

## Assurance of Student Learning Report 2022-2023

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?**  Yes  No Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  
 **Yes, they match!**

*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.*

**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.**  **Met**  **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 Exam (Dr. Forsythe)

**Based on your results, check whether the program met the goal Student Learning Outcome 2.**  **Met**  **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

**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.**  **Met**  **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)

**Based on your results, check whether the program met the goal Student Learning Outcome 4.**  **Met**  **Not Met**

**Assessment Cycle Plan:**

It is our current plan that nothing will change with the assessment cycle plan for AY 23-24. We recently changed our program to add new courses, require different courses, eliminate our pre-program, and update our Program Learning Outcomes (PSLOs). As such, the artifacts may change but the PSLOs will not,

## Program Student Learning Outcome 1

<b>Program Student Learning Outcome</b>	<b>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.</b>		
<b>Measurement Instrument 1</b>	<p>SPM 404: Career Exploration – Facility Presentation – Final Assignment (Dr. Jordan)</p> <p>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 &amp; Procedures, Financial Management, Revenue Streams, Retail Operation, Customer Recruitment &amp; Retention, Marketing &amp; 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.</p>		
<b>Criteria for Student Success</b>	Assignment worth 100 points. Students will earn 80/100 or 80%		
<b>Program Success Target for this Measurement</b>	90% of students in the course will obtain an 80% or better on the assignment.	<b>Percent of Program Achieving Target</b>	FALL: 97% SPRING 96%
<b>Methods</b>	<p>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.</p> <p>Fall 2022: 36 total students enrolled 33 received 90-100 % 2 received 80-89% 1 received 70-79%</p> <p>Spring 2023: 24 total students enrolled 22 received 90-100 % or 92%. 1 received 80-89 % or 4 % 1 received a zero (I believe this student is going to drop the class - medical issues) or 4%</p>		
<b>Measurement Instrument 2</b>	<p>SPM 290: Career Portfolio and Mock Interview (Dr. Brgoch)</p> <p>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 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"> <li><b>Select a Job Posting:</b> Students will use the provided job employment sites to search for three postings that interest them and that they 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.</li> <li><b>Draft Career Portfolio:</b> 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.</li> <li><b>Revise Career Portfolio:</b> 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.</li> <li><b>Complete Mock Interview:</b> Students are paired with a mock interview based on schedule availability. The interviews are intended to be similar to a screening interview with 15-20 minutes for the interview questions and 10-15 minutes for feedback. Interviewers receive each student's job posting and career portfolio in advance of the interview to craft questions that align with the respective job qualifications and requirements.</li> </ol>				
<b>Criteria for Student Success</b>	<p><b>Career Portfolio (Indirect and Direct):</b> Students are assessed on the completion of a cover letter, resume, and list of references. In Fall 2022, the criterion for student success was that 100% of students leave the class with a working draft of their career portfolio (Indirect assessment). However, in Spring 2023, the criterion for student success was updated to include that students will obtain 70% or higher on their career portfolio to incorporate the quality of the career portfolios as a component of student success (Direct assessment).</p> <p><b>Mock Interview (Direct):</b> 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. Since the interviews are conducted by people that are several individuals that are external to the class for more authenticity with the interview experience, 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>				
<b>Program Success Target for this Measurement</b>	<p><b>Career Portfolio</b></p> <ul style="list-style-type: none"> <li>100% of students submit a full career portfolio (cover letter, resume, references)</li> <li>Students obtain 70% or better on the final draft of their career portfolio</li> </ul> <p><b>Mock Interview</b></p> <ul style="list-style-type: none"> <li>100% of students complete a mock interview with a designated sport management faculty member or sport industry professional.</li> </ul>	<b>Percent of Program Achieving Target</b>	<p>100% of students submit full portfolio</p> <ul style="list-style-type: none"> <li>31/37 (83.8%) - Fall 2022</li> <li>41/42 (97.6%) - Spring 2023</li> </ul> <p>70% or better on final draft of portfolio</p> <ul style="list-style-type: none"> <li>26/42 (61.9%) - Spring 2023</li> </ul> <p>100% of students complete a mock interview with designated interviewee</p> <ul style="list-style-type: none"> <li>34/37 (91.9%) - Fall 2022</li> <li>40/42 (95.2%) - Spring 2023</li> </ul>		
<b>Methods</b>	<p>All students who took SPM 290 for the 2022-2023 academic year were examined (Fall 2022: N = 37; Spring 2023: N = 42). The career portfolio and mock interviews were assessed using the attached rubrics. The mock interview rubric was used for Fall 2022 and Spring 2023 while the career portfolio rubric was implemented in Spring 2023.</p> <p><b><u>Spring 2023</u></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Career Portfolio Grade Distribution</i></p> <p>90-100: 7/42 (16.7%)</p> <p>80-89: 7/42 (16.7%)</p> <p>70-79: 12/42 (38.1%)</p> <p>60-69: 6/42 (14.3%)</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Mock Interview Completion</i></p> <p>Attended Designated Interview Time: 40/42 (95.2%)</p> <p>Attended Make-Up Interview Time: 1/42 (2.4%)</p> <p>Did Not Attend Interview: 1/42 (2.4%)</p> </td> </tr> </table>			<p><i>Career Portfolio Grade Distribution</i></p> <p>90-100: 7/42 (16.7%)</p> <p>80-89: 7/42 (16.7%)</p> <p>70-79: 12/42 (38.1%)</p> <p>60-69: 6/42 (14.3%)</p>	<p><i>Mock Interview Completion</i></p> <p>Attended Designated Interview Time: 40/42 (95.2%)</p> <p>Attended Make-Up Interview Time: 1/42 (2.4%)</p> <p>Did Not Attend Interview: 1/42 (2.4%)</p>
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	50-59: 4/42 (9.5%) 40-49: 4/42 (9.5%) 30-39: 1/42 (2.4%) Non-submission: 1/42 (2.4%)  <u><b>Spring 2023</b></u> <i>Career Portfolio Completion</i> Full Portfolio Submitted: 31/37 (83.8%) Partial Portfolio Submitted: 4/37 (10.8%) Non-submission: 2/37 (5.4%)	<i>Mock Interview Completion</i> Attended Designated Interview Time: 34/37 (91.9%) Did Not Attend Interview: 3/37 (8.1%)
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<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>	<input type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
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<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>		
<u><b>Results:</b></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 also 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.		
<u><b>Conclusions:</b></u> Even though the success metric for Measurement Instrument 2 was not met in a qualitative sense, the students did all examine the process of career exploration in various ways in the course. Because of the way SPM 290 is structured, we will continue to evaluate the course and artifacts to make sure they truly reflect what the students should learn in the course. Measurement Instrument 1 remains an effective measurement tool for PSLO 2.		
<u><b>Plans for Next Assessment Cycle:</b></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 of the changes made to the program impact the sequence of required courses, as well as 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. 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.		

