

<b>Assurance of Student Learning 2019-2020</b>	
CHHS	School of KRS
Sport Management #572	
Paula Upright	

<i>Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.</i>		
<b>Student Learning Outcome 1:</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>Instrument 1</b>	Direct: Group Report/Presentation: Current Legal Issues -SPM 450 Sport Law	
<b>Instrument 2</b>	Direct: Internship Final Summary Report – SPM 490 Internship in Sport	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>
<b>Student Learning Outcome 2:</b> SPM students will demonstrate their knowledge of entry level job skills required in the sport management profession.		
<b>Instrument 1</b>	Direct: Mock Interview Exercise- SPM 290 Sport Management Seminar	
<b>Instrument 2</b>	Direct: Competition Story Blog Assignment- SPM 315 Sport Communication	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>
<b>Student Learning Outcome 3:</b> SPM students will demonstrate knowledge of development and management of sport facilities, events, and venues.		
<b>Instrument 1</b>	Direct: Facility Manager Interview/Leadership Presentation - SPM 404 Sport Facility Management	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<b>Met</b>
<b>Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)</b>		
<p>The results from our assessment indicate the SPM program has reached and/or exceeded the self-reported goals for our SLOs. Continued improvement in course content and delivery has helped strengthen our overall program goals and are better preparing students for jobs in the field. We also added specific skills under our outcomes to help clarify expectations. The SPM faculty meet during the fall and spring semester to discuss and review program outcomes. The 2018-2019 and the 2019-2020 assessments helped us more clearly understand the measures of student learning, we plan to continue to build on and continue this progress.</p> <p>We recommend the following based on this assessment:</p> <ul style="list-style-type: none"> <li>• Examination of overall program learning outcomes: <ul style="list-style-type: none"> <li>○ Constantly reassess what we want our students to look like upon graduation.</li> <li>○ Emphasize communication skills; written, oral and via social media platforms.</li> <li>○ Are the learning outcomes formulated well enough to keep up with the ever changing landscape of sport in culture and society?</li> <li>○ Continue to consult with the SPM Advisory Board and focus on entry level skills.</li> <li>○ Improve exit interviews with students.</li> </ul> </li> <li>• Consider opportunity for a capstone project, portfolio or research paper outside of the internship class. <ul style="list-style-type: none"> <li>○ Provide evidence for multiple outcomes within one instrument.</li> <li>○ Consider linking/correlation of multiple outcomes.</li> </ul> </li> </ul>		

## Student Learning Outcome 1

<b>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 (show critical thinking skills, teamwork, cultural awareness, ability to understand different points of view, find solutions to difficult problems, show understanding of social issues in sport).		
<b>Measurement Instrument 1</b>	<p>Students in the SPM 450 course were given a group project/presentation to present landmark legal cases on current hot topics in sport. The topics and groups (n=6) were randomly assigned. Topics for case review were: 1) Title IX/ Gender Equality issues, 2) Athlete health/welfare/concussions, 3) Disability sport/ADA issues, 4) NCAA/College athlete rights, NIL, 5) Gambling/Corruption, and 6) Emerging issues to include Esports/transgender rights/others determined by the group.</p> <p>A written and oral presentation was required. Key elements were: Group dynamics, explanation of the issues, key court cases, case law, and a final written paper and oral presentation. This assignment required critical thinking and teamwork skills, while examining some of the most pressing legal and cultural issues in the sport industry at this time.</p> <p><b>Rubric attached.</b></p>		
<b>Criteria for Student Success</b>	Assignment was 200 points, 20% of total grade for course. Students will have earned 160/200 of available points.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	All students in the class were required to complete the project (N=32). 100% of the class scored higher than 80%. Final evaluation and scores were determined by the professor in class along with a peer evaluation of group dynamics at 20% of the grade.		
<b>Measurement Instrument 2</b>	<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          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)</p> <p>For spring 20 this assignment was complemented by a Crisis Communication Plan Assignment as some of the internships were altered due to Covid-19. The students followed a checklist provided. Communication, during a crisis, is a related to leadership skills and certainly speaks to finding solutions to difficult problems.</p>		
<b>Criteria for Student Success</b>	Assignment was 200 points, 20% of total grade for course. Students will have earned 180/200 of available points.		
<b>Program Success Target for this Measurement</b>	90%	<b>Percent of Program Achieving Target</b>	94%
<b>Methods</b>	All internship student summary reports were examined by the internship coordinator and discussed with the agency supervisor (N=45) for fall and spring. (The Crisis Communication plan was only for spring 2020 students (n=35)). 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.		

