

Assurance of Student Learning  
2018-2019

College of Health and Human Services

School of Kinesiology, Recreation & Sport

Sport Management #572

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

**Student Learning Outcome 1:** SPM students will demonstrate their ability to assume leadership roles in a variety of settings and with a variety of cultures within the community they serve.

Instrument 1	Direct: Final leadership project in core course – SPM 452
Instrument 2	Direct: Internship final summary report – SPM 490 Practicum
Instrument 3	Indirect: Internship supervisor evaluations – SPM 490 Practicum

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	Not Met
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**Student Learning Outcome 2:** SPM students will demonstrate fiscal competence and the ability to manage budgets and write financial proposals.

Instrument 1	Direct: Group financial policy project – SPM 300 Public Policy in Sport
Instrument 2	Direct: Individual budget project – SPM 402 Fiscal Practices in Sport

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	Not Met
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**Student Learning Outcome 3:** SPM students will exhibit understanding and appreciation of the diverse microcosm of sport and its effects upon society and culture.

Instrument 1	Direct: Individual Reflection paper – SPM 310 Sport Ethics and Morals
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	Not Met
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**Program Summary** (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The results from our assessment indicate the SPM program has reached and/or exceeded the self-reported assessment goals for our listed SLOs. Improvement in course content and delivery has helped strengthen our overall program goals and are better preparing students for jobs in the field.

We recommend the following based on this assessment:

- Examination of overall program learning outcomes:
  - What do we want our students to look like?
  - What is an enthusiastic hire in sport? How do we go beyond competent?
  - Are the learning outcomes formulated well? Consider changing measure of understanding how sport effects on culture and society.
  - Continue to consult with the SPM Advisory Board.
  - Consistently conduct and improve exit interviews with students.
- Consider opportunity for a capstone project, portfolio or research paper:
  - Provide evidence for multiple outcomes within one instrument.
  - Produce a detailed rubric for the evaluation.
  - Have all faculty evaluate the project (names removed) to remove potential bias.
  - Consider linking/correlation of multiple outcomes.

Student Learning Outcome 1

Student Learning Outcome	<b>SPM students will demonstrate their ability to assume leadership roles in a variety of settings and with a variety of cultures within the community they serve.</b>		
Measurement Instrument 1	<p>Students in the SPM 452 core course were given the final project to summarize semester long work on leadership theory and personal evaluation and application. A written and oral presentation was required. Key elements were:</p> <p>Identify and examine the elements of leadership theory and practices as they relate to the various managerial responsibilities</p> <ul style="list-style-type: none"> <li>• Expand and reflect on the leadership style (theory) you believe best represents your style.</li> <li>• Explain how you will strive to be a good leader and manager in your future career.             <ul style="list-style-type: none"> <li>○ Think about what difficulties you might face</li> <li>○ Think about how you will be mindful of stress behaviors and mediate that behavior to increase productivity</li> <li>○ In what ways do you feel that this course has prepared you for your future success as a leader and manager?</li> </ul> </li> </ul> <p>Articulate personal leadership strengths and weaknesses, and recognize and mediate personal behaviors as they relate to leadership roles</p> <ul style="list-style-type: none"> <li>• Explain how you plan to use the information you have learned about yourself as you enter your profession.             <ul style="list-style-type: none"> <li>○ Utilize your previous examined needs, stress behavior, and motivation to connect with an application of how you will use that information to be more successful in your future career.</li> </ul> </li> </ul>		
Criteria for Student Success	90% of the students score 90% or higher on project.		
Program Success Target for this Measurement	90%	Percent of Program Achieving Target	100%
Methods	All students in the class were required to complete the project (N=42). 100% of the class scored higher than 90%. Final evaluation and scores were determined by the professor in class, which included peer evaluations at 10% of the grade.		
Measurement Instrument 2	<p>SPM 490 Internship in Sport students must submit a final summary report upon completion of the 12 credit hour course. This is a detailed report of the semester long experience. The report requires the student to explain and reflect on the work as a leader within the organization and community in which the internship was completed. The report requires the following key components:</p> <p>Introduction            Site Description            Work Experience Description            Experience Satisfaction</p>		

