2013-2014 Assessment Report Form

(Reporting timeline and instructions can be found online at go.ncsu.edu/assessment_reporting)

Department/Unit: Student Media

Person Submitting Report: Jamie Lynn Gilbert, Assistant Director

SECTION I: Please copy and paste the most recent version of your mission, objectives, and outcomes. Indicate the year (or years) in which you have recently assessed or plan to assess each outcome.

MISSION STATEMENT

As a public forum for free expression, the student media at North Carolina State University exist to inform and to entertain, first and foremost, the students followed by members of the surrounding community and peers in the journalism profession. Working in student media gives participants hands-on experience in the mass media which will assist them regardless of their career goals. By upholding the highest standards of journalistic ethics, the student-run media will help students become competent as ethical and responsible adults, who are enthusiastic about their future involvement in human affairs and optimistic about their future.

DEPARTMENT OBJECTIVES

Objective: Student Media will actively recruit incoming students and work to retain those students throughout their time at N.C. State.

- ➢ Outcome: Student Media will have increased participation from first year students. (Year measured: 2010-2018)
- ➢ Outcome: Student Media will have increased participation from students with two, three, and four years of experience with Student Media. (Year measured: 2016)

Objective: Student Media will diversify its financial resources.

- ➢ Outcome: Student Media will increase revenue from online advertising and sponsorships. (Year measured: 2013)
- ➢ Outcome: Student Media will make progress toward generating additional revenue to reduce its reliance on student fees. (Year measured: 2015)

Objective: Student Media staff will be knowledgeable of current journalism, broadcasting and marketing practices in print, audio, video and online.

- ➢ Outcome: Student Media staff will be able to share information in multiple formats. (Year measured: 2014)
- ➢ Outcome: Student Media staff will identify significant community issues and develop responsive programming. (Year measured: 2018)
- ➢ Outcome: Student Media staff will be proficient in using appropriate technology. (Year measured: 2015)
- ➢ Outcome: Student Media staff will understand the rules and regulations associated with their media. (Year measured: 2017)
- ➢ Outcome: Student Media advertising staff members will know the Student Media advertising sales process. (Year measured: 2016)

**Objective: Student Media will produce quality products and programming.**

- ➢ Outcome: *Technician* will be perceived as fair and accurate by those quoted in the paper. (Year measured: 2014)
- ➢ Outcome: Student Media will receive local, state and national recognition for their products and programming. (Year measured: 2012)

SECTION II: Previous Year's Assessment Results (due July 1)

Unit/Department Outcome #1	Student Media staff will be able to share information in multiple formats.
Definition(s) What does X (outcome) look like? **"Criteria"** for learning the content?	Student Media needs to think beyond its initial print and broadcast product and incorporate other methods of information delivery, be it through a website, mobile app, or social media account. This information should also go beyond a simple replication of the existing product, but add additional and updated information.
Action Item/Course/ significant activity	The two measures for this outcome are numbered to avoid confusion. 1. Measure social media activity and interaction for each medium. 2. Measure WKNC's distribution of information via its blog, audio podcast and video series.
Method for Assessment	1. Using the social analytics tool Twtrland, statistics were gathered for Student Media's collective Twitter, Facebook and Instagram accounts, as available, regarding the number of fans/followers, posts, likes, comments, replies and shares/retweets. 2. WKNC distributed content via Tumblr, Feedburner and YouTube. Statistics from these platforms were used to measure the amount of content produced and the audience of the content.
Population (Number)	1. Student Media maintains the following social media accounts: • Twitter: @Agromeck, @NCSU_Windhover, @NCSUStuMedia, @NCSUTechnician, @NubianMessage, @WKNC881 • Facebook: Agromeck, NubianMessage, Pack-Premiums, Technician, Windhover, WKNC881 • Instagram: NCSUStudentMedia, NubianMessage, WKNC881 2. WKNC has three active podcasts (new episodes added regularly): WKNC Interviews, Eye on the Triangle, and 88.1 Seconds of *Technician*.
Sample (Number and method)	N/A
Response(Number)	N/A
Implementation of method	1. Social media measurement was originally to be reported by each editor/manager as part of his or her monthly board report. This information did not reach or was ignored by some editors/managers, so a new method needed to be implemented. Beginning in January the assistant director began tracking data using Twtrland. Comparison in fans/followers was assessed between August 2013 and May 2014 and comparison in content creation was assessed between January and May 2014. 2. Most of this data was already being collected on a periodic basis so it was easy to formally track. Data collection was from September 2013 to May 2014.

