

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:	Kutztown University of Pennsylvania				
Degree Program(s):	B.S. in Sport Management				
Address:	15200 Kutztown Rd.				
City:	Kutztown	State:	PA	ZIP/Postal Code:	19530
Primary Contact Name:	Yongjae Kim				
Title:	Professor	Date Submitted:	July 10, 2020		
Telephone:	484-646-5866	Email:	ykim@kutztown.edu		

Accreditation Information

A. 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

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

January 2022 self-study submission, April 2022 site visit

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)	X	
Note 1		
Note 2, etc.		
Observation 1		
Observation 2, etc.		

Outcomes Assessment

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

X	Yes	
	No. When will the plan be submitted to COSMA?	Date:

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

X	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:	Date:

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**.

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?

X	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.

X	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?

X	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?

	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	

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.

***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.

- Due to the COVID-19 pandemic, there was the mid-semester change in delivery modality to online teaching. All internship activities have been suspended since mid-March in 2020. Accordingly, the core internship assignments have been modified and changed to either group or individual assignment in Spring 2020. In particular, the internship portfolio in the internship requirements was replaced with an additional research project. The internship site supervisors’ evaluations were not required for the students’ performance evaluations.

- To accommodate students' needs during the COVID-19 pandemic, the department re-designed and converted their internship course for Summer 2020. Acknowledging the current course objectives/student learning outcomes of SPT 350, the course combined content from SPT 375 (Research Methods in Sport) and sponsorship proposals, and incorporated a variety of different career preparation activities (sales training and workshop, sales competition, virtual job fair, career development certificates, networking with sport practitioners, etc.).

- 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.kutztown.edu/academics/colleges-and-departments/business/department-of-sport-management-and-leadership-studies/learning-goals-and-outcomes.html>

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)	340 as of Fall 2019
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	8
Total Number of Part Time/Adjunct Sport Management Faculty	2
Approximate Number of Students Selecting Sport Management Program Due to Accreditation Status	N/A
Number of students/parents requesting information about your SM program	140
Number of students/parents attending information sessions about your SM program	N/A
Number of inquiries from business/industry about the accreditation status of your SM program	N/A

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

We use accreditation as a recruitment talking point in discussions with prospective students and their parents. On our various communication platforms, including printed and electronic promotional materials, we communicate that COSMA accreditation is an indication of excellence in sport management education.

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

Please do a more aggressive job at promoting the accreditation to the industry.

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
SLO 1 - Demonstrate basic knowledge and understanding of fundamental principles requisite for professional success in the sport management profession.					
Direct Measure 1 Internship Portfolio	80% of students will meet an “accomplished” standard	14	13	92.8	Exceeds expectation
Direct Measure 2 Core Assignment	80% of students will meet an “acceptable” standard	1600	1197	74.8	Does not meet expectation
Indirect Measure 1 Internship Supervisor Eval.	80% of students will receive 4.0 or higher	14	12	85.7	Meets expectation
SLO 2 - Demonstrate the ability to make sound ethical decision in sport management profession.					
Direct Measure 1 SPT320 moral Dilemma Project	80% of students will meet an “acceptable” standard	41	39	95.1	Exceeds expectation
Indirect Measure 1 Internship Supervisor Eval.	80% of students will receive 4.0 or higher	14	13	92.8	Exceeds expectation
Indirect Measure 2 Senior Exit Survey	80% of students will strongly agree or agree on selective item	66	66	100.0	Exceeds expectation
SLO 3 - Demonstrate the ability to solve problems inherent in the sport business industry.					
Direct Measure Internship Research/Work Portfolio	80% of students will meet an “accomplished” standard	34	32	94.1	Exceeds expectation
Indirect Measure 1 Internship Supervisor Eval.	80% of students will receive 4.0 or higher	14	Problem Solving: 14 Critical Thinking: 12	100.0 85.8	Exceeds expectation
Indirect Measure 2 Senior Exit Survey	80% of students will strongly agree or agree on selective item	66	Problem Solving: 66 Critical Thinking: 66	100.0 100.0	Exceeds expectation