	Experience Relevancy Student Responsibilities/leadership roles Associates Education Living Arrangements Educational Opportunities Social/Cultural Opportunities Signature Page (report reviewed and signed by on site supervisor)		
Criteria for Student Success	90% of the students score 90% or higher		
Program Success Target for this Measurement	90%	Percent of Program Achieving Target	100%
Methods	All internship student reports were examined by the internship coordinator (N=32) for fall and spring. The reports are worth 20% of the student's grade in the course. All students submitted the reports for review. A completed report is required to pass the internship course.		
Measurement Instrument 3	<p>Using a faculty developed evaluation form, professional on site supervisors provided evaluative feedback on the student's ability to demonstrate leadership skills and preparedness for entry level employment in the sport management field.</p> <p>The evaluation form is completed for each intern by the site supervisor at 2 separate times during the internship (approx. midpoint and during the last week).</p> <p>The following rating scale is utilized when filling out this form on specific criteria (leadership ability):          5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable N/A = Not applicable at this time</p> <p>The following definitions are given to aid the agency supervisor in evaluating the student:</p> <p>Excellent: Outstanding, performance is unquestionably well above acceptable standards, student consistently exceeds job requirements.</p> <p>Good: Performance is consistent in all areas; student frequently exceeds acceptable standards of performance.</p> <p>Average: Performance meets acceptable standards; however, some improvement is indicated due to inconsistency in some areas.</p> <p>Poor: Performance is below average, student does not meet acceptable standards and improvement is needed in all areas.</p> <p>Unacceptable: Performance is sub-poor, student is consistently deficient and below acceptable standards.</p> <p>RECOMMENDATION for future hire          In light of the above ratings and all other evidence available, my overall opinion of this student becoming an efficient employee and a credit to the profession is:          _____ Enthusiastic recommendation          _____ Confident recommendation</p>		

	<input type="checkbox"/> Recommended <input type="checkbox"/> Hesitant recommendation <input type="checkbox"/> No recommendation – unsuitable		
Criteria for Student Success	90% of students will receive good or excellent ratings on leadership ability and receive enthusiasm recommendations for future hire.		
Program Success Target for this Measurement	90%	Percent of Program Achieving Target	92%
Methods	The evaluations are all reviewed at the midpoint and end of the internship. Feedback is provided at both times, with the midpoint evaluation allowing for intervention if needed. As part of the process, the form requires discussion with the supervisor and a signature at both evaluations. The internship coordinator also discussed the results with any student who falls below expectations.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		<b>Met</b>	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Evaluative data from the success criteria demonstrates that students are reaching intended goals of the outcome. However, the program coordinator, faculty and the site supervisors annually review assessment strategies for leadership development. The SPM 452 Sport Leadership class changed content and delivery to specifically address more leadership theory and personal reflection. The course has also been added to the fall and spring schedule resulting in lower enrollments (better student to faculty ratio). This course will also be taught in a new active learning classroom when available, with SPM faculty attending an active learning training. The SPM program recently formed an advisory board that meets yearly. This board address issues specific to our industry. The last meeting addressed the program learning outcomes and the need for leadership development was discussed.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Regarding internship evaluations a 4% increase in enthusiastic evaluations for hire was seen. The number of positive phone calls and visits for interns also increased. Agencies were calling asking for students, we had more jobs than students, showing our students were in high demand. Grades on the SPM 452 final leadership project improved, with all positive peer feedback. Since the project format was modified a comparison of percentages from previous assignments was not completed. Moving forward a detailed rubric will be used.			

Student Learning Outcome 2			
Student Learning Outcome	<b>SPM students will demonstrate fiscal competence and the ability to manage budgets and write financial proposals.</b>		
Measurement Instrument 1	SPM 300 students completed a demanding group assignment requiring coordination to propose, defend, and present a plan related to financial policy. The assessment used a specific assigned example, justification/process of Olympic bids, to improve financial outcomes in the appropriate location.		
Criteria for Student Success	80% of students score 80% or higher		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	87%
Methods	All students in the class were required to complete the project (N=35). Final evaluation and scores were determined by the professor in class.		
Measurement Instrument 2	SPM 402 students complete a semester long project to develop a yearly budget, including an investment portfolio, for a sport related organization. Utilizing examples from actual organizations, the project requires technical analysis, stock valuation updates, security analysis and accounting procedures appropriate to the organization.		
Criteria for Student Success	80% of students score 80% or higher		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	87%
Methods	All students in the class were required to complete the project (N=40). Final evaluation and scores were determined by the professor in class.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Assignments are appropriate for the classes, and have be retained, but were modified to improve understanding. Appropriate classes, topics and assignments related to finance were the topic of a specific SPM program meeting (Aug, 2018), with the ultimate decision made by the professor of record for assignments. This was an important outcome for examination, considering the ACCT 200 class was dropped from the SPM curriculum. The Olympic bidding process was appropriate assignment to measure outcomes and relevant to others considering timing of the Olympic games and the lengthy bidding process.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Grades on the budget assignment have improved. Criteria was adjusted to success at 80% instead of a 70% standard and the goal was met at a 2% higher rate. The modification of the assignment and collaboration among faculty was used for the SPM 402 class. Also, the addition of a specific assigned topic improved the assignment on policy. Using timely examples allow students to understand the material and watch course topics play out in real time.			

