

# COSMA Annual Report 2019-20

## 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. Failure to submit this completed document will result in Administrative Probation and a fine of \$180.**

### *General Information*

Institution's Name:	Davenport University				
Degree Program(s):	Sport Management BBA				
Address:	6191 Kraft SE				
City:	Grand Rapids	State:	Michigan	ZIP/Postal Code:	49512
Primary Contact Name:	Steven Prawdzik				
Title:	Associate Department Chair	Date Submitted:	July 31, 2020		
Telephone:	616 871-3962	Email:	Sprawdzik1@davenport.edu		

### *Accreditation Information*

A. Accreditation status of your academic unit/sport management program:

<b>X</b>	Accredited
<b>X</b>	Reaffirmation of Accreditation (check if within 2 years/letter received)*
	Candidate for Accreditation
	Program Member

\*What is your timeline for Reaffirmation of Accreditation? Include estimated month/year for self study submission and month/year of site visit.

**Begin self study January 2021; submit self study January 2022.**  
**Site visit September 2022**

B. If you have received an accreditation letter from the COSMA Board of Commissioners with "Notes" and/or "Observations" that identified areas needing corrective action, list the item(s) in the matrix below directly from your accreditation letter. Indicate whether corrective action has already been taken or that you have made plans to do so. Attach all relevant documentation of the actions taken. You have two years to resolve Notes.

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
List your Notes here - NONE	N/A	N/A

### ***Outcomes Assessment***

C. Has your outcomes assessment plan been submitted to COSMA?

<b>X</b>	Yes
	No. When will the plan be submitted to COSMA? <b>Date:</b>

D. Is the original or revised outcomes assessment plan you submitted to COSMA still current or have you made changes?

<b>X</b>	The outcomes assessment plan we submitted is still current.
	Changes have been made and the revised plan is attached.
	We have made changes and the revised plan will be sent to COSMA by: <b>Date:</b>

E. Complete the program-level student learning outcomes matrix and program-level operational effectiveness goals matrix and include it with this annual report to COSMA.

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of student learning at the program level. Including more and varied measures is encouraged. On the bottom of the matrix, space is provided where you need to “**close the loop**” and **show changes and improvements you made and plan to make as a result of your assessment activity**. (Please see matrix explanations on pages 7-12)

### ***Programmatic Information***

F. 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?

<b>X</b>	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your sport management majors, concentrations, or emphases? This includes changes in sport courses/curricular changes.

<b>X</b>	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new degree programs in sport management established during the academic year?

<b>X</b>	No (skip to item G below)
	Yes. If yes, please identify the new degree programs on a separate sheet; answer item F-4 below.

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

<b>N/A</b>	No
	Yes. If yes, please attach an electronic copy of the material you sent to your regional accrediting body and identify the accrediting body you must obtain approval from.

### *Administrative Changes*

- G. Identify any administrative and other changes that directly affect your academic unit/sport management program. If the incumbent in any of these administrative positions has changed, include the new incumbent's name, his or her title, telephone number, and email address. Include an updated organizational chart to show the relationship between the administrator(s) and your academic unit/sport management program.

Such changes would include:

- Your sport management unit's primary representative to COSMA
- Your designated alternate 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)

Position	Name	Title
Telephone	Email	
	Dr. Gilda.Gely@davenport.edu	Provost
616 554-5183	Gilda.Gely@davenport.edu	
	Dr. Michael Carey	Interim Dean
616 554-4712	Mcarey@davenport.edu	
	Dr. Linda Goulet	Interim Associate Dean
616 233-3402	Lgoulet3@davenport.edu	
	Dr. Todd Terry	Department Chair (new)
616 554-4700	Tterry11@davenport.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 accreditation point person: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

- Dr. Todd Terry is our new Department Chair for Sport Management, effective September 2019. Dr. Todd Terry reports directly to Dr. Linda Goulet, Interim Associate Dean.
- As indicated in the prior bullet point, Dr. Todd Terry has assumed the role of Department Chair for Sport Management, effective September 2019. Dr. Terry is also the Department Chair for Management, Business, International Business, and Industrial Production Management.
- Steven Prawdzik, full-time Sport Management faculty and Associate Department Chair (COSMA primary contact). Professor Prawdzik reports to Dr. Terry to allow the program to maintain the continuity.

