STUDENT AFFAIRS
Assessment Report
2011-2012
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STUDENT AFFAIRS ASSESSMENT

Addresses why we do what we do,
Gauges if we are doing what we say we are doing,
Shares what we are doing,
and, most importantly,
Helps us to better serve students.

“The tougher our standards, the deeper our pride.”
David White, Oklahoma Football Recruiting Coordinator

Student Affairs

Student Affairs provides out-of-classroom experiences that support and enrich students’ academic experiences. Each year, Student Affairs staff team with colleagues throughout the university community to develop and enhance the student experience at the University of Oklahoma.

The mission of Student Affairs is to enhance students’ academic success by developing student skills, cultivating diverse, campus life experiences, and enriching the university community through programs and services. This mission is accomplished through the following goals:

1. Assist students in realizing their goals – academic, personal, and professional.
2. Provide diverse cultural experiences to the university community.
3. Offer programs that are designed to enhance the academic experience.
4. Provide leadership development opportunities.
5. Create a safe, healthy environment in which students may live, study, socialize, and work.

Activities for students and events provided through the division of Student Affairs are designed and presented with purpose. Assessment is critical in maintaining the direction of activities and their correlation to the mission and goals of the division. The purpose of all Student Affairs assessment activities at the University of Oklahoma is to carefully examine the services and programs as they relate directly or indirectly to student learning.

Student Affairs Assessment History

In May 2010, the division of Student Affairs moved forward with assessment by forming the Student Affairs Assessment Committee (SAAC) to review past assessment practices as well as establish and implement new assessment practices for the division. The committee consisted of nine volunteers from across Student Affairs.

- Carmen Bao: Student Life
- Becky Barker: Leadership and Volunteerism
- Amy Davenport: Fitness and Recreation
The committee process transformed assessment planning and reporting for Student Affairs by engaging staff from across the division in developing the division’s assessment process and plan. The committee introduced the updated assessment practices in January 2011 during a retreat for Student Affairs directors. Directors received a copy of the Assessment Playbook. The playbook, with a classic football theme, provided game notes for each step of the assessment process from revisiting mission and goal statements to determining the best method to collect data. The directors were not charged to complete assessment alone. They were encouraged to develop assessment teams on their staffs and integrate assessment into the planning and development of all programs and activities.

Directors provided the names of employees on their assessment teams to the SAAC. Each member of Student Affairs engaged in assessment attended Training Dates which were units of learning outlined in the playbook, and received a copy of the playbook. The most recent version of the playbook can be located online at:
http://www.ou.edu/content/studentaffairs/mission_and_goals.html

The Assessment Playbook and new assessment process provided a framework to accomplish the following:

1. Review mission statements and goals to ensure consistency and congruency with the university’s mission and that of the division of Student Affairs,
2. Provide a common language in Student Affairs for assessment,
3. Formally incorporate the protocol for the Council for the Advancement of Standards (CAS),
4. Establish consistent assessment training across the Division, and
5. Implement a reporting structure for program and learning outcomes.

The first departmental reports were due August 2011 to the SAAC. In addition, the assessment teams were asked to complete a survey on the new assessment methods. The SAAC team gathered in September to discuss feedback from the survey. The survey demonstrated the need for additional training sessions similar to those that took place during the spring 2011 semester and Training Dates were scheduled to accommodate new employees and those desiring assessment refreshment during the fall 2011 semester. Most importantly, the survey indicated a satisfactory comfort level with the new assessment process. The SAAC challenged the departments within Student Affairs to look into the past to develop the future with each department reflecting on their own program and learning outcomes.

For the academic year 2011-12, SAAC consisted of:

1 Disability Resource Center was moved from Student Affairs to the Office of Compliance on July 1, 2011.
SAAC provided training and development for departments as requested beyond scheduled training dates. Through training and development, assessment was completed and reported. Departmental reports were gathered in August 2012. This report reflects the 2011-12 academic year.

Assessment highlights and impactful programs are reflected in this Student Affairs Assessment Summary Report and by no means represent all of the programs and services provided by Student Affairs. The report uses clearly defined program and learning outcomes. Program outcomes are the nuts and bolts of operations, the practical and logistical side of programming intentions, and are not related to the learning that took place, but rather to the structures in place to facilitate learning.

For example, program outcomes corresponded to attendance, program retention rates, or budgetary concerns. That is, program outcomes provided the concrete and tangible framework in which the program is able to exist.

Learning outcomes are statements that described how students would be different because of a learning experience. More specifically, learning outcomes were the knowledge, skills, attitudes, and habits of mind desired for students to take with them from a learning experience.

The report uses the six broad categories or domains that The Council for the Advancement of Standards (CAS) associates with learning outcomes. Within the model, each domain is further defined by dimensions, which are outlined below.

**Knowledge Acquisition, Integration, Construction, and Application**
Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

**Cognitive Complexity**
Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity

**Intrapersonal Development**
Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

**Interpersonal Competence**
Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership

**Humanitarianism and Civic Engagement**
Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
Practical Competence
Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

Each department within Student Affairs highlighted learning outcomes for services and programs provided during the 2011 academic year. Figure 1 outlines the domains in CAS that were served by each department. As a Division, Student Affairs accomplished learning outcomes in each domain.

Figure 1. Departmental distribution of learning outcomes within the CAS domains.

<table>
<thead>
<tr>
<th>Department</th>
<th>Knowledge Acquisition</th>
<th>Cognitive Complexity</th>
<th>Intrapersonal Development</th>
<th>Interpersonal Competence</th>
<th>Humanitarianism and Civic Engagement</th>
<th>Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Fitness and Recreation</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Health Services</td>
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<tr>
<td>Housing and Food Services</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Leadership Development and Volunteerism</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Oklahoma Memorial Union</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>OU-HSC Student Affairs</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>OU-Tulsa Student Affairs</td>
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<tr>
<td>Student Life</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Student Media</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>

The following outlines include each department’s mission within the Division of Student Affairs as well as learning and programming outcome highlights from 2011-2012.
CAREER SERVICES

Oklahoma Memorial Union
900 Asp Ave., Norman, OK 73019
phone: (405) 325-1974
dd: (405) 325-3402
ou.edu/career

The mission of the University of Oklahoma Career Services is to enhance the career development of students by teaching career decision making and job search skills and by facilitating the exchange of information among students, faculty, administrators, and employers.

Goals: (1.) Assist students to learn and understand the job search process and develop the necessary job search skills to make them better able to obtain internships and co-ops and full-time positions after graduation. (2.) Facilitate and increase employer interaction opportunities with students to assist employers to identify potential new hires and to introduce students to their organization. (3.) Provide services that assist students to obtain employment after graduation and experiential experience while in school and assist employers in hiring college students. (4.) Assist students who plan to pursue graduate or professional school after graduation to ensure that they are more knowledgeable about the application process and graduate school programs prior to beginning the process.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Measurement</th>
<th>KA</th>
<th>CC</th>
<th>ID</th>
<th>IC</th>
<th>HC</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>After attending an employer information session, students developed a better understanding of the organization and are able to make a more informed decision on whether to accept a position or not with an organization.</td>
<td>Survey</td>
<td>X</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>After attending the Job Market Review and Projections Presentation held during the fall 2011 semester, faculty and staff from across campus were more informed about the current job market for new graduates and what Career Services does to assist students with finding jobs and internships.</td>
<td>Survey</td>
<td>X</td>
<td>X</td>
<td></td>
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</tbody>
</table>

CAS Learning Domains
After partaking in a Career Services webinar, participants felt more knowledgeable about the subject that is covered and be able to ask questions on each subject to clarify details.

<table>
<thead>
<tr>
<th>Targeted Program Outcomes</th>
<th>Measurement</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services will receive a 80% satisfaction rate from students participating in the Mock Interview Program.</td>
<td>Exit Survey</td>
<td>91.60% of the 119 students surveyed said that they were satisfied with the Mock Interviewing Program and said they had learned what they expected from the mock interview. Less than 2% indicated that they did not learn what they had expected to learn from the program.</td>
</tr>
<tr>
<td>Career Services will receive a 90% satisfaction rate from respondents attending Career Services live workshops.</td>
<td>Exit Survey</td>
<td>Based on survey data, Career Services received an average score of 3.744 out of 4.0 (94%) when asking workshop attendees to rate presentation on a scale of 1.0-4.0. 795 people attended our workshops during the 2011-2012 academic year. 224 completed exit surveys. The survey focused on 4 areas: Expectation of learning, Easy to follow, Would recommend, and Likelihood to attend another Career Services event.</td>
</tr>
<tr>
<td>80% of students who participate in the CAS 4091 Career Planning class will enjoy the class and would recommend it to a friend or peer.</td>
<td>Office Evaluation</td>
<td>100% of students surveyed indicated that they like the class and would recommend it to a friend or peer. Some of the comments include, “Best class I have ever taken in my five years here.” “Brilliant.” “Awesome!” and “…Every senior should take it. It is very helpful.”</td>
</tr>
<tr>
<td>80% of students that participate in an internship/co-op through Career Services will indicate that it was a valuable, positive experience.</td>
<td>Survey</td>
<td>100% of students that filled out the survey indicated that the internship/co-op through Career Services was a good experience. One student stated, “Doing this internship was one of the best decisions I have ever made.”</td>
</tr>
</tbody>
</table>
80% of students who participate in the CAS 4091 Career Planning class will feel more confident interviewing because of the class.