Student Learning Outcome 3

Student Learning Outcome	<b>SPM students will exhibit understanding and appreciation of the diverse microcosm of sport and its effects upon society and culture.</b>		
Measurement Instrument 1	<p>Reflection paper from SPM 310 Sport Morals and Ethics. Guidelines:</p> <p>The paper should include 3 parts:</p> <ol style="list-style-type: none"> <li>1) A thorough explanation/summary of the discussion and readings from the text, you should identify the main points and demonstrate an understanding and knowledge of the topic.</li> <li>2) Present your thoughts/experiences on the topic, react to the points from the readings, cases, and class discussion. Do you agree, disagree, why? Strengths/weakness of authors and your position on the subject.</li> <li>3) Cite and discuss your thoughts on a recent example in sport that applies to the topic.</li> </ol> <p><b>Reflection Paper 1</b> Your first topic will cover the ethical theories from the introduction. Consider each ethical theory with an explanation of which one seems to fit your background/reasoning.</p> <p><b>Reflection Paper 2</b> Topics for consideration (choose 1) include (Sportsmanship, Cheating, PEDs, or Exploitation of Student-Athlete's).</p> <p><b>Reflection Paper 3</b> Topics for consideration (choose 1) include (Sexual Equality in Sport, Violence in Sport, Race Relations, Youth/parent/fan behavior, and Disability in Sport).</p>		
Criteria for Student Success	80% of students score 80% or higher		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	94%
Methods	Three papers were required for a passing grade in the course. Reflection Paper 3 was chosen, based on required topics, to address the outcome (N=42). Final evaluation and scores were determined by the professor in class.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<b>Met</b>	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SPM faculty discussed how to meet outcomes regarding society and culture. The SPM 310 Sport Ethics and Morals class was chosen as a measure due to the diverse and controversial topics covered within the course. The role of sport in regards to race, gender, and equality are discussed, debated, and covered in detail during the class and within assignments. There are no planned changes to this assignment within the SPM 310 course. There was a change of textbook and supplemental readings within the course. Also, new part time faculty will teach the course. The course will be evaluated each semester for content and will be modified as needed to ensure student outcomes are being met/addressed.			

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The SPM 450 Sport Law class uses case studies throughout that examine legal consequences within the sport industry and will be used for assessment in spring 2020. A faculty member left WKU and we were not able to gather data from this course for this review for this review, but will be included in the next assessment.

SPM 310 Reflection Paper Rubric

Criteria	Exceeds expectations (20)	Meets expectations (15)	Approaches expectations (10)	Does not meet expectations (5)	Points (100)
Explanation of issue	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated but description leaves some terms undefined, ambiguities, unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue is stated without clarifications or description.	
Evidence: Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact without question.	
Influence of context and assumptions	Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.	
Student's position (perspective, thesis/hypothesis)	Specific position is imaginative, taking into account the complexities. Limits are acknowledged and other viewpoints synthesized.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position	Specific position acknowledges different sides of an issue.	Specific position is stated, but is simplistic and obvious.	
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.	Conclusion is logically tied to information (because information is chosen to it the desired conclusion); come related outcomes are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are over simplified.	