<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<p>The SPM 490 class remained much the same this cycle as it is an internship course. The manual was updated to clarify requirements and agency expectations during the spring of 2019. The internship coordinator also visited the SPM 290 (fall 2019) class to discuss the importance of securing experiences and internships early in the program, rather than waiting until the senior year. The final summary remained a key piece of work and assessment, however, many looked different due to changes related to Covid. We choose to add some additional work (Crisis Communication Plan) to the spring 2020 class. Those plans were also reviewed using the same criteria for success.</p> <p>The content in SPM 450 was changed to emphasize leadership skills within the specified assignments. The SPM program admission criteria changed (fall 2019), including a reduced required GPA for admission (2.5 to 2.25), so there was discussion on an increased effort to include leadership outcomes in classes other than SPM 490 Internship and SPM 452 Leadership and Management. Faculty have also been utilizing the SPM 456 Advanced studies course to promote other practicum and leadership opportunities. We worked also on linking leadership outcomes with other SLOs to close the loop from the previous assessment.</p> <p>Data from the success criteria demonstrates that students are reaching the intended goals of the outcome.</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Our focus was on the development of a more comprehensive leadership assessment to be done earlier in the program and in a variety of classes. This year's leadership outcome was again assessed in the internship class, but we added a new measure from the SPM 450 Sport Law class. This instrument (SPM 450) proved to be a good measure, and an example going forward for measuring multiple outcomes. We plan to use this method in the next cycle of assessment. The plan is to continue to collect better artifacts. Early in the fall 2020 semester (September) a program meeting is planned to discuss the outcomes and new ideas for assignments/artifacts.</p>			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
<p>This outcome will be assessed again next year, but outside of the SPM 490 Internship course. We used the same artifact the past 2 cycles, and as stated above we plan to assess the leadership SLOs in other classes. We have a new faculty member teaching in the program (2 core classes) both of which have leadership outcomes. This learning outcome will be assessed in the fall of 2020 by Dr. William Czekanski in SPM 450. Dr. Forsythe will also collect an artifact (BIRKMAN Personality Assessment) during the SPM 452 leadership class, fall 2020. There is potential for artifact review in the SPM 456 Advanced Studies class by Dr. Upright, tbd in fall 2020.</p>			

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	SPM students will demonstrate their knowledge of entry level job skills required in the sport management profession. (Communication skills, written and verbal, interview skills, job specific requirements related to the industry).		
<b>Measurement Instrument 1</b>	<p>SPM 290 students completed a Mock Interview Exercise conducted by guest panelists from various sport management settings. After completing an organizational and professional profile the students apply (to the professor) for a position (from real postings). Students created a cover letter and resume in preparation of the mock interview with professionals in sport management around the Bowling Green community. They edited several drafts of each document and practiced mock interviews throughout the semester to prepare for the final mock interview with the panel. The mock interview was the final project for the course. The interviews were 10 minutes in length.</p> <p><b>Rubric attached.</b></p>		
<b>Criteria for Student Success</b>	Assignment was 125 points. Students will have earned 100/125 of available points.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	All students in the class were required to complete the project (N=44). 100% of the class scored higher than 80%. Final grades were determined by the professor in class along with an evaluation by the panel members.		
<b>Measurement Instrument 2</b>	<p>SPM 315 students completed a Competition Story Blog Assignment. Creating blogs and using media for sport promotion and communication has become an expected entry level skill, based on feedback from our advisory group and current job postings. Students were asked to develop a competition story (gamer or game re-cap) blog that could be released on the team's website. Each student had to develop and post one (1) blog. They attended a game in person or watched the game on TV. Competition stories (gamer or game-recap) provide an avenue for the sport public relations professionals and others to deliver the results of a competition in the most positive manner</p>		