<b>Program Student Learning Outcome 2</b>	
<b>Program Student Learning Outcome</b>	<b>Develop the attributes necessary to effectively lead and manage organizations within the sport industry.</b>
<b>Measurement Instrument 1</b>	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

	<p>terms of what litigation may take place (e.g., <i>John Doe v. Jane Doe</i>, civil tort of negligence), 2) Deconstruct &amp; 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.</p>		
<p><b>Criteria for Student Success</b></p>	<p>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.</p>		
<p><b>Program Success Target for this Measurement</b></p>	<p>Overall competency = The assignment is worth 100 points. Students will earn 70/100 or 70%</p> <p>For each of the 3 sections (identify &amp; describe, deconstruct &amp; assess, and determine) students with earn a 70% or higher.</p>	<p><b>Percent of Program Achieving Target</b></p>	<p><b>Overall competency</b> = In total, 45 students (90%) met the goal of earning 70% or better on the assignment.</p> <p>Based on the sample the following averages were found</p> <p><b>Identify &amp; Describe</b> – Average score = 16.36 out of 20 (82%), 10 of 11 greater than 70%</p> <p><b>Deconstruct &amp; Assess</b> – Average score = 15.36 out of 20 (77%), 10 of 11 greater than 70%</p> <p><b>Determine</b> – Average score = 7.73 out of 10 (77%), 9 out of 11 greater than 70%</p>
<p><b>Methods</b></p>	<p>To evaluate this SLO all students who took SPM 450 for the 2022-2023 academic year were examined. When evaluating the Risk Management Assignment overall competency, the 50 students who took SPM 450 during the 2022-2023 academic year earned an average of 78% (with students in the fall earning an average of 80% and students in the spring earning an average of 76%). In total, 45 students (90%) met the goal of earning a 70% or better on the assignment, thus demonstrating competency. More specifically, 26 students in the fall and 19 students in the spring scored above 70%. A more in-depth review of the assignment revealed a total of 13 students earned an A (i.e., 9 in fall, 4 in the spring), 19 students earned a B (i.e., 10 in the fall, 9 in the spring), 13 students earned a C (i.e., 7 in the fall, 6 in the spring), two students earned a D (i.e., one in the fall, and one in the spring) and three students earned an F (i.e., zero in the fall, and three in the spring).</p> <p>When examining the 3 sections of the assignment (i.e., identify &amp; describe, deconstruct &amp; assess, and determine), a total of 11 students (i.e., six from the fall and 5 from spring semesters) 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"> <li>- Fall Student 1 – Identify &amp; describe = 18/20 (90%); Deconstruct &amp; assess = 17/20 (85%); Determine = 10/10 (100%)</li> <li>- Fall Student 2 – Identify &amp; describe = 17/20 (85%); Deconstruct &amp; assess = 16/20 (80%); Determine = 8/10 (80%)</li> <li>- Fall Student 3 – Identify &amp; describe = 16/20 (80%); Deconstruct &amp; assess = 15/20 (75%); Determine = 8/10 (80%)</li> <li>- Fall Student 4 – Identify &amp; describe = 19/20 (95%); Deconstruct &amp; assess = 17/20 (85%); Determine = 9/10 (90%)</li> <li>- Fall Student 5 – Identify &amp; describe = 16/20 (80%); Deconstruct &amp; assess = 14/20 (70%); Determine = 7/10 (70%)</li> <li>- Fall Student 6 – Identify &amp; describe = 16/20 (80%); Deconstruct &amp; assess = 16/20 (80%); Determine = 8/10 (80%)</li> <li>- Spring Student 1 – Identify &amp; describe = 16/20 (80%); Deconstruct &amp; assess = 16/20 (80%); Determine = 8/10 (80%)</li> </ul>		

	<ul style="list-style-type: none"> <li>- Spring Student 2 – Identify &amp; describe = 15/20 (75%); Deconstruct &amp; assess = 14/20 (70%); Determine = 6/10 (60%)</li> <li>- Spring Student 3 – Identify &amp; describe = 12/20 (60%); Deconstruct &amp; assess = 10/20 (50%); Determine = 5/10 (50%)</li> <li>- Spring Student 4 – Identify &amp; describe = 19/20 (95%); Deconstruct &amp; assess = 18/20 (90%); Determine = 9/10 (90%)</li> <li>- Spring Student 5 – Identify &amp; describe = 16/20 (80%); Deconstruct &amp; assess = 16/20 (80%); Determine = 7/10 (70%)</li> </ul> <p>Taken together, the sample reveals that the average for “Identify &amp; describe” was a 16.36 out of 20 (82%), the average for “Deconstruct &amp; assess” was a 15.36 out of 20 (77%), and the average for “Determine” was a 7.73 out of 10 (77%).</p>		
<b>Measurement Instrument 2</b>	<p>SPM 452 – Final Project (Dr. Forsythe)  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><b>Objective #1: Define and explain the concepts of management and leadership</b>  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><b>Objective #2: Describe various skills, roles, and functions of sport managers</b>  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><b>Objective #3: Articulate personal leadership strengths and weaknesses, and recognize and mediate personal stress behaviors as they relate to leadership roles</b>  Explain how you plan to use the information you have learned about yourself through the Birkman as you enter your profession.  Utilize your needs, stress behavior, motivation, and any and all other reports you so choose. The key here is to connect what the reports say with an application of how you will use that information to be more successful in your future career.</p> <p><b>Objective #4: Identify and examine the elements of leadership theory and practices as they relate to the various managerial responsibilities</b>  Expand and reflect on the leadership style (theory) you believe best represents your style.  Explain how you will strive to be a good leader and manager in your future career.  Think about what difficulties you might face  Think about how you will be mindful of stress behaviors and mediate that behavior to increase productivity  In what ways do you feel that this course has prepared you for your future success as a leader and manager?</p>		
<b>Criteria for Student Success</b>	<p>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.</p>		
<b>Program Success Target for this Measurement</b>	<p>100% of students in the course will obtain an 80% or better on the final project.</p>	<b>Percent of Program Achieving Target</b>	<p>FALL 2022: 30/30 students (100%) earned 80% or better on the final project.  SPRING 2023:26/27 students (96%) earned 80% or better on the final</p>

			<p>project (One student stopped coming to class and received a zero for the assignment and an F in the course. If said student is removed from the assessment, 26/26 students earned 80% or better).</p> <p>Combined % of students for AY24-24 obtaining 80% or better on the final project is 100% (with failing student removed).</p>
<b>Methods</b>	<p>To evaluate this SLO, all students who took SPM 452 for the 2022-2023 academic year were examined (FALL 2022: N = 30; SPRING 2023: N = 27). The Final Project was graded using a rubric (attached).</p>		
<p><b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b></p>			<input type="checkbox"/> <b>Met</b>
<p><b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b></p>			
<p><b>Results:</b> The results for both SPM 450 and 452 are expected; both of these 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><b>Conclusions:</b> The selected assessments for both SPM 450 and 452 are effective assessments for this PSLO. The faculty teaching both of these courses have taught them for several semesters and have adapted the respective assessments to effectively measure the intended outcomes.</p>			
<p><b>Plans for Next Assessment Cycle:</b> 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 of the changes made to the program impact the sequence of required courses, as well as 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>			

