**COSMA Annual Report Submission Instructions**

**Academic Year 2022-23**

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

Use this document; changes are made annually.

**2023-24 Annual Fees Announcement:**

Annual Membership Fees for programs going through or holding COSMA accreditation have stayed the same since 2008 at $1,800 per year. **This fee will increase by 10 percent for the 2024-25 membership/fiscal year (July 1 – June 30) to be $1,980.** However, we are instituting a process to allow “limited resource institutions\*” a reduced fee for membership. COSMA wants to enable all sport management programs to afford the accreditation process and to ensure a more equitable financial process for member institutions. The following guidelines will help you navigate an “exceptions” process that will be evaluated annually.

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

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

1. If your program is budgeted for and can afford to pay the $1,800 annually, do nothing differently. Budget for the 10 percent increase for the 2024-25 fiscal year for $1,980.
2. Programs going through first-time accreditation in FY 2023-24: Gradual payment schedule

Year 1: $450 (25% of $1,800)

Year 2: $900 (50% of $1,800)

Year 3: $1,350 (75% of $1,800)

Year 4: $1,800 (100%)

Programs going through first-time accreditation in FY 2024-25: Gradual payment schedule

Year 1: $495

Year 2: $990

Year 3: $1,485

Year 4: $1,980

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

Late fees ($180) will be enforced for the 2023-24 fiscal year.

Late fees will increase to $200 for the 2024-25 fiscal year.

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

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

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

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

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

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

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

COSMA Annual Report 2022-23

U.S. and non-U.S.-based Programs

**This annual report should be completed for your academic unit/sport management program and submitted electronically to COSMA by July 31 of each year.**

**SECTION 1: PROGRAMMATIC INFORMATION**

**(COMPLETED BY ALL PROGRAMS)**

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

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

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

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

|  |
| --- |
| **Reaffirmation of accreditation occurred in February 2019 so anticipating self-study and site visit in the fall of 2025** |

B. Identify any significant changes that have taken place in your sport management degree programs during the reporting period. Indicate the impact of any of these changes, if applicable, in a written statement of explanation.

1. Did you terminate any degree programs during the reporting year?

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

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

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

1. Were any new sport management degree programs established during the reporting year?

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

1. Was approval of your regional or national accrediting body required for any of these programs?

|  |  |
| --- | --- |
| N/A | No  |
|  | Yes. Provide a copy/URL of the approval letter from your accrediting body. |

1. Do you have an Associate’s degree program in sport management to include in the accreditation process?

|  |  |
| --- | --- |
| x | No  |
|  | Yes (You will be contacted to discuss this.) |

C. Identify any administrative and other changes that directly affect your academic unit/sport management program and attach an updated organizational chart that shows these relationships. Such changes would include:

* Your sport management unit’s primary representative to COSMA
* Your institution’s President, Academic Vice President, Dean, Provost, etc.
* The head of your academic unit/sport management program (if different from the primary representative to the COSMA).
* Faculty changes

|  |  |  |
| --- | --- | --- |
| **Position** |  |  |
|  |  |  |
| **Position** |  |  |
|  |  |  |
| **Position** | **Name** | **Title** |
|  | **Email** |  |

What impact have these changes had on your program? Comment specifically about faculty changes (faculty leaving, new faculty, other forms of faculty turnover). If you have a new COSMA accreditation primary representative: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

|  |
| --- |
| There are no changes from 2021-2022 to 2022-2023.  |

***Other Changes/Issues***

***(Includes COVID-19 impact description)***

D. Briefly comment on other changes or issues pertaining to your academic unit/sport management program (e.g., new partnerships, innovations, campus locations, change in program delivery, etc.). Describe the modifications made to your program delivery, collection of outcomes assessment data and grading/graduation requirements as a result of the disruption of the COVID-19 pandemic. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.

|  |
| --- |
| N/A, but the faculty will note here that macro-level societal issues such as learning gaps, mental health issues, etc. from the pandemic certainly appear to be present in the current cohort of students in the program. As noted in the outcomes assessment information, faculty are responding with changes to try to better support students’ needs.  |

[Optional Responses]

E. How has COSMA and the accreditation process benefitted your program, faculty, students, alumni and/or other?

|  |
| --- |
| COSMA provides positive assurance for external stakeholders and helps internalstakeholders to engage in more effective processes (strategic planning, outcomesassessment, etc.). |

