I. Executive Summary

Met Media served its mission to create opportunities for students seeking job-ready multimedia skills, and be a source of information and creative design that strengthens the campus community and supports enrollment and retention.

Successes:

- Hired assistant director with superior skills in broadcasting and marketing
- Met Radio initiated partnership with student musicians and performers at DIME.
- Exploded reach on social media and MyMetMedia.com via video clips and scheduled posts with quality content
- Implemented Smart Publisher ad sales and customer relations software
- Rewrote Met Media mission statement to reflect commitment to students in office and on campus
- Rewrote position description for director of Met Media
- Introduced a Spanish-language special section, Met Vistazo, to The Metropolitan.
- Met Report won the Student Achievement Award in the 2015 Emmy Awards competition. Similar to the 2014 outcome, Met Report beat its sister broadcast, Noticiero TVMET, in the finals. The other finalist was the University of Oklahoma. This makes three consecutive years of Emmy recognition for the Met Media TV Group.
- Metrosphere magazine won the SPJ’s regional Mark of Excellence award for student magazine.
- Graphic designer won two Pacemaker awards and finished second in a national designer of the year contest.
- Averaged better than 60 percent readership of Metropolitan, the highest figure in six years
- Decorated newspaper bins throughout campus with “The Met League” superhero theme to increase recognition of Met Media students’ work and to enhance the Auraria Campus user experience. The Met League comes alive as student superheroes who protect free speech, bringing news and information to the campus with a focus on building community.
- Connected with Hispanic community through Roadrunner Give Back Day. More than a dozen students painted the community room at Escuela Tlatelolco Centro de Estudios. Meanwhile, our Spanish TV unit, Noticiero TVMET, produced several segments on the school for its last newscast of spring 2015.
- Office FOAPs finished FY16 with healthy surpluses, attributable to revenue generation through advertising and sponsorship sales, and creative services contracts.
- Completed transfer of content on student handbook webpage and then deactivated that page

Challenges:

- Establish and implement an assessment plan with measurable goals and learning outcomes
- Increase recognition of Met Media’s purpose and services within the campus and downtown communities
- Add live streaming to Met Report and Noticiero TVMET broadcasts – to build viewership and recognition
- Develop staff and workflow to publish six Metrosphere issues in FY17, a 100 percent increase over FY16
- Build rapport among units so that students will gain opportunities to cross-train in their secondary interests
- Finalize solution for Met Radio technical problems, including multi-station automation system connected to the Communication Arts and Sciences efforts to build a low-power AM station transmitting from the roof of Central.
- Manage social media marketing, event sales and organization, and strengthen revenue generation
- Finish archival project to make Metropolitan archives available online
II. Unit Accomplishments

a. Review your completion and progress toward the previous academic year’s goals in line with the institution’s Strategic Plan and current initiatives.

1. Finalize emergence of Noticiero TVMET as a stand-alone unit.

Review: Noticiero TVMET began in 2012 as a 15-minute, Spanish-translation supplement to the weekly Met Report newscast. Originally named El Noticiero Metro, the program attracted a small group of passionate students who showed Met Media administrators the potential for a separate Spanish newscast. With talented student leadership, the group grew to a peak of 14 bilingual students in spring 2015 and produced a news show twice a month with news content aimed at Spanish speakers on campus and in the downtown community. Met Report and Noticiero TVMET are broadcast on Comcast Channel 58 in Denver County.

With growth expected to continue in fall 2015, bolstered by its first Student Achievement Award in the 2014 Emmy Awards competition, Noticiero TVMET was targeted to become a full-fledged unit at Met Media, equal to The Metropolitan, Met Radio, Metrosphere and Met Report. Instead, participation dropped off to under 10. We realized that much of Noticiero’s production staff was made up of English-only students from Met Report and that Noticiero couldn’t yet stand alone as a separate staff.

The goal remains to build a separate TV staff of bilingual students, but until then, we combined Met Report and Noticiero TV MET under the umbrella title Met Media TV Group. Two staffs closely intertwined, assisting each other in the production of weekly (three times a month for Noticiero) newscasts, report to one station general manager, who reports to the director.

Strategic Plan Themes Supported
- Student and Academic Success
- Community Engagement and Regional Stewardship
- University Culture
- Telling the MSU Denver Story

2. Expand co-curricular engagement with stakeholders and academic departments, including stronger connection with Marketing to benefit ad sales and marketing teams.

Review: It’s logical that most of the students who come to Met Media for practical experience are Journalism or Broadcasting majors, but we also have a healthy contingent from Communication Design, Political Science, English, Art and Marketing. We’ve expanded our engagement with these core departments through relationship building among student leaders, administrators and the chairs and faculty members.

Many of the top Journalism and Communication Arts and Sciences students come to Met Media for practical experience or internship credit. We owe thanks to the regular and affiliate faculties of our core departments for their encouragement and support because students aren’t always aware of or even looking for opportunities to get their careers started.

For example:
- The connections made by Metrosphere’s editor-in-chief among Art and English faculty helped to generate encouragement from faculty that their students submit art and literary works to the 2015-2016 magazine. As a result, walls of the Center for Visual Art were adorned with stunning works by MSU Denver students and alumni during the spring 2015 magazine launch party.
• With help from the CAS chair and broadcasting faculty and affiliates, Met Report’s spring 2016 auditions led to nearly doubling the size of the TV unit.
• A couple of Journalism courses use the Met Media newsroom as their classroom.
• Professors from Journalism and Technical Communications and Communication Design hold seats on the oversight Board of Student Media.
• A broadcasting affiliate serves as faculty adviser to Met Report and Noticiero TVMET.
• CAS faculty used industry connections to arrange for a charitable donation to Met Radio of a 16-channel sound board. Then, they invested many volunteer hours to set it up and connect it to components.

Marketing is the department for which we’d like to build stronger connections. Ad sales, social media marketing and digital management are integral to our success in building recognition for our student-run media products. We’re in touch with marketing faculty to look at tailoring projects that complement Met Media’s sales efforts. Typically, our most successful sales representatives are marketing majors or minors. Public relations is a great source too.

**Strategic Plan Themes Supported**

- Student and Academic Success
- Community Engagement and Regional Stewardship
- Telling the MSU Denver Story

3. Develop officewide service projects for fall and spring semesters.

**Review:** Meeting this goal was uncomplicated because the ideas and choices to participate originated with students. We’re proud of our students for their willingness to serve the community as volunteers. Service projects can be fun and build stronger teams.

In August 2015, Met Radio and its “Rabbit Hole” program hosts – Vinnie White, Amanda Berg and Austin Shrader – organized and completed a 52-hour webcast to set a Guinness world record and raise more than $1,500 for Food Bank of the Rockies and the MSU Denver Food Bank. More than a dozen students supported their bleary-eyed fellow students during the ordeal, operating the sound board, joining the show to talk, or videotaping the guests, or keeping watch on the clock to meet Guinness rules.

In April 2016, the university’s Roadrunner Give Back Day proved to be a perfect opportunity to meet that semester’s service project goal. More than 20 Met Media students helped to paint the community room at Escuela Tlatelolco Centro de Estudios, a K-12 school with a social justice theme. At the same time, Noticiero TVMET students videotaped and interviewed students, teachers and administrators to tell the school’s story for Noticiero’s final newscast of the spring.

**Strategic Plan Themes Supported**

- Community Engagement and Regional Stewardship
- University Culture
- Telling the MSU Denver Story

4. Develop regular trainings for staff with industry professionals, including sessions on First Amendment rights and responsibilities, FOIA, CORA, ethics, etc.

**Review:** Throughout the year, Met Media held its all-staff meetings on the Final Friday of each month. Students and staff gathered in one of the Tivoli’s conference rooms to celebrate birthdays – with cake, pizza or root beer floats – share important office information and engage with industry professionals about their experiences and recommendations on professionalism, networking, portfolio-building and other inside information. Industry guests who presented and answered students’ questions included KMGH-TV reporter Eric Lupher (a Met Report alumnus), First Amendment
attorney Steven Zansberg, marketing author Debra Jason, MSU Denver marketing director Julie Lucas, 5280 magazine
senior writer Robert Sanchez, and Denver Post reporters Noelle Phillips and Ricardo Baca (a Metropolitan alumnus).

Student participation increased when each unit’s top leader decided to hold their own staff meeting during the hour
preceding the Final Friday gathering.

