

Enhancing Student Learning through Development of a Benchmark Portfolio

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Benchmark Portfolio

- A benchmark portfolio presents evidence of student learning alongside a record of course design or redesign and examples of instructional practices and activities.
- The purpose of the session is to describe the process for the initial development of a benchmark portfolio for two sport management courses.

Overview of Two Courses

➤ Introduction to Sport Management — to help each student make a knowledgeable choice about whether sport management is an appropriate career path based on research into and written assignments about a prospective career

➤ Sport Marketing — to help master's degree students learn how to describe, analyze, and apply marketing research, strategy, and operations in sport settings

- “Guides on the side” are replacing “sages on stages”
- The intellectual work of teaching is experiencing greater acceptance and gaining a higher status since the publication of *Scholarship Reconsidered: Priorities of the Professoriate* by Ernest Boyer in 1990
- Accountability calls for greater evidence of student learning



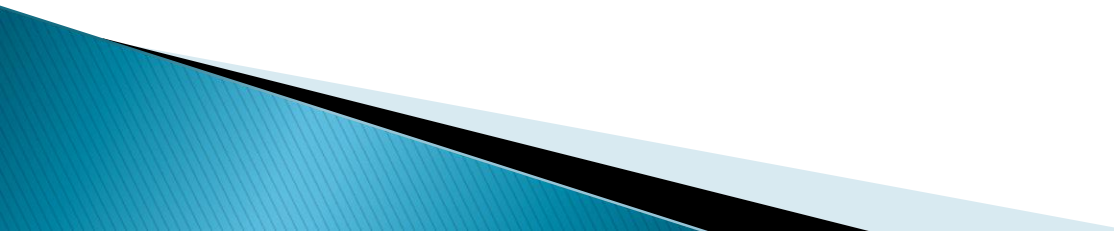
Conceptualizing the Intellectual Work of Teaching and Learning

- Faculty Seminar with interdisciplinary colleagues at the University of Kansas
- Read and reflected on books and articles about the teaching and learning process during five sessions
- Bean, J. C. (2001). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*
- Savory, P., Burnett, A. N., & Goodburn, A. (2007). *Inquiry into the college classroom: A journey toward scholarly teaching*

*Making Teaching and Learning Visible: Course Portfolios and the Peer Review of Teaching**

- A course portfolio enables faculty to engage more actively in the scholarship of teaching. The framework suggested for the development of a benchmark course portfolio includes three steps: (1) identify specific learning goals; (2) describe the methods, materials, and course activities completed inside and outside of class; and (3) document and analyze student learning.

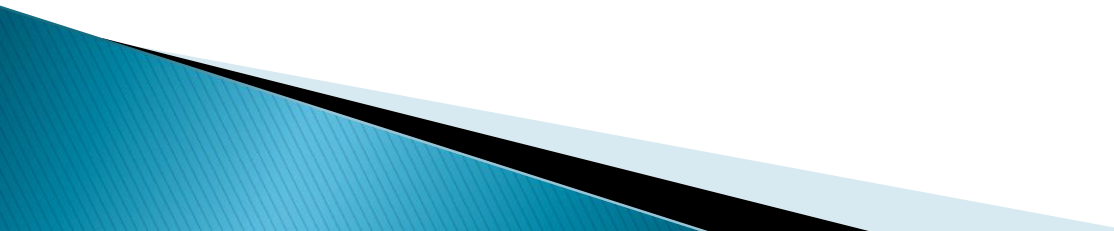
Introduction to Sport Management

- Is a sophomore-level, required prerequisite for students seeking admission into the undergraduate sport management major (I initially taught this course in the spring of 2008.)
 - The overall purpose of this course is to help each of the approximately 100 students each semester explore the fundamental content areas within sport management.
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Learning Goals for Introduction to Sport Management

- Students, through an exploration of the fundamental content areas within sport management, will make a reasoned, knowledgeable choice about whether sport management is an appropriate career path.
- Students will identify careers of interest to them, investigate the chosen career, and demonstrate through written assignments their knowledge about and understanding of how to advance in the chosen career.