F. What can COSMA do to serve you better?

|  |
| --- |
| COSMA is great. Thank you for all your help! |

**SECTION 2: OUTCOMES ASSESSMENT (TO BE COMPLETED BY ACCREDITED PROGRAMS AND PROGRAMS IN CANDIDACY STATUS)**

A. Has your outcomes assessment plan changed from initial approval or since last year’s Annual Report?

|  |  |
| --- | --- |
| x | No |
|  | Yes. **Attach the revised O/A plan.** |  |

B. Complete the following chart if you are responding to feedback from the Board of Commissioners as follows:

* Notes and Observations in a recent accreditation granted letter
* Required response items to a Candidacy Status granted letter
* Action Items from a Site Visit report
* Required response items to an accreditation deferred letter

Copy and paste the note, observation, action item or required response item in Column 1. Indicate your response to the item in the second column. Feel free to include your response as an addendum and attach documentation accordingly. **You have two years to resolve Notes**.

|  |  |
| --- | --- |
| ***Notes, Observations, Action Items,*** ***Required responses*** | ***Your Response*** |
| From the reaffirmation of accreditation process:“Provide a detailed response (plan) that includeshow the experiential learning coordinator andtenure track faculty line will be proposed to theinstitution and under what circumstances (e.g.,increasing enrollment).” | Both the comments from the reaffirmation ofaccreditation and the 2019-2020 annual report speakto workload issues so this response will address themholistically.The program has adapted its strategic plan and OEGgoals to target enrollment of 160 students to worktowards another tenure track faculty line, per therecommendation of the Commissioners. It should benoted that this feels a bit aspirational given thecurrent climate of higher education in the mid-Atlantic and Northeast United States, but weappreciate the feedback regarding positive goals andwe will thus will continue working towards 160 students.As noted in last year’s report, Dr. Klinedinst has retired and Dr. Cho has been hired (and just completed his first academic year). There are no adverse impacts on Principle 4 as the current faculty in the Sport Management program are skilled in providing support and mentoring towards high quality teaching, scholarship and service and Dr. Cho has a commitment to excellence in all three areas. Finally, there is continued advocacy for anexperiential learning coordinator. The College is attempting to offer additional support via a position housed in Career Development. It is hoped that a strong search and hire may happen in the upcoming academic year. In the meantime, the Department Chair (Dr. Molly Hayes Sauder) continues to assume these duties so that experiential learning remains at a quality level for students. |
| From the 2019-2020 annual report:“After reviewing your Annual Report document,the Commissioner assigned to your program hadsome feedback to think about this academic year.No response is required: 1) Include enrollmentgoal (160 students) as an OEG – to work towardnew tenure track faculty line. 2) Upcomingfaculty retirement – when is this happening andwhat is its impact on the program’s compliancewith Principle 4? Provide details in next year’sAnnual Report, or earlier, as needed.” |

C. Provide the URL(s) for the page on your academic unit/sport management program’s website that makes available to the public the following (pp. 7-10 of this document):

* SLO matrix
* OEG matrix
* Dashboard data
* Program information profile
* Statement of accreditation status (includes Candidacy Status)
* Accreditation seal (accredited programs only)

This information must be updated annually. Failure to comply with this request will result in Administrative Probation.

|  |
| --- |
| URL(s): https://www.ycp.edu/academics/graham-school-of-business/programs/sport-management/ |

D. Complete the following program-level student learning outcomes (SLO) matrix and program-level operational effectiveness goals (OEG) matrix.

