

Year 4

Student Learning Outcomes (SLOs) for Sport & Recreation Management

Eastern Illinois University

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

The following report provides the data regarding student learning objectives (SLOs) for the undergraduate Sport and Recreation Management Program along with the specific courses, rubrics, assignments, exams, and evaluations that have been utilized to collect assessment data.

The assessment measures were collected by the Sport and Recreation Management faculty utilizing the Commission on Sport Management Accreditation (COSMA) competencies.

Therefore, if the program should decide to explore accreditation in the future, the program will be aligned with the requirements.

It should be noted that the class used to assess SLO 3 was no longer offered starting Fall 2023.

Thus, the data available was limited. KSR 4600 will be used to assess SLO 3 moving forward.

However, KSR 4600 will not be offered until Spring 2025.

Furthermore, the assessment tool for SLO 8 was changed by the Sport and Recreation Management faculty after the last round of assessment. The faculty feel that the new assessment tool has been able to better assess student learning. Therefore, the new tool will continue to be used moving forward.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

During the past four semesters, KSR 4764: Sport Management Principles, has changed instructors' multiple times. As a result, we saw the individual and collective score of SLO 7 decrease. Additionally, we saw a decrease in most scores for SLO 5, resulting in not meeting the target. Starting Fall 2024, we believe to have a Sport and Recreation faculty member that will be consistently teaching the course.

To address the score issues regarding SLO 5, we have implemented a draft for the leadership paper. This will allow the faculty to give students early feedback on the paper prior to submitting the assignment; thus, allowing for additional student learning and skill development.

Student Learning Outcomes (SLOs) for Sport Management

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will demonstrate and analyze essential sport management competencies within the sport management industry.
2. Students will demonstrate the ability to select and engage technologies appropriate for use in the sport industry.
3. Students will develop critical thinking and problem-solving skills necessary for careers in the sport industry.
4. Students will utilize effective oral communication skills in the professional context of sport management.
5. Students will utilize effective written communication skills in the professional context of sport management.
6. Students will develop an understanding of theoretical sport marketing principles and their practical application.
7. Students will utilize the decision-making process to analyze an organizational scenario by applying sport management principles.
8. Students will develop a cultural awareness related to diversity within sport management.

Overview of Measures/Instruments

<i>SLO(s)</i>	<i>ULG*</i>	<i>Measures/Instruments</i> <i>Please include a clear description of the instrument including when and where it is administered</i>	<i>How is the information Used?</i> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
<p><i>Note: Measures might be used for more than 1 SLO</i></p>		<p>Sport management students will effectively demonstrate and apply essential management competencies in a practical, internship setting for a sports/fitness organization. KSR 4275 (Internship)</p> <p>Assessment of five (5) management competencies by the internship site coordinator using a Likert-scale (5 to 1) evaluation tool:</p>	<p><u>Individually</u>, students will achieve a mean score of 4.5 or higher (90%+ = ‘excellence’) on the 5 measured management competencies.</p> <p><u>Collectively</u>, SM students will achieve a group mean score of 4.5 out of 5.0 (90%+ = ‘excellence’) or higher on each of the 5 measured management competencies.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<ul style="list-style-type: none"> - Professional behavior - Interpersonal skills - Problem-solving skills - Written communication - Verbal communication <p><i>Appendix: Figure 1</i></p>	<p><u>Individual assessment:</u></p> <p>* 29/38 students (76%) achieved a mean score of 4.5 or higher on the 5 measured management competencies.</p> <p><u>Collective assessment:</u></p> <p>* Group means for each measured management competency variable: (n=38)</p> <ul style="list-style-type: none"> - Professional Behavior= 4.68 - Interpersonal Skills= 4.87 - Problem-solving= 4.71 - Written comm. Skills= 4.58 - Verbal comm. Skills= 4.76 <p>*Targets were/were not met during this period.</p>
<p>2.</p>		<p>Students were assessed on their ability to select and engage technologies appropriate for use in the sport industry through a “<i>Final Technology Portfolio</i>” in KSR 3900 (Technology in KSR).</p> <p><i>Appendix: Figure 2</i></p>	<p>Individually students will demonstrate ‘excellence’ in technology usage through an individual score of 80% or higher.</p> <p>* 52/61 students (85.2%) achieved a score of 80% or higher on the Final Technology Portfolio.</p> <p>*Targets were/were not met during this period.</p>
<p>3.</p>		<p>Critical thinking skills were assessed in KSR 4327 (Ethics in Sport) through completion of a “<i>Consistency Arguments for/against PEDS</i>” activity. KSR 4600 should replace this one.</p> <p><i>Appendix: Figure 3</i></p>	<p>Individually and collectively students will demonstrate ‘excellence’ in critical thinking skills through an 80% or higher performance evaluation on the activity analysis.</p> <p><u>Individually:</u> 23/23= 100% achieved a score of 80% or higher</p> <p><u>Collectively:</u> Average score= 18.30/20</p> <p>*Targets were/were not met during this period.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>4.</p>		<p>Oral speaking skills were assessed in KSR 4328 (Governance in Sport) through a “<i>Policy Presentation</i>” using the EIU Oral & Speaking Rubric (Organization, Language, Material, Analysis, Nonverbal Delivery, Verbal Delivery)</p> <p><i>Appendix: Figure 4</i></p>	<p>Students will individually achieve a mean score of 3.0 out of 4.0 on each of the 6 components on the EIU Oral & Speaking Rubric</p> <p><u>Collective assessment:</u> Individually and collectively students have met and exceeded this goal. Each student passed each component with at least an 86%. Students received an average of 91% total score.</p> <p>* Group means for each oral speaking rubric component: (n=37)</p> <p>Results:</p> <ul style="list-style-type: none"> • Organization= 3.82/4 • Language = 3.94/4 • Material = 3.45/4 • Analysis = 3.71/4 • Nonverbal delivery = 3.52/4 • Verbal delivery = 3.44/4 <p>*Targets <u>were</u>/were not met during this period.</p>
<p>5.</p>		<p>Written communication skills were assessed in KSR 4764 (Management Principles) through a “<i>Leadership Paper</i>” paper using the EIU Writing Rubric (Organization, Language, Material, Analysis, Nonverbal Delivery, Verbal Delivery)</p> <p><i>Appendix: Figure 5</i></p>	<p>Students will collectively achieve a mean score of 3.0 out of 4.0 on each of the 4 components on the EIU Writing Rubric.</p> <p>* Group means for each writing rubric component: (n=45)</p> <p>Results:</p> <ul style="list-style-type: none"> • Content= 3.57/4 • Organization= 3.45/4 • Style = 3.46/4 • Mechanics= 2.74/4 <p>*Targets were/<u>were not</u> met during this period.</p>