Learning Goals for Introduction to Sport Management

- Students will be able to explain the principles of leadership and management as applied in sport settings.
 - Students will be able to describe, analyze, and apply the principles and issues in sport ethics, personnel management, financial management, sport law, facility and event management, strategic planning, and sport marketing.
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Instructional Strategies and Course Activities

- Online quizzes on assigned readings
- Questions of readings during class
- Individual and small group work in class
- Application activities in most areas
- Check for understanding
- Review questions for tests
- Written assignments
- Group project

Learning students' names

Initial Assessments in Course

- Participated in the 2007 Course Redesign Colloquium sponsored by the KU Center for Teaching Excellence
- Option of responding to discussion board prompts or online quizzes
- Written assignments to apply concepts learned with choice of two options: complete 5 written assignments with each worth 20 points or complete 10 written assignments with each worth 10 points

Reflections

Group Projects

- Students self-selected into groups and were required to use the wiki function in Blackboard, a course management system
- Required to make initial posts of the group project design, at least two work-in-progress posts, and post the final paper for entire class to read
- Required to complete a Group Participation Form and a 200-word self-reflection statement

Reflections

New Assessments

- Goal: to add new assessments that would analyze and document students' learning as shown through critical thinking skills and enhanced writing abilities
- A series of four written assignments was designed to sequentially help students gain an increased level of understanding about the depth and breadth of his or her chosen career in sport management.

Student Writing and Research

- SOE Liaison from the University Libraries — breadth of resources available to students; developed <http://guides.lib.ku.edu/HSES289>, a website includes databases for finding articles, finding books, using web resources, evaluating resources, and citing sources
- Assistant Director of the Writing Center — breadth of services to help students improve their writing from idea conceptualization through the process of making revisions culminating in a finished paper

Enhancing Student Learning

Librarian
provides
research
instruction

Written
assignment
#1

Students receive
written feedback
from peers and
professor

Written
assignment
#2

Each
subsequent
written
assignment
demonstrates
enhanced
critical
thinking,
written skills,
and learning

Written
assignment
#3

Students seek one-on-
one instruction at
Writing Center and
from professor

Written
assignment
#4

Professor
redesigns
some course
assessments

Writing
Center
personnel
provide
instruction

Scholarly Article “Read-Through”

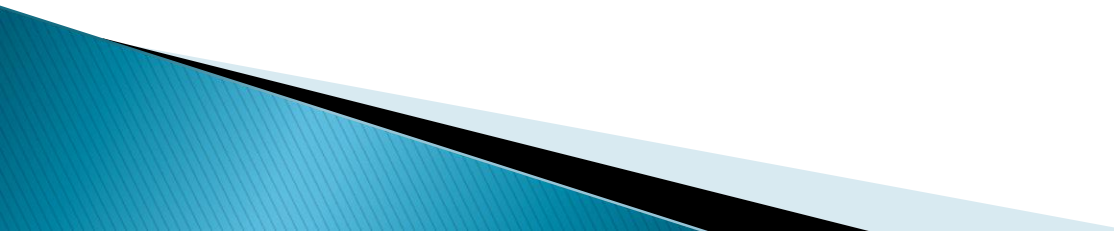
- Goal: to help each student learn to identify and understand key points when reading a scholarly article
- Asked students to complete the first reading prior to the second class
- Used a highlighter to emphasize several key points on the displayed article
- Explained key points more fully
- Responded to questions from students
- Asked students to answer questions about reading

Development of Grading Rubrics

- A rubric is “a scoring tool that lays out the specific expectations for an assignment.”*
- Rubrics establish performance anchors, provide timely, detailed, and formative feedback, encourage critical thinking, facilitate communication, and provide summative feedback.
- Rubrics include a task description, three- to five-level scale with descriptions of the dimensions of the assignment, and high to low performance levels for feedback.

*Stevens & Levi. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*, p. 3).

Task Description for 1st Assignment

- Written Assignment #1 (20 points) (Due on February 16)
 - Each student will identify a specific career aspiration within sport management, conduct an interview of a professional in the selected career (this person cannot be a student or an intern), and write a two- to three-page report of this interview.
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Process for 1st Written Assignment

- Peer feedback on draft of the first written assignment in groups of three or four
- A secondary goal: to learn from others' interviews
- Students were encouraged to visit the Writing Center to get additional help with finalizing the first written assignment due one week later.

Reflections

Grading Rubric for Written Assignment #1

	Exemplary Performance	Proficient Performance	Marginal Performance
Description of the Career and Responsibilities of the Person Interviewed (4 points)	The paper clearly and explicitly describes the position and responsibilities of the person interviewed.	The paper provides a general description of the responsibilities of the person interviewed.	The paper provides only a brief overview of the responsibilities of the person interviewed.
Knowledge and Understanding of Career Preparation and Development (6 points)	The paper provides specific information about and several examples of the prerequisite preparation and lifelong career development of the person interviewed that shows an understanding of what is required to be successful in the chosen career.	The paper provides some information and at least one example of the preparation and career development of the person interviewed that shows some understanding of what is required to be successful in the chosen career.	The paper provides limited information and no examples of the preparation and career development of the person interviewed, thus showing a limited understanding of what is required to be successful in the chosen career.
Critical Thinking about and Inquiry into the Career of the Person Interviewed (6 points)	The paper demonstrates clear evidence of having asked good inquiry questions, analyzed the responses, and made personal application of the information learned.	The paper demonstrates some evidence and analysis of responses to the questions asked; some personal application of the information learned is included.	The paper uses a question-response format in reporting on the interview. No analysis of the responses or personal application of the information received is included.
Organization and Communication (4 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper is mostly well-organized and includes minimal language, grammar and style mistakes.	The paper is poorly organized and includes numerous language, grammar, and style mistakes making communication less than effective.

