2015-2016 Assessment Plan

DUE MONDAY, JUNE 1, 2015

PLAN INSTRUCTIONS

SECTION I – Unit Mission, Objectives, & Outcomes: The most recent version of your mission, a bulleted list of unit/department objectives, **and a bulleted list of unit/department outcomes <u>and the year</u>** (*tentative*) **you plan to measure them**. All outcomes should be measured within a five year period - the current period began in 2010 in most cases. *(This is intended to be a one page mission/objectives/outcomes cheat sheet.)*

SECTION II – Assessment Plan for Following Year: Identify at least **two outcomes** you will measure in 2015-2016, using the template on page 2 for each outcome.

> *****NOTE:**
> 1. At least one **MUST** be a learning/development outcome measure.
> 2. Over the course of a 5 year period (current period began in 2010 in most cases), you should have measured all your Unit/Department level outcomes.

If you would like to submit your plan using a planning matrix/table instead of this form, please contact Jason DeRousie (jcderous@ncsu.edu) in the DASA Office of Assessment

2015-2016 Assessment Plan

Department/Unit: Student Media

Person Submitting Report: Jamie Lynn Gilbert, Associate Director

SECTION I: Please provide 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.

2015-2016 Assessment Plan

STUDENT MEDIA
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)

2015-2016 Assessment Plan

SECTION II: *(duplicate for each outcome proposed)*

Department Outcome:	Student Media advertising staff members will know the Student Media advertising sales process.
Definition(s):	Student Media's advertising goal for 2015-2016 is $252,366, which represents a quarter of the department's total revenue. As the success of the advertising staff plays such a large role in the overall success of the department, the Student Media advertising staff members must be able to demonstrate a thorough understanding of the advertising sales process.
Courses/Action Item(s)/ Significant Activity	All Student Media advertising staff will participate in a "Sales Olympics" contest. Staff will compete in eight categories: 1. Cold Calls 2. In-person Meetings 3. Highest Sales for the Week 4. New Clients 5. Deadlines Met 6. Positive Attitude towards Selling 7. Staff Meeting Attendance 8. Highest Special Section Sales
Method for assessment & how you plan to implement it:	Each week during the fall and spring semester, the advertising staff will be evaluated for their performance in the eight categories. Most of the categories will have one winner each week and the winner will get one point. A few of the categories are designed so that multiple people will get points each week, such as having a good attitude and meeting deadlines. Points will be tallied weekly and there will be a first, second and third place position. The overall first, second and third place winners will receive monetary bonuses at the end of the semester. The top two will receive also invitations to attend the College Media Business & Advertising Managers conference in Denver, Colorado in March 2016. On the big bulletin board in the Student Media business office there will be the right categories listed with winners for each posted. In the middle will be an Olympic stand for the first, second and third overall winners. The points standing will also be published on the Student Media Business Office Google Site so everyone can monitor their progress.
General Timeline:	Fall 2015-Spring 2016 semesters
Person Responsible:	Marketing Coordinator and Student Business Manager

2015-2016 Assessment Plan

Department Outcome:	Student Media will have increased participation from students with two, three, and four years of experience with Student Media.
Definition(s):	Student Media focuses on recruitment of incoming freshmen and transfers during new student orientation, but does little to track participation after the first semester/year. This initiative will be to focus on students past the first year of involvement.
Courses/Action Item(s)/ Significant Activity	Everyone involved in Student Media is required to complete a job or volunteer agreement. The aggregate information is kept in a master spreadsheet.
Method for assessment & how you plan to implement it:	At the end of the fall semester, the Associate Director will compare our list of current students to lists for the past three years to determine how long a person has been on staff. Once we have the baseline data we will begin identifying trends for further analysis.
General Timeline:	Spring 2016 semester
Person Responsible:	Associate Director

2014-2015 Assessment Report

DUE NO LATER THAN FRIDAY, SEPTEMBER 4, 2015

REPORT INSTRUCTIONS

*** *If you have changed or revised your objectives/outcomes since you submitted your plan in June, please include an updated list with this report* ***

SECTION I – Previous Year's Assessment Results: Report on **at least two outcomes** measured in 2014-2015, using the template beginning on the next page for each outcome. *(Each outcome measured can usually be summarized in 1-2 pages.)*

SECTION II – Additional Data: Any other data your unit uses for decisions may be included in this section. Include a brief summary of the data. Examples: course-taking patterns, retention data, participation data, satisfaction data, transfer statistics.