Strategic Plan Themes Supported
- Student and Academic Success
- University Culture
- Telling the MSU Denver Story

III. Supporting Metrics

a. Program Metrics

   i. Five-Year Participation Trends

   For the fifth consecutive year, broadcasting students dominated the composition of Met Media. Diversity
   continues to be strong. Really encouraging is the growing number of freshmen and sophomore participants.
   With effective administration, strong student leadership, co-curricular involvement and healthy resources,
   including our revenue generation through ad sales and sponsorships, we’re expecting steady performance
   overall. Here are a few positives and negatives:

   - The number of students using our services continues to grow, with continued gains in television. After
     January 2016 auditions, Met Report grew to 60 students on its team; forty-five finished the year on the
     team. Noticiero TVMET declined from 14 to 10 because of graduation, but our commitment to Spanish
     broadcasting and publishing is strong.
   - Every student who joins a team at Met Media has a compensation opportunity. Top editors receive
     monthly stipends, students can earn their full Work-Study awards here, and volunteers can earn pay-
     per-piece compensation. The volunteer program grew nearly 64 percent in payout, from fall 2015, and
     the participation number grew 36 percent.
   - Social media gains are dramatic and likely to continue, particularly related to 90-second Met Report
     videos on Facebook via YouTube and the expansion of Metosphere blogs and printed content.
   - Metropolitan readership continues to climb, based on off-campus distribution to Regency Student
     Housing and our advertisers. Some gains can be attributed to our superhero theme “The Met League”
     bins. An additional benefit is greater recognition for all the student media products at Met Media.
   - We attribute soaring traffic at MyMetMedia.com to cross-promoting website content on Facebook,
     Twitter and Instagram. Overall, our social media promotion has been a big hit.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students Per Year</td>
<td>153</td>
<td>143</td>
<td>125</td>
<td>73</td>
<td>N/A</td>
</tr>
<tr>
<td>Year in the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>35</td>
<td>59</td>
<td>41</td>
<td>35</td>
<td>N/A</td>
</tr>
<tr>
<td>Junior</td>
<td>34</td>
<td>39</td>
<td>38</td>
<td>25</td>
<td>N/A</td>
</tr>
<tr>
<td>Sophomore</td>
<td>45</td>
<td>22</td>
<td>19</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>Freshman</td>
<td>39</td>
<td>23</td>
<td>27</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourly/Stipend</td>
<td>22</td>
<td>44</td>
<td>29</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Work-Study</td>
<td>63</td>
<td>44</td>
<td>35</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>
## Volunteer

<table>
<thead>
<tr>
<th>Heritage</th>
<th>68</th>
<th>55</th>
<th>61</th>
<th>27</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>African-American</td>
<td>17</td>
<td>15</td>
<td>5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>White</td>
<td>97</td>
<td>84</td>
<td>98</td>
<td>28</td>
<td>83</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45</td>
<td>38</td>
<td>19</td>
<td>32</td>
<td>14</td>
</tr>
</tbody>
</table>

## Major

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism &amp; Tech Comm</td>
<td>33</td>
<td>35</td>
<td>26</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Speech Comm</td>
<td>83</td>
<td>79</td>
<td>74</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>29</td>
<td>25</td>
<td>21</td>
<td>26</td>
</tr>
</tbody>
</table>

## Graduated

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>47</td>
<td>44</td>
<td>13</td>
<td>13</td>
<td>N/A</td>
</tr>
<tr>
<td>Second Year</td>
<td>41</td>
<td>43</td>
<td>67</td>
<td>27</td>
<td>N/A</td>
</tr>
<tr>
<td>Third and above</td>
<td>65</td>
<td>56</td>
<td>45</td>
<td>33</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Persistence (years as contributors)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay-Per-Piece program</td>
<td>15</td>
<td>11*</td>
<td>20</td>
<td>14</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*11 students participated in 2014-2015 Pay-Per-Piece program. Volunteer Incentive Plan canceled in May 2014.

## Campus and Local

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan Readership Avg.</td>
<td>61.0%</td>
<td>53.5%</td>
<td>46.4%</td>
<td>49.8%</td>
<td>51.4%</td>
</tr>
</tbody>
</table>

### Facebook Likes

- The Metropolitan: 2,990, 2,976, 1,646, 884, 711
- Met Radio: 2,785, 2,813, 1,138, 602, 424
- Met Report: 3,421, 2,665, 994, 558, 526
- Metrosphere: 1,754, 1,538, 860, 337, 123
- Noticiero TVMET: 3,125, N/A, N/A, N/A, N/A
- Met Media: 3,179, 3,081, 629, 490, 127

### Web Traffic: Visitors/Views

- The Metropolitan: N/A, N/A, 19,199/37,701, 27,351/66,736, 28,666/61,188
- Met Radio: N/A, N/A, 4,607/16,405, 3,792/18,194, 15,158/33,819
- Met Report: N/A, N/A, 2,113/8,287, 2,775/12,230, 6,176/14,196
- Metrosphere: N/A, N/A, 6,190/15,687, 1,889/15,687, 2,721/12,763
- Noticiero TVMET: N/A, N/A, N/A, N/A, N/A
- MyMetMedia.com (five sites consolidated in August 2014): N/A, 22,833/74,870, 2,804/7,644, 5,189/15,721, 5,334/9,210

### Revenue

- Metropolitan Ad Sales: $81,829, $85,550, $74,958, $77,970, $79,629
- Creative Services & Other: $10,881, $7,100, $7,939, $6,202, $14,723

---

**b. Employee Professional Metrics**

**i. Professional Development**

**Steve Haigh, director**

- (Internal) Academic and Student Affairs Assembly, Feb. 8, 2016
- (External) CMBAM, attended multiple workshops and presentations, March 9-12
- ASAURC unit review
• ACP-CMA National College Media Convention, Oct. 28-31
• (Internal) Professional Development Conference, June 15, 2016
• (Internal) SEW Retreat focusing on Learning Outcomes
• (Internal) Group Dynamics communication and teamwork – Lisa Nelson
• (Internal) Seeing, Hearing, and Listening – Michael Kilpatrick
• (External) Pre1, Week of software training
• Shadowed student Chelsea Richardson for SEW assignment, Dec. 1
• Maysoon Sayid, St. Cajetan’s, Jan. 15

Ronan O’Shea, assistant director
• (Internal) Seminar: Equity in Excellence, January 15
• (External) Pre1, Week of software training
• (Internal) MBTI Assessment, February 17
• (External) CMBAM, attended multiple workshops and presentations, March 9-12

Kathleen Jewby, production manager
• (Internal) Group Dynamics communication and teamwork Lisa Nelson
• (Internal) Seeing, Hearing, and Listening, Michael Kilpatrick
• (Internal) Mentoring sessions from a communication expert (1.5 hour meetings average 1–2 per month)
• (Internal) SEW Retreat focusing on Learning Outcomes
• (External) Pre1, Week of software training
• (Internal) Dealing with Disruptive Individuals, HR training
• (Internal) Time Management Basics, HR training and follow-up session with Doug Gertner
• (External) CMBAM, attended multiple workshops and presentations, March 9-12
• (External) Pre1, Week of software training

Elizabeth Norberg, administrative assistant II
• (External) Workshop: The Conflict Paradox: Seven Dilemmas at the Core of Disputes
• (External) Workshop: The Definitive Personal Assistant & Secretarial Handbook, 3rd Edition
• (External) CMBAM, attended multiple workshops and presentations, March 9-12
• (External) Workshop: Implementing and Sustaining Change
• (External) Workshop: Working with Difficult People: Identifying Difficult People
• (External) Workshop: Conflict Resolution and Negotiation
• (External) Workshop: Act Like a Leader, Think Like a Leader
• (Internal) Professional Development Conference

ii. Scholarly Activities Summary

Steve Haigh
• Assist JRN editing instructor during Tuesday morning class at Met Media office.
• Weekly writing/editing critique of The Metropolitan, as newspaper’s professional adviser.

Ronan O’Shea
• Assist television and radio advisers with our television and radio students.
• Developed partnership with the Detroit Institute of Music Education to create a content-sharing.
• MLK Peace Breakfast participant.
Kathleen Jewby
- Habits of Change presentation at the SEW Student Conference and two additional times for team
- Dialogue Detective training development and presentation
- Development of a training and advancement program for designers that sets expectations and communicated team goals
- Design basics presentation to designer

iii. Service Activities Summary

Steve Haigh
- Marshall at fall 2015 commencement
- Marshall at spring 2016 morning and afternoon commencement
- Presenter – *Met Media Operations*, at SGA meeting, July 10, 2015
- Search committee chair for Met Media assistant director
- Search committee for Counseling Center psychologist
- Search committee for Communication Arts and Sciences Cat II professor
- Roadrunner Give Back Day at Escuela Tlatelolco Centro des Estudios
- Board of Student Media
- MLK Peace Breakfast Committee
- Brother to Brother coach
- College Media Association member
- Society of Professional Journalists member
- Associated Collegiate Press member
- College Media Business and Advertising Managers member
- Volunteer, MSU Denver/NCAA Division II National Golf Championship, May 19

Ronan O’Shea
- Roadrunner Give Back Day at Escuela Tlatelolco Centro des Estudios
- Board of Student Media
- COA member
- Speaker, US Army Auraria Campus Luncheon, March 3
- Volunteer, MSU Denver/NCAA Division II National Golf Championship, May 19

Kathleen Jewby
- Co-chair MLK Peace Breakfast
- Significant role in developing Spirit of MLK Service Drive
- MLK marketing coordinator
- Professional Development Conference Committee marketing coordinator
- Associated Collegiate Press
- Society of Professional Journalists
- Roadrunner Give Back Day lead and coordinator
- Trio High School Upward Bound search committee

Elizabeth Norberg
- National Association of Hispanic Journalists member
- National Association of Television Arts & Sciences judge
- Roadrunner Give Back Day at Escuela Tlatelolco Centro des Estudios
c. Unit Assessment Report (See Appendix A)
d. Other Metrics

Average GPA (153 students): 3.15

Contest results
- Met Report won the 2015 Student Achievement Award from the Heartland Region Emmys contest, the third consecutive year of recognition for the Met Media TV Group and fourth award in the past 10 years.
- In the SPJ Mark of Excellence Awards for 2015-2016, Met Media students won 15 Mark of Excellence awards, compared with 18 in 2014-2015, 10 in 2013-2014 and 13 in 2012-2013. The 2015-2016 group took home eight regional winners and seven seconds and thirds. The conference was held in Albuquerque in April.
- Kristen Morrison from our Creative Team won second place in the College Media Business and Advertising Managers national designer of the year contest. Our Ad Sales team won a third place for marketing plan. The CMBAM conference was held in Denver in March.
- Morrison won two national Pacemaker awards and a second place in advertising categories from the Associated Collegiate Press contest in October 2015.
- Metropolitan photo editor Alyson McClaran won a Pacemaker in the general news photo category.