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
6.		Students understanding of theoretical sport marketing principles and their practical application were assessed in KSR 4365 (Marketing in Sport) through a “ <i>Case Study</i> ” using the Sport Marketing Rubric. <i>Appendix: Figure 6</i>	Individually and collectively students will demonstrate ‘excellence’ in the application of theoretical sport marketing principles through an 80% or higher performance evaluation on the activity analysis. <u>Individually:</u> $51/51 = 100\%$ achieved a score of 80% or higher. <u>Collectively:</u> Average score = $91.31/100 = 91.31\%$ *Targets were /were not met during this period.
7.		Decision making skills were assessed in KSR 4764 (Management Principles) through a “ <i>Decision Making Model</i> ” paper using the Decision Making Model Rubric. <i>Appendix: Figure 7</i>	Individually and collectively students will demonstrate ‘excellence’ in the application of decision making skills through an 80% or higher performance evaluation on the activity analysis. <u>Individually:</u> $57/62 = 95\%$ achieved a score of 80% or higher. <u>Collectively:</u> Average score = $44.2/50 = 88.40\%$ *Targets were /were not met during this period.
8.		Students will develop a cultural awareness related to diversity within sport in KSR 4326 (Psychosocial Aspects of Sport) through the weekly content quiz. <i>Appendix: Figure 8</i>	Individually and collectively students will demonstrate ‘excellence’ in the application of decision making skills through an 80% or higher performance evaluation on the content quiz. <u>Individually:</u> $41/41 = 100\%$ achieved a score of 80% or higher. <u>Collectively:</u> Average score = $10/10 = 100\%$

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			Results: *Targets were /were not met during this period.

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
10/6/2020	Kristin Brown, Sport Management	
10/2/2022	Ashley Gard, Sport Management Kristin Brown, Sport Management	
9/6/2024	Ashley Gard, Sport & Recreation Management Kristin Brown, Sport & Recreation Management	

Dean Review & Feedback

Sport and Recreation Management faculty have collaboratively worked to develop the student learning outcomes based on the Commission on Sport Management Accreditation competencies. The student learning outcome goals/target scores were met in all categories except two. As the faculty have developed the curriculum, some courses were no longer offered and one course had multiple instructors. Faculty believe that some of these things (i.e., multiple instructors teaching one course) impacted the data for student learning outcomes 5 and 7. The faculty and Department Chair have communicated and are working to ensure consistency in instruction in future years to the best of the Chair’s ability. Faculty have made changes to the assessment report since 2022, and we look forward to seeing the data analysis in fall of 2022. We thank the Sport & Recreation management faculty for their ongoing, thoughtful review of the program.

Jill Bowers

Dean or designee

11/13/24

Date

APPENDIX

Figure 1

SLO 1: Internship Management Competencies

FINAL EVALUATION *(to be completed by supervisor)*

KSR 4275: Field Experience, Department of Kinesiology, Sport, and Recreation, Eastern Illinois University

*Students must have 100% of their required hours completed

NAME OF INTERN: _____ DATE: _____

PROFESSIONAL BEHAVIOR

Behavior, attendance, & appearance consistently exceed expectations. 5	Behavior, attendance, & appearance frequently exceed expectations 4	Behavior, attendance, & appearance consistently meet expectations 3	Behavior, attendance, & appearance frequently fail to meet expectations 2	Behavior, attendance, & appearance consistently fail to meet expectations 1	Unable to make a judgment at this time NA
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Examples and/or comments:

INTERPERSONAL SKILLS

Almost always demonstrates the ability to work as a team member; almost always maintains a positive rapport with supervisors, clients, peers; almost always assists others 5	Usually demonstrates the ability to work as a team member; Usually maintains a positive rapport with supervisors, clients, peers; Usually assists others 4	Sometimes demonstrates the ability to work as a team member; Sometimes maintains a positive rapport with supervisors, clients, peers; Sometimes assists others 3	Seldom demonstrates the ability to work as a team member; Seldom maintains a positive rapport with supervisors, clients, peers; Seldom assists others	Almost never demonstrates the ability to work as a team member; Almost never maintains a positive rapport with supervisors, clients, peers; Almost never assists others.	Unable to make a judgment at this time NA
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			2	1	
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Examples and/or comments:

INDEPENDENT WORK & PROBLEM SOLVING

When presented with a problem, can plan an effective approach without assistance. Works very well independently.	When presented with a problem can collect information & interpret facts with minimal assistance. Usually works well independently	When presented with a problem, can collect information with some assistance. Shows potential to work independently	When presented with a problem, needs assistance in collecting information. Seldom works independently.	When presented with a problem, exhibits difficulty in collecting relevant information & never works independently.	Unable to make a judgment at this time
5	4	3	2	1	NA

Examples and/or comments:

WRITTEN COMMUNICATION

Written communications are almost always clear, concise, free of errors, & appropriate to the intended audience	Written communications are mostly clear, concise, free of errors, & appropriate to the intended audience	Written communications are sometimes clear, concise, free of errors, & appropriate to the intended audience	Written communications are seldom clear, concise, free of errors, & appropriate to the intended audience	Written communications are almost never clear, concise, free of errors, & appropriate to the intended audience	Unable to make a judgment at this time
5	4	3	2	1	NA

Examples and/or comments:

VERBAL COMMUNICATION

Verbal communications are almost always clear, concise, free of errors, & appropriate to	Verbal communications are mostly clear, concise, free of errors, & appropriate to	Verbal communications are sometimes clear, concise, free of errors, & appropriate to	Verbal communications are seldom clear, concise, free of errors, & appropriate to	Verbal communications are never clear, concise, free of errors, & appropriate to	Unable to make a judgment at this time
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the intended audience; can almost always describe complex concepts 5	the intended audience; can usually describe complex concepts 4	the intended audience; can sometimes describe complex concepts 3	the intended audience; can seldom describe complex concepts 2	the intended audience; can almost never describe complex concepts 1	NA
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Examples and/or comments:

GENERAL COMMENTS:

HAS THIS EVALUATION BEEN DISCUSSED WITH THE INTERN? Yes No

NAME OF STUDENT: _____ SIGNATURE OF STUDENT:
 _____ DATE: _____

NAME OF EVALUATOR: _____ SIGNATURE OF EVALUATOR:
 _____ DATE: _____

COOPERATING AGENCY: _____

Student should scan and upload completed and signed document to Dropbox in D2L.

***** MUST BE RECEIVED ON OR BEFORE THE SPECIFIED DEADLINE*****

Figure 2

SLO 2: Final Technology Portfolio

Final Technology Portfolio

Directions:

For this assignment each group will develop a set of marketing materials for an EIU athletic team. Each group will be assigned an athletic team by their instructor for this project. The goal of this project is for groups to highlight their assigned athletic teams through the marketing materials listed below. Groups should pay attention to the audience and focus for each item.

Marketing Materials:

- Professional Flyer (highlight upcoming competition)
- Brochure (handed to incoming recruits)
- Hype Video (to use for all athletic website)
- Media Guide (to provide fans information about the team)

Submit:

On D2L, you will find a dropbox for project materials. Only one group member needs to turn in the marketing materials for the group.

Total Points:

This assignment is worth 45 points. See grading rubric below.

SLO 2: Assessment Rubric

Final Project: Final Technology Portfolio and Presentation

Points: 85 points

Marketing Material (20 pts)			
	5	3	1
Flyer	1 page advertisement; obvious focus on topic	1 page advertisement; some focus on topic	1 page advertisement, topic not clearly understood
Brochure	Tri-fold layout, use of appropriate text size, exceptional use of space, appropriate content, audience is obvious	Tri-fold layout, most text size is appropriate, few issues with space use, good content, known audience	Not completed as tri-fold layout, issues with text size and/or spacing, lacking content
Hype Video	60 second video that promotes your team and shows high-level of focus on marketing plan (project)	Video is less than 55 or more than 65 seconds and/or shows only minimal level of focus on marketing plan (project)	Video is less than 50 or more than 70 seconds and/or shows no focus on marketing plan (project)
Media Guide	2-page spread; consistent design with previously created media guide; provides thorough content of marketing plan	Does not cover entire 2-page spread; or design is not consistent with previous media guide and/or content is minimal	Does not cover 2-page spread and design is not consistent and lacking appropriate content

Design Elements (20 pts)			
	5	3	1
Consistency	Design contains a consistent color scheme. Obvious connection between all marketing materials.	Design color scheme varies between marketing materials. Connection is only minimally present.	Design color scheme and content shows no connection between all marketing materials.
Creativity	Design is unique, detailed, and interesting. Grabs the audience's attention.	Design is detailed and interesting, but not unique. Shows only minimal originality.	Design is very basic. Shows no originality or creative risk. Does not grab audience's attention.
Professional	Design is well-thought out and representative of topic. Shows growth in skills and technique.	Design is apparent and focused on topic but shows only minimal growth in skills and technique.	Design does not represent topic well. Shows no growth in skills and technique.
Pictures, Illustrations, Videos, Audio	Exceptional use of appropriate pictures, video, audio elements.	Most, but not all, elements used were appropriate for the project.	Poor use of pictures, video, and audio elements (blurry, hard to hear, stretched, etc..)

