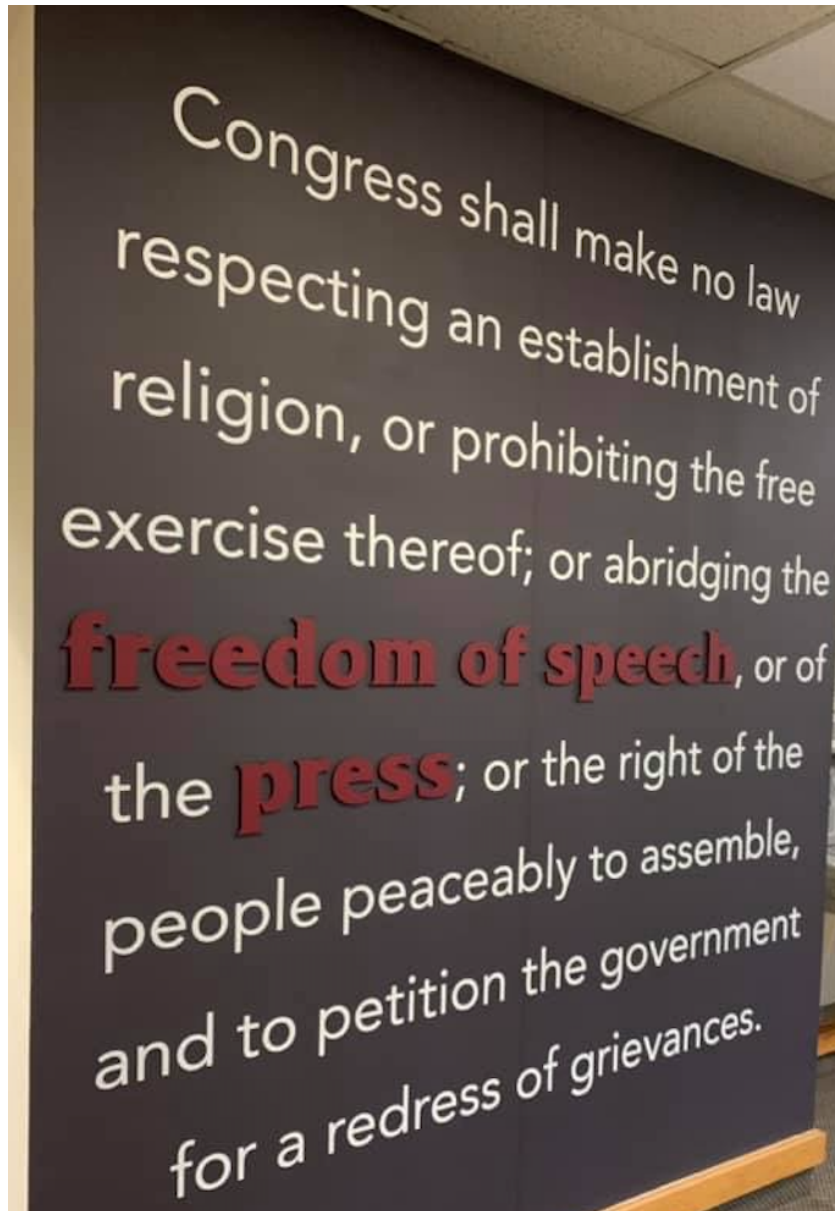


## Standard 9

### Assessment of Learning Outcomes



#### **Executive summary:**

The unit has a written assessment plan with numerous assessment measures and student learning outcomes, including the professional values and competencies adopted by the council. Those measures are reviewed annually, and results are used to improve curriculum and instruction. The unit includes members of journalism and mass communication professions and alumni in its assessment process and keeps in contact with its alumni to assess their experiences in the profession and to provide suggestions for improving curriculum and instruction.

**1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.**

The following is the School's written Assessment Plan, which was approved August 2016.

amended from the 2013-2016 plan  
approved August 2016

**Assessment Plan  
School of Mass Communication  
Loyola University New Orleans  
2016-2019**

**Mission Statement:**

In the School of Mass Communication, we educate students in the Jesuit tradition to become intellectual, creative and ethical professional leaders in the mass communication industry.

The School has adopted the 12 professional values and competencies outlined by ACEJMC for use in its assessment.