Pay-Per-Piece compensation plan for volunteers
Fifteen volunteer students earned $2,374 in our “Pay-Per-Piece” program. Driven by student content creation, this program is designed to incentivize volunteers through the number and type of works published or broadcast.

Highlights from the Fall 2015 Satisfaction Survey
- Seventeen percent response rate, which was down from 30 percent in 2014-2015 and 39 percent in 2013-2014. Many of our students stay with us two, sometimes three, years, so they might be tired of these questions.
- One-point gain in ease of gaining resources (training, equipment) – from 93 percent to 94 percent.
- Big jump in workplace satisfaction – 94 percent compared with 83 percent last year.
- Drop in assessment of adequate training – 76 percent compared with 89 percent in 2014-2015.
- Career planning repeated as the greatest learning need; strategic planning was second again – 82 percent to 35 percent (multiple answers accepted).
- Students said their ease in making an opinion heard improved in 2015-2016, from 85 percent to 93 percent. High numbers reflect inclusivity and interaction among teams.
- Every respondent said participation in Met Media has a positive impact on their desire to continue their MSU Denver education.

Digital engagement
Administrators created several workshops and panels hosted by professionals in the working press that provided both Met Media and MSU Denver students (and some faculty) with opportunities to increase their writing, marketing and online skills, adding practical value to their MSU Denver degree.

Facebook is one of the primary social media outlets we use to interact with our audience. We track “likes” as one of several indicators of our popularity on the medium. Each entity has a Facebook page, and Met Media has an umbrella page that posts content from each of our units.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Likes on July 30, 2015</th>
<th>Likes on July 30, 2016</th>
<th>Percentage (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Metropolitan</td>
<td>2,976</td>
<td>2,990</td>
<td>0.47%</td>
</tr>
<tr>
<td>Met Radio</td>
<td>2,813</td>
<td>2,785</td>
<td>-0.99%</td>
</tr>
</tbody>
</table>
Rather than relying solely on Facebook likes to determine our reach, we have used social media to drive traffic to our website. All five entities use Facebook and Twitter to push content posted on MyMetMedia.com. Overhauling our social media strategy, we were able to improve our web traffic by more than 60 percent between the 2014-2015 and 2015-2016 academic years.

### Web Traffic (Aug. 17, 2015-May 6, 2016 – academic year)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MyMetMedia.com</td>
<td>108,256</td>
<td>66,869</td>
<td>+61.9%</td>
</tr>
</tbody>
</table>

* Five websites consolidated into one in August 2014. No comparison data available until next year.

### Web traffic analysis

All five sites consolidated into MyMetMedia.com in August 2014.

- Engagement on Facebook showed huge gains. Website traffic would have benefited more if those posts had linked back more often.
- Made a lot of progress adding multimedia content to the website and diversifying content appearance.
- Experienced few problems after terminating external web consultant. In fact, all administrators improved their knowledge of WordPress as a result.

### Metropolitan readership

**Fall 2015:** 61.9 percent, up 29.5 percent, year over year  
**Spring 2016:** 60.1 percent, up 3.6 percent, year over year  
**2015-2016 academic year:** 61.0 percent, up 14 percent, year over year

Average weekly readership for The Metropolitan in 2015-2016, as measured by the count of papers remaining in campus bins when new papers are distributed, increased to 61.0 percent from 53.5 percent in 2014-2015, an increase of 14.0 percent.

Our spring Met Media user survey, which was sent to enrolled students, faculty and staff, generated more than 375 responses. Survey analysis pointed emphatically at users’ interest in campus and local news over anything national or international. (See full survey analysis as part of Appendix A).

### Metrosphere expansion

Two courageous, visionary editors turned Metrosphere on its head during 2014-2015. For 37 years, the magazine had always published once in late April. In 2014-2015, there were four issues, including the popular Halloween-inspired pamphlet, Metrofear.

The 2015-2016 Metrosphere team followed this example, with a twist. Instead of printing a full-color second issue, the staff created a website for the art and photography submissions, then printed a black-and-white pamphlet for the literary works.
In 2014-2015, we distributed 1,200 copies on and off campus. In 2015-2016, we distributed nearly 4,000 copies overall. For 2016-2017, we anticipate distributing more than 7,000 copies because this year, Metrosphere is doubling its output, to six issues. Publishing dates will be the first day of September, October, November, February 2017, March and April.

**Met Report viewers and Met Radio listeners**

Met Radio’s biggest audiences usually occur during sports broadcasts, but podcasting has become the top way for listeners to engage with our radio team. Met Report plays in an average of about 800 households at 12:30 p.m. Fridays.

**V. Strategic Priorities for 2016-2017 Academic Year**

1. Lead development of Met Media/University relationship statement (or similar) to articulate the unique nature of student media at MSU Denver/the role of the advisor.
2. Build connections with Met Media alumni to network students with mentors and enhance career preparation.
3. Assess the program’s effectiveness in relation to post-graduate professional experience in the media industry.
4. Refine student-learning outcomes and implement more accurate assessment measurements.
5. Expand co-curricular engagement with stakeholder academic departments, in particular within the College of Business (Marketing/Sales).
6. Refine structure of monthly all-staff meetings to include speakers and/or workshops that increase value for students.
7. Finalize restructuring of Met Radio technically and programmatically to assist in the launch of low-power AM 1470 signal sponsored by Communications Arts and Sciences
8. Organize and implement officewide community service projects for fall and spring semesters.

**VI. Resource Needs**

**Five-year Staffing Request:** Status Quo: Three exempt administrators and one administrative assistant.

**Five-year Equipment Request:** Equipment request attached

**Five-Year Technology Request:**

- Automation software replacement for Met Radio. Our current system finally allows us to display metadata on our player and online, to be in compliance with federal copyright law, but the system doesn’t serve students’ career-training needs as well as other programs might. We are examining costs and working with our partners in Communication Arts and Science to possibly share costs.

- We have a three-year support contract with Pre 1 for the Smart Publisher software implemented in 2016.

**Five-Year Space Request:** We’ve had casual conversations with the dean of students and AHEC about relocating within the Tivoli. This seems unlikely, so we’re not devoting resources toward that end.

Thanks again to the Provost’s Office for funding our new carpet and baseboard, which was installed during winter break 2015.
# MET MEDIA INVENTORY AND REPLACEMENT PLAN - 2016-2020

### Met Report / Noticiero TVMET

<table>
<thead>
<tr>
<th>Device</th>
<th>Existing</th>
<th>RCV per unit</th>
<th>1-Year Need</th>
<th>3-Year Need</th>
<th>5-Year Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canon digital camcorder</td>
<td>4</td>
<td>$1,300</td>
<td>$2,600</td>
<td>$5,200</td>
<td>$5,200</td>
</tr>
<tr>
<td>Hand-held light</td>
<td>4</td>
<td>$150</td>
<td>$300</td>
<td>$600</td>
<td>$1,200</td>
</tr>
<tr>
<td>Light kit</td>
<td>1</td>
<td>$200</td>
<td>$400</td>
<td>$800</td>
<td></td>
</tr>
<tr>
<td>Tripod plate</td>
<td>5</td>
<td>$25</td>
<td>$125</td>
<td>$250</td>
<td>$300</td>
</tr>
<tr>
<td>Tri pods</td>
<td>5</td>
<td>$150</td>
<td>$300</td>
<td>$600</td>
<td>$900</td>
</tr>
<tr>
<td>Boom mic</td>
<td>1</td>
<td>$250</td>
<td>$500</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>Hand-held mic</td>
<td>4</td>
<td>$200</td>
<td>$600</td>
<td>$1,200</td>
<td>$1,600</td>
</tr>
<tr>
<td>Lavalier mic</td>
<td>1</td>
<td>$200</td>
<td>$600</td>
<td>$1,200</td>
<td>$1,600</td>
</tr>
<tr>
<td>Digital camcorder battery</td>
<td>9</td>
<td>$75</td>
<td>$215</td>
<td>$450</td>
<td>$900</td>
</tr>
<tr>
<td>Digital battery charger</td>
<td>4</td>
<td>$20</td>
<td>$80</td>
<td>$160</td>
<td>$160</td>
</tr>
<tr>
<td>External 3-4TB hard drive</td>
<td>3</td>
<td>$150</td>
<td>$450</td>
<td>$750</td>
<td>$900</td>
</tr>
<tr>
<td>Camera bag</td>
<td>5</td>
<td>$75</td>
<td>$300</td>
<td>$600</td>
<td>$900</td>
</tr>
<tr>
<td>XLR cord</td>
<td>5</td>
<td>$10</td>
<td>$50</td>
<td>$150</td>
<td>$300</td>
</tr>
<tr>
<td>English mic flag</td>
<td>3</td>
<td>$10</td>
<td>$30</td>
<td>$60</td>
<td>$90</td>
</tr>
<tr>
<td>Spanish mic flag</td>
<td>4</td>
<td>$10</td>
<td>$30</td>
<td>$60</td>
<td>$90</td>
</tr>
<tr>
<td>VCR tape deck</td>
<td>2</td>
<td>Obsolete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TV Totals**

<table>
<thead>
<tr>
<th></th>
<th>1-Year Need</th>
<th>3-Year Need</th>
<th>5-Year Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$6,080</td>
<td>$12,560</td>
<td>$15,400</td>
</tr>
</tbody>
</table>