Technology (5 pts)			
	5	3	1
Software Program Selection	Students selected and utilized appropriate software programs for all required marketing material.	Students selected and utilized appropriate software programs for at least 2 of the required marketing materials.	Students did not select or utilize appropriate software program for the required marketing material.

Figure 3

SLO 3: Consistency Argument

Group Project #3

Group # & NAMES _____

Combating the Consistency Argument (Using Anabolic Steroids to Enhance Performance)

The Liberal Argument for Allowing Choice on Performance-Enhancers

Assumptions:

1. Adult performers who have all their mental faculties
2. Fully informed about risks
3. Are not being coerced in the strong sense (nobody is literally forcing them to take the drug)
4. No current research shows that using this performance enhancer in reasonable doses is lethal (e.g., no higher risk than cigarette smoking)

The Consistency Argument

The Principle: As rational creatures, we have an obligation to act consistently. If a principle is acceptable in one situation, it should be acceptable in other similar situations. If people do not object to behaviors of one type, they should not object to other behaviors that are, in principle, the same.

Consistency Argument #1 (In favor of prohibiting drugs: Taking prohibited drugs in sport amounts to cheating and creates unfair competition.) **Consistency argument:** In society or in sport, we do not hide behind bad rules. This is a bad rule. Let's legalize the drug, and thereby eliminate the cheating and attendant unfairness.

Team reaction: Do you know enough to agree? What further questions would you want to ask?

Consistency Argument #2. (In favor of prohibiting drugs: Taking drugs gives an athlete an unfair advantage over the sport. It changes the nature of the test and makes it too easy.) **Consistency argument:** Sport has a long history of accepting technological, dietary, psychological, and equipment innovations. They change the nature of the test, and usually we do not object to them.

Team reaction: Is this a conclusive argument? Does consistency require us to allow e.g., anabolic steroids?

What would the guidelines for allowance and disallowance of technology be? Try to identify one or two.

Consistency Argument #3. (In favor of prohibiting drugs: Taking drugs is unnatural. It turns the athlete into a machine, and may turn the contest into one between better pharmacies, not the better athlete.)
Consistency argument: Why are drugs any different than better shoes, better poles in pole vaulting, better sleds in the luge? Do contests in which that equipment is used become games between engineers and manufacturers? We don't object typically to those interventions. Why would we object to e.g., anabolic steroids?

Team reaction: We can preserve consistency by arguing that we should and do object to some of these other practices. Can you defend that approach?

Consistency Argument #4. (In favor of prohibiting drugs: Taking drugs is dangerous; it forces athletes to take risks and make commitments they would rather not make.) Consistency argument: How is this any different than using dangerous practice techniques, or training to dangerous points of exhaustion, or pushing the limits in high risk sports like downhill skiing? We allow informed adults to take risks there! Why not with performance-enhancing substances?

Team Reaction: Are there degrees of risk? Is taking e.g., anabolic steroids different in any way that accepting other risks in sport? Are there other potential harms that come with drug taking that do not come with dangerous training? Any unique effects on society at large? On high school or other young athletes?

Team Conclusion

_____ The consistency argument seems conclusive. There is no (rational) reason for objecting to anabolic steroids in _____ sport when we fully accept similar practices on a regular basis.

_____ The consistency argument is not conclusive, but it raises serious doubts. Are we just carrying around a bias about drugs that is not substantiated by reason?

_____ The consistency argument is not conclusive, and it raises very few doubts. I believe that taking anabolic steroids to enhance performance is wrong—though I cannot show this with air-tight arguments.

_____ The consistency argument carries no weight whatsoever. Taking drugs is not at all like these other practices for reasons that can be clearly stated. Or, in some cases, these other practices are wrong too. People should object to them—again, for reasons that can be clearly stated.

If the consistency argument is strong or weak, identify one or two factors that support your conclusion.

SLO3: Assessment Rubric

Group Project #3 Combating the Consistency Argument

Category	1 poor	2 average	3 good	4 exemplary
Argument #1 Get rid of the rule as we do elsewhere...	Struggles to find any "further questions"	Finds 1 or 2 further questions	Finds 2-3 further questions that have some persuasive power	Finds 4 or more questions that show that the current legislation may be warranted
Argument #2 Allow technology like we do elsewhere.	Unable to find any problems with the consistency argument. Not able to articulate any cogent guidelines	Has vague understanding of problem with the consistency argument. Can articulate one reasonable guideline	Has good understanding of problems with the consistency argument, and can articulate them clearly. Is able to outline 2 guidelines	Provides a clear articulation of problems with the consistency argument. Provides 2 exemplary and useful guidelines
Argument #3 Allow technology like we do elsewhere (counter).	Has trouble identifying any precedents for rejecting technology. Answer is confused	Is generally on right track, but examples/analysis of precedents is not strong	Can identify precedents and shows vaguely how this preserves consistency when rejecting steroids	Can identify good precedents and show how they are like steroids in their potentially harmful effects
Argument #4 Allow dangers and risks like we do elsewhere.	Is confused about ways in which taking steroids may be unlike other acceptable risks	Has a partial idea of how risk, danger, and harm are different in the use of steroids	Has a good understanding of differences; can articulate them with some force	Has a thorough understanding of differences; provides a very forceful argument about dissimilarities
Argument #5 Conclusions	Is unable to make connections between vote on the consistency argument and their rationale	Provides at least one argument to support their decision	Provides two arguments for their vote; arguments are cogent	Provides two arguments that are very persuasive

Figure 4

SLO 4: Policy Presentation

Policy Presentation

Each individual will present their policy issue in the sports industry. The topics should interrelate with information that we covered in class.

