

COSMA Annual Report 2020-21

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 Rd.		
City:	Kutztown	State:	PA ZIP/Postal Code: 19530
Primary COSMA Contact Name:	Bradley J. Congelio		
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-and-leadership-studies.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 (has not been granted Candidacy Status)

*Estimate the month and year you want to hold a site visit.

April 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?

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?

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 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	Name	Title
Email		
Dept. Chairperson	Soojin Kim	Dept. Chairperson
Email: kim@kutztown.edu		
COSMA Representative	Bradley Congelio	COSMA Representative
Email: congelio@kutztown.edu		
Position	Name	Title
Email		
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.

Both changes listed above have little impact on the day-to-day operations of the program. As well, the previous COSMA Representative, Yongjae Kim, is remaining as Co-Chair of the department’s COSMA Committee to assist the new Representative, Bradley Congelio, in maintaining the continuity of the accreditation process.

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.

In the last year, the program has developed several new partnerships. For example, in SPT 236 (Personal Selling in Sport), a partnership was formed with the SCORE CRM company to give enrolled students hands-on training with Customer Relationship Management software.

The COVID-19 pandemic again necessitated a switch to an online teaching modality for the entire academic year. A significant issue was students not being able to find and/or complete internships. To accommodate students' needs during the COVID-19 pandemic, the department re-designed and converted their internship course for the academic year. Acknowledging the current course objectives/student learning outcomes of SPT 350, the course embedded content from SPT 375 (Research Methods in Sport), developed sponsorship proposals, and incorporated a variety of different career preparation activities (sales training and workshop, sales competition, virtual job fair, career development certificate, networking with sport practitioners, etc.).

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

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

As we have mentioned before, please do a more aggressive job at promoting the accreditation to the industry and why hiring professionals should emphasize hiring graduates from COSMA-accredited programs.

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 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.

<https://www.kutztown.edu/academics/colleges-and-departments/business/department-of-sport-management-and-leadership-studies.html>

<https://www.kutztown.edu/academics/colleges-and-departments/business/department-of-sport-management-and-leadership-studies/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 2020 – 2021

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 - 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	19	17	89.4%	Exceeds Expectations
Direct Measure 2: Core Assignment	80% of students will meet an “acceptable” standard	753	549	72.9%	Does not meet expectation
Indirect Measure 1: Internship Supervisor Evaluation	80% of students will receive 4.0 or higher	19	18	94.7%	Exceeds Expectations
SLO 2 - Demonstrate the ability to make sound ethical decision in sport management profession.					
Direct Measure 1: SPT 320 Moral Dilemma Project	80% of students will meet an “acceptable” standard	52	49	94.2%	Exceeds Expectations
Indirect Measure 1: Internship Supervisor Evaluation	80% of students will receive 4.0 or higher	19	19	100%	Exceeds Expectations
Indirect Measure 2: Senior Exit Survey	80% of students will strongly agree or agree on selective item	129	117	90.6%	Exceeds Expectations
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	19	13	68.4%	Does not meet expectations
Indirect Measure 1: Internship Supervisor Evaluation	80% of students will receive 4.0 or higher	19	19	100%	Exceed Expectations
Indirect Measure 2: Senior Exit	80% of students will	129	124	96.1%	Exceeds Expectations

Survey	strongly agree or agree on selective item				
SLO 4 – Demonstrate the ability to communicate effectively in oral formats utilized in the sport management profession					
Direct Measure 1: SPT 305 Oral Presentation	80% of students will meet an “accomplished” standard	29	25	86.2%	Exceeds Expectations
Indirect Measure 1: Internship Supervisor Evaluation	80% of students will receive 4.0 or higher	19	19	100%	Exceeds Expectations
Indirect Measure 2: Senior Exit Survey	80% of students will strongly agree or agree on selective item	129	118	91.4%	Exceeds Expectations
SLO 5 – Demonstrate the ability to communicate effectively in written formats utilized in the sport management profession					
Direct Measure 1: SPT 350 Structured Portfolio	80% of students will meet an “accomplished” standard	19	15	78.9%	Does not meet expectations
Direct Measure 2: SPT 345 Cultural Diversity Reflection	80% of students will meet an “acceptable” standard	49	32	65.3%	Does not meet expectation
Indirect Measure 1: Internship Supervisor Evaluation	80% of students will receive 4.0 or higher	19	19	100%	Exceeds Expectations
Indirect Measure 2: Senior Exit Survey	80% of students will strongly agree or agree on selective item	128	113	88.8%	Exceeds Expectations
SLO 6 – Demonstrate the ability to articulate the global scope of sport					
Direct Measure 1: SPT 345 International Business Plan	80% of students will meet an “acceptable” standard	49	32	65.3%	Does not meet expectation
Indirect Measure 1: Internship Supervisor Evaluation	80% of students will receive 4.0 or higher	19	19	100%	Exceeds Expectations
<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.