**Statement on Competencies:**

The School of Mass Communication expects students to graduate with a mastery of the 12 professional values and competencies established by the Accrediting Council on Education in Journalism and Mass Communication.

We value the following competencies, and our students should be competent in the following upon graduation:

1. Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;

9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply tools and technologies appropriate for the communications professions in which they work and to understand the digital world.

### **School of Mass Communication Assessment Measures**

The faculty of the School recognizes that much of the primary assessment of its students' grasp of specific competencies takes place in the classroom and in the assessment of students' course-related work. That process is part of the day-to-day educational process. It is formally and informally evaluated with classroom examinations, class work, conversations among faculty, and regularly scheduled department chair and faculty meetings.

Assessment of specific classroom competencies is described in each course syllabus. All values and competencies or student learning outcomes are listed on individual syllabuses. The School uses the following nine measures to assess student learning.

#### **1. University exit survey (indirect measure)**

The university's Office of Institutional Research conducts exit surveys of all graduating seniors. This mandatory survey is for all Loyola New Orleans graduating seniors. The School of Mass Communication includes a separate set of questions for all its graduating seniors about their assessment of their mastery of each of ACEJMC's 12 values and competencies. (Annually conducted in May)

#### **2. School alumni survey (indirect measure)**

The alumni survey is administered every three years. The survey reflects students' education including their perspective about their mastery of ACEJMC's 12 values and competencies. (Conducted every three years)

#### **3. Capstone course (direct measure)**

The school's faculty has developed a senior capstone course for advertising, public relations, visual communication and journalism. External evaluators from the professional community will evaluate the final project in the capstone courses based on a rubric that identifies educational outcomes. (Conducted at the conclusion of capstones)

Capstone courses include:

- Advertising:
  - CMMN 414 Advertising Capstone: Ad Campaigns
  - CMMN 384 Brand Lab\* (Note, spring 2019, Brand Lab's course number changed to CMMN 486)
  - CMMN 415 Advanced Advertising Campaigns (AdTeam)
- Public Relations:
  - CMMN 418 P.R. Capstone: PR Campaigns or
  - CMMN 419 Advanced PR Campaigns
  - CMMN 384 Brand Lab

- Visual Communication    CMMN 384    Brand Lab
- Journalism:                    CMMN 490    Journalism Capstone

**4. First Amendment principles and law test (direct measure)**

School faculty will administer this test during the first week of CMMN A100 every fall semester and will administer the same test the last semester of the senior year to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

**5. Survey of ethical attitudes (direct measure)**

School faculty will administer this test during the first week of CMMN A100 every fall semester and will administer the same test the last semester of the senior year to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

**6. Senior portfolio (direct measure)**

Students are required to complete a digital portfolio in the senior seminar course (CMNA 492). It is designed to:

- demonstrate a student's mastery of the basic skills required in his/her program and
- reflect a student's ability to compete for an entry-level job upon graduation.

The portfolio will include a resume and a portfolio of the student's work that reflects mastery in the industry. (The portfolios will be reviewed by media professionals, some who are alumni, who will give a written assessment.)

**7. Internship evaluation (direct measure)**

Students are required to complete at least one internship and can have up to three. (Upon completion of the internship, supervisors are sent evaluation forms to complete.)

**8. Awards (indirect measure, indicator)**

Students compete in all three tracks for various awards in the profession. (This list is constantly updated.)

**9. Student job placement/employment data (direct measure)**

Upon graduation, students will be contacted to collect data on job placement/employment. (Loyola's career placement center currently collects this data with oversight from the School)

**2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

The School uses the 12 ACEJMC values and competencies as our goals for student learning. We believe our students should all be competent in those areas - across journalism, advertising, public relations and visual communication.