Summary of Results	**1. Social Media Activity and Interaction**
Interpretation	

		Followers			Followers	
	Aug-13	Jan-14	% change	Jan-14	May-14	% change
Twitter						
Agromeck	410	434	5.9%	434	458	5.5%
NCSU_Windhover	164	172	4.9%	172	187	8.7%
NCSUStuMedia		31		31	274	783.9%
NCSUTechnician	3664	4012	9.5%	4012	4353	8.5%
NubianMessage	515	602	16.9%	602	685	13.8%
WKNC881	6602	7046	6.7%	7046	7549	7.1%
	11355	12297	8.3%	12297	13506	9.8%

		Fans			Fans	
	Aug-13	Jan-14	% change	Jan-14	May-14	% change
Facebook						
Agromeck	505	561	11.1%	561	573	2.1%
NubianMessage	296	341	15.2%	341	381	11.7%
Pack-Premiums	196	233	18.9%	233	234	0.4%
Technician	2953	3144	6.5%	3144	3348	6.5%
Windhover	170	186	9.4%	186	192	3.2%
WKNC881	5525	5811	5.2%	5811	6198	6.7%
	9645	10276	6.5%	10276	10926	6.3%

		Followers			Followers	
	Aug-13	Jan-14	% change	Jan-14	May-14	% change
Instagram						
NCSUStudentMedia	34	52	52.9%	52	89	71.2%
NubianMessage		154		154	166	7.8%
WKNC881	126	219	73.8%	219	400	82.6%
	160	425		425	655	54.1%

Student Media made good use of social media during the reporting period, showing an overall 9% growth over the course of each semester. The three newest accounts, @NCSUStuMedia on Twitter and NCSUStudentMedia and WKNC881 on Instagram, saw the highest percentage growths.

Nubian Message saw the highest growth among social media use, increasing the number of fans and followers 35% over the reporting period. Despite its status as a weekly (and now biweekly as of the fall 2014 semester), *Nubian Message* averaged 1.4 posts per day. According to Twtrland, the publication also averaged 188 retweets per 100 tweets (meaning their tweets retweeted by another user, not their tweets retweeted from another user).

Nubian Message shared 2.6 links per week via Twitter, which account for 29% of its total tweets. This means the publication is achieving the goal of sharing information in multiple formats, rather than simply repeating the same information found in the printed product. *Nubian Message* is also sharing additional information via retweets and pictures.
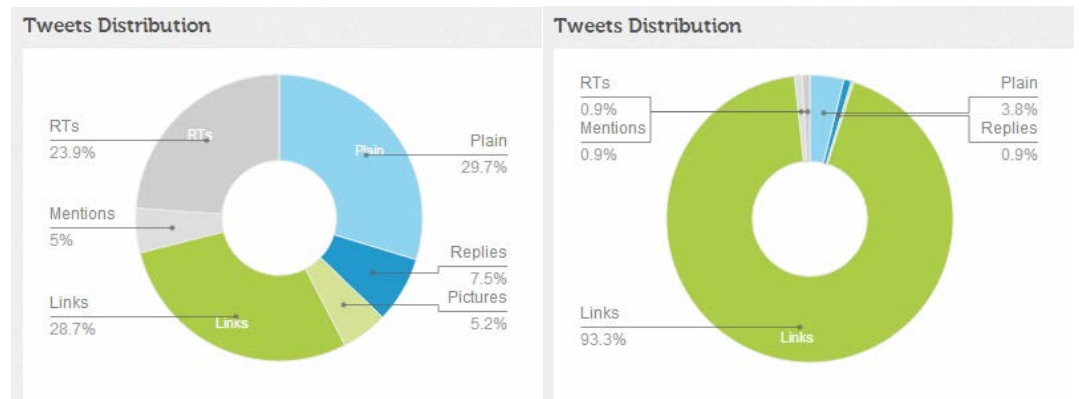
Figures 1 and 2: @NubianMessage and @NCSUTechnician tweets distribution from Twtrland.