	possible and always emphasize the positive aspects of competitions (Stoldt, Dittmore, & Branvold, 2012). <b>Rubric attached.</b>		
<b>Criteria for Student Success</b>	Assignment was 100 points. Students will have earned 80/100 of available points.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	93%
<b>Methods</b>	All students in the class were required to complete the project (N=49). 93% of the class scored higher than 80%. Final grades were determined by the professor for SPM 315. There was also a peer review.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SPM faculty, in consultation with the program advisory board, decided to focus on entry level skills for assessment this cycle. The artifacts gathered for this outcome focused on communication skills, both written and verbal, and professionalism. Data from the success criteria demonstrates that students are reaching intended goals of the outcome. The SPM 290 class focuses on this outcome and has been updated, based on advisory board suggestions. Another board/faculty meeting is tentatively scheduled for spring 2021. Pending faculty availability, the SPM 290 class should be taught both fall/spring semesters.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Grades were high on both artifacts reviewed for this outcome. Both assignments required students to interact with various agency professionals. After a follow up conversation, we agreed that the SPM students are engaged and do well in these scenarios. We believe our outcomes are improved by these interactions.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
This outcome will be assessed again in the 20-21 year. The plan is to add an artifact from the fall SPM 200 Introduction to Sport Management class, the artifact is undecided at this time. Dr. Obee and Dr. Upright will collect and provide the data. Dr. Forsythe also plans to collect data in the SPM 290 course.			

<b>Student Learning Outcome 3</b>	
<b>Student Learning Outcome</b>	SPM students will demonstrate knowledge of development and management of sport facilities, events, and venues.
<b>Measurement Instrument 1</b>	<p>Each student in SPM 404 wrote a story sharing an interview they conducted of a sport or recreation facility manager. The written story was completed much like an interview in a newspaper, organizational newsletter, or magazine article. Required interview questions included:</p> <ol style="list-style-type: none"> <li>1. What are your main areas of responsibility in your current position?</li> <li>2. What do you feel are the most rewarding and the most dissatisfying aspects about your position?</li> <li>3. How have you changed or grown personally and professionally in this field (i.e. attitudes, beliefs, opinions)?</li> <li>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?</li> <li>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?</li> <li>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?</li> <li>7. What kind of lifestyle changes or adjustments have you had to make compared to other professions because of your job?</li> <li>8. How did you get your current position in regard to professional preparation, experience, and why are you in this career field?</li> <li>9. (2-3) questions that you, the interviewer must develop and ask.</li> </ol> <p>As part of the professional interview assignment, students also presented to class how the professionals lead and manage their facility. The presentation focused on leadership style, human resources, risk management, finance, PR, etc.</p> <p><b>Rubric attached.</b></p>
<b>Criteria for Student Success</b>	Assignment was 100 points. Students will have earned 80/100 of available points.

<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	96%
<b>Methods</b>	All students in the class were required to complete the project (N=36). 96% of the class scored higher than 80%. Final grades were determined by the professor for SPM 404.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Dr. Jordan modified an assignment in the SPM 404 Sport Facility Management course for this outcome. The traditional interview of a facility manager was changed to include a presentation on leadership and management style. All students met the 80% target for success. This is another example of a successful outcome where students are interacting with professionals in the field.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
This learning outcome was not addressed in the previous cycle. Considering the minor in KRS in Facility and Event management and that many of our students enter this field upon graduation, we decided to include this outcome in this review. This artifact will remain in upcoming assessments. We have noticed this is a popular class for our students, many enjoy learning about facility operations. We will also add more measurements from other classes.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
Dr. Obee will gather data on the PGA golf event and expo as part of the SPM 305 Sport Event Management. This is a large event, organized mainly by students in the course. This new artifact will address event and venue management more directly, and support the SPM 404 facility manager project.			

## SPM 450 Sport Law Issue Review Guidelines

### Group Project (100 points)

FALL 2019

You will be randomly assigned to a group and given a specific topic to research. This project will have 3 parts for which you will be graded:

1. Group dynamics (Peer evaluation) **20 points**
2. Written paper (3-4 pages) **50 points**
3. Oral presentation (10-15 minutes) **30 points**

#### **Expectations:**

- Meet as a group as needed to assign roles and duties for completion of the project, this is up to each group to organize.
- Submit written paper on BB with all names of group members. The paper should be in **APA style** and points will be deducted for grammatical/spelling errors. It should be typed in 12pt Times New Roman font and be 3-4 pages.
- Paper should contain the following:
  - a. Introduction of the topic/issue assigned
  - b. Focus on the legal perspective and key issues regarding the topic
  - c. Include and explain 3-4 key/relevant related court cases
  - d. Relevance/Impact to the sport industry
  - e. Other key information
- Oral presentation:
  - a. All group member should be involved in the presentation in some way, decided by group
  - b. Power point (required), handouts/other materials (as necessary) should be included
  - c. Official workday is scheduled for Nov 26 and presentations will be Dec 3 (see course calendar)
- Be creative within the guidelines, you need to focus on explaining the topic to the class via a law perspective and how topic will impact the sport industry.

