiled and forwarded to COSMA headquarters.

##### Typical Site Visit Team Schedule

The site visit Team Chair will prepare a written schedule and agenda for the site visit, in concert with the site visit Campus Coordinator. Institutions differ so much that it would be difficult to present an all-inclusive outline for all visits. There are, however, several meetings and tasks that are normally scheduled during a site visit. Some of these have been listed below to assist the institution and the site team in developing their own schedule:

1. Meet with the head of the sport management department/unit as the first item of business.
2. Meet with the top-level administrators of the institution, usually the President, the Chief Academic Officer and/or the Dean.
3. Meet with the campus coordinator of outcomes assessment. When reviewing the sport management department/unit’s outcomes assessment plan, the questions in the outcomes assessment outline (see Appendix B) will need to be answered.
4. Validate the self study statistical contents and narrative contents (work time in the site team’s meeting room of two to three hours).
5. Meet with some (possibly all if appropriate and convenient) of the faculty who teach sport management courses (usually and preferably done collectively).
6. Interview some of the students enrolled in sport management courses (done collectively).
7. Brief tour of the physical facilities used by the sport management students, including the library.
8. If an off-campus site delivers 25% or more of student credit hours for the sport management department/unit, an off-site visit will be required.
9. Exit interview with the head of the academic sport management unit.

A suggested work schedule for the site visit team can be found below. It is important to remember that the site team must allocate adequate time to validate the information submitted in the self study and this may be done in coordination with the sport management department/unit head and/or the Campus Coordinator of the site visit.

# SAMPLE ACCREDITATION SITE VISIT AGENDA

|  |  |
| --- | --- |
|  |  |
| **Pre-visit meeting with site team members** | Site visit team meets the evening before the first day of the site visit |
|  |  |
| **Day 1** |  |
| **8:00 a.m.** | Meet with the head of the Sport Management department/unit to discuss the two-day visit |
| **9:00 a.m.** | Meet with the President, Chief Academic Office and/or Dean |
| **9:30 a.m.** | Meet with Outcomes Assessment Coordinator to review the institution’s outcomes assessment plan and results |
| **10:30 a.m.** | Review the outcomes assessment plan and results of the academic Sport Management department/unit |
| **Noon** | Lunch with faculty |
| **1:30 p.m.** | Work time for the site visit team and Sport Management leadership to validate the self study materials and ask questions |
| **4:30 p.m.** | Return to hotel. |
|  |  |
| **Day 2** |  |
| **8:00 a.m.** | Meet with students majoring in Sport Management programs |
| **9:00 a.m.** | Tour facilities (library, classrooms, computer lab, etc.) |
| **10:30 a.m.** | Commence exit interview with the head of the Sport Management department/unit (may include anyone else, as desired) |
| **Noon** | Lunch with additional faculty, Advisory Board members, Alumni, etc. |
| **1:30 p.m.** | Site team completes its report |
| **3:00 p.m.** | Site team departs campus |

**Available Materials in the Site Visit Room**

The self study year is always the full academic year preceding the date of the site visit. Each site visit team member will bring his/her copy of the institution’s self study document to the site. The institution will usually have additional materials available for the site team in the team’s meeting room.

Items frequently available in the meeting room for the accreditation site visit team include:

1. Sport Management program course syllabi (from self study year and current course offerings)
2. Institutional catalog.
3. A copy of the last Regional Accreditation (or its equivalent) self study report and a copy of the findings of that visiting team.
4. Faculty members’ vitae (during self study year and current year, full and part time)
5. Faculty handbook
6. Self study document
7. Internship manual (if applicable)
8. Computer to access any electronic files, website OR internet access for site reviewers’ computers

The visiting team may need materials other than those listed above, and if so, the campus coordinator of the site visit will assist the team in obtaining the materials.

**General Responsibilities and Ethics**

The overall responsibilities of a site visit team are as follows. The team:

1. Must read the program’s self study report thoroughly before making the visit.
2. Must arrive on time at the visitation site and work with the other site team members in a harmonious manner.
3. Should handle the site visit evaluation activities in a professional and expeditious manner.
4. Should complete the site visit assignment while on site and prepare a written report of the findings. The Team Chair is responsible for compiling an overall summary report of the findings **within two weeks** of the date of the site visit and sending the report to COSMA headquarters (see Appendix F).
5. Should perform the site visit evaluation objectively, not letting personal bias interfere with the assignment.

The site team members play a key role in maintaining the integrity of the COSMA accreditation process. Accordingly, all members of the team, before accepting an assignment, must agree to avoid impropriety, to avoid being partial, to refrain from inappropriate activity, and to **preserve the confidential nature** of the information reviewed during the site visit. See Appendix C: Site Reviewer Resource Guide for additional guidance.

### Site Visit Team’s Responsibilities

During its first day on campus, the team should meet with the president of the institution, the chief academic officer, the head of the academic unit/sport management program, faculty, and others as deemed appropriate. The team begins the process of evaluation by considering the academic unit/sport management program in its entirety. As representatives of COSMA, the evaluation team is responsible for validating that the information in the self study report is accurate. The team should try to accumulate as much pertinent information as it can, and use appropriate sampling techniques to review the accumulated data. The team’s findings should reflect its collective judgment about the clarity of mission of the academic unit/sport management program and its ability to deliver a quality educational learning experience to its students.

A final team meeting should be held during the last day of the site visit, at which time the team will seek to reach agreement on the proposed content of its report to the COSMA Board of Commissioners. At this meeting, the team chair should finalize plans for an exit interview with the head of the academic unit/sport management program. At the exit interview, the team chair will provide the program representatives with an oral summary of the major findings that will be in the team’s written report. The team chair should make it clear in the exit interview that the COSMA Board of Commissioners makes decisions on accreditation, not the visiting team.

Note: The team will not express any opinions as to whether accreditation will be granted; accreditation decisions are the sole prerogative of COSMA’s Board of Commissioners.

Each member of the site visit team is responsible for writing a portion of the team’s report. The team chair has overall responsibility for gathering this information from the team members and preparing a comprehensive final typed report for the COSMA Board of Commissioners. If no additional information is required from the program, the site visit team’s report normally will be completed no later than two weeks after the team’s visit to the program and forwarded to COSMA headquarters. If the final site visit team’s report of findings is delayed beyond two weeks, COSMA headquarters should be notified.

The precise length of the site visit depends on the location(s), size, and number of programs offered. Generally, two days for programs in the United States and three days for programs located outside of the United States is sufficient time to allocate for the site visit. It may take extra days if there are extensive off-campus sites.

**Team Chair’s Responsibilities**

Each site visit team will have a chairperson appointed by COSMA headquarters (Team Chair). The Team Chair will also function as one of the site team evaluators. The Team Chair, in cooperation with the COSMA headquarters, is responsible for organizing the overall site visit. A representative of the institution seeking accreditation will be identified as the “Campus Coordinator” of the site visit, and the Team Chair will work through this coordinator in developing a work schedule for the two-day site visit. The Team Chair will also work with the COSMA headquarters and the Campus Coordinator in making travel and lodging arrangements for the site visit team.