Department/Unit: Student Media
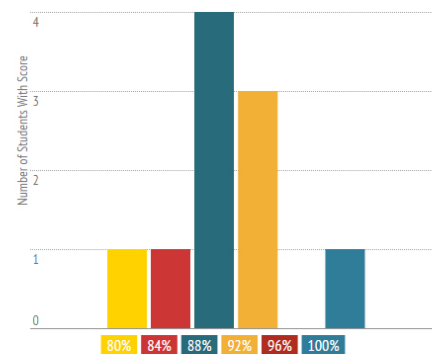
Person Submitting Report: Jamie Lynn Gilbert, Associate Director

SECTION I: *(duplicate for each outcome measured)*

Unit/Department Outcome:	Student Media staff will be proficient in using appropriate technology.
Definition(s): What does X (outcome) look like? **"Criteria"** for learning the content?	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.
Action Item/Course/ significant activity: if appropriate.	Adobe offers an "Adobe Certified Expert" accreditation for InDesign users that involves a 55-question multiple-choice test. As that accreditation is intended for users with two or more years or experience with the software, Student Media created its own version of the exam to demonstrate beginner's level proficiency after one semester of experience.
Method for Assessment: Such as survey, focus group, interview, document analysis, etc.	Student Media created a 25-question online test using the online testing site ClassMarker. *Agromeck* Design Editor Molly Donovan and *Technician* Design Editor Devan Feeney created the test with Student Media Editorial Adviser Ellen Meder and Annual Publications Coordinator Martha Collins. The test covered some basic design principles along with InDesign functions and tools that any Student Media designer should have knowledge of after one semester on staff.
Population (Number): the large group that you want to know about such as "all freshman."	Using Student Media's official employment database, 17 students were identified as designers for *Agromeck, Nubian Message* or *Technician* during the spring 2015 semester.

2014-2015 Assessment Report

Sample (Number and method): the group you actually asked to participate such as "freshman taking a specific course."	Of Student Media's 17 designers, 16 were asked to take the test. One designer was excluded, as she joined the staff during the spring 2015 and had not been on staff for a full semester.
Response (Number): are only those that actually participated. Please provide a raw number and % of the total group asked to participate.	10 students responded, for a 63% response rate. The six who did not respond were thought to no longer be active as designers.
Implementation of method: such as web based or paper survey, number of focus groups conducted, time frame, method and number of contacts, etc.	In April 2015, a 25-question online test was created and invitations were sent to 16 designers, explaining the purpose of the test as part of our annual assessment. Students needed a 65% or higher to pass the test (the same benchmark Adobe uses) and could retake the test as many times as needed.
Summary of Results: summary of the important results- **you do not have to include all your data**. Please include actual data such as percentages, raw numbers or themes for qualitative data.	The mean score among the 10 students who took the test was 89% and the mode was 88%. All students received a passing grade, with lowest score 80% and the highest score 100%. No student took the test more than once.
Interpretation: Your interpretation of results in general or of specific pieces of significant data (interpretations may be based on your professional experience, literature in your field, etc).	Five questions were answered incorrectly more than once, so future trainings will be sure to incorporate those areas. The test demonstrated that Student Media designers are proficient at using Adobe InDesign for page design.
Was the Outcome Achieved	The outcome was achieved. All students earned at least 80% on the test, which is well above the 65% needed to demonstrate proficiency with InDesign.

