

COSMA Annual Report Submission Instructions Academic Year 2024-25

Due Date: NO LATER THAN July 31.

Use this document; changes are made annually.

2024-25 Annual Fees Reminders:

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

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

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

Be a member of a conference in which 60 percent of the schools are among the bottom 15 percent of active Division I members from a resource standpoint. ([AASP Grants for Schools - NCAA.org](#))

Programs going through first-time accreditation in FY 2024-25 and beyond:

You may request a gradual payment schedule:

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

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

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

Year 4: \$1,980 (100%)

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

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

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

The Annual Report consists of three parts:

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

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

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

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

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

COSMA Annual Report 2024-25

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

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

SECTION 1: PROGRAMMATIC INFORMATION (COMPLETED BY ALL PROGRAMS)

Institution's Name:	The University of Tampa		
Address:	401 W. Kennedy		
City:	Tampa	State:	FL
ZIP/Postal Code:			
Primary COSMA Contact Name and Designated Alternate Contact:	Name 1: Coral Bender Name 2: James Weiner		
Telephone:		Email:	cbender@ut.edu
Sport Management Degree Program(s):	Bachelor of Science, Sport Management		
Name of College where Sport Management degree(s) is housed:	College of Natural and Health Sciences		
Academic Unit URL:	https://www.ut.edu/academics/college-of-natural-and-health-sciences/sport-management-major		

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:

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.

2. 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.

3. Were any **new** sport management degree programs established during the reporting year

(include Esports management, Associate's degree)?

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

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

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

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

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

Position: President	Name: Teresa Dahlberg	Title: Dr.
Email: President@ut.edu		
Position: Provost	Name:	Title: Dr.
Email: Provost@ut.edu		
Position: Department Chair	Name: Michael Smucker	Title: Dr.
Email: Msmucker@Ut.edu		

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.

President Dahlberg began serving the University of Tampa in Summer 2024, as did our department chair, Dr. Michael Smucker. Our new Provoost begins his tenure during the summer of 2025. The UTampa Department of Sport Management successfully hosted our COSMA site visit for reaffirmation of accreditation in November, 2024. Additionally, we added three new full-time faculty. These changes have only had positive impacts on the Sport Management department.

Other Changes/Issues

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

The UTampa Department of Sport Management changed its Student Learning Outcomes, Operational Effectiveness Goals, and corresponding measures ahead of the 2024-2025 school year. This Annual Report represents the first data collection from the updated assessment plan.

[Optional Responses]

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

The University of Tampa focused its SACSCOC QEP on resilience. Information about this can be found on the UTampa Cares website.

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

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

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

	No
X	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.**

<i>Notes, Observations, Action Items, Required responses</i>	<i>Your Response</i>
1.	
2.	
3.	
4.	
5.	

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

- SLO matrix
- OEG matrix
- Statement of accreditation status (includes Candidacy Status)
- Accreditation seal (accredited programs only)

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

URL(s): <https://www.ut.edu/academics/college-of-natural-and-health-sciences/sport-management-major>
https://www.ut.edu/content/dam/ut/uploadedFiles/Academics/CNHS/Sport_Management/UniversityofTampaPublicDisclosure.pdf

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

Student Learning Outcomes Matrix - Academic Year 2024 – 2025

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
SLO 1: Data will be reported in 2026-2027 Use the Commission on Sport Management Accreditation’s Common Professional Component to solve problems” to “Use at least one area of the Commission on Sport Management Accreditation’s Common Professional Component to solve problems.					
SLO 2: Data will be reported in 2025-2026 Analyze sport industry issues.					
SLO 3: Write for a sport industry audience.					
SLO 3 Direct Measure COURSE: SPM 385 Sport Media Relations and Communication Assessment Piece: Press Release Assignment Scoring Method: AAC&U Written Communication Rubric	70% of students will score 14 or higher out of 20 overall.	26	13 or less/20 - 21	13 or less /20 – 81%	Not Met
			14 or greater/20 - 5	14/20 – 19%	
SLO4: Data will be reported in 2025-2026 Produce presentations for a sport industry audience.					
SLO 5: Evaluate ethical issues relevant to the sport industry.					
SLO 5 Direct Measure COURSE: SPM 312 Management Concepts in Sport Assessment Piece: Ethics Case Study Scoring Method: AAC&U Ethical Reasoning Rubric	70% or more of students will score 15 or higher out of 20 overall	67	13/20 - 7	13/20 – 10%	Met
			14/20 - 5	14/20 – 7%	
			15/20 - 6	15/20 – 9%	
			16/20 - 11	16/20 – 16%	
			17/20 - 11	17/20 – 16%	
			18/20 - 21	18/20 – 31%	
			19/20 - 0	19/20 - 0	
			20/20 - 6	20/20 – 9%	
			Total 55/67 met	Total 82% Met	
SLO 6: Data will be reported in 2026-2027 Prepare for a career in the sport industry.					