The Team Chair should agree on the site visit arrival and departure times for the site team members. Materials and information not provided to COSMA, by the institution, but needed by the team, will be obtained through the institution’s site visit campus coordinator. Working with the Team Chair, the site Campus Coordinator is responsible for obtaining airline tickets (“electronic” tickets preferred) for each site team member, for making hotel reservations for the site visit team, and for reserving a convenient meeting location on campus for the site visit team to use during the visit.

The Team Chair is responsible for ensuring that the site visit evaluation is conducted in compliance with the policies and procedures of COSMA. The institution being visited, in turn, has the responsibility for providing information in its self study that is accurate and verifiable.

Pre-Visit Meeting of Site Team Members

Normally the site visit team arrives the evening before the site visit commences, so the team can hold a pre-visit meeting among themselves. The following is a suggested list of topics for the team members to discuss (the Team Chair should modify this list as necessary):

1. Discussion of the site visit team’s report, which is to be completed by each member of the site visit team during their visit
2. Brief overview of the self study materials sent by the institution
3. Review of the time schedule for the site visit and the importance of abiding by it (see suggested timetable for the site visit meetings in Appendix A)
4. Plan for the opening session and exit session with the head of the academic Sport management unit
5. Determination of additional information and/or materials needed by the site visit team

**Preparation of the Site Team Report (Findings)**

Each member of the site team will prepare his/her version of the findings of the site visit and include that in their report (see Appendix A for a checklist). Using a template (see Appendix F), the final report should address the team’s findings related to the COSMA accreditation expectations. When the sport management department/unit is in compliance, it is so noted in the report. When a program is in noncompliance with a COSMA expectation, the site team will address the noncompliance in the findings section of the visit team’s report. Even when the institution is in compliance, the site visit team may identify strengths and weaknesses and address them in the findings of the visit team’s report. The key for the site visit team is to be objective and withhold opinions and biases.

The Team Chair is responsible for collecting the checklists from each member of the site visit team and for preparing a summary report using the template based on the findings of the team. Both the Chair’s final summary report and the individual site team checklists must be sent to COSMA headquarters *no later than two weeks after the site visit.* The team as a whole should agree in principle on the content of the report before the team departs from the campus they have visited. This consensus will allow the Team Chair to proceed with the preparation of the final report after arriving home. The Team Chair’s final report is a summary of the findings of the site visit team.

While the report should represent the consensus of the team members, the Team Chair must assume responsibility for the contents of the final report. If a member of the team is in disagreement with any statements in the final summary report, a minority report may be filed with COSMA headquarters within 15 days after the final summary report is filed, and the Board of Commissioners will be made aware of the minority report.

Soon after the Team Chair completes the final summary report, COSMA headquarters will send a copy of the final report and a summary of the findings to the head of the sport management department/unit, with copies to the President and Chief Academic Officer, for their review and written response. The program will be given a due date to submit a rejoinder, generally at least four weeks prior to the next meeting of the Board of Commissioners.

**Program Evaluation of the Site Visit Process**

A program that has just undergone a site visit by COSMA has the opportunity to assess the work of the members of the site visit team and the process itself (see Appendix D). COSMA wants to use top-level evaluators in the accreditation process and it is important to review the performance of each site visitor to inform training and retraining. Some areas the program will address in the performance review are:

1. Professional behavior of the team members.
2. Aspects of the institution’s academic Sport Management department/unit that might have been overlooked by the team.
3. Strengths and/or limitations of individual members of the team.

The institution’s comments will be held in strict confidence. The performance reviews should be sent to COSMA Headquarters.

**Site Team Member Evaluations**

Members of the site team are encouraged to review each other’s performance in connection with the site visit process that was used (see Appendix E). Possible topics that might be addressed by a site visit team member include, but are not limited to:

1. Adequacy of the pre-visit arrangements
2. Timeliness with respect to receipt of the self study materials and related items
3. Effectiveness of the team’s chairperson
4. Preparedness of the program for the visit
5. Contents of the team’s report
6. General suggestions for improvements

### Academic Unit/Sport Management Program’s Response

After the site visit team’s report has been forwarded to COSMA headquarters, a copy of the report and a summary letter is sent to the academic unit/sport management program’s primary representative for review and comment. A written response (rejoinder) by the academic unit/sport management program’s primary representative or his or her designee is required within the time period specified by the Board of Commissioners in the summary letter; the COSMA Board of Commissioners cannot review the program’s request for accreditation without this response. Accordingly, a specific written response to each finding, indicating areas of agreement, disagreement, and/or clarification, must be provided by the academic unit/sport management program.

~~The accreditation application fee should be remitted to COSMA by August 1, in the year preceding the year of the site visit (COSMA will send an invoice).~~

The self study, along with the institution’s catalog (for the self study year, describing the Sport management degree programs), the Outcomes-Assessment Plan and other supplemental materials should be sent to the COSMA headquarters 90 days prior to the site visit date. The site visit team (usually a two-member team) will need to have a meeting/ working area set aside for them at the institution to use during the two-day visit. This meeting space must be secured to protect the site visit materials. An extra copy of all self study materials should be available in this room or be readily available if needed. For reference purposes, it is also useful to have in the evaluators’ meeting area a copy of the institution’s last regional self study document and a copy of the Regional site visit team’s report.

**APPENDIX A: Key Content Areas of an Outcomes Assessment Plan**

# I. Mission and Broad-Based Goals

## A. State the approved mission statement for the academic sport management unit.

## B. List the approved broad-based goals for the academic sport management unit

###  1. Student learning goals

#### a) Knowledge and/or skill goals

#### b) Basic skills development goals

#### c) Personal/professional development goals

###  2. Operational goals

# II. Student Learning Assessment

## A. Identify program-level student learning objectives

###  1. Knowledge and/or skill objectives

###  2. Basic skills development objectives

###  3. Personal/professional development objectives

## Identify measures of student learning that assess the degree to which the program-level

##  student learning objectives have been accomplished

###  1. At least two direct measures of student learning

### At least two indirect measures of student learning

### These measures must include ways to assess each of the program-level student learning objectives, including knowledge/skill objectives, basic skills development objectives, and personal/professional development of students objectives.

## Provide copies of the assessment instruments used as direct and indirect student learning

##  measures, along with rubrics

# III. Operational Assessment

## A. Identify unit-level operational objectives

## B. Identify the measures that will be used to assess the degree to which the unit-level

##  operational objectives have been accomplished, and provide copies of these measures.

# IV. Planning and Budgeting Integration Processes

## Explain how the outcomes assessment activities will be integrated into the institution’s planning and budgeting processes.