Formative and Summative Feedback

- Comments praised insightful analysis
- Questions raised about any lack of clarity
- Grading rubric served as checklist with points
- Quality of papers ranged widely
 - Some diligently edited their writing.
 - Many used peer feedback received.
 - Some followed guidance on grading rubric.
 - Some procrastinated leading to late submissions, poorly edited papers, and cursory descriptions of their interviews.
 - The majority of the students emphasized the content of what they learned from the person interviewed.

Task Description for 2nd Assignment

- Written Assignment #2 (40 points) (Due on March 11)
- Each student will revise paper #1 and add a two- to three-page descriptive paper based on information from at least five sources of information of the student's choice (these can be obtained electronically or in print other than newspapers) about the interim positions or steps for advancing in or toward the selected career over a 20-year period of time. (A student may make a change in his or her career choice, if desired.)

Process for 2nd Written Assignment

- One class period prior to the due date for the second written assignment (five days closer to the due date at the request of students), students brought a draft of this written assignment so they could receive feedback from classmates. Again, students with similar career interests were grouped together.

Reflections

Grading Rubric for Written Assignment #2

	Exemplary Performance	Proficient Performance	Marginal Performance
Clear and Informative Revised Report on the Interview (10 points)	The revised paper (#1) clearly and explicitly articulates the responsibilities of the person interviewed.	The revised paper (#1) generally describes the chosen career but could still be expanded to fully explain the responsibilities of the person interviewed.	Changes made in paper (#1) were editorial, rather than substantive, and the paper fails to clearly describe the responsibilities of the person interviewed.
Description of the Sequential Jobs and Responsibilities in Career Path (4 points)	The paper describes in a comprehensive and detailed manner the jobs and responsibilities of a sequential career path leading to the chosen career.	The paper describes in general and provides some information about the jobs and responsibilities of a sequential career path leading to the chosen career.	The paper fails to describe the prerequisite positions and duties of individuals seeking to advance in the chosen career.
Knowledge and Understanding about the Sequential Jobs and Responsibilities in Career Path (10 points)	The paper shows an in-depth and a comprehensive knowledge about and understanding of the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.	The paper shows a general knowledge about and some understanding of the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.	The paper provides limited evidence of research into and knowledge about the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.
Critical Thinking and Inquiry about the Sequential Jobs and Responsibilities in Career Path (10 points)	The paper demonstrates critical thinking and detailed analysis about the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.	The paper demonstrates some critical thinking and analysis about the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.	The paper shows only a superficial inquiry into and analysis of the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.
Organization and Communication (6 points)	The paper effectively communicates the results of critical thinking and analysis in an organized and imaginative way with few, if any, language, grammar, and style errors.	The paper provides good information and is generally organized and effectively presented; contains some language, grammar and style mistakes.	The paper is difficult to follow, fails to effectively inform and capture the interest of the reader, and includes numerous language, grammar, and style mistakes making communication less than effective.

Formative and Summative Feedback

- Most students did excellent job in revising the first paper.
- Some students struggled in locating resources about interim positions and responsibilities; help was provided to some
- Some students relied solely on easily found electronic and minimally helpful resources.
- Some students read more in depth and demonstrated a broader understanding of the types of jobs and responsibilities and abilities required in selected career paths.

Mid-Semester Feedback

What do you like about this course?

- Exploring different careers
- Learning about a wide variety of topics in sports
- Class discussions
- Opportunities for students to get actively engaged
- Professor's enthusiasm

What do you dislike about this course?

- Peer feedback on drafts of papers
- Too many assigned readings
- Too many writing assignments

What suggestions for improvement in this course do you have?