<b>Program Student Learning Outcome 3</b>	
<b>Program Student Learning Outcome</b>	<b>Express the importance of foundational principles in sport management (e.g., law, finance, communication, etc.) and their application to the sport industry.</b>
<b>Measurement Instrument 1</b>	<p>SPM 315 Public Relations/Communication Group Project</p> <p>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.</p> <p>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.</p> <p>Areas to be addressed include Community Analysis and Description, Sport Organization Overview, Overall Plan Goals &amp; 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).</p>

	<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>	90% of students in the course will obtain an 80% or better on the assignment.	<b>Percent of Program Achieving Target</b>	85%
<b>Methods</b>	<p>All students in the class were required to complete the project (N=39). 85% (33/37) of the class scored higher than 80%. Final grades were determined by the professor for SPM 315.</p> <p>Spring 2023 :</p> <p>SPM 315 41 enrolled.</p> <p>90-100% 31 students or 76%</p> <p>80-89% 6 students or 15%</p> <p>70-79% - 3 students or 7%</p> <p>0-9% - 1 student or 2 %</p>		
<b>Measurement Instrument 2</b>	<p>SPM 402 – Budget Project Assignment (Dr. Obee)</p> <p>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:</p> <p><u>Part 1:</u> Answer the questions related to the case study and use all resources provided and use outside sources.</p> <p><u>Part 2:</u> Upon completing the budget revisions, an <b>Executive summary</b> of the revisions must be written to the Oakbend Superintendent. In 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 <b>memos</b> should be prepared outlining budget changes/reductions:</p> <ol style="list-style-type: none"> <li>1. <b>Executive Summary (Maximum length 5 pages)</b> (34 pts.)</li> <li>2. <b>Coaches Memo</b> (33 pts.)</li> <li>3. <b>Booster Club Memo</b> (33pts.)</li> </ol> <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>		
<b>Criteria for Student Success</b>	The assignment was 300 points total. Each part was worth 100 points. Students must get 80% of total points (240)		
<b>Program Success Target for this Measurement</b>	90% of students in the course will obtain an 80% or better on the budget project	<b>Percent of Program Achieving Target</b>	94% (Fall and Spring Combined)
<b>Methods</b>	<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 2022:</p>		



	<p>30 total students enrolled  22 received 90-100 % (A)  7 received 80-89% (B)  1 received 70-79%(C)</p> <p>Spring 2023:  23 total students enrolled  16 received 90-100 % (A)  5 received 80-89% (B)  1 received 70-79%(C)  1 received 50% or less</p>	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>		
<p><b>Results:</b> 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><b>Conclusions:</b>  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><b>Plans for Next Assessment Cycle:</b>  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 of the changes made to the program impact the sequence of required courses, as well as 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>		

<b>Program Student Learning Outcome 4</b>	
<b>Program Student Learning Outcome</b>	<b>Engage in relevant experience through experiential learning opportunities and internships.</b>
<b>Measurement Instrument 1</b>	<p>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 the areas of professionalism, dependability, leadership, administrative abilities, activity planning, implementing activities, evaluation skills, community/population knowledge, and an overall ranking of employability.  <b>Evaluation attached.</b></p>
<b>Criteria for Student Success</b>	<p>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.</p>

<b>Program Success Target for this Measurement</b>	80% of students in the course will obtain an average of 4 (“Good”) or better (5, “Excellent”) on the Final Internship Evaluation.	<b>Percent of Program Achieving Target</b>	FALL 2022: 100% SPRING 2023: 100%* *Two students had extenuating circumstances that led to them earning incompletes as they finish their hours in the summer. As such, they were removed from the assessment.
<b>Methods</b>	To evaluate this SLO, all students who took SPM 490 for the 2022-2023 academic year were examined (FALL 2022: N=10; SPRING 2023: N= 34*). *Two students had extenuating circumstances that led to them earning incompletes as they finish their hours in the summer. As such, they were removed from the assessment, bringing the total number of students to 32 in the spring 2023 semester).		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.</b>			<b>Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)</b>			
<p><b><u>Results:</u></b> The results for SPM 490 are expected; this course is the final capstone course for the program. As such, it is expected that students can effectively, “Engage in relevant experience through experiential learning opportunities and internships”, as indicated in Program Student Learning Outcome (PSLO) #4</p> <p><b><u>Conclusions:</u></b> While there are several assessments required for this course, perhaps the most important assessment is the final evaluation completed by the site supervisor. Because the site supervisor will have overseen over 400 clock hours of the students’ internship experience, this feedback and assessment is critical to the experience. Additionally, participating in annual evaluations is an important function of almost every industry; preparing our students for this practice will help them be more successful. Using the final evaluation as an indication of our students’ abilities to function in an industry-related internship is an appropriate measurement tool.</p> <p><b><u>Plans for Next Assessment Cycle:</u></b> It was determined this year, that the internship supervisor evaluation is an indirect versus a direct measure. As we continue to look for ways to improve our program, we will explore the use of other artifacts, including at least one direct measure, 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 of the changes made to the program impact the sequence of required courses, as well as 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>			

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

## CURRICULUM MAP TEMPLATE

<b>Program name:</b>	SPORT MANAGEMENT
<b>Department:</b>	SCHOOL OF KINESIOLOGY, RECREATION, AND SPROT
<b>College:</b>	COLLEGE OF HEALTH AND HUMAN SERVICES
<b>Contact person:</b>	STACEY FORSYTHE
<b>Email:</b>	<a href="mailto:stacey.forsythe@wku.edu">stacey.forsythe@wku.edu</a>

### KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes			
			LO1:	LO2:	LO3:	LO4:
			<b>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</b>	<b>Develop the attributes necessary to effectively lead and manage organizations within the sport industry.</b>	<b>Express the importance of foundational principles in sport management (e.g., law, finance, communication, etc.,) and their application to the sport industry.</b>	<b>Engage in relevant experience through experiential learning opportunities and internships.</b>
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
SPM	310	Sport Ethics & 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

# 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

	<b>Facility Presentation Rubric</b>
<b>50% of Total Points</b>	<b>Appearance</b>
10%	Follows Written Directions
10%	<p>Consider the 7 x 7 rule should be followed throughout the presentation to assist with readability for the audience.</p> <p>Each slide should have a maximum of 7 lines, and each line should have approximately 7 words.</p> <p>Readable font size, font style, and font color.</p>
10%	Spelling and Grammar.
20%	<p>Professional Appearance including use of pictures, graphics, and slide theme.</p> <p>The presenter did not read the slides to the class.</p> <p>The presentation does not exceed the time given.</p>
<b>50% of Total Points</b>	<b>Content Demonstrates</b>
10%	Covers content in all areas requested, minimal detail provided in each area, and missing topic area without explanation.
20-30%	Covers content in all areas requested; provides an example as main points for each area discussed in the presentation, provides explanation of topic areas omitted.
40-50%	Covers content in all areas requested, provides extensive details related to each main topic discussed throughout the presentation to aid class understanding of the facility, provides explanation of topic areas omitted.

