

Assurance of Student Learning Report 2023-2024	
College of Health and Human Services	School of Kinesiology, Recreation, and Sport
Sport Management (572/572P)	
Stacey Forsythe, Program Coordinator	
Is this an online program? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match!

<i>Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.</i>		
Program Student Learning Outcome 1: Examine the process of career exploration, development, and attainment across various sectors of the sport industry and master how to be a professional in the sport industry.		
Instrument 1	Direct: SPM 404: Career Exploration – Facility Presentation – Final Assignment (Dr. Jordan)	
Instrument 2	Direct and Indirect: SPM 290: Career Portfolio and Mock Interview (Dr. Brgoch)	
Based on your results, check whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Program Learning Outcome 2: Develop the attributes necessary to effectively lead and manage organizations within the sport industry.		
Instrument 1	Direct: SPM 450 – Risk Management Assignment (Dr. Czekanski)	
Instrument 2	Direct: SPM 452 – Leadership & Management Final Project (Dr. Forsythe)	
Based on your results, check whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Program Student Learning Outcome 3: Express the importance of foundational principles in sport management (e.g., law, finance, communication, etc.) and their application to the sport industry.		
Instrument 1	Direct: SPM 315 Public Relations/Communication Group Project (Dr. Jordan)	
Instrument 2	Direct: SPM 402 – Budget Project Assignment (Dr. Obee)	
Based on your results, check whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Program Student Learning Outcome 4: Engage in relevant experience through experiential learning opportunities and internships.		
Instrument 1	Indirect: SPM 490 – Final Summary Report (Dr. Forsythe)	
Instrument 2	Direct: SPM 305 – 3 on 3 Basketball Tournament (Dr. Brgoch)	
Based on your results, check whether the program met the goal Student Learning Outcome 4.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Assessment Cycle Plan: It is our current plan that nothing will change with the assessment cycle plan for AY 24-25. In AY 22-23, we changed our program to add new courses, require different courses, eliminate our pre-program, and update our Program Learning Outcomes (PSLOs). During that time, we carefully planned out program SLOs and assessment methods. Thus, we were able to effectively assess our program again this year.		

Program Student Learning Outcome 1				
Program Student Learning Outcome		Examine the process of career exploration, development, and attainment across various sectors of the sport industry and master how to be a professional in the sport industry.		
Measurement Instrument 1		SPM 404: Career Exploration – Facility Presentation – Final Assignment (Dr. Jordan) As part of this assignment students present a facility to the class sharing the facility from a facility management perspective. This assignment is part two of the facility manager interview. Each student has 6-10 minutes to present their selected facility to the class. The facility presentation includes a brief introduction to the facility. The student then shares the management of their selected facility emphasizing the areas that we discussed in class. This includes Human Resource Management, Planning, Policies & Procedures, Financial Management, Revenue Streams, Retail Operation, Customer Recruitment & Retention, Marketing & Public Relations Activities, Risk Management, Volunteer Management, and Special Event Management. Students are asked to share major points as they are related to these areas and not everything. In the event a facility does not have retail operations or use volunteers the student just needs to let the class know. Presentations may include pictures and/or video (i.e., online walking tour of the facility). PowerPoint Professional Appearance - The presentation should have an appropriate document theme. The text in the presentation should be formatted appropriately. Consider the 7 x 7 rule should be followed throughout the presentation to assist with readability for the audience. Each slide should have a maximum of 7 lines, and each line should have approximately 7 words. The font style and size should be readable. Writing Mechanics -Spelling Error Free / Sentence Structure Grammatically Correct.		
Criteria for Student Success		Assignment worth 100 points. Students will earn 80/100 or 80%		
Program Success Target for this Measurement		90% of students in the course will obtain an 80% or better on the assignment.	Percent of Program Achieving Target	FALL 23: 97% SPRING 24: 96%
Methods		All students are required to share a facility with the class to complete the project. Final grade is determined by the SPM 404 instructor. Rubric attached. Fall 2023 32 total students enrolled 28 received 90-100 % or 87.5% 4 received 80-89% or 12.5% Spring 2024: total students enrolled 34 received 90-100 % 32 received 80-89 % 2 Student dropped class that was not showing up. Noted he had anxiety issues.		
Measurement Instrument 2		SPM 290: Career Portfolio and Mock Interview (Dr. Brgoch) One primary focus of the Sport Management Seminar class is for students to simulate the job search process – beginning with finding a job posting that matches their interests and finishing with a mock interview for their selected job posting. During this process, students develop and		

	<p>refine a career portfolio that includes a cover letter, resume, and list of references. Each student must complete the steps described below:</p> <ol style="list-style-type: none"> 1. Select a Job Posting: Students will use the provided job employment sites to search for three postings that they find interesting and could reasonably apply for upon completing their undergrad degree (e.g., entry-level job or graduate assistant position). They are instructed to copy and paste the entire job posting into a Word document including the job summary, responsibilities, and qualifications as this information will be sent to their mock interviewer. 2. Draft Career Portfolio: Students will develop a first draft of their career portfolio which includes a cover letter written toward their approved job posting, a resume, and a list of references. 3. Revise Career Portfolio: Students will complete an individual meeting to receive feedback on the first draft of their career portfolio. This provides guidance for them to revise their materials and submit a final draft that will be sent to their mock interviewer. 4. Complete Mock Interview: Students are paired with a mock interviewer based on schedule availability. The interviews are intended to be similar to a screening interview with 10-15 minutes for the interview questions and 10-15 minutes for feedback. Interviewers receive each student's job posting and career portfolio prior to the interview to craft questions that align with the respective job qualifications and requirements. 		
Criteria for Student Success	<p>Career Portfolio (Indirect and Direct): In setting the criteria for student success, it was important to consider that some students enter the class with no experience drafting career materials while others enter with strong baseline materials. Therefore, as an indirect assessment, the criterion for student success is that 100% of students leave the class with a working draft of their career portfolio (i.e., cover letter, resume, and list of references). For a direct assessment, the criterion for student success is that 80% of students will obtain 70% or higher on the final draft of their career portfolio to incorporate the quality of the career portfolios as a component of student success. For this assignment, 70% is meant to generally align with materials that would be considered “ready to submit for a job application”.</p> <p>Mock Interview (Direct): Students are assessed across six dimensions: 1) cover letter, 2) resume, 3) references, 4) appearance and professionalism, 5) clarity and delivery of responses, and 6) interview closing. Interviews are conducted by several individuals that are external to the class for more authenticity with the interview experience. As such, the criterion for student success is that 100% of students complete a mock interview with a designated sport management faculty member or sport industry professional.</p>		
Program Success Target for this Measurement	<p>Career Portfolio</p> <ul style="list-style-type: none"> • 100% of students submit a full career portfolio (cover letter, resume, references) • 80% of students obtain 70% or better on the final draft of their career portfolio <p>Mock Interview</p> <ul style="list-style-type: none"> • 100% of students complete a mock interview with a designated sport management faculty member or sport industry professional. 	Percent of Program Achieving Target	<p>100% of students submit full portfolio</p> <ul style="list-style-type: none"> • 37/41 (90.2%) - Fall 2023 • 36/40 (90.0%) - Spring 2024 <p>80% of students obtain 70% or better on final draft of portfolio</p> <ul style="list-style-type: none"> • 27/40 (67.5%) - Fall 2023 • 16/40 (40.0%) - Spring 2024 <p>100% of students complete a mock interview with designated interviewee</p> <ul style="list-style-type: none"> • 39/41 (95.1%) - Fall 2023 • 36/40 (90.0%) - Spring 2024
Methods	<p>All students who took SPM 290 for the 2022-2023 academic year were examined (Fall 2023: N = 41; Spring 2024: N = 40). The career portfolio and mock interviews were assessed using the attached rubrics. The career portfolio rubric was edited in Spring 2024 to provide additional context to the “Beginning, Approaching, Meeting, and Exceeding” criteria.</p> <p><u>Fall 2023</u></p>		