2014-2015 Assessment Report

Unit/Department Outcome:	Student Media will make progress toward generating additional revenue to reduce its reliance on student fees.
Definition(s): What does X (outcome) look like? **"Criteria"** for learning the content?	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.
Action Item/Course/ significant activity: if appropriate.	Each media outlet has an established non-fee income goal for 2014-2015. To ensure each media is making progress, non-fee income was tracked and publicized monthly during regular Student Media Board meetings.
Method for Assessment: Such as survey, focus group, interview, document analysis, etc.	The Marketing Coordinator tracked all non-fee income using a combination of AdPro display advertising software and QuickBooks accounting software.
Population (Number): the large group that you want to know about such as "all freshman."	Income was tracked for *Agromeck*, *Nubian Message*, *Technician*, *Windhover* and WKNC 88.1 FM. Student Media general administration and technology support do not generate non-fee income.
Sample (Number and method): the group you actually asked to participate such as "freshman taking a specific course."	N/A
Response (Number): are only those that actually participated. Please provide a raw number and % of the total group asked to participate.	N/A
Implementation of method: such as web based or paper survey, number of focus groups conducted, time frame, method and number of contacts, etc.	Income was measured throughout the fiscal year, from July 1, 2014-June 30, 2015.
Summary of Results: summary of the important results- **you do not have to include all your data**. Please include actual data such as percentages, raw numbers or themes for qualitative data.	*Agromeck* had a non-fee revenue goal of $30,000, which was divided into $18,000 in yearbook sales and $12,000 in advertising revenue sold primarily through an independent contractor. At the end of the 2014-2015 fiscal year, *Agromeck* had raised $27,187.89 or 90% of its goal. Much of *Agromeck's* 205 book sales came from regular marketing efforts from its staff, as this marked the first year in *Agromeck's* transition to a paid funding model. The revenue expectation was projected downward to 200 books sold midway through the year and will remain at 200 books ($12,000 in income) for 2015-2016.

Interpretation:
Your interpretation of results in general or of specific pieces of significant data (interpretations may be based on your professional experience, literature in your field, etc).

Agromeck, 2014-2015

Income	Budgeted	Actual	%
Book Sales	$ 18,000.00	$ 12,397.89	69%
Advertising	$ 12,000.00	$ 12,150.00	101%
Senior Portraits		$ 2,640.00	
	$ 30,000.00	$ 27,187.89	91%

Nubian Message billed more than $500 in local advertising for 2014-2015, but no income was realized for the year. At the start of the spring semester rates were reduced to better reflect circulation rates so that should help with sales for 2015-2016. *Nubian Message's* non-fee income will remain $2,000 for the next fiscal year.

Technician is Student Media's largest generator of non-fee revenue, with $234,336 expected to be raised in 2014-2015. More than three-fourths of the goal was realized, bringing in close to $180,000 in advertising revenue. Advertising comes from a mix of campus, local and national clients, with each group declining drastically year over year. *Technician* has realized some additional income via advertising on new AdCamp newspaper bins and a revamped classified ads system, but is still struggling to raise enough revenue to support its expenditures and thus remain fee-independent as it was as recently as 2012-2013. *Technician's* non-fee goal remains the same for 2015-2016.

Technician, 2014-2015

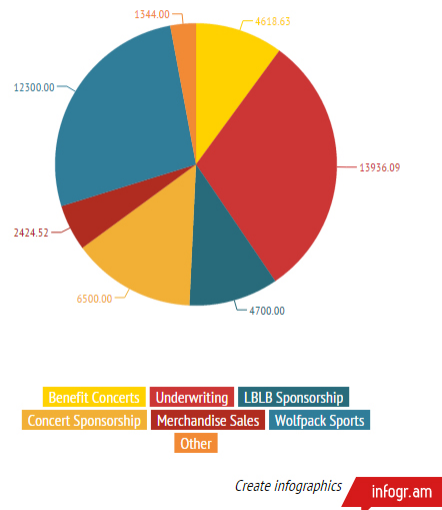| Income	Budgeted	Actual	%
Advertising	$ 234,366.00	$ 179,893.38	77%

Technician Ad Revenue by Type
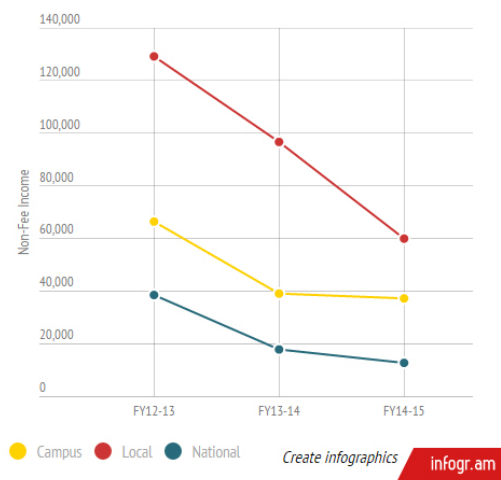
Windhover visual and literary arts magazine began budgeting $500 in non-fee revenue in 2012-2013. For 2014-2015, the non-fee income expectation jumped to $14,390 with the expectation that if the money could not be raised the book would be available as online-only rather than print production. No non-fee income was raised in 2014-2015, but lapsed salary money was available to fund printing. *Windhover's* non-fee income expectation went back to zero for 2015-2016, but it remains the most vulnerable student publication due to its sole reliance on student fee income.