### Met Radio

<table>
<thead>
<tr>
<th>Device</th>
<th>Existing</th>
<th>RCV per unit</th>
<th>1-Year Need</th>
<th>3-Year Need</th>
<th>5-Year Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comrex Access remote bundle</td>
<td>1</td>
<td>$4,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mic assembly</td>
<td>4</td>
<td>$450</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headset</td>
<td>3</td>
<td>$200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turntable</td>
<td>2</td>
<td>$350</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speakers</td>
<td>2</td>
<td>$200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice processor - 528E</td>
<td>1</td>
<td>$850</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mic/live mixer - MLM825</td>
<td>1</td>
<td>$450</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headphone console - HC65</td>
<td>1</td>
<td>$400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telos One</td>
<td>1</td>
<td>$500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ultramixer Pro</td>
<td>1</td>
<td>$200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6000 Broadcast Audio Delay</td>
<td>1</td>
<td>$2,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compellor Model 320A</td>
<td>1</td>
<td>$1,300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Systems 6-Ch sound bo</td>
<td>1</td>
<td>$2,500</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Radio Totals**

<table>
<thead>
<tr>
<th></th>
<th>1-Year Need</th>
<th>3-Year Need</th>
<th>5-Year Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,200</td>
<td>$3,700</td>
<td>$18,650</td>
</tr>
</tbody>
</table>

### The Metropolitan

<table>
<thead>
<tr>
<th>Device</th>
<th>Existing</th>
<th>RCV per unit</th>
<th>1-Year Need</th>
<th>3-Year Need</th>
<th>5-Year Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>D610 SLR camera body</td>
<td>1</td>
<td>$1,400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nikkor 35mm f1.8 lens</td>
<td>1</td>
<td>$600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nikkor 17-35mm f2.8D lens</td>
<td>1</td>
<td>$950</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nikkor 80-200mm lens</td>
<td>1</td>
<td>$1,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nikon Coolpix</td>
<td>2</td>
<td>$600</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Print Totals**

<table>
<thead>
<tr>
<th></th>
<th>1-Year Need</th>
<th>3-Year Need</th>
<th>5-Year Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$5,150</td>
<td>$9,900</td>
</tr>
</tbody>
</table>

**1-Year Equipment Needs**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$8,260</td>
<td></td>
</tr>
</tbody>
</table>

**3-Year Equipment Needs**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$21,410</td>
<td></td>
</tr>
</tbody>
</table>

---

* Equipments Request
* The spreadsheet below includes the following details:
  * The 1-, 3- and 5-year needs for each equipment item.
  * For the programs that share equipment, it's noted that none of these programs is shared and repaired.
Annual Assessment Report
Met Media
Outcome A

PROGRAM NAME: MET MEDIA
DEPARTMENT NAME: MET MEDIA

Staff member completing report: Steve Haigh, director

Brief program description: Met Media, the student-driven multimedia news platform of Metropolitan State University of Denver, provides learning and leadership opportunities for students through the application of practical experience in journalism, photography, radio and television broadcasting, online publishing, graphic design, marketing and sales. Students and professional staff members are dedicated to disseminating relevant news and information, and building community on and around the Auraria Campus, in the exercise of a free press. With their focus on self-set goals, challenges and realistic accomplishments – and through developed communications, project-driven outcomes and teamwork – students acquire invaluable real-world skills that enhance their educational experience, thus transforming them into leaders within the campus community and beyond.

Key program learning outcomes assessed:
As a result of participating in Met Media’s student-driven, career-preparatory programs, students will be able to develop technical and creative skills for the production of newspaper, magazine, radio and television content.

Brief description of assessment activities:
During 2015-2016, Met Media produced a weekly newspaper, weekly English and Spanish TV newscasts, four issues of Metosphere arts and literary magazine and 24/7 internet content on KMET Radio. Students also sold advertising and event sponsorships, managed multiple social media channels, and produced professional-quality creative services for clients on and off campus.

This description of assessment activities focuses on newspaper, magazine, radio and television. Creative services are covered as a separate activity.

Each of the units created media products, with student leaders and administrators collecting data using different methods and instruments. Here are the summaries:

Met Report and Noticiero TVMET
Sample: 30 new students in spring 2016
Methods: Collected data on the technical, studio, script-writing and broadcast performance progress of each new staff member via a skills checklist monitored by student leaders.
Analysis: Evaluated progress by quantifying students who completed checklist.

The Metropolitan
Sample: 12-15 reporters on staff and/or contributors through the “Publication Practicum” JRN course, five section editors and two senior editors.
Methods: Sent feedback request emails to the subjects of newspaper stories published in spring 2016. If section and senior editors wrote articles, then feedback requests went out on their articles too.
Analysis: Quantified feedback email replies for respondents’ opinions of reporters’ interviewing and professionalism skills overall. Shared feedback with reporters and editors, expecting to see consistency and/or improvement since multiple feedback requests went out on some reporters.

KMET Radio
No collection methods established for radio because of multiple equipment failures and the resulting staff disruption.

Metosphere
Sample: Four staff writers
Methods: Sent feedback request emails to the subjects of magazine stories published in fall 2015 and spring 2016. Analysis: Quantified feedback email replies for respondents’ opinions of writers’ interviewing and professionalism skills overall. Shared that feedback with reporters and editors.

Results of assessment of student learning outcomes:
Was the learning outcome met that called for newspaper, magazine, radio and television students to develop technical and creative skills? The answer is yes, but not unquestionably. At the risk of mixing a few apples and oranges from the assessment plan, the overall learning outcome was met because two of three groups surpassed the assessment plan’s 80 percent metric for checklist completion.

Met Report and Noticiero TVMET
After spring 2016 auditions, Met Report and Noticiero TVMET became a staff of 60, the largest group in Met Media television history. Thirty new students received skills checklists to complete before they would be permitted to appear on camera as an anchor or reporter. Of those 30, 15 completed the checklist within the designated three-week period and five others continued to work with the TV group throughout the semester. Student leaders look back now and say that increasing the staff by that many students was unsustainable. Compared with the criteria established in the assessment plan, which called for overall success to be measured at 80 percent checklist completion, this outcome was not met.

The Metropolitan
Our focus on newspaper reporters was interviewing and professionalism. Overall, respondents to the feedback requests were sufficiently complimentary of students’ interviewing and professionalism skills for me to conclude that this part of the learning outcome was met. In the 40 replies received from 128 emailed feedback requests, only six called attention to improvements needed. Those reporters who received feedback that their skills were strong continued to show those strengths in subsequent feedback replies. If a reporter received feedback that his/her interviewing skills were substandard, the feedback made a positive impact because those reporters never again received negative feedback.

Metosphere
Magazine staff writers produced about the same number of stories during the entire academic year as Metropolitan reporters wrote in two weeks, so feedback opportunities were limited. Nonetheless, there was only positive feedback on these writers’ interviewing and professionalism skills. This section of the learning outcome was met.

Next steps/closing the loop:
One important conclusion drawn from the assessment activity is the vital leadership connection between student leaders/editors/general managers and their student staffs. Student leaders and administrator-advisers talk frequently about the retention value of engaging with their staffs as mentors, advisers and organizers. This is probably our biggest theme of the fall, and I believe I should develop a learning outcome for top leaders in particular that’s centered on the quality and quantity of their leadership activities.

Met Report/Noticiero TVMET
I agree with the student leaders who said they had created a group too large to train and sustain after spring 2016 auditions. As a result of their disappointing checklist completion rate, this year’s student leaders have pledged to make audition decisions based more on quality than quantity. The skills checklist will continue to be our assessment activity for the TV group because there is so much learning involved to complete it, not to mention the teamwork and leadership skills that the core leaders exhibit.

The Metropolitan
The results of the 2015-2016 assessment activities didn’t surprise me because the data accurately reflected the opinions I had already formed on the skills of the students who were measured. Nonetheless, I was pleased to see the almost universal positive feedback from newspaper and magazine respondents regarding student interviewing skills and professionalism. Students really do understand that in-person interviews bring better answers, and that dressing and behaving professionally bring a response from interview subjects that is worthy of a professional, not only a student. I was equally pleased that most students evaluated the feedback they received during the year and made productive changes to their styles and approaches. I will continue this assessment activity in 2016-2017 but broaden the feedback request to include more about the quality of the writing and content overall.

KMET Radio
Most of our equipment and other technical problems have been rectified for the 2016-2017 academic year. The radio
team has developed and begun to implement its own skills checklist, so I look forward to reporting on this important group’s progress.

**Metrosphere**

Only three years ago, the arts and literary magazine published in April only, as a collection of submissions by MSU Denver students and alumni. For the past two years, the magazine published four times, including a Metrofear pamphlet and several feature articles and profiles. This year, Metrosphere is doubling its output, to six issues, which will be published on the first day of September, October, November, February 2017, March and April. The magazine contains far more content than ever, so there will be more writers’ skills to assess. I’ll stick with this activity, but I’ll add a deadline component. Feedback on interviewing and professionalism skills was important to the magazine writers, and because there were fewer of them, it was easier for me to advise them personally on how to interpret the feedback.

**Supporting documents (attached)**

- Student Reporter Feedback Request Letter – Metropolitan
- Student Reporter Feedback Request Letter – Metrosphere
- New TV Reporter Checklist
Annual Assessment Report
Met Media
Outcome A
Outcome B

PROGRAM NAME: MET MEDIA
DEPARTMENT NAME: MET MEDIA

Staff member completing report: Steve Haigh, director
Key program learning outcomes assessed:
As a result of engaging with Met Media products, MSU Denver students will be able to … recognize the Met Media brand and its role as a vehicle for disseminating news and information to MSU Denver students.