Collected from the review of assessments during AY2020-21, the following changes/enhancements will be incorporated in AY 2021-22:

- In response to SLO1, SM faculty mentioned that students did not regularly attend class, nor were they achieving expected learning outcomes, especially for those topics covered early in the semester which partially resulted in the Core Assignment (Direct Measure 2) not meeting expectations. As well, core assignments that required group work were especially concerning, as there was often grammatical and mechanical errors and a failure to follow instructions despite being reviewed and discussed multiple times in class. While a return to F2F instruction will certainly assist in correcting some of these issues, SM faculty will continue to suggest the KU Writing Center for assistance as well as early-semester instruction on the most efficient note-taking practices (especially in Intro to Sport Management). Because of poor achievement for learning outcomes on topics covered early in the semester, SM faculty plan to share well-done projects from earlier semesters as well as have students turn in mid-point outlines for the core assignment.
- In response to SLO2, SM faculty members that serve as internship supervisors will continue to ask site supervisors to place students into situations outside of their comfort zones. KU supervisors can track the ethical decision-making process through the weekly reports submitted by KU students. The report provides a space to include a narrative outline of situations where ethical decision making was required. It will be stressed to site supervisors that it is expected that interns are placed in reasonable situations to gauge this SLO. In SPT 320 (Direct Measure 1), students faltered in consistently completing all the required parts of the ethics case studies. While the instructor believes a return to face-to-face instruction will help correct this, more time will be spent in class on how to ethically analyze case studies.
- In response to SLO3, the ability for our interns to showcase their ability to solve problems inherent in the sport industry via their work/research project failed to meet expectations. COVID-19 certainly impacted this, as internship location sites were still operating quite differently as opposed to pre-COVID. Moreover, the rubrics indicate issues with both 'Reflection' and 'Process.' The 'Reflection' portion of the work/research project is met to allow students to openly discuss the overall process of the project – both negatives and positives – as well as properly demonstrating the connection between the needs of their internship site and the completed project. The 'Process' portion is met to highlight the project outline/timeline as well as addressing the brainstorming process and the role of the site supervisor. The KU Internship Committee is currently working to rework the Internship Handbook and, in doing so, is planning to make the section regarding the work/research project much clearer in terms of expectations and how the "workflow" is expected to take place. As well, KU internship supervisors will continue to work closely with interns and site supervisors to advocate for the overall importance of the work/research project and to continue to officially "approve" work/research projects. Again, it will be stressed to site supervisors that it is acceptable to critically evaluate interns (Indirect Measure 1). This constructive evaluation of KU interns assists in designing classes and course work that better prepare our students for internship placement.
- In response to SLO4, the instructor of SPT 305 (Direct Measure 1) noted that presenting students exhibited much better eye contact than in the past. However, the typical SPT 305 course is split between classroom instruction and lab sessions. Doing so allowed for a practical application of materials covered during the lecture portions of the course. Because of COVID-19, the lab portions of the class were severely limited, and it did cause an overall decrease in both the students' comprehension of the written aspects of the project and the interaction of both the cognitive and practice aspects of the course. The instructor anticipates that a return to F2F instruction will resolve this issue. The instructor of SPT 305 also believes that the improved student performance in the oral presentations may be attributed to the extensive Zoom presentation students were performing in other classes during COVID-19. The qualitative data (open-ended question responses) in the Senior Exit Survey (Indirect Measure 2) add credence to this claim, as several students commented that the

amount of oral presentations in “almost every class” made them “more comfortable” and provided “confidence” they did not previously have and that the oral presentations “took them out” of their comfort zone. SM faculty will continue to emphasize oral communication/presentation in classwork.