Technician saw a healthy bump in fans and followers, increasing 16% over the reporting period. According to Twtrland, the publication averages 1.5 posts per day and 72 retweets per 100 tweets. Unlike its sister publication, however, more than 90% of *Technician's* tweets include links to TechnicianOnline.com, which means social media is primarily used to promote the paper's online edition rather than as a medium to convey additional information. This does not achieve the outcome of sharing information in multiple formats.

WKNC also experienced significant growth during the reporting period, increasing its fans and followers by 15%. The radio station is the most prolific social media user among Student Media, with a Twtrland average of 3.2 posts per day, 58 retweets per 100 tweets, five likes per Facebook post and 15 likes per Instagram photo. WKNC's tweets are more evenly distributed, featuring about 40% links (typically to the WKNC blog) and 20% retweets from other users. The WKNC Facebook is a mix of links and status updates. This better matches Student Media's outcome of sharing information via multiple formats.
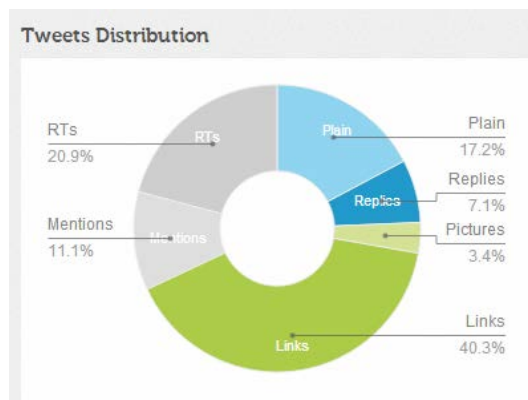

Figure 3: @WKNC881 tweets distribution from Twtrland.

Student Media's annual publications, *Agromeck* year-in-review and *Windhover* literary and visual arts magazine, made minimal use of social media during the report

period and had minimal growth. Based on the nature of the publications, however, there is not much information they can share using social media other than promotion of the print product.

The Student Media Business Office, which maintains the @NCSUStuMedia Twitter account, Pack Premiums Facebook page and NCSUStudentMedia Instagram, is also limited in its ability to share information in multiple formats in that they exist largely to promote the other groups.

2. WKNC Non-Broadcast Content

Unlike the rest of Student Media that create a physical product, WKNC's broadcast is fleeting. That places WKNC is a unique position to create supplemental non-broadcast content. WKNC communicates across multiple platforms through its online blog, audio podcasts and video series. Below are statistics regarding the number of posts on blog.wknc.org, the number of WKNC podcasts and videos added by month and the number of podcasts downloads and video views per month.

The WKNC blog, officially launched Jan. 1, 2009, saw a steady increase in submissions over the reporting period. Some of this was due to moving the blog from a WordPress to Tumblr publishing platform, which made it easier for contributors to post entries. All podcasting was also moved to Tumblr, which created an additional post with each podcast. Finally, a concentrated effort was made by General Manager Bri Aab with Blog Editor Danielle Carozza to increase content, particularly surrounding WKNC-sponsored events. The 9-month reporting period saw 332 posts via blog.wknc.org for an average of almost 37 posts per month. The previous average was 30 posts per month, with some months seeing only six total posts.
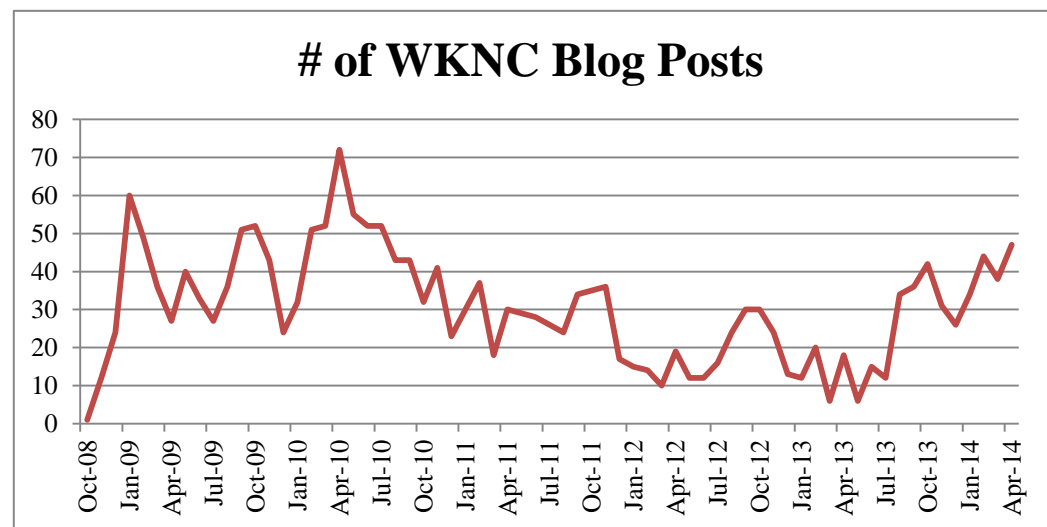