- Eliminate the peer feedback
- More extra credit opportunities
- Reduce the reading assignments

Planned Changes in Response to Mid-Semester Feedback

- Make revision of the 2nd written assignment optional for bonus points as a part of the third assignment
- Make revision of the 2nd and 3rd written assignments optional for bonus points as a part of the fourth assignment
- Reduce the number of required minimum number of readings for the 3rd written assignment from five to three

Task Description for 3rd Assignment

- Written Assignment #3 (60 points) (Due on April 1)
- Each student will revise and resubmit paper #2, minus paper #1, along with a three- to four-page research paper that describes in detail the roles and responsibilities of individuals in the position you eventually would like to have. This research paper must be based on reading a minimum of five articles from scholarly journals (not from a newspapers or popular magazines) or a book about this career.

Grading Rubric for Written Assignment #3

	Exemplary Performance	Proficient Performance	Marginal Performance
Clear and Informative Report on the Sequential Jobs and Responsibilities in the Career Path (10 points)	The revised paper (#2) clearly communicates evidence of critical thinking, detailed analysis, and an understanding of the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.	The revised paper (#2) communicates some evidence of critical thinking, analysis, and understanding of the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.	The revised paper (#2) fails to clearly demonstrate an understanding and analysis of the sequential jobs and responsibilities of individuals seeking to advance in the chosen career.
Description of Chosen Professional Position (8 points)	The paper describes in a comprehensive and detailed manner the responsibilities of a professional in the chosen position.	The paper provides a general description of the responsibilities of a professional in the chosen position.	The paper shows a lack of perspective about the responsibilities of a professional in the chosen position.
Knowledge and Understanding about Chosen Professional Position (16 points)	The paper shows an in-depth and comprehensive knowledge about and understanding of the scope and significance of the responsibilities of a professional in the chosen position.	The paper shows a general knowledge about and some understanding of the scope and significance of the responsibilities of a professional in the chosen position.	The paper provides limited evidence of research into and knowledge about the scope and significance of the responsibilities of a professional in the chosen position.
Critical Thinking and Inquiry about Chosen Professional Position (16 points)	The paper demonstrates critical thinking and detailed analysis into the scope and significance of the responsibilities of a professional in the chosen position.	The paper demonstrates some critical thinking and analysis into the scope and significance of the responsibilities of a professional in the chosen position.	The paper shows only a superficial inquiry into and analysis into the scope and significance of the responsibilities of a professional in the chosen position.
Organization and Communication (10 points)	The paper effectively communicates the results of critical thinking and analysis in an organized and imaginative way with few, if any, language, grammar, and style errors.	The paper provides good information and overall organization and more effectiveness in presentation but with some language, grammar, and style mistakes.	The paper is difficult to follow, includes numerous language, grammar, and style mistakes, and fails to communicate effectively.

Task Description for 4th Assignment

- Written Assignment #4 (80 points) (Due on May 4)
- Each student will revise and combine papers #2 and #3 (excluding paper #1) and add a four- to five-page reflective paper that makes personal application of what they have learned and how your thinking about and conceptualization of what it takes to be successful in the chosen professional position have expanded.

Grading Rubric for Written Assignment # 4

	Exemplary Performance	Proficient Performance	Marginal Performance
Clear and Informative Combined Report on Steps toward and Preparation for the Chosen Position (20 points)	The combined papers (#2 and #3) clearly communicate evidence of critical thinking, detailed analysis, and an understanding of the chosen position and the sequential jobs and responsibilities needed to advance into the chosen position.	The combined papers (#2 and #3) communicate general evidence of critical thinking, analysis, and understanding of the chosen position and the sequential jobs and responsibilities needed to advance into the chosen position.	The combined papers (#2 and #3) fail to show evidence of critical thinking, analysis, and understanding of the chosen position and the sequential jobs and responsibilities needed to advance into the chosen position.
Reflection Showing Knowledge and Understanding (16 points)	The paper shows an in-depth and comprehensive reflection about what has been learned about and what it takes to prepare to enter the chosen position.	The paper shows some reflection about what has been learned about and some understanding about what it takes to prepare to enter the chosen position.	The paper provides limited evidence of what has been learned about and what it takes to prepare for and enter the chosen position.
Reflection Showing Critical Thinking and Inquiry (16 points)	The paper demonstrates reflective critical thinking and analysis of what has been learned about what has been learned about and what it takes to prepare to enter the chosen position.	The paper demonstrates some reflective critical thinking and analysis of what has been learned and what it takes to prepare to enter the chosen position.	The paper shows a superficial inquiry into and analysis of learning and what it takes to prepare to enter the chosen position.
Reflection on Personal Application of What Has Been Learned (20 points)	The paper describes definite and extensive personal applications of what has been learned and how these specifically could shape career decisions and actions.	The paper makes some personal applications of what has been learned and how this knowledge potentially could shape career decisions and actions.	The paper fails to make specific personal applications of what has been learned.
Organization and Communication (8 points)	The paper effectively communicates the results of critical thinking and analysis in an organized and imaginative manner with few, if any, language, grammar, and style errors.	The paper provides good information and in general is organized with an effective presentation but with some language, grammar and style mistakes.	The paper is difficult to follow and includes numerous language, grammar, and style mistakes resulting in less than effective communication.