	<p><i>Career Portfolio Grade Distribution</i> 90-100: 5/41 (12.2%) 80-89: 12/41 (29.3%) 70-79: 10/41 (24.4%) 60-69: 7/41 (17.1%) 50-59: 2/41 (4.9%) 40-49: 1/41 (2.4%) Non-submission: 4/41 (9.8%)</p> <p><u>Spring 2024</u> <i>Career Portfolio Grade Distribution</i> 90-100: 5/40 (12.5%) 80-89: 5/40 (12.5%) 70-79: 6/40 (15.0%) 60-69: 9/40 (22.5%) 50-59: 4/40 (10.0%) 40-49: 2/40 (5.0%) 30-39: 4/40 (10.0%) 20-29: 1/40 (2.5%) Non-submission: 4/40 (10.0%)</p>	<p><i>Mock Interview Completion</i> Attended Designated Interview Time: 39/41 (95.1%) Did Not Attend Interview: 2/41 (4.9%)</p> <p><i>Mock Interview Completion</i> Attended Designated Interview Time: 36/40 (90.0%) Did Not Attend Interview: 4/40 (10.0%)</p>	
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results:</u> The results for the SLO were mixed as students performed well and met the success targets for SPM 404 but did not meet the targets for SPM 290. The primary factor that stood out in this assessment cycle was that students were expected to enter SPM 290 with some experience drafting a resume, but approximately one-third of the class had no experience and were starting their resume from scratch and had minimal exposure to writing cover letters. Overall, students were still exposed to the process of career exploration, development, and attainment across various sectors and successfully interviewed industry professionals to learn about their experiences. Therefore, the SLO was considered met.</p>			
<p><u>Conclusions:</u> The career portfolio rubric is structured so that a grade of 70% or higher aligns with having career materials that are “ready to submit for a job application”. Since SPM 290 is now sequenced earlier in the course curriculum for sport management students, it may be challenging to reach this target goal given the variance in student experience when they enter the class. Even though the success metric for Measurement Instrument 2 was not met in a quantitative sense, we feel this course artifact is still representative of PSLO 1. Becoming familiar with career materials and understanding the resources available for revising and refining these materials are major components of career development and attainment. These are achieved through the process of developing a career portfolio and participating in a mock interview, even if there is room for growth and improvement relative to reaching the target metric. Measurement Instrument 1 remains an effective measurement tool for PSLO 1.</p>			
<p><u>Plans for Next Assessment Cycle:</u> As we continue to look for ways to improve our program, we will explore the use of other artifacts to measure this PSLO. Because we updated our entire program for AY23-24, SPM faculty are in the process of updating all our courses and content to make sure each course in our program is meaningful and connects to the overall PSLOs. Some changes made to the program impact the sequence of required courses, the admission criteria, and GPA requirements. These changes were made to better prepare students for successful progression through the program and to better prepare students for experiences directly related to the skills and competencies necessary to be successful future employees in the</p>			

field of sport management. Careful attention will be paid to the connection of the course mapping to our PSLOs. Finally, due to the sequencing changes, the delivery of course materials in SPM 290 will be reviewed to address the considerable range of knowledge, specifically related to career materials. This will help close the gap between the target and achievement numbers.

Program Student Learning Outcome 2				
Program Student Learning Outcome	Develop the attributes necessary to effectively lead and manage organizations within the sport industry.			
Measurement Instrument 1	SPM 450 – Risk Management Assignment (Dr. Czekanski) Students are supplied with a vignette describing a fictitious incident that occurred at a sporting event. After reading the vignette the students are asked to complete the following: 1) Identify & Describe – Identity the potential legal risks in the situation and describe those risks in terms of what litigation may take place (e.g., <i>John Doe v. Jane Doe</i> , civil tort of negligence), 2) Deconstruct & Assess – Deconstruct the potential litigation using the appropriate legal elements (e.g., negligence = duty, breach, causation, damages, etc.) and fact pattern from the vignette and assess the legal defenses that may be applied to the litigation 3) Determine – Determine how the sporting organization might prepare for and manage such risks in the future.			
Criteria for Student Success	Students are assessed on each of the five areas described above. The goal is for students to show competency within each area by achieving a 70% or higher within each component of the assignment and a 70% or higher on the assignment overall. For the overall competency all students were examined and reported, while a 20% sample of students were randomly chosen each semester to assess the subcomponents of the assignment.			
Program Success Target for this Measurement	Overall competency = The assignment is worth 100 points. Students will earn 70/100 or 70% For each of the 3 sections (identify & describe, deconstruct & assess, and determine) students with earn a 70% or higher.	Percent of Program Achieving Target	46 total students...	Overall competency = In total, 42 students (91%) met the goal of earning 70% or better on the assignment. Based on the sample the following averages were found Identify & Describe – Average score = 18.22 out of 20 (91%), 9 of 9 greater than 70% Deconstruct & Assess – Average score = 17 out of 20 (85%), 8 of 9 greater than 70% Determine – Average score = 8.2 out of 10 (8.2%), 9 out of 9 greater than 70%

Methods	<p>To evaluate this SLO all students who took SPM 450 for the 2023-2024 academic year were examined. When evaluating the Risk Management Assignment overall competency, the 46 students who took SPM 450 during the 2023-2024 academic year earned an average of 88% (four students failed to complete the assignment and received a zero while the 42 that completed it all earned above an 80%).</p> <p>A more in-depth review of the assignment revealed a total of 21 students earned an A, 21 students earned a B, 0 students earned a C or D, and four students earned an F (NOTE: all four F grades were given because the students failed to complete the assignment).</p> <p>When examining the 3 sections of the assignment (i.e., identify & describe, deconstruct & assess, and determine), a total of 9 students were randomly chosen using a random number generator. The breakdown of those students grades on each of the subsections is as follows:</p> <ul style="list-style-type: none"> - Fall Student 1 – Identify & describe = 19/20 (95%); Deconstruct & assess = 18/20 (90%); Determine = 10/10 (100%) - Fall Student 2 – Identify & describe = 20/20 (100%); Deconstruct & assess = 19/20 (95%); Determine = 8/10 (80%) - Fall Student 3 – Identify & describe = 18/20 (90%); Deconstruct & assess = 17/20 (85%); Determine = 7/10 (70%) - Fall Student 4 – Identify & describe = 20/20 (100%); Deconstruct & assess = 18/20 (90%); Determine = 9/10 (90%) - Fall Student 5 – Identify & describe = 16/20 (80%); Deconstruct & assess = 14/20 (70%); Determine = 7/10 (70%) - Fall Student 6 – Identify & describe = 17/20 (85%); Deconstruct & assess = 17/20 (85%); Determine = 8/10 (80%) - Fall Student 7 – Identify & describe = 17/20 (85%); Deconstruct & assess = 16/20 (80%); Determine = 9/10 (90%) - Fall Student 8 – Identify & describe = 18/20 (90%); Deconstruct & assess = 17/20 (85%); Determine = 9/10 (90%) - Fall Student 9 – Identify & describe = 19/20 (95%); Deconstruct & assess = 17/20 (85%); Determine = 7/10 (70%) <p>Taken together, the sample reveals that the average for “Identify & describe” was 18.22 out of 20 (91%), the average for “Deconstruct & assess” was 17 out of 20 (85%), and the average for “Determine” was a 8.2 out of 10 (82%).</p>
Measurement Instrument 2	<p>SPM 452 – Final Project (Dr. Forsythe)</p> <p>For the final project, students were asked to reflect on the content learned in class, based on the student learning outcomes for the course. Then, students were asked to create some sort of product (i.e. paper, presentation, video, poster, etc.) that effectively articulates their understanding of the course content and the application of the content in their future careers/life. Students were asked to address the following items:</p> <p>Objective #1: Define and explain the concepts of management and leadership Explain the difference between leadership and management Do you believe you have to be a good leader to be a good manager? Why/why not? Do you believe you have to be a good manager? Why/why not?</p> <p>Objective #2: Describe various skills, roles, and functions of sport managers Think about your future professional self: what do you think will be your biggest challenge as a manager (think about functions of management)? Think about your future professional self: what do you think will be your biggest strength as a manager (think about functions of management)?</p> <p>Objective #3: Articulate personal leadership strengths and weaknesses, and recognize and mediate personal stress behaviors as they relate to leadership roles Explain how you plan to use the information you have learned about yourself through the Birkman as you enter your profession. Use your needs, stress behavior, motivation, and all other reports you choose. The key here is to connect what the reports say with an</p>