Figure 4: Number of WKNC blog posts since its launch.

WKNC maintains three podcasts, which are RSS feeds to which individuals can subscribe to have new episodes downloaded directly to their iTunes or other feed reader. All three podcasts rely on existing broadcast content, although a small fraction of material may be original to the podcast.

"88.1 Seconds of *Technician*" is a daily news headline collaboration between WKNC

and *Technician*. Forty-two episodes were posted during the report period and the podcast receives and estimated 44 downloads per month.

"Eye on the Triangle" is a weekly public affairs program with 144 existing podcast episodes. Twenty episodes were posted during the report period and the podcast receives an estimated 56 downloads per month.

WKNC's newest podcast offering is "WKNC Interviews," which offers interviews and performances with local and national musicians. Launched in February 2013, there are 45 existing podcast episodes. Forty episodes were posted during the report period. The number of downloads varies greatly depending on content, with months receiving as high and 133 downloads and as low as 13 downloads.

of WKNC Podcasts
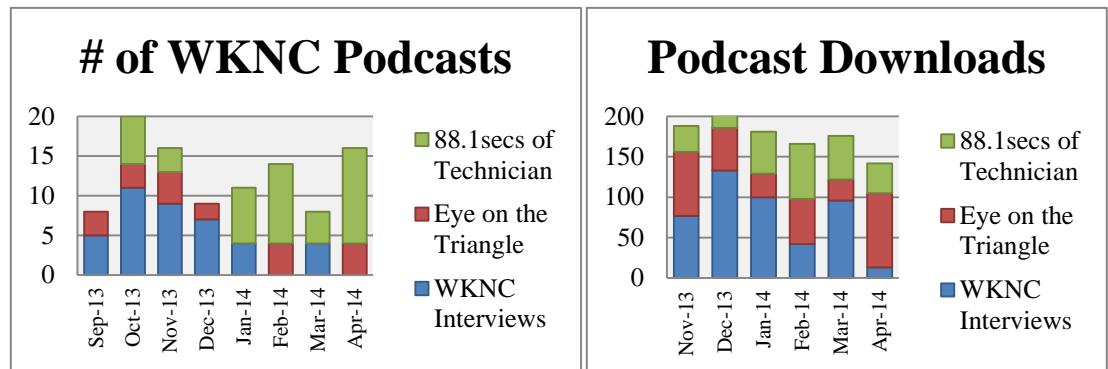
Podcast Downloads

Figures 5 and 6: WKNC's number of podcasts per month and monthly podcast downloads from Feedburner.

WKNC added a video component to go with its written and audio non-broadcast content in October 2013. "The Lounge" features local and national artists performing songs in WKNC's back lounge. WKNC released 18 videos during the reporting period, with 1,560 average views per month. Please note February's nine videos were tied to a special promotion for Double Barrel Benefit rather than a random anomaly.