## *Final Career Portfolio Rubric*

### Scoring

*0 – 1.0 = Beginning:* Students are far below expectations and still need considerable work to meet them

*1.1 – 2.5 = Approaching:* Students are below expectations but are approaching meeting them

*2.6 – 3.5 = Meeting:* Students have met all expectations

*3.6 – 4.0 = Exceeding:* Students have completed exemplary work and exceeded expectations

<i>Criteria</i>		<i>Beginning</i> <i>0 – 1</i>	<i>Approaching</i> <i>1.1 – 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"> <li>• Is the cover letter professional and neat?</li> <li>• Is the cover letter free of errors?</li> <li>• Does the cover letter “sell” examples of qualifications and transferable skills?</li> <li>• Does the cover letter show a connection to the fit of the job position and requirements?</li> </ul>				3.75	11.25/12
<i>Resume</i>	<ul style="list-style-type: none"> <li>• Is the resume professional and neat?</li> <li>• Is the resume free of errors?</li> <li>• Does the resume “sell” examples of qualifications and transferable skills?</li> </ul>			3.5		10.5/12
<i>References</i>	<ul style="list-style-type: none"> <li>• Is the list of references professional and neat?</li> <li>• Is the list of references free of errors?</li> </ul>				4	5/5



<i>Criteria</i>		<i>Beginning</i> <i>0 – 1</i>	<i>Approaching</i> <i>1.1 – 2.5</i>	<i>Meeting</i> <i>2.6 – 3.5</i>	<i>Exceeding</i> <i>3.6 – 4</i>	<i>Points</i>
<i>Formatting</i>	<ul style="list-style-type: none"> <li>Was the final document submitted as a single combined PDF?</li> <li>Was there consistency and cohesiveness of the formatting across the entire portfolio?</li> </ul>				3.75	4.5/5
<i>Submission</i>	<ul style="list-style-type: none"> <li>Was the final document submitted on time (April 16 at 9:00pm)?</li> </ul>				4	1/1
<b>Comments:</b>				<i>Total Points</i>		<b>32.25/35</b>

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

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

**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:**

## Negligence Essay SPM 450

You are the athletic director at Westerville North High School located in Westerville, Ohio. Every year you play the cross-town rival, Westerville South, in basketball and every year the game seems to get more and more physical. This year's game promises to be extra competitive as the two teams are ranked number one and two in the district respectfully.

As you wait for the varsity basketball game to start you notice that the stands are fuller than usual and that both Westerville North and Westerville South fans are sitting in the same bleachers and are seemingly intermingled. You are seated down on the court at the scorer's table with the school principal, the game announcer, and the scoreboard operator.

From the opening whistle, the game is fiercely competitive and very physical. In the first and second quarter alone there are four technical fouls called, two against each team. As the first half ends you leave your seat to go and talk with the game's officials. The high number of technical fouls that have been called makes you nervous that the game might get out of hand and that the refs might need to pay special attention to fouls escalating in the second half. In talking with the referees they assure you they have things under control and that they will continue to call a very tight game. Feeling confident that the referees have everything under control you return to your seat.

The third quarter begins right where the second quarter left off, as each team is whistled for fouls in the first few minutes of the quarter. Having enough, the referees stop play and call both Westerville North's and Westerville South's coaches to the scorer's table. The referees warn the coaches that a number of players are getting very close to getting ejected from the game due to their rough play. The coaches acknowledge the referees' comments, both say they will talk to their players, and return to their benches.

Two minutes later Joe Thomas, the point guard for Westerville North, drives to the basket where he is fouled hard by Jack MacJackson, the center for Westerville South. As Joe is getting up from the hard foul and walking to the foul line to shoot two free-throws Jack yells, "Next time you bring that weak stuff to the hoop you're not getting up!" After Joe makes both foul shots he spots Jack. As the ball is inbounded for Westerville South, Joe jogs down the court next to Jack and then, out of nowhere, Joe elbows Jack as hard as he can in the ribs. The crowd erupts in anger. Jack falls to the ground in front of Joe causing Joe to clumsily step on Jack's ribs and fall to the ground himself. Having seen this, the referees immediately call Joe for a technical foul and eject him from the game.

- 1) **Identify & Describe** (20 points) – Identify the potential legal risks in the situation and describe those risks in terms of what litigation may take place (e.g., *John Doe v. Jane Doe*, civil tort of negligence)
- 2) **Deconstruct & Assess** (20 points) – 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** (10 points)– Determine how the sporting organization might prepare for and manage such risks in the future.

**HINT:** You must analyze Joe and you (the athletic director) separately, as they will owe different duties, if any, to Jack.

**This assignment is to be done INDIVIDUALLY. It should be typed, using proper grammar, and 12 point Times New Roman font.**

**\*Any outside sources used (such as the textbook) must be valid and must be cited in APA format, including in-text citations where appropriate. For anything suspicious, I will run the documents through Turn It In, so the use of prior work of yours or another students and/or any online plagiarism will be flagged and subject to an academic integrity violation.**

# Rubric Detail

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

Name: **SPM 452 Final Project Rubric**

Exit

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

**Grid View**

List View

	Needs Improvement	Way to Go!
<b>On Time</b>	<b>0</b> (0.00%)	<b>5</b> (10.00%) Student submits either the project file or a picture of the project by 11:59pm on due date.
<b>Content</b>	<b>0</b> (0.00%)	<b>40</b> (80.00%) Student effectively addresses all of the items under the project content section of the instructions. If writing a paper, your paper must be 4-6-pages of actual content. If creating a visual project, you must have sufficient content that displays what you have learned.
<b>Grammar &amp; Sources</b>	<b>0</b> (0.00%)	<b>5</b> (10.00%) Make sure everything is grammatically correct. If you are writing a paper, please make sure that your paper follows APA formatting (reference page at the end). If you are creating a visual project, please make sure that your references are either attached or printed on the project.

Name: **SPM 452 Final Project Rubric**

Exit

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

## 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

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## 2. Sport Organization Overview

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

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

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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
- 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

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- 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

### 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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School of Kinesiology, Recreation, and Sport

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

# Resource Allocation and Budget Assignment

## Budget Project

Based upon the information you've gathered and the information presented in the budget assignments, assume the responsibility of Athletic Director at Oakbend High School. Your 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.

**You will need the article:** Resource allocation in a public high school athletic department by M. A. Dixon. The article is attached in this segment under budget, article and instructions.

Part 1: Answer the following questions related to the case study. Use all resources provided and explore your own to thoroughly answer the questions.

1. From a practical standpoint, explain the advantages and disadvantages of the line item approach to budgeting?
2. From a practical standpoint, explain the advantages and disadvantages of the program approach to budgeting?
3. Which approach would you use if you were Bob Marcus? Explain your answer.
4. What are the values expressed in the Oakbend Athletic Department Mission and Goals Statement? Can you think of ways that a commitment to these goals might be expressed through specific budget categories? Explain your answer.
5. Bob has probably created some problems for himself and his coaches by not addressing these basic budget formatting issues ahead of time. What are some of the potential problems? Explain your answer. What could he have done to avoid these problems? Explain your answer. Explain the steps you would have taken to plan the budget if you were in his place.
6. Who are the major stakeholders groups affected by the allocation of monies to the different sport teams?
7. What is the perspective or interest of each group? What do they have "at stake" in the budgeting process? Explain your answer.



