

COSMA Annual Report 2017-18

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.

General Information

Institution's Name:		Davenport University			
Program(s)/Degree(s):		Sport Management BBA			
Address:		6191 Kraft Ave			
City:	Grand Rapids	State:	Michigan	ZIP/Postal Code:	49512
Primary Contact Name:		Steven Prawdzik			
Title:	Associate Department Chair	Date Submitted:	7/25/2018		
Telephone:	616-871-3962	Email:	Sprawdzik1@davenport.edu		

Accreditation Information

A. Accreditation status of your academic unit/sport management program (mark one):

<input checked="" type="checkbox"/>	Accredited
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Program Member

B. If you have received an accreditation letter from the COSMA Board of Commissioners with "Notes" that identified areas needing corrective action, list the item for each Note 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.

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
<p>The following areas constitute the "Notes" to which you must respond within three years in your Annual Report to COSMA.</p> <p>Issue: The response shows that two key staff members are not teaching in the program.</p>	<p>Reported 07/2017</p> <p style="margin-top: 20px;">X</p>	

Issue: Provide an updated Table 4: Teaching Load and Student Credit Hours Generated (pg. 24, <i>Accreditation Principles & Self Study Preparation Manual</i>).	Reported in 07/2017 X	

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 the COSMA by:	

Outcomes Assessment (continued)

E. Complete the program-level student learning outcomes matrix and program-level operational effectiveness outcomes 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 “**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.

1. Did you terminate any degree programs during the reporting year?

X	No	
	Yes. If yes, please identify terminated programs.	

1. Were changes 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.

2. 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.

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

N/A	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.

- G. Provide the URL for the page(s) on your academic unit/sport management program's website that makes available to the public your student learning outcomes and student achievement data. You are recommended to post the two matrices completed for this report to be in compliance with this request. Failure to comply with this request will result in Administrative Probation.

URL: <https://www.davenport.edu/programs/business/bachelors-degree/sport-management-bba>

Administrative Changes

H. Identify any administrative changes that directly affect 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 and academic vice president, and the head of your academic unit/sport management program (if different from the primary representative to the COSMA). 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.

- Dr. Linda Goulet, new Department Chair, Sport MGMT; MKTG 2018.
lgoulet3@davenport.edu (616) 233-3402.
- As indicated in the prior bullet point, Dr. Linda Goulet has assumed the role of Department Chair, Sport Management, Marketing and Industrial Production Management effective June 2018. Prof. Steven Prawdzik, Associate Department Chair continues to serve as primary point-of-contact for Sport Management with COSMA. Discussion of then proposed changes occurred with Executive Director Heather Alderman on 5/4/2018.
- Professor Steven Prawdzik, Associate Department Chair, MBA
- Professor Don Luy, new Full-time Sport MGMT Faculty, effective August 1, 2017 (pursuing Ed.D., Dissertation Phase , Concordia University-Sports Leadership)
- Dr. Todd Pitts, Full time Sport MGMT Faculty (received his Ed.D.-United States Sports Academy in March 2018)
- Dr. Steve Bacinski (Math Department) developed and taught the new SPMG 370 Sport Analytics course.

Other Issues

Briefly comment on other issues pertaining to your academic unit/sport management program you would like to share with COSMA (e.g., new partnerships, innovations, etc.). Failure to report changes may result in administrative probation.

Innovations

Steve Prawdzik, Associate Department Chair, partnered with the West Michigan Sports Commission to launch a unique sports talk radio show "THE SPORTS PROJECT" on WYGR 94.9FM 1530AM or wygr.net, focusing on the business of sport in the greater Grand Rapids, Michigan market.

The Davenport Sport Management Student Organization (SMSO) led by Professor Don Luy presented a unique **Women in Sport Panel** discussion on March 12, 2018. Five regional women leaders in sport participated in a special focus on women in sport business panel sponsored by the Department. The panel discussed the opportunities and challenges

for women and sport organizations as more women enter sport business careers. Conversation also included the panelist's respective work responsibilities, trends in sport business, and job search hints.

The Sport Management Student Organization (SMSO) attended two Women In Sport seminars held by the Grand Rapids Griffins (Detroit Red Wings affiliate) and also the Grand Rapids Drive (Detroit Pistons affiliate) organizations in 2018. With Professor Luy serving as advisor of this SMSO, emphasis was placed on building student professional networks and developing job search strategies.

CollegeAffordabilityGuide.org rated Davenport University's Sport Management Online Program #14 in the nation in 2018.

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

Sports Management Degree Guide rated Davenport University's Sport Management Online Program #2 in the nation in 2018.

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

Programmatic Information Addendum:

In response to the question, were changes made in any of your sport management majors, concentrations, or emphases:

- MKTG 322 Digital Marketing is a new course and is now included in the major. The requirements for SABR 381 Study Abroad, MKTG 324 Social Media Strategies are removed. SPMG 385 Special Topics is an elective and no longer an option in the stead of SPMG 390 Junior Sport Management Internship – now required for the major.

