

B.S. in Sport Management

Year 4

Eastern Illinois University

Student Learning Outcomes (SLOs) for Academic Programs

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>Note: Measures might be used for more than 1 SLO</i>	<i>ULG</i> <i>*</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>
1.		Sport management students will effectively demonstrate and apply essential management competencies in a practical, internship setting for a sports/fitness organization. KSR 4275 (Internship) Assessment of five (5) management competencies by the internship site coordinator using a Likert-scale (5 to 1) evaluation tool:	<u>Individually</u> , students will achieve a mean score of 4.5 or higher (90%+ = 'excellence') on the 5 measured management competencies. <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. <u>Individual assessment:</u>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG</p> <p>*</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>See Appendix A</i></p>	<p>* 7/14 students (50%) 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=14)</p> <ul style="list-style-type: none"> - Professional Behavior= 4.43 - Interpersonal Skills= 4.86 - Problem-solving= 4.36 - Written comm. Skills= 4.62 - Verbal comm. Skills= 4.5 <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>See Appendix B</i></p>	<p>Individually students will demonstrate ‘excellence’ in technology usage through an individual score of 80% or higher.</p> <p>* <u>28 / 33</u> students (<u>84.8 %</u>) 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.</p> <p><i>See Appendix C</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> 27/31= 100% achieved a score of 80% or higher</p> <p><u>Collectively:</u> Average score= 28.84/30</p> <p>*Targets were/were not met during this period.</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,</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>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>Material, Analysis, Nonverbal Delivery, Verbal Delivery)</p> <p><i>See Appendix D</i></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 85%. Students received an average of a 95% total score.</p> <p>* Group means for each oral speaking rubric component: (n=25)</p> <p>Results:</p> <ul style="list-style-type: none"> • Organization= 4/4 • Language = 3.96/4 • Material = 3.81/4 • Analysis = 3.96/4 • Nonverbal delivery = 3.42/4 • Verbal delivery = 3.77/4 <p>*Targets were/were not met during this period.</p>
<p>5.</p>		<p>Written communication skills were assessed in KSR 4327 (Ethics in Sport) through a “<i>Persuasive Paper</i>” using the EIU Writing Rubric (Organization, Language, Material, Analysis, Nonverbal Delivery, Verbal Delivery)</p> <p><i>See Appendix E</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=34)</p> <p>Results:</p> <ul style="list-style-type: none"> • Content= 3.53/4 • Organization= 3.68/4 • Style = 3.71/4 • Mechanics= 3.15/4 <p>*Targets were/were not met during this period.</p>
<p>6.</p>		<p>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.</p>	<p>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.</p> <p><u>Individually:</u> 31/31= 100% achieved a score of 80% or higher.</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><i>See Appendix F</i></p>	<p><u>Collectively:</u> Average score= 93.8/100= 93.8%</p> <p>*Targets were/were not met during this period.</p>
<p>7.</p>		<p>Decision making skills were assessed in KSR 4764 (Management Principles) through a “<i>Decision Making Model</i>” paper using the Decision Making Model Rubric.</p> <p><i>See Appendix G</i></p>	<p>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.</p> <p><u>Individually:</u> 33/33= 100% achieved a score of 80% or higher.</p> <p><u>Collectively:</u> Average score= 48.9/50 = 97.8%</p> <p>*Targets were/were not met during this period.</p>
<p>8.</p>		<p>Students will develop a cultural awareness related to diversity within sport in KSR 4326 (Psychosocial Aspects of Sport) through a “<i>Diversity Self-Assessment</i>” tool.</p> <p><i>See Appendix H</i></p>	<p>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.</p> <p><u>Individually:</u> 12/25= 48% achieved a score of 80% or higher.</p> <p>Results:</p> <ul style="list-style-type: none"> • Awareness=8/25=32% • Knowledge= 19/25= 76% • Skills= 11/25= 44% <p><u>Collectively:</u> Average score= 98.56/128 = 77%</p> <p>*Targets were/were not met during this period.</p>

**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*

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 the new student learning objectives (SLOs) for the undergraduate sport management program along with the specific courses, rubrics, assignments, exams, and evaluations that have been utilized to collect assessment data. The new assessment measures were collected by the Sport 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. Furthermore, it should be noted that the new SLOs were adopted in the Fall 2021. Therefore, the current data reflects the Fall 2021 and Spring 2022.

