

Department Goals and Objectives
Division of Student Affairs
Name of Department Submitting Report: Student Publications
2006-2007

GOAL STATEMENT 1. The Shorthorn will be UT Arlington students' No. 1 source of news about UTA and will be considered credible among readers.

Goal Statement 1 is related to:

University Planning Priority — Planning Priority 1 / Goal 3 / Objective 2: Provide opportunities for students to develop a broad-based set of skills, and, Planning Priority II / Goal 2

CAS Standards — Social Responsibility, Leadership

Learning Reconsidered 2 Outcomes — Civic Engagement

OBJECTIVE 1. Shorthorn readership will increase 5 percent during 2006-07.

ACTION STEPS

Develop a system and timeline by which Shorthorn editors will provide information about market-able Shorthorn content in time to meet promotional needs.

Explore new options for promoting Shorthorn brand and content (i.e., promotional items in MyMav weekly e-newsletter to students, messages to students via text messages, etc.). Implement at least two.

Develop a timeline and process for prioritizing and developing posters, rack cards, banners and other promotional materials.

Distribute The Shorthorn at major UTA events, especially events geared to new students.

Organize volunteer distribution program that gives UTA registered student organizations "credits" toward Shorthorn ads in return for distribution of The Shorthorn.

ASSESSMENT

Circulation counts will show that Shorthorn readership 4/30/07 is 5 percent higher than 4/30/06.

OBJECTIVE 2. Shorthorn editors will have current information about readers' perceptions of Shorthorn strengths and weaknesses and will factor that information into their planning.

ACTION STEPS

Commission readership survey of The Shorthorn. (Outsourced.)

Analyze survey results and, with editors, make changes as needed in planning, staff deployment and other operational components with the goal of increasing Shorthorn readership.

Develop readership initiatives for 2007-08 based on targets identified in the survey.

Generate at least five returned source feedback forms each week and incorporate that feedback into operations as warranted.

ASSESSMENT

At least three readership-oriented enhancements will be developed based on results of readership survey and/or feedback received in source feedback forms. (enhancements developed by 8/31/07 to be implemented fall 2007)

OBJECTIVE 3. Shorthorn content will include news and information from all areas of campus and will reflect continuity in coverage.

ACTION STEPS

- Maintain a beat reporting system that covers all areas of campus and is evaluated/modified each semester as needed to reflect campus changes including changing news sources and that takes into account limited Shorthorn staff size. (Elaboration on this is included in Goal Statement 4.)
- Create and regularly update a “beat book” for each reporting beat and use beat books in orientation for new editors and reporters. The Editorial Adviser will determine what each beat book will contain. Editors will ensure that information is collected and updated, either by reporters or by themselves. Editorial Adviser will confirm that all beat books have been updated at the end of each semester.
- Maintain continuity of coverage of major unfilled reporting beats by temporarily reassigning them to other staffers until those reporting positions are filled.

ASSESSMENT

- Editorial Adviser will use spreadsheet or another tracking method to document that:
 - All open beats were temporarily and immediately reassigned to another reporter.
 - Staff openings during the first two-thirds of a semester were filled within two weeks.
- Editorial Adviser will document that beat books for all beats include all required materials, were completed by the end of the fall 2006 semester and were updated/expanded at the end of the spring 2007 semester and each semester thereafter.

OBJECTIVE 4. Readers will consider The Shorthorn a credible source of information, and Shorthorn content — and staff — will reflect a passion for accuracy.

ACTION STEPS

- Discuss importance of accuracy in staff meetings and training/orientation for new staff. Include training on use of tools for ensuring accuracy (as well as tools to avoid) for all staff members.
- Create plan to identify causes of errors, track for patterns and conduct appropriate training for all staff.
- Include discussion of specific errors, how they could have been caught and how similar errors could be prevented in the future in weekly training for editors and copy editors. With editors, develop additional training and realistic consequences for staff members in any position with three or more errors in a semester.
- Develop accuracy requirements and guidelines and include them in consideration for advancement.
- Include questions about credibility on The Shorthorn readership survey.

