

COSMA Annual Report Submission Instructions Academic Year 2021-22

Due Date: NO LATER THAN July 31.

Use this document; changes are made annually.

Annual Report extension requests (see page 11) and/or adjustments to membership fees will be considered on a case-by-case basis and must be made directly to Heather Alderman (cosma@cosmaweb.org).

Late fees (\$180) will be enforced for the 2021-22 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 Administrators.

The Annual Report consists of three parts:

Section 1: Programmatic Information (completed by all programs), pages 2-4

Section 2: Outcomes Assessment (completed by programs in Candidacy Status and Accredited Programs) – pages 5-9

Section 3 [This AR only]: Questions pertaining to changes in the Accreditation Principles (completed by programs in Candidacy Status and Accredited Programs) – page 10.

Program Information Profile – This 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 this data as part of your Operational Effectiveness Goals, refer to that matrix – page 9.

COSMA Annual Report 2021-22

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:	Davenport University				
Address:	6191 Kraft Ave.				
City:	Grand Rapids	State:	MI	ZIP/Postal Code:	49512
Primary COSMA Contact Name:	Misty Davis, J.D.				
Telephone:	616-871-3983	Email:	Mdavis125@davenport.edu		
Sport Management Degree Program(s):	Bachelor of Business Administration – Sport Management				
Name of College where Sport Management degree(s) is housed:	Maine College of Business				
Academic Unit URL:	https://www.davenport.edu/programs/business/bachelors-degree/sport-management-bba (may need to copy and paste this link. Or Control and click)				

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

X	Accredited
X	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:

For 2021-2022: Self-Study Report Submitted May 2, 2022 with Virtual Site Visit held June 1-2, 2022.

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?

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

	See Self-Study Report, May 2022 and Responses to Site Team Recommendations and Action Items, including Outcomes Assessment Plan and the Sport Management Strategic Plan.
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3. 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.

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.

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

	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 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).
- Faculty changes

Position: Primary Contact Representative	Name: Misty Davis	Title: Director of Assessment
Email: mdavis125@davenport.edu		
Position: Faculty	Name: Lori Huckaby	Title: Assistant Professor
Email: lhuckaby@davenport.edu		
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.

The program hired faculty member, Lori Huckaby to join the Sport Management faculty in September 2021. Ms. Huckaby is currently enrolled in an EdD in Sport Management program at United States Sports Academy in Alabama. Her academic credentials and her wealth of experience in athletic administration brings a new dynamic to the program. She also brings diversity to the program.

Misty Davis was hired on July 1, 2022, as the Director of Assessment for MCoB. This position was designed to bring consistency in having one contact person to manage all accreditations for the College of Business. Ms. Davis worked with Dr. Mike Carey and Greg Foster during the transition process to prepare and the response to the site team's recommendations and action items.

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.

The program continues to leverage both synchronous and asynchronous methods of delivery, including Real-Time Virtual (RTV) provided an "in-person"/live option for students. Faculty are working with instructional designers to build master shells in courses and have received Quality Matters training to align assessment to learning outcomes. Additionally, rubrics will be embedded in master shells during the building process.

And finally, based on Peregrine assessment data, Sport Management students are on-par with other majors at DU when assessing discipline specific knowledge related to business.

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

The COSMA stamp of approval brings overall value to the program, however we need to continue efforts to educate our admissions and advising teams so that current and prospective students fully understand the benefit of the quality of the program. The accreditation process showcases areas of strengths and opportunities for growth.

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

N/A at this time.

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

Per COSMA, given the Site Visit was held in June, please see Self-Study Report and Rejoinder for information.

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

	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.**

<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
- 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):

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 2021 – 2022

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: The graduate will develop policies compliant with the laws and requirements of sport management governing bodies.					
SPMG421 Sport Governance & Regulation (direct) Policy Report	Students will earn 85% or higher on the assessment.	23	23	100%	3 – Exceeds Expectations
SPMG 390 Junior Sport Mgt Internship Class: Supervisor Evaluation (Indirect Measure #1)	Student will earn 85% or higher on the supervisor evaluation.	27		Results are still pending for Sp/Sm Semester – will supplement when available.	
2) Faculty Survey: Done once per year. (Indirect Measure #2)	Students will earn a minimum of 3.0 out of 5.0 on a Likert Scale.	9 (applicable faculty)	8 (applicable faculty)	89%	3 – Meets Expectations
SLO# 2: The graduate will analyze sport management problems and opportunities to inform decision-making.					
SPMG370 Sport Analytics Marking Analytics Paper	Students will earn 85% or higher on the assessment.	39	34	87%	2 – Meets Expectations
SPMG 390 Junior Sport Mgt Internship Class: Supervisor Evaluation (Indirect Measure #1)	Student will earn 85% or higher on the supervisor evaluation.	27		Results are still pending for Sp/Sm Semester – will supplement when available.	
2) Faculty Survey: Done once per year.	Students will earn a minimum of	11 (applicable faculty)	11 (applicable faculty)	100%	3 – Exceeds Expectations