of WKNC Videos

Monthly Video Views
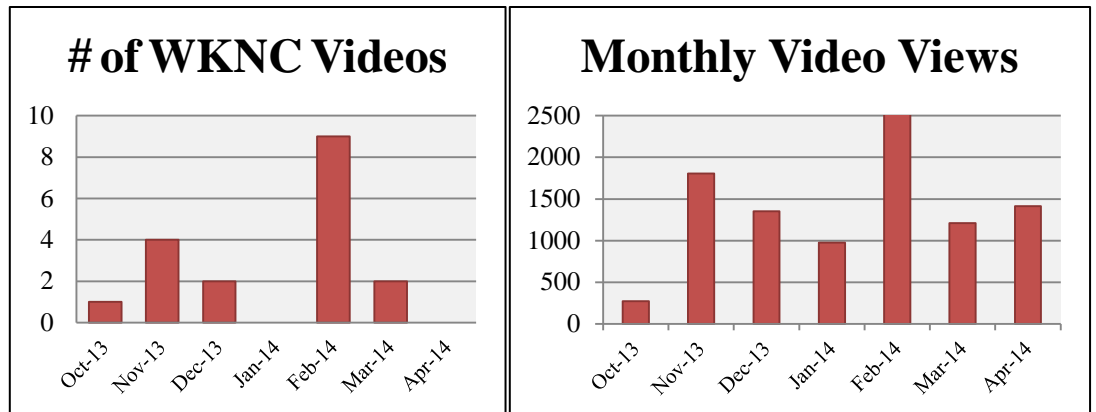
Figures 7 and 8: WKNC's number of videos per month and monthly views from YouTube.

Was the Outcome Achieved	1. Social Media Usage – *Nubian Message* and WKNC succeeded in sharing information in multiple formats through social media, but the other groups had mixed success. 2. WKNC Non-Broadcast Content – WKNC has embraced the idea of sharing information in multiple formats by maintaining a written blog, audio podcast and video series.

Unit/Department Outcome #2	Student Media will produce quality products and programming by having *Technician* sources perceive the newspaper as fair and accurate.
Definition(s) What does X (outcome) look like? **"Criteria"** for learning the content?	*Technician* will survey those quoted in the newspaper to determine the source's perception of the medium's fairness and accuracy.
Action Item/Course/ significant activity	The director developed a survey to send to sources (those individuals quoted in the newspaper) assessing the overall fairness and clarity of the article in which they were quoted, whether there were any errors in the article, and general perceptions of the paper's fairness and accuracy and the writing, editing and coverage.
Method for Assessment	For at least one story per issue, the primary source was identified and sent a seven-question survey with the following questions: 1. Were the facts that you provided the reporter presented accurately and in context? If not, what were the errors? 2. Were you quote accurately and in context? If not, what were the errors? 3. Was the reporter professional in his or her interactions with you? If not, in what ways was he or she unprofessional? 4. Did the reporter follow up with you after the initial interview to confirm his or her facts and/or ask follow-up questions? 5. With regard to the article's overall accuracy, clarity and fairness, if you were giving the final version of the story a letter grade – A, A-, B+, B, B-, C+, C, C-, D or F – what grade would you give it? 6. You indicated that you would give the article a [grade indicated]. Briefly explain why you gave the article that grade. 7. Is there anything else we should know about your experience?
Population (Number)	The population for this survey was every individual quoted in the news, features and sports section of every *Technician* published between Aug. 21, 2013 and April 23, 2014. With 170 issues published and an average of nine articles per issue, the total number of articles that could be included in this survey was approximately 1,260.
Sample (Number and method)	For the fall semester, three to five sources per issue received survey invitations for a sample size of 292. The sample size was increased for the spring semester, with the survey sent to everyone quoted in any significant way who had readily available contact information. The sample size for the spring semester was 585, for a total sample size of 877.
Response (Number)	The fall semester had 151 responses to the 292 surveys, for a response rate of 52%. Only 193 responses, or 33%, were received in the spring semester. This made the overall response rate 344 of 877, or 39% for the survey period.
Implementation of method	Data was collected and tallied using Qualtrics online survey software.
Summary of Results **Interpretation**	Question one asked whether the reporter presented the facts provided by the source accurately and in context, while question two dealt with whether the source was quoted accurately and in context. Facts and quotes were accurate and in context approximately 60% of the time. A small minority of reporters, 10% or less, were responsible for an overwhelming majority of the approximately 40% of articles that contained factual and/or quotation errors. Articles also tended to be either error-free or had multiple errors.

