**Annual Student Learning Outcomes: 2013-2014**

**DEPARTMENT NAME**

**Divisional Learning Outcome:** Students participating in Student Affairs programs and services will be able to use experiences to identify consequences, solve problems and make sound decisions.

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| Students working on the Digital Development Team will successfully plan and execute digital content. (Planning, critical thinking, proactivity) | - Recruit and hire student employees with the technical competence required to perform the position by Sept. 1.  
- Provide at least three unique training sessions that relate specifically to planning and executing digital content.  
- Projects will be tracked in a project log that will begin at the start of the fall semester.  
- Add DDT to Student Publication competencies grid (research necessary competencies for employment purposes)  
- Develop motivational tools to spur creativity and proactive environment.  
- DDT members will be fully integrated into editorial planning processes/meetings to offer not only reactive solutions to questions, but also proactive suggestions to enhance projects.  
- Create and maintain efficient workflow and deadlines that allow for interaction with ad, newsroom and marketing teams on DDT projects.  
- Hold “summit” of sorts at start of fall and spring semester to address long-term and short-term needs.  
- Take advantage of existing structures (management group, budget meetings, etc.) to plan projects.  
- Create a resources and tools list  
- Collaborate with other Student Publications departments on training | A portfolio review will occur at the end of the fall and spring semesters, selecting a one-month period from each semester to evaluate the projects produced during that period using the multimedia project rubric. | All projects reviewed will receive an overall average rating as satisfactory. Twenty percent will be rated good or excellent. |
- Establish a mid-semester review of student work.
- Students will be briefed on the rubric during initial training at the beginning of the semester.

**Mid-Year Report:** Please consult with your AVP to determine how s/he prefers to receive a mid-year update.

**Results of Assessment:**

**Future Plans for the Learning Outcome:**
**Divisional Learning Outcome:** Students participating in Student Affairs programs and services will acquire and use professional competencies that can assist in achieving success in the classroom, personal growth and career goals.

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| Ad sales representatives will demonstrate excellent customer relations in their interactions with Student Publications clients. | - At the beginning of each semester, provide customer service training as part of the sales training program.  
   - Students will be briefed on the rubric during initial training at the beginning of the semester.  
   - Go on sales calls with sales reps throughout the semester to ensure they are providing good customer service along the way.  
   - Each week in the weekly sales meeting, ask each rep to talk about how/what they did that showed good customer service.  
   - Develop tools (brag boards, public praise, etc.) to motivate sales staff to develop customer relations in their districts.  
   - Train ad reps on accounts receivable analysis and adherence to advertising and insertion and credit practices | Feedback surveys given to clients throughout the semester will be used in conjunction with a rubric to assess an individual’s customer service skills during the 12th week of the fall and spring semesters. | Rubric results will show that 75 percent of student advertising sales representatives received an overall average of satisfactory or higher.                                                                                                                                                      |

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| First-year reporters will be able to effectively cover a campus beat. | - Prior to the start of the fall semester (and in line with Administrative Outcome #1), revise and update Shorthorn newsroom competencies for all experience levels to reflect Student Publication and industry expectations, including beat reporting skill.  
- Provide at least two training sessions from professionals related to reporting on a beat.  
- Editorial adviser, along with student editors, will work with each new reporter to closely align assignments with beat reporting skills expected of a first-semester reporter.  
- With editors, develop and maintain an incentive system to motivate good beat reporting.  
- Maintain regular use of feedback forms from sources in instruction and coaching of beat reporters.  
- Arrange and maintain funds to hire a writing coach to demonstrate commitment to beat reporting fundamentals and aid newsroom adviser coaching load.  
- Encourage and support retention of students on specific beats over two semesters | Portfolio review conducted by newsroom adviser of five first-semester reporters in the third month of the fall and spring semesters (specific dates determined by the adviser in consultation with the academic calendar) using a beat-reporting rubric (to be developed).  
Reflection essay/notes (develop checklist for assessing piece) | First-semestre reporters will produce a portfolio and a reflection piece at the end of the semester that shows beat coverage rated an overall average of satisfactory or better. |

**Mid-Year Report:** Please consult with your AVP to determine how s/he prefers to receive a mid-year update.

**Results of Assessment:**

**Future Plans for the Learning Outcome:**