ASSESSMENT

- Readership survey results will document that a majority of readers consider The Shorthorn a credible source of information.

DEADLINE

8/31/07

GOAL STATEMENT 2. Shorthorn staff and content will have continuity semester to semester.

Goal Statement 2 is related to:

University Planning Priorities — Planning Priority 1 / Goal 2 / Objective 2: Enhance student learning, and, Planning Priority 1 / Goal 3 / Objective 2: Provide opportunities for students to develop a broad-based set of skills.

CAS Standards — Intellectual Growth, Career Choices; Clarified Values

Learning Reconsidered 2 Outcomes — Knowledge acquisition, integration, and application; Practical Competence

OBJECTIVE 1. At least 60 percent of Shorthorn newsroom, advertising, production and online staffs will be from academic majors relevant to the students' staff positions.

ACTION STEPS

1. Utilizing UTA rosters of students' academic majors, Shorthorn recruiting efforts will be targeted to students in journalism, advertising, marketing and other majors in which Shorthorn staff experience would enhance student career preparation. Actions may include personal and in-class recruiting, tables in various departments, mailings to students, open houses, etc.
2. Develop initiatives to identify and recruit top journalism students from community colleges.

ASSESSMENT

Comparing staff lists for both semesters, professional staff will document that at least 40 percent of Shorthorn newsroom, advertising, production and online staff will be from academic majors relevant to the student's staff position at the end of the spring 2007 semester and at least 60 percent at the beginning of the fall 2007 semester.

OBJECTIVE 2. At least 70 percent of non-graduating Shorthorn staff in each area — newsroom, advertising, production and online — will return to the staff from fall to spring semester.

ACTION STEPS

Provide incentive for students to return to staff, including:

1. Provide advanced training for experienced staff members, rather than just fitting them in with training of staff members at lower skill levels. (See "Competencies" sections in Goal 4.)
2. Use Shorthorn "exes" and other professionals for Shorthorn staff training, emphasizing the development opportunities provided by The Shorthorn.

ASSESSMENT

Comparing staff lists for both semesters, professional staff will document that at least 70 percent of non-graduating Shorthorn newsroom, advertising, production and online staff was retained from fall to spring semester.

OBJECTIVE 3. Maintain Shorthorn continuity throughout a semester by fostering teamwork and filling staff positions as they occur.

ACTION STEPS

1. Include team-building activities during startup week.
2. Recruit aggressively and have all staff positions filled within the first two weeks of the semester.

3. Fill staff positions in all areas within two weeks when a vacancy occurs during the first two-thirds of a semester.
4. Immediately and temporarily reassign responsibilities (reporting beats, advertising account lists, etc.) when vacancies occur.
5. Utilize referral bonus for student staff to fill critical positions when ordinary recruiting methods fail to attract qualified applicants.

ASSESSMENT

1. Training agendas developed by professional staff will document that team-building activities were included in all areas at the beginning of each semester.
2. Tracking by professional staff will document that all Shorthorn staff positions were filled within two weeks of the beginning of each semester.
3. Tracking by professional staff will document that all Shorthorn staff positions were filled within two weeks if a vacancy occurs during the first two-thirds of the semester.

DEADLINE

8/1/07

GOAL STATEMENT 3. Editors will have knowledge and skills needed to ensure stories are fair, accurate and complete before being published.

Goal Statement 3 is related to:

University Planning Priority — Planning Priority 1 / Goal 2 / Objective 2: Enhance student learning, and Planning Priority 1 / Goal 3 / Objective 2: Provide opportunities for students to develop a broad-based set of skills.

CAS Standards — Social Responsibility, Leadership; Personal and Educational Goals
Learning Reconsidered 2 Outcomes — Civic Engagement; Persistence and academic achievement

OBJECTIVE 1. Shorthorn editors will develop skills that will enable them to be mentors for future Shorthorn editors.

ACTION STEPS

Weekly training sessions for editors will be implemented. Those sessions will include guidance on coaching reporters, determining when a story is (and is not) ready to be published, guiding reporters to find stories on their own, developing actual editing skills, maintaining continuity of coverage, ensuring accuracy in stories, etc.