## Stock Market/Budget Project Grading Rubric

Criteria	1	2	3	4	Points
<b>Answer to questions</b>	Crude work, little to no explanation provided. Spelling and grammar is not much better than elementary school.  Pts =10-19	Sufficient work, limited explanations were given with little detail provided. Several spelling and writing errors.  Pts = 20-29	Adequate work, most things were explained well and understandable. A few writing and spelling errors existed.  Pts 30-39	Exemplary work, everything was well explained and easily understandable. Professionally written with no typographical errors  Pts = 40-50	
<b>Revised Budget</b>	Crude Work, no evidence that coaches requests were considered, no calculations in budget  Pts = 10-19	Sufficient work, little evidence that feedback was used, calculations were rough/  Incorrect  Pts = 20-29	Adequate work, feedback from others was evident to some extent, calculations were figured by calculator  Pts = 30-39	Exemplary work, properly used feedback, formulas used for calculations, budget is easily understood  Pts = 40-50	
<b>Executive Summary</b>	Crude work, little to no explanation provided. Spelling and grammar is not much better than elementary school.  Pts = 0- 7	Sufficient work, limited explanations were given with little detail provided. Several spelling and writing errors.  Pts = 8-10	Adequate work, most things were explained well and understandable. A few writing and spelling errors existed.  Pts = 11-13	Exemplary work, everything was well explained and easily understandable. Professionally written with no typographical errors  Pts = 14-16	
<b>Coaches Memo</b>	Crude work, little to no explanation provided. Spelling and grammar is not	Sufficient work, limited explanations were given with little detail provided. Several	Adequate work, most things were explained well and understandable. A few writing and	Exemplary work, everything was well explained and easily understandable.	

	much better than elementary school.  Pts = 0-7	spelling and writing errors.  Pts = 8-10	spelling errors existed.  Pts = 11-13	Professionally written with no typographical errors  Pts = 14-16	
<b>Booster Club Memo</b>	Crude work, little to no explanation provided. Spelling and grammar is not much better than elementary school.  Pts = 0-7	Sufficient work, limited explanations were given with little detail provided. Several spelling and writing errors.  Pts = 9-11	Adequate work, most things were explained well and understandable. A few writing and spelling errors existed.  Pts = 12-14	Exemplary work, everything was well explained and easily understandable. Professionally written with no typographical errors  Pts = 15- 17	
				<b>Total</b>	

## STUDENT EVALUATION FORM

This form should be filled out by the agency supervisor and reviewed with the student prior to both signing the form. Once agreement has been made and both parties have signed, it should be mailed or faxed to the Sport Management coordinator at Western Kentucky University.

The following rating scale should be utilized when filling out this form.

5	=	Excellent
4	=	Good
3	=	Average
2	=	Poor
1	=	Unacceptable
N/A	=	Not applicable at this time

The following definitions are given to aid the agency supervisor in evaluating the student.

- Excellent:** Outstanding, performance is unquestionably well above acceptable standards, student consistently exceeds job requirements.
- Good:** Performance is consistent in all areas; student frequently exceeds acceptable standards of performance.
- Average:** Performance meets acceptable standards; however, some improvement is indicated due to inconsistency in some areas.
- Poor:** Performance is below average, student does not meet acceptable standards and improvement is needed in all areas.
- Unacceptable:** Performance is sub-poor, student is consistently deficient and below acceptable standards.

## EVALUATION AREAS

### A. PROFESSIONALISM

The student:

- |    |                                   |       |
|----|-----------------------------------|-------|
| 1. | Demonstrates Teamwork             | _____ |
| 2. | Demonstrates Cooperation          | _____ |
| 3. | Has Proper Personal Appearance    | _____ |
| 4. | Is Punctual                       | _____ |
| 5. | Has a Proper Attitude             | _____ |
| 6. | Is Dependable                     | _____ |
| 7. | Demonstrates Self-Discipline      | _____ |
| 8. | Shows Integrity, Loyalty, Honesty | _____ |
| 9. | Has a Willingness to learn        | _____ |

Comments: \_\_\_\_\_

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### B. DEPENDABILITY

The Student:

- |    |                                    |       |
|----|------------------------------------|-------|
| 1. | Is Reliable                        | _____ |
| 2. | Is Willing to take on new tasks    | _____ |
| 3. | Completes tasks in a timely manner | _____ |
| 4. | Is Thorough in completing tasks    | _____ |

Comments: \_\_\_\_\_

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C. LEADERSHIP

The Student:

- 1. Understands the needs of customers \_\_\_\_\_
- 2. Demonstrates originality & creativity \_\_\_\_\_
- 3. Displays resourcefulness \_\_\_\_\_
- 4. Commands confidence \_\_\_\_\_
- 5. Demonstrates Ability to analyze problems \_\_\_\_\_
- 6. Demonstrates Adaptability \_\_\_\_\_
- 7. Is Able to handle disciplinary problems \_\_\_\_\_
- 8. Accepts criticism Well \_\_\_\_\_
- 9. Shows Skill in completing specific activities \_\_\_\_\_
- 10. Shows an interest in others \_\_\_\_\_
- 11. Shows general leadership ability \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. ADMINISTRATIVE ABILITIES

The Student:

- 1. Demonstrated the ability to plan & coordinate \_\_\_\_\_
- 2. Demonstrated the ability to organize \_\_\_\_\_
- 3. Is Able to express plans in writing \_\_\_\_\_
- 4. Cares for equipment & property \_\_\_\_\_
- 5. Able to interpret agency policies \_\_\_\_\_
- 6. Observes agency policies & rules \_\_\_\_\_
- 7. Submitted accurate Reports \_\_\_\_\_
- 8. Submitted reports on time \_\_\_\_\_
- 9. Has time management skills \_\_\_\_\_
- 10. Contributes ideas and suggestions \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E. ACTIVITY PLANNINGPLANNING

The Student Demonstrates the:

1. Ability to determine appropriate goals \_\_\_\_\_
2. Ability to determine objectives to reach goals \_\_\_\_\_
3. Ability to plan for equipment needs \_\_\_\_\_
4. Ability to budget activities appropriately \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IMPLEMENTING ACTIVITIES

The Student Demonstrates the Ability to:

1. begin & end activities on time \_\_\_\_\_
2. Follow objectives set forth in plan \_\_\_\_\_
3. Demonstrate leadership skills & techniques \_\_\_\_\_
4. Manage conflicts \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

EVALUATION SKILLS

The Student Demonstrates the Ability to:

1. Conduct an objective analysis of activity \_\_\_\_\_
2. Construct an objective instrument \_\_\_\_\_
3. Formulate reports from evaluations \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E.

F. COMMUNITY/POPULATION KNOWLEDGE

The Student Demonstrated:

- 1. Knowledge of the community \_\_\_\_\_
- 2. Knowledge of the population groups served \_\_\_\_\_
- 3. Knowledge of appropriate activities for the community \_\_\_\_\_
- 4. Attendance at community events \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

G. RECOMMENDATION

In light of the above ratings and all other evidence available, my overall opinion of this student becoming an efficient employee and a credit to the profession is:

- \_\_\_\_\_ Enthusiastic recommendation
- \_\_\_\_\_ Confident recommendation
- \_\_\_\_\_ Recommended
- \_\_\_\_\_ Hesitant recommendation
- \_\_\_\_\_ No recommendation – unsuitable

Please indicate if you would like these comments to be confidential \_\_\_\_\_ Yes \_\_\_ No

**Please review this evaluation with the student before submitting it the Sport Management Coordinator.**

Student's response to evaluation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIGNATURES:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

# Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Group Project - PowerPoint**

Exit

**Grid View** | [List View](#)

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Team Work</b>	<p><b>0</b> (0.00%)</p> <p>It is unclear that each team member contributed to the presentation.</p>	<p><b>0</b> (0.00%)</p>	<p><b>10</b> (33.33333%)</p> <p>It is clear that all group members played a role in the presentation.</p>
<b>Content</b>	<p><b>0</b> (0.00%)</p> <p>Presenters do not hit the major points of the report.</p>	<p><b>7</b> (23.33333%)</p> <p>Presenters hit some of the major points of the report but do not provide enough information.</p>	<p><b>15</b> (50.00%)</p> <p>Presenters efficiently hit all of the major points of the report. The presentation is informative and organized.</p>
<b>Time</b>	<p><b>0</b> (0.00%)</p> <p>Presentation is less than 10 minutes.</p>	<p><b>0</b> (0.00%)</p>	<p><b>5</b> (16.66666%)</p> <p>Presentation is at least 10 minutes and no more than 15 minutes.</p>

Name: **Group Project - PowerPoint**

Exit

## Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **SPM 452 Final Project Rubric**

Exit

Description: **Please refer to this rubric when creating your masterpiece.**

**Grid View**

[List View](#)

	Needs Improvement	Way to Go!
<b>On Time</b>	<b>0</b> (0.00%)	<b>10</b> (10.00%) Student submits either the project file or a picture of the project by 11:59pm on Tuesday, April 30.
<b>Content</b>	<b>0</b> (0.00%)	<b>80</b> (80.00%) Student effectively addresses all of the items under the project content section of the instructions. If writing a paper, your paper must be 5-7-pages of actual content. If creating a visual project, you must have sufficient content that displays what you have learned.
<b>Grammar &amp; Sources</b>	<b>0</b> (0.00%)	<b>10</b> (10.00%) Make sure everything is grammatically correct. If you are writing a paper, please make sure that your paper follows APA formatting (reference page at the end). If you are creating a visual project, please make sure that your references are either attached or printed on the project.

Name: **SPM 452 Final Project Rubric**

Exit

Description: **Please refer to this rubric when creating your masterpiece.**