Please include **3 or more cases from the sports industry in your presentation**. Also prepare **3 or more open ended discussion questions for in-class discussion**. Use PowerPoint, Prezi, with a minimum of 3 slides for a visual source, **you may include a video or hyperlink to support your argument**-No longer than 1:30

Presentation should last minimum of 5 minutes maximum of 7 minutes.

After your presentation please officially submit to Dropbox for grade.

SLO4: Assessment Rubric

Criteria	Highly Competent 4	Competent 3	Minimally Competent 2
Organization	Arrangement of ideas clearly related to topic; well organized with introduction, body, conclusion; good transitions; introduction includes attention getter, statement of thesis, credibility information; conclusion includes summary and closure	Conveyed a central idea or topic; most information presented in logical structure; adequate introduction, body, conclusion; adequate transitions.	Attempted to focus on an idea or topic; ideas were loosely connected to topic; structure unclear; introduction, body, conclusion detectable but not comprehensive; transitions unclear
Language	Appropriate standards of usage for situation and audience; consistently used varied sentence structure and word choice; evidence of precise and vivid language; unfamiliar terms defined.	Used some varied sentence structure and word choice; unfamiliar terms easily interpreted; adequate standards of usage employed.	Unfamiliar terms not easily interpreted; little varied sentence structure and word choice; minimal evidence of appropriate standards of usage.
Material	Content highly specific, credible, relevant, sufficient, interesting; evidence supported topic; connection between support and main points is clear; content was appropriate to situation and audience; information source accurately cited.	Content adequately specific, credible, relevant, sufficient, interesting; lacked support for some points; partial audience adaptation of content; some information sources cited.	Content minimally specific, credible, relevant, sufficient, interesting; minimal support; few information sources cited; little audience adaptation of content.
Analysis	Presentation clearly adapted to the audience and situation; approach and structure highly consistent with overall purpose; strong evidence of critical thinking.	Some evidence of adaptation to the audience and situation; approach and structure consistent with overall purpose; some evidence of critical thinking.	Inconsistent adaptation to audience and situation; approach and structure inconsistent with overall purpose; inconsistent evidence of critical thinking.
Non-Verbal Delivery	Did not read from notes and/or audio visual materials; clearly engaged audience through consistent eye contact and gestures; responsive to audience reaction.	Referred occasionally to notes and/or audio visual materials; engaged audience through eye contact and gestures; aware of audience reaction.	Relied heavily on notes and/or audio visual materials; exhibited minimal awareness of audience; infrequent eye contact or gestures; some

			distracting mannerisms
Verbal Delivery	Voice varied in pitch, volume, rate, and emphasis; appropriate enthusiasm; free of fillers (ahs, uhms, ers); highly effective articulation and pronunciation.	Some variation in pitch, volume, rate, and emphasis; some fillers (ahs, uhms, ers); effective articulation and pronunciation.	Limited variation in pitch, volume, rate, and emphasis; some distracting fillers (ahs, uhms, ers); minimally effective articulation and pronunciation.
Discussion Questions	Students provides 2-3 quality questions that engaged the students in discussion	Student provided 2-3 questions, which did not engage the students in discussion.	Students only provided one question for discussion
Class Participation	Student was present for all presentations and was actively engaged during all presentations	Student was actively engaged during most of the presentations 75%	Student was unengaged during half of the presentations, which includes sleeping and using cell phone

Figure 5

SLO 5: Leadership Paper

Leadership Paper

Directions:

Craft a semi-formal research paper in 3rd person neutral about a “leader” who has made a significant impact on the sport-fitness industry. Analyze 3+ leadership skills and/or attributes your candidate has effectively demonstrated and why others should emulate.

Grading:

The EIU approved Writing Rubric and additional bullets will be used to assess this paper.