	<p>application of how you will use that information to be more successful in your future career.</p> <p>Objective #4: Identify and examine the elements of leadership theory and practices as they relate to the various managerial responsibilities</p> <p>Expand and reflect on the leadership style (theory) you believe best represents your style.</p> <p>Explain how you will strive to be a good leader and manager in your future career.</p> <p>Think about what difficulties you might face</p> <p>Think about how you will be mindful of stress behaviors and mediate that behavior to increase productivity</p> <p>In what ways do you feel that this course has prepared you for your future success as a leader and manager?</p>		
Criteria for Student Success	Students are assessed on each of the areas described above. The criteria for student success is for students to show a connection of theory to practice within each area by achieving a 80% or higher on the assignment overall. All students in the course were examined for this assessment.		
Program Success Target for this Measurement	100% of students in the course will obtain an 80% or better on the final project.	Percent of Program Achieving Target	SPRING 2024: 60/61 students (98.3%) earned 80% or better on the final project (One student did not submit the final project. If said student is removed from the assessment, 61/61 (100%) students earned 80% or better).
Methods	To evaluate this SLO, all students who took SPM 452 for the 2022-2023 academic year were examined (SPRING 2024: N = 62). The Final Project was graded using a rubric (attached).		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: The results for SPM 450 and 452 are expected; both courses are some of the final courses that students in the program take prior to their capstone internship experience. As such, it is expected that students could effectively, “Develop the attributes necessary to effectively lead and manage organizations within the sport industry.”, as indicated in Program Student Learning Outcome (PSLO) #2</p> <p>Conclusions:</p> <p>The selected assessments for both SPM 450 and 452 are effective assessments for this PSLO. The faculty teaching both courses have taught them for several semesters and adapted the respective assessments to measure the intended outcomes.</p> <p>Plans for Next Assessment Cycle:</p> <p>As we continue to look for ways to improve our program, we will explore the use of other artifacts to measure this PSLO. Because we updated our entire program for AY23-24, SPM faculty are in the process of updating all our courses and content to make sure each course in our program is meaningful and connects to the overall PSLOs. Some changes made to the program impact the sequence of required courses, the admission criteria and GPA requirements. These changes were made to better prepare students for successful progression through the program and to better prepare students for experiences directly related to the skills and competencies necessary to be successful future employees in the field of sport management. Careful attention will be paid to the connection of the course mapping to our PSLOs.</p>			

Program Student Learning Outcome 3

Program Student Learning Outcome	Express the importance of foundational principles in sport management (e.g., law, finance, communication, etc.,) and their application to the sport industry.		
Measurement Instrument 1	SPM 315 Public Relations/Communication Group Project (Dr. Jordan) Student groups developed an integrated public relations plan introducing a sport team to the community. The project consisted of a ten (10) page executive summary/research paper and accompanying class presentation. Assignment Context: The integrated public relations plan must introduce a team to the community while building the brand and fan base. The plan must be original, introducing every important aspect of your organization to the community, fan base, and other identified stakeholders. Areas to be addressed include Community Analysis and Description, Sport Organization Overview, Overall Plan Goals & Objectives, Identification of Target Market and Service Area, Communication Tactics and Strategies to Engage Target Markets, Community Events, Social Media, Traditional media, and Corporate Social Responsibility (CSR). (Rubric attached)		
Criteria for Student Success	Assignment was 100 points. Students will have earned 80/100 of available points.		
Program Success Target for this Measurement	90% of students in the course will obtain an 80% or better on the assignment.	Percent of Program Achieving Target	85%
Methods	Fall 2023 Enrolled: 38 students 90-100 % - 23 students or 60.5% 80-89 – 11 students or 29.9% Failing Grade: 4 students or 10 % The four students that failed the group project did not participate at all in the project. They did not show up for the presentation or help develop the project. Spring 2024: 42 enrolled SPM 315 90-100% 35 80-89% 7 70-79% - 1 0-9% 2 Neither student never showed up for class and will earn an FN. The other student did not participate in his group activity. I ended up having		
Measurement Instrument 2	SPM 402 – Budget Project Assignment (Dr. Obee) Students are required to read the case study and complete a three-part budget assignment. Each part is worth 100 points. Then based upon the information gathered from the case study and the information presented in class, all students assume the responsibility of Athletic Director at Oakbend High School. Their job is to prepare a revised budget for the coming year based upon the information gathered by Bob Marcus while spending no more than the \$312,000 allocated by the school district. The case study consisted of the following parts: <u>Part 1:</u> Answer the questions related to the case study and use all resources provided and use outside sources. <u>Part 2:</u> Upon completing the budget revisions, an Executive summary of the revisions must be written to the Oakbend Superintendent. In		

	<p>this document all students will justify all aspects of their budget. Explain all details of the budget they created and justify all cuts and expenditures. It is also important that they justify all cuts/expenditures to the stakeholders at every level. Therefore, the following <i>memos</i> should be prepared outlining budget changes/reductions:</p> <ol style="list-style-type: none"> 1. Executive Summary (<i>Maximum length 5 pages</i>) (34 pts.) 2. Coaches Memo (33 pts.) 3. Booster Club Memo (33pts.) <p><u>Part 3:</u> The <i>budget</i> should be created using spreadsheet software such as Microsoft Excel. Formulas should be used to calculate totals and subtotals. The basic template for the budget has been provided to them by Bob Marcus in one of his memos to the coaches. Rubric attached.</p>		
Criteria for Student Success	The assignment was 300 points total. Each part was worth 100 points. Students must get 80% of total points (240)		
Program Success Target for this Measurement	90% of students in the course will obtain an 80% or better on the budget project	Percent of Program Achieving Target	94% (Fall and Spring Combined)
Methods	<p>All students are required to complete the three-part budget assignments for the semester. Final grade is determined by the SPM 402 instructor. Rubric attached.</p> <p>Fall 2023: 26 total students enrolled 22 received 90-100 %(A) 2 received 80-89% (B) 1 received 70-79%(C) 1 received 50% or less</p> <p>Spring 2024: 45 total students enrolled 36 received 90-100 %(A) 7 received 80-89%(B) 1 received 70-79%(C) 1 received 50% or less</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</p> <p>Results: In SPM 315, students performed well on the assignment and 85% of the 90% of students included in the assessment earned an 80% or higher. Students also performed well on the budget assignment project (Parts 1 through 3). Expectations were that 90% of the students would obtain 80% or better, but 94% of the students achieved the goal.</p> <p>Conclusions: The selected assessments for SPM 315 and 402 give students a practical understanding of several of the sport management principles, including finance, risk management, budgeting, communications, and other critical industry-specific foundational tenants.</p> <p>Plans for Next Assessment Cycle:</p>			