Student Learning Outcomes Matrix - Academic Year 2022 – 2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Identify Each Student Learning Outcome and Measurement Tool(s)** | **Identify the  Benchmark** | **Total Number of Students Observed** | **Total Number of Students Meeting Expectation** | **Assessment Results:****Percentage of Students Meeting Expectation** | **Assessment Results:****1. Does not meet expectation****2. Meets expectation****3. Exceeds expectation****4. Insufficient data** |
| ***Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.*** |
| SPM 335 Sport Sales and Ticketing OperationsFinal class project - demonstration of the sales process.  | 90% of students will achieve a “meets expectations” or “higher.”  | 38 | 33 | 87% | 1 |
| Alumni Survey | 90% of graduates report that they are somewhat to highly prepared to understand and use sales and marketing techniques in sport management | 7 |  2 | 29% | 1 |
| ***Explain contemporary issues in sport management and craft best practice responses in an ethical manner.*** |
| SPM 475 Ethics and Current Issues in SportCase Study: “consideration of stakeholder input”, “internal/external influence on decision making process”, and application of risk management and diversity factors in the decision- making process sections in the rubric. | 90% of students will achieve a “meets expectations” or higher on the ethical decision- making case study.  | 37 | 28 | 76% | 1 |
| Alumni Survey | 90% of graduates report that they are somewhat to highly prepared to handle legal and ethical issues in sport management.  |  7 |  6 | 86% | 1 |
| ***Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.*** |
| SPM 340 Financing Sport OperationsBudget project: assess the college athletics landscape and concoct a viable and balanced budget for a sport organization. | 90% of students will demonstrate the ability to budget by achieving an 85% or higher.  | 35 | 27 | 77% | 1 |
| Alumni Survey | 90% of graduates report that they are somewhat to highly prepared to handle matters of finance in sport management. | 7 | 3 | 43% | 1 |
| ***Apply evidence-based management practices to foster safe and productive sport organizations.*** |
| SPM 320 Sport Administration and Management PracticesSport organization research project: Craft a recommendation. | 90% of students will achieve an "excellent" in all three categories of the rubric on the sport organization research and recommendation project. | 25 | 23 | 92% | 3 |
| Alumni Survey | 90% of graduates report that they are somewhat to highly prepared to manage a sport organization. |  7 | 5 | 71% | 1 |
| ***Exhibit proficiency in the skills of communication within the context of the sport management discipline.*** |
| SPM 225 Communication in SportSport Feature | 90% of students will achieve a “meets expectations” or above on all areas of the rubric. | 29 | 25 | 86% | 1 |
| SPM 225 Communication in SportIndividual oral presentations | 90% of students will achieve a “good” or above on the following criteria of the presentation rubric: introduction, eye contact, engagement & vigor, poise, use of facts,  key takeaways, professional attire, filler phrases, and follow-up responses. | 30 | 5 | 17% | 1 |
| SPM 480 Work Experience - Supervisor Final EvaluationVerbal communication and written communication portions of the supervisor work experience evaluation. | SPM 480: 100% of students will get a “good or higher.”Verbal Written | 2828 | 2828 | 100%100% | 22 |
| ***Exhibit proficiency in synthesizing cross-disciplinary knowledge so as to develop supported recommendations within the context of the sport management discipline.*** |
| SPM 470 Senior SeminarBusiness plan.  | 90% of students will achieve a “meets expectations” or above on all areas of the cross-disciplinary thinking rubric.  | 26 | 18 | 69% | 1 |
| SPM 480 Work Experience - Supervisor Final EvaluationCritical thinking portion of the supervisor work experience evaluation. | SPM 480: 100% of students will get a “good or higher.” | 28 | 27 | 96% | 1 |
| ***Develop knowledge and skill in key career and professional development competencies for the sport management field.*** |
| SPM 470 Senior Seminar - Competency in resume writing and cover letter writing: resume/cover letter rubric. | 100% of students will achieve a “38/50” or higher on the resume rubric. | 26 | 22 | 85% | 1 |
| SPM 470 Senior Seminar  - Competency in professional interviews: Professional Interview Scoring Rubric. | 100% of students will achieve a “competent” or higher in all nine of the categories of the Professional Interview Scoring Rubric. | 26 | 20 | 77% | 1 |
| ***\*\*Explanation of course action for intended outcomes not realized:******Overall Statement:***The low response rate for the Alumni Survey continues to be a source of frustration as it makes it difficult to triangulate the direct and indirect measures of assessment with full confidence. The faculty acknowledge this and are now working on a new survey delivery method/timing with associated rewards for students who complete the survey. It is hoped that this will be a productive step towards getting a larger sample size so as to have more confidence in the indirect assessment measures of the first four outcomes. Despite obvious limitations associated with small sample size, results are reported and the data is being used in “close the loop” decisions discussed below so as to honor the perspectives of those students who chose to take the time to provide their feedback. ***Response For: Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.***In line with last year’s indirect assessment (Alumni Survey) data, this year’s report continues to show that students feel a relative lack of confidence in their competence when it comes to generating revenue. Since the outcome encompasses both marketing and sales competencies, it is worth noting that there are higher perceptions of confidence among students with respect to marketing than sales, which makes some logical sense because students often hear from the industry about how difficult it can be to cope with rejection, etc. and excel in sales. The Covid-19 pandemic also created higher levels of anxiety among many college students in general and this, combined with extended periods of relative social isolation in recent years, could logically impact students’ perceptions of confidence related to sales. Turning to the direct assessment data, unlike last year, students’ performance did not meet the benchmark set forth in this assessment plan with respect to their major sales project. A likely factor in this is that the faculty member who taught the class for many years retired and a new faculty member was hired. The new faculty colleague is highly competent and did a wonderful job with the class, but scaffolding student learning is a skill that takes some time to learn for any given class. The faculty member has plans for revisions to the sales class that will assist with this in the future. The same faculty member also now teaches the marketing course so similar revisions to that class will also be of benefit in improving overall student learning with respect to revenue generation. Further, it should be noted that the faculty member is planning to partner with a local baseball organization to try to give students a holistic experience through the sales process. All of the faculty in the program believe this will likely improve students’ competence in revenue generation since they will have very realistic applied experience. Finally, the Introduction to the Sport Industry course intends to partner with Playfly to help students gain basic exposure to various aspects of the industry, including revenue generation. Much like the baseball opportunity, this should be a solid real-life opportunity to start improving in the area of revenue generation early in the curriculum. ***Response For: Explain contemporary issues in sport management and craft best practice responses in an ethical manner.