

SECTION B. INFORMATION ABOUT THE PROGRAM

B-01. Statement of educational philosophy and goals of the program in public relations education, including ethics, diversity and global perspectives.

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.

In keeping with the University's overarching strategies of the Loyola 2012 plan, which include enhancing Jesuit values, improving student retention and enhancing reputation and stature, the School of Mass Communication defines its own overarching goal to position the School of Mass Communication for excellence and growth within a rapidly changing media environment. We believe we should ensure that Jesuit values are at the core of all we do.

B-02. Assessment criteria, methods and results, including summative findings (achievement of goals) and formative findings (application to improvement of the program).

The School of Mass Communication defined the goals for learning that students must achieve including the following professional values and competencies:

- understand and apply the principles and laws of freedom of speech and press in the United States 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;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

Methods

Student Learning Assessment Plan School of Mass Communication, Loyola New Orleans Initial plan approved May 2011; Revised December 2012

The faculty of the SMC 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, regularly scheduled sequence head and faculty meetings. Assessment of specific classroom competencies is described in course syllabi and is documented in the assessment of students' performances.

While students are assessed at an individual level, the school's overall student learning is evaluated at a comprehensive level. Faculty in Loyola New Orleans' School of Mass Communication have identified 10 broad measures to assess overall student learning, including the following five direct and five indirect measures:

1. SMC Senior Exit Survey (indirect measure)

The Senior Exit Survey, to be completed by all seniors as part of the graduation application process, allows students to evaluate the overall quality of their educational experience, including their self-assessment of their mastery of each of ACEJMC's 12 values and competencies. It also asks students to describe their post-graduation plans. (In Fall 2012, the SMC Exit Survey will be incorporated into #2—the University Exit Survey.) (See Appendix A. Senior Exit Interview).

2. 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. Responses will be examined for use in the SMC accreditation assessment process. (See Appendix B. University Exit Survey.)

3. SMC Alumni Survey (indirect measure)

The alumni survey is administered every other year (beginning Summer 2012). The survey allows graduates to reflect on their education, including perspectives about their mastery of ACEJMC's 12 values and competencies. The survey also addresses employment in the mass communications industry. (See Appendix C. Alumni Survey.)

4. Capstone Course (direct measure)

The school's faculty in its revised curriculum (2012) has developed senior capstone courses for advertising, public relations 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.

Capstone courses include:

Advertising	CMMN 414	Advertising Capstone: Ad Campaigns or
	CMMN 415	Advanced Advertising Campaigns (Ad Team)
Journalism	CMMN 490	Journalism Capstone
Public Relations	CMMN 418	PR Capstone: PR Campaigns or
	CMMN 419	Advanced PR Campaigns (Bateman)

(See Appendix D. Capstone Rubric)

5. First Amendment principles and law test (direct measure)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same class of students to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

(See Appendix E. Law Test)

6. Survey of ethical attitudes (direct measure)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same class of students to compare ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

(See Appendix F. Ethics Test)

7. Senior Portfolio (direct measure)

Students are required to complete a portfolio in the senior seminar course (CMMN A492). 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 who will give a written assessment.

(See Appendix G. Portfolio Written Assessment instrument.)

8. Internship evaluation (direct measure)

Students beginning with the degree program in Fall 2012 are required to complete at least one internship and can have up to three for credit.

(See Appendix H. Internship Evaluation).

9. Awards (indirect measure)

Students in all three tracks compete for various awards in the profession.

10. Student Job Placement/employment data (indirect measure)

Upon graduation, students will be contacted to collect data on job placement/employment.

Action Plan & Timeline

Year One (2011-2012):	Pre-tests in law and ethics
Year Two (2012-2013):	Gather and analyze intern supervisor reports
Year Four and Five (2014-2016):	Post tests in law and ethics, assessment of capstone projects and portfolios, administration of senior exit surveys. The school will not yet have alumni from the new curriculum.
Year Six: (2016-17):	Analysis of the findings from tests, intern reports, capstone and portfolio assessment and exit surveys, identification of any weaknesses in learning outcomes, and decision about where and how to overcome them.
Year Seven (2017-18):	Introduce changes to address weaknesses and resume assessment program for the cohort entering this year and graduating.

Results: Summative Findings

The revised curriculum was approved in November 2011 with the full implementation to begin Fall 2012. Students who enrolled in the School of Mass Communication in Fall 2011 were able to transition into the revised curriculum. This was possible because the two freshman communication courses, CMMN 100 Introduction to Mass Communication and CMMN 101 Communications Writing, remained unchanged from the earlier School of Mass Communication curriculum. Therefore, the self-study reflects past data from 2009 to 2011 as well as data from the new cohort under the revised curriculum.