WKNC 88.1 FM remains the most diverse student media in terms of income sources, with no single income source accounting for more than 27% of the total non-fee income. WKNC's income from regional concert promoters doubled this year and the station raised about $2,000 more in merchandise sales thanks to an online storefront set up in September 2014.

WKNC Non-Fee Income 1415

WKNC, 2014-2015

	Budgeted	**Actual**	**%**
Wolfpack Sports	$ 14,100.00	$ 12,300.00	87%
Benefit Concerts	$ 7,500.00	$ 4,618.63	62%
Underwriting	$ 15,500.00	$ 13,936.09	90%
LBLB Sponsorship	$ 5,000.00	$ 4,700.00	94%
Concert Sponsorship	$ 5,000.00	$ 6,500.00	130%
Merchandise Sales		$ 2,424.52	
Other		$ 1,344.00	
	$ 47,100.00	$ 45,823.24	97%

Was the Outcome Achieved	*Agromeck* made substantial progress toward reducing its reliance on student fees as it transitioned to a paid model in 2014-2015. While short of its goal of 300 books sold, *Agromeck's* 2014-2015 fee income was a third of the previous year's allocation.
	Nubian Message and *Windhover* had no non-fee income for 2014-2015, so no real progress was made toward reducing the reliance of those publications on student fee funding.
	Technician continues to struggle with declining advertising revenues. *Technician's* revenue growth was also hampered by absence of a full-time marketing coordinator for several months of the fall semester. With the position now filled, a number of revenue generating ideas are being implemented. The outcome of making progress toward reducing *Technician's* reliance of student fees was partly achieved, although the progress is expected to begin manifesting as higher revenue in the 2015-2016 fiscal year.
	WKNC also diversified its income sources more in 2014-2015 to help reduce its reliance on student fees, thanks in part to a new online storefront and more demand for concert sponsorships with regional promotion companies.

SECTION II: Other data your unit uses for decisions should be included in this section.

Type(s) of Data Collected: What type(s) of data do you collect on a regular basis and/or what type(s) did you collect this year?	1) 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.
	2) Student Media tracks recruitment efforts during New Student Orientation and Wolfpack Welcome Week.
	3) Student Media continued to track its 2013-2014 assessment outcome, *Technician* will be perceived as fair and accurate by those quoted in the paper.
	4) WKNC continued to track the 2013-2014 assessment outcome, Student Media staff will be able to share information in multiple formats.
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	1) More than two-thirds of Student Media employees and volunteers maintain a 3.00 or greater cumulative GPA and nearly two-fifths of students earned a 3.50 semester GPA during 2014-2015.
	2) Student Media saw low recruitment numbers during 2014-2015 due to a less than ideal set-up during New Student Orientation, which necessitated some additional recruitment efforts during the spring 2015 semester. 231 individual students expressed interest in at least one medium during the

themes for qualitative data.	summer/fall 2014 recruitment period (down significantly from 378 in 2013 and an eight-year average of 340 students). While overall numbers were down for 2014, our percentages met our eight-year average. Of all the individuals who expressed interest, we recruited 13 percent recruited of the total and retained 12 percent.
	3) For the second year in a row, *Technician* newspaper has surveyed people interviewed for news, features and sports with regard to reporters' accuracy, fairness and professionalism. Of the 380 people who responded, 87 percent said the articles were accurate, nine out of ten people said they were quoted accurately and in context, 97 percent rated the reporters as professional, and three out of four people interviewed gave the stories an "A" or "A-" grade.
	4) WKNC has continued to grow its social media following to communicate across multiple platforms, with a 23% overall increase in fans/followers. The largest gains were a 162% increase in Instagram followers and 189% increase in YouTube subscribers.