	Respondents overwhelmingly viewed *Technician* reporters as professional, with exceptions mainly surrounding a lack of pre-interview preparation. One respondent indicated, "... the reporter had obviously not read the research that was the subject of the interview ... nearly all the questions she asked could have been answered by reading the research, which would have allowed for much deeper questioning on the subject." Other negatives concerned tight deadlines, as typified by this response: "I typically am told by *Technician* reporters that their deadline is that afternoon or the following afternoon. That can be difficult to accommodate during busy times." The fourth question, regarding reporter follow-up, drew the most negative responses. At the end of the fall semester, only 31% of respondents indicated any meaningful follow-up from the reporter. The response to the question was so poor that follow-up interviewing was made a topic of specific emphasis at *Technician's* spring mini-retreat. The spring semester responses improved slightly, but even then, nearly six out of ten respondents still said that they received no follow-up to confirm facts or ask additional questions. This is clearly a problem, as several respondents noted that had the reporters followed up with them, some errors of fact could have been easily corrected prior to publication. The fifth question asked respondents to provide a letter grade for the article's overall accuracy, clarity and fairness. More than three quarters of respondents gave *Technician* a B+ or higher for the article in which they were a source. Articles earned an A- 27% of the time and a straight A 38%. The final two questions, regarding grade assignment and a general request to share additional information, uncovered more deficiencies. Several sources said that while the articles themselves were good, the headlines were misleading or simply inaccurate; this led a handful of respondents to lower their overall grade for the article. Sources also pointed out typographical, grammatical and mechanical errors and complained about reporters' tight deadlines leading to stories that were not as good as they could have been. Reporters are doing far too much via email, and too many of them are clearly reluctant to schedule in-person or even telephone interviews at times. While there are some sources who insist on receiving a list of written questions and responding to them in writing to ensure accuracy, many more expressed frustration that they never met the reporter face to face during the interview process. A final note is that some of our sources express frustration that reporters refuse to let them read the pieces before publication. While there are legitimate reasons why that is a standing policy, we have clearly done a poor job of explaining why that policy is in place. The concerns such sources are seeking to address through pre-publication review could be addressed just as well through a solid routine of post-interview follow-ups and fact checking.
Was the Outcome Achieved	More than half of survey respondents gave *Technician* an A or A-, which is consistent with the outcome of producing quality products and programming. The survey also elicited very few complaints of unfairness. Therefore, Student Media achieved the outcome of having the newspaper perceived as fair by those quoted in *Technician*. With 40% of respondents indicating some type of inaccuracy in either fact or quotation, however, sources are not perceiving the paper as accurate.

SECTION III: **Decisions Based on Results** (*Due one month after report submission*)

Outcome #1	Student Media staff will be able to share information in multiple formats.
Decisions:	**1. Social Media activity and interaction** Based on data revealed in this survey, responsibility of *Technician's* social media accounts will be shared with the Student Media business and marketing office. While not a direct result of this data, the business and marketing office is also reorganizing its social media efforts to focus on individual media rather than group accounts. **2. WKNC Non-Broadcast Content** WKNC was consistent with its blog content over the reporting period, but somewhat erratic with posting podcasts and videos. The "Eye on the Triangle" and "WKNC Interviews" podcasts needs to ready as soon as possible after the original broadcast to reach the highest potential audience. Some minor adjustments were to the "WKNC Interviews" release form to better identify the files that need attention. Regarding the WKNC video series, editing is at this point the responsibility of only one staff members. Additional students must be trained for this project for it to be a sustainable. The current plan is to find incoming freshmen interested in videography and train them so there will be several years of continuity. Videos also need to be better spaced so that at least one video is posted per month. If no videos are ready, there are older non-Lounge branded videos of in-studio performances that can be shared via the Lounge account to maintain activity and interest.
Comparison of Findings to Determine Improvement: (*if applicable*)	N/A
Time Frame to Reassess	The outcome will be officially reassessed in the next assessment cycle, but data for WKNC's social media activity and interaction along with its non-broadcast content will continue to be tracked monthly by the assistant director.