SLO 4 - Demonstrate the ability to communicate effectively in oral formats utilized in the sport management profession.					
Direct Measure 1 SPT305 Oral Presentation	80% of students will meet an “accomplished” standard	75	54	72.0	Does not meet expectation
Indirect Measure 1 Internship Supervisor Eval.	80% of students will receive 4.0 or higher	14	14	100.0	Exceeds expectation
Indirect Measure 2 Senior Exit Survey	80% of students will strongly agree or agree on selective item	66	62	94.0	Exceeds expectation
SLO 5 - Demonstrate the ability to communicate effectively in written formats utilized in the sport management profession.					
Direct Measure 1 SPT350 Structured Portfolio	80% of students will meet an “accomplished” standard	14	11	78.6	Does not meet expectation
Direct Measure 2 SPT345 Cultural Diversity Reflection	80% of students will meet an “accomplished” standard	19	14	73.7	Does not meet expectation
Indirect Measure 1 Internship Supervisor Eval.	80% of students will receive 4.0 or higher	14	13	92.9	Exceeds expectation
Indirect Measure 2 Senior Exit Survey	80% of students will strongly agree or agree on selective item	65	62	95.4	Exceeds expectation
SLO 6 - Demonstrate the ability to articulate the global scope of sport.					
Direct Measure 1 SPT345 Int'l Business Plan	80% of students will meet an “acceptable” standard	53	42	79.2	Does not meet expectation
Indirect Measure 1 Internship Supervisor Eval.	80% of students will receive 4.0 or higher	14	13	92.8	Exceeds expectation
<p><i>Note:</i> The Department of Sport Management and Leadership Studies is committed to the process of assessing student learning outcomes in the sport management program. In particular, the department’s COSMA Committee facilitates the development, implementation, and assessment of student learning outcomes. Outcome assessment not only monitors the content and depth of student learning, but it also measures the success of the sport management program in providing effective learning opportunities. Therefore, the ongoing process of student outcomes assessment leads to improved curriculum, services, and programs and serves as evidence for departmental planning, resource allocation, and faculty development.</p> <p>Collected from the review of assessments during AY2019-20, the following changes/enhancements will be incorporated in AY 2020-21:</p> <ul style="list-style-type: none"> • Due to the COVID-19 pandemic, there was the mid-semester change in delivery modality to online teaching. The core assignments had to be modified and changed to either group or individual work. To teach online successfully, SM faculty will take online teaching training programs and participate in training sessions offered by the KU Distance Learning Center. 					