***Both the direct and indirect assessment data suggest that students can continue to improve with respect to this outcome. However, from an historical perspective, there is good news in that the direct assessment shows similar performance between this year and last year, which is much improved from prior years. So, changes from last year will continue to be implemented going forward. Further, the Sport in Society course has adjusted its signature project (focused on corporate social responsibility and ethics)  to provide students with an opportunity to gain more foundational skills with respect to this outcome, which should be of benefit in the future. ***Response For: Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.***These results were disappointing. The direct assessment benchmark was achieved last year and the indirect assessment benchmark was moving in a positive direction. This year, neither indicator is where the faculty in the program would like. A potential big-picture factor in this could be the on-going challenges with quantitative fluency and thoroughness in critical thinking tasks remaining from the worst of the pandemic. It is likely this trend will continue for the next few years. Thus, the faculty are going to make several alterations to try and better support student achievement in quantitative disciplines like accounting, economics and finance: 1) incorporate more introduction to these concepts in the Introduction to Sport Management class; 2) rework the structure of the Financing Sport Operations class to require more practice problems via spaced learning. ***Response For: Apply evidence-based management practices to foster safe and productive sport organizations.***On a positive note, students showed the ability to apply best management practices after conducting research with respect to varied challenges in the industry per the direct assessment data. This finding is consistent with most recent years’ data, but not last year, so it is good to see that this is back on track. However, student confidence dipped compared to prior years with two students reporting “neutral” for a few questions on the Alumni Survey. That said, in light of 1) historical data showing students feel confident in management competencies upon graduation, per past Alumni Surveys; 2) the fact that no students felt they were unprepared per their responses this year; and 3) the direct assessment data from this year being positive regarding students’ ability to apply best management practices, no substantial changes will be made at this time. Instead, the data will be carefully monitored in the future. ***Response For: Exhibit proficiency in the skills of communication within the context of the sport management discipline.*** Written – Of the students who did not meet the outcomes sought, a common theme was a complete disregard of professorial feedback between the first and final drafts. This also appeared to be the case for students who met expectations, but could use improvement. Due to this, it is recommended to consider a “revise and resubmit” form along with updated drafts to place more of a focus on the application of feedback, both positive and negative. This change will be implemented next year. Verbal – In preparing for these presentations, additional time from previous semesters was spent focusing on two main areas that students traditionally struggle with related to presentations – an introduction that hooks the audience in and *sincerely* involves and engages them, and a non-abrupt conclusion that reiterates the key takeaways from the presentation. Unfortunately, the additional focus on these two important areas of presenting did not translate into this outcome coming even close to being met. Those two items, in particular, catalyzed the lack of “good” scores. In the future, it would be of benefit to provide students with scenarios and having them rate introductions and conclusions as excellent-good-satisfactory-poor to further illustrate what the standard should be, and how to apply that in one’s presentations. This will be implemented next year.Happily, the industry (indirect measures) is pleased with students’ communication skills even though the faculty (direct measures) are not. 100% of this cohort of students were rated as “good” or better on both verbal and written communication. Thus, the changes discussed above will be implemented, but the faculty also feel pleased to see that employers find students well-prepared in communication, given its vital importance to professional success. ***Response For: Exhibit proficiency in synthesizing cross-disciplinary knowledge so as to develop supported recommendations within the context of the sport management discipline.***In terms of the direct assessment related to critical thinking (assessed via the Business Plan), students who failed to achieve the desired outcome faced difficulties that could be improved if they dedicated more time and effort to market research and brainstorming. Furthermore, the aspect where students seemed to encounter the greatest challenges was in presenting supporting data and information to substantiate their selection of business and their overall plan. This was concerning, considering the faculty’s ongoing focus on evidence-based decision-making in the SPM curriculum. It appears that additional support in this particular area is required across all classes, necessitating increased scaffolding, which the faculty will do. This should also help attainment of the indirect assessment benchmark via the capstone internship (Work Experience) supervisor’s assessment to hopefully reach 100% of students meeting the goal. That said, it is noteworthy to mention that only one student did not earn a good or higher from the perspective of their internship supervisors, which is still a very strong showing for the program. ***Response For: Develop knowledge and skill in key career and professional development competencies for the sport management field.***Students continue to struggle with meeting expectations during open-ended interview questions. The faculty intend to place additional emphasis on strategies for addressing these specific questions. This task can be challenging due to the absence of predetermined structures (i.e., STAR technique for behavioral questions) that apply to other areas. However, it is still possible to give broader strategies more attention. Furthermore, interviewing skills are being integrated more extensively into the curriculum overall, particularly during reflections after "real world" projects. In addition, students slipped a bit with respect to resume and cover letter writing compared to last year. The program’s new faculty member took over teaching this class and will scaffold differently as previously mentioned with respect to an earlier outcome. This change will be monitored accordingly.  |