| Outcome #2	Student Media will produce quality products and programming by having *Technician* sources perceive the newspaper as fair and accurate.
Decisions:	The vast majority of factual and quotation errors were attributable to a small section of the staff. Those reporters are also making multiple errors per article. In terms of training, this most obviously means that we need to increase our emphasis on accuracy before sending reporters on assignment. It also means that when administering this survey in the future, we should pay special attention to the responses related to stories filed by new reporters and schedule intervention/remediation sessions if/when "error clusters" are noted. Although *Technician* reporters were seen as highly professional, there were some negative comments regarding tight deadlines and lack of pre-interview preparation. In light of such responses, we clearly need to enhance our training with regard to pre-interview preparation by assigning stories farther in advance to allow reporters more time to work on them, and/or impressing upon the reporters the importance of not waiting until the last minute to contact sources. The survey also revealed a need for remedial training in headline writing, copy editing, reporter follow up and scheduling in-person interviews rather than relying on telephone or email exchanges.
Comparison of Findings to Determine Improvement: *(if applicable)*	Student Media conducted a similar survey from summer 2009 through spring 2010. Quoting from the 2009-2010 assessment report, "While people trust the paper and believe it's fair, our sources reported that they were misquoted and that accurate quotes were the top problem cited by sources." Inaccuracy continues to be a barrier to producing quality products and programming.
Time Frame to Reassess	The outcome will be officially reassessed in the next assessment cycle, but the survey will be completed again in the 2014-2015 academic year and possibly expanded to include *Nubian Message*.

SECTION IV: Assessment Plan for 2014-15 (*draft due June 2*)

Unit/Department Outcome	Student Media staff will be proficient in using appropriate technology.
Definition(s)	Student Media's print publications all use Adobe InDesign for page design. This assessment will focus on the proficiency of their staff in using InDesign to create pages for print publication.
Courses/Action Item(s)/ Significant Activity	Adobe offers an "Adobe Certified Expert" accreditation for InDesign users that involves a 55-question multiple choice test. As that accreditation is designed for users with two or more years or experience, Student Media will create its own version of the exam to demonstrate beginner's level proficiency after one semester of experience.

Method for assessment & how you plan to implement it	An online exam of approximately 30 questions will be created during the fall semester using Qualtrics or Moodle. Advanced designers will be used to test the exam and questions will be grouped based on major areas such as image manipulation, page creation and shortcuts to help identify potential deficiency areas among the staff.
	
	 The exam will be administered to *Agromeck*, *Nubian Message* and *Technician* design staff during the spring staff retreat or in the beginning of the spring semester. Those who receive a 65% or higher score (the Adobe ACE benchmark) will be considered proficient in using Adobe InDesign and receive a certificate.
	
	 Sample Questions:
	
	 A text box has a red plus sign on the bottom right corner indicates
	     a) you have one more inch in the textbox
	     b) the text box is complete
	     c) the textbox includes more text that is not seen
	     d) the text box is on top of another object
	
	 To group multiple objects, hold down this button while clicking on the desired objects to group.
	     a) alt b) ctrl/shift c) ctrl *d) shift*
	
	 The outline lines of a shape or image is called the
	     a) stroke b) fill c) outline d) none of these
	
	 Those who do not receive a proficient score on the exam will be allowed to retake it at the end of the spring semester to measure improvement.

General Timeline	Spring 2015 semester
Person Responsible	Student Media Director, Editorial Adviser and Administrative and Annual Publications Coordinator

Unit/Department Outcome	Student Media will make progress toward generating additional revenue to reduce its reliance on student fees.
Definition(s)	Student Media is funded through a mixture of student fees ($22.30 per student in 2014-2015) and non-fee sources. As newspaper advertising has continued to decline, Student Media was forced to revise downward its 2013-2014 revenue projections by more than $100,000 for non-fee income. Student Media therefore needs to seek additional revenue streams beyond newspaper advertising to support itself and maintain the current level of operations.
Courses/Action Item(s)/ Significant Activity	Each media outlet has an established non-fee income goal for 2014-2015. To ensure each media is making progress, non-fee income must be tracked and publicized monthly.
Method for assessment & how you plan to implement it	A monthly revenue sheet already exists (sample below) that shows monthly progress toward the overall non-fee revenue goal. The sample will only need to be revised slightly to list the overall goal with that month's total. This revenue sheet will be included with each board report and posted throughout the Student Media offices.
General Timeline	Updates will be monthly throughout the July 1, 2014-June 30, 2015 fiscal year and included with each Student Media board packet.
Person Responsible	The business and marketing coordinator will compile the financial information with support from the professional staff as appropriate. Each individual media editor/manager and his or her adviser are responsible for working with the Student Media business office to generate non-fee income.