Class Evaluation

89% of students said they felt more confident interviewing due to taking CAS 4091.

85% of students who participate in the CAS 4091 Career Planning class will say that they feel more confident in one or more areas of the job search process discussed during class.

Class Evaluation

100% of students indicated that they felt more confident in at least one area of the job search process. The primary areas the students developed confidences were in resume building, interviewing, and themselves as individuals.

Career Services will receive an 80% satisfaction rate from organizations attending the OU Multicultural Career Fair 2011.

Exit Survey

100% of employers who responded to the exit survey indicated that they were satisfied with the career fair.

In the Spotlight

Learning Outcome: By attending an employer information session, students will develop a better understanding of the organization and be able to make a more informed decision on whether to accept a position or not with an organization.

Summary: Career Services hosts companies from across the nation to hold information sessions allowing the companies to get a chance to meet with students prior to interviewing them, answer students’ questions, and supply students with information about the company’s interview process, their organizational culture, and the type of students they are looking to hire.

During the fall interview seasons in the 2011-2012 academic year, Career services hosted 27 organizations scheduled to interview University of Oklahoma students for full-time or internship opportunities. 596 students from majors across campus attended information sessions with the goals of learning more about the company, building their network, and determining if the company is a good match for them for an internship or full-time position.

Key Points from Survey

Of the 596 students that attended an information session, 230 responded to the assessment questionnaire sent out via Student Voice/Campus Labs. The questionnaire showed that primarily Juniors, Seniors, and Graduate Students are attending the information sessions. 91% already had an interview scheduled with the organization prior to attending the information session and 91.30% of respondents indicated that the information session influenced their decision regarding whether to accept a position with the organization if they were offered a position in the future. Only 6% said they were influenced negatively about the company due to attending the information session.

Learning Outcome: By attending the Job Market Review and Projections Presentation held during the fall 2011 semester, faculty and staff from across campus will be more informed about the current
job market for new graduates and what Career Services does to assist students with finding jobs and internships.

Summary: Career Services saw a need to bring together key faculty and staff to discuss the current and future job market of recent graduates and current students. In late 2008 and early 2009, the economy struggled and the recession that followed had a strong effect on students and recent graduates. With the markets showing signs of growth and Career Services seeing employers starting to hire at a faster pace, Career Services decided to bring individuals that work closely with students together to discuss what hiring is projected to look like in the coming year.

Career Services brought together 43 individuals from across campus. Attendees came from all the colleges and from departments such as Student Life, Assessment Center, Athletics, Graduation Office, and Housing and Food Services. The presentation was about 1.5 hours and lunch was provided.

Key Points from Survey
Of the 43 in attendance, 15 responded to the survey sent out through Student Voice/Campus Labs. Of the respondents, 93.33% felt that the presentation was informative and relevant. 60% of respondents indicated they send students to Career Services often and 40% indicated they send students to Career Services sometimes. 0% indicated that they rarely or never send students to Career Services. 93.33% of respondents felt that Career Services was extremely helpful to students and 80% of respondents felt that Career Services was extremely helpful to faculty.

Learning Outcome: By partaking in a Career Services webinar, participants will feel more knowledgeable about the subject that is covered and be able to ask questions on each subject to clarify details.

Summary: During the 2011-2012 academic year, Career Services teamed with Alumni Affairs to provide webinars to students and alumni on relevant job search topics. Webinars topics included:

- Creating a Winning Resume
- Acing the Interview
- Professional Dress
- Behavioral Interviewing
- The Art of Networking
- Cracking the Hidden Job Market
- Making a Career Change
- Getting Started with HIREsooner
- Job Search for International Students
- Second Level Interviewing
- How to Use Social Networking in Your Job Search

Each webinar lasted about 30 minutes and participants could ask questions throughout the webinar and receive answers in a timely manner. Once the webinar ended, Career Services staff would continue to answer questions.
Key Points from Questionnaire
854 people participated in the webinars during the 2011-2012 academic year. 93.2% of respondents indicated that by taking part in the webinar they felt more knowledgeable about the subject that was discussed. 92% of respondents indicated that the question and answer portion of the webinar was beneficial.

72.5% of survey respondents indicated that they were students. 27.5% indicated they were alumni of the University of Oklahoma. The survey also indicated that students were primarily finding out about what Career Services has to offer through email and the Career Services website.

Learning Outcome: By participating in an internship or co-op (cooperative education) through Career Services, students will feel more comfortable with the career decision-making and the job search processes.

Summary: During the 2011-2012 academic year, Career Services oversaw 231 internships/co-ops during the fall, spring, and summer semesters. The internship/co-op experience allows students from all majors on campus to receive academic credit for their internship or co-op. The student can receive 1-3 hours of credit based on the number of hours they work for the organization. Each student must be able show that the internship/co-op is relevant to their major or their career goals. The students must write papers and have their supervisor complete paperwork explaining the student's daily tasks and how they performed during the internship/co-op.

Key Points from Survey
Of the 231 students that participated in an internship/co-op, 114 had completed the survey by July 2012. The survey indicated that 72% of students that responded to the survey were seniors and 28% were sophomores and juniors. No freshman participated in an internship/co-op through Career Services during the 2011-2012 academic year. 97% of students indicated that the internship/co-op helped them with career decision-making and 100% of students indicated that it was a good experience. The students were asked “What parts of the internship help you the most with your career decision making and/or job search process?” Networking, better understanding of the industry, and professional development were the 3 most frequently stated answers.
FITNESS AND RECREATION

S.J. Sarkeys Complex
Huston Huffman Fitness Center
1401 Asp Avenue, Room 170, Norman, OK 73019
Phone: (405) 325-3053
Fax: (405) 325-1365
ou.edu/far

Fitness and Recreation provides diverse programs, services, and educational opportunities to enhance the lifelong health and wellness of the university community.

Goals: (1.) Provide opportunities and support to promote a healthy, university community, (2.) benefit the university community through health education, and (3.) develop university relations through health and wellness activities.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Measurement</th>
<th>KA</th>
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<th>HC</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants who completed the Get Fit program and the Healthy Sooners Boot Camp were able to describe appropriate food portions.</td>
<td>Evaluations, Interviews, Surveys</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Upon completion of the Wichita Mountains camping event, participants identified at least one new skill or concept learned during the event.</td>
<td>Surveys, Observation, Campus Labs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>As a result of working for Fitness and Recreation, student employees recalled basic knowledge about sexual harassment/discrimination awareness, hazard communication, and the spread of blood borne pathogens.</td>
<td>Online trainings</td>
<td>X</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Greater than 80% of student employees working in the HHFC were able to identify at least four transferable skills upon which they have improved as a result of working for Fitness and Recreation.</td>
<td>Campus Labs</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
While working for Fitness and Recreation, all student employees demonstrated the ability to work collaboratively with others.  

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Measurement</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department will increase the number of AHA/ARC participants by at least 10% as a result to offering courses to the university community.</td>
<td>Class Rosters</td>
<td>AHA/ARC participants increased by 106% from 2010-11 to 2011-12, from 144 to 297 participants.</td>
</tr>
<tr>
<td>At least 75% of eligible student employees at the Huston Huffman Fitness Center will re-apply for their positions at the conclusion of each semester.</td>
<td>Inventory reapplications</td>
<td>From the Spring 2011 semester to Fall 2011 semester, 83.8% of eligible employees re-applied; from Fall 2011 to Spring 2012, 92.0% reapplied.</td>
</tr>
<tr>
<td>At least 80% of Huston Huffman Fitness Center student employees will report feeling proud to work for Fitness and Recreation.</td>
<td>Student Voice</td>
<td>95% of student employees who responded to the survey indicated that they were proud to work for Fitness and Recreation</td>
</tr>
<tr>
<td>Reporting sportsmanship ratings by the student supervisor and officials at the conclusion of each season/sport Intramural game.</td>
<td>Data Entry from game scorecards</td>
<td>100% of games had a sportsmanship rating assessed to both teams, based on various criteria, including respect toward the other team, officials, and behavior on the field/court.</td>
</tr>
</tbody>
</table>

In the Spotlight
Learning Outcome: At least 90% of American Heart Association and American Red Cross (AHA/ARC) class participants successfully demonstrated lifesaving skills.
Program Outcome: Fitness and Recreation increased the number of AHA/ARC participants by at least 10% as a result of offering lifesaving courses to the university community.