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

**Student Learning Outcomes Matrix Narrative:**

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

* Address ALL SLOs – those that meet or exceed expectations and those that do not.

Done – please see above in table.

* Explain why you have measures with insufficient data.

N/A

* Describe how this outcomes assessment data drives curricular and other decisions.

Done – please see above in table.

* Describe how have you improved/changed this year based on this data (close the loop).

Done – please see above in table.

Program-Level Operational Effectiveness Goals Matrix

Academic Year 2022-23

|  |  |  |  |
| --- | --- | --- | --- |
| **Identify Each Operational Effectiveness Goal and Measurement Tool(s)** | **Identify the Benchmark (e.g., 80% will achieve a rating of 5)** | **Data Summary** | **Assessment Results:****Does not meet expectation****Meets expectation****Exceeds expectation****Insufficient data** |
| **Optimize program enrollment - 160 students** |
| Complete articulation agreements | Create 1 per year | Met (American Business School of Paris)  | Meets expectation  |
| Optimize program retention | Increase retention to 75% | Not met (65%) | Does not meet expectation |
| **Disseminate scholarship** |
| Disseminate via presentations | 2 per year collectively | Met (2 at SMA)  | Meets expectation  |
| Disseminate via publications | 2 per year collectively | Met (2 for Cho, 2 for Sauder, 2 for Mudrick, etc.)  | Exceeds expectation |
| **Contribute to community** |
| Engage in project-based learning initiatives | 2 per year | Met (Lancaster Barnstormers, White Rose Lacrosse, Girls on the Run, etc.)  | Exceeds expectation  |
| Expand alumni engagement | 1 new initiative  | Met (extra alumni opportunities at Super Bowl)  | Meets expectation  |
| **Note: You are not required to have five OEGs – you may have more or fewer.****Required Narrative: Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.**Explanations as to “met” or “exceeds” goals are noted above and the overarching reason that the five out of six goals were met or exceeded is due to the Program’s continual focus on these items and continual collaborative efforts to meet said goals. The sixth goal that was not met is focused on retention and, unfortunately, that goal is challenging because it is less in the faculty members’ control than the other goals. Societal and institutional factors greatly impact retention, along with the factors that faculty can control. Of course, however, the faculty are going to continue to do whatever they can to retain students, including the following in 2023-2024: 1) Work with the Graham School of Business at large on new enrollment and retention initiatives; 2) Provide more support within the Practicum courses to help students in the first two years.  |

PROGRAM INFORMATION PROFILE

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

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

Program/Specialized Accreditor(s): Bachelor of Science

Institutional Accreditor: Middle States

Date of Next Comprehensive Program Accreditation Review: 2025-2026

Date of Next Comprehensive Institutional Accreditation Review: 2024-2025

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

**Indicators of Effectiveness with Undergraduates [As Determined by the Program]
Completed by Sarah Gallimore, Director of Institutional Research and Assessment**

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

For Fall 2018 Cohort, 12 students out of 27 students majoring in Sport Management graduated in the same major in 4 years. The 4- year graduation rate for the Fall 2018 cohort is 44.44% (12/27).