Past data (A.) include:

1. SMC Senior Exit Survey 2009-2010 (indirect measure)
2. SMC Senior Exit Survey 2010-2011 (indirect measure)
3. SMC Senior Exit Survey 2011-2012 (indirect measure)
4. University Exit Survey 2011-2012 (indirect measure)
5. SMC Alumni Survey 2012 (indirect measure)
6. SMC Capstone 2012-2013 (direct measure)
 - a. CMMN A 414, Advertising Capstone; CMMN A 418, Public Relations Capstone
 - b. CMMN A 415, Advanced Advertising Capstone (Ad Team)
 - c. CMMN A 419 Advanced Public Relations Capstone (Bateman Team)
7. SMC First Amendment Principles and Law 2010-2011; seniors (direct measure)
8. SMC First Amendment Principles and Law 2012-2013; seniors (direct measure)
9. Ethical Climate Attitudes 2010-2011; seniors (direct measure)
10. Ethical Climate Attitudes 2012-2013; seniors (direct measure)
11. Senior Portfolio 2010-2011 (direct measure)
12. Senior Portfolio 2011-2012 (direct measure)
13. Senior Portfolio 2012-2013 (direct measure)
14. Internship Evaluation 2011-2012 (direct measure)
15. Internship Evaluation: Spring 2013 (direct measure)
16. Awards 2009-2013 (indirect measure)
17. Student Job Placement/employment data 2009-2012 (indirect measure)

New data (B.) under the revised curriculum include:

1. First Amendment Principles and Law test 2011-2012; freshmen (direct measure)
2. First Amendment Principles and Law test 2012-2013; freshmen (direct measure)
3. Survey of Ethical Attitudes 2011-2012; freshmen (direct measure)
4. Survey of Ethical Attitudes 2012-2013; freshmen (direct measure)

A. PAST DATA

1. SMC SENIOR EXIT SURVEY 2009-2010 (INDIRECT MEASURE)

A total of 14 students responded to the 2009-2010 SMC senior exit survey. Of the respondents, three (21 percent) were from the advertising sequence, five (36 percent) from the journalism sequence and six (43 percent) from the public relations sequence. Of those, three (21 percent) were male and 11 (79 percent) were female.

The survey evaluated learning outcomes based on teaching within the SMC. The aggregated analysis is based on the categories of “very well” and “well.”

Write correctly and clearly to present news or persuasive information at a professional level?	86 percent
How to critically evaluate your work and hat of others for accuracy, fairness, clarity, style and grammar?	93 percent
How to apply basic numerical and statistical concepts?	36 percent
How to conduct research and evaluate information as appropriate for communication purposes?	57 percent
How to apply the tools and technologies appropriate for your chosen profession?	72 percent
Gained an understanding of professional ethical principles and the ability to work ethically in pursuit of truth, accuracy, fairness and diversity?	100 percent
Gain an understanding of the history and role of professionals and institutions in shaping communications?	65 percent
Gain an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mass communication?	50 percent

ANALYSIS: SMC SENIOR EXIT SURVEY 2009-2010 (INDIRECT MEASURE)

Although this analysis comes from only a total of 14 students, the SMC believes there is merit in these surveys and intends to use this information as we begin to revise our curriculum. Regarding writing, the SMC has been teaching communications writing as an English course rather than a mass communications writing class. That needs to be addressed through our curriculum. Regarding research methods, the course evaluations have been some of the lowest in the SMC, and this survey again suggests that students are not getting the necessary basic numerical and statistical concepts. That should also be addressed in a revised curriculum for faculty approval. Seniors also suggest that they are not learning how to apply the tools and technology appropriate for their chosen profession. It is believed that the lack of videography/broadcast type courses could be somewhat to blame due to the fact that many

students want and should have visual storytelling skills. Faculty should also address that only advertising students are required to take layout and design.

History is not a required course and has been taught as an elective. Students also suggest that not all have gained an understanding of gender, race and ethnicity in relation to mass communication. That too should be addressed as faculty revises the curriculum to address these and ACEJMC accreditation issues.

Such statements [as students regard a weakness in the advertising track] must be dealt with in a revised curriculum.

2. SMC SENIOR EXIT SURVEY 2010-2011 (INDIRECT MEASURE)

A total of 15 students (seniors) responded to the survey, two (13 percent) from advertising, six (40 percent) from journalism and seven (47 percent) from public relations. Of those, two (3 percent) were male and 13 (87 percent) were female.

The survey evaluated learning outcomes based on teaching within the SMC. The aggregated analysis is based on the categories of “very well” and “well.”