***Other Changes/Issues***  
***(Includes Covid-19 impact description)***

- H. Briefly comment on other changes or issues pertaining to your academic unit/sport management program you would like to share with COSMA (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 virus. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.

Partnerships

The Davenport Sport Management Student Organization (SMSO) led by Don Luy created a unique partnership with Davenport Career Services and Teamwork Online in May 2020 to enhance sport internships and job opportunities. [www.teamworkonline.com](http://www.teamworkonline.com)

Innovations

We added more library based e-textbooks and one web-based textbook to our Sport Management curriculum. We are easily saving our students over \$400-500 over the length of the degree.

The Experiential Activity - Career Exploration Journal in our SPMG 211 Foundations of Sport Management course. The multiple part assignment asks students to reflect on personal strengths, values, skills and experiences to jobs in sport. An objective is to match personal information to specific jobs in sport business. Students are also required to join the Sport Management Student Organization and register for a job search website such as Teamwork Online, Indeed.com or HigherEdJobs. The journal activity is a good bookend with a culminating careers assignment in the senior level, SPMG 445 Global Sport Industry course.

Steve Prawdzik continues as “The Sports Professor” on his radio show THE SPORTS PROJECT in a 2 hour format (10am-noon EST) on WYGR 94.9FM 99.5FM, 1530AM or [www.JETHRO.FM](http://www.JETHRO.FM), streamed globally focusing on the business of sport in the greater Grand Rapids, Michigan market and recruiting new students as well as new Guest Speakers (Athletic Directors, coaches, executives)

## Davenport University Sport MGMT Program National Rankings 2019-20

College Affordability Guide 2020 Top Online Schools for Sport Management rated Davenport University's Sport MGMT Program as #12 in the nation in 2019-20.

<https://www.collegeaffordabilityguide.org/subjects/sports-management/online/>

Sport Management Degree Guide rated Davenport University's Sport MGMT Online Program #2 in the nation in 2019-20.

<https://www.sports-management-degrees.com/best-online/>

Sport Management Degree Guide Top 30 Bachelor's in Sport Management Degree Programs 2019-20 rated Davenport University's Sport MGMT Degree Program #5 in the nation.

<https://www.sports-management-degrees.com/best-bachelors/>

The Value Colleges Top 25 Best Value Bachelor's in Sports Management 2020 ranked Davenport University's Sport MGMT Program as #22 in the nation.

<https://www.valuecolleges.com/ranking/best-sports-management-degrees/>

## COVID – 19 Impact

In March 2020 we implemented a strategy to move from in seat classes to remote Real-Time Virtual (RTV) learning during critical time periods. Faculty received additional training for RTV learning.

Students were given options for a CR/NC and/or an Incomplete to help with their work completing during this difficult time.

We will have a phased approach for faculty to return to campus this Summer and will offer in-seat, blended, Real-Time Virtual (RTV) and online options for Fall 2020.

We are implementing safeguards to ensure the safety of our students, faculty, and staff. This includes reduction of room capacity, social distancing, use of sanitizers (room and hand), as well strategies for minimizing physical interaction (virtual meetings, etc.).

### Items to be Completed by Accredited Programs Only

- I. Provide the URL(s) for the page on your academic unit/sport management program's website that makes available to the public your student learning outcomes, operational outcomes and program information profile. **You are required to update this information annually.** Failure to comply with this request will result in Administrative Probation.

URL(s): <https://www.davenport.edu/programs/business/bachelors-degree/sport-management-bba>  
(may need to copy and paste this link. Or Control and click)

### Dashboard Data – to be updated annually

- J. Please fill out the matrix below. The data will be collected each year and used to understand the impact accreditation has on your program(s). All data will be kept anonymous.

Dashboard Data	
Total Sport Management Enrollment (majors, minors, tracks) in all programs (UG, master's)	216 (Fall 2019 – Data Book/Institutional Research Dept.)
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	3 FT faculty in Sport MGMT Dept. 1 FT faculty in Math Dept.
Total Number of Part Time/Adjunct Sport Management Faculty	9 adjunct/PT faculty
Approximate Number of Students Selecting Sport Management Program Due to Accreditation Status	Unknown
Number of students/parents requesting information about your SM program	499 requesting information
Number of students/parents attending information sessions about your SM program	194 attending information sessions (COVID impact)
Number of inquiries from business/industry about the accreditation status of your SM program	Unknown

- K. How has accreditation benefitted your program, faculty and/or other?