- In response to internship site supervisor evaluations of students' internship portfolios, the department internship committee reevaluated and revised the content of the "Internship Handbook" to enhance the quality of learning outcomes embedded in SPT 350's Internship in Sport Management course.
- In response to the university internship supervisor evaluations, all SM faculty continue to recommend, through the advisement process, student consideration of non-regional internship host organizations to promote student internship opportunities internationally and/or outside of the University's service region.
- In response to students' written communication assessment results, we will continue to strongly recommend, through the advisement process, student enrollment and completion of writing-intensive courses to develop and reinforce students' written communication skills. The SM faculty will be encouraging students to use consulting services at the Writing Center. In addition, students are referred to the campus Writing Center when instructors identify students with deficiencies.
- Regarding the written communication skills assessment, we have taken into consideration several factors when it comes to assessment. Based on the results from students' writing samples for this assessment period, we will closely monitor the trend over the next few cycles. Each instructor will emphasize the importance of the students' attention to feedback on their writing from the instructor to improve students' proficiency in written communication.
- In response to the Internship Host Supervisor Evaluation results, the students' learning outcomes show mixed results for the ability to communicate effectively in written formats. The indirect measure of this outcome shows that students have met or exceeded performance standards. However, the two direct measures indicated that students are not meeting the standard. The direct measures show that faculty evaluate student writing achievement more critically, judging success at a much lower rate than the expected performance. To establish the reliability and validity of host supervisor evaluation, KU internship supervisors will continue to communicate with the site supervisors to explain the purpose of the performance evaluation and the role of the site supervisors in the structured internship. In addition, the program will explore developing a SM alumni survey as an indirect measure to assess the written communication skills.
- The department provides many opportunities for SM students to develop problem-solving skills and critical thinking skills. In Spring 2020, the department and KU Sport Business Institute hosted the 3rd KU Sport Business Case Competition. Twelve student teams participated in the interdisciplinary event. The winning team and selected participants had an opportunity to make presentations to the GM and staff of the sport team sponsoring the competition.
- Due to the COVID-19 pandemic that required a conversion to 100% Online Classes, students in the SPT305 Risk Management course were required to present a highlight of their Risk Management Plan Project. Since the "stream" for carrying video through Zoom was an issue and since some students did not possess the necessary technical equipment to present using video, all presentations were required to be audio (with the option of video). Therefore, the Department Rubric for evaluating oral presentations was modified for this evaluation in SPT305 to exclude "Eye Contact" and "Body Language" from the data of Spring 2020. Data analysis identified one area for improvement: Poor "engagement" with the audience. Since Eye Contact and Body Language can impact the "Engagement" item, the overall score for Engagement was very low.
- Regarding SLO6 assessment, the question on the site internship supervisor survey does not overlap directly with the learning outcome. The department internship committee revised the question on the survey to better reflect the learning outcome.
- In response to the university internship supervisor evaluation, the SM program plans to develop and offer a study abroad program for SM majors after the pandemic. Studying abroad will provide advantages students can gain, such as: Broadening world views and ways of thinking by experiencing different cultures firsthand, and benefiting students with future career opportunities by providing more life experiences and personal connections.

- Regarding the number of students/parents attending information sessions about the SM program, we did not track and collect the data. The department will begin tracking and collecting the information in AY2020-21.

The “process” of improving student learning occurs prior to the upcoming academic year and initially involves members of the Department’s COSMA Committee. Annual assessment data is aggregated and analyzed by members of the Department’s COSMA Committee, and under the direction of the Committee’s Chair, areas not meeting the Assessment Plan’s benchmarks are identified and remediation strategies discussed and determined. Areas not meeting benchmarks and suggested remediation efforts are then communicated to all department faculty for discussion, input and revision. The department chair sets specific agenda items to discuss the data results and generate the best practices to improve student learning. When consensus is obtained, the remediation efforts are formally voted upon at the initial department meeting of the upcoming academic year (occurs prior to the start of the academic year) and implemented, thus enabling the department to utilize acquired assessment data in an effort to improve student learning.

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.

To accommodate students’ needs and to enable students to complete the required internship hours (6 credits) in time during the COVID-19 pandemic, the department temporarily re-designed and converted the internship course (SPT350) for Summer 2020. Acknowledging the internship course objectives/student learning outcomes of SPT 350, the course embedded and combined content from SPT 375 (Research Methods in Sport), sponsorship proposals, and incorporated a variety of different career preparation activities (sales training and workshop, sales competition, virtual job fair, career development certificates, etc.). Our assessment plan and instruments were not changed and modified for AY2019-20.

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.