Pre-semester training for editors will include what makes a story, when a story should be timed, ways to prevent stories from falling through, avoiding legal and ethical problems in stories, and so forth.

OBJECTIVE 2. Shorthorn editors will have a broad knowledge of UTA history and programs.

ACTION STEPS

Editor training before each semester will include a primer on UTA history and programs. Editor training before each semester will include an overview of current and anticipated news, issues and major events.

ASSESSMENT FOR OBJECTIVES 1 AND 2

A critique of a week of The Shorthorn at the end of the fall 2006 semester will be used to develop a training regime for editors for the spring 2007 semester.

A critique of a week of The Shorthorn at the end of the spring 2007 semester will determine progress in areas cited in the fall 2006 critique.

Editors and advisers will be surveyed to determine the success of training initiatives for editors at the end of the fall 2006 semester and subsequent semesters. Results will be used to refine/strengthen editor training initiatives for subsequent semesters.

DEADLINE

Completion dates stated in Assessment items.

GOAL STATEMENT 4: Students in all Shorthorn staff positions will progressively improve skills needed for their positions and for preparation for careers in journalism and related professions. That process will contribute to retention of Shorthorn staff.

Goal Statement 4 is related to:

University Planning Priorities — Planning Priority 1 / Goal 2 / Objective 2: Enhance student learning; and Planning Priority 1 / Goal 3 / Objective 2: Provide opportunities for students to develop a broad-based set of skills; and Planning Priority IX / Goal 1 / Objective 1: Improve assessment practices at UTA.

CAS Standards — Career Choices

Learning Reconsidered 2 Outcomes — Knowledge acquisition, integration and application; Interpersonal and intrapersonal relationships; Practical competence; Persistence and academic achievement

Goal Statement 4 and accompanying Objectives, Action Steps and Assessment plans are also included in the department's Unit Effectiveness Plan.

OVERALL ACTION STEPS FOR GOAL STATEMENT 4

1. Develop a series of competencies for each Shorthorn staff position including projected timelines by which each student should reach each competency level.
2. Provide training for each competency level for each position.
3. Develop a timeline/cycle for assessment of each level and each position, with each position/competency level to be assessed at least once within a five-year period.

OBJECTIVE 1: Training in all areas for all Shorthorn positions will reflect a stair-step approach, and training for experienced students won't be overlooked in order to meet training needs of beginners.

ACTION STEPS

1. Develop and implement a training schedule that will address needs of both beginning and experienced Shorthorn staff included in the "Competencies" approach outlined below.
2. Utilize assessments of Competencies below to develop and implement competencies for future years, resulting in a cycle of assessment of all Student Publications skills areas.

OBJECTIVE 2: Students in all positions also will develop the personal (as well as the professional) skills necessary for success (i.e., time management, business communication, etc.)

ACTION STEPS

1. Training programs already in place for students in all areas will include personal skills needed for success. All will include time management and business communication. Additional training for skills particular to an area will be conducted as needed.

OBJECTIVE 3. Competencies for Shorthorn Reporters: After one full semester on staff, Shorthorn reporters will successfully demonstrate the basics of beat reporting.

ACTION STEPS FOR OBJECTIVE 3:

1. Mandatory training for all reporters — beginning and returning — will include at least one session on beat reporting and one beat reporting exercise after beats for the semester have been assigned but prior to the beginning of their work as reporters. Shorthorn editors and advisers will jointly develop the beat reporting exercise designed to build familiarity with the beat for the reporter.
2. Critiques (oral and written) will specifically address issues related to beat reporting and criteria listed in the Assessment Methodology (below).
3. Weekly one-on-one coaching sessions with all reporters and weekly reporters meetings will include discussions about and story suggestions for beat reporting.
4. Mandatory training for editors prior to the beginning of the semester will include a session on tools for beat system management. The Editorial Adviser will follow up two weeks into the semester to ensure that the tools are being effectively used.
5. Ongoing training for editors will include training on the mechanics of editing (editing skills) and coaching on successful management of a beat reporting system, focusing especially on skills editors can develop into habits and work into their planning and management responsibilities. Additional informal training will be held as needed to build editors' coaching habits.
6. Action steps related to beat reporting will be evaluated and adjusted if needed at mid-semester based on assessment to that point, and again at the end of each semester in preparation for the next semester.
7. Results of assessments conducted as part of this process will be discussed during coaching/training sessions with editors and reporters.