**3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a separate digital file.**

The following include data from all assessment measures since 2014: (Appendix N)

**University exit survey (indirect):**

[2019-2012](#)

**School alumni survey (indirect):**

[2018](#), [2015](#)

**Capstone course (direct):**

[2019](#), [2018](#), [2017](#), [2016](#), [2015](#), [2014](#)

**First Amendment principles and law test (direct):**

Seniors:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

Freshmen:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

**Survey of ethical attitudes (direct):**

Seniors:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

Freshmen:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

**Senior portfolio (direct):**

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

**Internship evaluations: (direct):**

[Summer 2019\\*](#), [Spring 2019](#), [Fall 2018](#), [Summer 2018](#), [Spring 2018](#), [Fall 2017](#), [Summer 2017](#), [Spring 2017](#), [Fall 2016](#), [Summer 2016](#), [Spring 2016](#), [Fall 2015](#), [Summer 2015](#), [Spring 2015](#), [Fall 2014](#), [Summer 2014](#), [Spring 2014](#), [Fall 2013](#), [Summer 2013](#), [Spring 2013](#)

\*Data not yet available

**Awards (indirect/indicator):**

Click “awards” to see a full listing. Loyola students win national, regional and local student awards. From the College Media Association #1 Media Outlet in the country, to Princeton Review Rankings, to the New Orleans Press Club, to the American Advertising Federation Addy Awards, to the Public Relations Bateman Case Study Competition and many more, the School has a reputation of being award-winning.

**Student job placement (direct):**

2018-2019\*, [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

\*(May graduates are still being calculated during self study)

**Closing the loop overall:**

The School, each fall, reviews all assessment data. Upon examination of strengths and weaknesses, faculty apply the results to improve curriculum and instruction. Most often, results impact the content of courses and spur the development of new classes to ensure the curriculum remains current and innovative.

For example, regarding curriculum, while social media was being taught in several courses in small bits, the faculty decided to develop and teach a course dedicated to social media to improve student knowledge. Social Media Strategies is now taught every semester. Journalism faculty have worked hard over the years to ensure course outcomes build upon each course for what faculty believe should be skills learned by the senior year. In strategic communication, upon assessment, faculty determined it would be more beneficial for advertising students to have strategic content creation more focused on advertising and public relations students more focused on public relations and have divided course sections accordingly. Faculty have also offered an elective course to assist students in earning the Certificate in Principles of Public Relations.

To continue to be current and innovative, faculty have added classes such as podcasting and drone. The drone course not only prepares students to fly a drone, but teaches students the knowledge necessary to pass the FAA license test.

To bring more diversity in the classroom, faculty added diversity to the senior capstone ethics course. Noting the responses in the ethical attitudes assessment, all students must now pass a certification in ethical leadership offered by the NASBA Center for the Public Trust. Loyola is the only school at which every student must pass the certification in order to graduate. And while faculty believed at one time that media planning could be taught over several courses, and did away with the required course, faculty, seeing weaknesses, have decided to make media planning a requirement for all students in the Strategic Communication department. In fact, faculty are working to ensure that the research and media planning courses clearly identify outcomes to strengthen what is being taught in those courses and allowing each to build upon the other.

The faculty identify the requirements of internships and senior portfolios to be among the strengths of our program to prepare students for the professional world. Portfolios are built with all the skills and knowledge gained throughout the students' undergraduate program; therefore, portfolios are a good indication of the quality of our students. Each portfolio contains a professional photo, "about me" section, resume and samples of work. Students begin working on their portfolios their sophomore year in internship class.

Furthermore, while overall strengths and weaknesses can be seen in the assessment measures, faculty do believe awards and student job placement are additional overall indicators that the School is performing at some of the highest levels and providing an education that meets, and in some areas exceeds, the expectations of our industry. To name just two prestigious honors,



the College Media Association named The Maroon the #1 student media outlet in the country. Our PRSSA Bateman Case Study Competition Team has won that competition more than any school in the country.

Since 2012, the School has continued to expand our alumni Den of Distinction. We have also reached some of the highest levels of fundraising in the School's history, expanding our alumni donor base and our friends of the School who have helped with the completion of the Brand Lab, the J. Michael Early Studio, the Multimedia Center and other technological upgrades and renovations to our space.

**4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.**

Mass communication professionals, some of whom are alumni, serve as senior portfolio reviewers. They also review our capstone projects. Professionals, many who are alumni, also serve as internship supervisors. Alumni are also surveyed every three years regarding curriculum based upon student learning outcomes. Professionals also hire our graduates, some of whom are our alums.