8. What approach to deficit resolution would you take? Why? Explain your approach.
9. If you were to use cuts as a deficit reduction strategy, what principles would you follow (need, equity, or equality)? Why?
10. If you were to use additional funding as a deficit reduction strategy, on which sources would you rely? How would you distribute the money garnered from these sources? Thoroughly explain your answer.
11. If you were to use a combination, explain why this solution would be favorable to cuts only or additional funding only.
12. What areas of fairness do the coaches in the case study seem concerned about? Explain your answer.
13. Why is fairness or justice important to these coaches and to employees in general? Explain your answer.
14. How should Bob explain his budget plan so that the coaches will accept it in a positive manner? Thoroughly explain your answer.

*Total Points Part 1: 50 pts. Due 2/19/23 by 11:59pm*

Part 2: Upon completing the budget revisions, an **Executive summary** of the revisions must be written to the Oakbend Superintendent. In this document you will justify all aspects of your budget. Explain all details of the budget you've created and justify all cuts and expenditures. It is also important that you justify all cuts/expenditures to the stakeholders at every level. Therefore, the following **memos** should be prepared outlining budget changes/reductions:

1. **Executive Summary (Maximum length 5 pages)** (34 pts.)
2. **Coaches Memo** (33 pts.)
3. **Booster Club Memo** (33pts.)

*Total Points Part 2: 50 pts. Due 3/12/23 by 11:59pm*

Part 3: The **budget** 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 you by Bob Marcus in one of his memos to the coaches. See the case study Appendix A**

*Total Points Part 3: 50 pts. Due 4/3/23 by 11:59pm*

## Budget Project Grading Rubric

Criteria	1	2	3	4	Points
<b>Answer to questions</b>	Crude work, little to no explanation provided. Spelling and grammar is not much better than elementary school.  Pts =10-19	Sufficient work, limited explanations were given with little detail provided. Several spelling and writing errors.  Pts = 20-29	Adequate work, most things were explained well and understandable. A few writing and spelling errors existed.  Pts 30-39	Exemplary work, everything was well explained and easily understandable. Professionally written with no typographical errors Pts = 40-50	
<b>Revised Budget</b>	Crude Work, no evidence that coaches requests were considered, no calculations in budget  Pts = 10-19	Sufficient work, little evidence that feedback was used, calculations were rough/ Incorrect  Pts = 20-29	Adequate work, feedback from others was evident to some extent, calculations were figured by calculator  Pts = 30-39	Exemplary work, properly used feedback, formulas used for calculations, budget is easily understood  Pts = 40-50	
<b>Executive Summary</b>	Crude work, little to no explanation provided. Spelling and grammar is not much better than elementary school.  Pts = 0- 7	Sufficient work, limited explanations were given with little detail provided. Several spelling and writing errors.  Pts = 8-10	Adequate work, most things were explained well and understandable. A few writing and spelling errors existed.  Pts = 11-13	Exemplary work, everything was well explained and easily understandable. Professionally written with no typographical errors  Pts = 14-16	
<b>Coaches Memo</b>	Crude work, little to no explanation provided. Spelling and grammar is not much better than elementary school.  Pts = 0-7	Sufficient work, limited explanations were given with little detail provided. Several spelling and writing errors.  Pts = 8-10	Adequate work, most things were explained well and understandable. A few writing and spelling errors existed.  Pts = 11-13	Exemplary work, everything was well explained and easily understandable. Professionally written with no typographical errors  Pts = 14-16	
<b>Booster Club Memo</b>	Crude work, little to no explanation provided. Spelling and grammar is not much better than elementary school.  Pts = 0-7	Sufficient work, limited explanations were given with little detail provided. Several spelling and writing errors.  Pts = 9-11	Adequate work, most things were explained well and understandable. A few writing and spelling errors existed.  Pts = 12-14	Exemplary work, everything was well explained and easily understandable. Professionally written with no typographical errors  Pts = 15- 17	

				<b>Total</b>	
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## Resource Allocation in a Public High School Athletic Department

Marlene A. Dixon

Rice University

Bob Marcus could not have been more excited. After serving 15 years as head boys basketball coach and another eight as assistant principal at Evergreen High School in the Dallas area, he had just been named athletic director for the entire Woodlakes Independent School District near Houston, Texas. One of the most exciting aspects of his new job was the opening of Pine Forest Senior High. Bob would be charged with developing the athletic budget, staff, and facility design.

Before he could begin on the new school project, however, he was faced with difficult problems at the existing district high school, Oakbend Senior High. Oakbend was a growing school and had recently been classified in the largest competitive league in Texas. It was bursting at the seams, with 2,500 students, and more were entering each year (hence the need for an additional high school). In spite of a growing tax base, recent bonds had failed to pass and the district found itself with a deficit for the third year in a row. Budget cuts were on the horizon.

As the new athletic director, Bob was charged with creating and balancing the budget for the 19 sports offered at Oakbend. Based on two assumptions, Bob felt the athletic budget would be safe from the budget slashing other departments were facing. First, athletics had always been a top priority for the Woodlakes District. Their football team had made the playoffs every year for the past nine years, volleyball had made the final four two years ago, baseball had been district champions for the past six years, and the girls softball team was state runner-up just last season. Second, even in the short time he'd been there, Bob felt the athletic department already ran a very tight ship, with little room for adjustment.

In spite of his assumptions and lengthy experience as an administrator, Bob Marcus could not have been more wrong. When he received the memo mid-morning on Friday outlining the new budgets for all departments, he could not believe his eyes. On the fourth line down, he saw the bad news:

Athletic Department: \$312,000 (all dollars in this case are US\$)

He quickly ran through the numbers. Currently, the athletic department operated on \$364,500. The cut would be \$52,500!

He dialed the district superintendent, Mark Hudson, planning to plead his case for more money.

“Mark, you know we run a tight ship over here and we have to provide opportunities for these kids to play. That’s a stated goal of the district and a big reason why I came here.”

“I understand your frustration, Bob, but the cuts are district-wide. We need athletics to tighten their belts a little bit as well. I know you can find the money somewhere, even if you have to raise it. I know we’ve always had a district policy of fully funding our athletic programs, but we just can’t seem to get the tax support to do it. I hate to think about it, but there’s even been some talk about following other programs in the state and implementing a fee for participation.”

“Really? I thought that would be the last move by our administration. Surely there’s another way?”

“I certainly hope so and I’m sure you can find it, Bob. Be sure to keep me updated on your progress. We’re counting on you to help the district in this crunch time.”

Bob hung up. Implementing a participation fee was the last option he wanted to try. Surely he could find the money to cut in the budgets or figure out how the booster clubs for each team could help.

After several hours of contemplation, he e-mailed all the head coaches, informing them of the current budget request (see Table 1) and the impending cuts, and soliciting their suggestions. He emphasised that their voices would be heard, but that final decisions would remain his. He set a staff meeting for two weeks from that day, where he would share his plan for the adjusted budgets and try to begin the fall season on a positive note.