As we continue to look for ways to improve our program, we will explore the use of other artifacts to measure this PSLO. Because we updated our entire program for AY23-24, SPM faculty are in the process of updating all our courses and content to make sure each course in our program is meaningful and connects to the overall PSLOs. Some changes made to the program impact the sequence of required courses, the admission criteria, and GPA requirements. These changes were made to better prepare students for successful progression through the program and to better prepare students for experiences directly related to the skills and competencies necessary to be successful future employees in the field of sport management. Careful attention will be paid to the connection of the course mapping to our PSLOs.

Program Student Learning Outcome 4			
Program Student Learning Outcome	Engage in relevant experience through experiential learning opportunities and internships.		
Measurement Instrument 1	Indirect: SPM 490 – Final Internship Evaluation (Dr. Forsythe) Each student was required to have a final internship performance evaluation conducted by their site supervisor. The evaluation consisted of 50 questions scored on a 5-point Likert scale. The assessment evaluates students in professionalism, dependability, leadership, administrative abilities, activity planning, implementing activities, evaluation skills, community/population knowledge, and an overall ranking of employability. Evaluation attached.		
Criteria for Student Success	Each question can be scored from one to five, with the following rating scale: 5 = Excellent, 4 = Good, 3 = Average, 2 = Poor, and 1 = Unacceptable. 80% of the students enrolled in this course will average a 4 or higher on the ranking scale.		
Program Success Target for this Measurement	80% of students will average a 4 or better on this assessment.	Percent of Program Achieving Target	
Methods	To evaluate this SLO, all students who took SPM 490 for the 2023-24 academic year were examined (FALL 2023: N=11; SPRING 2024: N= 25*; combined N=35). *One student had extenuating circumstances that led to them earning an incomplete as they finish their hours in the summer. As such, they were removed from the assessment, bringing the total number of students to 24 in the Spring 2024 semester).		
Measurement Instrument 2	Direct: SPM 305 – Sport Event Management (Dr. Brgoch) As a class, the students were instructed to develop, plan, and execute an event. This project-based class provided students with an opportunity to take ownership over planning an event and learn how to communicate with each other to accomplish the event planning tasks. Since this was not a theoretical event, students needed to divide their efforts across four different functional domains (administration, marketing, sponsorship, and competition management) and delegate tasks accordingly.		
Criteria for Student Success	Success in the Sport Event Management class was determined by reaching milestones that were associated with different phases of the event management process: <ul style="list-style-type: none"> • Securing a venue for the event and funding to support the venue rental • Developing a sponsorship proposal 		

	<ul style="list-style-type: none"> • Creating a logo and getting it approved through WKU licensing • Designing marketing materials (e.g., flyers, banner, social media page) <p>Students established the following event goals:</p> <ul style="list-style-type: none"> • Register 24 teams for the event • Secure funding for the venue rental • Obtain \$1,000 in sponsorships 		
Program Success Target for this Measurement	Student success in this project-based class was to host a student-run event.	Percent of Program Achieving Target	Spring 2024: Students hosted a 3v3 Basketball Tournament that drew 10 teams, raised \$850 in sponsorships, and secured a \$500 grant.
Methods	Students were required to document all their planning activities to demonstrate how they worked through the event planning process. Since this was a student-led project, each functional domain developed and organized the materials they felt were necessary to reach the projected milestones for the events. These event planning documents were considered the artifacts for Instrument 2 of PSLO 4.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			<div>Met</div> <div>Not Met</div>
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results:</u> According to Kolb's Cycle of Experiential Learning (1984), engaging directly in an authentic situation is one step in the process of learning. For this class, student success was defined as facilitating an opportunity for students to participate in an authentic event planning experience. Through this project, students were exposed to and practiced industry skills including collaboration, communication, and project management.</p> <p><u>Conclusions:</u> SPM 305 provided students with an authentic event planning experience during Spring 2024, but student learning was primarily assessed through reflective activities and conversations. Therefore, it is necessary to develop more assignments or assessments that can quantitatively evaluate PSLO 4 through the Sport Event Management class.</p> <p><u>Plans for Next Assessment Cycle:</u> During the 2024-25 AY, program faculty will look for new assignments in SPM 490 and SPM 305 (and other courses) that could be a direct assessment of this PSLO.</p>			

NOTE: ALL ARTIFACTS, RUBRICS, AND ASSIGNMENT DESCRIPTIONS CAN BE VIEWED IN ONEDRIVE: [SPM ASL 2023-24](#)

***** Please include Curriculum Map (below/next page) as part of this document**

CURRICULUM MAP TEMPLATE

Program name:	SPORT MANAGEMENT
Department:	SCHOOL OF KINESIOLOGY, RECREATION, AND SPROT
College:	COLLEGE OF HEALTH AND HUMAN SERVICES
Contact person:	STACEY FORSYTHE
Email:	stacey.forsythe@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes			
			LO1:	LO2:	LO3:	LO4:
			Examine the process of career exploration, development, and attainment across various sectors of the sport industry and master how to be a professional in the sport	Develop the attributes necessary to effectively lead and manage organizations within the sport industry.	Express the importance of foundational principles in sport management (e.g., law, finance, communication, etc.) and their application to the sport industry.	Engage in relevant experience through experiential learning opportunities and internships.
Course Subject	Number	Course Title				
SPM	200	Introduction to Sport Management (E-SB)	I, R	I	I	I
ECON	202	Principle Economics-Mirco		I, R	I, R	
MGT	210	Organization and Management		I, R	I, R	
MKT	220	Basic Marketing Concepts		I, R	I, R	
COMM	145	Fundamental Speaking and Communication		I, R	I, R	
SPM	290	Sport Management Seminar	I, R, M, A	I, R	I, R	I, R
SPM	300	Policy and Governance in Sport	I, R, M	I, R	I, R, M	I
SPM	305	Sport Event Management	I, R	I, R	I, R, M	I, R, M, A
SPM	310	Sport Etihiics & Morals	I, R, M	I, R	I, R, M	I, R
SPM	315	Sport Communication	I, R	I, R	I, R, M, A	I, R, M
SPM	320	Esports Management	I	I, R, M	I, R	I
SPM	325	The Culture of Sport Through Film	I	I	I, R	
SPM	330	Moneyball: Sport Analytics	I	I, R	I, R	I, R
SPM	335	Global Perspectives in Sport (K-LG)	I	I, R	I, R	
SPM	350	Intercollegiate Athletics Administration	I	I, R	I, R	I, R
SPM	402	Fiscal Practices in Sport	I, R, M	I, R, M	I, R, M, A	I, R, M
SPM	404	Sport Facility Management	I, R, M, A	I, R, M	I, R, M	I, R, M
SPM	450	Sport Law	I, R, M	I, R, M, A	I, R, M	I, R
SPM	452	Sport Leadership and Management	I, R, M	I, R, M, A	I, R, M	I, R
SPM	490	Internship in Sport	I, R, M	I, R, M	I, R, M	I, R, M, A

Sport Facility Manager Professional Interview Directions

Each student will write a story sharing an interview they conduct of a sport or recreation facility manager. Your written story will be completed much like an interview in a newspaper, organizational newsletter, or magazine article. Please do not just state the question followed by the answer. Make your story interesting while sharing the information you collected using the questions listed below. Tell the Facility Manager's story. Who they are, where they come from, how they got to where they are today, etc.