Data Collection

To be completed by accredited programs only

J. Please fill out the matrix below. The data will be collected each year and included in a dashboard on the COSMA website. All data will be kept anonymous.

Dashboard Data	
Total Sport Management Enrollment (majors, minors, tracks) in all programs (UG, master's)	230 (Fall 2017 metrics)
Total Number of Full-time, Tenured or Tenure Track Sport Management Faculty	3 FT faculty in Sport Management 1 FT faculty in Marketing Dept. 1 FT faculty in Math Dept.
Total Number of Part Time/Adjunct Sport Management Faculty	12 (2017-18)
Approximate Number of Students Selecting Sport Management Program Due to Accreditation Status	Unknown
Number of students/parents requesting information about your SM program	Unknown
Number of students/parents attending information sessions about your SM program	Unknown
Number of inquiries from business/industry about the accreditation status of your SM program	Unknown

Program-Level Student Learning Outcomes Matrix – Academic Year 2017 – 2018

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
Note: Measures presented below represent our new SLO measures and are an update from those measures and results indicated in our July 2016 submission. We have begun data collection for these updated measures and as such have indicated "insufficient data at this time." Findings from these measures will be presented in our next report in July 2017.					
SLO #1: The graduate will evaluate the laws and requirements of sport management governing bodies to develop compliant policies.					
SPMG 421 Sport Governance & Regulation Job shadow & Policy Report (Direct Measure #1)	80% of students will earn an 80 / 100 or higher on this report.	35	35	100%	3 – Exceeds expectations
LEGL334 Legal Aspects of Sport Management Fantasy Sport Employee Case (Direct Measure #2)	80% of students will earn an 80/100 or higher on this report.	35	28	80%	2 – Meets expectations
SPMG 390 Junior Sport Mgt Internship Class: Supervisor Evaluation (Indirect Measure #1)	80% of students will earn a meets or exceeds expectations for supervisor evaluation.	23	23	100%	3 – Exceeds expectations
2) Faculty Survey: Done once per year. (Indirect Measure #2)	A minimum of 3.0 out of 5.0 on a Likert Scale.	12 applicable faculty	12 applicable faculty	100% applicable faculty	3 - Exceeds expectations 4.33 Mean

SLO# 2: The graduate will analyze sport management problems and opportunities to inform decision-making.					
SPMG 495 Sport Capstone 1) Feasibility Analysis Paper (Direct Measure #1)	80% of students will earn an 80/100 or higher on this report.	13	9 Including one non participating student	67%	1 – Does not meet expectations
SPMG 370 Sport Analytics 2) Marketing Analytics Paper (Direct Measure #2)	80% of students will earn an 80 / 100 or higher on this report.	18	15	83%	2 – Meets expectations
SPMG 390 Junior Sport Mgt Internship Class: Supervisor Evaluation (Indirect Measure #1)	80% of students will earn a meets or exceeds expectations for supervisor.	23	23	100%	3 - Exceeds expectations
2) Faculty Survey: Done once per year. (Indirect Measure #2)	A minimum of 3.0 out of 5.0 on a Likert Scale.	14 applicable faculty	14 applicable faculty	100% Applicable faculty	3 - Exceeds expectations 4.64 mean
SLO# 3: The graduate will apply marketing concepts to the sport industry.					
MKGT 350 Sport Advertising & Promo 1) Sport Promotional Plan (Direct Measure #1)	80% of students will earn an 80 / 100 or higher on this report.	57	56	98%	3 - Exceeds expectations
SPMG 445 Global Sport Industry 2) Global Sport Final Paper (Direct Measure #2)	80% of students will earn an 80 / 100 or higher on this report.	50	44	88%	2 – Meets expectations
SPMG 390 Junior Sport Mgt Internship Class: Supervisor Evaluation	80% of students will earn a meets or exceeds expectations	23	23	100 %	3 - Exceeds expectations

(Indirect Measure #1)	for supervisor.				
2) Faculty Survey: Done once per year. (Indirect Measure #2)	A minimum of 3 out of 5 on a Likert Scale.	11 applicable faculty	11 applicable faculty	100% applicable faculty	3 - Exceeds expectations 4.73 mean

****Explanation of course action for intended outcomes not realized:**

SPMG 495 –We will be collaborating with our faculty to develop strategies to enhance student performance, particular around meeting learning objectives associate with the course and with the assessment assignment. Deficits were identified in the following areas and will be subject to targeted remediation in courses which precede the Capstone Experience. We will develop strategies to increase student completion of this assessment. Further, faculty will review assessment instructions and update to more accurately outline expectations.

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.

