



Student Learning Outcomes for Non-Instructional Units (2007-2008)

Directions: Complete Sections “A” through “C” at the beginning of each academic school year (once prompted). Sections “D” and “E” (which deal with actual results and use of results) should not be completed until the end of each spring term. Keep comments brief and use 9 point font. In doing so, your document should not exceed one page.

Department or Division: Public Relations and Community Affairs		Department or Division Chair/Director/Dean: Geri Albright		
Academic School Year: 2007-2008				
Department or Division’s Mission: To enhance positive images of the college by promoting the educational programs and services of the college to the external and internal publics				
A. Student Learning Outcomes (3-5)	B. Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students within the reach of your division or department, should demonstrate the following proficiencies:	List what methods you plan on using to measure each student learning outcome.	List what intended results you expect to see if the outcome is reached. Results should be measurable.	When you assessed and measured your outcomes, what results did you find? Be specific.	Now that you have your results, how do you intend to use these results to improve your division or department?
1. Ability to work as a professional unit or team to represent the whole, in this case – Lawson State	1. Activities sheets indicating days and hours, and personal observances	1. Each Ambassador will complete an agreed number of hours for assigned projects per semester to total 45 hours	1. Eighteen of twenty Ambassadors participated in an assigned project for the Fall Semester, the ACA Conference. The Ambassadors learned to work as a group within themselves, providing support and substitutions for fellow members as needed. The Ambassadors also learned to work as a subunit to a much larger group all representing the same purpose.	1. Adjustments to the assignments were made as needed during the conference. This has been used as a guide to illustrate the importance of teamwork in such a large setting as a conference with over 1000 participants.
2. Development of organizational skills	2. Activities sheets in individual student folders and sign-in sheets	2. Ambassadors should have completed service hours by the end of the semester finals	2. Twenty of the Ambassadors have demonstrated a thorough understanding of the need to organize and coordinate activities within their schedules earlier in the semester.	2. The Ambassadors will further be guided to allocate specific hours for registrations, service projects and commencement. A special emphasis will be made on completing half of the hours by mid-term.
3. Understanding of business scheduling	3. Activities sheets and appearances	3. Students will understand the importance of scheduling and have each provided at least eight cumulative hours toward organizational meeting, registration	3. Nineteen of the 20 Ambassadors provided service hours toward these functions as required.	3. These mandates are discussed in the initial interview, at meetings and in particular at the organizational meeting so that all have a thorough understanding of its relevance to Ambassadors