HSES 842 Sport Marketing

- Is a required course for master's degree students in sport management
- Is designed to help the 20–30 students annually apply the principles and concepts of marketing to all aspects of sport participation, sport products, and sport entertainment

Learning Goals for Sport Marketing

- Students, based on knowledge learned through readings and class discussions, will be able to describe and apply the fundamental principles of sport marketing to sport participation, sport products, and sport entertainment.
- Students will be able to explain and apply the fundamental marketing concepts of product, price, place, and promotions to sport.
- Students will be able to describe, analyze, and apply marketing research, strategy, and operations in sport settings.

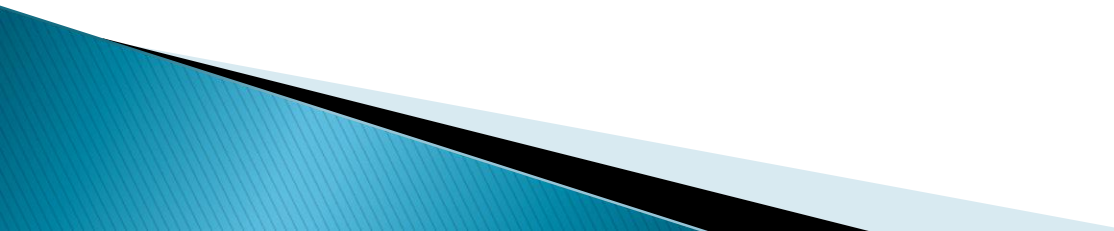
Instructional Strategies and Course Activities for Sport Marketing

- Individual application activities
- Group application activities on each of the 14 topical areas
- Class discussions on assigned readings (no textbook)
- Opportunity to revise and resubmit papers for higher grades
- Group project paper and presentation
- Take-home mid-term and final essay examinations

Initial Course Assessments

- Facilitating class discussions
 - Post a response to a prompt (question) using the discussion board feature on Blackboard of each of 14 topics; had to make a second post that showed an expanded understanding of the topic, such as by discussing alternative perspectives to those discussed in class or responding to the post of a classmate
 - Write a one-page critique on six articles dealing with sport marketing topics

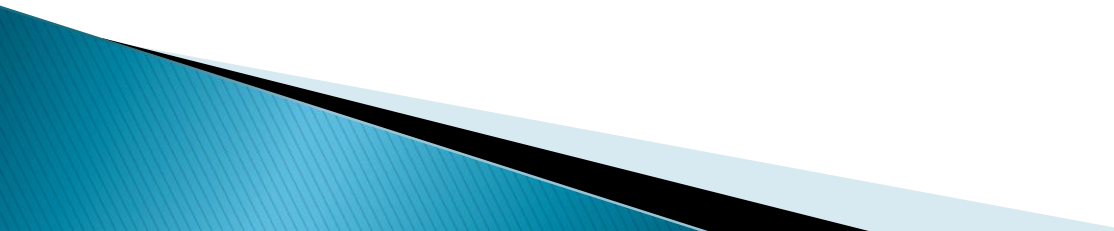
Reflections on Initial Assessments

- Students expressed that they did not have sufficient knowledge to provide well-conceptualized comments or responses to the discussion board prompt/questions. For the follow-up posts, several students indicated that they felt their statements were repetitious. Many of the posts were cursory, rather than thoughtful or insightful. The use of discussion boards was eliminated.
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Second Round of Assessments

- Rather than 6 article critiques, students were required to write 10 article critiques on sport marketing topics.
- With the goal of enhancing the quality of the group projects and to ensure clarity in the expectations, the groups were required to submit drafts of their group project papers; each group received extensive formative feedback and could make revisions before submitting its final group project paper.