Brief description of assessment activities:
Months ago, when we started working on learning outcomes, the Met Media discussions always divided into writing separate learning outcomes for the students in the Met Media office and the students on campus. We were guided by the suggestions our 2014-2015 unit review consultant and the dean of students had made about improving the Met Media mission statement. The revision addresses our mission with distinct emphases on our duties to students in the office and our duty to bring information to and foster community on campus. We spent a lot of time trying to define “value,” and how it could fit into our learning outcomes. Ultimately, we put “value” on the sidelines because of the difficulty in measuring it.

To assess how well MSU Denver students recognize the Met Media brand and its role of disseminating news and information, we relied on a few strong data-collection methods in place, and created a new survey instrument with the business intelligence unit at Team DELTA. The analysis of that survey is attached.

In addition to the survey, which focuses on what types of news and information students, staff and faculty would like to see in our media products, we collected data on:

- Newspaper distribution
- Website views
- Social media reach

Traditionally, newspaper pickup rates have helped us understand students’ habits regarding newspaper use, how interested are they in the content of The Metropolitan, and whether bins are conveniently placed. Survey analysis has then helped us provide more relevance to our content.

Website views and social media reach are closely tied. We use social media to engage users and then link them back to the website, where we hope they will stick around and read/view the wide variety of content our students are creating. As we understand our audience’s preferences better through the survey analysis, we gain a better feel for bringing content to them in the ways they prefer.

Results of assessment of student learning outcomes:
Do MSU Denver students recognize the Met Media brand and its role as a vehicle for disseminating news and information? Yes and no.

The Office of Student Media rebranded itself as Met Media in spring 2014. In spring 2015, we surveyed the recognition of our brand and the role we play on campus, with encouraging results, but recognized that brand recognition would be a high priority each semester. We equate brand recognition with students’ awareness that their fellow students create all the Met Media products.

This year’s survey carried the premise that students/staff/faculty who took the survey already had some familiarity with the Met Media brand and that they would use their survey answers to influence our content. Although distributing an annual survey at MSU Denver is a cumbersome process, we will continue to look for stronger survey participation and focus on improving the instrument itself.
We had a few problems distributing the survey, but response was still fair. Of the 378 respondents, a sizable majority said their primary Met Media information source was The Metropolitan weekly newspaper, which is available at dozens of sites around campus.

Pickup rates for the fall and spring semesters of 2015-2016 were almost the same, averaging 61 percent of the 2,500 papers distributed to bins and off campus each week. That’s an annual increase of 14 percent from 2014-2015, and it doesn’t measure how many papers that tidy readers returned to the bins, or how many readers accessed the paper digitally at issuu.com. In our assessment plan, we didn’t set specific target numbers for pickup rates, but given the steep increase, combined with the survey’s identification of The Metropolitan as the primary news source, we consider the learning outcome to have been met.

Social media and website views further support our assessment.

Met Report and Noticiero TVMET produce weekly newscasts during the academic year and news/feature video clips all year. Each of the clips is posted to MyMetMedia.com and to Facebook via YouTube. The reach for many of these video clips regularly surpasses 10,000 views. Each is branded with the TV unit’s and Met Media’s logos. Most link back to MyMetMedia.com, where annual website page views improved year over year by nearly 62 percent – from 66,869 to 108,256 – according to Google Analytics.

**Next steps/closing the loop:**
We conclude that we’re on the right track in promoting the Met Media brand and that we’ve only skimmed the surface of our potential to make MSU Denver students/staff/faculty aware of our role to disseminate news and information on campus.

With the results we see daily from scheduled Facebook posts that represent all of our units, and cross-promoted content on MyMetMedia.com, Twitter and Instagram, we feel certain that the 2016-2017 academic year will produce a big increase in recognition and reach. By shaping our content to address our users’ wants and needs, we expect that users will increase their engagement with us. In the spring 2017 user survey, we’ll return to asking specific brand-recognition questions, in addition to content-specific questions.

Content differences in 2016-2017 are at hand already. The first issue of six Metrospheres is in designated bins on campus. The locations are identified in the magazine. We’re excited to differentiate between weekly newspaper coverage and monthly, in-depth, magazine treatments. Met Radio also is filling up its daily schedule with music, talk and sports programming, and reaching more listeners by broadcasting some programs from locations on campus.

**Supporting documents (attached)**
- Met Media 2015-2016 Survey Analysis
Annual Assessment Report
Met Media
Outcome C

PROGRAM NAME: CREATIVE TEAM           DEPARTMENT NAME: MET MEDIA

Staff member completing report: Kathleen Jewby, production manager, and Steve Haigh, director

Brief Program Description, Including Program Purpose:
Met Media’s Creative Team produces advertising and marketing images and creative services for campus and local clients to support the revenue-generation efforts of the Ad Sales and Marketing teams, and the media-production efforts of Met Media’s student journalists and broadcasters.

Key program learning outcomes assessed:
As a result of participating in the Creative Team program at Met Media, students will … learn the skills needed to succeed as professional graphic designers.

Brief description of assessment activities:
Assessment measures within the Creative Team at Met Media have a variety of forms. They are listed and explained to employees through two levels of training, interactive visual measurement tracking, forms, checklists, goals and observation. The Orientation Checklist focuses on helping a new employee adapt to processes and expectations of working on the Creative Team and as a designer. We measure vital skills, such as files saved correctly (Fizzgig files) and having projects go to print without typos (Spelling Stingers) from the beginning of employment. The senior training program helps designers advance to more independent and effective levels of performance. We divide student outcomes into categories in which we explain specific knowledge and requirements in more detail in their Advancement Checklist. The four categories and their subcategories are:

- Design: printing and technical knowledge
- Processes: general requirements and execution
- Awareness: leadership and teamwork
- Engagement: working with clients and The Metropolitan layouts

Each assessment is designed to target the specific outcome. For example, to show printing proficiency, a designer must save files that have been correctly set up for print without being returned from the printer for changes. Working with clients, however, is best demonstrated through feedback from people they have worked with on a major project. The senior designer, production manager and client meet to gather the client’s answers to a set of six questions (Senior designer advancement checklist, page 17). This serves multiple purposes of assessing the designer’s work, the program’s effectiveness and the level of client satisfaction, while building relationships.

Results of assessment of student learning outcomes:
Overall, the results and interest in the senior design training have shown that the program is working to motivate and communicate with employees. The first two senior designers advanced in fall 2016, and two are in the process of their training/assessment. One employee recently resigned to work on his business, but he was interested in the program had he continued. Out of five people, all five have shown interest in the program and four will be senior designers by the end of this year. As part of the advancement, senior designers provide feedback for the training program itself.

Based on the level of detail within the outcomes, I am not sure how much information to provide. Fizzgig file tracking started a few years ago and has shown a decrease in error files. In general, taking the time with students for each of these outcomes helps me to see where a person is and adapt their needs to them.

Next steps/closing the loop:
Since this was the first year of a major initiative, there are still details to work out. Some requirements are unclear and need better explanation for both the outcome and what is done to show the outcome has been met. This is especially
harder in outcomes related to soft skills or emotional intelligence, such as conflict resolution and self-awareness. These are difficult to quantify – can only be observed to some degree – and the self-assessment can have limits.

The upcoming round of senior designers will create a senior designer folder. Some of the assessment will need to be kept in it, not only for better reference, but also for the student to use when graduating since many outcomes relate to being prepared for a job search or an interview.

Once each designer leaves, I want to provide them with a “portfolio” of their assessments and growth. I think it will help to see the whole process, how much they have grown, and have an even stronger connection to having been on the Creative Team.

An important challenge that I am not yet sure how to address is incorporating training topics more often into Creative’s day-to-day. Both senior designers have commented that they go to training and then don’t remember the training after months of not using it. In some areas there are constant reminders, but in others the information can slip away because there is a lot to do and many work pressures.

**Additional reflections:**
The most surprising discovery from the assessment involved client meetings. After each client meeting, the designer was surprised to receive very complimentary feedback. I did not anticipate their surprise. The meetings demonstrated that one of the most helpful pieces was the self-confidence designers gained from receiving positive feedback directly from the client. I need to focus on this more in the future.

The most qualitative information was not part of the official assessment process, but a comment made by one of the team members. When we were looking at our accomplishments for the year, the designer said, “We are an accomplishment in ourselves.” Even though synergy and teamwork can be hard to quantify and assess, I think that is one of the best descriptions I’ve heard.

**Supporting documents (attached)**

- Orientation packet
- Senior designer advancement checklist
- Fizzgig measurements and Spelling Stingers
Dear Addressee,

Met Media focuses on producing journalism that's relevant to the Auraria Campus and surrounding community. As director of Met Media and professional adviser to The Metropolitan, our student-run, weekly newspaper, I'm concerned about the quality of our journalism.

(Student's name), a student reporter at The Metropolitan, has sourced you for a story published in a recent edition of the paper. I invite you to contribute to the student's education by reading through the story and answering a few questions. Your answers will help me to evaluate whether the story is fair, accurate and neutral. They also will help the student improve his or her reporting and writing skills, since your comments will be shared with the student. The student has been informed that you would be asked to do this.

You can click this link to read the story in which you were sourced:

(Inset URL here.)

1. Were you quoted accurately and taken in context? If not, please describe the errors.
2. Was the student a good interviewer? (Note that good interviewing includes appearing interested in the subject, being a good listener, not interrupting a source while he/she is speaking, asking intelligent follow-up questions, using a notebook and/or recorder, and dressing and acting appropriately.)
3. Was the interview conducted in person, over the phone or through email — or some combination? Please explain.
4. Please add any other comments you care to make regarding the student's work or approach.
5. If you have any ideas for stories that The Metropolitan should cover, please suggest story ideas along with potential sources.