Summary: Over the course of the 2011-2012 academic year, Fitness and Recreation offered training in CPR, AED, and First Aid from both the American Heart Association and the American Red Cross at the Huston Huffman Fitness Center and the Murray Case Sells Swim Complex. In prior years, courses were only offered to current members of the Fitness and Recreation staff and OU affiliates. This year marked the first year in opening the training to members of the OU community, as well as to the general public.

In addition to continuing training of employees and staff in Fitness and Recreation, departments and colleges from both the Norman and Health Sciences Center campuses took part in training sessions. These included students in the College of Allied Health and employees in the Chemistry department, Oklahoma Memorial Union, Housing and Food Services, Outdoor Adventure, and Sooner Upward Bound. In addition to these OU entities taking part in the AHA/ARC training sessions, members of the public comprised a large portion of total participants.

Key Points
- 99% pass rate for classes offered (294 participants passed of 297 total participants).
- Number of participants increased from previous year by 106%.

Learning Outcome: Participants in Fitness and Outreach programs identified three or more strength training exercises to incorporate into their workouts.

Summary: The Healthy Sooners Boot Camp was delivered during the Spring of 2012 for University of Oklahoma students, faculty, and staff. The six-week program was held twice a week for 45 minutes each session. Over 90 people signed up this year. Participants were given a pre-test to gauge their fitness level and were split into three platoons based on fitness level: Alpha, Bravo and Charlie. At the end of the program, participants were given the same fitness test to measure improvement.

The program aimed to improve each participant’s overall health and more specifically, their self-confidence, sense of adventure, athletic ability, concentration, fitness level, respect for others, sense of belonging/association, coordination, balance, physical strength, feeling of well-being, group cooperation skills, ability to get enough sleep, leadership skills, stress management, ability to develop friendships, and weight control.

Key Points
- Program was provided free of charge to all OU students, faculty, and staff through the Merrick Foundation.
- 86% of survey respondents stated Boot Camp 2012 helped them identify exercises to incorporate into their own personal workouts.
- 92% of survey respondents claimed Boot Camp 2012 met all of their expectations.
HEALTH SERVICES

Goddard Health Center
620 Elm Avenue, Norman, OK 73019
phone: (405) 325-4611
fax: (405) 325-7065
healthservices.ou.edu

The mission of OU Health Services is to support the academic goals of the University community by delivering high quality health care and prevention education.

<table>
<thead>
<tr>
<th>CAS Learning Domains</th>
<th>Measurement</th>
<th>KA</th>
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<th>ID</th>
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<th>E</th>
<th>PC</th>
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<tbody>
<tr>
<td>Learning Outcomes</td>
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</tr>
<tr>
<td>As a result of attending the first-year student face-to-face alcohol program, students reported an increased understanding of alcohol.</td>
<td>Survey</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>As a result of participating in the STD Clinic, individuals were able to identify at least one method of STD transmission and one effective prevention technique.</td>
<td>Exit Interview</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>As a result of attending the smoking cessation program, individuals were able to identify at least one relapse prevention strategy.</td>
<td>Exit Interview</td>
<td>X</td>
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<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Measurement</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year students will report a positive change in their future drinking behavior as a result of the face-to-face alcohol program.</td>
<td>Survey</td>
<td>38.2% of participants reported the program would result in a positive change in their future drinking behavior.</td>
</tr>
<tr>
<td>25% of students will report an increase in the number of fruit and vegetable servings as a result of the Healthy Sooners program.</td>
<td>Survey</td>
<td>5% increase in students who have consumed more fruits and vegetables. 3% increase in students meeting federal guidelines for fruit and vegetable consumption.</td>
</tr>
</tbody>
</table>
In the Spotlight

Learning Outcome: As a result of attending the first-year student face-to-face alcohol program, students will report an increased understanding of alcohol.

Summary: During the first six weeks of the fall semester, all first-year students attend a face-to-face alcohol program. This interactive program provides useful information related to alcohol and students are engaged in a discussion of healthy decision making. To achieve this, students are placed in various scenarios and asked to make choices. These decisions, and their possible consequences, are discussed in a group format where lower risk decisions are promoted. The outcome of this program is to increase student understanding of alcohol on the college campus and the various factors that impact their decisions (goals, attitudes, peer pressure, etc.). Upon program completion, students are asked to complete a program evaluation form that measures their perceptions of the program, learning that occurred as a result of their participation, and the program’s impact on their future behavior.

Learning Outcome Data: Based on fall 2011 data, 61% of first-year students reported increased knowledge of alcohol after program attendance.

Learning Outcome: As a result of participating in the STD Clinic, individuals will be able to identify at least one method of STD transmission and one effective prevention technique.

Summary: Health Services again offered an STD screening clinic that provided free STD testing to students. The goal of the program is to raise awareness about STDs, provide students with valuable STD education, and provide identification and treatment for students with STDs.

Learning Outcome Data: Based on data collected during the STD clinic, 100% of participants were able to identify at least one method of STD transmission and one effective prevention technique.

Learning Outcome: As a result of attending the smoking cessation program, individuals will be able to identify at least one relapse prevention strategy.

Summary: Health Services implemented a nationally recognized smoking cessation curriculum during the Spring 2012 semester to assist university faculty, staff and students to quit all forms of tobacco. National data suggests approximately 30% of individuals that begin smoking cessation programs are able to successfully quit, and remain tobacco free for 6-12 months. Health Services seeks to help individuals who desire to quit a successful program that will help them accomplish this.

| 30% of participants will successfully quit smoking after completing the smoking cessation program. | Survey | 78% of participants who attended at least one program session successfully quit |
goal. An attempt will be made to track these individuals up to 6-months after program completion to gather data related to program impact.

Learning Outcome Data: Based on collected survey data, 88% of participants were able to identify one or more relapse prevention strategies.

Program Outcome: Twenty-five percent of students will report an increase in the number of servings of fruits and vegetables as a result of the Healthy Sooners program.

Summary: Healthy Sooners was initially funded by a foundation grant with a mission to develop a program for OU students addressing alcohol, tobacco, physical activity, and nutrition. The program is now funded through departmental funds and has continued its original goals. Healthy Sooners is a collaboration between several Student Affairs departments including Health Services, Fitness and Recreation, Housing and Food Services, and Student Life. During the 2011-2012 year, one major focus of the program was increasing student fruit and vegetable consumption. Health Risk Assessment data has been collected to better understand the impact of this program.

Program Outcome Data: The program has been able to document a small increase in fruit and vegetable consumption with a 5% increase in students who have consumed more fruits and vegetables. Interestingly there has been a 3% increase in students meeting federal guidelines for fruit and vegetable consumption. Future programs will week to continue this positive campus trend.

Program Outcome: Thirty-percent of students will successfully quit smoking after completing the smoking cessation program.

Summary: Health Services implemented a nationally recognized smoking cessation curriculum during the Spring 2012 semester to assist university faculty, staff and students to quit all forms of tobacco. National data suggests approximately 30% of individuals that begin smoking cessation programs are able to successfully quit, and remain tobacco free for 6-12 months. Health Services seeks to help individuals who desire to quit a successful program that will help them accomplish this goal. An attempt will be made to track these individuals up to 6-months after program completion to gather data related to program impact.

