

COSMA Annual Report Submission Instructions Academic Year 2021-22

Due Date: NO LATER THAN July 31.

Use this document; changes are made annually.

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

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

Not submitting materials or not communicating with COSMA Headquarters will result in AUTOMATIC ADMINISTRATIVE PROBATION on August 1. An email will be sent to your Administrators.

The Annual Report consists of three parts:

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

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

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

Program Information Profile – This CHEA form has been modified to include basic student outcomes information: Graduation rate, completion rate, transfer rate, graduates going to graduate school and job placement rate. If you collect this data as part of your Operational Effectiveness Goals, refer to that matrix – page 9.

COSMA Annual Report 2021-22

U.S. and non-U.S.-based Programs

This annual report should be completed for your academic unit/sport management program and submitted electronically to COSMA by July 31 of each year.

SECTION 1: PROGRAMMATIC INFORMATION (COMPLETED BY ALL PROGRAMS)

Institution's Name:		Wilmington College of Ohio			
Address:		1870 Quaker Way			
City:	Wilmington	State:	Ohio	ZIP/Postal Code:	45177
Primary COSMA Contact Name:		Alan Ledford			
Telephone:	937-481-2253	Email:	Alan_Ledford@wilmington.edu		
Sport Management Degree Program(s):		Bachelor of Science, Sport Management			
Name of College where Sport Management degree(s) is housed:		Sport Sciences			
Academic Unit URL: https://www.wilmington.edu/academics/areas-of-study/sport-management/					

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

<input checked="" type="checkbox"/>	Accredited
<input type="checkbox"/>	Reaffirmation of Accreditation (check if within 2 years/letter received)*
<input type="checkbox"/>	Candidate for Accreditation*
<input type="checkbox"/>	Program Member (have not been granted Candidacy Status)

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

[e.g., submission of self study February 2023 and site visit April 2023]

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?

<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Yes. If yes, please identify terminated programs.

2. Were changes (e.g., curricular) made in any of your sport management majors, concentrations or emphases?

<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	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?

<input checked="" type="checkbox"/>	No (skip to Section C)
<input type="checkbox"/>	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?

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes. Provide a copy/URL of the approval letter from your accrediting body.

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

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes (You will be contacted to discuss this.)

C. Identify any administrative and other changes that directly affect your academic unit/sport management program and attach an updated organizational chart that shows these relationships. Such changes would include:

- Your sport management unit’s primary representative to COSMA
- Your designated alternate to COSMA
- Your institution’s President, Academic Vice President, Dean, Provost, etc.
- The head of your academic unit/sport management program (if different from the primary representative to the COSMA).
- Faculty changes

Position	Name	Title
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Email		
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.

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.

WC moved back to face-to-face for the fall and spring semester.

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

Gives the program more national recognition.

F. What can COSMA do to serve you better?

Not sure?

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.**

C. Provide the URL(s) for the page on your academic unit/sport management program's website that makes available to the public the following (pp. 7-10 of this document):

- SLO matrix
- OEG matrix
- Dashboard data
- Program information profile
- Statement of accreditation status (includes Candidacy Status)
- Accreditation seal (accredited programs only)

This information must be updated annually. Failure to comply with this request will result in Administrative Probation.

URL(s):

<https://www.wilmington.edu/academics/areas-of-study/sport-management/>

D. Complete the following program-level student learning outcomes (SLO) matrix and program-level operational effectiveness goals (OEG) matrix.

Student Learning Outcomes Matrix - Academic Year 2021 – 2022

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.