I would greatly appreciate your answering these questions in an email reply. Thank you for taking the time to complete this.

Sincerely,

Steven G. Haigh
Director of Met Media
303-556-8361
shaigh@msudenver.edu
Dear Addressee,

Met Media focuses on producing journalism and good writing that’s relevant to the Auraria Campus and surrounding community. As director of Met Media and professional adviser to Metosphere, our student-run arts and literary magazine, I’m concerned about the quality of our journalism.

(Student’s name), a student writer at Metosphere, has sourced you for a story published in a recent edition of the magazine. I invite you to contribute to the student’s education by reading through the story and answering a few questions. Your answers will help me to evaluate whether the story is fair, accurate, neutral – and interesting. They also will help the student improve his or her reporting and writing skills, since your comments will be shared with the student. The student has been informed that you would be asked to do this.

You can click this link to read the story in which you were sourced:

(Insert URL here.)

1. Were you quoted accurately and taken in context? If not, please describe the errors.
2. Was the student a good interviewer? (Note that good interviewing includes appearing interested in the subject, being a good listener, not interrupting a source while he/she is speaking, asking intelligent follow-up questions, using a notebook and/or recorder, and dressing and acting appropriately.)
3. Was the interview conducted in person, over the phone or through email – or some combination? Please explain.
4. Please add any other comments you care to make regarding the student’s work or approach.
5. If you have any ideas for stories that Metosphere should include, please suggest story ideas along with potential sources.

I would greatly appreciate your answering these questions in an email reply. Thank you for taking the time to complete this.

Sincerely,

Steven G. Haigh
Director of Met Media
303-556-8361
shaigh@msudenver.edu
New Reporter Checklist

Deadline: ___/___/___

Name: __________________________ Date Completed: ___/___/___

In order to be in front of the camera, i.e., anchoring or reporting, all new members of The Met Report have the responsibility to learn, understand, and complete the following sections. Failure to complete the checklist will result in a write up.

*Any manager must initial each section.

- **Camera Operations**
  - In studio
  - Out in the field

- **Graphics GFX**
  - OTS (over the shoulder)
  - Full Screen
  - Name Bars

- **Reader (RDR)**
  - Written Script

- ***Voice Over (VO)**
  - Video w/padding

- ***Voice Over/ Sound on Tape (VOSOT)**
  - Video w/padding
  - Interview

- **News Package & MOS (MAN ON STREET)**
  - A veteran will help to guide and complete.
  - Stand up
  - B Roll
  - Interviews
  - Tracking
Metropolitan State University of Denver
Business Intelligence Unit - Team DELTA
Met Media Survey Analysis

Table of Contents

Current Consumers................................................................. 2
Content Types ........................................................................ 4
Auraria Campus Events ............................................................. 5
MSU Denver Community ............................................................. 6
Denver Area Events ................................................................. 7
Denver Area News .................................................................... 8
Colorado News .......................................................................... 9
National News ....................................................................... 10
Higher Education News ........................................................... 10
Getting More Consumers ......................................................... 10
Contact Us ............................................................................... 11
Current Consumers

The Met Media survey had 378 total respondents of which:
- 86% are students
- 8% are staff
- 7% are faculty
- 40% are between the ages of 18 and 24
- 29% are between 25 and 34
- 14% are between 35 and 44
- 66% are Caucasian
- 19% are Hispanic or Latino
- 6% are Black or African American
- 65% are female
- 31% are male

Of all respondents 47% are current consumers of Met Media. Figure 1 shows which outlets these consumers currently use.

Met Media Outlets Currently Used by Respondents

Figure 1 Met Media Outlets Currently Used by Respondents
Of those who are current consumers of Met Media 47% are weekly users, 31% are monthly, 23% semestery, and 7% are yearly consumers. 28% of the current consumers also follow Met Media on social media and figure 2 shows the breakdown of which of these are used.

Social Media Outlets Where Met Media is Followed

Figure 2 Social Media Outlets Where Met Media is Followed
Content Types

When asked what types of content respondents would like to see in the different Met Media outlets, Auraria Campus news was the most popular, getting 17% of the total responses. MSU Denver community had 15% and Denver area events and happenings received 14%, as seen in figure 3.

Figure 3 Types of Content

26% of respondents would like to see this content in the Metropolitan and 19% would like to see it on Met Media social media. Figure 4 shows the different Met Media outlets and what type of content each outlet should contain.

Met Media Outlet and Content

Figure 4 Met Media Outlets and Content
Some of the other responses include weather updates, job/internship opportunities, useful tips section for students, and healthy/beauty.

Auraria Campus Events
Of the respondents who wanted to see content about Auraria Campus events 68% said they wanted to see content about the different speakers on campus and 62% said Live music. Figure 5 shows the complete breakdown of the types of Auraria Campus Events wanted.

Types of Auraria Campus Events

Figure 5: Types of Auraria Campus Events
MSU Denver Community

66% of respondents who would like to see more content around MSU Denver community stories said they would like to see more information about where to study, relax, eat, drink and/or party. Figure 6 shows the complete breakdown of MSU Denver community stories.

Types of MSU Denver Community Stories

- Where to study: 66%
- Campus crime, police and parking: 91%
- Campus personal stories: 91%
- Consumer information: 67%
- Social issues: 61%
- Arizona Campus news: 50%
- MSU Denver Student: 56%
- Lifestyle news: 49%
- Fashion: 29%
- Other: 4%

Figure 6 Types of MSU Denver Community Stories
Denver Area Events
Of the respondents who would like to see content on Denver area events and happenings 82% would like to see information on anything that’s free, 76% on bands, theater, movies, art, etc. Figure 7 shows the complete breakdown of all the types of Denver area events.

**Types of Denver Area Events**

- Anything that’s free: 82%
- Bands, theater, movies, art shows, street performers, etc.: 76%
- Sporting events: 50%
- Children and families: 38%
- Dining, dining, etc.: 32%
- Other: 6%

*Figure 7 Denver Area Events and Happenings*

Denver Area News
Of the respondents who would like to see content on Denver area news 72% would like to see articles on arts and entertainment and 65% would like to see articles on the environment. Figure 8 shows the complete breakdown.

**Types of Denver Area News**

- Arts and entertainment: 72%
- Environment: 44%
- Crime and police: 39%
- Politics: 15%
- Government: 10%
- Sports: 48%
- Life and leisure: 39%
- Consumer information: 37%
- Small issues (Weather, sports, etc.): 3%
- Other: 3%

*Figure 8 Types of Denver Area News*
Colorado News

Of the respondents who would like to see content on Colorado news, 68% would like to see arts and entertainment stories, and 65% would like to see articles on the environment. Figure 9 shows the complete Colorado news breakdown.

Types of Colorado News

- Arts and entertainment: 38%
- Environment: 44%
- Government: 54%
- Crime and police: 60%
- Politics: 59%
- Sports: 40%
- Lifestyle news: 39%
- Consumer information: 27%
- Social issues (Please write in your interests): 39%
- Other: 3%

Figure 9 Types of Colorado News
National News
Of the respondents who would like to see national new content 65% would like to see articles on the environment, 65% on government, 65% on politics. The full breakdown of national news is shown in figure 10.

Types of National News

- Environment: 63%
- Government: 65%
- Politics: 66%
- Arts and entertainment: 52%
- Crime and police: 52%
- Sports: 53%
- Lifestyle: 54%
- Consumer Information: 30%
- Social issues (Things we write in your interests): 26%
- Other: 4%

Figure 10 Type of National News
Higher Education News

Of the respondents who would like to see higher education news 40% would like news on tuition changes, as shown in figure 11.

Types of Higher Education News

- Tuition changes: 40%
- Student loan information: 19%
- Best practices: 19%
- Other: 14%
- Legislative activity: 11%

Figure 11 Types of Higher Education News

Getting More Consumers

When asked if respondents would be more inclined to listen to MSU Denver sports broadcast on AM radio or on webcast 71% said webcast. In line with this 55% of respondents would be more inclined to look at Metosphere if it were there was dedicated website and 45% in a printed magazine. When asked what else would make respondents more inclined to be a consumer of Med Media the most popular themes are:

- the use of an app
- an easier interface online
- more social media presence
- More news about campus
  - Events
  - Safety/crime on campus
Contact Us

If there is anything additional you would like to know, or anything that you found confusing in this analysis, please contact the Business Intelligence Specialist who sent you this analysis!

Morgan Swaney
mswaney1@msudenver.edu
303-556-5029

You can find out more information about our team on our new website: msudenver.edu/af/teamdelta
Welcome
Belen Ward
Creative Crew Overview
Training Packet
Jr. Designer Training

- HR Training (90 minutes)
- Disability Awareness Training
- Sexual Harassment Training
- Strengths Finder Assessment
- Met Media Basics
- Using the File Server (processes)
- Updating the Project Board (processes)
- Managing the Ad Tracker (processes)
- Time sheets (processes)
- Creative Crew Command Center (processes)
- Saving Files (no fizz-gigs)
- Laying out the Metropolitan Ad Pages
- Action Method
- Press Passes
- Met Media and University Branding
- Business Cards
Senior Overview

General Requirements
- Junior level tasks
- Accountability measures
- Creative processes

Teamwork
- 7 Habits of Highly Effective People
- Conflict Resolution
- Trust, Mutual Purpose/Respect
- Listening
- Accountability
- Teamwork

Leadership
- Initiative
- Responsibility
- Development
- Self-Awareness
- Goal Setting
- Habits of Change
- Self Promotion
- Stress Management

Working with Clients
- Large external client project
- Meeting with clients

Execution
- Accomplishments
- Project outlines
- Project reviews
- Timelines
- Problem Solving

The Metropolitan Layout
- Newspaper Training
- Paper Layout 1
- Paper Layout 2
- Complete paper layout
- Meeting with editor

Printing
- Print specs
- Setting up files for print
- Submitting printer files
- Print terminology applied
- Print terminology taught

Technical Skills
- Formatting Text (AP Style)
- Terminal Four
- Quick Keys
- Wordpress
- LinkedIn
- Software
- InDesign
- Photoshop
- Illustrator
- Acrobat
Creative
Lighting a spark in every project.

