

COSMA Annual Report 2025-26

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:	Kutztown University of Pennsylvania				
Address:	15200 Kutztown Road				
City:	Kutztown	State:	PA	ZIP/Postal Code:	19530
Primary COSMA Contact Name and Designated Alternate Contact:	Name 1: Dr. Bradley Congelio				
	Name 2: Dr. Soojin Kim				
Telephone:	610-683-4572	Email:	congelio@kutztown.edu		
Sport Management Degree Program(s):	B.S. in Sport Management				
Name of College where Sport Management degree(s) is housed:	College of Business				
Academic Unit URL: https://www.kutztown.edu/academics/colleges-and-departments/business/department-of-sport-management/bachelor-of-science-in-sport-management.html					

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:

N/A

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?

X	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: Dr. Philip Cavalier	Title: University President
Email: cavalier@kutztown.edu		
Position: Professor	Name: Dr. Duane Crider	Title: Professor
Email: N/A		
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.

President Cavalier appears to be a strong supporter of the assessment work currently underway at the University level, as well as of continued engagement with external accreditation bodies such as COSMA.

Additionally, Dr. Duane Crider retired at the conclusion of the prior academic year. As a result, the department utilized part-time faculty to fill his course load for the 2025-2026 academic year, including SPRT 305, which is discussed further in the SLO #4 narrative below in connection with this year's assessment results.

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.

There have not been any changes or issues pertaining to our academic unit, nor any modifications made to program delivery and/or collection of outcomes assessment data.

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.**

<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 sport management academic unit's home page that makes available to the public the following:

- SLO matrix AND OEG matrix OR
- Program Information Profile (on page 10)
- Statement of accreditation status (for both Accredited and programs in 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.kutztown.edu/academics/colleges-and-departments/business/department-of-sport-management/learning-goals-and-outcomes.html

- 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 2025 – 2026

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 #3: Students will be able to demonstrate the ability to solve problems inherent in the sport business industry.					
Direct #1: Internship Portfolio	80% of students will meet an “accomplished” standard	25	18	72%	Does not meet expectations
Indirect #1: Internship Supervisor Evaluation	80% of students will receive an 8.0 or higher on Question #6 of the Critical Thinking Component	22 ¹	19	86.3%	Meets expectations
Indirect #2: Senior Exit Survey	80% of students will “strongly agree” or “agree” on Question #13	31	25	80.6%	Meets expectations
SLO #4: Students will be able to demonstrate the ability to communicate effectively in oral formats utilized in the sport management profession.					
Direct #1: SPRT 305 Oral Presentation	80% of students will meet an “accomplished” standard	61	61	100%	Meets expectations
Indirect #1: Internship Supervisor Evaluation	80% of students will receive an 8.0 or higher on Question #3 of the Communication Skills Component	23	21	91.3%	Meets expectations
Indirect #2: Senior Exit Survey	80% of students will “strongly agree” or “agree” on Question #14	31	25	80.6%	Meets expectations

¹ Three of the submitted internship packets did not include a completed Internship Supervisor, resulting in differing numbers of portfolio and evaluation measurement tools.

Student Learning Outcomes Matrix Narrative:

Assessment of SLO #3 and SLO #4 during the 2025-2026 cycle produced strong overall results, with one measure requiring more directed attention.

SLO #3 (Problem Solving). The direct measure, the Internship Portfolio, did not meet the 80% benchmark this cycle, with only 18 of 25 students (72%) meeting the “accomplished” standard, a decline from the 87% pass rate recorded in 2022-2023. The portfolio rubric, prompt, and grading process remained unchanged between the two cycles, ruling out instrument drift as an explanation. The rubric itself evaluates four categories (Requirements, Content, Organization, and Documentation/Writing/Mechanics), none of which map directly onto problem-solving as a construct. As such, the instrument is better suited to assessing the quality of a portfolio as an artifact itself than to isolating a student’s ability to identify, analyze, and resolve sport business problems.

This cycle’s decline, taken together with that structural mismatch, highlights the need for the department to question whether the portfolio is the most valid direct measure for SLO #3 going forward. This is reinforced by the indirect measures for SLO #3, both of which met expectations: 86.3% of students met the benchmark on the Critical Thinking component of the Internship Supervisor Evaluation, and 80.6% of students strongly agreed or agreed with the relevant Senior Exit Survey item, both consistent with the indirect results records in 2022-2023 (96% and an average score of 4.58, respectively). The gap between a declining direct measure and stable indirect measures further supports the concern that the portfolio, as currently constructed, may not effectively isolate problem-solving skills from the other qualities it also assesses.