**COSMA has given us a “point of difference” versus our competition in our recruitment of new students/parents.**

- L. What can COSMA do to serve you better?

**COSMA could do public relations on the value of accreditation and could do feature stories/profiles on their member institutions.**

## Program-Level Student Learning Outcomes Matrix – Academic Year 2019 – 2020

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
<b>SLO #1: The graduate will develop policies compliant with the laws and requirements of sport management governing bodies.</b>					
SPMG 421 Sport Governance & Regulation <b>Job shadow &amp; Policy Report (Direct Measure #1)</b>	80% of students will earn an 80 / 100 or higher on this report.	40	38	95%	3 – Exceeds expectations
LEGL334 Legal Aspects of Sport Management <b>Fantasy Sport Employee Case (Direct Measure #2)</b>	80% of students will earn an 80/100 or higher on this report.	47	38	81%	2 – Meets expectation
SPMG 390 Junior Sport Mgt Internship Class: <b>Supervisor Evaluation (Indirect Measure #1)</b>	80% of students will earn a meets or exceeds expectations for supervisor evaluation.	21	21	100%	3 – Exceeds expectations
<b>2) Faculty Survey: Done once per year. (Indirect Measure #2)</b>	A minimum of 3.0 out of 5.0 on a Likert Scale.	10 applicable faculty	10 applicable faculty	100% applicable faculty	3 - Exceeds expectations 4.10/5.0 Mean

<b>SLO# 2: The graduate will analyze sport management problems and opportunities to inform decision-making.</b>					
SPMG 495 Sport Capstone <b>1) Feasibility Analysis Paper (Direct Measure #1)</b>	80% of students will earn an 80/100 or higher on this report.	21	17	81%	2 – Meets expectations
SPMG 370 Sport Analytics <b>2) Marketing Analytics Paper (Direct Measure #2)</b>	80% of students will earn an 80 / 100 or higher on this report.	39	33	85%	3 – Exceeds expectations
SPMG 390 Junior Sport Mgt Internship Class: <b>Supervisor Evaluation (Indirect Measure #1)</b>	80% of students will earn a meets or exceeds expectations for supervisor.	15	15	100%	3 - Exceeds expectations
<b>2) Faculty Survey: Done once per year. (Indirect Measure #2)</b>	A minimum of 3.0 out of 5.0 on a Likert Scale.	11 applicable faculty	11 applicable faculty	100% Applicable faculty	3 - Exceeds expectations 4.18/5.0 mean
<b>SLO# 3: The graduate will apply marketing concepts to the sport industry.</b>					
SPMK 350 Sport Advertising & Promo <b>1) Sport Promotional Plan (Direct Measure #1)</b>	80% of students will earn an 80 / 100 or higher on this report.	23	22	96%	3 - Exceeds expectations
SPMG 445 Global Sport Industry <b>2) Global Sport Final Paper (Direct Measure #2)</b>	80% of students will earn an 80 / 100 or higher on this report.	37	34	92%	3 – Exceeds expectations
SPMG 390 Junior Sport Mgt Internship Class:	80% of students will earn a meets or exceeds expectations	15	15	100 %	3 - Exceeds expectations



<b>Supervisor Evaluation (Indirect Measure #1)</b>	for supervisor.				
<b>2) Faculty Survey: Done once per year. (Indirect Measure #2)</b>	A minimum of 3 out of 5 on a Likert Scale.	11 applicable faculty	11 applicable faculty	100% applicable faculty	3 - Exceeds expectations 4.30/5.0 mean

**Required Narrative:** Address ALL SLO data – both ones that met/exceeded expectations and those that did not. How has this outcomes assessment data driven curricular and other decisions? How have you improved/changed this year based on this data (closed the loop)?