# APPENDIX B:

**SELF STUDY REVIEW CHECKLIST**

**The Chair of the COSMA site visit team and other site team evaluators are listed below:**

**Institution:**

**Site Visit Dates:**

**Site Visit Chair:**

**Other Site team member(s):**

**Program(s) Reviewed (e.g., BS, Sport Management, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Background Information

1. **Was the name and title of each individual who participated in preparing the self study identified?**

 Yes  No

1. **Was there a brief history of the institution provided?**  Yes  No
2. **Was there a brief history of the sport management department/unit provided?**  Yes  No
3. **Was a list of the sport management degree programs seeking COSMA accreditation provided in the self study?**  Yes  No
4. **Were there any situations present at your institution requiring a special understanding during the accreditation process included in the self study?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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## SELF -STUDY EVALUATION SECTION

## Principle 1: Outcomes Assessment

### 1.0 Outcomes Assessment

**Excellence in sport management education is evaluated through the assessment of student learning outcomes and operational outcomes. This requires the academic unit/sport management program to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, identification of necessary changes and improvements, integration of those changes into its strategic planning process, and documentation of realized outcomes.**

***Outcomes Assessment Plan***

1. Was a copy of the sport management department/unit’s outcomes assessment plan(s) that covers all degrees programs to be accredited included in the self study (this should be placed in an appendix)?  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. Has the Sport Management department/unit identified the two direct and two indirect measures for measuring student learning outcomes?
  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Has a basic skills development program been prepared and is it being used?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Does the Sport Management department/unit have a statement dealing with the personal development of its students?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Has the sport management department/unit identified the different ways it is measuring its effectiveness?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. Are the faculty involved in developing and implementing the outcomes process?

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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***Outcomes Assessment Process Results***

1. **Has the sport management department/unit provided evidence that it’s mission is being accomplished?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Has a summary of the changes and improvements that are needed based on the results of the implementation of the outcomes assessment plan been included in the self study?**   Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Has the sport management department/unit integrated the needed changes and improvements with the institution’s planning and budgeting process?**
  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Have the realized outcomes been identified as a result of implementing outcomes assessment?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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## Principle 2: Strategic Planning

### 2.0 Strategic Planning

**Excellence in sport management education is enhanced through an effective strategic management process. This requires the academic unit/sport management program to have developed and implemented a strategic plan, and to be using the plan to improve the educational and operational effectiveness of the academic unit/sport management program.**

1. **Was a profile of the sport management unit, including its history, mission, vision, foundational assumptions, and guiding values included in the strategic plan?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Was a description and assessment of the sport management department/unit’s resources, including human resources, facilities, finances, and technology included in the strategic plan?**   Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Is an external analysis, including key sociological, technological, economic, and political trends relevant to the environment in which the sport management department/unit competes, along with an analysis of the competitive environment part of the strategic plan?**   Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Was a summary of the sport management department/unit’s strengths, weaknesses, opportunities, and threats (SWOT Analysis) in the strategic plan?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Were student learning objectives, strategies, action plans, and outcomes assessment processes included in the strategic plan?**  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Were Operational objectives, strategies, action plans, and outcomes assessment processes included in the strategic plan?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Does the strategic plan provide a clear rationale as to why the sport management department/unit is engaged in undergraduate education?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Does the strategic plan provide a clear rationale as to why the institution is engaged in graduate education in sport management at the Master degree Level?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Does the Strategic plan provide a clear rationale as to why the institution is engaged in graduate education in sport management at the Doctoral degree Level?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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## Principle 3: Curriculum

### 3.1 Program Design

**Excellence in sport management education requires that the design of each program offered by the academic unit/sport management program be consistent with current, acceptable practices and the expectations of professionals in the academic and sport management communities.**

1. **Was a list of academic degrees (including each major, concentration, or emphasis) that are to be accredited, by COSMA, included in the self evaluation? If different delivery methods are used, was this information provided for each delivery method used?**  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Were the number of degrees for each program (including each major, concentration, or emphasis or by delivery method) that were conferred during the self study year and the previous two academic years included in the self evaluation?**   Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Was the following enrollment information provided: (a) total enrollment of students in the institution, (b) total enrollment in the sport management programs, and (c) total enrollment in each degree (including each major or concentration) offered through or administered by your sport management unit?**   Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Has the Sport management department/unit described the contact hours required to earn one unit of academic credit for each Sport management program?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Was a description of how many years, semesters, or quarters of full-time academic work are required to earn a bachelor’s degree?**  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Was a description of how many years, semesters, or quarters of full-time academic work are required to earn a masters degree?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Was a description of how many years, semesters, or quarters of full-time academic work are required to earn a doctoral degree, including the dissertation?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 3.2 Common Professional Component

**Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management. Thus the Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of undergraduate sport management degree programs.**

1. Social, psychological and international foundations of sport
2. Management
	1. Sport management principles
	2. Sport leadership
	3. Sport operations management/event & venue management
	4. Sport Governance
3. Ethics in sport management
4. Sport Marketing
5. Finance/Accounting/Economics
	1. Principles of sport finance
	2. Accounting
	3. Economics of sport
6. Legal aspects of sport
7. Integrative Experience, such as:
	1. Strategic Management/Policy
	2. Internship
	3. Capstone experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge, such as a thesis, project, comprehensive examination or course, etc.)
8. **Are the topical areas in the CPC adequately covered by the courses in the undergraduate sport management core curriculum and the undergraduate required courses beyond the core (review table 1 for the CPC summary)? This item is not applicable for institutions that do not have an undergraduate program.**

 ** Yes  No**

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Was there a CPC table included for each of the different degree programs?**

 ** Yes  No**

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. Were course syllabi with CPC contact hours provided in the self study (review Figure 1, abbreviated syllabus)?  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Was Table 1 appropriately filled out?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 3.3 General Education

**Excellence in sport management education at the undergraduate level requires a broad-based general education. Thus general education should comprise a significant portion (usually at least 40 percent) of the total credits required for an undergraduate degree.**

1. **Is there a significant number of credits required for general education in the sport management degree programs (refer to Table 2, baccalaureate curriculum)? This is not applicable to institutions that do not have an undergraduate program.**  Yes  No
2. **Were the catalog page numbers included which contain the description of each sport management program (bachelors, master and doctoral)**

  Yes  No

1. **What is the total percentage of credit hours required for graduation devoted to general education?**

 **%**

1. **Was Table 2 appropriately filled out?**  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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**3.4 Breadth and Depth of Curriculum**

**Excellence in sport management education requires that undergraduate sport management degree programs include sufficient advanced courses to prepare students for careers and/or further study. In areas of sport management specialization, breadth and depth beyond the common professional component should be demonstrated. (Normally, a minimum of 25 percent of the total credits for an undergraduate degree should be dedicated to sport management courses.)**

**1. Do the Sport management degree programs include sufficient advanced courses**

 **to prepare students for careers and /or further study? This item is not applicable**

 **to institutions that do not have an undergraduate program**.

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 3.5 Curriculum Review and Improvement

**Excellence in sport management education requires curricula that are both current and relevant. Curriculum review and improvement, therefore, should be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the sport management programs.**

1. **Does the self evaluation describe the process for the continuous evaluation of sport management courses? Does this description include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your sport management unit**?