ASSESSMENT FOR OBJECTIVE 3

News:

Published stories and other materials will be evaluated at mid-semester and at the end of each semester using the criteria listed below. This assessment will be performed by the Shorthorn Editorial Adviser (Assistant Director) in consultation with the Shorthorn editor and Student Publications director.

The mid-semester assessment will be based on reporters' work the last full week before mid-semester. (Shorthorn Editorial Adviser)

The end-of-semester assessment will be based on one week from the last half of the semester, selected by the Student Publications director, for assessment of each reporter's published work and the reporter's beat reports for that week. (Shorthorn Editorial Adviser)

Planning resources maintained by each reporter — beat book, tickler file, etc. — also will be part of the assessment and will be evaluated at the end of each semester based on written criteria prepared and given to all reporters during training/orientation. (Shorthorn Editorial Adviser)

Results of these assessment activities will be used by the Editorial Adviser and Director when planning training activities for the following semester.

Criteria for Success

A minimum of six Shorthorn reporters or 20 percent of the reporting staff (whichever is greater) will meet all criteria listed below each semester.

Published articles in The Shorthorn will meet these criteria:

All will be well sourced (appropriate to each story) and include a minimum of three sources representing different aspects of the story. Most will have more than three sources. The same sources will not be used excessively to the exclusion of sources more appropriate to the subject of the story.

Published stories will include news stories (including follow-up stories), feature stories, event stories and profiles.

At least one-third of the stories will be non-meeting, non-event stories enterprised by the reporter and will include timely follow-up stories as appropriate.

On beats including more than one unit, no more than one-third of the stories will come from the same area of the beat.

The stories will relay news that occurred within a week's time depending on relevancy of story topic and publication schedule

The reporter will document "walking the beat" by turning in weekly beat reports

The reporter will keep a current "beat book" of active sources and their contact information, "tickler" files of upcoming stories and other information.

The reporter will contribute at least three published stories each week.

The reporter will also contribute at least two briefs and four calendar items from his/her beat each week.

All stories will include appropriate structure, accurate information and correct grammar.

OBJECTIVE 4. Competencies for Shorthorn Ad Sales Representatives: At the end of one full semester on staff, student ad sales representatives will demonstrate the ability to meet customer needs of Shorthorn advertisers and assigned revenue needs of The Shorthorn. (Competency being assessed: basic ad sales techniques.)

ACTION STEPS FOR OBJECTIVE 4

1. Students will attend all mandatory weekly training sessions conducted by professional staff, professionals from the advertising field, and student managers. Training will include strategies and sales techniques specific to current sales projects and priorities; team skills; ad design and copy writing; communication techniques and negotiation skills; researching, writing and making sales presentations, and other topics as needed.
2. Students will visit each advertising client on his/her account list within the first two weeks of the semester or within the first two weeks of being hired, and will make follow-up contacts on a regular basis at a frequency to be determined by the Advertising Manager.
3. Students will generate new accounts.
4. Students will follow all processes and complete all paperwork, forms and procedures required of the position.
5. Advertising Manager and/or Student Sales Manager will conduct evaluation meetings with each sales rep at regular intervals three times during the semester, with additional training provided as needed.

ASSESSMENT FOR OBJECTIVE 4

Data collected during the semester from Call Reports submitted by ad reps, sales reports and other processes will be compiled and analyzed using criteria listed

below in the Criteria for Success. (Advertising Manager, Advertising Business Coordinator)

The assessment will be completed within two weeks after the end of each semester.

