

## Assurance of Student Learning Report 2020-2021

CHHS

KRS

SPM #572

Paula Upright, Program Coordinator

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1:** SPM students will demonstrate their knowledge of entry level job skills required in the sport management profession.

**Instrument 1**     **Direct:** SPM 200 Sport Franchise Group Project (Dr. Obee)

**Instrument 2**     **Direct:** SPM 404 Facility Interview Project (Dr. Jordan)

**Based on your results, check whether the program met the goal Student Learning Outcome 1.**

**Met**

**Not Met**

**Student Learning Outcome 2:** SPM students will demonstrate their ability to assume leadership roles in a variety of settings and with a variety of cultures within the community they serve.

**Instrument 1**     **Direct:** SPM 315 PR/Communication Group Project (Dr. Jordan)

**Instrument 2**     **Direct:** SPM 452 Final Leadership Reflection Activity (Dr. Forsythe)

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

**Met**

**Not Met**

**Student Learning Outcome 3:** SPM students will demonstrate fiscal competence and the ability to manage budgets and write financial proposals.

**Instrument 1**     **Direct:** SPM 402 Resource Allocation/Budget Assignment (Dr. Obee)

**Based on your results, check whether the program met the goal Student Learning Outcome 3.**

**Met**

**Not Met**

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

The results indicate the SPM program has reached and/or exceeded the self-reported goals for our SLOs. Considering the Covid-19 pandemic continued to impact our course delivery for this period, we remain satisfied our students met goals and made progress toward the learning outcomes. The SPM faculty met during AY 2020-2021 to discuss and review program outcomes. The AY 2019-2020 assessments helped us better understand the measures of student learning, and we continue to build on our progress with each reporting cycle.

We recommend the following based on this assessment:

- Continued examination of overall program learning outcomes to:
  - Constantly assess what we want our students to look like upon graduation (reestablish contact with the SPM advisory board post Covid)
  - Emphasize communication skills; written, oral and via social media platforms and address the changing ways of doing business (Zoom, remote)
  - Conduct exit interviews with students
  - Add more assignments with multiple outcomes within one instrument (as seen in SPM 315 and SPM 200)
  - Continue to emphasize leadership skills and outcomes
  - Use a variety of artifacts from all professors in the SPM program.
  - Emphasize DEI work in classes

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	SPM students will demonstrate their knowledge of entry level job skills required in the sport management profession. ( <b>Specifics: Communication skills, written and verbal, interview skills, job specific requirements related to industry positions</b> ).		
<b>Measurement Instrument 1</b>	<b>SPM 200 Sport Franchise group project</b> Student groups were deemed an “Ownership and Executive Managing Group” to create a new professional sports franchise. Using various skills taught during the course (communication, bargaining, procurement, creative marketing, funding, etc.) they launched a new sport franchise/team. The project including all phases of creation for the organization and a group presentation to launch the new organization. <b>(Rubric attached)</b>		
<b>Criteria for Student Success</b>	Assignment was 200 points, with 130 points from instructor and 70 from peer evaluations. Students will have earned 150/200 of available points.		
<b>Program Success Target for this Measurement</b>	75%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	All students in the class were required to complete the project (N=52). 100% of the class scored higher than 75%. Final grades were determined by the professor and peer groups, with the peer review amounting to 35% of the score.		
<b>Measurement Instrument 2</b>	<b>SPM 404 Facility Interview project</b> Students must write a story sharing an interview of a sport or recreation facility manager. The written story will be completed much like an interview in a newspaper, organizational newsletter, or magazine article. The interview/story addressed specific questions related to the various aspects of the job. A presentation of the interview was also required. This project required written and verbal skills and specifically addressed job requirements for facility and event managers in both sport and recreational settings. <b>(Rubrics attached)</b>		
<b>Criteria for Student Success</b>	Assignment was 100 points. Students will have earned 80/100 of available points.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	96%
<b>Methods</b>	All students in the class were required to complete the project (N=24). 81% (23/24) of the class scored higher than 80%. Final grades were determined by the professor for SPM 404.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The SPM faculty continued to consult with the program advisory board and professionals in the field regarding entry level skills. Key skills and appropriate assessment measures were also discussed among the faculty during a fall 2020 meeting. For this cycle, we included the SPM 200 and SPM 404 class for assessment. We focused on group and individual projects that integrated skills identified as keys for success within sport management organizations. The artifacts gathered (projects/presentations) focused on written and verbal communication, professionalism, teamwork, and an exploration of more advanced sport management concepts. These projects focused on our goal of gaining entry level skills, but also contained multiple outcomes, such as the ability to conduct research, apply critical thinking, and work in teams. Various levels of review/feedback and support were provided to students in order for them to successfully complete the projects. Data from the success criteria demonstrates that students reached the intended goals. Another board/faculty meeting will be held in fall 2021. Both SPM 404 and SPM 200 were offered in fall/spring semesters. Also, an updated text for SPM 200 was adopted for AY 20/21.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Grades were high on both artifacts reviewed for this outcome. Both assignments required students to integrate a variety of skills. After a follow up conversation, we agreed that the SPM students were engaged and do really well in these scenarios. We believe our outcomes are improved by these interactions and we plan to continue the group projects and presentations in the lower level classes. During the last review we decided to incorporate the SPM 200 course. We have found when we incorporate group work and			