Program-Level Operational Effectiveness Goals Matrix

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
OG#1 - Recruit, hire and retain diverse, high quality faculty and staff			
Hiring	The Sport Management program will have at least a pool of 16 candidates when a SM faculty position is open.	N/A	N/A
Department Mentoring Program	SM Faculty will participate in the Department Mentoring Program during their first five years of their tenure.	Each tenure track faculty has at least one mentor from the SM department.	Meets expectation
SM Promotion, Evaluation, & Tenure (PET) Committee	The Sport Management program will have a SM PET meeting once per year.	Had four SM PET meetings during the 2019-2020 year	Exceeds expectation
OG #2 - Recruit and retain quality students to meet local and global demands of the sport industry			
Graduation Requirements	70% of SM students will graduate with a GPA of 2.65 or higher.	76.5% of students (52/68) graduated with a GPA of 2.65 or higher.	Meets expectation
OG #3 - Provide students with the opportunity for professional growth			
Member of Sport Management Student Club	SLAM club will recruit 20% of the majors to be a member of the Sport Management Club.	SLAM was reorganized during AY 2019-20, but not active.	Does not meet expectation
Internship Program Evaluation	KU internship Committee will have a meeting once per year.	Had two department internship committee meetings during the 2019-20 year.	Meets expectation
OG #4 - Develop and maintain partnerships and community outreach opportunities with local business and organizations			
SM Advisory Committee	SM Advisory Board will have two meetings per year.	SM Advisory Board meetings were canceled due to the COVID-19 pandemic.	Doesn't meet expectation
Guest Speaker Program	The Sport Management program will have two guest speakers per year.	Had thirteen guest speakers during the 2019-20 year	Exceeds expectation
Research Project Partnership with sport organizations	The Sport Management program will create at least one faculty led research project per year.	Had two professor led research projects during the 2019-20 year.	Meets expectation
OG #5 - Maintain and grow undergraduate enrollments			
Enrollment	The Sport Management program will admit 100 new and transfer students per year.	Accepted 81 new and 61 external and internal transfer students during the 2019-20 year	Exceeds expectation

Senior Exit Survey	The Sport Management will obtain 80% of all responses being either "Very Satisfied" or "Satisfied" on selected items (Q. IV. B) on "Senior Exit Survey."	94% of respondents to Senior Exit Survey are satisfied with the SM program.	Exceeds expectation
Degrees Conferred	The Sport Management Program will graduate 80 students per year.	68 graduated during the 2019-2020 year.	Does not meet expectation

Operational Effectiveness Goals Action Plan

For the 2020-21 academic year, the Sport Management faculty must work on putting together higher standards for OG #2 in order to take the Sport Management program to the next level. We will continue to have monthly meetings in working through these changes. We will continue to collect data for the next academic year and make changes to the criterion following the review of our self-study. The Sport Management faculty will be working on the deficiencies mentioned in the "Summary of Operational Effectiveness Goals."

OG#2-The Sport Management department continues to use a direct mail campaign reaching all accepted students. The campaign included a hand-written welcome card.

1) The department continues to work on creating SM program communication channels (e.g., SM Press, SM Ambassadors, News Letter) to develop and maintain relationships with current students, prospective students, alumni, parents, faculty, and other stakeholders. Since 2013, the department has created new Facebook content. This content helped increase SM Facebook engagement. In addition to our social media campaign, the department had four Open Houses and three Accepted Student days for recruitment.

2) The departmental website was redesigned and expanded by creating a student activity section accessible to any interested party.

OG#3a-SLAM membership: Total membership in the SLAM club continued a slow but steady decrease in AY 2018-19. The Sport Management Club leadership team was restructured in AY2019-2020 to reverse the trend. However, the club still is not very active.

OG#3b-KUSBI has recruited SM majors to provide career development opportunities in the sport industry. The Sport Management faculty advising the major club created and organized many activities (e.g., market research, event volunteering, event planning) in AY2019-2020. Currently, there are 30 members in the KUSBI student club.

OG#3c-Internship committee meetings: SM Internship committee is continually looking at the internship handbook, the internship policy, and internship requirements. With the feedback from supervisors and SM senior students, internship opportunities prior to the junior year were approved as a practicum.

OG#4a-SM Faculty will continue to develop and maintain a partnership with sport organizations.