Program Outcome Data: Seventy-eight percent of participants who attended at least one program session successfully quit all tobacco use. This data was collected in the form of surveys collected at program completion, 3-month follow-up and 6-month follow-up periods. On-going data collection will provide further information related to program impact.
HOUSING AND FOOD SERVICES
*Administration, Food Services, Operations, and Residence Life*

H&F Office
1406 Asp Avenue, Room 126, Norman, OK 73019
phone: (405) 325-2511
fax: (405) 325-7117
ou.edu/housingandfood

H&F provides and enhances students’ on-campus living experience. Under the mission statement “We bring LIFE to the university experience,” H&F works with other areas on campus to provide students with high quality living, dining, and learning experiences. This overall goal is embedded in all programs in food services, residence life, community experience, and administration teams. Building a comfortable community for students to maximize the educational value at the university is H&F’s focus.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Measurement</th>
<th>CAS Learning Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in the RA training course defined and identified bullying as well as provided three intervention options or resources for targets.</td>
<td>Class evaluation tools (ex: tests)</td>
<td>KA: X, IC: X, HC: X, PC: X</td>
</tr>
<tr>
<td>As a result of focused programming with special interest communities, out of state residents engaged with the University of Oklahoma and persist at a higher rate than 2010-11.</td>
<td>Persistence rate, programmatic evaluations, documented contact with community</td>
<td>KA: X, IC: X</td>
</tr>
<tr>
<td>As a result of fine-tuning the residence hall roommate matching questions and assignment process, students were assigned with someone they are more compatible with.</td>
<td>Number of Room Changes</td>
<td>KA: X, IC: X</td>
</tr>
<tr>
<td>As a result of serving as an RA or HCSA member, students maintained and completed proper required documentation and comply with organization’s regulations.</td>
<td>Document analysis</td>
<td>KA: X, IC: X, HC: X, PC: X</td>
</tr>
<tr>
<td>As a result of serving as a camp assistant in Summer Programs, student employees efficiently completed tasks related to summer program operations.</td>
<td>Training goals, observations</td>
<td>KA: X, IC: X, HC: X, PC: X</td>
</tr>
</tbody>
</table>
As a result of lowering the usage of natural resources, students improved social responsibility awareness.

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Measurement</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Residence Life First Year Leaders Program will retain 85% of its members from fall 2011 to spring 2012.</td>
<td>Enrollment records</td>
<td>The Residence Life First Year Leaders Program retained 82% of its members from fall 2011 to spring 2012.</td>
</tr>
<tr>
<td>As a result of completing the Cohort Development Plan, students in the Residence Life First Year Leaders Program will be able to identify five major campus resources that contribute to their persistence.</td>
<td>Survey</td>
<td>Of students who have responded to surveys from their mentors, over 75% can identify five major campus resources that contribute to their persistence.</td>
</tr>
<tr>
<td>All Freshman Residence Hall Roommates will be matched.</td>
<td>Auto Assign Results</td>
<td>100% Matched</td>
</tr>
<tr>
<td>RAs and HCSA will complete the budgeting and purchase order processes correctly 75% of the time.</td>
<td>Budget and Purchase Order paperwork</td>
<td>Budgets and Purchase Orders were completed with an average of 93.7% accuracy.</td>
</tr>
<tr>
<td>100% of Summer staff will successfully complete scheduled hours of classroom training and OJT.</td>
<td>Attendance records and training schedule</td>
<td>100% of staff successfully completed training and OJT requirements.</td>
</tr>
<tr>
<td>Facilities will reduce utility consumption by installing energy star appliances and water conservation-type equipment.</td>
<td>Monthly usage reports</td>
<td>Lower usage of natural resources in a conservative effort to preserve the environment.</td>
</tr>
<tr>
<td>Facilities will provide a safe and secure environment to live and study.</td>
<td>Facilities &amp; RA Training</td>
<td>99.9% satisfaction rating in the Princeton Review.</td>
</tr>
<tr>
<td>TOD will create an employee-driven employee-culture committee by July 2012.</td>
<td>Monthly agendas</td>
<td>Six monthly meetings completed by June 2012, with at least half of members in attendance.</td>
</tr>
</tbody>
</table>

In the Spotlight
Learning outcome: As a result of fine-tuning the residence hall roommate matching questions and assignment process, students will be assigned with someone with whom they are more compatible.

Summary: Guided by the H&F mission statement, various areas within H&F coordinated to improve the community building model including the roommate assignment process, strategically designed focused programming, and provide services and an atmosphere to enhance students’ overall experiences while attending OU.

Our newly revised community building model, complimented by programming model, resulted in the highest level of sense of community in the past seven years, according to a satisfaction survey provided by Educational Benchmarking Inc. (EBI). Our residents also reported the highest level of satisfaction with their roommate assignment in the same survey, indicating a successfully designed roommate matching process as our first step into building a comfortable community for our students. The satisfaction level of programming also saw the highest result longitudinally.

In addition, as part of the campus-wide effort to increase students’ retention rate, we have completed a pilot of Residence Life First Year Leaders Program, a collaboration between Residence Life and the Graduation Office. This program focuses on students who, based on one or more characteristic, were identified to have the potential to be “at risk”. Students met in their cohort group monthly and individually with their mentor, focusing on academic success and social integration.

Key points:

- 100% of the students were matched with a roommate(s) based on their responses on roommate matching questionnaire.
- Students reported on the questions regarding community in EBI assessment ranged from 5.39 to 5.82 on a 7-point scale.
- 75% of the students in Residence Life First Year Leaders Program were able to identify at least 5 major campus resources that contribute to their persistence.
LEADERSHIP DEVELOPMENT AND VOLUNTEERISM

Oklahoma Memorial Union
900 Asp Ave., Rooms 249-256, Norman, OK  73019
phone: (405) 325-4020
leadandvolunteer.ou.edu

The mission of Leadership and Volunteerism is to empower students to become effective leaders and active community members through participation in varied experiences, programs and services.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Measurement</th>
<th>KA</th>
<th>CC</th>
<th>ID</th>
<th>IC</th>
<th>HE</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Via StrengthsFinder 2.0, PCS students identified one or more of their personal leadership strengths and how these will influence their leadership.</td>
<td>Student Voice Survey</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSS participants described the significance of community engagement through meaningful service projects.</td>
<td>Focus group, debriefing, printed exit survey</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 75% of the Read &amp; Lead participants responding to a survey were able to discuss at least one lesson learned from their R&amp;L experience and how it is relevant to their leadership journey.</td>
<td>Student Voice Survey</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of SSS orientation and participation, students identified 1 or more of the 7 C’s of the Social Change Model</td>
<td>Exit survey, debriefing</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 50% of the Leader Summit participants discussed at least one lesson learned from their conference experience.</td>
<td>Student Voice Survey</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Via completing the StandOut assessment tool, PCS students will be able to identify at least one characteristic strength and identify how this knowledge affected their approach to leadership.</td>
<td>Student Voice Survey</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
PCS students identified with at least one service initiative or non-profit organization throughout the year.

| Students Voice Survey | X | X |

Members of the Volunteer Team developed insight into the needs of the Norman community & develop the skills to lead their peers in active service to meet those needs.

| Exit Interviews | X | X | X |

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</tr>
</thead>
<tbody>
<tr>
<td>PCS will be able to retain 93% of its members after one academic year.</td>
<td>Verify enrollment for following semester</td>
<td>98 of 100 (98%) students were retained through May 2012</td>
</tr>
<tr>
<td>Eighty-five percent of PCS members will participate in Big Event 2012</td>
<td>Verify attendance</td>
<td>Due to inclement weather and change of date, 80 of 100 (80%) participated in Big Event 2012</td>
</tr>
<tr>
<td>Leader Summit will maintain enrollment of 300 students</td>
<td>Verify via database</td>
<td>303 registered for Leader Summit 2012</td>
</tr>
<tr>
<td>L&amp;V will work with development to secure funding for Leader Summit at the $10,000 level</td>
<td>Verify records from development</td>
<td>Received $250,000 endowment from Masonic Fraternity of Oklahoma; $10,000 raised for 2012 ($5000 from private donor and $5000 from ExxonMobil)</td>
</tr>
</tbody>
</table>

In the Spotlight
President’s Community Scholars
Summary: Each year, members of PCS complete the online assessment linked to the book, Strengthsfinder 2.0. Two meetings are spent focusing on their individual strengths; one meeting focuses on the facilitation of the assessment outcomes of their five individual strengths and another utilizes the video by Marcus Buckingham, Trombone Player Wanted, covers the gamut, explaining the research that demonstrates why strengths are the master lever to improve performance, how to overcome what gets in your way, and how to identify and leverage your strengths while minimizing your weaknesses.
Learning Outcome: Via Strengthsfinder 2.0 PCS students will be able to identify one or more of their personal leadership strengths and how these will influence their leadership.

Key Points:
Forty-nine percent of the class completed the evaluation survey; 42% of the respondents identified at least one strength and many identified ways in which this knowledge will influence their leadership. For example, following are two student quotes:
“By knowing my strengths I can more efficiently complete tasks, as well as surround myself with people who balance out my weaknesses.”
“Finding my strengths helped me decide my major and I feel so much more confident in my future happiness knowing my strengths and how they will play into the career I want.”