- All work gets done in a timely manner.
- All work gets done with a clear and smooth process.
- All work gets done to client and office satisfaction.
Met Media's Mission

Met Media, the multimedia news platform and student voice of Metropolitan State University of Denver, provides leadership opportunities for students to grow within the university and the Denver community through the application of practical experience in journalism, photography, radio and television broadcasting, online publishing, graphic design, marketing and sales. Met Media’s professional staff members offer direction and training that help to focus students on self-set goals, challenges and realistic accomplishments. Through developed communications, project-driven outcomes and teamwork opportunities, students acquire invaluable real-world skills that enhance their educational experience, thus transforming them into leaders within the campus community and beyond.

Met Media's Core Values

- Student voice and agency
- Diversity
- Community engagement
- Journalistic integrity
- Ongoing learning

Met Media's Core Requirements

- Enrolled in & BSU Denver
- Maintain a 2.0 GPA
- Fulfill requirements of position description
- Complete employee paperwork

Creative Goals

Work is done in a timely manner with a clear and smooth process to client and office satisfaction.

Job Description

- Working with Required Software:
  - InDesign
  - Photoshop
  - Illustrator
  - Acrobat
- Completing Design Projects Such As:
  - Advertisements
  - Backgrounds and layout
  - Media graphics
  - Marketing materials
- Accomplishing the Following Tasks:
  - Typography and font selection
  - Layout and composition
  - Photo editing and masks
  - Color theory and production
- Using the Following Competencies:
  - Managing process and deadlines
  - Communication with clients and colleagues
  - Organization of time and priorities
  - Creativity promoting services and products

Met Media's Outcomes

Met Media has four main outcomes.

- For internal Met Media employees:
  - Prepare students for professional careers
  - Utilize and train on effective processes
  - For our external community and clients:
  - Creates awareness of our products and benefits
  - Engages our stakeholders

Continuous Improvement:

To ensure ongoing effectiveness and success in our outcomes, Met Media is involved in ongoing assessment.

- Do: Taking action toward our goals brings in new information.
- Review: Understand current results and levels of success using case studies.
- Renew: Revise actions and processes to reflect information gathered from actions and cases.

Creative Outcomes

Met Media's mission and outcomes directly translate to the goals and outcomes of Creative Crew.

Career Preparation

As a part of the Creative Crew, you will learn skills needed to succeed as professional designers.

Effective Processes

As a part of the Creative Crew, you will contribute to the processes of the in-house media design team, learning the business side of design.

Awareness

- Awareness: Campus will promote Met Media with quality work and service.
- Engagement: Campus will promote Met Media with quality work and service.
Junior Checklist

- HR Training (120 minutes)
- Disability Awareness Training
- Sexual Harassment Training
- Strengths Finder Assessment
- Met Media Basics
- Using the File Server (processes)
- Updating the Project Board (processes)
- Managing the Ad Tracker (processes)
- Time sheets (processes)
- Creative Crew Command Center (processes)
- Saving Files (no fizzle-gig)
- Laying out the Metropolitan Ad Pages
- Action Method
- Press Passes
- Met Media and University Branding
- Business Cards

Checklist Overview

- Design 12-15
  - Printing 12-13
    - Print specs
    - Setting up files for print
    - Submitting printer files
    - Print terminology applied
  - Technical Skills 14-15
    - Formatting Text (APA Style)
    - Technical Writing
    - Quick Keys
    - Wordpress
    - LinkedIn
    - Indesign
    - Photoshop
    - Illustrator
    - Acrobat

- Processes 10-11
  - Gen. Requirements 10
    - Junior level tasks
    - Accountability measures
    - Creative processes
  - Execution 11
    - Accomplishments
    - Project outline
    - Project reviews
    - Timeliness
    - Problem Solving

- Awareness 20-25
  - Leadership 20-21
    - Initiative
    - Responsibility
    - Development
    - Self-Awareness
    - Goal Setting
    - Change Management
    - Stress Management
  - Teamwork 22-25
    - Trust, Teamwork, Respect
    - Conflict Resolution
    - Listening
    - Accountability
    - Teamwork

- Engagement 16-19
  - Working with Clients 16-17
    - Large client project
    - Meeting with clients
  - Metropolitan 18-19
    - Newspaper Training
    - Design Layout 1
    - Design Layout 2
    - Complete paper layout
    - Meeting with editor
Processes

General Requirements

Skill/knowledge outcome: Understands the basic work and processes of Met Media and can accomplish ongoing tasks meeting expectations.

Checklist for proven proficiency

- Consistently shows fluency in junior-level tasks
- Met Media Basics
- Laying out the Metropolitan Ad Pages
- Action Method
- Press Policies
- Met Media and University Branding

- Consistently meets accountability measures
  - Saving files correctly:
  - Proof-checked files
  - Meet deadlines:
  - Smooth processes
  - Client satisfaction
  - Organized space

- Consistently follows creative processes
  - Using the File Server
  - Updating the Project Board
  - Managing the Art Tracker
  - Time sheets
  - Creative Chair/Command Center

Execution

Skill/knowledge outcome: Knows basic terminology related to project management. Can adapt scope to project circumstances. Takes in multiple viewpoints and information, to effectively and creatively problem solve.

Goals
- Cash flow, organizes, and design projects from concept to completion.
- Demonstrating proficiency
  - Has taken the lead on a major project and shown ownership and initiative resulting in a successful completion.

Checklist for proven proficiency

- Knows the concepts and presents two examples of accomplishments that relate to the following:
  - Follow Through
  - Action Method
  - Project Plan
  -泗 near action
  - Scope = Quality, Time, Cost

- Knows how to, has created and can complete the following execution tools
  - Project outline
  - Design brief
  - Project review
  - Timeline that plans a project duration.

- Problem Solving
  - Shows examples of challenging circumstances one interpersonal, one design related and how they were overcome.
  - Shows complex problem solving not supposed to simply in interactions.

Creative Smooth Processes Scale and On Deadline Tracker

Please note, scores are not tracked related to senior achievement.

Design

Printing

Skill/knowledge outcome: Knows, understands and is able to use printer terminology, how to ask for printer quotes and provide specs/information, set up print-ready files, and following printer timelines and processes.

Goals
- Works in partnership with printers and clients to create effective cost-efficient quality materials with collaborative communication and smooth processes.

Printing Terminology and Understanding
- Digital offset, ultraviolet, web, sheet
- Color modes, spot, and process, 4/4, 4/0, etc
- Common finishing/finishing/padding options
- Paper (text versus cover weight)
- Paper styles and effects (coated, matte, uncoated)

Submitting Space
- Quantities, paper size, finishing, printing, etc.
- Printer mock-ups

Setting up Files for Print
- Crop, scores, and bleed marks
- Bleed: pages, text, and signatures including set-up for different bleed options
- Color modes
- Outlining or packaging typography
- Packaging documents
- Printer instructions
- Print-ready versus print setup

Start to Finish process includes:

1. Pre-press
   - Initial contact with printer about projects (first meeting at the beginning)
   - Submitting printer specs and multiple options for print comparisons if applicable
   - Setting up an effective project timeline with printing
   - Client, printer, and Met Media roles
   - Submitting pre-press files and instructions
   - Receiving a proof, getting approvals, and billing

Demonstrating proficiency
- A senior designer can show they have successfully worked with a printer throughout the duration of a project and understood the related materials.

Checklist for proven proficiency

- Print Specs
  - Last and include successful printer specs you have submitted or requested. Must include at least five printer requests and quotes. At least two must be complete (include binding, scoring, multiple faces, mock-ups, etc). Complex specs must be more than a single sheet job.
  - If printer specs are not available, these actual printer specs can be submitted in addition to submitting these hypothetical jobs to creative director, at least two complex. If the creative director has more than two questions about the specs, repeat later with three new projects.

- Setting up files for print
  - Include printouts of all files you have set up for print. These can be a combination of all house print jobs and files sent to a printer. Minimum of variations of files, varying mean two identical print setups count as one variety e.g. a file set on double-side postcard.

- Submitting files for print
  - Have submitted at least two successful files to printer using whatever systems they have in place (i.e. CBT printing has an uploading system, Custom Printing is online, etc). A successful file is determined by if the printer had questions, if the files had to be resubmitted and if the final design is set to set-up errors.

- Print Terminology
  - Learn a training on printing and/or explain all required concepts and how they relate to printing to the creative director.
Design

Technical Skills

Skill/knowledge outcomes
Know, understand, and be able to work with required software to take design from concept to completion. Growing skills toward knowing software beyond the basics, to using it efficiently. While a basic understanding of all programs is required, it is fine if you favor one software and choose to become advanced in a single program so long as basics of all programs are understood.