As a corrective action, the Assessment and Accreditation Committee will review the Internship Portfolio rubric during the 2026-2027 academic year to determine whether a dedicated problem-solving criterion should be added or whether an alternative direct measure would more validly capture this SLO. Any changes to the rubric will be completed prior to the next assessment of SLO #3.

SLO #4 (Oral Communication). All three measures for SLO #4 met expectations, though the direct measure results warrant closer scrutiny. The SPRT 305 Oral Presentation rubric achieved a 100% pass rate (61 of 61 students), up from 80% overall in 2022-2023. While such an improvement is plausible, particularly given the peer-review process implemented following the 2022-2023 assessment cycle to improve quality prior to grading, a 100% success rating across the entire student cohort is unusually high and raises questions about whether the rubric is adequately differentiating performance levels. This result is also notable given a change in course instruction: SPRT 305 transitioned from a full-time, tenured faculty member to a part-time faculty member during this period. It is possible that grading calibration, rubric application consistency, or scoring leniency shifted along with this instructor transition, and the resulting score may not reflect genuine, sustainable student performance. As a corrective action, the Accreditation and Assessment Committee will review the SPRT 305 rubric and its implementation during the Fall 2026 semester to ensure it is applied with appropriate rigor. Any changes to the rubric will be implemented prior to the next assessment of SLO #4.

Both indirect measures met expectations: 91.3% of students met the benchmark on the Communication Skills component of the Internship Supervisor Evaluation, and 80.6% met the benchmark on the Senior Exit Survey, both of which were consistent with performance on the prior assessment cycle.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2025-26

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 – Faculty will showcase expertise and develop new skills and knowledge for use in the classroom.			
Measure #1: Faculty publications and presentations	100% of full-time faculty members will present and/or publish once per academic year	100%	Meets expectations
Measure #2: Utilizing funding from the Professional Development Office	80% of full-time faculty members apply for a grant from the Professional Development Committee per academic year	6 of 6 full-time faculty members applied for a grant from PDC ²	Meets expectations
Measure #3: The Center for Engaged Learning	80% of full-time faculty members attend at least one CEL session per academic year	1/6 (16%) ³	Does not meet expectations
OEG 2 – Students will be provided a broad-based education defined by an enhanced learning experience.			
Measure #1: Experiential learning opportunities and activities	100% of courses provide at least one experiential learning opportunity or activity	13/14 (92%)	Does not meet expectations
Measure #2: Class size numbers	80% of required courses will have an enrollment cap of 30 students or fewer per academic year	41 of 46 sections (89.1%)	Meets expectations
Measure #3: Research projects	At least one faculty-led student research project will be conducted per academic year	2+ faculty-led student research projects	Meets expectations
Measure #4: Sport Management Club membership	The Sport Management Club's membership will total no less than 20% of the major's enrollment	34 members (14%)	Does not meet expectations
OEG 3 – Recruit and retain a diverse student body that reflects the changing needs of the sport industry.			

² Five full-time faculty members applied for travel funding (four approved, one denied) for a total of \$4,000. One full-time faculty member applied for Category 1 (Individual/Group Project Grants) and was denied. Two full-time faculty members applied for PASSHE FPDC grants and were both approved for a combined amount of \$21,820.

³ One faculty member attended two separate CEL events during the 2025-2026 academic year.

Measure #1: Student enrollment	The program will admit 100 new and transfer students per year	Freshmen: 55 Transfers: 17 TOTAL: 72	Did not meet expectations
Measure #2: Student retention	70% of majors persist to graduation over the course of four academic years	Cohort size: 73 ⁴ Persisted: 34 RATE: 46.6%	Did not meet expectations
Measure #3: Graduate GPAs	70% of majors will graduate with a GPA of 2.65 or higher	52 of 57 (91.2%) ⁵	Meets expectations
OEG 4 – Positioning the program as one of merit in Pennsylvania through brand enhancement.			
Measure #1: Social media growth	Maintain a combined engagement number among social media platforms of over 1,500.	LinkedIn: 996 Facebook: 293 Instagram: 689 TOTAL: 1,978	Meets expectations
Measure #2: Open House participation	The program is represented at each University Open House or recruiting event during the academic year	Represented at each Open House and/or recruiting event	Meets expectations
OEG 5 – Create and maintain relationships with sport organizations.			
Measure #1: SM Advisory Board	The Advisory Board will have two meetings per academic year	No Advisory Board meetings were held	Does not meet expectations
Measure #2: Industry Meet and Greets	The department and/or the Sport Management Club will arrange trips to events/facilities twice per academic year to provide students the opportunity to meet executive members of sport organizations	2+ industry meet-and-greets were conducted	Meets expectations
Measure #3: Guest Speaker Program	The program will host two keynote speakers per academic year	One keynote speaker	Does not meet expectations

⁴ The cohort size is based on full-time students entering the major in Fall 2021. The persistence rate was determined by calculating the number of students awarded a degree by Spring 2026. Only those students who received a degree in Sport Management are counted. The remaining 39 students either graduated in a different major or had not yet graduated.