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Is the Faculty involved in the periodic review of sport management degree programs and curricula?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **To what extent are your alumni, the sport management community, and other outside groups are involved in the periodic review of your sport management programs and curriculum?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **To what extent was the sport management faculty is involved in the evaluation of the institution’s general education program?**  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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1. **Was the process for changing the curriculum or developing a new degree program for the sport management department/unit described in the self study?**   Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 3.6: Master’s Degree Curriculum

**Master’s degree programs in sport management should require a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. These courses should be beyond the level of the undergraduate CPC courses. The thirty semester hours of graduate-level course work should be in courses normally reserved for graduate students. At least 50% of the courses in the graduate program should be offered by the academic unit/sport management program.**

1. **Does the academic port management department/unit offer any Master’s degree programs?**

 Yes  No

* 1. ***If yes, complete 2-5 below***
	2. ***If no, go to Principle 4***
1. **Was there a list all of the graduate degrees that the sport management department/unit administers and was there a copy provided of the stated curricular requirements for these graduate degrees and/or the page number in the catalog where the requirements are specified?**  Yes  No
2. **Were syllabi provided for all masters courses?**

 Yes  No

1. **Were the required number of course credit hours to earn each degree provided?**  Yes  No
2. **Were courses identified that were not reserved for graduate students and why?**  Yes  No
3. **Were the procedures for preparing non-sport management baccalaureate students to enter the graduate sport management provided, including the ways in which the institution handles the coverage of the undergraduate CPC topics for non-sport management bachelor’s students entering your graduate sport management program?**  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 3.7: Doctoral Curriculum

**The doctoral program curricula will prepare students to make significant contributions to the academy.**

1. **Do you offer any Doctoral degree programs?**

 Yes  No

 ***If yes, complete 1-5 below,***

 ***If no, go to Principle 4.***

1. **Were the ways described in which the curricula for the doctoral programs were able to advance the professional and scholarly development of the doctoral students? Was a description of the ways in which the ethical principles were reinforced through the curricula and administrative policies of the program?**

 Yes  No

1. **Was syllabi provided for all doctoral courses?**

 Yes  No

1. **Was the analysis provided of the curricular requirements for the program? Were the courses reserved for doctoral students?**

 Yes  No

1. *.***Was the research components in the degree program described which included the amount of statistical and research methods course work?**

 Yes  No

1. **Was a copy of the dissertation manual submitted?**

 Yes  No

1. **Did this manual describe the dissertation process, including courses required, composition of the dissertation committee, requirements for the dissertation, etc?**  Yes  No
2. **Are the Doctoral degree programs clearly identified in the self study and are the numbers of Doctoral degrees conferred in each program for the last three years included in the self study?**  Yes  No
3. **Were copies of dissertations or projects available for review by the self study team?**  Yes  No
4. **Was a list of persons who completed Doctoral work for the self study year provided with the title of their dissertation or project?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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**Principle 4: Faculty**

### 4.1 Faculty Qualifications

**Excellence in sport management education requires highly-qualified faculty. Therefore, to ensure that academic programs are properly supported, a high percentage of the undergraduate and masters level student credit hours sponsored by the academic unit/sport management program will be taught by doctorally-qualified and professionally-qualified faculty members. All faculty will be at least minimally qualified. At the doctoral level, all doctoral student credit hours will be taught by doctorally-qualified faculty.**

1. **Were the catalog pages identified which describe the academic credentials of each full-time and part-time faculty member?**

  Yes  No

1. **Were a current vita for all sport management faculty members; included in the Appendix section of the self study or available on site?**

  Yes  No

1. **For the undergraduate and graduate courses taught during the self study year, are a significant number of courses taught by doctorally and/or professionally qualified faculty?**

  Yes  No

1. **The percentages of faculty coverage are shown below:**

 **Qualification level Undergraduate Graduate**

 **Doctorally qualified percentage % %**

 **Professionally qualified percentage % %**

1. **Were Tables 3, 4 and 5, 6 or7 appropriately filled out?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 4.2 Faculty Load

Excellence in sport management education requires that faculty members have adequate time to devote to teaching, service, and scholarly activity. Therefore, a faculty member should not be expected to teach an excessive number of credit hours per academic term, nor should a faculty member be expected to have an excessive number of course preparations per academic term.

Appropriate reductions in teaching loads or professional responsibilities should be provided for faculty members who teach graduate courses; have significant administrative or service duties; direct multiple graduate theses, projects, or dissertations; or are engaged in extensive approved research.

1. **Was there an institutional policy that determines the normal teaching load of the full-time faculty provided?**  Yes  No
2. **Were the policies for teaching overloads and extra pay for overload addressed in the self study?**  Yes  No
3. **Were there any variations between the academic load policies used in the sport management unit and other academic units and if there were was there a justification?**  Yes  No
4. **Was the institutional policy on teaching loads for part-time and/or adjunct faculty provided?**  Yes  No
5. **Were the documents identifying that contain the faculty load policies and the page numbers where these policies are stated provided?**

 Yes  No

1. **Was there an explanation addressing any deviations between actual teaching loads and the sport management unit’s academic load policy?**

 Yes  No

1. **Was there a list of all faculty members who receive reductions in teaching load and/or other professional responsibilities in the self study?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 4.3 Program Coverage

Excellence in sport management education requires appropriate program coverage by qualified faculty. Therefore, for each area in which an academic major or concentration is offered, an academic unit should have at least one full-time doctorally qualified or professionally qualified faculty member.

1. **Does each academic major/concentration in Sport management have at least one full-time doctorally or professionally qualified faculty member who teaches in one of the majors/concentrations in that program?**

  Yes  No

**2. Was Table 8 appropriately filled out?**  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 4.4 Faculty Evaluation

Excellence in sport management education requires that institutions and their academic unit/sport management programs have high-quality processes for faculty evaluation. Therefore each institution should have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion and for use in determining teaching effectiveness and quality student learning outcomes. This process should be appropriate for the level of program in which faculty are teaching.

1. **Does the sport management department/unit have a formal system of faculty evaluation that is used in making personnel decisions and in reviewing teaching and learning effectiveness?**

  Yes  No

1. **Were copies of the instruments used in the evaluation process and evidence that these instruments are being used provided?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 4.5 Faculty Development

Excellence in sport management education requires faculty to be engaged in a process of continuous improvement. Therefore, each academic unit/sport management program should provide opportunities for faculty development consistent with the expectations of the institution, its faculty, and the academic community.

1. **Was the faculty development program for the institution and for the sport management unit described in the self study?**

  Yes  No

1. **Does the information in the self study demonstrate the effectiveness of the faculty development program by providing examples of the results of its implementation within the sport management unit?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 4.6 Faculty Policies

Excellence in sport management education requires that the policies pertaining to faculty be appropriate, published, and applied in a fair and consistent manner. Each institution should have written procedures, policies, and practices pertaining to faculty and their activities. These materials should be in writing and should be distributed to all faculty members.