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 two semesters, SLO 8 has been discussed by the Sport Management Faculty regarding best practices for the assessment measurement and the correct way to utilize the assessment tool in place. Given the provided data, SLO 8 will be revised in the future to better reflect the objectives of the Sport Management program. The Sport Management Faculty also recognizes that the assessment plan will need to be revised as our curricula is under revision with the adoption of new courses.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

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	Students did not meet our intended goal for SLO #1. The SM faculty are not sure if this is due to the fact that the students were just returning from COVID, or the fact that the student's grades were left in complete control of the supervisor. This will be addressed next assessment.

		The students did also not meet SLO #8. This may be due to the tool used for this assessment. The tool used was assessing a student's self-awareness to diversity, which may be difficult to change in one semester. The SM faculty will address the SLO in future to determine a better tool for assessment.
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Dean Review & Feedback

Overall, the plan appears ready for data collection.

1. The SLOs are clear, seem well-suited to departmental curricular and program-specific goals to help students develop a foundational understanding and comprehension of management concepts and principles essential to organizational success in the sport and fitness industry.
2. The language of the University Learning Goals is embedded into the SLOs. The assessment would benefit if each ULG would be listed in the column next to the SLO in the “overview of measurements/instruments” section.
3. In the column, “measurements and instruments,” the faculty who worked on this plan included an appendix for each item, making all assessment tools clear and accessible. Faculty noted the limitation of utilizing site supervisor evaluations, rather than faculty. A faculty midterm and final evaluation could be added for KSR 4275. In addition, consider utilizing an individual project vs a group project for assessment for the assessment of SLO2 if students are not evaluated individually for this project.
4. For the KSR 4326 course and the target goal not being met for SLO8, consider an assessment tool that identifies the ways the students have learned rather than a self-assessment.
5. In the “How is the information used” column, it is clear that faculty will use the data to determine assessment targets.

Thank you for your hard work compiling this report. Let us know if we can assist with program assessment as you begin the process.




Dean or designee

10/31/2022

Date

Academic Affairs –Review & Feedback: B.S. Sport Management

The SLO plan clearly articulates a cohesive approach to assessing students’ growth in the Sport Management program. The plan is both specific (matching each SLO to a course and measurable instrument) and capacious (acknowledging the program’s major curricular revisions that are currently underway, thus expecting to revise SLOs as they are tested). The plan looks towards potential accreditation parameters, which will facilitate alignment. The only caveat is that the program assessment continues to prioritize responding to the particular and shifting needs of the program’s students, beyond the less flexible expectations of accrediting demands. As the plan indicates, SLO1 (internship) and SLO8 (diversity) seem to need the most attention. The evaluation sheet for SLO1 suggests that each Sport Management intern will excel in all five competencies, but are there clear opportunities for interns to demonstrate, for instance, “independent work & problem-solving skills” in a measurable way, or is this only applicable “when presented with a problem”?

 Suzie Park, VPAA Office 2022-11-10

Appendix A

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

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

Appendix D

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

SLO 5: Persuasive Paper

Persuasive Writing Assignment

In-class/out of class writing exercises will be conducted, with feedback from peers and the instructor. A culminating position paper (4-6 typed, double-spaced pages) will be turned in on D2L. The in-class and position paper are designed to take students through a sequence of writing skills needed for philosophic argumentation. (e.g., 1. Introduction/hook. 2. Formal statement of the problem/thesis, purpose of paper. 3. Definition of terms, disclaimers, sharpening of the issue. 4. The argument, including defense against counterarguments. 5. Conclusions.

Writing Workshops

Writing Workshop #1

Choose 3 potential topics for your ethics persuasive paper. After you have chosen your potential topics, you must identify 3 arguments and 3 counterarguments that you would use in your paper.

This will help you decide what the best topic is for you and it will also determine what you may find most interesting. Each writing workshop will build on this writing workshop. I will provide feedback on your topics and arguments and counterarguments.

Writing Workshop #2

Sample Format for Future Reference

Hook

Thesis

Template

Caveats/Definitions

Topic Sentence #1

Counter #1

Rejoinder #1

Topic Sentence #2, etc.

Andrew Luck never saw it coming. A forearm to the chin, head snaps back at a grotesque angle, the Stanford quarterback crumbles to the ground and counts himself lucky that his neck was not broken. Is this clean, hard-fought football or a cheap shot? I will argue that such actions have no place in the game. In developing a case against such high risk behavior I will distinguish between aggressiveness and recklessness, employ something called the “vulnerability principle,” and defend my position against several lines of criticism.

This argument is limited to high-level football – namely to the college and professional levels. This is important because in youth sport and other developmental, educational, or recreational environments, additional concerns over rough play would need to be considered. But my attention is focused on relatively elite brands of football – that is, in leagues in which players know about football’s inherent dangers, accept those risks, and are trained to avoid them.