Notes: 1) You may have more or fewer SLOs than shown above. 2) You may measure an SLO only once, but only with a direct measure. Measuring an SLO more than once is a better practice. 3) If you use a cycle different from

measuring all SLOs once a year, include ALL SLOs in your OAP and indicate when the most recent data was collected. 4) Replicate the matrix for any degree program with different SLOs or different measurement tools at all degree levels and identify accordingly.

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across ALL student learning outcomes (not for each SLO). All SLOs must be measured at least once by a direct measure. Some measurement tools will be used to measure more than one student learning outcome. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

The UTampa Department of Sport Management revised it’s Student Learning Outcomes Assessment Plan and Strategic Plan ahead of our 2024 site visit for reaffirmation of specialized accreditation. This revision included updating our Student Learning Outcomes, Operational Effectiveness Goals, associated measures, data collection timelines and more.

During the 2024-2025 academic year data were collected related to Student Learning Outcomes 3 and 5.

Student Learning Outcome 3 states that students will be able to “Write for a sport industry audience.” The artifact collected for this assessment piece are individual press releases written as part of a semester long project in SPM 385: Sport Communication and Media Relations. Students are tasked with writing multiple press releases throughout the semester, two as a group and one as an individual. In this mastery approach to assessment, a random sample of individual press releases was taken and evaluated by the instructor of record utilizing the AAC&U VALUE Rubric for Written Communication. This rubric is considered reliable and valid, it contains 5 criteria. This rubric is not utilized for grading as part of the course. This artifact was chosen as it represents student’s individual work in the area the course they are learning to write for a sport audience.

The benchmark according to this assessment plan was set at 70% of students earning 14 or higher cumulatively for all five rubric criteria. Of twenty-six work products sampled, only five met the stated goal. Therefore, the goal was “not met”. By breaking down the results into each criteria, it is clear that the weakest area overall was “sources and evidence”. There are several reasons this may be the case.

This course represents the first-time students are tasked with writing a press release. While students are given three opportunities to write a press release in this class, the individual press release represents the middle opportunity, it is possible that the final group press releases may yield higher results, however it would be impossible to discern the degree to which students mastered the ability to write for a sport audience.

Secondly, because the scores for evidence were so low, it is necessary to revisit the prompt for this particular assignment to require more sources of evidence. This will necessarily increase the overall scores in this area, and is a minor fix. Next, after the first group press release is submitted common errors will be discussed in relation to the mock press release provided to students. Additionally, the peer review mechanism for this assignment must be adjusted.

Lastly, it is possible that because this was the first time this goal and assignment were utilized the default benchmark was too high to begin with. Press releases require very specific conventions for writing and minor errors will necessarily lower the overall scores. It is possible that based on multiple data points over

several years, which is the intention of a flexible cycle, we may find a better benchmark.

In sum, to close the loop on SLO 3 we intend to: 1) refine the prompt as it relates to sources and evidence and require more than a singular quote; 2) discuss common errors on the group press releases rather than only providing feedback directly to the groups; 3) discuss ways to adjust the peer review mechanism for SPM 385 as a department; and 4) identify a more appropriate benchmark, this may look like an overall score rather than scores each individual criterion.

SLO 5 reads “Evaluate ethical issues relevant to the sport industry.” This SLO is evaluated utilizing the AAC&U VALUE Rubric for Ethical Reasoning, on a case study artifact. A mastery approach to assessment in SPM 312: Management is taken.

The benchmark for this SLO was met, the goal was 70% of students would score a cumulative score of 15/20 on the rubric. 82% of students earned the target score. Data were not disaggregated for this artifact by rubric criteria. In the future the department will disaggregate the rubric criteria data to provide a better understanding of where meaningful interventions can take place. We will also adjust our target to 75% of students meeting this criteria.