(Indirect Measure #2)	3.0 out of 5.0 on a Likert Scale.				
SLO# 3: The graduate will apply marketing concepts to the sport industry.					
SPMK350 Sport Advertising & Promotion	Students will earn 85% or higher on the assessment.	56	56	100%	3 – Exceeds Expectations
SPMG 390 Junior Sport Mgt Internship Class: Supervisor Evaluation (Indirect Measure #1)	Student will earn 85% or higher on the supervisor evaluation.	27		Results are still pending for Sp/Sm Semester – will supplement when available.	
2) Faculty Survey: Done once per year. (Indirect Measure #2)	Students will earn a minimum of 3.0 out of 5.0 on a Likert Scale.	8 (applicable faculty)	8 (applicable faculty)	100%	3 – Exceeds Expectations

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.
- 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).

COVID-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instrument 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.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2020-21

Per COSMA, given the Site Visit was held in June, please see Self-Study Report and Rejoinder for information.

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
SAMPLE OEG 1 – Optimize graduation rates			
Graduation rate from registrar's office	60% 4 year graduation rate	67%	Exceeds expectations
Senior graduation survey	100% completion rate	90%	Does not meet expectations
OEG 2			
Measure 1			
Measure 2			
OEG 3			
Measure 1			
Measure 2			
OEG 4			
Measure 1			
Measure 2			
OEG 5			
Measure 1			
Measure 2			
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.			

PROGRAM INFORMATION PROFILE

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

Name of Institution: _____

Program/Specialized Accreditor(s): _____

Institutional Accreditor: _____

Date of Next Comprehensive Program Accreditation Review: _____

Date of Next Comprehensive Institutional Accreditation Review: _____

URL where accreditation status is stated: <https://www.davenport.edu/programs/business/bachelors-degree/sport-management-bba>

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

1. Graduation Year: 2021 # of Graduates: 26 Graduation Rate: 36%
2. Average Time to Degree: 4-Year Degree: X 5-year Degree _____
3. Annual Transfer Activity (into Program): Year: 2021-22 _____
of Transfers: 4 Transfer Rate: 4.5%
4. Graduates Entering Graduate School: Year: 2020-2021 _____
of Graduates: 20 # Entering Graduate School: 7
5. Job Placement (if appropriate): Year: 2020 - 21 _____
of Graduates: 20 # Employed: 13

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

**SECTION 3: CHANGES TO ACCREDITATION PRINCIPLES
(COMPLETED BY ACCREDITED PROGRAMS
AND PROGRAMS IN CANDIDACY STATUS)
ONLY FOR THE 2021-22 ANNUAL REPORT**

Per COSMA, given the Site Visit was held in June, please see Self-Study Report and Rejoinder for information. Clarification provided as needed.

The *Accreditation Principles and Self-Study Preparation* document has been revised and we expect you to review the document and familiarize yourself with the changes. This section in this year's Annual Report informs you about the more significant changes and asks you to show compliance. Changes include: A defined set of elements all program-level strategic plans must have (Principle 2), reconfigured Common Professional Component (CPC) areas based on changes in sport industry (Principle 3) and ensuring adequate resources to attain and maintain accreditation (Principle 6).

1. Describe your program's strategic planning process by answering the following questions:
 - a) What is the current time period of your program-level strategic plan? (e.g., 2020-25)
 - b) Provide a copy of the strategic planning document OR a tracking matrix that describes the strategic planning goals, timeline for implementation and resources (human and financial) required.

See Strategic Plan in Response to Site Team Recommendations and Action Items.

2. Review the adjusted common professional component areas in the new *Accreditation Principles* document. In preparation for the upcoming academic year (2022-23), are there any area(s) your program does not cover? What justification do you have for not addressing these CPC area(s)? (e.g., mission of program, resources, etc.)

See Strategic Plan in Response to Site Team Recommendations and Action Items.

3. What time and resources are provided to the person(s) who manages the COSMA accreditation process?

Misty Davis receives a significant reduction in teaching load requirements as well as administrative support to help manage data collection and report preparation.

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 honored or the timeline may be modified from what is requested. Even if your program is facing one or more “extenuating circumstance” listed below as examples, you are not required to ask for an extension, nor may one be granted. Additional information or reporting may be requested in order 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 2023)

Requested new deadline: (e.g., A one-year extension to February 2024)

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.)