1. Does the sport management department/unit have written policies and procedures document pertaining to their faculty (full and part time) that included the following information?
	1. Faculty development, including eligibility criteria
	2. Tenure and promotion practices for faculty
	3. Evaluation procedures and criteria for faculty
	4. Workload policies for faculty
	5. Service policies for faculty
	6. Professional principles of faculty
	7. Scholarly principles of faculty
	8. Termination and leave policies for faculty

 Yes  No

1. **Was a copy of the faculty handbook provided?**

  Yes  No

1. **Was there a description of the process in which the faculty are made aware of changes to the policies?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 5.0 Scholarly and Professional Activities

**Excellence in sport management education requires faculty members to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.**

1. **Are the faculty members engaged in scholarly and professional activities consistent with the mission and goals of the sport management department/unit and the Carnegie Foundation definitions of Scholarly Activity?**

  Yes  No

1. **Was Table 9 appropriately filled out?**

  Yes  No

1. **Was the institution in compliance with their own stated policies documented in their university catalog, the faculty handbook, faculty vitae, and other documents in this area**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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**Principle 6: Resources**

### 6.1 Financial Resources

**Excellence in sport management education requires financial resources that are sufficient to support a high-quality learning environment, consistent with the mission and goals of the academic unit/sport management program.**

1. **Are there adequate resources to support a high-quality learning environment consistent with the mission and broad-based goals for the academic Sport management/ Management unit?**

  Yes  No

 **If no or marginal above, explain:
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1. **Was Table 10 appropriately filled out?**

  Yes  No

1. **Was a list of support personnel (non-faculty) in the sport management department/unit included in the self study?**

  Yes  No

1. **Were faculty salaries included in the self study or made available to the site team?**

  Yes  No

1. **Was Table 11 appropriately filled out?**

  Yes  No

1. **Was the rate of pay for part-time (adjunct) faculty included in the self study?**

  Yes  No

1. **Were the catalog pages which describe the tuition and fees for each academic program in sport management included?**

  Yes  No

### 6.2 Facilities

**Excellence in sport management education requires that the physical facilities be of sufficient quality to support a high-quality sport management program.**

1. **Are the physical facilities (classrooms, laboratories and faculty, offices) adequate to support the Sport management degree programs?**

 Yes  No

1. **Were Tables 12 and 13 appropriately filled out?**

  Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 6.3 Learning Resources

**Excellence in sport management education requires that students and faculty have access to a comprehensive library and other necessary learning resources.**

**Are the learning resources that are available to the sport management students adequate to support quality education as set forth in the mission and broad-based goals of the academic Sport management/Management unit?  Yes  No**

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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**6.4 Educational Technology and Support**

**Excellence in sport management education requires that sport management faculty and students be provided with sufficient instructional and computing resources and support.**

1. **Was a description of the instructional and educational technology and the corresponding support available to sport management students and faculty provided in the self study and did it cover all the following areas?**
	1. **Technology available in the classrooms used by the sport management unit**
	2. **Technology available to students in computer labs and libraries**
	3. **Technology available to faculty in their offices**
	4. **Technology available at off-campus locations**
	5. **Technology available to support sport management students and faculty, both on and off campus**

 ** Yes  No**

1. **Is the equipment used by the Sport management students adequate to accomplish the mission and broad-based goals of the academic Sport management/Management unit?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 6.5 Off-Campus Locations

**Excellence in sport management education requires that the resources available to off-campus locations be comparable to that at on-campus locations. Therefore, human and financial resources, facilities, libraries, and equipment at all off-campus locations should be sufficient to accomplish the mission and goals of the sport management programs taught at those locations.**

1. **Was a listing of all the educational delivery sites (including the main campus and all off-campus sites), included in the self study and was the percentage of credit hours in sport management taught at each location included?**

 Yes  No

1. **Are the resources (financial, facilities, libraries and equipment) at the off-campus locations adequate to accomplish the mission and broad-based goals of the Sport Management department/unit?**

 Yes  No

1. **Do any of the off-campus locations generate more than 25 percent of the total sport management unit’s students’ credit hours?**

 Yes  No

**If yes, was that site (or sites) visited by the site team?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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**Principle 7: Internal and External Relationships**

**7.1 Internal Relationships**

**Excellence in sport management education requires the academic unit/sport management program to have effective working relationships with other units within the institution.**

1. **Was the approved statement of the institution’s mission included in the self study?**

 Yes  No

1. **Was a copy of the sport management unit’s mission and broad-based goals included in the self study?**

 Yes  No

1. **Were copies of the following provided in the self study:**
	1. **The institution’s organizational chart.**
	2. **The sport management unit’s organizational chart.**
	3. **The job description for the sport management unit head.**

 Yes  No

1. **Was a list of the names, titles, and the organizational affiliations of your institution’s governing board members provided in the self study? Was it stated how often the governing board meets to review academic policies?**

 Yes  No

1. **Were the catalog page numbers which describe the academic policies for students included in the self study?**

 Yes  No

1. **Were the procedures for recommending eligible degree candidates and the procedure used by the Registrar’s Office to validate that the requirements for sport management degrees have been fulfilled described in the self study?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 7.2 Admissions Processes

**Excellence in sport management education requires admissions processes and policies that ensure that students who are admitted to a sport management program have a reasonable chance of success in the program to which they have been admitted.**

**Undergraduate**

1. **Were the undergraduate policies and procedures for admission to programs in the sport management unit outlined in the self study in regard to the following areas?**
	1. **Admission of freshmen.**
	2. **Admission of transfer students from within your institution to your academic sport management programs.**
	3. **Admission of transfer students from other institutions to your academic sport management programs.**
	4. **Admission of transfer students between the traditional and nontraditional programs from within your institution in the field of sport management.**

 Yes  No

1. **Were the policies and procedures pertaining to the acceptance of transfer of credit from other institutions and your method of validating the credits for both undergraduate and graduate programs in sport management described in the self study?**

 Yes  No

1. **Were the academic policies used by the sport management unit to place students on probation or suspension, and to readmit suspended students described in the self study?**

 Yes  No

1. **Was the number of students in each program in the sport management unit who were subject to academic sanctions during the self study year included in the self study?**

 Yes  No

1. **Were there any exceptions made in the administration of your admissions policies for students in your sport management unit during the self study year?**

 Yes  No

**Graduate**

1. **Did the sport management department/unit include in the self study how the admission policies for each of the master’s and doctoral degree programs were administered?**

 **Yes  No**

1. **Were there any exceptions made in the administration of the admissions policies for students in the sport management unit during the self study year?** ** Yes  No**
2. **Was a description identifying how graduate students are classified included in the self study?**

 Yes  No

1. **Was there a difference in admission policies and classification of students for each format in which the master’s degree sport management programs are offered?**

 Yes  No

1. **Was there an explain how the graduate admission requirements attempt to ensure that students admitted to the master’s and doctoral degree programs have a reasonable chance to succeed in the program?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 7.3 External Oversight

**Excellence in sport management education requires that the institution and its academic unit/sport management program have appropriate oversight from governmental and accrediting bodies.**

1. **Was evidence provided of the legal authorization for the institution to operate and confer degrees?**

 Yes  No

1. **Was a copy of the regional accrediting body’s most recent letter of affirmation?**

 Yes  No

1. **Were any other relevant governmental authorizations included in the self study?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 7.4 Sport Management and Industry Linkages

**Excellence in sport management education requires that the academic unit/sport management program have current and meaningful linkages to sport management practitioners and organizations.**

1. **Was there a Sport Management Advisory Board?**

 Yes  No

**If yes, were the names, titles, and the organizational affiliations of board members included, and was there a description the council’s contributions to the sport management unit?**

 Yes  No

If there was a mission or purpose document was it included?