Write correctly and clearly to present news or persuasive information at a professional level?	85 percent
How to critically evaluate your work and that of others for accuracy, fairness, clarity, style and grammar?	85 percent
How to apply basic numerical and statistical concepts?	8 percent
How to conduct research and evaluate information as appropriate for communication purposes?	46 percent
How to apply the tools and technologies appropriate for your chosen profession?	46 percent
Gained an understanding of professional ethical principles and the ability to work ethically in pursuit of truth, accuracy, fairness and diversity?	85 percent
Gain an understanding of the history and role of professionals and institutions in shaping communications?	46 percent
Gain an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mass communication?	62 percent

ANALYSIS: SMC SENIOR EXIT SURVEY 2010-2011 (INDIRECT MEASURE)

Although this analysis comes from only 15 students, the SMC does believe there is merit in these surveys and has made changes as a result of these surveys. Regarding writing, the faculty, through its revised SMC curriculum beginning Fall 2012, are working on the writing emphasis from the very beginning of our curriculum, CMMN A101 Communications Writing. In the past, that course has been taught similar to an English course rather than a mass communications writing course. The SMC believes it is critical that students begin their writing in the SMC thinking specifically about the informative and persuasive forms of writing relevant to our industry therefore; faculty has made that content change in the revised curriculum. Furthermore, with a number of sections taught by different individuals, the SMC in Fall 2012 has tasked a committee to come up with a consistent syllabus among sections, subject to faculty approval.

Several faculty believed for some time that our majors were not getting the applied research methods or the application of basic numerical and statistical concepts from our existing research methods course. Much time was spent on theory and not enough time on research specific to the advertising, journalism and public relations tracks. Therefore, in its revised curriculum, the SMC did not retain the research methods course but instead developed a course called “Research in Advertising and Public Relations,” for all advertising and PR students and have incorporated the necessary numerical and statistical information necessary for journalists in the “Advanced Journalism Course.”

The survey also revealed what could be considered a weakness in the tools and technologies area. The lack of videography in the major as well as layout and design as a requirement for only advertising students could have contributed to such an attitude. The SMC revised curriculum requires all journalism students to take videography and all advertising and PR students to take layout and design. The SMC revised curriculum has also added a one-hour senior level ethics course. Although ethics is taught in many courses throughout the curriculum at our Jesuit institution, we believe ethics should be a required credit course at the senior level within the major.

While some students believe they did not gain a good understanding of gender, race and ethnicity, etc. in relation to mass communication, we have asked one of our colleagues, who is also the director of the university’s Center for Intercultural Understanding, to develop a course specific to mass communication that addresses such issues. At this time, the course would be an elective. There are also a number of other electives on the books regarding race, gender and ethnicity. We are making a commitment to offer one such diversity course each semester when possible.

While we do conduct a senior exit survey, we also have begun research to be able to quantify job placement upon graduation.

3. SMC SENIOR EXIT SURVEY 2011-2012 (INDIRECT MEASURE)

A total of 28 students (seniors) responded to the survey, six (21 percent) from advertising, 13 (46 percent) from journalism and nine (32 percent) from public relations. Of those, three (11 percent) were male and 24 (90 percent) were female.

The survey evaluated learning outcomes based on teaching within the SMC. The aggregated analysis is based on the categories of “very well” and “well” omitting skipped questions.

Write correctly and clearly to present news or persuasive information at a professional level?	89 percent
How to critically evaluate your work and that of others for accuracy, fairness, clarity, style and grammar?	81 percent
How to apply basic numerical and statistical concepts?	33 percent
How to conduct research and evaluate information as appropriate for communication purposes?	63 percent
How to apply the tools and technologies appropriate for your chosen profession?	81 percent
Gained an understanding of professional ethical principles and the ability to work ethically in pursuit of truth, accuracy, fairness and diversity?	85 percent
Gain an understanding of the history and role of professionals and institutions in shaping communications?	69 percent
Gain an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mass communication?	85 percent

ANALYSIS: SMC SENIOR EXIT SURVEY 2011-2012 (INDIRECT MEASURE)

This analysis again reveals that only about one-third of seniors said they could apply basic numerical and statistical concepts and slightly more than 50 percent said they could apply tools and technologies appropriate for their chosen profession. The faculty has addressed this with the revised curriculum through the research methods course and added videography. The faculty has also addressed in the revised curriculum the fact that just more than 50 percent of students said they gained an understanding of the history and role of professionals and institutions in shaping communications.

4. UNIVERSITY EXIT SURVEY 2011-2012 (INDIRECT MEASURE)

The Office of Institutional Research and Effectiveness (OIRE) provided the results of the Graduating Student Survey (GSS) for the SMC graduating class of Spring 2012. A total of 43 graduates were invited to participate in this survey; of this total, 41 students responded, representing 93 percent of the graduating class.

All data are self reported and presented anonymously in aggregate form. “N/A” and “unable to judge” have been removed from mean calculations. Results are based on a five-point scale indicating the level of agreement to various questions.