Criteria for Success

A minimum of six student sales representatives or 20 percent of the ad sales staff (whichever is greater) will each meet the following criteria each semester:

- Meet sales quotas for a minimum of six quota periods during the semester.
- Generate a minimum of one new account each quota period, and each new account will run a minimum of \$120 in advertising during the semester.
- Maintain a 75 percent retention rate for active accounts on his/her account list.
- Make 15 presentations using “spec ads” designed specifically for the client, with a 75 percent success rate in closing the same from these presentations.
- All ads sold by the sales rep will be processed and run correctly in The Shorthorn.
- Follow all processes, meet all deadlines and complete all paperwork.

OBJECTIVE 5. Competencies for Shorthorn Ad Designers: At the end of one full semester on staff, Shorthorn ad designers will successfully demonstrate the ability to produce ads that meet all criteria for effective ad design.

ACTION STEPS FOR OBJECTIVE 5

1. The Production Manager will research and compile a list of standard industry criteria for effective ad design before the beginning of the fall 2006 semester.
2. Training for ad artists at the beginning of each semester will include instruction on standards for effective advertising and ad design, and how to include those standards in their work.
3. At mid-semester, each ad artist will receive a detailed critique of his/her work.
4. Ongoing instruction, coaching and mentoring by student Production Manager, professional Production Manager and other Student Publications staff members will include discussion of ad design. Comments received from advertisers, contest judges and critiques will be included in those discussions.
5. Each Ad Artist will receive detailed explanations when problems occur to turn the problem into a learning exercise and to avoid it in the future.
6. Each Ad Artist will be provided with state-of-the-art graphics hardware and software for use in production of ads for The Shorthorn.

ASSESSMENT FOR OBJECTIVE 5

Ads published in The Shorthorn will be formally evaluated twice each semester.

At mid-semester, a random sample of not fewer than five ads produced by each ad artist will be evaluated using standards for effective ad design. Results will be discussed with all ad artists and with ad sales staff. Additional training will be scheduled as needed. (Production Manager)

At the end of the semester, all locally produced ads from a one-week period selected by the Student Publications director will be evaluated using standards for effective ad design. (Production Manager)

Criteria for Success

90 percent of ads evaluated in the end-of-semester assessment will meet all standards for effective ad design.

The end-of-semester assessment will find that any ad effectiveness problem areas noted in the mid-semester evaluation were corrected and were not evident in ads evaluated in the end-of-semester assessment

DEADLINE

8/15/07

GOAL STATEMENT 5. Maintain advertising operation that meets revenue needs of Student Publications and provides training and experience for students.

Goal Statement 5 is related to:

University Planning Priority — Planning Priority 1 / Goal 2/ Objective 2: Enhance student learning, and, Planning Priority 1 / Goal 3 / Objective 2: Provide opportunities for students to develop a broad-based set of skills.

CAS Standards — Career Choices; Leadership; Personal and Educational Goals

Learning Reconsidered 2 Outcomes — Practical Competence; Knowledge Acquisition, integration and application; Persistence and Academic Achievement

OBJECTIVES

1. Increase revenue by 10 percent in 2006-07.
2. Transfer selected tasks and responsibilities from the Advertising Manager to the Student Sales Manager in order to increase leadership/managerial role of student sales manager.
3. Revise sales commission/incentive structure in order to create financial incentive and friendly competition among sales staff.
4. Retain at least 70 percent of nongraduating sales staff from fall to spring semesters.
5. Improve client service for advertisers, including continuity of service during sales staff turnover.
6. Increase the capacity to meet ROP needs of The Shorthorn while also selling “specials.”

ACTION STEPS

1. Reorganize sales force.
 - Create team selling.
 - Redefine and extend student sales manager duties, add stipend, reassign responsibility for campus sales.
 - Redefine and redeploy student positions previously called “inside sales.”
 - Create “Junior Sales Representative” position to research new initiatives and accounts.
2. Increase pre-semester training.
3. Implement and promote system for accepting classified ads online.
4. Replace non-performing sales and promotions.
5. Provide personal call or visit by each ad rep to every active advertising account on his/her account list within the first two weeks of semester.
6. Recruit advertisers to speak to sales staff as part of a moderated panel.

ASSESSMENT

Revenue from ad sales will increase 10 percent in 2006-07 compared to 2005-06.