**November 26 Scheduled work day (no class)**

**December 3 Presentation day/paper due on BB by noon**

**SPM 290 – Mock Interview**  
**125 POINTS TOTAL**

**OVERVIEW:**

You have already written an Organization Profile and perfected your Professional Portfolios. The next step is to interview for the position. You will interview for the internship for which you applied. The interviewers are professionals in the field and they will be conducting a 10-minute interview with you.

**Make sure to pay close attention to the rubric below...this is what you will be graded on!**

**POINTS:**

<b>ITEM</b>	<b>POINTS</b>
Individual dresses in appropriate attire.	<b>25</b>
Individual comes to interview prepared (copies of materials, etc.).	<b>25</b>
Individual is respectful and engaged with interviewers.	<b>25</b>
Individual is prepared for interview and has done research on organization/position.	<b>25</b>
Individual follows up with interviewers.	<b>25</b>

## Competition Story Blog

For this assignment, you are asked to develop a competition story (game or game re-cap) blog that will be released on your team's website. Each student will develop and post one (1) blog. You may attend a game of your choice in person or watch the game on TV.

**Word Count: Max 600 words / Minimum 350**

Competition stories (game or game-recap) provide an avenue for the sport public relations professional to deliver the results of a competition in the most positive manner possible. Always emphasize the positive aspects of competitions even if you lose (Stoldt, Dittmore, & Branvold, 2012). Remember to develop a headline for your blog. Develop a good lead paragraph and then use the inverted pyramid writing style for the body of your blog.

The game-recap does not need to be lengthy but should be long enough to explain the facts of what happened, provide some details of key moments, or plays, and quote key participants or coaches. It is a good idea to update any records which may have been set along with individual or team win-loss records. An effective way to close is by previewing what is ahead for the team. The game-recap is written immediately after the competition. An example is provided in the learning module.

Finally, don't forget to consider who, what, where, when, why and how (i.e. five W's and one H).

### Inverted Pyramid Style Pointers (Pedersen, Miloch, & Laucella, 2007)

- At the top of the pyramid is a strong lead.
- It's a natural way of telling a story that provides essential information first and then fills in the story with each additional paragraph.
- It makes it easier for editors to trim a story that may be too long as the story continues the information toward the end that provides context but could be cut from the story without jeopardizing the story.

### Categories of Leads (Anderson as cited in Pedersen et al., 2007)

- Summary sport leads present the most important information within the first paragraph
- Narrative sport leads provide a picture of the scene for the reader
- Descriptive sport leads put the reader into the action immediately
- Contrast or comparison sport leads establish relationships among news angles, issues, or timeframes
- Background sport leads give a little background information before developing the story
- Staccato sport leads provide short bursts of information
- Direct address sport leads put the reader in the lead
- Question sport leads pose a question
- Quotation sport leads begin with a quote that captures the general idea of the story
- Literary sport leads refer to literature



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Directions for posting blog

1. Click on Class Blogs
2. Click on Blog
3. Click on Competition Blog
4. Click on Create Blog Button
5. Type the blog in the textbox
6. Run Spell Check
7. Attach a picture if you like
8. Click on Post Entry Button

## Grading Rubric

	<b>Competition Story (Gamer or Game Re-Cap) Rubric</b>
<b>40% of Total Points</b>	<b>Appearance</b>
10%	Follows Written Directions (Write the requested story type) <ul style="list-style-type: none"> <li>• Gamer (Competition Story – 600 words)</li> <li>• Previews (600 words)</li> <li>• Feature (600 words)</li> <li>• Follow-Up (210-600 words)</li> </ul>
10%	Uses Associated Press Writing Style (Consistency, Clarity, Accuracy, Brevity); Short Paragraphs (1-2 Sentences); Avoids Redundancy
10%	Spelling and Grammar
10%	Paragraph Structure and Length use of Inverted Pyramid
<b>60% of Total Points</b>	<b>Content Demonstrates</b>
10%	Contains the Five W's and H / Contains Dateline
10%	Lead follows (Opening Paragraph or Sentence) <ul style="list-style-type: none"> <li>• Summary Lead</li> <li>• Anecdotal Lead</li> <li>• Question Lead</li> <li>• Background Lead</li> <li>• Dramatic or Picture Lead</li> </ul>
30%	Body Contains Story Specific Details (Gamer) <ul style="list-style-type: none"> <li>• Coaches Comments</li> <li>• Game Action, Key Scoring Drives by Period, Key Contributions, Stat Summaries,</li> <li>• Fan Attendance, Weather, Etc. if important detail</li> <li>• Uses Abbreviations when appropriate</li> </ul> Feature <ul style="list-style-type: none"> <li>• Important details from the interview, quotes, key information to support lead</li> </ul> Length (Paragraphs 4-6); word count appropriate for story type
10%	Closing Gamer <ul style="list-style-type: none"> <li>• Team's Record, Next Competition</li> </ul> Feature <ul style="list-style-type: none"> <li>• Interesting insight, quote, closing statement</li> </ul>

