**2018 COSMA Conference Session Evaluation**

*Rating Scale: 1 = Not at all worthwhile, 3 = Worthwhile, 5 = Extremely worthwhile, Leave the row blank if you did not attend*

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| **Thursday, February 8 Sessions** | **Rating (circle one)** |
| The New Face of COSMA Leadership/COSMA Accreditation Value Survey (panel) | 1 2 3 4 5 |
| What Does It Mean to Be White? Implications for Reflection and Practice | 1 2 3 4 5 |
| Best Practices in Team Teaching: An Interactive and Dynamic Approach for Pedagogy in an Introduction to Sport Management Course | 1 2 3 4 5 |
| A Comprehensive Analysis of Undergraduate Sport Management Internships in the United States AND What makes a Quality Internship? | 1 2 3 4 5 |
| LOOK, LISTEN, and DO! An Outcomes Assessment Method: Useful Tools and Tips from a Fresh Perspective | 1 2 3 4 5 |
| Creating an Inclusive Sport Management Classroom | 1 2 3 4 5 |
| The Utilization of Academic Advisory Boards in Sport Management |  |
| Blending Academics and Practitioners: A Dedicated Approach to Sport Industry Relations | 1 2 3 4 5 |
| Preparing Female Students to Negotiate Experiences of Sexual Harassment and Sexism in the Internship Setting | 1 2 3 4 5 |
| Use and Evaluation of Adjunct Faculty in Higher Education: Developing and Implementing a Systemic Protocol | 1 2 3 4 5 |
| Keynote Speaker: [Ken Babby – Owner/CEO](https://www.cosmaweb.org/2018-keynotemini-career-fair.html) Jacksonville Jumbo Shrimp | 1 2 3 4 5 |
| Branding Matters: Distinguishing Your Program from the Rest of the Pack (panel) | 1 2 3 4 5 |
| Career Fair | 1 2 3 4 5 |

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| **Friday, February 9 Sessions** | **Rating (circle one)** |
| Time-Out: Should Sport Academicians Be Sport Practitioners, Too? (panel) | 1 2 3 4 5 |
| Entrepreneurship: Part of Sport Management Curriculum Offerings | 1 2 3 4 5 |
| Assessing Student Learning During Short-Term Study Abroad Courses | 1 2 3 4 5 |
| Sport Management Student Personality Characteristics: Are SPM Students Different? | 1 2 3 4 5 |
| Turning the Classroom into the Real World | 1 2 3 4 5 |

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| Finding a Naming Rights Partner for the Stump Grinders: A Teaching Case for Sport Finance | 1 2 3 4 5 |
| Soft Skill Development Within Sport Management Curriculum | 1 2 3 4 5 |
| Classroom Strategies and Innovations to Support Student-Athletes Academic Success AND The Need for Social Workers in the NCAA AND Relationships that Affect Student-Athlete Decision Making | 1 2 3 4 5 |
| Strategies for Integrating and Teaching Sales in the Sport Management Curriculum | 1 2 3 4 5 |
| Utilizing Professional Linkages with Prominent Sport Organizations to Enhance Student Engagement | 1 2 3 4 5 |
| Building a Bridge: A Small College Sport Management Program’s Attempt to Provide Practical Experience Opportunities for Students AND Benefits of Community Service Learning Projects in the Sport Management Curriculum: Students’ Perceptions | 1 2 3 4 5 |

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| COSMA Accreditation Process Training | 1 2 3 4 5 |
| ScriptPRO in the Classroom: Preparing Students for Day 1 of In-Game Entertainment Responsibilities | 1 2 3 4 5 |
| Millennials and NASCAR: Experiential Learning in Professional Auto Racing | 1 2 3 4 5 |
| Differences in Students’ Motivation Between Virtual and Written Case Studies | 1 2 3 4 5 |
| Practitioner Lunch and Networking (food in 1100B) – sponsored by Sports Market Analytics | 1 2 3 4 5 |
| Mock Trial: Bringing the Courtroom into the Classroom | 1 2 3 4 5 |
| Serving as a Case Study Supervisor: Encouragement and Reflections | 1 2 3 4 5 |
| Sport Performance: Activating Students in the Olympic Movement | 1 2 3 4 5 |
| Course Projects for Facility and Event Management | 1 2 3 4 5 |

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| Reinventing the Wheel? A Case Study in Creating Effective Course Content and Assessments | 1 2 3 4 5 |
| Resonating with Business Audiences through Creative Communication | 1 2 3 4 5 |
| Trophies, Trying, Tolerance for Ambiguity: Teaching Millennial Students | 1 2 3 4 5 |
| Leveraging an Experiential Learning Program through the 2016 Final Four and 2017 Super Bowl | 1 2 3 4 5 |
| Developing a System to Manage the Internship Program | 1 2 3 4 5 |
| When Industry Professionals Come To Your Online Class: Using Google Hangout to Engage the Online Student | 1 2 3 4 5 |
| "Surviving and Thriving in Academia 101"  ​Doctoral Student/New Faculty Panel | 1 2 3 4 5 |

1) Which category best describes your program:

* 1. COSMA accredited
  2. In Candidacy Status
  3. Program Member only
  4. Will join COSMA within one year
  5. Will join COSMA within three years
  6. Other (describe)

1. What were the most valuable segments of the conference?
2. Did the program content meet your expectations? Please explain.
3. Did the facilities (UT) meet your expectations? Please explain.
4. What could we do better next time?
5. Where (location) would you like to see us in future years?
6. If the COSMA Conference co-located with another conference, what conference(s) would you want us to partner with?