Sooner Service Saturdays
Summary: A continued community service initiative this year, “Sooner Service Saturday,” connects students to a local organization or agency. The social change model serves as the foundation and the emphasis on reflection following the service project creates a unique service learning experience. After serving, students are able to identify the mission and programs of each community partner. In Spring 2012, 51 students visited Norman Regional Hospital to help with their “Vial of Life” project. In one Saturday of service, the group assembled 6,500 vials containing important information for elderly individuals in the community to utilize.

Learning Outcomes: Sooner Service Saturday participants will be able to describe the significance of community engagement through meaningful service projects.

After serving, all participants are able to identify the mission and programs of the community partner.

Key Points:
● Via a reflection discussion, all participants were able to discuss the relevancy of the 7 C’s to their volunteer work.
● Through the discussion, all participants were able to share the mission of the designated community partner for that Saturday.
● 40% of the students involved in the project completed the survey and 100% of those respondents indicated that they felt like they made a difference in their community. 95% of the respondents indicated they would want to continue their volunteer efforts through the program. One student stated, “This project made me feel productive and made me believe I was making a difference. It was fun and I got to meet a lot of new people.”

Leader Summit
Summary: Leader Summit, an annual weekend on-campus conference experience provides over 300 students the opportunity to enjoy keynote presentations as well as breakout sessions and networking opportunities. Key presenters this year included Sean Griffin who facilitated a Think-a-torium and Christy Brown from the Dave Ramsey Group. Staff members from across the division help to
coordinate the event and support programming efforts. Sponsorship is secured with the Office of Development’s assistance, securing $10,000 in external funding the past couple of years via a private donor ($5,000) and a corporate sponsor ($5,000). With great excitement this spring it was announced that Leader Summit received a $250,000 endowment from the Masonic Charity Foundation. This is the largest donation ever given to Student Affairs and the annual funds generated will go to help take the Summit to the next level in programming.

Learning Outcomes: At least 50% of the Leader Summit participants will be able to discuss at least one lesson learned from their conference experience.

Key Points:
123 participants completed the entire survey and 106 participants (86% of students completing the survey) indicated at least one lesson learned from the Leader Summit experience.
The mission of the Oklahoma Memorial Union is to support the academic growth of students by enriching the university community through programs and services, building an inclusive community, and providing a clean, safe, and welcoming facility for diverse, campus life experiences to occur.

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<th>HC</th>
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</thead>
<tbody>
<tr>
<td>Students learned to identify the Oklahoma Memorial Union as a place they can go to experience out of classroom activities.</td>
<td>Attendance records from Union Programming Board events, building counts and room rental records</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of being a Graduate Assistant for the Union Programming Board, students are able to evaluate a legal contract.</td>
<td>Executed contract and/or Student Affairs contract review form</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>After attending the Union Programming Board retreat, Exec members are able to coordinate an event within OU and Union Programming Board guidelines and policies.</td>
<td>Conversations with GA’s and completed events</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>As a result of the Union Programming Board trip to the University of Kansas, student officers better understood the purpose of UPB.</td>
<td>Student Voice, Observation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the Union Programming Board trip to meet with the University of Kansas’ Union Activities Board, 92 percent of student officers could identify a</td>
<td>Student Voice</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
new skill or idea learned as a result.

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</tr>
</thead>
<tbody>
<tr>
<td>As a result of the Union Programming Board trip to the University of Kansas, student officers developed personally and as student leaders.</td>
<td>Student Voice, Observation</td>
<td>X</td>
</tr>
<tr>
<td>OU Students have a greater awareness of the Union Programming Board and events</td>
<td>Student Voice, Social Media</td>
<td>X</td>
</tr>
<tr>
<td>Students whose art is displayed and/or sold in the Student Art Gallery gained a professional gallery experience.</td>
<td>List of students and name of films shown, artist survey</td>
<td>X</td>
</tr>
</tbody>
</table>

### Program Outcomes

<table>
<thead>
<tr>
<th>Pedestrian counts will be conducted at least 4 times each year.</th>
<th>Verify through emailed results</th>
<th>8/22/11 10,147</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Programming Board events and meetings will be advertised on campus calendars, the OU homepage and the LED screen in the OMU main lobby.</td>
<td>Submissions to OU Webcomm</td>
<td>UPB events are sent to the main OU calendar as well as other campus calendars, such as the Student Affairs Calendar. The UPB Coordinator updates the LED screen daily.</td>
</tr>
<tr>
<td>All graduating UPB Graduate Assistants will receive full-time employment with institutions of higher education within 3 months of completing their degrees.</td>
<td>Job offers</td>
<td>One graduate assistant was offered a position at the University of Oklahoma prior to graduation and the other was offered a position at the University of Central Oklahoma the summer following graduation.</td>
</tr>
<tr>
<td>Determine the best day(s) of the week and times to show free movies in Meacham Auditorium as part of the Union Programming Board and Campus Activities Council Film Series</td>
<td>A majority of students responded that they would most likely attend movies on Friday and Saturday nights between 7 p.m. and 11 p.m.</td>
<td></td>
</tr>
<tr>
<td>Create the “Must-Stay Weekend Concert,” event to help convince students to remain in Norman and on campus during weekends in order to build a stronger connection with the OU Community and help develop independence.</td>
<td>Event Attendance, Observation, Social Media response</td>
<td>2,000 students attended the fall Must-Stay Weekend Concert and 1,200 attended the spring concert.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Payment from registered student organizations and non-university customers will be collected prior to their event (some exceptions may apply).</td>
<td>Verify through daily EMS Setup reports and aged receivables report</td>
<td>As of 6/30/12, only $958.32 over 60 days was owed.</td>
</tr>
<tr>
<td>At least two clients will be contacted each day during their event.</td>
<td>Verify through contact list on 1: drive</td>
<td>An average of one contact per day was made during FY 12</td>
</tr>
<tr>
<td>At least three of the previous day’s clients will be sent a customer service email survey regarding their event.</td>
<td>Verify through email and response log</td>
<td>687 customers were sent surveys in FY11. 191 were completed and returned.</td>
</tr>
<tr>
<td>Two promotional UPB events per year will be coordinated outside of the Oklahoma Memorial Union.</td>
<td>Two events outside of the Oklahoma Memorial Union, verified through copies of publicity</td>
<td>UPB members participated in the Homecoming Parade. UPB volunteers promoted the Zombie 5K on the South Oval UPB participated in the SOW Info fair. Escort a magician performer around campus to promote the event.</td>
</tr>
<tr>
<td>A customer service phone survey of 20-30 clients will be conducted semi-annually.</td>
<td>Verify through survey forms</td>
<td>Seventeen phone surveys were completed out of 24 clients contacted in May 2012. Sixteen phone surveys were completed out of 25 clients contacted in December 2011.</td>
</tr>
</tbody>
</table>
In the Spotlight
Must-Stay Concert Weekends

Programming Outcome: to have students remain in Norman and on campus during weekends and build stronger ties with the OU community and develop independence rather than return to their hometowns.

Summary: The inaugural “Must-Stay Weekend,” was executed in fall 2011 with a concert featuring the Shiny Toy Guns as the main event on Saturday, Oct. 15. The concert encouraged 2,000 students to remain on campus that Saturday night. Another “Must-Stay Weekend,” concert was planned in spring 2012 based on the success of the fall concert. The Spring concert was April 20 and featured Hellogoodbye. The show encouraged 1,200 students to remain on campus on a Saturday.

Key Points
• Program was provided free of charge on the East Lawn of the Oklahoma Memorial Union.
• The fall weekend was a cooperative venture by the Union Programming Board, the Office of the University Vice President for Student Affairs and the Campus Activities Council and featured two days of music events leading up the headliner Saturday concert.
• The larger scale of these concerts helps to boost OU’s reputation as a suitable venue for other artists.

Union Programming Idea Sharing & Development in Lawrence, KS

Learning Outcome: 92 percent of the UPB student officers and members who attended the Union Programming Idea Sharing & Development Retreat in Lawrence, KS, said they could identify a new skill or idea they learned as a result.

Program Outcome: The Union Programming Board has moved up their event planning timeline, officer selection process and planning retreat to allow more time for quality and thoughtful event planning processes and they have created new executive committee positions to expand their programming.

Summary: In early March 2012, the Union Programming Board Executive Officers, graduate assistants, select general members and the Union Programming Coordinator visited Lawrence, KS to meet with union programming groups from the University of Kansas and the University of Nebraska for the purpose of idea sharing and leadership development.

The two-day trip involved attending the University of Kansas Union Activity Board’s “KU’s Dancing with the Stars,” event, dinner and idea sharing with KU, OU and Nebraska student event planners, student government leaders and advisors, tour of the KU Memorial Union facilities, leadership development activities, institution counterpart meetings and other meetings/activities. The aim was to motivate and educate students by engaging them with their counterparts from other institutions.