This SLO outcomes assessment data has aligned and is consistent how we measure IACBE outcomes and our Excellence System outcomes. We showed improvements in our assessments for LEGL 334 and SPMG 495. We worked with our faculty to address and improve these particular assessments results by holding instructional and informational meetings. The purpose of these meetings were to make sure students (in subsequent class sessions) clearly understood the importance of the assessments to meet students learning objectives and our program outcomes.

Davenport University has a continuous improvement process. Therefore, to maintain positive outcomes, assignments that are used to measure LO's will be reviewed and updated as data determines. This process includes having a team of Sport Management faculty meet and review assignment outcomes and make adjustments as needed.

*Covid-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instruments changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.*

In March, Davenport University was in a transactional mode due to COVID-19. We had our faculty and students prepared to continue effectively with online and Real-Time Virtual (RTV) applications. Students were allowed to continue their courses with options for traditional grading or a Credit/No Credit option. Students who required additional time were allowed to apply for an Incomplete grade in April with continuing to complete the course assignments with an August 21, 2020 completion deadline.

*Notes: 1) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed. 2) At a minimum, you are required to use two direct and two indirect measures to assess all of your student learning outcomes. You are not required to measure each student learning outcome with more than one measure, though it is encouraged. This matrix offers space to show that you have more than one measure for each SLO, but it is not required. (Davenport Sport MGMT did not use different direct and indirect measures)*

## Updated Program-Level Operational Effectiveness Outcomes Matrix 2019 - 2020

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark	Data Summary	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
<b>OEG 1 – Annual enrollment will be at a level which ensures program sustainability and matches goals established by the university.</b>			
Measure 1–DU Data Book – Total Students by program	Fall 2016: 262 +/-5	Fall 2018: 245 Fall 2019: 216	1- Does not meet expectations
Measure 2–DU Data Book – New students by program	Fall 2016: 101 +/-5	Fall 2018: 75 Fall 2019: 74	1 – Does not meet expectations
<b>OEG 2 – Students will be retained in the program at a level that matches goals established by the university</b>			
Measure 1 – DU Data Book – Total Degree Seeking Students	Fall 2016 - 2017: 72% +/- 2%	Fall 2018: 71% Fall 2019: 73%	2 – Meets expectations
Measure 2 – DU Data Book – New Degree Seeking Students	Fall 2016 - 2017: 63% +/- 2%	Fall 2018: 57% Fall 2019: 63%	2 – Meets expectations
<b>OEG 3- Program graduates will be employed within 6 months of graduation at a level that matches goals established by the university</b>			
Measure 1- DU Alumni Survey via DU Data Book	Fall 2016: 89% +/- 2%	Fall 2017: 100% Fall 2018: 100%	3 – Exceeds expectations
Measure 2	N/A		
<b>OEG 4-Students in program will be satisfied with their experiences at a level that matches goals established by the university</b>			
Measure 1 – DU Student Satisfaction Survey via DU Data Book	2016-2017: 5.8/7.0 +/- .1	2018: 5.7/7.0 2019: 5.9/7.0	2 – Meets expectations
Measure 2	N/A		
<b>OEG 5- Upon graduation, student would be willing to recommend their program to a friend seeking the same degree at a level that matches the goals established by the university.</b>			
Measure 1 – DU Data Book Grad Survey	2016 Grads: 90% +/- 2%	2017 Grads: 93% 2018 Grads: 94%	3 – Exceeds expectations