Overall, the department recognizes the need to be more specific in our assessment measure prompts to students for all SLOs, and we will work to do so. We will also work on refining our indirect measures to ensure data are accurately collected via our exit survey moving forward. The department will discuss during our Fall 2025 meeting ahead of the 2025-2026 school year to ensure all faculty are on the same page.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2024-25

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
OEG 1 – Create and maintain partnerships with sport organizations.			
Measure 1: Percentage of partnerships maintained with sport organizations	90% of partnerships will be retained	100% of partners who wished to retain/hire students did so	Exceeds Expectations
Measure 2: Percentage of partnerships maintained with entertainment organizations	90% of partnerships will be retained	100% of partnerships retained	Exceeds Expectations
OEG 5 – Create and sustain a culture within the department that promotes the wellbeing, professional development, and collective success of all members.			
Measure 1: Student professional development opportunities	The department will offer at least 3 student professional development opportunities per semester.	SEMS conference, Meeting with Lydia Bell, Monthly Meetings	Exceeds Expectations.
Measure 2: Student Success Opportunities	Faculty will advise at least 90% of all non-first year SPM majors.	Faculty Advised all but approximately 20 of our majors.	Met.
Measure 3: Student and Faculty Wellness	The department will offer at least one social for faculty and students per year	There was a faculty/student social for senior seminar each semester.	Exceeds Expectations.
Measure 4: Faculty professional development and success	The department will host at least 2 professional development roundtables per semester; targeting at least one on research and one on teaching.	One roundtable focusing on Classroom Based Experiential Learning was held.	Not Met.

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

The UTampa Department of Sport Management revised it's Student Learning Outcomes Assessment Plan and Strategic Plan ahead of our 2024 site visit for reaffirmation of specialized accreditation. This revision included updating our Student Learning Outcomes, Operational Effectiveness Goals, associated measures, data collection timelines and more.

During the 2024-2025 academic year data were collected related to Operational Effectiveness Goals 1 and 5.

The department continues to thrive in creating and maintaining partnerships with our sport and entertainment industry contacts. We now have over 150 total industry partners. While we exceeded expectations for this OEG we plan to continue to improve by creating more timely data tracking procedures.

In alignment with the UTampa SACSCOC QEP the UTampa Department of Sport Management is committed to creating a “culture of caring” amongst and for our students, faculty and staff. We worked diligently to achieve this over the course of the 2024-2025 academic year and met or exceeded most of our benchmarks for our measures. We have created multiple engagement opportunities for our students and faculty with each other and with our industry. Additionally, we have created an events committee.

We fell short in our attempt to host multiple roundtables specific to our faculty. This was, in part due to having our COSMA site visit and two campus closures due to hurricanes during the Fall 2024 semester. We plan to schedule our roundtables earlier this year in an attempt to ensure their success.

Additionally, we noticed some issues with our new exit survey that we will rectify to ensure the most accurate data possible are collected, and we will continue to work on developing our alumni survey in accordance with our rejoinder.

[OPTIONAL]
PROGRAM INFORMATION PROFILE

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

Name of Institution: The University of Tampa

Program/Specialized Accreditor(s): COSMA

Institutional Accreditor: SACSCOC

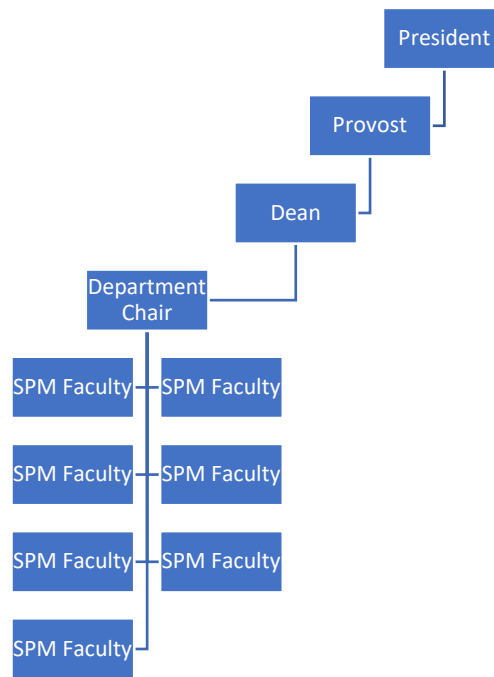
Date of Next Comprehensive Program Accreditation Review: 2032

Date of Next Comprehensive Institutional Accreditation Review: 2035

URL where accreditation status is stated: <https://www.ut.edu/academics/college-of-natural-and-health-sciences/sport-management-major>

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

1. Graduation Year: 2024 # of Graduates: 81 Graduation Rate: 82%
2. Average Time to Degree: 4-Year Degree: _____ 5-year Degree: _____
3. Annual Transfer Activity (into Program): Year: _____
of Transfers: _____ Transfer Rate: _____
4. Graduates Entering Graduate School: Year: _____
of Graduates: _____ # Entering Graduate School: _____
5. Job Placement (if appropriate): Year: _____
of Graduates: _____ # Employed: _____



Updated Organizational Chart

Student Learning Outcomes Matrix Academic Year 2024 – 2025

University of Tampa, Department of Sport Management Mission Statement: The University of Tampa Department of Sport Management’s mission is to prepare undergraduate students for a career in sport business by developing relationships and skills both inside and outside the classroom through engaging, innovative, and inclusive learning environments.