Please Note: You must sign-up in class with the instructor before you complete your interview. No one can be interviewed more than once by a student in SPM 404.

Required Interview Questions

Required Interview Questions (In order to ensure you answer all questions)

1. What are your main areas of responsibility in your current position?
2. What do you feel are the most rewarding and the most dissatisfying aspects about your position?
3. How have you changed or grown personally and professionally in this field (i.e. attitudes, beliefs, opinions)?
4. How do you feel about the job opportunities (availability/desirability) in sport facility management and what education or other professional preparation do you feel are necessary for people to obtain entry-level positions?
5. What are the biggest challenges you have faced in this field and what changes do you envision in the future that will affect sports management and administration?
6. Are you satisfied as a professional in your current position (why or why not) and do you feel there is room for advancement in your career field?
7. What kind of lifestyle changes or adjustments have you had to make compared to other professions because of your job?
8. How did you get your current position in regard to professional preparation, experience, and why are you in this career field?
9. 2-3 Questions that you, the interviewer must develop and ask.

Additional Required Content

1. Individual's Name
2. Position and Title
3. Place of Employment

4. Years of experience
5. Degrees held/Educational background

Typing Instructions:

- Times New Roman Font Size 12
- 1 inch Margins (right, left, top, bottom)
- Double Spaced
- Thoughtful college level writing style
- Mechanics
 - Spelling Error Free
 - Sentence Structure Grammatically Correct
- Paragraphs are clearly focused, well developed, organized, coherent, and neither too long nor too short for easy readability
- **Word Count:** Max 650 words

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	Interview Rubric
40% of Total Points	Appearance
10%	Follows Written Directions
10%	Writing Style (Consistency, Clarity, Accuracy, Brevity, Fits the Format); Avoids Redundancy
10%	Spelling and Grammar
10%	Paragraph Structure and Length
60% of Total Points	Content Demonstrates
10%	Contains the Five W's and H (i.e., the information collected in your interview)
10%	<p>Story contains a title / headline (i.e., not just the title of the assignment)</p> <p>Strong Lead (Opening Paragraph or Sentence i.e., not just I interviewed Joe Smith director of the Hometown Fitness Center)</p>
30%	<p>Body Contains Story Specific Details</p> <ul style="list-style-type: none"> • Important details from the interview, quotes, key information to support lead • Answers to all questions
10%	<p>Closing Feature</p> <ul style="list-style-type: none"> • Interesting insight, quote, closing statement

Facility Presentation Directions

As part of the professional interview, you will also need to discuss how they provide leadership and/or manage their facility. The chapters in the text will guide this discussion. After you have completed your discussion, you will develop a presentation that shares this information with the class.

Minimum Topic Requirements for the Presentation Includes:

1. Brief Facility Introduction
2. Brief Introduction of the Person Interviewed
3. As it relates to your selected organization, you should share:
 - a. Human Resource Management
 - b. Their Planning Process
 - c. Main Policies and Procedures
 - d. Programming and Scheduling
 - e. Finance Management
 - f. Main Revenue Streams and Facility Finance
 - g. Retail Operations
 - h. Customer Recruitment and Retention
 - i. Marketing Activities
 - j. Public Relations Activities
 - k. Risk Management Activities
 - l. Volunteer Management
 - m. Special Event Management
4. If your organization does not use volunteers or have retail operations, please note this in your presentation. Do not just skip the topic.

PowerPoint Professional Appearance

- It's important for you to realize that this is NOT saying you can have only 15 slides. Some of the topics may require more than 1 slide to provide the information.
- Pictures, graphs, and charts should be used whenever possible to simplify explanation of information.
- The presentation should have an appropriate document theme.
- The text in the presentation should be formatted appropriately.
- Consider the 7 x 7 rule should be followed throughout the presentation to assist with readability for the audience.
 - Each slide should have a maximum of 7 lines, and each line should have approximately 7 words.
- The font style and size should be readable.
- The presentation should not use too many different fonts.

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- The presentation should contain single-level and multi-level bulleted lists.
- Important text could be italicized and/or bolded.
- Different font colors could be used to convey meaning.
- Multiple slide colors should complement each other.
- Spacing between elements in the presentation should be appropriate.
- The presentation should be visually appealing. Be creative, it is your presentation. It does not have to look like everyone else's presentation. You just need to cover the assigned topic.
- Please do not read the presentation to us, practice the presentation so that you may share the facility with the class.

Writing Mechanics

- Mechanics
 - Spelling Error Free
 - Sentence Structure Grammatically Correct

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	Paper / Presentation Rubric
40% of Total Points	Appearance
10%	Follows Written Directions
10%	APA In-text / Full Reference Citations / References text or other source within answers
10%	Spelling and Grammar
10%	Paragraph Structure and Length (3-5 sentences per paragraph minimum)
60% of Total Points	Answer Content Demonstrates
10%	Shows minimal understanding of the question, answers only part of the question, provides no application to professional practice application or examples to support ideas
20%	Shows beginners understanding of material presented in the article selected or in class, fails to address all questions, no application to professional practice or examples to support ideas
30%	Shows novice understanding of material presented in the article selected, addresses all aspects of the question, no application to professional practice application or examples to support ideas
40%	Shows understanding of material presented, fails to address a few questions and/or aspects of the question, and minimal professional practice
50%	Shows understanding of material presented, address all questions and/or aspects of the question, and provides professional practice application or examples to support ideas
60%	Shows excellent understanding of the material presented, addresses all aspects of a question, clearly demonstrates an understanding of the question, provides an insightful explanation

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Public Relations Group Project Directions

For this assignment, your group will develop an integrated public relations plan introducing your sport team to the community. The group project shall consist of a ten (10) page executive summary/research paper and accompanying class presentation.

Assignment Context

You are a newly formed team entering the market. You are a professional team, at any level or within any sport. Your integrated public relations plan must introduce your team to the community while building your brand and fanbase. This must be an original plan introducing every important aspect of your organization to the community, fanbase, and other identified stakeholders.