Even before lunch, Bob received his second major surprise. The coaches had not seen the entire athletic budget for as long as any of them could remember. His conversation with Gary Morehead, the boys basketball coach, was probably the most pointed, but was similar to those he had with at least six other coaches.

“Thanks for the memo, Bob. I can’t believe we are in this mess of having to cut budgets. Why won’t the people in this district support us more?”

“I don’t know,” said Bob. “I’ve done all I can to ask for more money, but the superintendent won’t budge. He feels we need to make cuts just like everyone else. Have any brilliant solutions come to mind yet?”

“Well, since you ask, I do have one question. I realise that we pay for officials, training room supplies, insurance, uniforms, buses, and major equipment out of

**Table 1: Oakbend Senior High School Athletic Budget**

**Woodlakes Independent School District Athletic Department  
Athletic Department Budget Request – 2002–2003 Fiscal Year**

Account no.	Account	Amount
36-6219-14	Officials	38,000
36-6249-14	Maintenance and repair	10,000
36-6299-14	Safety services – parking	7,500
36-6341-14	Team meals	40,000
36-6396-14	Medical supplies	13,000
36-6398-14	Grounds supplies	13,000
36-6399-14	Supplies – coaching	5,500
36-6399-B1	Supplies – football	22,000
36-6399-B2	Supplies – boys basketball	4,000
36-6399-B3	Supplies – boys track	5,000
36-6399-B4	Supplies – tennis	4,000
36-6399-B5	Supplies – boys baseball	5,000
36-6399-B6	Supplies – golf	2,000
36-6399-B7	Supplies – cross country	1,500
36-6399-B8	Supplies – boys soccer	5,000
36-6399-B9	Supplies – powerlifting	1,000
36-6399-G2	Supplies – girls basketball	4,000
36-6399-G4	Supplies – girls track	5,000
36-6399-G5	Supplies – girls softball	4,000
36-6399-G6	Supplies – girls volleyball	4,000
36-6399-G8	Supplies – girls soccer	4,500
36-6399-G9	Supplies – swimming	4,000
36-6411-14	Coaching travel	15,000
36-6412-14	Student travel	32,000
36-6426-14	Player insurance	25,000
36-6497-14	Awards	12,000
36-6499-14	Fees and dues	12,000
36-6647-14	Uniforms	33,000
36-6649-14	Equipment	32,000
36-6648-00	Computer equipment	1,500
		<b>\$ 364,500</b>



a central budget, but I had no idea we also had a budget for team meals, coaching travel, other equipment, and awards. For the five years I've been here, I've been paying for all those things out of my \$4,000–\$5,000 supply budget. No wonder I feel like we never have any money! I am never able to sponsor trips for my assistant coaches to clinics or development activities. We hardly ever stop and eat after a game. We simply never have any money for that. Now I know why; football has been taking all that money for themselves, haven't they?"

"Wow, Gary, I'm stunned. This is the first time I've even looked at the budget myself. I just assumed that every team was covered in the central budget items. I don't know where the extra money is going, but I'll find out and we'll come to a fair solution. I promise. Give me a little time to check it out."

"Thanks, Bob. I didn't mean to jump on you, but this is really a concern. This money is not being spent fairly. Everyone should have equal access to meal, travel and equipment money. It's only fair."

Bob returned to his office and phoned the defensive coordinator from the football team, Jerry Stephens. Jerry was one of the only coaches left from the previous head coach's staff. The previous head coach, who also served as athletic director, had been fired the previous spring in spite of a winning season. Bob casually asked Jerry if he knew anything about the budget for football and the other sports. Jerry was reluctant to share information, but eventually told Bob that football seemed to enjoy a luxurious budget, one that did not seem to be enjoyed by other sports. He did not know any exact numbers, but he knew that football players had new uniforms every year, always ate a nice meal after games, and the coaches went to several clinics in the fall and summer, all without any parent or booster support. He was not sure how other teams operated, but he knew that the head coach definitely told his staff not to advertise their perks.

Bob was beginning to piece the puzzle together. No wonder the head coach/athletic director disappeared so mysteriously. He'd have to find out more about that issue. For now, he had to work not only on making cuts to the existing budget, but also on figuring out how to assess the needs of the other programs so that he could more fairly allocate the funds.

Bob grabbed the current budget, tucked it in his brown leather bag, and headed home for a weekend of crunching numbers. Although he was frustrated and discouraged, he was determined to find the best solution to his first major challenge as athletic director.

When he returned to work on Monday morning, Bob had outlined a plan for attacking the issue. In order to be acceptable to both the coaches and the administration, he knew that his solution must fill two aims: (1) it must be fair to all the programs, and (2) it must be in line with the district's stated mission and goals.

Fairness. It was always at the forefront of coaching concerns. Just this week he'd been confronted by the girls basketball coach, Becky Garrison, who wanted to know why the volleyball team was allowed to practise in the main gym four times a week and basketball only once. At the centre of the fairness issues was money: Who was receiving what funds? Why did one program get more money than another? And at the centre of budget concerns was football.

After a full morning of consulting with the central office regarding budgeting procedures, Bob set to work on his plan. His first action was to outline a shell budget, centralising some items, and creating new lines for each of the sports. Appendix A shows his outline. He placed central items such as maintenance and repair and player insurance in the departmental budget. Items that each team would spend, however, he placed within individual budgets, so that each coach could see where the money was being spent.

Next, he compiled a memo to all the coaches (see Appendix B). They were to submit their information and requests by the end of the week, giving Bob an additional week to create a workable solution from their requests.

By Friday, Bob had received the information. He and his administrative assistant, Glenda, compiled the information into two tables. Table 2 shows a compilation of the teams' coaches and records. Table 3 shows the composite budget requests. After viewing the composite table, Bob had to laugh a bit. "Well, initially I've created an even bigger monster," he thought. Now, instead of having to cut from \$364,000, he was going to have to cut from nearly \$392,000. Still, he was convinced he had done the right thing by allowing the coaches control over most of their budget.

As he viewed the chart, he noticed several encouraging lines. First, Glenda had obviously done a good job informing coaches about their past expenses on officials, uniforms and equipment. Those items were at or under the totals of the old departmental budget. He also noticed that the coaches had not had control over their coaching supplies and travel, awards, or team meals. These items far exceeded amounts spent in the past (and allocated in the old department budget). "Looks like they are asking for all they can possibly get," he thought. He also noted that the volleyball, softball, and girls basketball coaches had apparently collaborated on their budgets. The amounts requested for meals, supplies, coach travel and awards were simply too similar to be coincidental. Finally, he noted that costs per participant were extremely varied, ranging from a projected \$235 for cross country to over \$600 per football player. This situation would certainly need to be rectified before presenting the budget to either the coaches or the parents.