 Yes  No

1. **Was there an executive-in-residence program?**

 Yes  No

**If yes, was the program described and were the major accomplishments identified?**

 Yes  No

1. **Did the institution have an internship programs?**

 Yes  No

**If yes, was the program described and were the major accomplishments identified?**

 Yes  No

1. **Were there cooperative education programs?**

 Yes  No

**If yes, was the program described and were the major accomplishments identified?**

 Yes  No

1. **Were there any sport management related student organizations?**

 Yes  No

**If yes, was the purpose/s of the organization provided and was the involvement of sport management and/or community leaders with the organization/s described?**

 Yes  No

1. **Were there any other significant external linkages?**

 Yes  No

**If yes, were the program/s and its contributions described?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 7.5 External Cooperative Relationships

Excellence in sport management education requires effective relationships with external educational institutions and organizations. Therefore, the academic unit/sport management program should encourage cooperative relationships with external educational institutions and organizations in ways that further the mission of the institution and the academic unit/sport management program.

1. **Was there a list of the principal institutions from/to which the institution receives/sends transfer students?**

 Yes  No

**If yes, were copies of articulation and/or course transfer agreements in effect should be available for review by the site visit team or included in the self study?**

 Yes  No

1. **Was the advising procedure for transfer students described?**

 Yes  No

1. **Were there other relationships between sport management unit and external educational institutions or organizations?**

 Yes  No

**If yes, were there descriptions included in the self study?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 7.6 International Cooperation

**Excellence in sport management education supports that sport management students be prepared to function effectively in a changing global environment. Therefore, the academic unit/sport management program, through its curricula and co-curricular programs, should ensure that students possess the knowledge, skills, and experiences to understand and deal effectively with critical issues in a dynamic global environment.**

1. **Was there a description of the ways in which the curricular and co-curricular programs prepare students to understand the global environment?**

 Yes  No

1. **Were there cooperative arrangements involving the sport management unit and international institutions or organizations?**

 Yes  No

**If yes, was contact information provided for these organizations, and were the number of students and faculty involved in each program for the past three years included in the self study?**

 Yes  No

1. **Were there any other international programs offered by the sport management unit?**

 Yes  No

**If yes, were there descriptions of the program including the number of students and faculty who have been involved in such programs for the past three years?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 7.7 Diversity in Sport

**Excellence in sport management education includes diversity. Sport management students should be prepared to function effectively in an increasingly diverse sport industry. Therefore, the academic unit/sport management program, through its curricula and co-curricular activities, should ensure that students possess the knowledge, skills, and experiences to understand and deal effectively with diversity in a diverse sport environment.**

* + - 1. **Was there a description of the ways in which the curricular and co-curricular programs prepare students to understand and appreciate the diverse nature of the sport environment?**

 Yes  No

* + - 1. **Were there cooperative arrangements involving the sport management unit and institutions or organizations that would provide students with opportunities to acquire an understanding of diversity in sport?**

 Yes  No

**If yes, was contact information provided for these organizations, and were the number of students and faculty involved in each program for the past three years included in the self study?**

 Yes  No

* + - 1. **Were there any diversity-focused activities offered by the sport management unit?**

 Yes  No

**If yes, were there descriptions of the program including the number of students and faculty who have been involved in such programs for the past three years?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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### 7.8 External Accountability

Excellence in sport management education requires institutions and their academic unit/sport management programs to be accountable to the public concerning student learning outcomes. Therefore, the academic unit/sport management program must have processes for consistent, reliable public disclosure of key student learning outcomes.

1. **Was a description of the ways in which the institution communicates information concerning key student learning outcomes to the public?**

 Yes  No

1. **Were copies of published information included in the self study?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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## Principle 8: Educational Innovation

**Excellence in sport management education requires adapting to changes in sport management and society. Therefore, the academic unit/sport management programs should provide an environment that encourages and recognizes innovation and creativity in the education of sport management students.**

1. **Was there a statement provided that reflects the institution’s posture regarding educational innovation?**

 Yes  No

1. **Was the process that is used by the sport management department/unit for encouraging educational innovation described in the self study?**

 Yes  No

1. **Were examples provided of educational innovation in recent years, including improvements in the sport management programs?**

 Yes  No

Compliance: Fully Compliant 

 Partially Compliant 

 Non Compliant  Commendation 

**Evaluator’s Comments (if any):**

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Student, Faculty, Advisory Board, etc. Comments:

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**Additional Evaluator Comments:**

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**APPENDIX C:**

**Site Reviewer Resource Guide**

**Overview:** Congratulations! You have agreed to represent COSMA and excellence in Sport Management education through the site visit process. While you are likely very familiar with COSMA policies and procedures as well as the details related to each Principle, this guide may help you organize your thoughts and help you start conversations and touch on topics that are important to cover in a site visit.

**Where**: The site visit will take place on the campus you are visiting, and maybe across more than one campus or site depending on the size and scope of the program(s). The hosting institution will have a room prepared for you that contains materials related to the items presented in the self-study document. If you require additional materials or clarification, ask the Campus Coordinator (likely the person who primarily wrote the self-study) to assist you.

Part of the site visit will entail taking a tour of offices, classrooms, the library, computer labs and any other facilities utilized by SM faculty and students. Wear comfortable shoes or be prepared to change shoes so that you can take this walk. Let the Campus Coordinator know before you arrive if you need any accommodations in getting around for the tour or in any other way.

**Who**: You will meet with faculty, students, support staff, librarians, administrators, alumni (optional), advisory board members (if applicable) and individuals involved in outcomes assessment (if applicable). When you review the draft site visit schedule, determine if the individuals and the time allotted is appropriate based on what you have read in the self-study document. You should meet with **all** SM faculty (full-time, part-time, adjuncts) and the President of the institution. There are circumstances in which you won’t meet with the President, but the reasons should be made clear by the hosting Department. You may meet with the Dean and/or Provost and other top administrators that are involved in programmatic oversight and decision making processes. Again, who you meet with is in part dictated by the content of the self-study. What you discuss with the various individuals depends upon their knowledge of the Department, their involvement in enabling the Department to access resources and the knowledge they possess relevant to each Principle.

**What**: What do you talk about? What kinds of questions are appropriate for the various stakeholders? What does it really mean to “validate” the contents of the self-study document? This is the challenge facing a reviewer since being on site is on-the-job training coupled with preparation – even so, you cannot be fully prepared for everything. This guide is intended to provide you with broad questions to start conversations which will lead to more specific questions, comments and requests.