Reflections on Second Round of Assessments

- Some students complained that identifying and writing 10 critiques of scholarly works in sport marketing was too demanding.
 - Students expressed appreciation for the opportunity to revise their group project papers before receiving a grade.
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New Assessments for Spring 2010

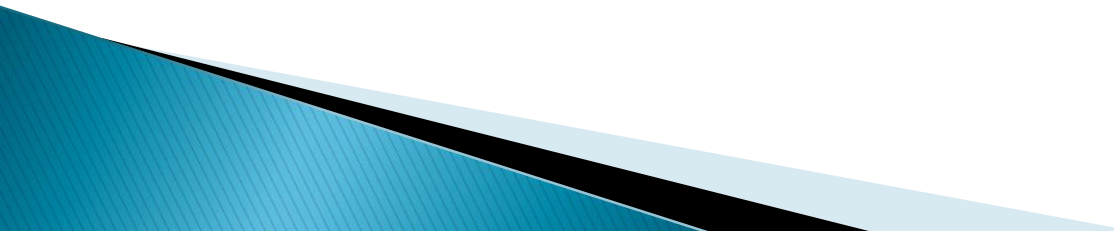
- To replace the 10 individual article critiques, a series of 4 writing assessments were designed to document students' critical thinking and analytical skills to help them gain a deeper understanding of the topical areas in sport marketing. Rather than an independent analysis of an article, these writing assignments required students to read in two to four topical areas and apply what they learned to sport marketing broadly.

- To help students locate appropriate scholarly articles, the SOE Liaison from the University Libraries, described the breadth of resources available to students. She developed a library guide (<http://guides.lib.ku.edu/HSES842>) for this course, which included databases for finding articles, books, theses and dissertations and links for using web resources, evaluating resources, and citing sources.

Questions to Use in Analyzing Articles

- What is the purpose or thesis statement of the article?
- What types of inferences, judgments, or assumptions are stated by the author?
- What types of information, data, concepts, or theories are provided by the author as evidence for the stated inferences, judgments, or assumptions?
- How does the author articulate a clear line of reasoning in explaining or describing alternative points of view as a basis for the arguments or conclusions presented by the author?
- What are the implications of the arguments or conclusions presented by the author?

Task Description for Paper #1

- Each student will read one article on marketing research and one article on data-based marketing (other than the assigned readings) and write a two-page analysis about their importance to sport marketing. Each article must be taken from a scholarly journal.
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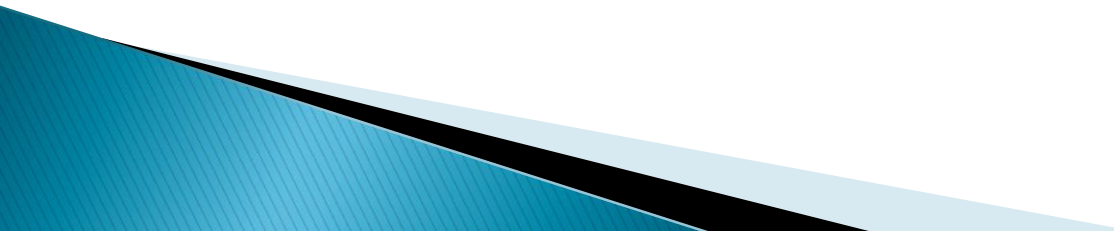
Paper #1

	Exemplary Performance	Proficient Performance	Marginal Performance
Meaning of Marketing Research and Data-Based Marketing (4 points)	The paper describes clearly and explicitly through a thesis statement the meaning of marketing research and data-based marketing in the context of sports.	The paper describes in general the meaning of marketing research and data-based marketing in the context of sports.	The paper fails to describe the meaning of marketing research and data-based marketing in the context of sports.
Knowledge, Understanding, and Application of Marketing Research and Data-Based Marketing (8 points)	The paper provides specific information about and examples of knowledge, understanding, and application of marketing research and data-based marketing to sports.	The paper provides general information about and two or fewer examples of knowledge, understanding, and application of marketing research and data-based marketing to sports.	The paper fails to show evidence or to give examples of knowledge, understanding, and application of marketing research and data-based marketing to sports.
Critical Thinking about and Inquiry into Marketing Research and Data-Based Marketing (8 points)	The paper demonstrates clear and specific evidence of critical thinking about and detailed inquiry and analysis into the role of marketing research and data-based marketing in sports.	The paper demonstrates mostly general statements about and some analysis into the role of marketing research and data-based marketing in sports.	The paper fails to provide evidence of critical thinking about and analysis into the role of marketing research and data-based marketing in sports.
Organization and Communication (5 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper is mostly well-organized and includes minimal language, grammar and style mistakes.	The paper is poorly organized and includes numerous language, grammar, and style mistakes making communication less than effective.

Reflections on Paper #1

- Most students demonstrated a clear understanding of marketing research and data-based marketing.
- Some students said they had difficulties identifying appropriate articles.
- Students were given the option of revising and resubmitting their papers, if they were not happy with their grades. Six out of 23 students submitted re-written and improved papers that demonstrated higher levels of critical thinking and conceptual application.