Note: This only includes students whose initial major and degree major are the same. If a student transferred out of the initial major, even though he/she is still enrolled in YCP and got a degree from a different major, this student is not included in the calculation.

2.     Average Time to Degree: 4-Year Degree: \_\_\_\_\_  5-year Degree \_\_\_\_\_\_\_\_\_\_

Average Time-to-Degree for Sport Management is 4 years.

3.     Annual Transfer Activity (into Program):

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

Among 111 sport management students in Fall 2022, there are 14 students whose initial cohort major was not sport management, which is 13%.

4.     Graduates Entering Graduate School:  Year: \_\_\_\_\_ # of Graduates: \_\_\_\_\_ # Entering Graduate School: \_\_\_\_\_

0

5.     Job Placement (if appropriate):  Year: \_\_\_\_\_ # of Graduates: \_\_\_\_\_      # Employed: \_\_\_\_\_

N/A

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

**SECTION 3: BUDGET CHART AND FLOWCHART**

(OPTIONAL FOR PROGRAMS REQUESTING FEE REDUCTION)

REVIEWED ANNUALLY

|  |
| --- |
| Step 1: Are you working toward first-time accreditation? |
| Yes | No |
| ↓ | ↓ |
| Your membership fee is as follows:Year 1: $450Year 2: $900Year 3: $1,450Year 4: $1,800 | Move to Step 2 |
| Step 2: Do you have temporary financial need or a long-term financial need? |
| Temporary | Long-term |
| ↓ | ↓ |
| Discuss your need with COSMA leadership on an annual basis | Discuss options for achievable,regular payments |
| Email: cosma@cosmaweb.org | Email: cosma@cosmaweb.org |

Options for temporary financial relief:

* Take off a percentage of the full cost (e.g., 25%, 10%)
* Pay fee in two installments: $900 July 1 – December 31 and $900 January 1 – June 30

Options for long-term financial relief:

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

REMINDER: FEES WILL INCREASE FOR THE 2024-25 FISCAL YEAR (OUTLINED ON PAGE 1)

REQUEST FOR AN EXTENSION

In extenuating circumstances, the Board of Commissioners will work with programs individually to modify the timelines set forward in the *Accreditation Process* manual for the following steps of accreditation:

* Reaffirmation of Accreditation (every 7 years)
* Candidacy Status (up to 5 years)
* Annual Report submission (annually by July 31)

It is the responsibility of the COSMA Primary Contact to communicate to COSMA headquarters and with the Board of Commissioners regarding extension requests. The Board of Commissioners will make decisions on a case-by-case basis. Not all requests will be granted or the timeline may be modified from what is requested. Even if your program is facing more than one “extenuating circumstance” listed below as examples, your request may be denied by the Board of Commissioners. Additional information or reporting may be requested to allow for the extension. Extension requests must be made well in advance of the deadline:

* Reaffirmation of Accreditation: Nine (9) months prior to the expiration of accreditation
* Candidacy Status: One (1) year prior to the expiration of Candidacy Status
* Annual Report: No later than May 31, two (2) months prior to the due date

**Previous deadline**: (e.g., Reaffirmation of Accreditation by February 2024)

**Requested new deadline**: (e.g., A one-year extension to February 2025)

**What are the extenuating circumstances facing your program and/or leadership that merit asking for an extension?** (e.g., significant or number of changes in leadership, significant budget cuts, significant program redesign or reorganization or similar)

**From the most recent Annual Reporting cycle, list any feedback, comments or concerns raised by the Commissioner and staff who reviewed your report. Add pages, as needed.** (e.g., modifications to outcomes assessment, insufficient data issues, loss of faculty/lines, incomplete or inadequate outcomes assessment data analysis, loss of other important program capacities or experiences, etc.)