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
SLO 1 - Use the Commission on Sport Management Accreditation’s Common Professional Component to solve problems” to “Use at least one area of the Commission on Sport Management Accreditation’s Common Professional Component to solve problems.					
SLO 1 Direct Measure COURSE: SPM 495 Internship in Sport Management Assessment Piece: ePortfolio Scoring Method: AAC&U Problem Solving Rubric	The average score for each rubric criterion will be a “3” (Milestone 2) or higher.		Define Problem	Define Problem	
			Identify Strategies	Identify Strategies	
			Propose Solutions	Propose Solutions	
			Evaluate Potential Solutions	Evaluate Potential Solutions	
			Implement Solutions	Implement Solutions	
			Evaluate Outcomes	Evaluate Outcomes	
			Total	Total	
SLO 1 Indirect Measure COURSE: SPM 491 Senior Seminar in Sport Management Assessment Piece: Exit Survey; Question “I applied concepts learned in The Department of Sport Management course work during my internship experience.” Scoring Method: Likert Scale Responses 1-5	85% or more of students will respond to the question with a 5 or higher.				
SLO 2: Analyze sport industry issues.					
SLO 2 Direct Measure COURSE: SPM 491 Senior Seminar in Sport Management	85% or more of students will score “3” (Milestone 2) or higher		Explanation of Issues	Explanation of Issues	
			Evidence	Evidence	
			Influence	Influence	

Assessment Piece: Book Report Project and Presentation Scoring Method: AAC&U Critical Thinking Rubric	on each rubric criterion.		Position	Position	
			Conclusions	Conclusions	
			Total	Total	
SLO 3: Write for a sport industry audience.					
SLO 3 Direct Measure COURSE: SPM 385 Sport Media Relations and Communication Assessment Piece: Press Release Assignment Scoring Method: AAC&U Written Communication Rubric	70% or more of students will score 14 or higher out of 20 overall		Context	Context	
			Content	Content	
			Conventions	Conventions	
			Sources	Sources	
			Mechanics	Mechanics	
			Total	Total	
SLO 4: Produce presentations for a sport industry audience.					
SLO 4 Direct Measure COURSE: SPM 491 Senior Seminar in Sport Management Assessment Piece: Event Review Presentations Scoring Method: AAC&U Oral Communication Rubric	85% or more of students will score “3” (Milestone 2) or higher on each rubric criterion.		Organization	Organization	
			Language	Language	
			Delivery	Delivery	
			Supporting Materials	Supporting Materials	
			Central Message	Central Message	
			Total	Total	
SLO 5: Evaluate ethical issues relevant to the sport industry.					
SLO 5 Direct Measure COURSE: SPM 312 Management Concepts in Sport Assessment Piece: Ethics Case Study Scoring Method: AAC&U Ethical Reasoning Rubric	70% or more of students will score 15 or higher out of 20 overall		13/20	13/20	
			14/20	14/20	
			15/20	15/20	
			16/20	16/20	
			17/20	17/20	
			18/20	18/20	
			19/20	19/20	
			20/20	20/20	
			Total	Total %	
SLO 6: Prepare for a career in the sport industry.					
SLO 6 Direct Measure			Transfer	Transfer	

COURSE: SPM 495 Internship in Sport Management Assessment Piece: ePortfolio Scoring Method: AAC&U Lifelong Learning Rubric (transfer and reflection elements)	85% or more of students will score "3" (Milestone 2) or higher on each of the relevant rubric criterion.		Reflection	Reflection	
			Total	Total	
SLO 6 Indirect COURSE: SPM 495 Internship in Sport Management Assessment Piece: Final Internship Host Evaluation (Categories: Job Knowledge, Quality of Work, Quantity of Work, Initiative, Responsibility, Cooperation, Social and Ethical, Critical thinking and Problem Solving, Communication, Attendance) Scoring Method: Likert Scale 1-5	85% of students will earn a 4 or higher on all areas of Host Evaluation.		Job Knowledge	Job Knowledge	
			Quality of Work	Quality of Work	
			Quantity of Work	Quantity of Work	
			Initiative	Initiative	
			Responsibility	Responsibility	
			Cooperation	Cooperation	
			Social/Ethical	Social/Ethical	
			CT/PS	CT/PS	
			Communication	Communication	
			Attendance	Attendance	
			Total	Total	