Bb Learning Modules Containing Related Project Information

- *Week 2: What is a PR Campaign* – Includes Example PR Campaign Plans
- *Week 7 Sport Media* – Includes Example Media Release, Fact Sheet, Components of Media Release, Sample Game Preview, and Example Fact Sheet
- *Week 8 Digital, Mobile & Social Media In Sport* – Includes best practices for social media platforms and review for the Model of Online Sport Communication
- *Week 9 Sport Media Com & Planning* – Includes presentation on media planning, feeding the media, and examples of a media advisory, media guide, game notes, and fact sheet
- *Week 10 Integrated Marketing Communication* – Includes presentation on sport marketing
- *Week 12 Unmediated Communication & Demonstrating Social Responsibility (SR)* – Includes presentation on SR, unmediated communication tactics, and ways to measure speakers' programs

Part 1: Project Proposal

After your group has decided on your team, and team location, provide the instructor with a typed proposal of your project. This is a tentative plan that should outline your ideas for the different aspects of your plan. The document should include who will be responsible for each part of the project along with a summary of your ideas, project components, etc. To ensure that all aspects of your plan are integrated to your plan's overall goals and objectives this proposal must include the plan's overall strategic communication goals (minimum 4-5 goals). **Finally, your group should plan three (3) project check in meetings.**

1. Check in One – Content should include an outline of community analysis and description, organization overview, PR program goals and objectives, and the target publics for your plan to introduce your new team to the community. Deadline: ***Scheduled between September 5-29.***

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2. Check -in Two- Content should include an outline for team website, traditional media, and social media communication plans. Deadline: ***Scheduled between October 3 – 27.***
3. Check-in Three – Content should include an outline for team CSR and Community Events (Unmediated Communication Tactics). Deadline: ***Scheduled Between November 1-15.***

These checking meetings should be scheduled with Dr. Jordan and/or our Sport Management GA Kaycee Scott. Each group should provide a written document outlining the requested material and be able to explain their tentative plans. ***This is not an optional part of the project. This will be part of your final group grade.***

Typing Directions:

- Double space the document
- One-inch margins
- 12 pt. Times New Roman Font
- Do not exceed one (1) page
- Attach via blackboard (Check the course syllabus for the project proposal due date)

Part 2: Completed Project

Plan Components

Your group's plan must include the following components:

1. Community Analysis and Description

The purpose of this section is to help you answer the question, “Why is this community a good location for your team”?

This should include:

- Community demographic information
- Community characteristics that support the location of your team at your selected site
 - Major industry
 - Competition
 - Geographic Features
 - Any other information your group believes makes this community a good fit for your team
- Community S.W.O.T. Analysis

2. Sport Organization Overview

The purpose of this section is to introduce your organization to the community.

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This should include the following information:

- Mission
- Vision
- Values
- Description of the brand you are building
- Facilities
- Front Office Personnel
- Coaching Staff
- Roster
- League Information
 - Division
 - Overview of Division Teams
 - Rivalry Games and Key Competitors
- Team Logo
- Team Colors
- Sample Uniform
- Mascot
- Bios of all coaches and players
- Organization S.W.O.T. Analysis

3. Plan's Overall Strategic Communication Goals & Objectives (Minimum 4-5)

4. Plan's Overall Target Market and Service Area

5. Communication Tactics / Strategies to Engage Target Markets

Community Events /Unmediated Communication To Introduced the Organization (3 total)

- Each should connect to overall strategic communication goals
- Each should have their own target market
- Each should have their own goals and objectives to measure success
- Each should have their own budget
- Each should have their own identified means of evaluating success
- Each should incorporate mediated and unmediated communication channels
- Collectively events should be planned throughout the year

Social Media (minimum 3 different platforms)

- Each should connect to overall strategic communication goals
- Each should have their own target market
- Each should have their own goals and objectives to measure success

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- Each should have their own budget
- Each should have their own identified means of evaluating success
- Collectively events should be planned throughout the year
- Each should have examples of how you plan to use them and proposed social media grid

Traditional Media Plan (2 different communication channels)

- Media mix including stories pitched to newspapers and other traditional broadcast media
- Each should connect to overall strategic communication goals
- Each should have their own target market
- Each should have their own goals and objectives to measure success
- Each should have their own budget
- Each should have their own identified means of evaluating success
- Each should incorporate planned mediated and unmediated communication channels
- Collectively events should be planned throughout the year

Website

- Should connect to the overall strategic communication goals
- Should have identified target market
- Should have identified goals and objectives
- Should include budget
- Should include example content

Corporate Social Responsibility (4 total activities – 2 league specific and 2 community need related)

- Each should connect to overall PR goals and objectives
- Each should have their own target market
- Each should have their own goals and objectives to measure success
- Each should have their own budget
- Each should have their own identified means of evaluating success
- Each should incorporate mediated and unmediated communication channels
- Collectively events should be planned throughout the year

Formatting Direction for Executive Summary and Presentation

Executive Summary

This is where your group shares an overview of both your plan and strategic communication research used to help guide your plan's development. The research shared is the information you used to support your decisions related to the content areas of your strategic communication plan. As a result, it is an overview of current research related to best practices in strategic sport communication as it relates to your project. This may include research related to: what a S.W.O.T. analysis is, social media use and practices, best practices in social media evaluation, benefits of social responsibility and unmediated communication tactics, best practices for evaluation of unmediated communication tactics, benefits and practices associated with traditional media use, the importance of branding, best practices in branding, and/or any other related research your group feels is important to support your plan and the decisions made throughout your plan.

Document Format:

Part One: You should begin this document with a 2- 3-page description of your overall plan including the brand you to plan develop, community S.W. O.T. analysis, target market, strategic communication goals and objectives, brief overview of communication tactics selected. It should not include the examples you have placed in your presentations. It is just a written overview of the project.

Part Two: Overview of research and best practices supporting the decisions you made as you developed your plan. This part should be 7-8 pages. Must have 5-6 references related to best practices for your communication channels.

Reference: Reference sources your group should consider using include the textbook, journal articles, trade journals, etc. No Wikipedia.

Typing Directions & Appearance

- The Executive Summary is professional in appearance
 - Typed Document
 - Uses APA Format (for in-text citation / reference page)
 - Length: Minimum 10 pages / Maximum 12 pages. (not including cover page & reference list)
 - 12 pt. Times New Roman Font
 - 1-inch Margins (right, left, top, bottom)
 - Double Spaced
 - Use of appropriate headings to guide the reader
 - Title page including all group member names
 - Thoughtful college level writing style

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- Mechanics
 - Spelling Error Free
 - Sentence Structure Grammatically Correct
- Paragraphs are clearly focused, well developed, organized, coherent, and neither too long nor too short for easy readability

Class Presentation

This is an opportunity for your group to introduce your organization to the class, provide an overview of your organization, shares your community characteristics, S.W.O.T. analysis, why you believe the community is the best choice for your team, the brand you are attempting to build, vision, mission, etc., the plan's overall strategic communication goals, target market, and all of the different aspects of your plan.

Presentation Appearance

- The presentation should have an appropriate document theme.
- The text in the presentation should be formatted appropriately.
- Consider that the 7 x 7 rule should be followed throughout the presentation to assist with readability for the audience. (Note: If using PowerPoint)
 - Each slide should have a maximum of 7 lines, and each line should have approximately 7 words
- The font style and size should be readable.
- The presentation should not use too many different fonts.
- The presentation should contain single-level and multi-level bulleted lists.
- Important text could be italicized and/or bolded.
- Different font colors could be used to convey meaning.
- Multiple slide colors should complement each other.
- Spacing between elements in the presentation should be appropriate.
- The presentation, as a whole, should be visually appealing.
- **Writing Mechanics**
 - Mechanics
 - Spelling Error Free
 - Sentence Structure Grammatically Correct
- **Professional Appearance**
 - On day that you present, group members should present themselves in a professional manner appropriate for business presentations.
 - All group members should play an active role in the presentations.

Completed Assignment

- One group member should submit both documents for the group.

