

## 2010-2011 Annual Administrative Unit Assessment Report

<b>Name of Unit:</b>	INFORMATION AND MARKETING SERVICES
<b>Program Responsible Person:</b>	JAMIE CRAIG – work study student supervisor
<b>Assessment Team Members:</b>	JAMIE CRAIG, LINDA HIPOL-ROLLINGS, ANNE HANSEN
<b>Date Submitted:</b>	8.5.2011
<b>College Mission:</b>	Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.
<b>College Strategic Plan Goals:</b>	<ol style="list-style-type: none"><li>1. Improve student success in program completion and graduation rates.</li><li>2. Ensure institutional excellence in teaching, programs and services.</li><li>3. Embrace our college's many communities and respond to their diverse needs.</li></ol>
<b>Unit Mission:</b>	Information and Marketing Services strives to develop and implement high quality marketing strategies that effectively inform students, faculty and the community about the college, and connect with stakeholders and target audiences in a strategic and positive manner.

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## Outcome #1

<b>Program Goal:</b>	<p><b>GOAL: INCREASE STUDENT WORKER PRODUCTIVITY IN ORDER TO COMPLETE MORE PROJECTS FOR THE DEPARTMENT.</b></p> <p>In fall 2009/spring 2010, student worker productivity was stagnant. Students seemed to lack the ability to complete projects in a timely manner and could not be relied on to provide consistent support for the department.</p> <p>Beginning with the fall 2010 semester, the department put new systems into place in an effort to elevate student worker productivity and ultimately enhance the success of student workers.</p> <ol style="list-style-type: none"> <li>1) <b>Policy Manual:</b> All student workers were provided a student worker policy and procedure manual, which set the expectations of the department and the position. The manual was reviewed with the information desk lead worker and the supervisor, and each student signed that they received and reviewed the manual.</li> <li>2) <b>Task/Project Lists:</b> A list of daily responsibilities was posted at the front desk and each student initialed the list when a project was completed.</li> <li>3) <b>Student Evaluations:</b> At the conclusion of the year, students completed a self-evaluation, which was followed by a meeting with the lead worker and supervisor to celebrate accomplishments and address opportunities for improvement.</li> </ol>
<b>Outcome:</b>	<p>From fall 2009/spring 2010 to fall 2010/spring 2011, the productivity of students workers in Information and Marketing Services increased by 19%.</p> <p>In fall 2010, students worked an average of 25% more hours than students did in the fall 2009.</p> <p>In spring 2011, students worked an average of 13% more hours than students did in spring 2010.</p> <p>Students took on 7 new projects/tasks, which students had never had time to help with in the past.</p> <ul style="list-style-type: none"> <li>• Printing Database</li> <li>• Online and external calendar entries</li> <li>• Weekly Facebook posts, photos, etc</li> <li>• Slide scanning</li> <li>• Sport photography and videography assistance</li> <li>• Scrapbooking database</li> <li>• Media database and postal count updates</li> </ul> <p>Student performance issues leading to termination decreased. In 2009-2010, three students had to be counseled and/or terminated for attendance or performance issues. In 2010-2011, all students successfully served the full term of their contract.</p>

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<b>Assessment Methods and Criteria for Success:</b>	<ul style="list-style-type: none"> <li>• <b>Number of Hours Worked.</b> The total number of hours each student worked in a semester has been tracked. In order to account for individual student differences, the number of hours worked per semester was averaged to provide a more consistent metric. Success is an increase in the number of hours worked. It's worth pointing out that students are now making a higher hourly rate, which caps the # of hours they are able to work. Despite this, students still worked more hours after the new expectations were introduced.</li> <li>• <b>Number of new projects completed.</b> The list of new projects and tasks outlined above demonstrates that the students accomplished more work as a result of working more hours.</li> <li>• <b>Number excessive attendance issues leading to termination.</b> It's important to note that each student situation is different, and there are external factors that may lead to a student being unable to continue with the department. While we did not eliminate conversations about attendances, work performance, etc., we were able to resolve issues before they led to termination.</li> </ul>
<b>Planned Use of Results:</b>	The results provide qualitative data to measure the success of new initiatives put in place to create a more productive student worker program for the department. They are used primarily to confirm that what seems like a stronger more effective student worker program is actually yielding positive results. The department intends maintain the initiatives that have been put into place, and some of the practices have been shared and duplicated by other departments in the organizations.

Average Student Hours Two Year Snapshot				
	BASE			
Semester	Fall 2009	Spring 2010	<b>Fall 2010</b>	<b>Spring 2011</b>
Hours Worked	174.42	212.5	<b>233.8</b>	<b>243.94</b>
Average Student Hours By Academic Year				
	BASE			
Academic Yr.	2009-2010		<b>2010-2011</b>	
Hours Worked	386.92		<b>477.74</b>	
Difference			<b>90.82</b>	
% Increase			<b>19.01%</b>	
Findings				
Students in fall 2010 worked 25% more hours than students did in the fall of 2009				
Students in spring 2011 worked 13 % more hours than students did in spring 2010.				