University of Tampa Department of Sport Management Assessment Planning Cycle			
	2024-2025	2025-2026	2026-2027
SLO 1 Direct	Collect	Collect	Collect & Report
SLO 1 Indirect	Collect	Collect	Collect & Report
SLO 2 Direct	Collect	Collect & Report	Collect
SLO 3 Direct	Collect & Report	Collect	Collect
SLO 4 Direct	Collect	Collect & Report	Collect
SLO 5 Direct	Collect & Report	Collect	Collect
SLO 6 Direct	Collect	Collect	Collect & Report
SLO 6 Indirect	Collect	Collect	Collect & Report

Program-Level Operational Effectiveness Goals Matrix Academic Year 2024-25

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
OEG 1 – Create and maintain partnerships with sport organizations.			
Measure 1: Percentage of partnerships maintained with sport organizations	90% of partnerships will be retained		
Measure 2: Percentage of partnerships maintained with entertainment organizations	90% of partnerships will be retained		
OEG 2 – Evaluate common professional component curriculum to continuously stay up to date with industry best practices.			
Measure 1: Curriculum Mapping Exercise	Curriculum Map Update. Faculty will revisit and revise curriculum departmental curriculum maps each fall		
Measure 2: Faculty syllabi discussions	Meetings: Faculty will discuss curricular changes in CPC areas at the beginning of the fall and spring semesters		
Measure 3: Internship Host Survey	“Based on your experiences with our student interns are there any workplace/transferrable skills you see a need for them to possess arising in this field?”		
OEG 3 – Develop and refine methods for effective pedagogical techniques in sport business.			
Measure 1: Faculty attendance at on campus professional development workshops	Each full-time faculty member will attend at least 2 professional development workshops/events on campus per year.		
Measure 2: Faculty attendance at conferences	Each full time faculty member will attend at least 1 conference per year		

Measure 3: Peer teaching evaluations	Each faculty member will be Peer Evaluated at least once per year		
OEG 4 – Develop Spartan Ready skills among all sport management majors and minors.			
Measure 1: Inclusion of Spartan Ready skills in SPM curriculum	100% of SPM courses will discuss Spartan Ready Skills with Students		
Measure 2: Inclusion of Spartan Ready skills in SPM curriculum	80% of SPM courses will provide opportunities for students to develop Spartan Ready Skills		
Measure 3: Student perceptions of Spartan Ready Skills	Students will rate their ability on each of the Spartan Ready Skills at an average of 5 or higher on a 1-7 point Likert Scale.		
OEG 5 – Create and sustain a culture within the department that promotes the wellbeing, professional development, and collective success of all members.			
Measure 1: Student professional development opportunities	The department will offer at least 3 student professional development opportunities per semester.		
Measure 2: Student Success Opportunities	Faculty will advise at least 90% of all non-first year SPM majors.		
Measure 3: Student and Faculty Wellness	The department will offer at least one social for faculty and students per year		
Measure 4: Faculty professional development and success	The department will host at least 2 professional development roundtables per semester; targeting at least one on research and one on teaching.		

University of Tampa Department of Sport Management OEG Planning Cycle			
	2024-2025	2025-2026	2026-2027
OEG 1 Measure 1	Collect & Report	Collect	Collect

OEG 1 Measure 2	Collect & Report	Collect	Collect
OEG 2 Measure 1	Collect	Collect & Report	Collect
OEG 2 Measure 2	Collect	Collect & Report	Collect
OEG 3 Measure 1	Collect	Collect & Report	Collect
OEG 3 Measure 2	Collect	Collect & Report	Collect
OEG 3 Measure 3	Collect	Collect & Report	Collect
OEG 4 Measure 1	Collect	Collect	Collect & Report
OEG 4 Measure 2	Collect	Collect	Collect & Report
OEG 4 Measure 3	Collect	Collect	Collect & Report
OEG 5 Measure 1	Collect & Report	Collect	Collect
OEG 5 Measure 2	Collect & Report	Collect	Collect
OEG 5 Measure 3	Collect & Report	Collect	Collect
OEG 5 Measure 4	Collect & Report	Collect	Collect