SLO 5: Leadership Paper Rubric

Electronic Writing Portfolio Suggested Assessment Rubric

Faculty Rating	4.0	3.5	3.0	2.5	2.0	1.5	1
	Superior	Satisfactory	Needs Improvement	Unsatisfactory			
Content	<ul style="list-style-type: none"> ▪ Fully responds to all criteria of the assignment ▪ Clearly identifies and fully develops all ideas/themes ▪ Provides logical, valid and specific details and support ▪ Effectively uses all relevant information, including outside sources ▪ Draws clear and appropriate conclusions 	<ul style="list-style-type: none"> ▪ Sufficiently responds to most criteria of the assignment ▪ Identifies and develops main ideas/themes, but some may lack clarity or depth ▪ Generally provides logical and valid details and support ▪ Effectively uses most relevant information, including outside sources ▪ For the most part, draws clear and appropriate conclusions 	<ul style="list-style-type: none"> ▪ Does not respond or incompletely responds to some criteria of the assignment ▪ Does not identify or develop some main ideas/themes ▪ Provides support but may not be logical or valid; some details may be missing ▪ Frequently omits relevant information; outside sources may be inappropriate or missing ▪ Draws mostly unclear or inappropriate conclusions 	<ul style="list-style-type: none"> ▪ Does not respond to most criteria of the assignment ▪ Does not identify or develop most ideas/themes ▪ Provides few details and little support or support that is illogical or invalid ▪ Omits relevant information; outside sources inappropriate or missing ▪ Draws unclear/inappropriate conclusions or omits conclusions entirely 			
Organization	<ul style="list-style-type: none"> ▪ Clearly and consistently organizes ideas ▪ Maintains consistent focus and sense of purpose ▪ Effectively structures and orders paragraphs ▪ Links ideas with smooth and effective transitions 	<ul style="list-style-type: none"> ▪ Consistently organizes ideas, but structure may be formulaic or unsophisticated ▪ Generally maintains focus ▪ For the most part, effectively structures and orders paragraphs ▪ For the most part, effectively links ideas, but transitions may be unclear or ineffective 	<ul style="list-style-type: none"> ▪ Frequently does not organizes ideas; structure is formulaic or unsophisticated ▪ Sometimes lacks focus or sense of purpose ▪ Often does not structure or order paragraphs ▪ Links some ideas, but transitions are missing or unclear 	<ul style="list-style-type: none"> ▪ Does not organize ideas ▪ Conveys little or no focus or sense of purpose ▪ For the most part, does not structure or order paragraphs ▪ Does not link ideas 			
Style	<ul style="list-style-type: none"> ▪ Shows clear awareness of purpose and audience ▪ Uses sophisticated and varied sentence structure ▪ Uses vocabulary and style that are appropriate to the audience 	<ul style="list-style-type: none"> ▪ For the most part, shows awareness of purpose and audience ▪ Uses effective and varied sentence structure ▪ Uses vocabulary and style that are mostly appropriate to the audience; some words may be used incorrectly 	<ul style="list-style-type: none"> ▪ Is inconsistent in showing awareness of purpose and audience ▪ Uses little variety in sentence structure; some syntax errors may be present ▪ Uses vocabulary or style that are frequently inappropriate to the audience; words are often used incorrectly 	<ul style="list-style-type: none"> ▪ Shows little awareness of purpose and audience ▪ Uses no variety in sentence structure; syntax errors frequently present ▪ Uses vocabulary or style that are inappropriate to the audience; words are consistently used incorrectly 			
Mechanics	<ul style="list-style-type: none"> ▪ Makes virtually no grammar, punctuation, or spelling errors ▪ Uses correct citation format to document references and sources 	<ul style="list-style-type: none"> ▪ Makes few grammar, punctuation, or spelling errors; these are not distracting to the reader ▪ Identifies and documents most sources appropriately 	<ul style="list-style-type: none"> ▪ Makes occasional grammar, punctuation, or spelling errors; these may be distracting to the reader ▪ Sometimes uses correct citation format to document references and sources 	<ul style="list-style-type: none"> ▪ Makes frequent grammar, punctuation, or spelling errors; these are distracting to the reader ▪ Uses incorrect or no citation format to document references and sources 			

Adopted Spring 2008; developed through the University's faculty participative shared governance processes.

Figure 6

SLO 6: Sport Marketing Case Study

Case Study Guidelines

Description: To show a student's ability to utilize the course content from the semester, students will be presented with a case study during study week and be asked to create a marketing plan presentation that will be due at the end of the week. Students will be graded on their ability to execute the assignment tasks identified below.

The case study will only require students to provide a presentation. There is no paper requirement for this assignment.

Case Study Topic: (new topic identified each semester)

Submission Date: TBD

Grading:

The bullets provided below provide an outline of the items that should be addressed and the order they should be discussed. Each case study will be graded using the rubric provided below. Therefore, it is crucial that students double check their work and compare it to the list below prior to turning it in.

- Introduction
- Organizational Mission Statement
- SWOT Analysis
- Marketing Objective
 - Note: at least one quantifiable objective should be defined.*
- Identify product or service that will be marketed
- Identify Target Market
 - Note: Students should use the student data resources identified in their marketing research projects for this section.*
 - Identify target market(s)
 - Target market(s) descriptive information:
 - *Example: Gender Breakdown, Age ranges, Market size, Education, etc.*
- Objectives and Strategy
 - Note: supporting data regarding the target market should be utilized and identified within each strategy.*
 - Promotional Strategy
 - Distribution Strategy
 - Pricing Strategy
- Conclusion
- Reference page