2014-2015 Decisions

<u>INSTRUCTIONS</u>

SECTION I – Decisions Based on Results: Based on the results of your previous year's assessment, what changes (if any) will be made to improve achievement of the two outcomes measured.

*****After submitting your assessment report by the September deadline, please also take your report back to your office/unit/group and share the results with that group. A month after submission of your Assessment Report (No later than October 5 for September submissions), please submit the "Decisions" section, detailing the decisions you made pertaining to each outcome.*

Department/Unit: Student Media
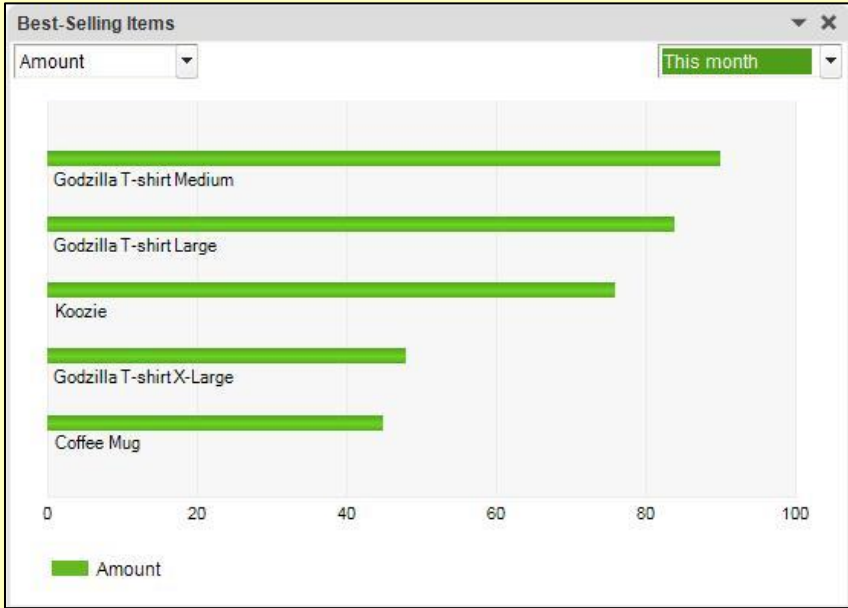
Person Submitting Decisions: Jamie Lynn Gilbert, Associate Director

Outcome: Student Media staff will be proficient in using appropriate technology.

Dissemination: With whom did you share your assessment results.	Results for this outcome were only shared internally among Student Media professional staff.
Decisions: Very specific decisions made based on the **Data Collected**. Possible types of decisions-related data should be in the summary of results.	While this assessment was good at showing that our staff had basic InDesign skills, it didn't provide any insight into our training process and was more assessment for the sake of assessment. We do not plan to continue using this test, nor expand the testing to include copy editors, photographers or other print media staff.
Comparison of Findings to Determine Improvement: *(if applicable)*	We have not previously measured this outcome.
Time Frame to Reassess:	We will assess this outcome again in approximately five years, although we will investigate using a different method.

2014-2015 Decisions

Outcome: Student Media will make progress toward generating additional revenue to reduce its reliance on student fees.

Dissemination: With whom did you share your assessment results.	In the form of regular budget updates, this assessment was shared with members of the Student Media Board of Directors during regular meetings and posted online as part of those meeting minutes. Income trends were also included as part of our Annual Report.
Decisions: Very specific decisions made based on the **Data Collected**. Possible types of decisions-related data should be in the summary of results.	Assessing this outcome highlighted a major flaw in our accounting structure. Sales figures were tracked with one software, while deposits were tracked in another. While some information was in both places, it was very difficult to get a clear picture of exactly what our financial health looked like. This led to the decision of eliminating one piece of software and upgrading the second to integrate all sales and deposits into one system. As of July 2015 we utilize one system and have greater access to information, such as WKNC's best-selling merchandise items (pictured below).
Comparison of Findings to Determine Improvement: *(if applicable)*	Our 2014-2015 non-fee income is the lowest we have on record dating back to 2003-2004, due to a steady and unceasing decline in newspaper advertising. We did, however, sell more than 200 *Agromecks* for more than $12,000 in new revenue for that medium.
Time Frame to Reassess:	We assess this outcome annually.