Measure 2	N/A		
<p><b>Required Narrative: Explain any course action for intended outcomes realized AND not realized.</b> Provide all explanations of the data included in this table. What is meeting or exceeding expectations and why? What is not meeting expectations and why? Explain why you might have “insufficient data” and how you plan to correct this.</p> <p>New student by program and total program enrollment benchmarks were missed. These benchmarks are being monitored carefully for appropriateness in present market conditions. Enrollment trends declined again during the 2019-20 academic year. Analysis continues to understand how larger national and regional demographic shifts in high school and community college populations impacting higher education overall and stronger economic conditions nationally and regionally are factoring into present enrollment patterns. According to researchers at the National Student Clearinghouse Research Center trends indicated a 1.3 % reduction in overall college enrollments across the country in Fall 2019. Note: COVID 19 could have an effect on enrollment in 2020. If athletics do not happen or are reduced, enrollment may decrease at 57% of our students are athletes in our Sport Management Program. Davenport University will be very proactive on taking safety precautions for safe return to campus in the Fall.</p> <p>ACTION: Faculty will work with Admissions and high schools to maintain enrollment in the program. The importance of teamwork with our Admissions department will be critical to generating new students in our Sport Management program.</p> <p>Student retention affected by growing number of student-athletes in the Sport MGMT program, who transfer out for various reasons (i.e. playing time, going to NAIA or NCAA DIII vs. NCAA D2 level of competition, etc.) Note: COVID 19 could have an effect on retention if students/parents are not comfortable having the student return to campus.</p> <p>ACTION: Faculty will work in class, with the Student Organization with our Advisory Committee/Guest Speakers, and with the Advisors to encourage student-athletes to stay and succeed. Students will be addressed on the importance of teamwork with Career Services to enhance possible and internships and employability overall.</p>			

*Notes: 1) Provide all explanations of this table that follows. 2) If you are using different operational outcomes measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.*

## PROGRAM INFORMATION PROFILE

*This profile offers information about the performance of a program in the context of its basic purpose and key features.*

### Name of Institution

Institution: Davenport University

Program Accrerator: Commission on Sport Management Accreditation (COSMA) and the International Accreditation Council for Business Education

Institutional Accrerator: Higher Learning Commission – North Central Association of Colleges and Schools (NCA)

Date of Next Comprehensive Program Accreditation Review: September, 2022

Date of Next Comprehensive Institutional Accreditation Review: June, 2022

To learn more about the accredited status of the program, click here:

<https://www.davenport.edu/programs/business/bachelors-degree/sport-management-bba> (May need to cut and paste. Or Control and click)

### Program Context and Mission

Program Mission:

The Sport Management BBA degree emphasizes business fundamentals and specific sport management disciplines in a learning environment that balances textbook theory with real-world business application. Through varied learning methodologies, including internships, students are exposed to the legal, regulatory, marketing and operational aspects of sport venue management. Graduates earn a Bachelor of Business Administration (BBA) degree with a major in Sport Management.

Program Goals:

- 1) Create a resource-rich, scholarly environment within the Sport Management Department that promotes student and faculty engagement, scholarly development, and achievement in academic programs and careers.
- 2) The Sport Management Department will establish and strengthen relationships with internal, local, national and international academic, business and community partners to create innovative and exciting opportunities for students and faculty.
- 3) Maintain doctorally-qualified faculty who teach Sport Management classes to a level allowing for close engagement between students, faculty, and the sport management community.

- 4) Increase diversity in the Sport Management Department among students, faculty, and external stakeholders.
- 5) Maintain enrollment in the Sport Management Department while increasing the reputation and recognition of Davenport University's Sport Management.

#### Brief Description of Student Population:

The Fall 2019 population of Davenport University's Sport Management BBA Program consisted of 216 students. These students have the following characteristics:

79% Full-time students (12+ credits)  
57% Athletes  
16% Female  
84% Male  
30% Minority  
5% International students  
50% Transferred credits into DU  
36% New to DU  
21 - Average Age  
7% military-related students  
12.2 credits - Average credit load (Fall 2019)  
3.00 cumulative GPA (through Fall 2019)

(via Davenport University Data Book And Institutional Research 2019 - Fall)

#### **Admissions Requirements:**

##### **General Admissions Process**

Davenport University grants admission to students who are motivated to work for a degree and whose academic achievements demonstrate they are prepared to succeed in a university curriculum and graduate.

Our students choose Davenport as their best opportunity to prepare for careers in business, technology, and health professions. We offer a high-tech learning environment, cutting-edge programs, accomplished and "real-world" professors, and strong links to the business community.

If you are serious about completing a quality, practical, career-oriented education, Davenport University is committed to your success.

You may call toll-free 1-800-686-1600 to speak with a representative regarding admission to the University. Our representatives are prepared to discuss how Davenport can best meet your individual needs and the wide variety of programs available, provide information about other support services available to students, and assist with you with the application process. You may also apply for admission online at [www.davenport.edu/apply](http://www.davenport.edu/apply).