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- The submission link for this assignment is located on the bottom of your group's Blackboard (Bb) page.
- Attach both the completed executive summary and presentation to the same submission link. This is due the day of your presentation by 10:00 a.m. CST

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	Group Project Rubric
Plan Components 50%	<ul style="list-style-type: none">• Project includes all listed plan components and examples• Project demonstrates understanding and application of ideas discussed in class• Sources are utilized by the group as support ideas shared• Project demonstrates understanding of best practices
Creativity 25%	<ul style="list-style-type: none">• Campaign is creative and innovative• Campaign is original
Presentation /Executive Summary 25%	<ul style="list-style-type: none">• Professional Appearance• Supports Brand• All group members participate• Presentation has good flow• Meets time guideline (25-minute presentation with 5-minute Q & A)• Formatting directions are followed• Each area includes appropriate content

Final Career Portfolio Rubric

Scoring

0 – 1.5 = Beginning: Students have a start on their career material. They are still in the early phase of developing these materials and need time to meet the expectations of a version that is ready to submit for a job application.

1.6 – 2.5 = Approaching: Students are approaching the point of having a draft of their materials that is ready to submit for a job. They likely need a few more rounds of revisions before the materials are fully ready for review by a potential employer.

2.6 – 3.5 = Meeting: Students have career materials that can reasonably be submitted to an employer right now. However, there are still areas for improvement that could strengthen their overall materials.

3.6 – 4.0 = Exceeding: Students have strong materials that will make them a very competitive candidate in a job pool.

<i>Criteria</i>		<i>Beginning</i> <i>0 – 1.5</i>	<i>Approaching</i> <i>1.6 – 2.5</i>	<i>Meeting</i> <i>2.6 – 3.5</i>	<i>Exceeding</i> <i>3.6 – 4</i>	<i>Points</i>
<i>Cover Letter</i>	<ul style="list-style-type: none"> Is the cover letter professional and neat? Is the cover letter free of errors? Does the cover letter “sell” examples of qualifications and transferable skills? Does the cover letter show a connection to the fit of the job position and requirements? 					/12
<i>Resume</i>	<ul style="list-style-type: none"> Is the resume professional and neat? Is the resume free of errors? Does the resume “sell” examples of qualifications and transferable skills? 					/12
<i>References</i>	<ul style="list-style-type: none"> Is the list of references professional and neat? Is the list of references free of errors? 					/5
<i>Formatting</i>	<ul style="list-style-type: none"> Was the final document submitted as a single combined PDF? Was there consistency and cohesiveness of the formatting across the entire portfolio? 					/5
<i>Submission</i>	<ul style="list-style-type: none"> Was the final document submitted on time (April 21 at 9:00pm)? 					/1
Comments:				<i>Total Points</i>		/35

Mock Interview Instructions

Hello and thanks again for conducting mock interviews! Here is general information about conducting the interviews so we keep them somewhat similar across all nine interviewers. If you have any questions, please reach out to me.

OneDrive / Google Drive Folder

In the OneDrive or Google Drive folder I shared with you, there is a “General Info” folder that has a copy of the rubric and your interview schedule with student names. There are also two documents for each student: 1) their selected job posting, and 2) a combined PDF of their career portfolio which should include a cover letter, resume, and list of references.

Interview Structure

This is going to be conducted like a first-round (screening) interview. Each student is scheduled for a 30-minute time slot with the first 15 minutes dedicated to the interview process and the last 15 minutes for feedback on their performance. Many of you have time slots that are back-to-back, so the interviews cannot go longer than 30 minutes.

Scoring and Returning Feedback

I created a short rubric (separate document in your General Info folder) which has sections that will be graded using a “Beginning, Approaching, Meeting, Exceeding” score. Each section of the rubric has a column to circle the appropriate score and another column to add comments. I return this feedback to the students and use it to calculate their mock interview grades. So, I need to get one back for each student that completes an interview. Please return the rubrics to me by Sunday, May 5 so that I have enough time to get them entered before final grades are due.

For those of you conducting Zoom interviews, you can upload your completed rubrics back to the Google Drive/OneDrive folder which is only shared between you and me. If you are in person, you can give me feedback forms as a hardcopy or upload them. The entire feedback form will be returned to the students. If there is something you want to share with only me, please let me know separately.

Additional Info

1) Job Postings

- a. I requested the students find and submit a job posting they could reasonably apply for after graduating and fit their interests. Then, they should have written their materials for that specific job posting. Most of them have done this correctly, but a few might have a mismatch between their cover letter content and job posting.

2) Quality of Materials

- a. The students submitted me a draft of their career portfolio earlier in the semester and got a round of heavy feedback during an individual meeting (if they attended it). They also had options to conduct a peer review or go to the Career Center to get additional feedback. Therefore, please feel free to be as critical of their materials and interviewing performance as you deem appropriate.

3) Mock Interview Questions

- a. The students have been reminded that, to get the most out of the assignment, they should approach this as though it were a real interview. So, you can be as realistic as you want with the interview. You may also ask any questions you want related to their job posting; I just ask that you include the following three questions at some point in the interview.
 - 1) Tell me about yourself.
 - 2) Why are you interested in working for (blank)? / Why do you think you are a good fit for this position?
 - 3) Describe one of your strengths and how you will apply it to the responsibilities of this job.

4) No-Shows

- a. Students have been told (several times) that they cannot make up a mock interview. If you have a student that does not show up within ten minutes of their scheduled time, you can opt to call them a no-show at your discretion. I am hoping this does not happen too much, but apologies in advance if it does.

That should cover everything, but again please reach out if something is unclear.

Mock Interview Rubric

Scoring

1 = Beginning:

Students are far below your expectations and still need considerable work to meet them

2 = Approaching:

Students are below your expectations but are approaching meeting them

3 = Meeting:

Students have met all your expectations

4 = Exceeding:

Students have completed exemplary work and exceeded your expectations

Rubric

	<i>Score (mark one)</i>		<i>Comments</i>
Cover Letter <ul style="list-style-type: none"> • Is the cover letter professional and neat? • Is the cover letter free of errors? • Does the cover letter “sell” examples of qualifications and transferable skills? • Does the cover letter show a connection to the fit of the job position and requirements? 	1	2	
Resume <ul style="list-style-type: none"> • Is the resume professional and neat? • Is the resume free of errors? • Does the resume “sell” examples of qualifications and transferable skills? 	1	2	
References <ul style="list-style-type: none"> • Is the list of references professional and neat? • Is the list of references free of errors? 	1	2	
Appearance and Professionalism <ul style="list-style-type: none"> • Is interviewee punctual? • Is interviewee dressed professionally and appropriately? • Does interviewee make eye-contact and engage professionally with the interviewer? 	1	2	
	3	4	

	<i>Score (mark one)</i>	<i>Comments</i>
Clarity and Delivery of Responses <ul style="list-style-type: none"> • Does interviewee provide clear content for each question? • Does interviewee appear to give straightforward, honest responses? 	<div>1 2</div> <div>3 4</div>	
Interview Closing <ul style="list-style-type: none"> • Does interviewee ask questions to the interviewer about the job position/organization? • Does interviewee conclude the interview professionally? 	<div>1 2</div> <div>3 4</div>	

Interview Decision:

After interviewing the candidate, what decision would you make about moving them onto the next phase of the search process? Please circle one of the following:

- 1) Definitely offer a second interview
- 2) Keep considering them as a possibility
- 3) Would not offer a second interview
- 4) Other

Describe your decision.

Additional Student Feedback:



RISK MANAGEMENT

1. **Venue Safety and Security:**

- Conduct a comprehensive safety assessment of the tournament venue, checking for potential hazards such as slippery floors, inadequate lighting, or obstacles near the playing area.
- Ensure that entrances and exits are clearly marked and unobstructed for emergency evacuation.

2. **Player Health and Injury Prevention:**

- Encourage players to warm up properly before games and provide stretching areas.
- Enforce rules against dangerous play, such as overly aggressive fouls or unsportsmanlike behavior.
- Have a designated medical team or first aid station onsite to provide immediate assistance in case of injuries.