Goals
To create high-quality design that understands the needs and wants of clients. This requires the versatility to meet varying design needs and styles. Using software efficiently creates smooth processes and faster turnaround times.

Demonstrating proficiency
The is always more that can be learned in Adobe software programs – they are robust. At a senior level the software becomes a tool rather something that must be learned to complete a project.

Checklist for proven proficiency

- InDesign
  Compiled InDesign basics N/A for this round Senior Designers
  Formatting text (styles)
  Tables
  Character and paragraph styles
  Drag dialogue box
  Text wrap
  Container various content

- Photoshop
  Compiled Photoshop basics N/A for this round Senior Designers
  Masks
  Filters
  Channels
  Color modes
  Gradient
  Effects
  Blending modes

Engagement

Working with Clients

SAG/knowledge outcomes
Know, understand, and be able to work with clients successfully to complete projects. Knowing how to accept and translate client feedback effectively into changes and needs while being able to present and explain design concepts and processes. Setting clear expectations for clients related to processes, risks, and expectations. Anticipate client needs and preventing problems. A major component of working with clients is communication and collaboration, which is listed separately in teamwork, but directly applies to successful client relationships.

Goals
Working in partnership with printers and clients to create effective cost-efficient collateral with collaborative communication and smooth processes. Can gather and use information (listening, research, etc.) to weigh individual and stakeholder needs (team, client, office, etc.) and problem solve to find overall strong solutions.

Start to Finish process includes (in tangent with printing):
- Answering a request about a job project
- Creating a freelance contract or working with advertising to create an ad sales contract
- Setting up an effective project timeline with padding and appropriate steps
- Client, printer, and Met Media rules
- Presenting drafts, concepts, and all relevant milestones within a project life cycle
- Receiving approvals, proof, and billing

Demonstrating proficiency
A senior designer can show they have successfully worked with clients throughout the duration of a project, understand client needs to build collaborative working relationships, and receivver from midship while strengthening trust and results.

Checklist for proven proficiency

- Has worked directly with clients to manage a variety of projects. Some of these can be outside clients, but there should also be outside clients. At least one project or campaign should be made (MLK or other ongoing significant project with multiple steps or purps) or three minor (six single project cards, print poster ad, etc.). Ads can only be counted if they have more interaction than a traditional production ad. There must be personal face-to-face interaction.) Creative director and/or senior designer applicant will request feedback from client about process, expectations, and communication.

1. Set up a meeting with the senior designer, client, and creative director. Creative director and senior will discuss who will be a good choice for client. Prior to meeting creative director will contact the client to see if they feel comfortable giving feedback.

Questions
- How was your experience working with?____?
- Were they able to understand the needs, goals, and requirements of your project?
- Were processes clear and go smoothly?
- Does communication with this person feel collaborative? Do they feel they are on the team and their feedback is considered (versus feeling like they have to fight to be understood or get a fair deal), while communicating their ideas and desires?
- Do you feel you worked together to create something exciting?
- Overall, were you satisfied with the outcome?
- General feedback.

Creative - Client Survey
Please note: scores are not tracked related to senior advancement, but for the overall team's understanding of effectiveness and processes.
Engagement

Metropolitan Layout

Skill/knowledge outcomes
Understanding of print production, set-up, color plates, signatures, and form submission. Understanding business aspects of newspaper financials, ad tracker, and advertising. Love layout (guidelines to balance multiple stakeholder needs: advertisers (client satisfaction), editorial (content), readers (audience interaction), and administration (budget)).

Goals
Communication, timelines, and requirements for all process. Must be able to take over the newspaper at any point of the process.

Start to Finish process includes:
- Checking and updating ad tracker for week and working with advertising staff to ensure all ads are in cf of Metro’s specifications.
- Getting page requests from the Metropolitan editor-in-chief.
- Laying out newspaper using ad tracker.
- Getting editor-in-chief’s approval of ads.
- Approving individual page layouts.
- Giving pages to editorial staff.
- Submitting pages and uploading pages to printer.

Demonstrating proficiency
A senior designer has successfully laid out 2 newspapers, 1 of which can be packaged with another team member. Must be done from start to finish on own. A final run through of the complete process followed by a feedback meeting with the Metropolitan editor-in-chief and creative director. Notify the creative director prior the paper you want to be considered for review.

Checklist for proven proficiency
- Newspaper layout training data and trainer.
- Paper layout date time and location.
- Paper layout data 2 (and team member if applicable).
- Complete paper layout from start to finish on own. Please note: a minimum of three test runs are required before doing the complete layout for advancement approval. You may do as many practice runs as you want until you feel comfortable and confident with the process.
- Meeting with the Metropolitan editor-in-chief and creative director to receive feedback. Prior to meeting the creative director will check with the editor-in-chief to ensure they are comfortable providing feedback.

Questions
- Did the process go smoothly?
- Was communication collaborative and effective?
- Were all deadlines and specifications met?
- Other general feedback?

If after reviewing it is determined specifications were met a designer has fulfilled the requirements under the Metropolitan for the senior designer position. If specifications were not met, report process until approval is received from the Metropolitan editor-in-chief and creative director.

Awareness

Leadership

Skill/knowledge outcomes
Understanding the goal-setting process that works personally and leaves scope of influence that impact choices and habits. Can articulate strengths, talents, and skills that highlight unique value in relation to target audience (clients, employer, etc.) for effective self-promotion. Has self-awareness including strengths, motivations, and challenging areas. Applies concepts of culture and responsibility to everyday interactions. Actively seeks to improve creative.

Goals
Can use initiative and responsibility to choose a destination, chart a plan, take steps toward, and arrive at a desired direction to effectively accomplish personal and professional goals. Takes ownership and responsibility of projects, managing timelines, communicating status, and seeking help as needed.

Demonstrating proficiency
A senior designer takes responsibility of self and work.

Checklist for proven proficiency
- Initiative and motivation.
- Weakness, report initiative and motivation.
- Take initiative assessment.
- Responsibility, ownership, and dedication.
- Ensures assignments are completed and follows through on work with a smooth process and client satisfaction. This is shown by feedback from clients and supervisors.
Awareness

Leadership

CMA/Awareness returns
Understands the goal setting process that works personally and knows sources of influence that impact choices and habits. Can articulate strengths, talents, and skills that highlight unique value in relation to targeted audience (clients, employee, etc.) for effective self-promotion. Has self-awareness including strengths, motivations, and challenging areas. Applies concepts of culture and responsibility to everyday interactions. Actively seeks to improve culture.

Goals
Can use initiative and responsibility to choose a destination, chart a plan, take steps toward and arrive at a desired direction to effectively accomplish personal and professional goals. Takes ownership and responsibility of projects, managing timelines, communicating status and seeking help as needed.

Demonstrating proficiency
A senior designer takes responsibility of self and work.

Checklist for proven proficiency
☐ Initiative and motivation
☐ Wild card: Prove initiative and motivation.
☐ Take instruction assessment
☐ Responsibility, ownership and dedication
☐ Completes assignments and follows through on work with a smooth process and client satisfaction. This is shown by feedback from clients and supervisors.

Teamwork

Team is broadly defined as everyone we come into contact with.

Skill/knowledge outcomes
Ability to work with diverse people in various relationships (client, colleague, supervisor, mentor, etc.) to create effective partnerships with teamwork and accountability. Use concepts from 7 Habits of Highly Effective People to positively develop the creative crew's culture. Has superb listening skills, understanding the needs of others while communicating perspective, clarity, and expressing individual needs. Understands dynamics of conflict and can resolve conflict or stressful situations in a synergistic ways, turning mistakes into opportunities for growth and success.

Goals
Working in partnerships to create effective, on-budget, quality materials with collaborative communication and smooth processes.

Showing proficiency
Senior designers communicate effectively, build relationships and execute projects.

Checklist for proven proficiency
☐ 7 Habits of Highly Effective People
☐ Read 7 Habits of Highly Effective People
☐ Provides suggestions to creative based on principles where you see fit
☐ Creative director will be looking to see if the material is understood by designer, (not the CMA Notes version)

Presentation details
Gives a brief overview of the 7 Habits content. 10 minutes max.

The discussion/activity topic is the choice of the senior designer under the broad concept of incorporating content from the 7 Habits to working on the creative crew and culture. The discussion is not a teaching of the material of the 7 Habits, that is what the overview is for, to briefly (10 minutes max) summarize the concepts in 7 Habits as a reminder to everyone and quick explanation to those who have not yet read it. Material must involve participation and engage the Creative Crew. There must be interactivity and dialogue.
Teamwork (continued)

Team is broadly defined as everyone we come into contact with.

- Teamwork
  - Client perspective will be discussed in client meeting (working with Client).
  - From the Creative and Admin perspective, get feedback from the creative crew, where each member answers the following questions based on their ongoing interactions with you:

Questions
- Do you generally feel this person listens to and understands your point of view? (Listening)
- Does communication with this person feel collaborative, as if they are on your team and taking your best interest into consideration versus feeling like you have to fight to be understood or get a fair deal, while continuing to communicate their intentions and desires? (Trust, Mutual Purpose)
- Does this person follow through? (Execution)
- Do conversations you’ve had with this person sound like they are using respectful tone and words? (Mutual Respect)
- Does this person provide constructive feedback to help you advance and correct areas for improvement? (Accountability)
- Does this person contribute to the creative crew outside of their individually assigned project? (Big picture)
- If you started a business tomorrow, would you choose to have this person on your team? Please explain your answer as thoroughly as possible to help them understand how which actions help and hinder their progress. (General)

Comradelogo (General)