**Entrepreneurship Report Card**

**Task:** Develop a report card a staff or individual could use to determine the health of the entrepreneurial activities of a student media program.

Background: Entrepreneurship in journalism involves many related, but distinct, activities to ensure that a publication is funded, operational and engaging to the intended audience. In this activity, you will consider what you have learned about entrepreneurship to develop a report card that could be used to evaluate the strength of a publication’s entrepreneurial activities.

For example, you might consider the following questions:

1. Who does our audience include — parents, students, staff, faculty, administration? How are we reaching out to each member of the audience in a distinct way?
2. What is our funding strategy? Do we have a budget? Do we track our expenses? Do we use a combination of fundraising and advertising?
3. For which purposes do we use social media — teasing stories or spreads? Live coverage? Curating content? Soliciting audience involvement? Selling or distributing yearbooks, newspapers or other content? Drawing the audience to online content?
4. Are we using all the social media tools our audience uses? If not, why not?

Keep in mind the various types of entrepreneurial activities we have discussed:

|  |  |
| --- | --- |
|  | **Examples** |
| Public Relations | Social media, staff manual, understanding the audience |
| Product Marketing | Sales, distribution, promoting online stories/videos, new publications |
| Branding | Social media, T-shirts, staff activities, audience engagement activities |
| Digital Publicity | Email blasts, Facebook, Twitter, Instagram, Snapchat, Pinterest |
| Advertising | Business ads, recognition ads, page sponsors, coupon books |
| Fundraising | Baked goods, car wash, graduation announcements, senior photos, penny wars, kindness cards, Valentine grams |
| Distribution | Yearbook distribution, letters to the editor, distribution events |

Your report card should be completed on the back and include …

1. Five categories you identify that could be used to evaluate entrepreneurial activities. Think about the rubrics with which you are graded in school; these categories can be both very specific, and general, depending on your beliefs about what is most important.
2. A description for how to earn a grade in each category.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exemplary | Adequate | Needs Improvement |
| Category: |  |  |  |
| Category: |  |  |  |
| Category: |  |  |  |
| Category: |  |  |  |
| Category: |  |  |  |

In your opinion, how does this report card provide a thorough analysis of a staff’s entrepreneurial activities? What is missing that also should be considered?

**Part 2: Analysis**

Consider your own journalism/media program OR the hypothetical situation described below. Using your report card, what grade would you give for each category? Why? Fill in the chart below to explain your grades and then list three *specific* action items for improvement.

Place an X to indicate which staff you will evaluate: \_\_\_\_\_ Hypothetical (back)

 \_\_\_\_\_ Own publication

|  |  |  |
| --- | --- | --- |
|  | Grade | Justification |
| Category: |  |  |
| Category: |  |  |
| Category: |  |  |
| Category: |  |  |
| Category: |  |  |

Overall Grade: \_\_\_\_\_\_\_\_\_\_\_\_

List three action items this staff should take.

*Hypothetical Scenario: Woodward High School has approximately 1,000 students, including a growing immigrant and refugee population; more than 100 languages are spoken by students at this school. There are 10 students on the yearbook staff, 15 on the newspaper staff and five that exclusively produce video for the website. An 8-page news magazine is published five times per year, and the website is updated on a weekly basis. Two members of the newspaper staff speak Spanish and have started publishing stories about the Latino community online periodically. The staff posts links to each new story through Twitter and Facebook. Many parents follow the Facebook account. Ads are sold and several small fundraisers conducted to fund the yearbook, but there is usually a small deficit each year. Only 30 percent of the student body purchases the yearbook. No ads are sold in the news magazine or online. An optional survey was distributed with the yearbooks in the spring and approximately 100 students completed it, with generally positive feedback about the book.*