Total Points: ___/100

**Rubric on next sheet*

SLO6: Assessment Rubric

	Unsatisfactory (N/A)	Needs Improvement (N/A)	Satisfactory (N/A)	Superior (N/A)
Introduction 3 pts	Unsatisfactory Has no introduction. (0)	Needs Improvement Has very minimal introduction with few details of what is to come within the content.(1)	Satisfactory Identifies some clear points in the introduction about what is to come within the content. Needs further details to provide full clarity. (2)	Superior Clearly identifies what topics/ideas/concepts will come within the content. (3)
Mission 3pts	Unsatisfactory Has no mission statement for company and/or organization. (0)	Needs Improvement Only part of the organizations mission statement is presented or is vaguely introduced. (1)	Satisfactory Mission statement is presented, but no further detail or only minimal detail is presented. (2)	Superior Mission statement is clearly stated and it indicates the primary focus of the business and its benefit to the target audience. (3)
SWOT/Situation Analysis 18pts	Unsatisfactory No detail provided on SWOT and market forces impacting the business. (0)	Needs Improvement Little detail provided on SWOT and market forces impacting the business. (6)	Satisfactory Describes the market situation facing the business but is limited in content and scope.(12)	Superior A definitive assessment with lots of detail and key insights.(18)
Marketing Objectives 3pts	Unsatisfactory Marketing objective(s) are missing. (0)	Needs Improvement Marketing objective(s) identified are not quantified or are inappropriate. (1)	Satisfactory Linkage of marketing objective(s) to business is not clearly stated. Some of the objectives and goals are unclear and/or not appropriately quantified. (2)	Superior The marketing objective(s) are clearly stated and appropriately quantified. (3)
Product/Service Description 4 pts	Unsatisfactory Service and/or product description is missing. (0)	Needs Improvement Service and/or product description is stated, but somewhat unclear or inappropriate. (1.33)	Satisfactory Service and/or product description is stated, but minimal detail and no creative visuals. (2.66)	Superior Service and/or product description is clearly stated and appropriate. Creative use of visuals. (4)
Target Audience/Segment 18pts	Unsatisfactory No detail provided on target market. (0)	Needs Improvement Very minimal information provided on target market and its characteristics and needs.(6)	Satisfactory Provides a description of the target market and its characteristics and needs, but is limited in depth and use of secondary data to support the assessment. (12)	Superior An outstanding assessment that clearly identifies the target market, its characteristics and needs, and utilizes secondary sources to support this assessment. (18)
Promotion Strategy 9pts	Unsatisfactory Promotion strategy is missing. (0)	Needs Improvement Promotion strategy is weak in detail and specifics on the range of promotional tools used. Does not seem appropriate given the product/service description. Limited or no use of secondary data to support the assessment. (3)	Satisfactory Promotion strategy is identified but not described in enough detail to convey a robust promotional strategy. Is limited in the use of secondary data to support the assessment. (6)	Superior Promotion strategy is appropriately identified and described with a range of promotional tools. Utilizes secondary sources to support this assessment. (9)
Distribution Strategy 9pts	Unsatisfactory Distribution strategy is missing. (0)	Needs Improvement Distribution is vaguely described and weak in detail. Limited or no use of secondary data to support the assessment. (3)	Satisfactory Distribution strategy is identified but not described in enough detail to convey a strong and clear strategy. Is limited in the use of secondary data to support the assessment. (6)	Superior Distribution strategy is appropriately identified and described with clear identification of how product will be distributed to target audience through distribution channels. Utilizes secondary sources to support this assessment. (9)
Pricing Strategy 9pts	Unsatisfactory Pricing strategy is missing. (0)	Needs Improvement Pricing strategy is weak. Tactics are unclear and hard to understand. Limited or no use of secondary data to support the assessment. (3)	Satisfactory Pricing strategy is clear. Most of the tactics are clearly identified, but some detail on tactics is missing, or hard to understand. Is limited in the use of secondary data to support the assessment. (6)	Superior Pricing strategy or strategies for managing price are thoroughly and clearly identified and reasoned. Sufficient detail about tactics is provided. Utilizes secondary sources to support this assessment. (9)
Organization 6 pts	Unsatisfactory Does not organize ideas. Provides no structure or order.(0)	Needs Improvement Frequently does not organize ideas, structure is formulaic or unsophisticated. (2)	Satisfactory Consistently organizes ideas, but structure may be formulaic or unsophisticated. Generally maintains focus. (4)	Superior Clearly and consistently organizes ideas. Maintains consistent focus. (6)
Mechanics 6 pts	Unsatisfactory Makes frequent grammar, punctuation, or spelling errors that are distracting. (0)	Needs Improvement Makes occasional grammar, punctuation, or spelling errors that may be distracting. (2)	Satisfactory Makes few grammar, punctuation, or spelling errors that are not distracting. (4)	Superior Makes virtually no grammar, punctuation, or spelling errors. (6)
Conclusion 3 pts	Unsatisfactory Has no conclusion. (0)	Needs Improvement Has very minimal conclusion with few details of main content findings. (1)	Satisfactory Identifies some details in the conclusion about main content. (2)	Superior Clearly identifies the topics/ideas/concepts that appeared within the content. (3)
References 9 pts	Unsatisfactory Has no references or in-text citations. (0)	Needs Improvement Provides limited or minimal number of references. Provides no in-text citations.(3)	Satisfactory Provides appropriate number of references with limited in-text citations.(6)	Superior Provides appropriate number of references with appropriate in-text citations. (9)

Figure 7

SLO 7: Sport Principles Decision Making Model

Decision-Making Model Activity

Directions:

Assume the role of manager in sport (first, middle, top level) and explicitly utilize the 6-step 'Decision-Making Model' on pg. 58 to analyze an organizational problem or opportunity. Integrate data from at least 3 sport-specific references to support your analysis & final decision on the situation. In-text citations and a reference page should be included.

Within your analysis you will need to explicitly state your problem or opportunity. In addition, to clearly identifying each of the six steps you are addressing within the model.

Submission Date: TBD

Grading:

This is the sheet that will be used to grade your activity. Therefore, students should make sure they reread their project and compare it to the list and rubric below prior to turning it in.