- In response to SLO5, there is disagreement between the faculty’s interpretation of our students’ ability to effectively communicate in written form (not meeting expectation for Direct Measure 1 and Direct Measure 2), versus the internship site supervisors’ interpretations (100% of students meeting expectation in Indirect Measure 1). SM Faculty members that serve as internship supervisors will continue to explain the importance and purpose of evaluating written communication during the internship process. It will be outlined that it is acceptable for our students to have weaknesses. The purpose of the supervisor performance evaluation is to highlight these weaknesses so that the SM faculty to prepare ways to strengthen that portion of our program. The instructor of SPT 345 (Direct Measure 2) indicated that students in the course were not motivated and engaged. Multiple techniques were incorporated into the class to motive and engage, yet students did not take initiative. A significant reason the Cultural Diversity Reflection did not meet expectations was a result of students failing to properly analyze global factors as well as failing to follow the instruction that were readily available on the course’s D2L module. Students simply listed related factors without proper analysis or interpretation. While a return to F2F instruction may improve this issue, all SM faculty will emphasize the importance of critical thinking skills and how to incorporate a proper analysis into assignment and projects, where appropriate.
- In response to SLO6, there is again a discrepancy between faculty interpretations (Direct Measure 1) of SM students’ ability to articulate the global scope of sport and that of the internship site supervisors’ (Indirect Measure 1). The KU Internship Committee is currently reworking the Internship Site Supervisor Evaluation (Indirect Measure 1) to better clarify what is meant by the “global aspect of sport.” As well, the Internship Committee is discussing whether an understanding of the global aspect of sport is relevant for all internship placements. All SM faculty will continue to recommend, through the advisement process, student consideration of non-regional internship placements to promote internships opportunities internationally and/or outside of the University’s service region. Additionally, the SM program is still planning to develop and offer a study abroad program for SM majors. Such a program will allow for the broadening of world views and ways of thinking, as well as allowing students to experience different cultures firsthand. Importantly, the addition of a study abroad program will allow students to explore different career opportunities and to grow their personal network. The COVID-19 pandemic understandably impacted the planning of a study abroad program. When in place, the study abroad program will allow for another measure of the global impact of sport.

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 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.

The COVID-19 pandemic again forced typical face-to-face instruction to be moved fully online. However, because of the mid-semester change in delivery modality in Spring 2020, the transition to fully online instruction for the AY2020-21 was much smoother. The SM faculty completed online teaching training

programs as provided by the KU Distance Learning Center which greatly enhanced the program's ability to provide a robust learning environment for our students.

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). 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 AY2020-21.

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.

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

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 2020-2021 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.	80.5% of students (58/72) 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.	8% of the students (26) in the major are a member of the Sport Management Club	Does not meet expectation
Internship Program Evaluation	KU internship Committee will have a meeting once per year.	Had four department internship committee meetings during the 2020-21 AY	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.	Does not meet expectation
Guest Speaker Program	The Sport Management program will have two guest speakers per year.	Had eight guest speakers during the 2020-21 AY	Exceeds expectation
Research Project Partnership with sport organizations	The Sport Management program will create at least one faculty led research project per year.	As a result of COVID-19, we did not have faculty led research during the 2020-21 AY	Does not meet expectation
OG #5 - Maintain and grow undergraduate enrollments			
Enrollment	The Sport Management program will admit 100 new and transfer students per year.	Accepted 85 new and 18 external and internal transfer students during the 2020-21 AY	Exceeds expectation
Senior Exit Survey	The Sport Management Department will obtain 80% of all responses being either "Very Satisfied" or "Satisfied"	98.4% of respondents to Senior Exit Survey are satisfied with the SM	Exceeds expectation

	on selected items (Q. IV. B) on “Senior Exit Survey.”	program.	
Degrees Conferred	The Sport Management Program will graduate 72 students per year.	97 graduated during the 2020-2021 year.	Exceeds expectation

Operational Effectiveness Goals Action Plan

For the 2021-22 academic year, the Sport Management faculty must work on putting together higher standards for OG #2 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: For recruitment of quality students, the Sport Management department continued the practice from the previous AY of personal, hand-written notes on postcards to all accepted students. As well:

1. The Sport Management department made a conscientious effort to become more active on social media (Facebook, Twitter, and LinkedIn). Both student and faculty achievements are highlighted on social media, as well as other information such as open house dates.
2. Kutztown University’s website was revamped, allowing for the Sport Management department to have more input on the look and feel of our departmental page. As well, there is currently discussion with the KU Information Technology department about building a blog onto the departmental website to allow faculty with expertise in specific areas to quickly respond to the latest news.