presentations early in the program, students are better prepared for our higher level courses, including the internship. We will continue to include group presentations and professional interactions/interviews in classes included in the measurement of this outcome.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

This outcome will be assessed again in the 21-22 year. Due to Covid-19 and many sport organizations slow to resume activities, we missed some opportunities for direct student interaction with professionals in the field. For the next cycle an artifact from SPM 290 will be included, which may also include an indirect measure.

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	SPM students will demonstrate their ability to assume leadership roles in a variety of settings and with a variety of cultures within the community they serve.		
<b>Measurement Instrument 1</b>	<p><b>SPM 315 Public Relations/Communication Group Project</b></p> <p>Student groups developed an integrated public relations plan introducing a sport team to the community. The project consisted of a ten (10) page executive summary/research paper and accompanying class presentation.</p> <p>Assignment Context: The integrated public relations plan must introduce a team to the community while building the brand and fan base. The plan must be original, introducing every important aspect of your organization to the community, fan base, and other identified stakeholders.</p> <p>Areas to be addressed include: Community Analysis and Description, Sport Organization Overview, Overall Plan Goals &amp; Objectives, Identification of Target Market and Service Area, Communication Tactics and Strategies to Engage Target Markets, Community Events, Social Media, Traditional media, and Corporate Social Responsibility (CSR).</p> <p><b>(Rubric attached)</b></p>		
<b>Criteria for Student Success</b>	Assignment was 100 points. Students will have earned 80/100 of available points.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	81%
<b>Methods</b>	All students in the class were required to complete the project (N=37). 81% (30/37) of the class scored higher than 80%. Final grades were determined by the professor for SPM 315.		
<b>Measurement Instrument 2</b>	<p><b>SPM 452 Leadership Reflection</b></p> <p>Based on the Birkman Method Personality Assessment (done in fall and spring) students reflected on leadership/management concepts, both organizational and personal. Choosing the method of reflection (2 options provided), students addressed the following objectives of the course:</p> <ul style="list-style-type: none"> <li>• Define and explain the concepts of management and leadership</li> <li>• Describe various skills, roles, and functions of sport managers</li> <li>• Articulate personal leadership strengths and weaknesses, and recognize and mediate personal stress behaviors as they relate to leadership roles</li> <li>• Identify and examine the elements of leadership theory and practices as they relate to the various managerial responsibilities</li> </ul> <p><b>(Rubrics attached)</b></p>		
<b>Criteria for Student Success</b>	Assignment was 100 points. Students will have earned 85/100 of available points.		
<b>Program Success Target for this Measurement</b>	85%	<b>Percent of Program Achieving Target</b>	98%
<b>Methods</b>	All students in the class were required to complete the project (N=66). 98% (65/66) of the class scored higher than 85%. Final grades were determined by the professor for SPM 452.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>