He then perused the comments made by the different coaches regarding how the money was to be spent. Several comments seemed particularly relevant. First, John Stephens, head football coach, had compiled a very detailed layout of how the money was to be spent. His memo of almost three pages detailed the increasing



**Table 2: Oakbend Senior High School Composite Teams, Coaches and Records**

Team	Head coach	Record 00-01	Record 01-02	Participants (per year)
Football	John Stephens	5-5, regionals	6-4, regionals	130
Boys basketball	Gary Morehead	10-15	16-9, districts	60
Boys track	Fred Berringer	2 state qualifiers	2 state qualifiers	60
Boys baseball	Jim Shelby	22-9, regionals	18-12, districts	45
Boys soccer	Dean Flaco	2-18	4-15	40
Boys powerlifting	Greg Louis	N/A	N/A	10
Girls volleyball	Margaret Whaley	22-7, state	20-10, regionals	50
Girls softball	Ron Villone	23-9, state runners-up	25-6, regionals	30
Girls basketball	Becky Garrison	12-13	18-7, districts	40
Girls track	Jane Morris	1 state qualifier	3 state qualifiers	60
Girls soccer	Scott Williams	3-17	5-16	40
Boys/girls golf	Charles Adams	District 2nd place (B), District 6th place (G)	District 3rd place (B), District 4th place (G)	20
Boys/girls tennis	Mary Lloyd	7-5 (B), 10-2 (G)	9-3 (B), 10-2 (G)	30
Boys/girls swimming	Dennis Martin	Did not exist	4 state qualifiers	25
Boys/girls cross country	Dave Gentry	District 6th place (B), District 4th place (G)	District 7th place (B), District 7th place (G)	30

costs of football and the need to spend the requested amount of money in order to remain competitive in a football-oriented state. He commented that a number of coaches had mentioned in passing the possibility of implementing a participation fee. He explained the number of disadvantaged students who were able to play football and find a future because of the district's full support of the program and stressed the need for the district to continue supporting its athletic programs without initiating a participation fee.

Another group of comments came from Gary Morehead, Dean Flaco and Scott Williams. These comments centred around the parent booster clubs. Flaco wrote:

One concern of mine is the lack of a line item in the old budget (or the new one) for booster club contributions. In the past, each team has had a support group of parents who have run fundraisers for them such as candy sales, concession stands and walkathons. We were told that the money raised from those activities went

**Table 3: Oakbend Senior High School Athletic Budget Requests**

<b>Department</b>																
Maintenance & repair												10000				
Contingency services, parking												7500				
Medical supplies												13000				
Player insurance												25000				
Fees and dues												12000				
Computer equipment												1500				
Grounds supplies												13000				
<b>Total</b>												<b>82,000</b>				
<b>Team</b>	<b>Foot- ball</b>	<b>Boys basket ball</b>	<b>Boys track</b>	<b>Boys base ball</b>	<b>Boys soccer</b>	<b>Girls volley ball</b>	<b>Girls softball</b>	<b>Girls basket ball</b>	<b>Girls track soccer</b>	<b>Girls soccer</b>	<b>Golf</b>	<b>Tennis</b>	<b>Swim</b>	<b>Cross entry</b>	<b>Power- lifting</b>	<b>Total line</b>
Officials	8000	3100	3000	2800	1900	3800	2500	3100	3000	1900	300	1550	500	1000	500	<b>36950</b>
Team meals	15000	2900	2600	3500	2200	4000	2200	4000	4000	1600	1400	1700	1500	1300	750	<b>48650</b>
Supplies	22000	4000	5000	4000	5000	4000	4000	4000	4000	4500	2000	2000	1000	1500	1000	<b>68000</b>
Coaching supplies	2000	600	500	500	300	600	600	600	500	500	200	500	500	250	100	<b>8250</b>
Coaching travel	5000	3000	1000	2500	1000	3500	1200	3000	800	850	500	600	600	400	150	<b>24100</b>
Student travel	6400	2500	1900	2500	1600	3200	2100	2500	1900	1600	4100	1400	5000	1250	600	<b>38550</b>
Awards	6000	1300	700	1000	600	1600	800	1600	750	600	1100	500	300	450	200	<b>17500</b>
Uniforms	8000	2600	2000	2700	1750	3300	2200	2500	1800	1750	1200	1500	500	500	250	<b>32550</b>
Equipment	10000	2600	1900	2700	2000	3200	2100	2500	1700	1600	1000	1300	400	400	1200	<b>34600</b>
<b>TOTAL</b>	<b>82400</b>	<b>22600</b>	<b>18600</b>	<b>22200</b>	<b>16350</b>	<b>27200</b>	<b>17700</b>	<b>23800</b>	<b>18450</b>	<b>14900</b>	<b>11800</b>	<b>11050</b>	<b>10300</b>	<b>7050</b>	<b>4750</b>	<b>309150</b>
Participants	130	60	60	45	40	50	30	40	60	40	20	30	25	30	10	<b>670</b>
\$ per participant	633.85	376.67	310.00	493.33	408.75	544.00	590.00	595.00	307.50	372.50	590.00	368.33	412.00	235.00	475.00	<b>447.46</b>
<b>GRAND TOTAL</b>												<b>\$391,150.00</b>				

into an account allocated to each sport. Then, when we needed special items, we could ask the AD and he would give us some money. I don't have any idea how much my booster parents raised, but I was always able to purchase extra equipment. I guess I'm just wondering first, how much money was raised through booster club efforts and where that money went, and second, what is your policy going to be on booster clubs? Personally, I would like to have them all be separate – each team has its own boosters who raise money for their own program that stays in their program. Thank you.

Coach Morehead and Coach Williams raised similar concerns. They also seemed to feel that each sport should have their own boosters and that the money should be kept within the sports.

Like the overall budget allocations, Bob had not anticipated the booster issue, either. He asked Glenda if she knew how the booster club funds had been handled in the past.

“Well,” she said, “It seems that the booster club people would bring the money in as cash to Coach Huntsman (the former AD/head football coach). He kept it in his petty cash drawer and would give it to people for reimbursements and such.”

“Reimbursements and such? That sounds rather vague. Do you have any idea how much money we're talking about?”

“I certainly have no clue as to a total, but it seems we could bring in about \$1,000–\$1,500 a night at the concession stand at home football games, and maybe \$300–\$400 at basketball. I have no idea how much came from M&M sales and other little fundraisers the teams did.”

“Hmmm. I suppose this issue could be positive and negative. On the one hand, we have a problem with not being able to estimate the amount of money, but on the other, maybe we have a source of income that I had not planned on. I think the coaches are right; each team should have their own booster club and keep the money from that club. Then, if they want to take a special trip or buy some elaborate piece of equipment, they can use their booster club funds to purchase it. Not bad. Not bad. We can deal with this, too.”

Bob walked back to his office and perused the remainder of the coaches' suggestions. Coach Garrison's (basketball) comments had some figures from her previous school district. She wrote:

I took the liberty of investigating the very real possibility of implementing a participation fee for our students. We had such a fee at my previous school and it didn't seem to affect participation at all. I contacted my AD there and he shared with me that the school was able to raise about \$25,000–\$30,000 a year from student fees. The students paid \$50.00 to play sports for the year. If a student played more than one sport, though, he or she didn't pay again, the fee covered

the whole year. We had about 650–700 participants, but a lot of them played more than one sport.

I don't think \$50 is too much to ask for playing a whole season. Most outside clubs cost \$1,000–\$5,000 for a season depending on how much they travel. I think we should seriously consider this option for supplementing our athletic budget, regardless of what the district policy has been in the past. Times are changing and we need to change with them.