The site visit is not just you interviewing people as a journalist would – it is listening, comparing how different people answer the same question, reading between the lines and, at times, directly asking about specific deficits or areas of noncompliance. In addition, you are there as a liaison to COSMA – by clarifying the process, explaining what areas are deficient and what areas could be improved, brainstorming solutions when presented with a problem or difficult situation and tying everything back to the COSMA Principles. At times, it will be appropriate for you to reference your own program and experiences you have as an SM faculty member and/or in the SM industry. Use this tool judiciously to make comparisons, not to brag or put the program down.

To assist you in touching upon key aspects of each of the Principles as well as to provide you with examples of questions you might ask various stakeholders, I offer the following suggestions:

**Side Bar: Hospitality**

In general, the hosting institution wants to impress you, maximize your perception of them during the visit and try to sway you away from the negative and toward the positive. This is a good thing! However, there are some limitations, although what those limits are is sometimes ambiguous. In general, it is okay for you to accept a small token/gift from the institution such as a mug, pen, pad of paper, etc. Some institutions will have a small gift basket in your hotel room – this is okay. They will be paying for your meals and snacks and may be trying to show you the local fare and venues. However, it is *not* okay to accept anything that is similar to cash – tickets, gift cards, vouchers or coupons. Kindly let them know that while you appreciate their sentiment and hospitality, you are prohibited from accepting these types of gifts.

What does the institution’s hospitality tell you about the program? It may simply show you the degree to which the program has prepared for the site visit and thought about the details that will make the visit go smoothly. They may anticipate your every need, for example, by escorting you to a parking garage so you can find your car. Different schools have different budgets for these sorts of things and you should not compare one institution to another. In other words, do not be wooed or wowed by a fancy gift basket! Be more concerned about the content of the program and student learning experience.

**Site Visit: The Night Before**If you arrive at your site visit location before dinner, the host(s) may ask you to join them and colleagues for dinner. You are free to decline, but if you agree, use this dinner to talk generally about the site visit and to get to know your dinner mates on a general but more personal level. This dinner can be a time to get the “jitters” out for everyone and to show that you are a human being! Of course, you may also learn valuable information during the conversation, so listen carefully and take a few notes privately. If individuals – such as alumni or advisory board members – are present at this dinner, ask them general questions, for example (but not limited to):

What is your connection to X University’s SM program?

How did you get involved?

What do you like most about what the program is doing?

What areas could they improve?

What do you know about COSMA and the accreditation process?

How much involvement do you have with the faculty? The students? Internships? The curriculum?

**Site Visit: Day 1**

You should have an initial meeting with the key individuals taking charge of the accreditation process. You will see the room they have assigned to you and the materials they have provided. You may request internet access, printing (if needed) and a place to charge your phone. You can discuss any logistics of your day during this meeting and then open with some general questions/comments:

1. Overview – succinctly describe the purpose of the visit and COSMA process.
2. Start with general areas you will focus on, based on your reading of the self-study.
3. Let them know that if there are any areas they know they want “assistance” with, to talk about that with you. This might mean – “We really need an additional faculty member” or “ Our office space is very tight and it impacts our advising/research/preparation.”
4. Depending on who you are meeting with during this day, ask if there are any issues to raise or focus on with those individuals (see #3).
5. Answer any questions they have about content or process.

**Administrators**: You must walk a fine line when meeting with top-level administrators during your site visit. You want to appear neutral in that you are there to make an objective assessment. At the same time, your voice may have a positive impact on requests that the Department has not been successful in making. In this way, you may use the material you read about in the self-study, and comments made by your hosts, to subtly raise areas of weakness and to suggest ways the circumstances could be improved. In general, you are assessing their knowledge of and involvement in the program, including the support provided and access the Department has to them. Some potential questions may include:

How frequently are you in contact with the SM Department?

What kinds of requests do you field from them?

How do they fit into the institution as a whole?

In what ways is the Department part of campus-wide committees such as curriculum, general education, tenure/promotion, etc.?

What do you see as the strengths of the Department? The weaknesses? How can these be improved?

What challenges do you think the SM Department faces?

How can we as representatives of an accrediting body help the SM Department?

Whether you know it yet or not, these questions are part of the Department’s documentation of Principle 3: Curriculum; Principle 4: Faculty; Principle 6: Resources and Principle 7: Internal and External Relationships (among others).

**Students**: The students you meet should span as wide a spectrum of the types of students admitted to the program as possible. Of course, they will generally pick the best students! Students will be honest about what they like, what they don’t like and ways to improve the program. You can ask them about any areas in which you would like to validate what is happening – with respect to faculty, resources, outcomes assessment, and preparation for graduation, internships, research and a career. Encourage them to ask you questions as well.

**Site Visit: Days 1 and 2**

The following provides some sample questions that may be used to talk specifically about each of the Principles. They are not required, nor are they exhaustive or specific. There will be a time during the site visit where you sit with the Department and ask specific questions related to their self-study – items to clarify, items to verify and a chance to offer suggestions for improvement.

**Principle 1: Outcomes Assessment**

Do the measurement tools and rubrics appropriately fit/measure the student learning outcomes with which they are associated?

How does the program use the data collected to make decisions?

How do they follow up on these decisions?

What systematic methods do they use to create a feedback loop of data – interpretation – action plan – follow up (realized outcomes)?

How is the student learning outcomes data used in strategic planning?

**Principle 2: Strategic Planning**

In addition to having the parts of the strategic plan in place, how do they use the information to help guide the program?

How does the institutional strategic plan fit into the Department’s strategic plan?

Is the length of the cycle of strategic planning appropriate and functional?

Are appropriate individuals involved?

What would they want to improve about the process?

**Principle 3: Curriculum**

(Undergraduate programs only) Are they covering the CPC areas appropriately?

Are the CPC areas covered by faculty with appropriate qualifications?

Are tracks, concentrations, minors and cognates appropriate for the major?

How does general education support a student’s knowledge/growth in the SM major?

Are any content areas weaker than others and why?

(Graduate programs only) Do graduate students receive appropriate supervision by doctorally qualified faculty?

Are admissions requirements appropriate to ensure that students have a reasonable chance to succeed in the program?

Does the curricular content support the program and institutional mission?

**Principle 4: Faculty**

Are faculty appropriately qualified to teach the courses to which they are assigned?

Are faculty loads appropriate and in line with university policy?

Does the Department think there are “enough” faculty to meet their mission?

How many adjuncts/part time faculty are there?

What role do adjuncts/part time faculty have in departmental processes?

What role, if any, do graduate students play in teaching? How are they supervised?

What are the university policies on faculty development? Are they sufficient?

Are the institutional policies for faculty conveyed to the SM faculty and are they appropriate?

**Principle 5: Scholarly & Professional Activities**

Is there enough financial support so that faculty may participate in a range of S&P activities?

Are there any areas that are weaker than others in terms of participation by the faculty?

What improvements could be made?