<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
After considering the 2019-20 ASL report, we decided to keep this outcome, but change the courses and artifacts used to measure success. This was a good change for several reasons, specifically the pandemic continued to impact the SPM 490 internship (a course that had been used for this measure the past 2 cycles). We used the SPM 452 course with the Birkman leadership project and the SPM 315 group PR project. We did not collect an artifact from the SPM 450 class as considered last year. These artifacts showed how we linked the leadership outcomes with other objectives, such as communication and public relations. The SPM program focuses on leadership outcomes in all courses and encourages group work/presentations where leadership and diversity is emphasized. In fall 2021, other courses will be considered for this outcome. Data from the success criteria demonstrates that students are reaching the intended goals of the outcome.
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Our focus has been comprehensive leadership assessments to be done earlier in the program and in a variety of classes. This year's leadership outcome was assessed in the SPM 315 and the SPM 452 class. Both artifacts proved to be good measures. We plan to continue addressing leadership outcomes in multiple courses. The SPM 310 course will be considered along with the SPM 450 course for the next cycle.
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)
This outcome will be assessed again next year. As stated, we plan to use the SPM 310 class (DEI focus), SPM 452, and/or SPM 450. The SPM 310 could be used next cycle to emphasize the cultural impact on leadership. Early in the fall 2021 semester (September) another program meeting is planned to discuss the outcomes and more ideas for assignments/artifacts. Another class may also be considered as we have a new faculty member starting in fall 2021.

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	SPM students will demonstrate fiscal competence and the ability to manage budgets and write financial proposals.		
<b>Measurement Instrument 1</b>	<b>SPM 402 Resource Allocation/Budget assignment</b> Three part assignment including; a case study (14 questions), an executive summary (summary, coaches memo, booster memo), and budget (excel sheet included). Student assumes the responsibility of Athletic Director at Oakbend High School to prepare a revised budget for the coming year based upon the information gathered, but spending no more than the \$312,000 allocated by the school district.		
<b>Criteria for Student Success</b>	Assignment was 150 points. Students will have earned 80/100 of available points.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	81%
<b>Methods:</b>	All students in the class were required to complete the project (N=33). 81% (27/33) of the class scored higher than 80%. Final grades were determined by the professor for SPM 402.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Considering budgeting and fiscal competency are becoming entry level demands in sport organizations we decided to include this outcome. Students were advised to take this course early in the core SPM sequence. We removed the ACCT requirement for SPM majors, so it is appropriate to evaluate the fiscal competence and budget knowledge of SPM students, and that they take this course by or during their junior year. This course, specifically this assignment addressed several budgetary concerns, not just the balance sheet or excel use. Students were asked to research and explain decisions and to communicate to appropriate stakeholders.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
This learning outcome was not addressed in the previous cycle. Considering budget cuts facing many sport organizations, many students pursuing a minor in business/finance, and an increase in the number of jobs in the sport finance sector, we decided to review this outcome. This artifact will remain in upcoming assessments. We will also consider the addition of more fiscal measurements from other classes to close the loop for this assessment.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
We need to add another artifact. We will consider some work from the SPM 305 class. In this class, the students plan an event from start to finish, including developed of a budget, fundraising, and potentially making a donation with any profits.			

## SPM 200 Group Project

You and your group members are the Ownership and Executive Managing group of an expansion professional sports franchise. You will use the knowledge you have gained in this class, as well as research you conduct of existing sports organizations (to use as a model and gain ideas) to create a new professional sports franchise from scratch. Each group will present their theoretical expansion franchise to class at the end of the semester. The points listed below are required to be addressed in your presentation. For this project your ownership group has unlimited resources at your disposal. You are highly encouraged to be creative and mention any other aspect of your organization that is not included below. Creative and unique ideas can earn your group extra credit for this project.

- Location**

- Team mascot**

- Team colors**

- Team/Organization logo**

- Organizations purpose**

- Development of a mission statement

- Financial status**

- Public, Private, or Nonprofit

- Organizational structure**

- Centralized/Decentralized, Standardized, Formalized

- Business and administrative structure

- Player personnel positions

- Create a flow chart of the departments in your organization and positions within those departments for both the business side of the organization and the player personal side of the organization.