3. **Emergency Response Plan:**

- Develop a detailed emergency response plan outlining procedures for handling medical emergencies, severe weather events, and other unforeseen incidents.
- Educate staff, volunteers, and participants about emergency protocols and ensure that emergency contact information is readily available.
- Establish communication channels with local emergency services and coordinate evacuation routes if necessary.

4. **Weather Contingencies:**

- Monitor weather forecasts leading up to the tournament and have a contingency plan in place for adverse weather conditions.
- Designate indoor facilities or alternative venues to relocate games in the event of inclement weather.
- Provide shelter and hydration stations for participants and spectators during extreme heat or cold conditions.

5. **Equipment Safety and Inspections:**

- Inspect all basketball equipment, including hoops, nets, and backboards, to ensure they are securely installed and in good working condition.
- Regularly check basketballs for proper inflation and signs of wear and tear, replacing any damaged equipment as needed.



- Require participants to wear appropriate footwear and attire to minimize the risk of slips, trips, and falls.

RISK MATRIX

Type of Risk	Frequency	Magnitude	Handling
Participant Injury	Occasional	Severe – Fatality could result	Having enough medical personnel and protocol available to treat injury. Access for EMS services. There will be trained staff working the rec. center that will need to be notified of any situation and they will be able to assist.
Spectator Injury	Occasional	Severe – Fatality could result	Training employees and staff to help prevent foreseeable dangers. Having access to enough supplies to treat injury.
No EMS Access	Frequent	Severe – Fatality could result from delay	Make sure parking lots are clear for entry. Have clear markings and entrances.
Gunman/Bomb Threat	Less Frequent	Severe – Fatality could result	Training committee and volunteers to follow protocols for all spectators when they enter the facility.
Food Poisoning	Occasional	Severe – Fatality could result	Making sure all individuals handling food are washing hands and food is fresh, not expired.
Hazardous Weather	Occasional	Severe – Fatality could result	Have protocols for spectator safety if a storm is on the radar. The arena serves as a tornado shelter which will provide a safe area in case of severe weather.



[Big Red] 3v3 Basketball Tournament Waiver Form

Participant's Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Email: _____

Emergency Contact Name: _____ Phone: _____

In consideration of being allowed to participate in Big Red's 3v3 Basketball Tournament, organized by Sports Management, I, the undersigned, acknowledge, appreciate, and agree to the following:

1. I acknowledge that basketball is a physical sport that involves certain inherent risks, including but not limited to, injuries from falls, collisions, physical contact, and other unforeseen incidents.
2. I understand that while organizers will take reasonable precautions to ensure safety during the tournament, they cannot eliminate all risks.
3. I certify that I (or my child, if participant is under 18 years old) am physically fit and able to participate in the basketball tournament.
4. I consent to receive medical treatment that may be deemed necessary in the event of injury, accident, or illness during the tournament. I understand that every effort will be made to contact the emergency contact listed above before medical treatment is administered, but in the event that they cannot be reached, I authorize the tournament organizers to seek medical treatment on my behalf.
5. I agree to abide by all rules, regulations, and decisions of the tournament officials and organizers.



6. I release, waive, discharge, and covenant not to sue the organizers, sponsors, volunteers, or any affiliated individuals or organizations for any and all claims, including claims for negligence, arising out of or related to any injury, disability, or death that may occur during my participation in the tournament.
7. I understand this waiver and release extends to all claims of any kind or nature whatsoever, foreseen or unforeseen, known or unknown.
8. I grant permission to the organizers to use photographs, video recordings, or any other record of the event for legitimate purposes with no compensation to myself or anyone participating in the event.
9. I grant permission to western to report medical and other personal information as deemed necessary by any Western, Medical, or any other involved agents.

In the event of needing medical attention do you have any conditions or are you taking any types of medication that medical personnel need to be aware of?

I have read this waiver and release of liability, fully understand its terms, and voluntarily sign it.

Participant's Signature: _____ Date: _____

Printed Name: _____



**WESTERN KENTUCKY UNIVERSITY
SCHOOL OF KINESIOLOGY, RECREATION, & SPORT | SPORT MANAGEMENT PROGRAM
FINAL EVALUATION**

This form should be filled out by the site supervisor and reviewed with the student prior to both parties signing the form. Once the agreement has been made and both parties have signed, it should be submitted to Blackboard for the Sport Management Internship Coordinator to review.

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

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; the student does not meet acceptable standards and improvement is needed in all areas.

Unacceptable: Performance is sub-par; the student is consistently deficient and below acceptable standards.

NOTE: The scores for each question on the evaluation will be averaged (1=60 points, 2 = 70 points, 3 = 80 points, 4 = 90 points, and 5 = 100 points) and students will be awarded a grade. ***Please indicate if an item is not applicable (n/a) to the student/position.***

Please use the scale (rating1-5) outlined on page 1 of this document to rate the student.

EVALUATION AREAS

<u>PROFESSIONALISM</u> THE STUDENT:	RATING (1-5)
Demonstrates teamwork	
Demonstrates cooperation	
Dresses appropriately for work	
Is punctual	
Has a positive attitude	
Is dependable	
Demonstrates the ability to work independently	
Shows integrity, loyalty, and honesty	
Has a willingness to learn	
Comments about professionalism:	
<u>DEPENDABILITY</u> THE STUDENT:	RATING (1-5)
Is reliable	
Is willing to take on new tasks	
Completes tasks in a timely manner	
Is thorough in completing tasks	
Comments about dependability:	
<u>LEADERSHIP</u> THE STUDENT:	RATING (1-5)
Understands the needs of stakeholders (customers, fans, student-athletes, etc.)	
Demonstrates originality and creativity	
Displays resourcefulness	
Demonstrates self-awareness	
Demonstrates ability to analyze problems	
Demonstrates adaptability	
Can handle conflict	
Accepts constructive feedback well	
Shows skill in completing specific activities	
Shows an interest in others	
Shows general leadership ability	
Comments about leadership:	
<u>ADMINISTRATIVE ABILITIES</u> THE STUDENT:	RATING (1-5)
Demonstrates the ability to plan and coordinate tasks	
Communicates professionally	
Is responsible with the agency's property and equipment	
Can interpret agency policies and procedures	
Follows agency policies and procedures	
Submits work on time and work is good quality	
Demonstrates good time management skills	
Contributes ideas and suggestions	
Submits accurate bi-weekly reports	
Comments about administrative abilities:	

<u>ACTIVITY PLANNING & IMPLEMENTATION</u> THE STUDENT:	RATING (1-5)
Has the ability to determine appropriate goals	
Has the ability to determine objectives to reach goals	
Has the ability to assess department needs	
Has the ability to budget appropriately	
Has the ability to begin and end tasks on time	
Has the ability to follow instructions	
Can manage conflict	
Comments about activity planning and implementation:	
<u>COMMUNITY/POPULATION KNOWLEDGE</u> THE STUDENT:	RATING (1-5)
Has knowledge of the population groups served	
Has knowledge of appropriate activities for the community	
Demonstrates the ability to work with different groups of people	
Comments on community/population knowledge:	

RECOMMENDATION:

Considering 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

SITE SUPERVISOR: Please indicate if you would like these comments to be confidential. If YES, please sign and email this form directly to me (stacey.forsythe@wku.edu):

	YES
	NO

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

Student's response to evaluation:

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SIGNATURES:

Student: _____ Date: _____

Site Supervisor: _____ Date: _____