(topic sentence #1) The distinction between aggressiveness and recklessness helps us understand why so-called “cheap shots” are unethical....

(counter argument #1) Some might argue that it is impossible in the heat of a game to tell the difference between an aggressive and reckless act. Moreover, on this line of thought, when players pay too much attention to this, the rough and tumble nature of the game is ruined.

(rejoinder #1) While there is some truth to this concern, good coaching can give athletes a good sense of the boundaries between rough play and dangerous behavior.

(topic sentence #2) The vulnerability principle has been advanced by Simon to help athletes distinguish ethical from unethical aggression....

Etc.

Writing Workshop #3

Writing workshop 3 will consist of turning your arguments, counterarguments and rejoinders into paragraph and paper format. You will strengthen both sides of the story and make sure you can persuade the reader for your paper. This will be a draft of your paper but make sure you have all of the elements for review.

The only thing that should not be completed is your conclusion. Make sure your paper has:

1. Proper grammar,
2. Proper sentence structure,
3. Capital letters at the beginning of sentences,
4. Punctuation when needed,
5. Indented at the beginning of the paragraph,

6. Make sure you proofread your paper, don't just count on spell check. It helps to read aloud,
7. Make sure your arguments & counterarguments are different sides, then your rejoinder brings you back to your argument.
8. **For the purposes of this workshop you can keep the labels. Then** it will make it easier to read for everyone.

For example Hook, Arg 1, Counter Arg 1 etc.

Writing Workshop #4

Sequence for partner discussions in class:

1. Share thesis with neighbor (Clear? Ethical? Debatable?)
2. Template: Arguments sound? Arguments missing? Arguments persuasive?
3. Counter argument for argument #1
4. Rejoinder for argument #1

Topic Sentence:

- In order announced in template
- Uses same or similar words

Counter argument

- Principle: obvious, forceful counter argument (not a "straw man")
- Sample language:
 - o "Those who disagree with this conclusion might argue that ..."
 - o "Opponents could say that ..."
 - o "Some may not be convinced by this argument. They could point out that ..."

Rejoinder

- Principle: introduce or come back to strongest counter evidence
- Sample language:
 - o "While there may be some truth to these claims, the fact remains that ..."
 - o "These comments notwithstanding, more harm is done when ..."

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- o “While my opponents have a point, they fail to ...”

Writing Strong Conclusions

Strategy A. (Straightforward) Review arguments/counterarguments. End with good closer.

Strategy B. (Weight of the evidence) Discuss relative strengths. End with good closer.

Strategy C. (Weight of the evidence, contingency) End with good closer.

Strategy A. I have argued that young athletes from the elementary grades through middle school deserve a chance to play even if their talent suits them more for reserve roles than starters. This is the time for learning and development, not win-at-all costs coaching techniques. Also, children develop at different rates and should not be athletically categorized at an early age. And finally, youth sport is a place for growing playgrounds, for providing a place where it is safe to try and fail. While counter arguments about learning life’s lessons at an early age, developing gifted athletes for later experiences, and using practice (not games) for the development of lesser performers make some sense, they do not address a young child’s right to participate, learn, and experiences the excitement that comes with playing in a real game. So, it is important that we let the children play ... all of them!

Strategy B. I have argued that young athletes from the elementary grades through middle school deserve a chance to play even if their talent suits them more for reserve roles than starters. The opportunity to play in real games is just compensation for the time and effort expended at practice. Game opportunities also provide learning experiences that are not available in practice. And while participation in games raises the stakes for potentially costly failures, the excitement that comes from playing when the outcome of a game still hangs in the balance is more than worth the risk. Sports are admittedly emotionally-charged, public exhibitions, and we cannot always count on parents and other adults to do the right thing when a child has failed in an all-too-visible way. But, in the final analysis, we need to side with participation. We need to support all of our kids whether they succeed or fail and whether their team wins or loses.

Strategy C. We probably do not know enough about child psychology to see clearly whether playing youngsters in highly competitive sport contests is a good practice or not. We know that much is learned through failure. We also know that self-esteem is developed when children find out that they can bounce back from adversity. And we know that children enjoy competitive activities, even at an early age. But the risks that come with competition, in particular competitions that are carried out in a public venue, are considerable. I have argued that safety should trump opportunity, particularly for young athletes of middle school age or younger. Unless and until we get good research that demonstrates otherwise, we should err on the side of protecting our youngsters. High stakes competition can come later.