Reorganization will be evaluated in terms of the stated objectives and revised as needed based on objectives to be developed for 2007-2008.

DEADLINE

8/15/07

GOAL STATEMENT 6. Converge Shorthorn print and online operations.

Goal Statement 6 is related to:

University Planning Priority — Planning Priority 1 / Goal 2 / Objective 2: Enhance student learning, and, Planning Priority 1 / Goal 3 / Objective 2: Provide opportunities for students to develop a broad-based set of skills.

CAS Standards — Leadership; Career Choices

Learning Reconsidered 2 Outcomes — Practical Competence

Goal Statement 6 and accompanying Objectives, Action Steps and Assessment plans are also included in the department's Unit Effectiveness Plan.

OBJECTIVES

1. Provide more information for Shorthorn readers.
2. Increase traffic to The Shorthorn Web site.
3. Increase The Shorthorn Web site as a revenue source for Student Publications.
4. Integrate The Shorthorn Web site into the daily operation, consciousness and training of Shorthorn staff.
5. Provide co-curricular state-of-the-profession training for students planning careers in journalism and other media-related fields

ACTION STEPS

Utilizing targets of opportunity, implement enhancements as feasible during the fall 2006 semester, to both begin the process and make “thinking convergence” part of the ongoing planning process. (Explore content enhancement options including addition of national news headlines, video, blogs/messageboards, reader feedback, etc.)

Provide training on journalistic applications of online enhancement projects for both student and professional staff.

Create one photo gallery per month for the Web.

Survey print-digital-new media integration efforts at other college newspapers (Director)

Conduct technical research and training necessary for accomplishment of this goal.

(Production Manager)

Initiate capability to accept online placement of classified ads.

Systematically promote Web content in print, by referring to Web content in both stories and in promotional ads.

Explore increasing Shorthorn online functionality through alternative hosting and website development options, including College Publisher, content management systems and others.

Research potential for a blog or some other form of online vehicle for Shorthorn staffers to either provide news or commentary to students that is focused exclusively on issues pertaining to campus.

Explore potential for collaboration between Student Publications and the Communication Department.

ASSESSMENT

By mid-semester fall 2006, at least three daily enhancements linking the print and online editions will have been implemented.

By the end of the spring 2007 semester, at least three more enhancements will have been completed and the five-year plan will be completed.

Tracking of Web hits will confirm that usage of The Shorthorn Web site

(www.theshorthorn.com) will increase 10 percent from 9/1/06 to 5/1/07, as measured by data collected by the Production Manager.

DEADLINE

Deadlines included in Assessment statements.

GOAL STATEMENT 7. Student Publications will maintain strong ties with Shorthorn “exes” and other UTA alumni who worked in Student Publications when they were students.

Goal Statement 7 is related to:

University Planning Priority — Planning Priority VI / Goal 5 / Objective 1: Increase private sector and alumni involvement with UTA, and, Planning Priority V, Goal 2 / Objective 1.4: Enlist the support of alumni and advisory boards to promote the UTA brand.

CAS Standards — None.

Learning Reconsidered 2 Outcomes — None.

OBJECTIVES

1. Maintain connectedness with people who as students were Shorthorn and UTA leaders.
2. Maintain corps of professionals to call upon for training of students and placement assistance for graduates.

ACTION STEPS

1. Upgrade student staff database. Create multi-function, restricted access, shared database of current and former student employees. Database will continue to serve as information source for creation of documents such as Staff Phone List, etc., but will also incorporate new search fields, viewing screens and e-mail capability.
2. Survey exes to determine priorities and resume efforts to develop an informal Shorthorn Exes Association.
3. Develop “exes” section of The Shorthorn Web site with information for and about UTA alumni who worked at The Shorthorn.
4. Produce at least one newsletter for Shorthorn exes.

ASSESSMENT

Informal Shorthorn exes association will be in place.

Student Publications will have sent at least two e-mails to Shorthorn exes utilizing the expanded database.

At least one newsletter will have been sent to exes by Student Publications.

DEADLINE

8/31/07