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed	Assessment Results: 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 Exhibit proficiency in the skill of fundraising by implementing a selling plan within the context of the sport management discipline.					
Measure 1 SM-233 Dragons Fundraising Group Project	80% of students will achieve a 75% or higher on the rubric for the event plan	28	22	78.5%	3 – Exceeds expectation
Measure 2 SM-233 Dragons Fundraising Group Project	80% of students will achieve the goal of average profit of \$6.25 per ticket sold.	28	22	78.5%	3 – Exceeds expectation
SLO 2 Effectively develop communication competence in professional responsibilities to supervisors during volunteer hours.					
Measure 1 SM-385– Strategic Sport Management Practicum Preceptor Site Supervisor item number 5 and 7	80% of the students will achieve a “somewhat agree” or above on item number 5 and 7 of the final supervisor evaluation.	31	27	87.0%	3 – Exceeds expectation
Measure 2 SM-385 – Strategic Sport Management Practicum	Each year, the summation of volunteer hours performed will exceed 3,200.	3,650	3,650	100%	2 - Meets expectation
SLO 3 Students will develop the ability to network within the sporting world by conducting interview and working in event operations.					
Measure 1 SM-385 - Strategic Sport Management Practicum	80% of students will achieve a 75% or higher on the rubric for the Informational Interview assignment.	31	30	96.7%	3 – Exceeds expectation
Measure 2 SM-233 Sport Sales and Finance - Flying Pig Marathon	80% of the students will achieve a 75% or higher on the rubric for the event plan.	28	25	89.2%	3 – Exceeds expectation

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures of all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

COVID-19 additional explanation requirements: Discuss what modifications you made to your O/A plan, instrument changes, changes in required hours, if/how you fell short in data collection, what was difficult to measure and include how this circumstance has impacted how you are moving forward with outcomes assessment data collection.

SLO 1 – Measure 1 and 2 –In the 2021-22 season we were to be able to complete this project. Next year, this project will no longer use student groups, this will be an individual project.

SLO – 2 – Measure 1 and 2 – Fall students were able to complete their practicum hours. Spring students were able to complete most of their hours and supervisors were able to accurately evaluate the students’ progress. Strategic Sport Management Practicum Final Evaluation – Program director has improved the Sport Management Practicum course to include case studies, podcasts, experiential learning opportunities within intercollegiate athletics, and an individual project centered policies and procedures manual for sport professional preceptor.

SLO 3 – Measure 1 – Informational Interviews – More emphasis will be placed on completing this project. For this measure SM 385 students must bring in a subject matter expert. All students were able to locate, secure and facilitate an in-person Q & A with a practitioner.

SLO 3 – Measure 2 – Flying Pig - The assignment was completed in conjunction with a community partner. Students volunteered for the Kids 26th mile run. We feel that working with a community organization increased student motivation for this project.

Program-Level Operational Effectiveness Goals Matrix Academic Year 2021-22

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 – Work to provide professional development seminars for students to prepare for transition to Sport Industry.			
Measure 1: Senior graduation survey	75% of the students will remark at least agree with the programs ability to provide them with a worthwhile experience learning about a possible career path.	100% (16 of 16 students) agree or strongly agree. Survey: The sport management program internship (SM-470) provided me with a worthwhile experience learning about a possible career path.	3. Exceeds Expectation
Measure 2: Industry Engagement	Faculty will arrange at least three facilities/guest speakers/meetings with sport industry professionals.	The faculty arranged more than three facilities/guest speakers/meetings with sport industry professionals.	3. Exceeds expectation
OEG 2 – Provide opportunities to students to help assist with job placement in the sport industry			
Measure 1: Senior graduation survey	75% of the students will remark at least agree with the programs ability to prepare them for a career in sport management.	100% (16 of 16 students) agree or strongly agree. Survey: The sport management program has prepared me for a career in sport management.	2. Meets Expectation
Measure 2: Job Fair/Workshops	Provide opportunity for students to attend at least one professional workshop/job fair with professional sporting organizations.	The faculty arranged more than one professional workshop/job fair with professional sporting organizations.	3. Exceeds expectation
Measure 3: Senior Graduation	75% of the students will remark at least agree with the programs ability to assist them in finding placement in either the workforce or graduate education.	75% (12 of 16 students) agree or strongly agree. Survey: The sport management program assisted me in finding	2. Meets Expectation