⁵ This includes graduates from both Fall 2025 and Spring 2026. The benchmark was met more consistently in Spring 2026 (42 of 44, 95.5%) than Fall 2025 (10 of 13, 76.9%). Most graduates who met the benchmark graduated with GPAs well above it as 32 of the 57 graduates (56.1%) had a GPA of 3.50 or higher.

Operational Effectiveness Goals Required Narrative:

OEG 1. Faculty met two of three measures: 100% presented/published, and all six full-time faculty applied for PDC grants. The Center for Engaged Learning (Measure #3) did not meet expectations, with only 1 of 6 full-time faculty (16%) attending a CEL session during the academic year.

OEG 2. Experiential learning (Measure #1) reached 92% (13/14 courses), short of the 100% benchmark. This gap connects directly to the CEL shortfall above: with only one faculty member engaging in CEL programming this year, there may have been limited opportunity for faculty to discover, develop, and share new experiential learning strategies across courses. As a corrective action, the Curriculum Committee will work directly with the remaining course instructor, and the department will further actively encourage broader CEL participation in 2026-2027, including reminders of sessions via email and department meetings. Class size (Measure #2) met expectations, with 41 of 46 sections (89.1%) enrolled at or below the 30-student cap. Faculty-led research (Measure #3) met expectations. Sport Management Club membership (Measure #4) also fell short, with 34 registered members. The department will discuss recruitment strategies, focusing on SPRT 160 (Introduction to Sport Management) courses, with student club leadership.

OEG 3. Two of three measures did not meet expectations. Student enrollment (Measure #1) fell short of the 100-student benchmark, with 72 new and transfer students admitted, which is a notable decline from 75 admitted in 2024-2025, itself already below benchmark that year. As a corrective action, the department has begun sending handwritten postcards to accepted students who have not yet submitted a deposit, aiming to add a personal touch to the recruitment process during this decision window. The department will continue this practice into 2026-2027 and monitor whether it contributes to improved enrollment numbers. Student retention (Measure #2) also did not meet expectations, with only 34 of 73 students in the relevant cohort (46.6%) persisting to graduation. This is an increase from the 2024-2025 result of 33%, which points to a persistent, multi-year retention challenge. The Starfish early alert system is used within the department to flag students in need of guidance or intervention, with the goal of surfacing at-risk students sooner and improving coordination among faculty and faculty advisors. A review of the Starfish process will be covered in a department meeting early in the Fall semester. Graduate GPAs (Measure #3) met expectations, with 52 of 57 graduates (91.2%) earning a 2.65 GPA or higher, which is consistent with prior performance on this measure (84% in 2024-2025).

OEG 4. Social media engagement (Measure #1) reached 1,978 combined impressions, surpassing the 1,500-impression benchmark. The decline from 2,665 in 2024-2025 is likely attributable to a department secretary vacancy during the reporting period, as this position typically manages the day-to-day social media content. Open House participation (Measure #2) also met expectations, with the program represented at every recruiting event during the academic year.

OEG 5. Two of three measures did not meet expectations. No Sport Management Advisory Board meetings were held this year, against a benchmark of two (Measure #1), and the program hosted one keynote speaker against a benchmark of two (Measure #3). Individual courses

regularly hosted guest speakers throughout the academic year; however, this measure specifically tracks department-wide keynote events, of which only one was held.⁶ Industry Meet and Greets (Measure #2) met expectations, including students competing in the National Collegiate Sports Sales Championship and experiential experiences with regional professional sport organizations. The department will prioritize revamping the Advisory Board process during the Fall 2026 semester. Additionally, one keynote speaker invitation for 2026-2027 has already been accepted, pending confirmation of the date and time.⁷

⁶ Martin Blich, the US Head of Sports Partnerships & Investment for WPP Media, joined our program on March 12.

⁷ Kristine Fischer, a professional bass angler and one of the most accomplished competitors in the sport's history, is the first woman to win a Bassmaster Kayak Series title, the first woman to win the Hobie Bass Open Tournament of Champions, and the first woman to qualify for the Hobie World Championship. She currently competes on the Bassmaster Open tour and is sponsored by Toyota, Ranger Boats, Fenwick Rods, and Yeti, among others. Her visit is expected to be particularly valuable for the program's female students, offering face-to-face time with a leading professional in a historically male-dominated segment of the sport industry.