Key Points
• All OU students who attended, said they better understood the purpose of UPB as a result
• 92% of the students who attended said the trip was better than other organizational retreats or developmental activities they had attended
The mission of HSC Student Affairs is to enrich students’ academic experience by building a diverse and inclusive community, supporting emotional, intellectual and personal growth, facilitating professional development and providing guidance toward a professional health career.

<table>
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<tr>
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<th>HC</th>
<th>PC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>As a result of forming the MSO Consortium, student leaders identified one or more strategies to best represent cultural diversity on the HSC campus.</td>
<td>Focus Group</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSO Consortium members were able to compare the benefits of co-programming versus individual coordination to accomplish a given objective.</td>
<td>Observation, Focus Group</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>As a result of participating in Sooner Safety Week, attendees identified two or more safety tips on the HSC campus.</td>
<td>Survey</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>As a result of utilizing HSC Optimal Resume, students demonstrated successful formatting for resume and letter writing.</td>
<td>Observation, self-reporting through system</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSC student affairs staff from each of the seven colleges identified two potential benefits to implementation of HSC Optimal Resume.</td>
<td>Focus Group</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>As a result of attending a monthly presentation, prospective students identified the appropriate contact for their HSC college of interest.</td>
<td>Survey</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As a result of completing a session with Student Counseling Services, students identified at least one benefit as a result of counseling.

As a result of attending De-Stress Fest, students were able to de-stress prior to exams.

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</thead>
<tbody>
<tr>
<td>Develop an interdisciplinary committee representing all six of the multicultural student organizations will be formed in AY11.</td>
<td>Verify through volunteer membership</td>
<td>Committee reflected a student member from each of the six multicultural student organizations.</td>
</tr>
<tr>
<td>MSO Consortium programmed events will have attendance from all seven colleges on the HSC campus.</td>
<td>Event attendance</td>
<td>Event attendance showed students from all seven colleges attended Diversity Week.</td>
</tr>
<tr>
<td>Sooner Safety Week will average 75 participants for each of the five events.</td>
<td>Verify through sign in</td>
<td>Records show an average of 87 students, faculty and staff attended each day.</td>
</tr>
<tr>
<td>HSC Student Affairs will respond to 80% of the HSC Optimal Resume inquires within 2 business days.</td>
<td>Track through online records</td>
<td>There are no pending resumes or letters in the review center.</td>
</tr>
<tr>
<td>Utilization of HSC Optimal Resume will decrease the number of physical appointment regarding resumes and letter writing at the HSC Writing Center.</td>
<td>Appointment records, observation</td>
<td>The HSC Writing Center has experienced a decreased work load specific to resume and letter writing by student utilizing HSC Optimal Resume</td>
</tr>
<tr>
<td>HSC Recruitment Services will increase the number of recruitment fairs attended in both the state and region.</td>
<td>Attendance</td>
<td>HSC Recruitment Services attended 24 recruitment fairs across the state and region, attending six in Texas alone.</td>
</tr>
</tbody>
</table>
Student Counseling Services will increase outreach to all seven of the college on the HSC campus. Total number of orientations attended and outreach presentation

Student Counseling Services offered more than 50 presentations across seven colleges.

In the Spotlight
Multicultural Student Organizations Consortium

Learning Outcomes: As a result of forming the MSO Consortium, student leaders will identify one or more strategies to best represent cultural diversity on the HSC campus.

Program Outcomes: Develop an interdisciplinary committee representing each of the six multicultural student organizations in AY11.

Summary: Multicultural Student Organizations (MSOs) were charged with collaborating to take a collective ownership in showcasing all that MSOs have to offer the community. The MSO Consortium was created in an effort to best represent the cultural diversity on the HSC campus through co-programming. Students from each of the multicultural groups came together to co-host events throughout the year.

MSO Consortium events for AY11 included the Meet and Greet Showcase and HSC Diversity Week. The Meet and Greet Showcase included representatives from each of the six MSOs during Welcome Week to showcase the functions of each group within the MSO Consortium. HSC Diversity Week provided forum to bring cultural awareness and appreciation to the HSC campus through a co-programmed effort. The collaborative effort of the students not only brings about cultural awareness but also allows for the students to learn from each other.

Key Points:
- HSC Diversity Week yielded the largest attendance for a HSC Diversity Week to date.
- Students who were a part of the MSO Consortium represented each of the seven colleges on the HSC campus.
- Each of the multicultural student leaders was able to identify the benefits of co-programming.

Campus Life - Sooner Safety Week

Learning Outcome: As a result of participating in Sooner Safety Week, attendees will identify two or more safety tips on the HSC campus.

Program Outcome: Sooner Safety Week will average 75 participants for each of the five events.

Summary: In the spring of 2011, more than 400 students, staff and faculty attended the inaugural Sooner Safety Week on the HSC campus. What grew out of an idea in HSC Student Senate turned
into a weeklong event dedicated to the safety of our campus community. The program was comprised of five lunch time educational sessions.

The event was a campus-wide effort designed to discuss, learn and promote campus safety. A committee was establish that included students, faculty and staff from across campus. The topics included weather safety, mental health, environmental health and safety, campus safety initiatives, sexual assault response services and tours of the HSC Police headquarters. An e-scavenger hunt was included in the event to further the identification of resources. Attendees gained practical safety tips and knowledge of campus resources.

Findings:

- 85% of responding participants identified at least one safety tips from Sooner Safety Week.
- With an average of 87 participants each day, Sooner Safety Week participants were comprised of 37% students, 65% staff and 9% faculty.
- 85% of responding participants stated Sooner Safety Week promoted campus safety either considerably or great deal.

Professional Services - Optimal Resume

Learning Outcome: As a result of utilizing HSC Optimal Resume, students will demonstrate successful formatting for resume and letter writing.

Program Outcome: HSC Student Affairs will respond to 80% of the HSC Optimal Resume inquires within 2 business days.

Summary: Following the spring of 2010, the Student Satisfaction Survey indicated a student need for additional resume and letter writing services. In the spring of 2011, HSC Student Affairs acquired Optimal Resume, a comprehensive, interactive system to build resumes and cover letters. The service is designed to be an encapsulated service available to students 24 hours a day, 7 days a week. With technical support provided by a third party, HSC Student Affairs, specifically the HSC Writing Center is then able to provide one-on-one consultation in compliment to the service. The implementation of the HSC Optimal Resume service provides students a convenient and effective service while allowing the HSC Writing Center to focus on academic and technical writing services.

Key Points:

- To date, more than 80 individual accounts have been created on HSC Optimal Resume with more than 700 student visits to the service website.
- 57% (4 out of 7) of the colleges have identified opportunities to integrate HSC Optimal Resume into course curriculum.
- 80 registered accounts are comprised of students from across all seven of the HSC colleges.

HSC Recruitment Services – Campus Tours and Visits
Learning Outcome: As a result of attending a monthly presentation, prospective students will be able to identify the appropriate contact for their HSC college of interest.

Program Outcome: HSC Recruitment Services will increase the number of recruitment fairs attended in both the state and region.

Summary: Recruitment efforts engaged more than 2,000 people, helping future students realize their goal to someday attend the HSC. HSC Student Affairs partnered with university-wide stakeholders to attend 24 recruitment fairs across the state and region, present at 29 speaking engagements and provide 97 individual tours and 17 group tours.

Key Points:
- 72% of responding attendees found the HSC Recruitment Services presentation information helpful.
- 83% of responding attendees found the HSC Recruitment Services takeaway material useful.

Student Counseling Services

Learning Outcome: As a result of completing a session with Student Counseling Services, students will be able to identify at least one benefit of counseling.

Program Outcome: Student Counseling Services will increase outreach to all seven of the colleges on the HSC campus.

Overview: HSC Student Counseling Services (SCS) worked to increase visibility and use of services in order to provide quality counseling services to HSC students. SCS Staff offered more than 50 outreach presentations on a variety of topics. With 229 intakes and more than 1,260 individual and group appointments, SCS continues to improve the quality of life for students on the HSC campus.

More than 250 students participated in Sexual Assault Awareness Week’s educational opportunities including the Take Back the Night March. In addition, De-Stress Fest continued to grow with participation of nearly 600 students.

Key Points:
- 95% of responding participants stated they would refer friends to Student Counseling Services.
- 100% of responding participants identified a benefit as a result of counseling.
- 92% of responding participants felt that Student Counseling Services responded to their needs in a timely manner.
- 72% of responding participants stated that De-Stress fest helped them to de-stress before finals.
OU-TULSA STUDENT AFFAIRS

OU-Tulsa Schusterman Center
Founders Student Center
4502 East 41st Street, Rm. 1C76, Tulsa, OK 74135
phone: (918) 660-3100
http://tulsa.ou.edu/studentaffairs

The mission of OU-Tulsa Student Affairs is to provide resources and opportunities, unite a diverse student population, respect each student's experiences and goals, and enhance the development of the whole student.