# 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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	<b>Interview Rubric</b>
<b>40% of Total Points</b>	<b>Appearance</b>
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
<b>60% of Total Points</b>	<b>Content Demonstrates</b>
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"> <li>• Important details from the interview, quotes, key information to support lead</li> <li>• Answers to all questions</li> </ul>
10%	<p>Closing Feature</p> <ul style="list-style-type: none"> <li>• Interesting insight, quote, closing statement</li> </ul>

**SPM 290 – Organizational Profile**  
**50 POINTS TOTAL – Due November 20 to Blackboard**

**OVERVIEW:**

For this assignment, you are responsible researching the College Football Playoff organization and write a report on the organization. During the mock interviews, we will pretend that you are interviewing for this position.

**INSTRUCTIONS:**

1. Complete a report about the company for which the internship is available. Choose one of the six internships available with the College Football Playoff Internship Program.
  - a. Explain what duties are involved, what the internship entails, what you have to do to apply for it, etc. Please refer to the rubric below and make sure you include all of the items.
  - b. The report should be 2 pages, double-spaced, 12-point font, Times New Roman font, 1-inch margins: only use Microsoft Word...I will not accept any other format.
2. Submit final report to Blackboard by November 20.

**POINTS:**

ITEM	POINTS
Individual clearly identifies the organization, geographic location, facts about the organization, the area of sport, the available internship, etc.	<b>15</b>
Individual identifies why this internship would be beneficial to selected career.	<b>15</b>
Individual identifies the duties of the internship and what characteristics/experiences he/she has that would be applicable.	<b>15</b>
Individual uses proper grammar, spelling, formatting.	<b>5</b>

**\*\*REFER TO THE RUBRIC ON BLACKBOARD FOR SPECIFIC EXPECTATIONS.**

### Cover Letter Rubric – DRAFT 2

Points (10)	Elements of Review	
(1)	Contact Info (Header)	<ul style="list-style-type: none"> <li>Includes name, mailing address, telephone and email</li> <li>Matches Resume</li> </ul>
(2)	Format	<ul style="list-style-type: none"> <li>Includes return address, date and employer address</li> <li>Includes professional greeting followed by colon</li> <li>Concise, relevant and tailored to employer/job posting</li> <li>Includes professional closing, signature and typed name</li> </ul>
(2)	Opening/Intro	<ul style="list-style-type: none"> <li>Indicates what position student is applying for and how they heard about the position and/or organization</li> <li>States why interested in the opportunity</li> </ul>
(2)	Content	<ul style="list-style-type: none"> <li>Outlines current education/educational plans</li> <li>Elaborates on skills and demonstrates qualifications as outlined in the job description</li> <li>Explains how qualifications will make contribution to organization</li> </ul>
(1)	Closing	<ul style="list-style-type: none"> <li>Refers to attached resume with additional information</li> <li>Asks for interview</li> <li>Provides specific contact information</li> </ul>
(1)	Grammar and punctuation	<ul style="list-style-type: none"> <li>No spelling errors</li> <li>No grammatical errors</li> <li>Word processing mechanics are perfect</li> </ul>
(1)	Layout	<ul style="list-style-type: none"> <li>1 page in length, balanced, white space, appropriate margins</li> <li>Type is crisp, clear and dark</li> <li>1 simple font style is chosen</li> </ul>
		<b>TOTAL SCORE : ____ / 10</b>