Bob thought \$30,000 would be a lot of money, but he was also opposed to a participation fee, and he knew the district was, too. Public school participation was supposed to be free. It was part of the educational system, just like clubs, the band, or any other extracurricular activity. In spite of the potential money, he knew it would be difficult to convince the school board of the necessity of implementing a participation fee.

Finally, Coach Martin (swimming) and Coach Adams (golf) had included notations regarding how they would like their money allocated. Both wanted to emphasise the travel component of their programs. Coach Martin's memo summarised the feelings of both coaches.

Bob,

I know that these budgets will take a hit in the final process and as you view my requests, you might think that my travel requests are out of line with some of the amounts that other coaches have requested (I know, because I asked them how much they requested). As you know, our district is not very strong in swimming, but our program has proven that it can compete with the best in the state. In order to build the quality of the Oakbend swimming program, we need to go beyond the local area and compete with the best swimmers in the state. Each year, prominent meets are held in Austin, Dallas and San Antonio. These are two-day meets, requiring us to leave on Thursday evening and return late Saturday night. Hotel stays and meals for these trips are rather expensive, but I feel the cost is fully worth it for the success of our program. Specific cost estimates for these trips are attached to this memo. Further, you will see that in exchange for requesting more money on travel, I have asked for minimal amounts of supplies and equipment.

Please consider this information as you make your budget cuts. In order to be the best, we must compete against the best.

By six o'clock on Friday, Bob had compiled the information he needed for another weekend of problem-solving. "What a mess," he thought. Sometime he'd have to dig to the bottom of the apparent financial abuses within the athletic department. For now, he hoped there would be no more major surprises and that he could finally sit down to develop a reasonable solution to the immediate budget crisis. He walked out the door with the magic number – \$312,000 – at the forefront of his thoughts.



## APPENDIX A: Budget outline

Department	
Maintenance & repair	10000
Contingency services, parking	7500
Medical supplies	13000
Player insurance	25000
Fees and dues	12000
Computer equipment	1500
Grounds supplies	13000
<b>Total</b>	<b>82,000</b>

Team	Foot- ball	Boys basket	Boys track	Boys base	Boys soccer	Girls volley	Girls softball	Girls basket	Girls track	Girls soccer	Golf	Tennis	Swim	Cross entry	Power- lifting	Total line
Officials																
Team meals																
Supplies																
Coaching supplies																
Coaching travel																
Student travel																
Awards																
Uniforms																
Equipment																
<b>TOTAL BUDGET</b>																
Participants																
\$ per participant																

<b>GRAND TOTAL</b>	<b>\$ 312,000.00</b>
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## APPENDIX B

### Memo to coaches

#### Inter-office Memorandum

TO: OAKBEND HIGH SCHOOL HEAD COACHES  
FROM: BOB MARCUS  
SUBJECT: BUDGET INFORMATION AND REQUESTS  
DATE: August 1, 2002  
CC: JERRY SULLIVAN, PRINCIPAL

As you have become aware, the district is asking us to make a \$50,500 cut in our departmental budget for the upcoming school year. I share your concerns at such a large cut, but I know we can work together at the best possible solution.

It has also come to my attention that budget items may not have been allocated appropriately in the past, leaving many of you with concerns over the fairness of distributions. I assure you that steps are being taken to correct this problem and to arrive at an equitable solution.

The purpose of this communication is twofold: First, I want to take the opportunity to remind you of the district's mission and goals toward athletics, so that you can make sure your budget and your coaching practices align with this mission. Second, I want you to communicate to me your budget requests, the records of your teams for the past two years, the number of participants in your sport, and any other suggestions you have to offer regarding our funding dilemma.

I realise that some of you may have difficulty allocating an appropriate amount of funding to some line items (e.g., officials, uniforms) over which you have not had control in the past. Glenda will be happy to assist you with these areas and provide you with past spending records if necessary.

**Budget requests should be submitted using the line items outlined on the enclosed template. They are due in my office by Friday at 12 noon.**

Please feel free to stop by in the meantime with any questions or concerns.

Attachments:

Athletic Mission Statement  
Budget Request Template

## **Woodlakes Independent School District Athletic Department**

### **MISSION STATEMENT:**

The athletics programs of Woodlakes ISD are committed to the district's mission of providing an educational environment that will enable students to attain skills for a lifetime of learning and to prepare them to be contributing citizens in a diverse and changing world. As such, we are committed to providing opportunities and support for student-athletes to achieve academically and to compete athletically at the highest level, and to providing programming and resources that help prepare them with skills for life. We are also committed to operating with quality and integrity in our role as a focal point for school identity and spirit, while complementing the academic and social facets of school life for the general student body, faculty, staff and surrounding community.

### **TO FULFIL THIS MISSION, WE ARE COMMITTED TO THE FOLLOWING GOALS:**

1. To provide support, programming and resources that promote personal development and responsibility.
2. To provide adequate funding for programs such that all students, regardless of race, gender, or socio-economic status, have an opportunity to participate.
3. To provide quality strength and conditioning, training, and sports medicine programs that emphasise the health and safety of student-athletes.
4. To communicate specific behavioural expectations to each student-athlete.
5. To attract and retain the finest coach-educators, who are committed to excellence in both the classroom and on the athletic field.
6. To continue to encourage and support enthusiastic attendance by the general student-body and the surrounding community at athletics events.

## Woodlakes Independent School District Athletic Department

### Budget Request Template

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Sport: \_\_\_\_\_

Coach: \_\_\_\_\_

Record 2000–2001: \_\_\_\_\_

Playoffs: \_\_\_\_\_

State tournament: \_\_\_\_\_

Number of participants (total from every level): \_\_\_\_\_

Record 2001–2002: \_\_\_\_\_

Playoffs: \_\_\_\_\_

State tournament: \_\_\_\_\_

Number of participants (total from every level): \_\_\_\_\_

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Line item	Amount requested
Officials	
Team meals	
Supplies	
Coaching supplies	
Coaching travel	
Student travel	
Awards	
Uniforms	
Equipment	
<b>TOTAL BUDGET</b>	

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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**

<b><u>PROFESSIONALISM</u></b> 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	
<b>Comments about professionalism:</b>	
<b><u>DEPENDABILITY</u></b> 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	
<b>Comments about dependability:</b>	
<b><u>LEADERSHIP</u></b> 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	
<b>Comments about leadership:</b>	
<b><u>ADMINISTRATIVE ABILITIES</u></b> 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	
<b>Comments about administrative abilities:</b>	

<b><u>ACTIVITY PLANNING &amp; IMPLEMENTATION</u></b>		<b>RATING</b>
<b>THE STUDENT:</b>		<b>(1-5)</b>
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		
<b>Comments about activity planning and implementation:</b>		
<b><u>COMMUNITY/POPULATION KNOWLEDGE</u></b>		<b>RATING</b>
<b>THE STUDENT:</b>		<b>(1-5)</b>
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		
<b>Comments on community/population knowledge:</b>		

**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:**

**SIGNATURES:**

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

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_