The goals of the department form the acronym PURE: (1) Provide resources and opportunities to address student needs, (2) Unite a diverse student population into a cohesive campus community by establishing interdisciplinary relationships, (3) Respect each student's experiences and goals by fostering self-actualization, community involvement, and global awareness, (4) Enhance the development of the whole student by complementing academic knowledge, fostering social understanding, and promoting leadership.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CAS Learning Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of attending a resume or cover letter writing workshop, students</td>
<td></td>
</tr>
<tr>
<td>identified one or more ways to improve their marketability to potential employers.</td>
<td>Measurement</td>
</tr>
<tr>
<td>Survey</td>
<td>X</td>
</tr>
<tr>
<td>Of those actively searching for a volunteer opportunity with a community</td>
<td></td>
</tr>
<tr>
<td>organization, at least 75% found an organization to begin volunteering with</td>
<td></td>
</tr>
<tr>
<td>during the fall 2011 semester.</td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td>X</td>
</tr>
<tr>
<td>As a result of attending a Tulsa Run lunch and learn, students identified one or</td>
<td></td>
</tr>
<tr>
<td>more benefits of proper nutrition before distance runs.</td>
<td></td>
</tr>
<tr>
<td>Survey, observation</td>
<td>X</td>
</tr>
<tr>
<td>As a result of serving as an OUTSA Executive Officer, students demonstrated the</td>
<td></td>
</tr>
<tr>
<td>ability to connect with one another and establish common goals in order to</td>
<td></td>
</tr>
<tr>
<td>Survey, Observation</td>
<td>X</td>
</tr>
</tbody>
</table>
benefit the collective campus community.

As a result of utilizing the buddy workout program in the Fitness Center, students demonstrated correct exercise technique to reduce the potential for injury. Observations X

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Measurement</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU-Tulsa Student Affairs will increase the number of resume and cover letter writing workshops by at least 150%.</td>
<td>Number of workshops offered</td>
<td>Increase of 200% from 2010-2011 to 2011-2012 academic year.</td>
</tr>
<tr>
<td>The fall 2011 Volunteer Expo will host at least 30 community organizations seeking volunteers in the Tulsa community.</td>
<td>Organization attendance</td>
<td>34 organizations participated in the fall 2011 Volunteer Expo.</td>
</tr>
<tr>
<td>At least 80% of community organizations participating in the fall 2011 Volunteer Expo will express interest in attending future volunteer expos at OU-Tulsa.</td>
<td>Survey of community organizations</td>
<td>87.5% return interest based on those organizations that completed the survey.</td>
</tr>
<tr>
<td>By the spring 2012 semester, OU-Tulsa Student Affairs will complete a renovation of the Fitness Center that includes wall removal, floor replacement, and replacement of outdated equipment.</td>
<td>Task completion</td>
<td>Replaced 3 treadmills, removed divider walls, updated flooring, and exchanged 6 outdated resistance weight machines with 3 dual-functioning machines. Open date following all renovations was December 5, 2011.</td>
</tr>
<tr>
<td>The overall satisfaction of the fall 2011 OU-Tulsa Schusterque BBQ family night will improve by 10% compared to the fall 2010 event.</td>
<td>Survey</td>
<td>Increase of 14.5% in overall satisfaction (82% in 2010 and 96.5% in 2011).</td>
</tr>
</tbody>
</table>

In the Spotlight
Volunteer Expo – fall 2011
Learning Outcome: Of those actively searching for a volunteer opportunity with a community organization, at least 75% will find an organization to begin volunteering with during the fall 2011 semester.
Program Outcome: The fall 2011 Volunteer Expo will host at least 30 community organizations seeking volunteers in the Tulsa community.

Program Outcome: At least 80% of community organizations participating in the fall 2011 Volunteer Expo will express interest in attending future volunteer expos at OU-Tulsa.

Summary: On August 31, 2011, OU-Tulsa Student Affairs hosted the OU-Tulsa Volunteer Expo. In only its second year, the Expo provided an opportunity for OU-Tulsa students (and faculty and staff) to interact with and explore different volunteer agencies and opportunities. Some of the participating community organizations were Emergency Infant Services, Oxley Nature Center, Tulsa Children’s Museum, Special Olympics Oklahoma, and Domestic Violence Intervention Services, Inc.

In all, 34 organizations participated in the on-campus Expo, exceeding our goal of 30 community organizations. Based on the surveys completed by 24 of the 34 community organizations, 87.5% of the participating organizations expressed interest in participating at future OU-Tulsa Volunteer Expos. By our best estimates, approximately 10% of the student population attended this expo, and we hope to continue to increase the attendance at future events.

Key Points
- 81.8% of students found a community organization at the Expo to begin volunteering during the fall 2011 semester
- 87.5% of community organization plan to return for future Expos at OU-Tulsa

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OU-Tulsa Fitness Center

Learning Outcome: As a result of utilizing the buddy workout program in the Fitness Center, students will demonstrate correct exercise technique to reduce the potential for injury.

Program Outcome: By the spring 2012 semester, OU-Tulsa Student Affairs will complete a renovation of the Fitness Center that includes wall removal, floor replacement, and replacement of outdated equipment.

Summary: The OU-Tulsa Fitness Center has been in drastic need of renovations and equipment upgrades for quite some time. Utilizing the feedback received through the 2010-2011 Student Satisfaction Survey, Student Affairs staff developed a renovation plan for the Fitness Center that included the removal of non-essential walls, installation of a rubber gym flooring, and replacement of outdated equipment (three new treadmills and three dual-functioning resistance machines).

In addition to an overhaul of the space and equipment, Student Affairs staff identified means by which the overall safety of our students could be improved when utilizing the Fitness Center. With the installation of a key code access system, Student Affairs can now restrict access only to those students that have submitted a signed Fitness Center waiver to our Assistant Director. This system has also allowed our staff to ensure that those submitting waivers are familiar with the exercise equipment and are provided with a general orientation to the facility. Additionally, a one-on-one
“Buddy Workout” appointment can be scheduled to demonstrate correct exercise techniques and reduce the potential for injury among new and returning users. Prior to the 2011-2012 academic year, “Buddy Workouts” occurred at specifically scheduled times and were not well utilized.

Key Points
- The new and improved Fitness Center opened on December 5, 2011. Our goal was to complete all renovations by the start of the spring 2012 semester, and the facility was only closed for two weeks during the renovations.
**STUDENT LIFE**

*Campus Activities Programs, Fraternity and Sorority Student Life, Multicultural Student Programs and Services, OU Cousins, Scholarship Programs, and Women’s Outreach Center*

Oklahoma Memorial Union  
900 Asp Ave., Suite 370 Norman, OK 73019  
phone: (405) 325-3163  
ou.edu/studentlife

The mission of Student Life is to guide students in realizing academic, professional and personal goals as they progress toward graduation and beyond.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Measurement</th>
<th>KA</th>
<th>CC</th>
<th>ID</th>
<th>IC</th>
<th>HC</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of regularly meeting with a council advisor, 75% of Fraternity or Sorority Chapter presidents and executive council officers grew in the area of realistic self-appraisal, demonstrated by the ability to describe personal strengths.</td>
<td>Pre-/post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Seventy-five percent of Sorority or Fraternity Chapter presidents defined specific goals for their chapters and were able to describe how they did or did not meet those goals.</td>
<td>Pre-/post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Of the Step in, Speak out participants, 94% expressed intent to step in and help someone at risk for sexual assault</td>
<td>Post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ninety-percent of Sooner Ally participants feel better prepared to be an Ally than before the training</td>
<td>Post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>After attending the Start Smart workshop, 93% of participants felt very or extremely confident in their ability to negotiate a fair and equitable salary.</td>
<td>Post-test</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>As a result of McNair Scholars program requirements, 92% of graduating seniors demonstrated</td>
<td>Tracking of applications and acceptance into</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Skill in Completing a Successful Graduate School Application by Apply to and Being Accepted to at Least One Graduate Program

As a result of completing a research project under the guidance of a faculty mentor, 93% of incoming scholars demonstrated disciplinary research proficiency.

Of those multicultural students attending the leadership retreat, at least 75% had a better understanding of expectations and how to complete paperwork.

After meeting weekly with the multicultural presidents/chairs, 80% of students felt very or extremely confident in their ability to run meetings and delegate.