OG#4b-SM Advisory Committee: During the AY 2019-2020, the department reorganized the SM Advisory Board. Due to the COVID-19 Pandemic, the meetings were canceled in March. The meeting will be rescheduled in AY2020-21.

OG#5a-Senior Exit Survey: The SM program developed the online Senior Exit Survey to have a high response rate. To improve the response rate of the survey, we will continue to encourage senior students to take the survey via the SM Website and SNS.

OG#5b- In the AY 2019-2020, the department revised a survey for SM alumni to understand the impact of COSMA accreditation on preparation for their future careers. The department will administer the survey in Spring 2021.

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: [Kutztown University of Pennsylvania](#)

Program Accreditor: [Commission on Sport Management Accreditation](#)

Institutional Accreditor: [Middle States Commission on Higher Education Accreditation](#)

Date of Next Comprehensive Program Accreditation Review: [September 2022](#)

Date of Next Comprehensive Institutional Accreditation Review: [March 2023](#)

URL where accreditation status is stated: <https://www.kutztown.edu/about-ku/administrative-offices/assessment/accreditation-and-program-reviews.html>

Program Context and Mission

Program Mission:

Mission Statement:

The Department of Sport Management and Leadership Studies' mission is to provide students with exceptional educational opportunities in order to prepare students to be productive professionals who have the knowledge, skills and dispositions to make critical, beneficial, professional and personal decisions.

Vision Statement:

The Department of Sport Management and Leadership Studies' vision is to be an elite academic department offering innovative curricula and experiential learning opportunities which allow us to compete regionally in order to attract students nationally and prepare them for careers at the forefront of a diverse and rapidly growing sport industry.

Program Goals:

Learning Goals:

1. Acquisition of fundamental concepts in specific sport management core content areas.
2. Development of an understanding of ethics and professional obligations including diversity and global awareness.
3. Development of "higher-order learning skills" such as critical thinking, creative problem-solving, and oral and written communication skills.
4. Development of interpersonal skills requisite for successful professional collaboration.
5. Development of "technological literacy" with materials/resources supporting managerial communication, data-acquisition and organizational decision-making.

Operating Goals:

1. Demonstrate an ongoing commitment to the University's and Sport Management program's vision and mission.
2. Demonstrate a commitment to continually improve teaching and student learning.
3. Expand enrollment and optimize retention.
4. Expand existing and establish new affiliations with the community and area businesses.
5. Demonstrate a commitment to ongoing professional growth through the pursuit of research agenda, membership in professional organizations, conference attendance, and engaging in professional development opportunities.

Brief Description of Student Population:

Of the SM Students, 81.2% ($n = 276$) are men and 18.8% ($n = 64$) are women. The mean age of the students is 20. With regards to ethnic composition, the 'white' category is 72.1% ($n = 245$), followed by African-American 15.6% ($n = 53$), Hispanic 5.0% ($n = 17$), Other 7.4% (Multiracial: 16, Unknown: 6, American Indian: 2, Asian:1, Hawaiian/Pacific Islander: 0).

Admissions Requirements: <https://www.kutztown.edu/admissions/apply-today/admission-requirements.htm>

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation
Year: AY2019-20 # of Graduates: 68
Graduation Rate: 6-Year Graduation Rate (2013 cohort) = 43.75%
5-Year Graduation Rate (2014 cohort) = 51.67%
4-Year Graduation rate (2015 cohort) = 32.43%
2. Completion of Educational Goal (other than degree – if data collected): N/A
3. Average Time to Degree
4-Year Degree: X 5-year Degree _____
4. Annual Transfer Activity (into Program):
Year: AY2019-20 # of Transfers: 61 (a total 142 admitted to the program) Transfer Rate: 43%
5. Graduates Entering Graduate School: N/A
Year: _____ # of Graduates: _____ # Entering Graduate School: _____
6. Job Placement (if appropriate): N/A
Year: _____ # of Graduates: _____ # Employed: _____
7. Additional Indicators, if any: None