SLO 5: Persuasive 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.

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 products 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)

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>

Appendix H

SLO 8: Diversity Self Assessment

Diversity/Cultural Competence Self-Assessment Tool

“This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment. Read each entry in the Awareness, Knowledge and Skills sections Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that column. Multiple the number of times you have checked “Never” by 1, “Sometimes/Occasionally” by 2, “Fairly Often/Pretty well” by 3 and “Always/Very Well” by 4. The more points you have, the more culturally competent you are becoming. This is simply a tool. This is not a test. The rating scale is there to help you identify areas of strength and areas that need further development in order to help you reach your goal of cultural competence. Remember that cultural competence is a process, and that learning occurs on a continuum and over a life time.”

Self- Assessment

Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ very well
Value Diversity	I view human difference as positive and a cause for celebration				
Know myself	I have a clear sense of my own ethnic, cultural and racial identity				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				
Reflect on how my culture informs my judgement	I am aware of how my cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles.				
Accept ambiguity	I accept that in cross cultural situations there can be uncertainty and that uncertainty can make me anxious. It can also mean that I do not respond quickly and take the time needed to get more information.				
Be curious	I take any opportunity to put myself in places where I can learn about difference and create relationships.				
Aware of my privilege if I am White	If I am a White person working with an Aboriginal person or Person of Colour, I understand that I will likely be perceived as a person with power and racial privilege, and that I may not be seen as 'unbiased' or as an ally.				
Aware of social justice issues	I'm aware of the impact of the social context on the lives of culturally diverse population, and how power, privilege and social oppression influence their lives.				
		1 pt x	2 pt x	3 pt x	4 pt x

Knowledge					
Gain from my mistakes	I will make mistakes and will learn from them				
Assess the limits of my knowledge	I will recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more				
Ask questions	I will really listen to the answers before asking another question				
Acknowledge the importance of difference	I know that differences in colour, culture, ethnicity etc. are important parts of an individual's identity which they value and so do I. I will not hide behind the claim of "colour blindness".				
Understand the influence culture can have	I recognize that cultures change over time and can vary from person to person, as does attachment to culture				
Commit to life- long learning	I recognize that achieving cultural competence involves a commitment to learning over a life-time				
Understand the impact of racism, sexism, homophobia ...	I recognize that stereotypical attitudes and discriminatory actions can dehumanize, even encourage violence against individuals because of their membership in groups which are different from myself				
Know my limitations	I continue to develop my capacity for assessing areas where there are gaps in my knowledge				
Awareness of multiple social identities	I recognize that people have intersecting multiple identities drawn from race, sex, religion, ethnicity, etc and the importance of each of these identities vary from person to person				
Inter-cultural and intracultural differences	I acknowledge both inter-cultural and intracultural differences				
Point of reference to assess appropriate behaviour	I'm aware that everyone has a "culture" and my own "culture" should not be regarded as a point of reference to assess which behavior is appropriate or inappropriate				
		1 pt x	2 pt x	3 pt x	4 pt x

Skills					
Adapt to different situations	I am developing ways to interact respectfully and effectively with individuals and groups				
Challenge discriminatory and/or racist behaviour	I can effectively intervene when I observe others behaving in racist and/or discriminatory manner.				
Communicate across cultures	I am able to adapt my communication style to effectively communicate with people who communicate in ways that are different from my own.				
Seek out situations to expand my skills	I seek out people who challenge me to maintain and increase the cross-cultural skills I have.				
Become engaged	I am actively involved in initiatives, small or big, that promote understanding among members of diverse groups.				
Act respectfully in cross-cultural situations	I can act in ways that demonstrate respect for the culture and beliefs of others.				
Be flexible	I work hard to understand the perspectives of others and consult with my diverse colleagues about culturally respectful and appropriate courses of action.				
Be adaptive	I know and use a variety of relationship building skills to create connections with people who are different from me.				
Recognize my own cultural biases	I can recognize my own cultural biases in a given situation and I'm aware not to act out based on my biases				
Be aware of within-group differences	I'm aware of within-group differences and I would not generalize a specific behavior presented by an individual to the entire cultural community.				
		1 pt x	2 pt x	3 pt x	4 pt x

Total

		1 pt x	2 pt x	3 pt x	4 pt x
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Reflection

- “How comfortable are you in giving honest answers to the questions?”
- How did you react to areas in which you felt you did well? Were you satisfied or did you feel challenged to do more?
 - How did you react to areas in which you feel you did poorly?
- What did you learn about yourself from the self-assessment process?”