For the purposes of retaining students, the Sport Management department is continuously seeking to further engage students in and outside of the classroom through promotion of experiential learning instruction.

OG#3: The Sport Management Club, while reorganized AY2020-21, is still not active because of COVID-19. We anticipate the leaders of the Club to speak to all incoming freshmen in the Fall 2021 semester. As well, club leadership will reach out to enrolled Sophomores regarding the club as they may not be aware of its existence because of the online modality last AY.

The Internship Committee meets regularly throughout each semester. The first meeting at the beginning of the AY is usually the most active, as we bring feedback from internship site supervisors about what we can do programmatically to better prepare our students.

The KU Sports Business Institute continues to provide career development opportunities. Once we return to F2F instruction. KUSBI plan to organize many activities regarding market research, event volunteering, and event planning.

KU Sport Management also had four students compete in the virtual National Collegiate Sports Sales Championship with one student advancing to the second round.

OG#4: The KU Sport Management department regularly develops new and maintains current partnerships with sport organizations. A significant part of this is the Advisory Committee. Unfortunately, because of COVID-19, meetings have been cancelled since March 2020. It is anticipated that meeting will commence again for AY2021-22.

OG#5: Enrollment for the Sport Management program is holding steady from previous years. However, there was a significant dip in transfer from the previous year (61 to 18). This is perhaps a result of COVID-19 but SM faculty will continue to monitor through upcoming recruitment cycles.

The online Senior Exit Survey continues to have much higher response rates than the previous hard copy.

SECTION 3: PROGRAM DIVERSITY PERFORMANCE DATA

(completed by all programs)

COMPLETE THIS FORM **OR** PROVIDE THE SAME INFORMATION IN A FORMAT
ALREADY IN USE

Dashboard Data			
Total Sport Management Undergraduate Enrollment (majors, minors, tracks, concentrations)	325		
Total Sport Management Master's Enrollment (majors, minors, tracks, concentrations)			
Total Sport Management Doctoral Enrollment (majors, minors, tracks, concentrations)			
Percentages of female and male majors (separate out undergraduate, master's and doctoral)	Number	Percentage	
	# Female	61	18.7%
	# Male	264	81.2%
Student Demographics: Number of Students by race/ethnicity (separate out undergraduate, master's and doctoral)	Number	Percentage	
	# African American/Black	54	16.6%
	# American Indian/Alaskan Native	1	0.003%
	# Asian	2	0.006%
	# Caucasian/White	229	70.4%
	# Hispanic/Latinx	19	0.05%
	# Native Hawaiian/Pacific Islander	0	0%
	# Two or more races	16	0.04%
# Unknown	4	0.01%	
Student: Faculty Advising Ratio	Number		
	#Students	34:1 ratio	
	#Faculty		
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	Number	Percentage	
	Full-time faculty		
	#Tenured faculty	9	90.0%
	#Tenured track faculty	1	10%
Total Number of Part Time/Adjunct Sport Management Faculty	Number	Percentage	
	Adjunct	0	0%
	#PT faculty	4	100%
Ratio of Male and Female Faculty	Number		
	#Female Faculty	7	46%
	#Male Faculty	7	53%
Faculty Demographics: Number of Faculty by race/ethnicity	Number	Percentage	
	# African American/Black	1	0.07%
	# American Indian/Alaskan Native	0	
	# Asian	2	0.14%
	# Caucasian/White	11	78.5%
	# Hispanic/Latinx	0	
	# Native Hawaiian/Pacific Islander	0	
	# Two or more races	0	
# Unknown	0		

PROGRAM INFORMATION PROFILE

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

Name of Institution: Kutztown University of Pennsylvania

Program/Specialized Accreditor(s): COSMA

Institutional Accreditor: Middle States Commission on Higher Education

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/administration/accreditations/middle-states-accreditation.html>

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

1. Graduation Year: AY2020-21_# of Graduates: 97_Graduation Rate: 48%
2. Average Time to Degree: 4-Year Degree: 9 semesters_
3. Annual Transfer Activity (into Program): Year: AY2020-21
of Transfers: 18 Transfer Rate: 17.4%
4. Graduates Entering Graduate School: N/A
Year: _____ # of Graduates: _____ # Entering Graduate School: _____
5. Job Placement (if appropriate): N/A
Year: _____ # of Graduates: _____ # Employed: _____

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

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.)