- Staffing

- Write one job description for an administrative position, and one job description for a player personal position within in your organization (2 job descriptions total).

- Funding sources/Anticipated revenue sources**

- Gate receipts, sponsorship, media contracts, licensed merchandise

- New or alternative sources of revenue

- Public Relations**

- Marketing

- Develop a marketing campaign

- Promotions

- Develop a promotional campaign to reach your target market and clientele

- Program Offerings

- community and public relations programs

- Media relations**

- Required facilities**

- Game facilities, practice facilities, training and medical facilities, administrative offices, coach's offices, etc.

- Contracted services

- In-house services

- Legal issues to be considered**

- ADA, OSHA, Insurance and liability issues, contract negotiations, etc.

- Competition**

- Performance on the field/court

- For consumer entertainment dollars in your chosen market

Each group will conduct a short presentation of at least 10 minutes in length to unveil their sports organization to the class. The instructor's grade will count for 65% (130 pts.) of the overall grade with every student in the group grading each of the other group members (based on their contributions and collaboration to the final product) to determine the remaining 35% (70pts). (Instructor's grade [130 pts.] + Group member's grade [70 pts.] for a total of 200 pts.) Your group will email the instructor a copy of your PowerPoint/presentation no later than 24 hours before you are to present to the class. You can adapt and use any component, concept, or image of an existing sports organization as long as you properly reference that source in the presentation (for example the proper citation at the bottom of a PowerPoint slide where you display a picture you obtained from a website) as well as in the bibliography you will submit to the instructor with your presentation. All citations for this project will be in APA format.

You will be given limited time in-class to work on this project, so the majority of the project will have to be completed outside of class. Each group will have a group page set up in the "Groups" section of Blackboard which will contain a group discussion board, group member email, and file sharing abilities to facilitate team work among group members outside of class. This project is the culminating activity for the class and as such is worth a lot of points. To ensure that every group is making progress on the project as the semester progresses there are three progress reports that will be due to the instructor throughout the semester. For the progress reports, each group will name a group spokesperson that will be responsible for emailing the instructor with input from their group members as to how the group is progressing. The group progress reports are due Sun. 10/7, Sun 11/11, and Sun. 12/2 by midnight.

## Public Relations Group Project Directions

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

### Assignment Context

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

### Part 1: Project Proposal

After your group has decided on your team, and team location, provide the instructor with a typed proposal of your project. This is tentative plan that should include a paragraph summarizing your project idea, project components and group member responsibilities for completion of the project.

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

### Part 2: Completed Project

(Please note this is due the day your group shares the project with the class. Both the executive summary and presentation should be attached to the correct assignment submission link but one of your team members. Both documents should be attached to the same submission).

### Plan Components

Your group's plan must include the following components:

#### Community Analysis and Description

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

You may include:

- Community demographic information
- Community characteristics that support the location of your team at your selected site cite
  - Major industry

- Competition
- Geographic Features
- Any other information your group believes makes this community a good fit for you team
- Community S.W.O.T. Analysis

### Sport Organization Overview

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

Include the following information:

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

### Overall Plan Goals & Objectives (Minimum 5)

Please note this is not the team's winning goals / objectives. These may be included in your sport organization overview, but they are not PR objectives. Example PR objectives may be found in the two example PR plans found in the week 2 Learning module).

### Identification of Target Market and Service Area

### Communication Tactics / Strategies to Engage Target Markets

### Community Events (5 total)

- Each should connect to overall PR goals and objectives



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

#### Social Media (minimum 3 different platforms)

- Each should connect to overall PR goals and objectives
- Each should have their own target market
- Each should have their own goals and objectives to measure success
- Each should have their own budget
- Each should have their own identified means of evaluating success
- Collectively events should be planned throughout the year
- Each should have examples of how you plan to use them and proposed social media grid.
- As part of this section your group should identify best practices for each of the selected social media platforms. These practices should match the platform's capabilities with intended use and target demographic. This should be evidence based with support from academic journals like those shared in class (i.e. PDF file chapter shared in Week 8 Learning Module: Sport and social media: Keeping up with the tweets, posts and links). Other resources should also be used.