As a result of being involved with OU Cousins, 65% of students improved their ability to communicate with diverse people.

As a result of being involved with OU Cousins, 56% of students worked to eliminate the stereotypes of other cultures.

After serving as a leader in CAC, 87% of students felt extremely to very confident speaking in public.

Ninety-one percent of participants applied their experience with CAC to areas out of their organization (e.g., class, interviews, work) as a result of participating with CAC.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Measurement</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate workshops and events, including retreats and books, with multicultural students to develop leadership skills.</td>
<td>Tracking # of participants</td>
<td>Over 60 multicultural student leaders attended retreats and utilized such tools as U-Zoo, Strengths Finder, and Kouzes and Posners Leadership Challenge.</td>
</tr>
</tbody>
</table>
Meet with multicultural event chairs weekly to increase effective communication.  
Weekly Meetings  
Seventy-five percent of event chairs met with cultural advisors on a weekly basis. These event chairs planned NA, HASA and AISA events. Twenty-five percent of event chairs planned BSA events and met with cultural advisor on a bi-weekly basis.

Provide 620 students with breast health information through interactive workshops and events.  
Outreach tracker  
This year the outcome was surpassed by reaching a total of 941 students with breast health education.

Sexperts will reach 400 students with information about STD and pregnancy prevention, a 15% increase over the prior year.  
Outreach Tracker  
Twenty programs and two outreach events were held reaching 858 students (418 education/440 outreach).

Seventy-five percent of scholarship recipients will maintain a grade point average at or above the minimum required for program participation.  
GPA tracking  
Seventy-five percent of scholarship recipients maintained a grade point average at or above the minimum required for program participation.

Reach 80% of sorority or fraternity chapter or council presidents through one-on-one and group meetings.  
Tracking number of students attending meetings  
Reached 80% of chapter presidents.

Reach healthy retention numbers of new Panhellenic members.  
Number of new members initiated  
Eighty-four percent of the open house pool completed the recruitment process and pledged a sorority and 75% that pledged during recruitment initiated into their chapter.

OU Cousins will respond to 90% of email within two business days.  
Tracking email responses  
OU Cousins was able to respond to 80% of e-mails within two business days.

Increase communication with OU Cousins by 10% per semester.  
Tracked via emails sent  
OU Cousins received emails monthly and Facebook and Twitter updates throughout the year, an increase of 10%.
| Campus Activities Council (CAC) will increase CREW Applications by 15% based on 2011-2012 registrations. | Number of students registered | For the 2011-2012 year, CAC increased CREW registration by 50%. |
| CAC will pre-assess and post-assess with each event Chair during the academic year. | Student Voice | One-hundred percent of CAC General Council took the pre-assessment and 73% took the post-assessment. |

**In the Spotlight: Latinas without Borders**

Learning Outcome: Hispanic high school girls who attend the Latinas without Borders Conference will increase their interest in attending college.

Program Outcome: Latinas without Borders will expand to offer a summer institute in addition to the annual conference.

Summary: During the 2011-2012 school year, the Latinas without Borders Program (LWB) held its second annual one-day conference at the University of Oklahoma, as well as, its inaugural summer institute. Through the one-day conference, students were able to participate in workshops that provided important information about the college process, financial aid, and scholarships. Students also participated in college tours that highlighted learning facilities and offices for the area of interest they specified in their application beforehand. The one-day conference also created a safe atmosphere for participants to openly share their opinions about the cultural barriers that tend to hold Latinas back from a successful professional career.

The summer institute allowed the LWB committee the opportunity to invite 15 high school girls back to campus for three days and two nights. The institute’s activities supported the LWB mission of empowerment and self-respect. The participants sat in on various workshops that provided information about ACT, financial aid, majors and minors, engineering programs, GIS, and the College of Arts and Sciences. The most impactful aspect of the camp was the Get Real activity that was coordinated by two instructors from Putnam City High School. The activity was daylong. It required the participants to let their guard down and share their difficult stories, as well as, be a support system for other young women. The goal of the activity was to make the girls more open-minded and sensitive to the differences and struggles of others. This was followed by a workshop on Latina Image and undocumented status. Both of these issues can create a sense of low self-esteem in young Latinas. Through the process of defining what “Latina” is, the girls were able to celebrate their identity, instead of being ashamed by it.

**Key Points**

- The one-day conference and summer institute allowed the LWB committee to reach 85 young Latina participants, five teachers, and approximately 80 parents, friends, and family members.
• 95% of students surveyed stated that their interest in attending college was positively impacted by the conference.
• 5% of students surveyed indicated that they were already very interested in attending college but their desire to go was strengthened by the conference.
• Additionally, 97% of students surveyed stated that they felt better equipped and more confident about tackling the cultural barriers that tend to hold them back from attending college.
STUDENT MEDIA
*Advertising, Business Office, Features, Newsroom, and Production*

Copeland Hall
860 Van Vleet Oval Room 149A, Norman, OK 73019
phone: (405) 325-3596
studentmedia.ou.edu

The mission of Student Media is to administer publications, activities and services that strengthen the educational experience for students interested in journalism and related fields and enhance the sense of community and the overall quality of campus life for a diverse student body by providing an unrestricted student forum for the exchange of ideas.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Measurement</th>
<th>KA</th>
<th>CC</th>
<th>ID</th>
<th>IC</th>
<th>HC</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students practiced repurposing stories and columns to provide content for <em>Inside the Huddle (ITH)</em> game day publication covering OU football.</td>
<td>Adviser markup, payroll budget, deadlines</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>As a result of attending editorial board training, students trained others to complete the individual tasks needed to put out a daily newspaper.</td>
<td>Training schedules, post-training quiz</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student sales manager managed a staff of six to eight sales people in addition to overseeing a staff of four to six creative designers as well as his/her own advertising accounts in a 20 hour week.</td>
<td>Management training</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Pro staff worked with the Sooner business manager and staff to increase the number of books sold by staffers. Students learned better tactics for sales.</td>
<td>2011 and 2012 sales reports</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>As a result of training and advising, students learned organizational skills and trained for the tasks they are charged with to carry out the tasks of the production department.</td>
<td>Advising, Assessment</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Program Outcomes | Measurement | Results
---|---|---
As a result of training and advising, students will learn and utilize ALS program to create daily layouts for the newspaper. | Successful daily newspaper deployment | Newsroom and Production were on time in getting the newspaper to printing partner 97.5% of the time.

Increase revenue by at least 5% for Inside the Huddle from the previous year. | Revenue Numbers | Revenue increased by 15% from the previous year.

**In the Spotlight:**

2012 “Best of” special section
Summary: Advertising worked closely with the Sooner yearbook staff to develop a publication that could continue the Sooner brand as well as give readers an opportunity to offer opinions on favorite spots for dining, shopping entertainment and other categories.

Advertising students were responsible for marketing and presenting the proposed section to advertisers and were required to submit a forecast to make an “educated guess” on final sales numbers.

Features students learned how to produce a “Best of” issue from the technical and statistical details of surveying the campus population to creating strong editorial and advertising content to pair with survey results.

Learning Outcome: Advertising students learned how to predict and report revenue numbers to supervisors. And Features students learned how to design and publish a new special section.

Key Points: The publication itself was not as successful as projected, but the daily papers during the month of February showed a significant increase over the previous year. As a result of the section, February advertising revenue increased by just over $22,000 from the previous year. Advertisers ran ads to encourage people to vote for their business.

---

2012 Sooner yearbook sales
Summary: Outside of sales related to Camp Crimson, the majority of yearbooks sold come from direct point-of-contact sales by Sooner staff members. Though writers, editors, designers and photographers did not join the staff to sell books and may not have that skillset, it's a required part of their job.

The Sooner 2012 leadership worked to increase the number of individual staffers who sold books and to push talented staffers to sell more. Features leadership strengthened training at the beginning
of each semester and at weekly desk meetings. The department was more transparent with sales totals and forthcoming with commission amounts, using those as an incentive across the staff.

Learning Outcome: Pro staff worked with the Sooner business manager and staff to increase the number of books sold by staffers. Students learned better tactics for sales.

Key Points
• The total number of staffers who sold at least one book increased from 33 in 2011 to 37 in 2012.
• Total sales of five or 10 books per staffer stayed fairly consistent (18 to 19 at five, 11 to 13 at 10), but the higher numbers jumped considerably. Six people sold at least 20 books in 2012, compared to two in 2011. Three people sold 25 or more and two people sold 30 or more in 2012. No one reached those goals in 2011.
• In 2011, Sooner staff sold 318 books. In 2012, staff sold 424.