- **Organizational Problem or Opportunity**
- **6 Step Decision Making Model**
 - Addressed each of the 6 steps of the model
 - Provided a clear analysis of each of the 6 steps within the model
 - Utilized in-text citations for reference in each step
- **Provided at least 3 sport specific references**
- **APA, mechanics, and research**
 - This paper should be written in APA format. This includes 12 point, times new roman font, 1 inch margins all around, a cover page, double spaced, appropriate headings, and a reference page.

Total Points: ___/28

**grading rubric on next page*

SLO7: Assessment Rubric

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Problem Identification	<p>Poor</p> <p>Does not identify an organizational problem or opportunity.</p>	<p>Fair</p> <p>Provides vague or unclear organizational problem or opportunity.</p>	<p>Good</p> <p>Provides organizational problem or opportunity but lacks details.</p>	<p>Excellent</p> <p>Clearly identifies organizational problem or opportunity with supportive details.</p>
Decision Making Model	<p>Poor</p> <p>Does not follow decision making model.</p>	<p>Fair</p> <p>Somewhat follows the decision making model steps.</p>	<p>Good</p> <p>Identifies the majority of the decision making model steps.</p>	<p>Excellent</p> <p>Clearly follows decision making model steps.</p>
Analysis 8pts	<p>Poor</p> <p>Provides no or very limited analysis for each model step. Provides no reference support. (2)</p>	<p>Fair</p> <p>Vague analysis with few details is provided for each step. Provides no reference support. (4)</p>	<p>Good</p> <p>Analysis is provided for each step, but limited in depth. Lacks strong reference support. (6)</p>	<p>Excellent</p> <p>Provides a clear analysis with supportive details on each step. Provides strong reference support. (8)</p>
Organization	<p>Poor</p> <p>Does not organize ideas. Provides no structure or order.</p>	<p>Fair</p> <p>Frequently does not organize ideas, structure is formulaic or unsophisticated.</p>	<p>Good</p> <p>Consistently organizes ideas, but structure may be formulaic or unsophisticated. Generally maintains focus.</p>	<p>Excellent</p> <p>Clearly and consistently organizes ideas. Maintains consistent focus.</p>
Mechanics	<p>Poor</p> <p>Makes frequent grammar, punctuation, or spelling errors that are distracting.</p>	<p>Fair</p> <p>Makes occasional grammar, punctuation, or spelling errors that may be distracting.</p>	<p>Good</p> <p>Makes few grammar, punctuation, or spelling errors that are not distracting.</p>	<p>Excellent</p> <p>Makes virtually no grammar, punctuation, or spelling errors.</p>
References	<p>Poor</p> <p>Provides less than required number of references. No or limited in-text citations. Non sport related references.</p>	<p>Fair</p> <p>Provides appropriate number of references. Provides references that are not sport related. No or limited in-text citations.</p>	<p>Good</p> <p>Provides appropriate number of references with limited amount of in-text citations. Lacking appropriate number of sport specific references.</p>	<p>Excellent</p> <p>Provides appropriate number of references with appropriate in-text citations.</p>

Figure 8

SLO 8: Diversity Self-Assessment

1. The degree individuals feel free to express their individual selves and have a sense of connectedness and belonging to a group is the definition of
 - a. diversity
 - *b. inclusion
 - c. exclusion
 - d. enculturation

2. Research on immigrant athlete and coach acculturation has supported which of these statements?
 - a. Acculturation involves adapting to a new sport as well as wider daily life issues.
 - b. Transitioning to a new culture involves challenges such as a new language and loneliness.
 - c. Coaches usually have few or no issues adapting to a new culture.
 - *d. a and b

3. An exercise physiologist running a wellness program in an underserved community where most have not graduated from high school adjusts her language and provides simple explanations about health issues. This is an example of
 - a. cultural awareness
 - *b. culturally competent communication
 - c. looking down at those less fortunate than you
 - d. cultural acceptance

3. _____ is the socialization process in which an individual acquires the skills and qualities needed to be a member of one's own group
 - a. Enculturation*
 - b. Acculturation
 - c. Diversity
 - d. inclusion

4. _____ involves attitudinal and behavioral changes associated with living in cultures that differ from one's own, or when one lives or works in a multicultural society where several cultures exist side by side
 - a. Enculturation
 - b. Acculturation*
 - c. Diversity

- d. Cultural competence
5. _____ involves recognizing culturally based differences as well as interacting and working effectively with people from cultures different than your own. It deals with action and advocacy
- a. Enculturation
 - b. Acculturation
 - c. Diversity
 - d. Cultural competence*
6. _____ involves understanding one's implicit biases or blind spots.
- a. Enculturation
 - b. Acculturation
 - c. Diversity
 - d. Cultural competence*
7. The components of cultural competence include: (Question Removed)
- a. Cultural awareness
 - b. Cultural knowledge
 - c. Cultural skills
 - d. All of the above*
8. ____ is the presence of socially meaningful differences among members of a dyad or group.
- a. Enculturation
 - b. Acculturation
 - c. Diversity *
 - d. inclusion
9. ____ is the degree that people feel free to express their individuated self and have a sense of connectedness and belonging.
- a. Enculturation
 - b. Acculturation
 - c. Diversity
 - d. Inclusion*
10. Cultural awareness is more than noticing, understanding, and accepting differences in others. It requires considerable "self-awareness."
- a. True*
 - b. False