Updated Program-Level Operational Effectiveness Outcomes 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
OEG 1 – Annual enrollment will be at a level which ensures program sustainability and matches goals established by the university.			
Measure 1–DU Data Book – Total Students by program	Fall 2017: 262 +/- 2%	Fall 2017: 230	1 – Does not meet expectations
Measure 2–DU Data Book – New students by program	Fall 2017: 101 +/- 2%	Fall 2017: 82	1 – Does not meet expectations
OEG 2 – Students will be retained in the program at a level that matches goals established by the university			
Measure 1 – DU Data Book – Total Degree Seeking Students	Fall 2016 - 2017: 72% +/- 2%	Fall 2016-17: 72%	2 – Meets expectations
Measure 2 – DU Data Book – New Degree Seeking Students	Fall 2016 - 2017: 63% +/- 2%	Fall 2016-17: 61%	2 – Meets expectations
OEG 3- Program graduates will be employed within 6 months of graduation at a level that matches goals established by the university			
Measure 1- DU Alumni Survey via DU Data Book	Fall 2016: 89% +/- 2%	Fall 2016-17: 88%	2 – Meets expectations
Measure 2	N/A		
OEG 4-Students in program will be satisfied with their experiences at a level that matches goals established by the university			
Measure 1 – DU Student Satisfaction Survey via DU Data Book	2016-2017: 5.8/7.0 +/- .1	2016-2017: 6.05/7.0	3 - Exceeds expectations
Measure 2	N/A		
OEG 5- Upon graduation, student would be willing to recommend their program to a friend seeking the same degree at a level that matches the goals established by the university.			
Measure 1 – DU Data Book Grad Survey	2016 Grads: 90% +/- 2%	2016 Grads: 91%	2 – Meets expectations
Measure 2	N/A		
<i>**Explanation of course action for intended outcomes not realized:</i>			
<p>New student by program and total program enrollment benchmarks were missed. These benchmarks are being monitored carefully for appropriateness in present market conditions. Enrollment trends declined during the 2017-18 academic year, based on Fall 2017 data that showed enrollment at 230 students. Analysis continues to understand how larger national and regional demographic shifts in high school and community college populations impacting higher education overall and stronger economic conditions</p>			

nationally and regionally are factoring into present enrollment patterns. According to researchers at the National Student Clearinghouse Research Center trends indicated a 1% reduction in overall college enrollments across the country in fall 2017. These trends appear to be consistent in 2018 as well.

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

PROGRAM INFORMATION PROFILE

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

Name of Institution

Institution: Davenport University

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

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

Date of Next Comprehensive Program Accreditation Review: September 2022

Date of Next Comprehensive Institutional Accreditation Review: June 2022

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

<https://www.davenport.edu/programs/business/bachelors-degree/sport-management-bba>

Program Context and Mission

Program Mission:

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

Program Goals:

- 1) Create a resource-rich, scholarly environment within the Sport Management Department that promotes student and faculty engagement, scholarly development, and achievement in academic programs and careers.
- 2) The Sport Management Department will establish and strengthen relationships with internal, local, national and international academic, business and community partners to create innovative and exciting opportunities for students and faculty.

- 3) Increase the number of doctorally-qualified faculty who teach Sport Management classes to a level allowing for close engagement between students, faculty, and the sport management community.
- 4) Increase diversity in the Sport Management Department among students, faculty, and external stakeholders.
- 5) Grow enrollment in the Sport Management Department while increasing the reputation and recognition of Davenport University's Sport Management

Brief Description of Student Population: The Fall 2017 student population of BBA Sport Management majors consisted of 230 students. These students have the following characteristics:

82% Full-time students (12+ credits)
 45% Athletes
 17% Female
 29% Minority
 7% International students
 17% Transferred into DU
 39% New to DU
 22 - Average Age
 4% military-related students
 12.2 credits - Average credit load
 3.0 cumulative GPA (through Fall 2017, session 1)

(via Davenport University Data Book)

Admissions Requirements:

General Admissions Process

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

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

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

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

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

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

Applicants for non-credit academic programs may be admitted without meeting any of the above requirements

with special permission from the University, but are not eligible for Title IV financial aid funds.

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

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

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

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

Admissions Requirements:

Undergraduate Application

First-Time College Student

Submit an official application, plus a \$25 non-refundable application fee at www.davenport.edu/apply.

Provide official transcripts (one of the following):

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

Official test scores (one of the following):

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

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

Transfer College Student:

Submit an official application, plus a \$25 non-refundable application fee at www.davenport.edu/apply.

Provide official transcripts (one of the following):

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

Qualifying test scores (one of the following):

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

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

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

Indicators of Effectiveness with Undergraduates As Determined by the Program

1. Graduation
Year: 2016-17 # of Graduates: 38__ Graduation Rate: N/A_____
2. Completion of Educational Goal (other than certificate or degree – if data collected)
of Students Surveyed: N/A # Completing Goal: N/A
3. Average Time to Certificate or Degree
1-Year Certificate: N/A 2-Year Degree: N/A 4-Year Degree: 4 yrs.
4. Annual Transfer Activity
Year: N/A # of Transfers: N/A Transfer Rate: N/A
5. Graduates Entering Graduate School
Year: N/A # of Graduates: N/A # Entering Graduate School: N/A
6. Job Placement (if appropriate)
Year: 2016-17 # of Graduates: 25 (respondents) # Employed: 22
7. Licensure/Certification Examination Results: not applicable _____

8. Additional Indicators, if any: N/A _____

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