### Resume Rubric – DRAFT 2

Points (10)	Elements of Review	
(2)	Contact Info (Header)	<ul style="list-style-type: none"> <li>Includes name, mailing address, telephone and email</li> <li>Matches Cover Letter</li> </ul>
(2)	Education	<ul style="list-style-type: none"> <li>Education section emphasizes <i>relevant</i> coursework, what degree student expects to attain and anticipated graduation date.</li> <li>Education is put <i>before</i> employment unless student has extensive career-related job experience.</li> <li><b>High school education is omitted.</b></li> </ul>
(4)	Work / Experience	<ul style="list-style-type: none"> <li>Work/Experience includes: employer, job titles, locations, list of duties or accomplishments</li> <li>Work/Experience included is most relevant to job</li> <li>Work/Experience is listed in reverse chronological order</li> </ul>
(3)	Involvement	<ul style="list-style-type: none"> <li>Involvement includes: clubs, positions, locations, list of duties or accomplishments</li> <li>Involvement is listed in reverse chronological order</li> </ul>
(2)	Format	<ul style="list-style-type: none"> <li>1-2 pages</li> <li>Balanced, white space, good font choices, pleasing design</li> </ul>
(2)	Grammar and punctuation	<ul style="list-style-type: none"> <li>No spelling errors</li> <li>No grammatical errors</li> <li>Word processing mechanics are perfect</li> </ul>
		<b>TOTAL SCORE: ____ / 15</b>

# 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.



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- 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 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

**DRAFT 1 INTRUCTIONS:** Use this document to provide your partner with **THOROUGH** feedback. The boxes will expand when you type in the Comments section. Make sure to send this back to your partner **at least 48 hours** before the assignment is due to Blackboard. Make sure each Comment box has good feedback in it, save it, and email the document back to them, along with the Word Document with your Track Changes/Recommendations.

<b>NAME OF REVIEWER COMPLETING THIS FORM:</b>	
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COVER LETTER – PEER REVIEW ELEMENTS		COMMENTS
Contact Info (Header)	<ul style="list-style-type: none"> <li>Includes name, mailing address, telephone and email</li> <li>Matches Resume</li> </ul>	
Format	<ul style="list-style-type: none"> <li>Includes return address, date and employer address</li> <li>Includes professional greeting followed by colon</li> <li>Concise, relevant and tailored to employer/job posting</li> <li>Includes professional closing, signature and typed name</li> </ul>	
Opening/Intro	<ul style="list-style-type: none"> <li>Indicates what position student is applying for and how they heard about the position and/or organization</li> <li>States why interested in the opportunity</li> </ul>	
Content	<ul style="list-style-type: none"> <li>Outlines current education/educational plans</li> <li>Elaborates on skills and demonstrates qualifications as outlined in the job description</li> <li>Explains how qualifications will make contribution to organization</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>Refers to attached resume with additional information</li> <li>Asks for interview</li> <li>Provides specific contact information</li> </ul>	
Grammar and punctuation	<ul style="list-style-type: none"> <li>No spelling errors</li> <li>No grammatical errors</li> <li>Word processing mechanics are perfect</li> </ul>	
Layout	<ul style="list-style-type: none"> <li>1 page in length, balanced, white space, appropriate margins</li> <li>Type is crisp, clear and dark</li> <li>1 simple font style is chosen</li> </ul>	
RESUME PEER REVIEW ELEMENTS		COMMENTS
Contact Info (Header)	<ul style="list-style-type: none"> <li>Includes name, mailing address, telephone and email</li> <li>Matches Cover Letter</li> </ul>	
Education	<ul style="list-style-type: none"> <li>Education section emphasizes <i>relevant</i> coursework, GPA if better than average, what degree student expects to attain and anticipated graduation date.</li> <li>Education is put <i>before</i> employment unless student has extensive career-related job experience.</li> <li>High school education is omitted.</li> </ul>	
Work / Experience	<ul style="list-style-type: none"> <li>Work/Experience includes: employer, job titles, locations, list of duties or accomplishments</li> <li>Work/Experience included is most relevant to job</li> <li>Work/Experience is listed in reverse chronological order</li> </ul>	
Involvement	<ul style="list-style-type: none"> <li>Involvement includes: clubs, positions, locations, list of duties or accomplishments</li> <li>Involvement is listed in reverse chronological order</li> </ul>	
Format	<ul style="list-style-type: none"> <li>1-2 pages</li> <li>Balanced, white space, good font choices, pleasing design</li> </ul>	

Grammar and punctuation	<ul style="list-style-type: none"><li>• No spelling errors</li><li>• No grammatical errors</li><li>• Word processing mechanics are perfect</li></ul>	
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