



Dr. Michelle Coyner
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May 20, 2024

To Dr. Coyner:

During a recent virtual meeting, the Board of Commissioners (BOC) reviewed the University of Nevada, Las Vegas' application for Candidacy Status. **The Commissioners determined the application adequately provided the requested information and granted the University of Nevada, Las Vegas sport management academic unit Candidacy Status, effective May 16, 2024, for the following degree:**

Master of Education, Intercollegiate and Professional Sport Management

Candidacy status normally will **not exceed five years, until May 2029**. Under extenuating circumstances, a single one-year extension may be approved by the Board of Commissioners. Under no circumstance is there any guarantee that candidates for accreditation will be accredited. Such determination is made by the BOC after a self-study is prepared and a site visit is conducted. In addition, annual reports to COSMA are required of all members, regardless of accreditation status. Annual reports are requested in April for submission by July 31.

Now that your program has been granted Candidacy Status by the Board of Commissioners, you are required to claim publicly the program is a candidate for accreditation by COSMA; however, you are not allowed to claim or imply accreditation by COSMA until accreditation has been granted. **Use the following exact language on your website to denote your current status** (*Accreditation Process Manual*, December 2015, p. 28):

The following sport management degree program has been granted Candidacy Status by the Commission on Sport Management Accreditation (COSMA), located in Fort Collins, CO, USA:

- Master of Education, Intercollegiate and Professional Sport Management

Candidacy Status as a Developmental Process

The purpose of obtaining Candidacy Status is to provide your program with the opportunity to prepare to be in compliance with COSMA's accreditation principles, to develop a comprehensive self-study and to undergo a site visit conducted by a professional team of peer reviewers from the COSMA membership. Candidacy Status helps you develop a keen understanding of the accreditation process and the candidacy program saves you considerable time and effort in preparing the self-study and builds understanding and confidence in the overall accreditation process.

Before you move forward and write your self-study document, the Board of Commissioners asks you to make the following adjustments to your Outcomes Assessment Plan. They want to see those changes submitted before you begin to collect data in the fall and, after their review, you may collect data for this upcoming academic year. Once a year of data is collected, the Board of Commissioners will review the revised plan again and discuss moving forward with writing the self-study document.

Mentor Program

The Board of Commissioners encourages you to reach out to a mentor to assist you in making the changes and adjustments to your Outcomes Assessment Plan listed below. This can be as informal or formal as you wish. A list of mentors will be attached to the email along with this letter.

Student Learning Outcomes (SLOs):

- Use Bloom's Taxonomy for SLOs 1 - 4. Include the name of the assessment instrument and corresponding question number(s) from the survey in the SLO matrix to help disaggregate data, when required.
- SLO 1: When reporting data from the final exam, disaggregate the data for each element in the SLO. It is not clear how the exit survey measures the content knowledge outlined in the SLO. Consider selecting another or a different measure (not necessarily an indirect one) or ensure the question(s) are aligned to measure the SLO.

SLO Measurement Tools:

- Alumni Survey: The benchmark set at “51% or greater select agree or above” seems a bit low. Is it set low for this first year of data, to be adjusted accordingly? Not all questions in the survey use the terminology “agree;” the benchmark could be adjusted to state the “top two responses,” for example.
- SLO 2, marketing plan rubric and SLO 3 presentation rubric both contain many elements for each category. How do you distinguish when a student meets one or more of those expectations at different levels? Revise the rubric to separate those elements out into multiple categories.
- SLO 4 rubric (capstone presentation) only covers research design and execution and does not cover statistical methods, as written in the SLO. This rubric is similar to the others noted above in that one category contains many elements and needs to be separated out.

Operational Effectiveness Goals (OEGs)/Measurement tools:

- OEG 1: Reword the OEG as a goal. As written, it is not clear what “advancing” is vis-à-vis student achievement. Using GPA does not necessarily reflect advancement of student achievement. You may consider persistence rates or retention rates.
- OEG 2: Rephrase the OEG to show it is faculty who are “bolstering research, etc.”
- OEG 3: Clarify what “workforce development” means by rephrasing the OEG. In terms of measurement, think about how you can create a developmental measurement, not just a “one and done” measurement. It seems not sustainable to continue to add guest speakers and industry partners year after year.
 - Measurement 2: Are field experiences different from the internship? If so, how are they defined and how can this tool be developmental?
- OEG 4: Clarify what “promote” means in this context. Are these measurements of diversity under departmental control? Could the focus be on inclusion, instead of demographic diversity? The measurements could be reworded, as follows:
 - Measurement 1: At least 50 percent of enrolled students identify in a minority category.
 - Measurement 2: At least 50 percent of faculty identify in a minority category.

- Measurement 3: Host at least two inclusion and diversity engagement events per year.

To assist members of COSMA, the BOC holds accreditation workshops each year at the COSMA Conference (held in February) and more frequent virtual meetings. Visit the COSMA website to learn about upcoming workshops (<https://www.cosmaweb.org/accreditation-training.html>). Candidates for accreditation are encouraged to attend these workshops. Please contact me with any questions or comments at 202-329-1189 or cosma@cosmaweb.org

Sincerely,

A handwritten signature in black ink that reads "Heather L Alderman". The script is fluid and cursive, with the first letters of each word being capitalized and prominent.

Heather Alderman
Executive Director