Technician advertising (Spring 2013)

Updated March 12, 2013
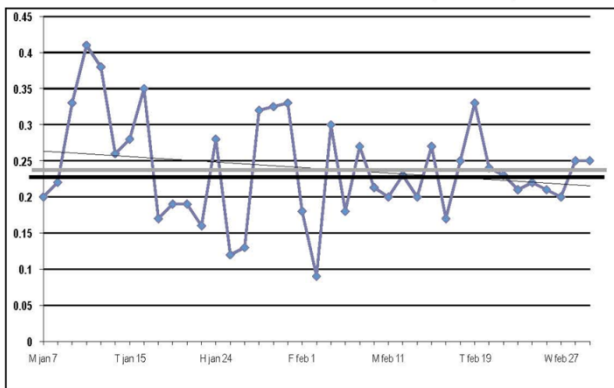
	Avg. Pct. Ads	Issues/week	Billed	Avg. Income/Issue	Budget Diff
Summer	26.0%	4	$6,852.52	$1,713.13	(1,406.96)
Fall12	26.2%	77	$135,493.97	$1,759.66	(23,501.02)
Week 1	30.8%	5	$11,990.76	$2,398.15	1,666.41
Week 2	25.0%	5	$8,337.59	$1,667.52	(1,986.76)
Week 3	18.8%	4	$5,030.03	$1,257.51	(3,229.45)
Week 4	25.8%	5	$9,081.21	$1,816.24	(1,243.14)
Week 5	21.0%	5	$7,563.71	$1,512.74	(2,760.64)
Week 6	21.4%	5	$5,467.76	$1,093.55	(4,856.59)
Week 7	25.2%	5	$6,589.81	$1,317.96	(3,734.54)
Week 8	22.6%	5	$7,571.20	$1,514.24	(2,753.15)
Week 9					
Week 10					
Week 11					
Week 12					
Week 13					
Week 14					
Week 15					
Baseball	30.0%	1	$2,812.50	$2,812.50	747.63
Living Guide	50.0%	1	$12,053.13	$12,053.13	9,988.26
Exam Issue					
Actual		122	$218,844.19		(33,069.95)
93%			$203,525.10		*2064.87
Average	26.90%			$2,576.36	
Minimum	18.8%		$2,812.50	$1,093.55	
Maximum	50.0%		$12,053.13	$12,053.13	

Technician Advertising Billed To Date:	$218,844.19
Technician Projections for Collections:	$203,525.10
Technician Budgeted Income To Date:	$251,914.14
Technician Actual Expenditures:	$257,874.05
Nubian Message Advertising Sold To Date:	$3,872.00
Agromeck Advertising Sold To Date:	$13,125.00
Agromeck Book Sales To Date:	$3,151.80 60 books @ $52.53
WKNC Non-Fee Income To Date:	$23,765.73

SECTION V: Other data your unit uses for decisions. Include a brief summary of the data and decisions made. Examples: course-taking patterns, retention data, participation data, satisfaction data, transfer statistics

Brief Summary of Results: Brief summary of only the important results-please do not include all your data. These are your "Ah-hahs" so 2-3 bullets are sufficient. Include actual data such as percentages, raw numbers or themes for qualitative data.	To maintain compliance with University Regulation 11.55.6, we collect information regarding the cumulative and semester GPA, full-time status and disciplinary record of all student leaders. Student Media also tracks recruitment efforts during New Student Orientation and Wolfpack Welcome Week.
Decisions: Any decisions made based on the **data you summarized above**.	Based on data collected during recruitment efforts, the Student Media Business Office will no longer actively recruit students during New Student Orientation and Wolfpack Welcome Week in the same manner as the other media. Data has shown this to be ineffective for this particular group and the Business Office will instead focus its efforts on recruitment through the Poole College of Management.