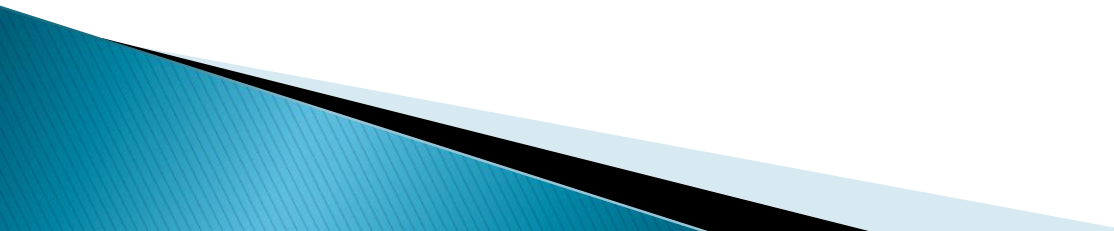
Task Description for Paper #2

- Each student will read one article each on product, place, price, and promotions (other than the assigned readings) and write a four-page paper explaining how each component of the marketing mix applies to sports. Each article must be taken from a scholarly journal.
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Paper #2

	Exemplary Performance	Proficient Performance	Marginal Performance
Meaning of Product, Place, Price, and Promotions (4 points)	The paper describes clearly and explicitly through a thesis statement the meaning of product, place, price, and promotions in sport marketing.	The paper describes in general the meaning of product, place, price, and promotions in sport marketing.	The paper fails to describe the meaning of product, place, price, and promotions in sport marketing.
Knowledge, Understanding, and Application of Product, Place, Price, and Promotions (8 points)	The paper provides specific information about and examples of knowledge, understanding, and application of product, place, price, and promotions in sport marketing.	The paper provides general information about and two or fewer examples of knowledge, understanding, and application of product, place, price, and promotions in sport marketing.	The paper fails to show evidence or to give examples of knowledge, understanding, and application of product, place, price, and promotions in sport marketing.
Critical Thinking about and Inquiry into Product, Place, Price, and Promotions (8 points)	The paper demonstrates clear evidence of critical thinking about and detailed inquiry and analysis into the role of product, place, price, and promotions in sport marketing.	The paper demonstrates mostly general statements about and some analysis into the role of product, place, price, and promotions in sport marketing.	The paper fails to provide evidence of critical thinking about and analysis into the role of product, place, price, and promotions in sport marketing.
Organization and Communication (5 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper is mostly well-organized and includes minimal language, grammar and style mistakes.	The paper is poorly organized and includes numerous language, grammar, and style mistakes making communication less than effective.

Reflections on Paper #2

- Most students demonstrated a clear understanding about how to apply the marketing mix to sports. A few students expressed concerns about locating articles directly associated with the four components of the marketing mix. Again, students were given the option of revising and resubmitting their papers.
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Mid-Semester Feedback

What do you like about this course?

- PowerPoint slides posted before class
- Group activities
- with examples
- Making applications of what is being learned
- Professor wants students to do well and understand

What do you dislike about this course?

- Having reading assignments in addition to a paper due on the same day
- Too many, too long, and too in-depth readings

Suggestions for improvement:

- Show videos from the Internet on the discussion topics
- Assign the articles to write papers on or just let students write papers using the assigned articles

Planned Changes in Response to Mid-Semester Feedback

- Include more videos to provide real-world examples of sport marketing
- Provide articles on the topics for the next two papers and give students the option to write on either these selected articles or articles of their choice

The green pen

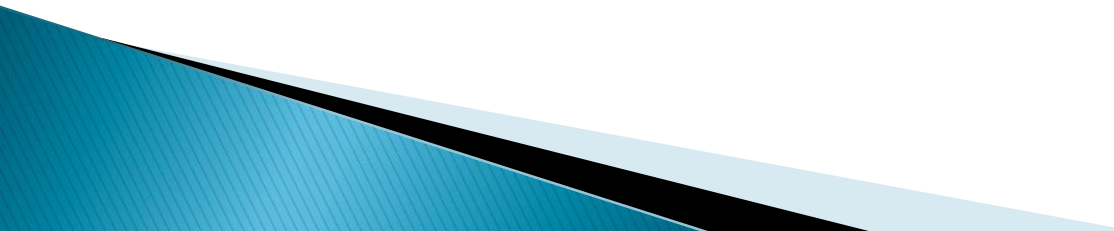
Task Description for Paper #3

- Each student will read one article each on sport licensing, sponsorships, and branding (other than the assigned readings) and write a three-page paper on the importance of these to intercollegiate or professional sports. Each article must be taken from a scholarly journal.