Do the type of S&P activities engaged in by SM faculty reflect the program and institutional mission?

**Principle 6: Resources**

Are the resources allotted to the program “enough” – poor, adequate, good, excellent?

In what areas do faculty and students indicate they want more resources?

Does the proportion of the total institutional budget allotted to the Department allow for growth and change?

In general, note where there are any discrepancies in what is allotted and whether that is adequate or not.

**Principle 7: Internal and External Relationships**

What are the relationships like between the SM Department and other departments on campus?

What role does the SM Department play on campus?

Does the SM Department have appropriate external linkages to the sport industry?

How could these be improved?

How do alumni/advisory board members help the SM Department with these linkages?

Are relationships with other educational institutions (e.g., community colleges, international institutions) clearly articulated?

**Principle 8: Educational Innovation**

What does the program do that is “innovative” – in terms of teaching, resources, technology, methodology, activities, etc.?

Are there any discrepancies between what they think is innovative and what you think is innovative?

Is the administration supportive of various types of innovation?

**Exit Interview**: In reality, you are preparing for the exit interview before you arrive on campus. During this final conversation, you will convey a number of observations to the program:

1. What you saw and experienced
2. At what you think they excel
3. What improvements you think they could make
4. Your appreciation for their time, effort and hospitality

You should prepare notes for this segment of the site visit and let the program know that they may decide who attends this session (i.e., a small group or a wider circle). Your comments should be inclusive so that when they receive the summary letter based on your report, there are no surprises. In other words, based on this discussion, they should have a good sense of where they stand. Remember, you are not speaking for the Board of Commissioners during this session, you are talking to them about your observations.

**APPENDIX D:**

**PROGRAM EVALUATION OF THE COSMA SITE VISIT**

**Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site Visitors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dates of site visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please take the time to fill out this evaluation so that COSMA can improve the site review process. The information will be held in the strictest confidence and in no way impacts a program’s accreditation status. Submit this form to Heather Alderman at COSMA headquarters by email or regular mail.

1. Comment on the professional behavior of the site visit team members. Address issues such as timeliness, preparation, organization, and ethical behavior.

2. Highlight any aspects of your institution's academic department that might have been overlooked by the site visit team.

1. Outline the strengths and/or limitations of the individual members of the site visit team.
2. Comment on the team chair and how well that person handled the responsibilities of his/her role (e.g., establishing dates of visit and other logistics, responding to emails/phone calls, complying with COSMA policies and procedures).
3. What aspects of the site review process would you change and how? What was most challenging? What went well?
4. Provide any other comments you have about the site visit team, the site review process, and the accreditation process.

**APPENDIX E:**

**PEER EVALUATION FOR SITE REVIEWERS**

Visited Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of other site reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates of visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place an “X” next to the most correct answer and add comments where appropriate.

1. To what degree was the other site reviewer prepared for the site visit? (i.e., read the self-study, prepared questions, etc.)

1 2 3 4 5

Not at all Prepared Extremely Well Prepared

2. How well did the other site reviewer participate in the pre-site visit meeting?

1 2 3 4 5

Not at all Well Extremely Well

3. How professionally did the other site reviewer conducted him/herself while you were on-site?

1 2 3 4 5

Not at all Professionally Extremely Professionally

1. 4. How fully did the other site reviewer participate in the on-site review process?

1 2 3 4 5

Not at all Participated Fully

5. How timely was the other site reviewer in writing his/her site visit report?

1 2 3 4 5

Not at all Timely Extremely Timely

6. How well-organized, well-written, and accurate was the other site reviewer's report?

1 2 3 4 5

Not at all Extremely Organized

7. How adequate was the assistance that COSMA headquarters provided to you throughout the site review process?

1 2 3 4 5

Not at all Adequate Extremely Adequate

8. How effective was the Team Chair in his/her role?

1 2 3 4 5

Not at all Effective Extremely Effective

Additional Comments:

# APPENDIX F:

**SITE VISIT TEAM REPORT**

**Program:**

**Site Visit Dates/Length of Visit:**

**Site Visit Chair/Team Member(s):**

**List of Degree Programs Evaluated for Accreditation: (e.g., B.S. Sport Management)**

**1.**

**2.**

**Process Summary** [Guidance: Provide short description of program as a whole, including: 1) History of the academic unit/sport management program, 2) degree programs for which academic unit is seeking accreditation, 3) any special circumstances surrounding the site visit and 4) thank anyone who was particularly helpful, or in contrast, any difficult circumstances/people you encountered.]

**Review of Each Principle**

In each section below:

1) Put an “X” on the line indicating compliance with the Principle

2) Use bullets in each of the three sections to summarize your observations.

Fully Compliant = There are no significant issues to report on this Principle.

Partially Compliant = The program has 1-3 deficiencies to report on this Principle.

Non-Compliant = The program has more than 3 deficiencies to report on this Principle.

**Principle 1: Outcomes Assessment**

Excellence in sport management education is evaluated through the assessment of student learning outcomes and operational outcomes. This requires the academic unit/sport management program to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, identification of necessary changes and improvements, integration of those changes into its strategic planning process, and documentation of realized outcomes.

Compliance:

 \_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:**  (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

1) Mission Statement

2) Broad-based Learning and Operating Goals

3) Program-level Student Learning Outcomes and Measures

4) Basic Skills Development Program

5) Personal Development Program

6) Operational Goals and Effectiveness Measures

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 2: Strategic Planning**

Excellence in sport management education is enhanced through an effective strategic management process. This requires the academic unit/sport management program to have developed and implemented a strategic plan, and to be using the plan to improve the educational and operational effectiveness of the academic unit/sport management program.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 3: Curriculum**

Excellence in sport management education requires that the design of each program offered by the academic unit/sport management program be consistent with current, acceptable practices and the expectations of professionals in the academic and sport management communities.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 4: Faculty**

Excellence in sport management education requires highly-qualified faculty. Therefore, to ensure that academic programs are properly supported, a high percentage of the undergraduate and masters level student credit hours sponsored by the academic unit/sport management program will be taught by doctorally-qualified and professionally-qualified faculty members. All faculty will be at least minimally qualified. At the doctoral level, all doctoral student credit hours will be taught by doctorally-qualified faculty.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 5: Scholarly and Professional Activities**

Excellence in sport management education requires faculty members to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 6: Resources**

Excellence in sport management education requires financial resources that are sufficient to support a high-quality learning environment, consistent with the mission and goals of the academic unit/sport management program.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 7: Internal and External Relationships**

Excellence in sport management education requires the academic unit/sport management program to have effective working relationships with other units within the institution.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 8: Educational Innovation**

Excellence in sport management education requires adapting to changes in sport management and society. Therefore, the academic unit/sport management programs should provide an environment that encourages and recognizes innovation and creativity in the education of sport management students.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Weaknesses/Areas of non-compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

1. These figures are estimates for budgeting purposes. In many cases, actual costs are lower than these estimates. When site visits are scheduled, COSMA headquarters can provide updated information. [↑](#footnote-ref-1)