#### Traditional Media Plan (2 different communication channels)

- Media mix including stories pitched to newspapers and other traditional broadcast media
- Each should connect to overall PR goals and objectives
- Each should have their own target market
- Each should have their own goals and objectives to measure success
- Each should have their own budget
- Each should have their own identified means of evaluating success
- Each should incorporate mediated and unmediated communication channels
- Collectively events should be planned throughout the year
  - Include your media grid incorporating all activities (see Week 10 Learning Module PDF File)

#### Website

- Developed using the principles identified within the Model of Online Sport Communication (See Week 9 Learning Module)
- Include Budget

- Include Example Content

Corporate Social Responsibility (5 total activities – 2 league specific and 3 community need related)

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

## Formatting Direction for Executive Summary and Presentation

### Executive Summary Format Guidelines

#### Appearance

- The Executive Summary is professional in appearance
  - Typed Document
  - Uses APA Format (for in-text citation / reference page)
  - 10 Pages in Length (not including cover page & reference list)
  - 12 pt. Times New Roman Font
  - 1-inch Margins (right, left, top, bottom)
  - Double Spaced
  - Coverage including all group member names
  - Use of Headings
- Thoughtful college level writing style
  - Mechanics
    - Spelling Error Free
    - Sentence Structure Grammatically Correct
  - Paragraphs are clearly focused, well developed, organized, coherent, and neither too long nor too short for easy readability

### Class Presentation

- The presentation should have an appropriate document theme.
- The text in the presentation should be formatted appropriately.
- Consider that the 7 x 7 rule should be followed throughout the presentation to assist with readability for the audience. (Note: If using PowerPoint)
  - Each slide should have a maximum of 7 lines, and each line should have approximately 7 words
- The font style and size should be readable.

- The presentation should not use too many different fonts.
- The presentation should contain single-level and multi-level bulleted lists.
- Important text could be italicized and/or bolded.
- Different font colors could be used to convey meaning.
- Multiple slide colors should complement each other.
- Spacing between elements in the presentation should be appropriate.
- The presentation, as a whole, should be visually appealing.
- **Writing Mechanics**
  - Mechanics
    - Spelling Error Free
    - Sentence Structure Grammatically Correct
- **Professional Appearance**
  - On day that you present, group members should present themselves in a professional manner appropriate for business presentations.
  - All group members should play an active role in the presentations.

### Completed Assignment

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

Western Kentucky University  
School of Kinesiology, Recreation, and Sport

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

# Resource Allocation and Budget Assignment

## Budget Project

Based upon the information you've gathered and the information presented in the budget assignments, assume the responsibility of Athletic Director at Oakbend High School. Your job is to prepare a revised budget for the coming year based upon the information gathered by Bob Marcus while spending no more than the \$312,000 allocated by the school district.

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

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

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

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

*Total Points Part 1: 50 pts. Due 2/21/21 by 11:59pm*

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

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

*Total Points Part 2: 50 pts. Due 3/14/21 by 11:59pm*

Part 3: The **budget** should be created using spreadsheet software such as Microsoft Excel. Formulas should be used to calculate totals and subtotals. **The basic template for the budget has been provided to you by Bob Marcus in one of his memos to the coaches. See the case study Appendix A**

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

## Budget Project Grading Rubric

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

				<b>Total</b>	
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Name SPM 452 Final Project Rubric

Description Please refer to this rubric when creating your masterpiece.

Rubric Detail

Levels of Achievement

Criteria	Needs Improvement	Way to Go!
<b>On Time</b>	<b>0 Points</b>	<b>10 Points</b> Student submits either the project file or a picture of the project by 11:59pm on Sunday, December 6.
<b>Content</b>	<b>0 Points</b>	<b>80 Points</b> Student effectively addresses all of the items under the project content section of the instructions. If writing a paper, your paper must be 2-4 pages of actual content. If creating a visual project, you must have sufficient content that displays what you have learned.
<b>Grammar &amp; Sources</b>	<b>0 Points</b>	<b>10 Points</b> Make sure everything is grammatically correct. If you are writing a paper, please make sure that your paper follows APA formatting (reference page at the end). If you are creating a visual project, please make sure that your references are either attached or printed on the project.

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