		placement in either the workforce or graduate education.	
OEG 3 - Strive to establish and maintain connections with stakeholders from the Sport Management Program and strengthen community sport business relationships.			
Measure 1 – Program Director excursions	Program director will conduct at least one visit per semester with an existing or new sporting business/industry.	Program director completed face-to-face visits with two new community sport organizations.	2. Meets expectation
Measure 2 – SPORTS board minutes	Student ran SPORTS board met in order to plan for upcoming year.	Actively planning trips to College Football Playoff, Super Bowl, and the Final Four.	2. Meets expectation
Measure 3 – Advisory Board Engagement	75% of the SMAC board will participate in each board meetings.	7/8 board member attended the first board meeting in Fall.	2. Meets expectation
OEG 4 – Have faculty engage in teaching pedagogy and professional growth prevalent to the Sport Management Industry, through professional organizations, conference attendance, volunteer and research activities.			
Measure 1: Faculty attendance	100% of all full-time faculty will engage in 2 or more of professional growth opportunities yearly.	100% of full time faculty engaged in professional growth opportunities.	2. Meets expectation
Measure 2: Peer evaluations	All full-time faculty will be evaluated by one peer on a yearly basis	Area coordinator/peer review yearly observations were conducted.	2. Meets expectation
OEG 5 – Enhance retention efforts, quality of graduates and commit to excellence in sport management education.			
Measure 1: Admission and retention rates	Record number of majors and graduates	Major: 102 Graduates: 16	2. Meets expectation.
Measure 2 – SM faculty participation in all Wilmington College recruiting events.	100% participation at all events	Faculty participation: 100%	2. Meets expectation.
Measure 3 – Enrollment/Graduate	The sport management program will graduate at least 12 students each year from the program.	The sport management program graduated 16 students.	3. Exceeds expectation

OEG #1 and #2 – The program will have to look at digital and virtual workshops in order to seek expertise and job openings within the sporting world.

OEG #3 – The sport management program director recently created the Sport Management Advisory Council, upon seeing the lackluster response of students feeling that job placement was not satisfactory at Wilmington College. The group will meet on a bi-annual basis, in hopes to eventually meet semi-annually.

The group provided expertise, advisement, guest speakers and acts as a sound board to the program director. The group consists of executives in varying stages of their careers. Organizations represented include: Learfield Licensing Partners, Cincinnati Bengals, Miami Heat, NFL – On-Location Experience, Columbus Blue Jackets, Local High School Athletic Director, Future Stars of Dayton

OEG #4 – Faculty members continue to meet on an as needed basis. The campus had a restructuring of office and the entire sport management staff is housed within the same building/offices/hallway. This has helped with communication and immediate feedback tremendously.

OEG #5 – The number of sport management students continue to rise despite COVID 19 and lower enrollment across the campus.

PROGRAM INFORMATION PROFILE

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

Name of Institution

Institution: _____Wilmington College of Ohio_____

Program/Specialized Accrerator(s): _____COSMA_____

Institutional Accrerator: _____The Higher Learning Commission_____

Date of Next Comprehensive Program Accreditation Review: _____2027_____

Date of Next Comprehensive Institutional Accreditation Review: _____2023 - 2024 _____

URL where accreditation status is stated: <https://www.wilmington.edu/about/accreditation>_____

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

1. Graduation Year: 2020-2021 # of Graduates: 22 Graduation Rate: 100%
2. Average Time to Degree: 4-Year Degree: 4 years 5-year Degree _____
3. Annual Transfer Activity (into Program): Year: 2021 _____
of Transfers: 6 Transfer Rate: _____
4. Graduates Entering Graduate School: Year: 2022 _____
of Graduates: 16 # Entering Graduate School: 2 _____
5. Job Placement (if appropriate): Year: 2022 _____
of Graduates: 16 # Employed: 4 _____

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

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

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

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

Goals	Strategies	Tactics	Proposed Measures	Implementation Timeline	Department/ Faculty
				2019-2026	
Provide challenging educational and co-curricular experiences for students that align with the foundations Quaker values of the college mission.	To instill the core Quaker values in the Wilmington College mission throughout the mission of the Wilmington College sport management program.	1) identify 7 main Quaker values from college mission; 2) identify key components of college mission; 3) identify key components of program mission; 4) identify where Quaker values, key components of college mission, and key components of program mission are covered in Sport Management courses and internships;	80% of Quaker values, key components of college mission, and key components of program mission are addressed in Sport Management courses and internships.	End of next academic year to have at least 80% of Quaker values, key components of college mission, and key components of program mission are addressed in Sport Management courses and internships.	A. Ledford