**5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.** For a full list of awards, [click here](#).

**2018-2019**

- Best College Media Outlet of the Year (four-year), College Media Association Pinnacle Awards, The Maroon 2018
- Honorable Mention, Public Relations Student Society of America, Chelsie Degner, Jessica Dicker, Crysten Price and Asha Thomas, "Designing Diversity," Bateman Competition 2019
- Ad Person of the Year, American Advertising Federation, New Orleans Chapter, Mathew Pashby 2019
- Conference Diversity Fellow, Society for Features Journalism, Anum Siddiqui 2018
- Silver ADDY, American Advertising Federation - New Orleans Chapter, Staff, The Shawn M. Donnelley Center for Nonprofit Communication 2019

**2017-2018**

- Newspaper, 1st Place, General Excellence, Louisiana Press Association, The Maroon
- Best Newspaper in the Nation, 5th place, Princeton Review, Staff, The Maroon 2017
- Video, 1st place, Viewer's Choice Short Film, The NASBA Center for the Public Trust (CPT) Ethics in Action Video Competition, Janae Torrence 2018
- Entry of the Year, 1st place, Catholic Press Association, Danielle Garcia 2018
- Video News Package, 1st place, Columbia Scholastic Press Association, Lester Duhé 2018

### **2016-2017**

- Video, first place, Louisiana/Mississippi Associated Press Managing Editors, Rachael Espaillet, Taylor Galmiche, Loyola Student News Service 2017
- Multimedia package, first place, Louisiana/Mississippi Associated Press Managing Editors, Nick Reimann, The Maroon 2017
- Best All Around Non-Daily Student Newspaper, winner, Society of Professional Journalists, Region 12, Mary Graci, Colleen Dulle, The Maroon 2017
- The District 7 National Student Advertising Competition, Second Place, American Advertising Federation, School Ad Team 2017
- Class of Most Promising Multicultural Students, American Advertising Federation, Angelic Williams 2017

### **2015-2016**

- Best in U.S., 2nd place, Public Relations Student Society of America, Edward Wroten, Leanne Reisz, Shea Hermann, Sophia Masone and Morgan Ballard for “Second Line of Defense,” Bateman Competition 2016
- Pacemaker for Excellence in Journalism, Associated Collegiate Press, The Maroon 2015
- Best All-Around Non Daily Student Newspaper, Winner, SPJ Mark of Excellence Award, The Maroon 2016
- General News Reporting, Winner, SPJ Mark of Excellence Award, Loyola Student News Service 2016
- Best College Newspaper, 4th place nationally, The Maroon, Princeton Review 2015

### **2014-2015**

- Best in the U.S., 1st Place, Public Relations Student Society of American, Katie Collier, Chelsea Cunningham, Kenney Motley, Martin Quintero and NiRey Reynolds, “Geaux Home,” Bateman Competition 2015
- Best College Newspaper, 4th place nationally, The Maroon, Princeton Review 2015
- 2nd Place, AAF District 7 National Student Advertising Competition, Alexandra Cabrera, Hannah Gomez Farias, Preston Scott Hill, Mary Kate Hutchinson, Jordan Matthew Nabizadeh, Janeicia LaMonica Neely, Alexandra M. Olivier, Katherine K O’Toole, Rachel L Saferstein, Zivi N. Sokolic, Jourdan Webb and Angelic Williams 2015
- Best All-Around Television Newscast, Finalist, SPJ Mark of Excellence Award, *The Maroon Minute* 2015
- Best Presenter, AAF District 7 National Student Advertising Competition, Alexandra M. Olivier 2015

### **2013-2014**

- Best College Newspaper, 5th place nationally, The Maroon, Princeton Review 2014
- 3rd in U.S., Public Relations Student Society of America, Alden Woodhull, Lindsey Rousselle, Shermicia Calice, Natalie Masone, Ashley Ureta, “Pay Easy in the Big Easy,” Bateman Competition 2014
- Innovation of the year, Aaren Gordon, The Maroon Minute, Press Club of New Orleans 2014



- 1st place, Investigative Reporting, Lucy Dieckhaus, The Maroon, Louisiana/Mississippi Press Managing Awards 2014
- Gold Addy Award, Ophelia Battle, American Advertising Federation, New Orleans 2014

**6. In a digital file, list by specialty each member of the graduating class of 2018 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.**

To see [2017-2018 senior employment](#) click on the link. (Appendix O)

Loyola's career placement center is tracking job placement. Once they have completed their draft of work, the School reviews to determine if we know of additional placement and shares that information.