Davenport University Admissions reviews all applications on a rolling basis. The applicant's official transcripts, test scores, involvement, and program will be considered in the admissions decision. Admission requirements, criteria, and guidelines are applied equally to all students, including "home-schooled" students.

A review of the academic credentials will consist of all high school/college-level coursework and all available standardized test scores.

Applicants for non-credit academic programs may be admitted without meeting any of the above requirements with special permission from the University, but are not eligible for Title IV financial aid funds.

For more information on specific scores or assessment criteria, please contact a Davenport University Admission Representative.

Except for reasons prohibited by applicable discrimination laws, students may be excluded from admission or dismissed from Davenport University at any time for reasons considered appropriate by the University.

The University has the right to deny admission to any student who is in default on any Title IV HEA loans, which include the Subsidized Stafford Loan, Unsubsidized Stafford Loan, Perkins Loan, and/or PLUS Loan.

Davenport University has a policy of nondiscrimination regarding students on the basis of race, color, national or ethnic origin, sex/gender, sexual orientation, veteran status, age, and religion in the administration of its admissions policies, educational policies, scholarship and loan programs, and other school-administered programs. Davenport also maintains a policy of nondiscrimination on the basis of handicap in regard to admission or employment and access to programs or activities. In addition, the University does not discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments.

## **Admissions Requirements:**

### **Undergraduate Application**

#### **First-Time College Student**

Submit an official application, plus a \$25 non-refundable application fee at [www.davenport.edu/apply](http://www.davenport.edu/apply).

Provide official transcripts (one of the following):

- Official high school transcript documenting the date of graduation from a regionally accredited high school
- Documentation from a home-school agency, local school district, state Department of Education, or notarized transcript of high school courses taken, with grades
- Official GED scores

Official test scores (one of the following):

- Qualifying ACT\* or SAT\* score
- Qualifying Accuplacer scores

(Davenport will not require Official test scores due to COVID 19 in 2020-21)

A student who meets his or her state's requirements for home schooling at the secondary-school level has the academic qualification necessary for Title IV eligibility. Completion of a home-schooling program at secondary level may be self-certified. A student must show a high school diploma, the equivalent of a high school diploma, or an alternate to a high school diploma. High school diploma equivalents are a General Education Development Certificate (GED) or a state-certified diploma received after passing a state-authorized exam that is recognized as the equivalent of a high school diploma.

#### **Transfer College Student:**

Submit an official application, plus a \$25 non-refundable application fee at [www.davenport.edu/apply](http://www.davenport.edu/apply).

Provide official transcripts (one of the following):

- College transcript showing successful completion of transferable college-level math and English
- Official high school transcript documenting the date of graduation from a regionally accredited high school
- Official GED scores

Qualifying test scores (one of the following):

- Qualifying ACT\* or SAT\* score
- Qualifying Accuplacer scores

(Davenport will not require Official test scores due to COVID 19 in 2020-21)

*Unofficial college/university transcripts may be reviewed to determine eligibility for admission. If acceptance is granted based on that review the student will be allowed to register for classes for one semester. Registration will be prohibited for any subsequent semesters until the official college/university transcripts are on file.*

\*Prospective students without ACT scores, SAT scores, or approved college credit must take a standard assessment as arranged by a university representative

(Source: 2019-20 Undergraduate Catalog – Davenport University)

### Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation  
Year: 2018-19                      # of Graduates: 40\_\_                      Graduation Rate: N/A\_\_\_\_\_
2. Completion of Educational Goal (other than certificate or degree – if data collected)  
# of Students Surveyed: N/A    # Completing Goal: N/A
3. Average Time to Certificate or Degree  
1-Year Certificate: N/A    2-Year Degree: N/A                      4-Year Degree: 4 yrs.
4. Annual Transfer Activity  
Year: Fall 2019                      # of Transfers: 25                      Transfer Rate: 34%
5. Graduates Entering Graduate School  
Year: N/A                      # of Graduates: N/A    # Entering Graduate School: N/A
6. Job Placement (if appropriate)  
Year: 2018    # of Graduates: 18 (respondents)                      # Employed: 18  
Licensure/Certification Examination Results: not applicable \_\_\_\_\_
7. Additional Indicators, if any: N/A