		5) identify any Quaker values, key components of college mission, and key components of program mission that are not covered in Sport Management courses and internships.			
	To improve academic advising through careful program assessment and evaluation of faculty advisors to the Wilmington College sport management students.	Faculty will be actively involved in clubs, recruiting outside speakers and enhancing student external experiences.	Record a running yearly tally of of guest speakers and experiential learning	Ongoing list of guest speakers and experiential learning opportunities.	A. Ledford J. Mattern
	To conduct a comprehensive review of our internship/cooperative learning programs to examine the quality and quantity of these experiences and make recommendations for their continued use	As a significant contribution to the work of the program, faculty members will meet regularly with students – both one-on-one and in small groups - to discuss career options and job markets.	Yearly reflection on internship sites/availability meeting with Career Services department	Meet in the fall semester with Career Services department for discussion	A. Ledford J. Mattern
Implement a challenging curriculum and internship program that permits undergraduate	All eligible full-time undergraduate business majors (those with a 2.50 GPA or higher) will complete at least one internship	Ramp up the internship program for sport management majors. New internships should be obtained, current employer relationships	Record number of internships (from Career Services)	Meet in the fall semester with Career Services department for discussion and report	A. Ledford J. Mattern

student to actively explore their vocations through hands-on learning.	or an acceptable alternate experience before graduation.	strengthened, and dormant internship contacts revived. Require all students to find an off-campus internship.			
	Convert suitable courses in every major to include a substantial applied/experiential learning component or practicum. Such courses could include business incubators, small business startups, implementation of community projects, etc.	All full-time undergraduate sport management majors will have the opportunity to participate in at least one career-oriented, service-learning project by graduation.	1) New courses added to Sport Management Curriculum within the guidelines established by COSMA. 2) Semester reflection on internship sites/availability meeting with Career Services department	End of fall semester and end of spring semester.	A. Ledford J. Mattern SMAC Board
	Adapt courses to accommodate multiple delivery methods and vehicles of experiential learning.	The sport management department will incorporate service learning activities into the curriculum and provide non-classroom opportunities for student service learning	Sales course created and implemented to course catalog for Sport Management.	End of semester meeting with SM faculty to discuss changes in curriculum. Each semester meeting with SMAC Board to discuss changes in curriculum.	A. Ledford J. Mattern SMAC Board
	To maintain and strengthen affiliations with the local and	The sport management department will maintain strong relationships with	Yearly count of recruiting activities and visits	Ongoing list of guest speakers and	A. Ledford J. Mattern SMAC Board

	national sport associations, teams and leagues	employers, alumni and the communities we serve. In doing so, we will identify and resolve the needs of these stakeholders and seek their input on matter of importance to the department		experiential learning opportunities.	
	To seek out strategic partnerships and new internship positions to benefit the students and our programs	Memorandum of Understanding to establish partnerships with Cleveland Cavaliers and the Warren County Convention and Visitors Bureau	A yearly Sport Management Professional Day program during the spring semester.	Ongoing	A. Ledford J. Mattern SMAC Board
Advance sport business knowledge and enhance Wilmington College sport management program through scholarly and professional activities and partnerships with stakeholders.	Each discipline area will be represented within the local and/or the national professional association(s) of that discipline.	Faculty will contribute to the advancement of business knowledge through a variety of professional development activities, such as research, publication, consulting, workshops and professional conference presentations.	Information included in Annual Faculty Reports	End of semester meeting with SM faculty to discuss future conferences and conventions.	All sport management faculty members
	To continuously seek to improve teaching and learning of our faculty and staff	The program will facilitate opportunities for faculty to engage in professional activities and will define appropriate	Provide workshop and conferences for faculty	End of semester meeting with SM faculty to discuss future conferences and conventions.	All sport management faculty members

		professional activities which will advance the department mission and vision.			
	To enhance and expand opportunities to faculty members by participating on boards and committees, maintaining membership in professional organizations, attending conferences and workshops and subscribing to professional journals	Faculty will develop programmatic/volunteer options for students, to combine learning and service to others. Semester course release Raising money Freedom to do sabbaticals	Provide workshop and conferences for faculty	End of semester meeting with SM faculty to discuss future conferences and conventions.	A. Ledford J. Mattern

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

No, we feel we cover all areas.

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

None, it has been adopted by the Program Director to continue with the COSMA process.