Paper #3

	Exemplary Performance	Proficient Performance	Marginal Performance
Meaning of Sport Licensing, Sponsorships, and Branding (4 points)	The paper describes clearly and explicitly through a thesis statement the meaning of sport licensing, sponsorships, and branding in sport marketing.	The paper describes in general the meaning of sport licensing, sponsorships, and branding in sport marketing.	The paper fails to describe the meaning of sport licensing, sponsorships, and branding in sport marketing.
Knowledge, Understanding, and Application of Sport Licensing Sponsorships, and Branding (8 points)	The paper provides specific information about and examples of knowledge, understanding, and application of sport licensing, sponsorships, and branding to sport marketing.	The paper provides general information about and two or fewer examples of knowledge, understanding, and application of sport licensing, sponsorships, and branding to sport marketing.	The paper fails to show evidence and give examples of knowledge, understanding, and application of sport licensing, sponsorships, and branding to sport marketing.
Critical Thinking about and Inquiry into Sport Licensing Sponsorships, and Branding (8 points)	The paper demonstrates clear evidence of critical thinking about and detailed inquiry and analysis into the role of sport licensing, sponsorships, and branding in sport marketing.	The paper demonstrates mostly general statements about and some analysis into the role of sport licensing, sponsorships, and branding in sport marketing.	The paper fails to provide evidence of critical thinking about and analysis into the role of sport licensing, sponsorships, and branding in sport marketing.
Organization and Communication (5 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper is mostly well-organized and includes minimal language, grammar and style mistakes.	The paper is poorly organized and includes numerous language, grammar, and style mistakes making communication less than effective.

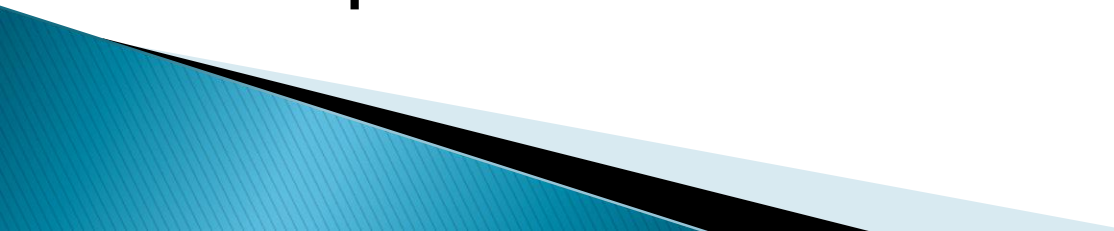
Task Description for Paper #4

- Each student will read one article each on public relations, media relations, and customer relations (other than the assigned readings) and write a three-page paper on the relationship between these areas and successful sport marketing. Each article must be taken from a scholarly journal.
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Paper #4

	Exemplary Performance	Proficient Performance	Marginal Performance
Meaning of Public Relations, Media Relations, and Customer Relations (4 points)	The paper describes clearly and explicitly through a thesis statement the meaning of public relations, media relations, and customer relations in sports.	The paper describes in general the meaning of public relations, media relations, and customer relations in sports.	The paper fails to describe the meaning of public relations, media relations, and customer relations in sports.
Knowledge, Understanding, and Application of Public Relations, Media Relations, and Customer Relations (8 points)	The paper provides specific information about and examples of knowledge, understanding, and application of public relations, media relations, and customer relations in sports.	The paper provides general information about and two or fewer examples of knowledge, understanding, and application of public relations, media relations, and customer relations in sports.	The paper fails to show evidence or to give examples of knowledge, understanding, and application of public relations, media relations, and customer relations in sports.
Critical Thinking about and Inquiry into Public Relations, Media Relations, and Customer Relations (8 points)	The paper demonstrates clear evidence of critical thinking about and detailed inquiry and analysis into the role of public relations, media relations, and customer relations in sports.	The paper demonstrates mostly general statements about and some analysis into the role of public relations, media relations, and customer relations in sports.	The paper fails to provide evidence of critical thinking about and analysis into the role of public relations, media relations, and customer relations in sports.
Organization and Communication (5 points)	The paper is clearly organized in a logical and sequential manner and communicates effectively through proper language, grammar, and style.	The paper is mostly well-organized and includes minimal language, grammar and style mistakes.	The paper is poorly organized and includes numerous language, grammar, and style mistakes making communication less than effective.

Next Steps for Benchmark Portfolio

- Reflecting more fully on what has been learned about the effectiveness or lack of effectiveness of the new assessments of student learning
 - Developing an electronic representation of the course design and redesign of these two courses and especially of the new assessments
 - Documenting student learning using examples of student work
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Thank you for attending this session.

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