Categories of the 5-point scale are as follows:

- 1=Very dissatisfied
- 2=Moderately dissatisfied
- 3=Neither satisfied nor dissatisfied
- 4=Moderately satisfied
- 5=Very satisfied
- 0=Unable to judge

The aggregated percentages reflect “very satisfied” and “moderately satisfied” or its equivalent.

Regarding communications, how satisfied are you with the following:

The quality of the core courses in communication?	77 percent
The quality of courses in your sequence in communication?	68 percent
The quality of the other communication courses?	63 percent
The availability of the physical equipment in your sequence?	68 percent
The faculty in the School of Mass Communication (knowledge, helpful, and accessible)?	76 percent
The physical equipment in my sequence?	62 percent
The department administration (chair’s office)?	71 percent
Preparation for at least an entry-level job in your chosen field?	63 percent
Your ability to write clearly, correctly and appropriately for your chosen field?	82 percent

ANALYSIS: UNIVERSITY EXIT SURVEY 2011-2012 (INDIRECT MEASURE)

Seventy-seven percent of the respondents said they were either “very” or “moderately satisfied” with the quality of the core courses, with 68 percent “satisfied” with the quality of the courses in the entire sequence. Seventy-six percent of the students said they were “satisfied” with the faculty.

When asked about their ability to write, students showed their greatest satisfaction. Eighty-two percent said they were “satisfied” with their ability to write clearly, correctly and appropriately for your chosen field.

More than half of the students were “satisfied” with the availability of the equipment and preparation for an entry-level job.

5. SMC ALUMNI SURVEY 2012 (INDIRECT MEASURE)

The School of Mass Communication sent a survey to 1,246 SMC alumni and received 225 responses (18 percent). Those surveyed were asked to evaluate the SMC based on his or her experience at Loyola and employment. This aggregated analysis is based on the categories of “excellent” and “above average.” Equivalent categories include: “very aware” and “aware;” “very competent” and “competent;” “yes, with no reservations” and “yes, with some reservations;” and “yes, in the communication field” and “yes, but in a different field, by my choice.” All questions are based on education received at Loyola University’s School of Mass Communication.

How would you rate your professional education in mass communication at Loyola?	86 percent
How would you rate your writing training at Loyola?	84 percent
How would you rate your training regarding the use and presentation of images?	60 percent
How aware are you of the principles and laws of freedom of speech?	89 percent
How aware are you of freedom of the press concepts?	86 percent
How aware are you of media history concepts?	76 percent
How aware are you of cultural diversity concepts?	69 percent
How aware are you of the concepts of media theory as relating to the use and presentation of information?	41 percent
How aware are you of the concepts relating to media ethics?	90 percent
How competent do you feel you are in critical thinking?	95 percent
How competent are you in thinking creatively?	92 percent
How competent are you in thinking independently?	97 percent
How competent are you in conducting research for the communication profession?	83 percent
Would you recommend Loyola’s SMC to a friend considering college?	92 percent
Are you employed now (including military or self-employment)?	88 percent

ANALYSIS: SMC ALUMNI SURVEY (INDIRECT MEASURE)

Overall, an analysis of the school's first alumni survey is positive, but there are some areas of concern. When asked, "How aware are you of the concepts of media theory as relating to the use and presentation of information?" only 41 percent of respondents said they are "aware." Only 60 percent of respondents said they would rate their training regarding the use and presentation of images as "competent." The school's revised curriculum hopes to address some of these issues, including a layout and design requirement for both public relations and advertising students and videography for journalism students. There are a number of positive responses from the survey including that more than nine of 10 alumni said they are competent in thinking independently, creatively, critical thinking and they are aware of media ethics. Ninety-two percent of the respondents said they would recommend Loyola's School of Mass Communication to a friend.

6. CAPSTONE COURSE SPRING 2013 (DIRECT MEASURE)

The school's faculty has identified senior capstone courses for advertising, public relations and journalism. External evaluators from the professional community will evaluate the final project in capstone courses based on a rubric that identifies educational outcomes.

Capstone courses include:

Advertising	CMMN 414	Advertising Capstone: Ad Campaigns or
	CMMN 415	Advanced Advertising Campaigns (Ad Team)
Journalism	CMMN 490	Journalism Capstone
Public Relations	CMMN 418	PR Capstone: PR Campaigns or
	CMMN 419	Advanced PR Campaigns (Bateman)

The following rubric with five areas is to be used and assessed on a scale of 0 to 4.

The scale for critique ranges from:

0 = not at all

1 = not very well

2 = average

3 = well

4 = very well

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended.
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).
5. The work integrates words, numbers, images and sound (where appropriate) effectively.

6. A. ANALYSIS: CAPSTONE COURSE (DIRECT MEASURE)

CMMN A414 Advertising Capstone and CMMN A418 Public Relations Capstone were combined in Spring 2013 for the capstone course. The client was Girls on the Run of New Orleans. There was one evaluator.

Evaluator: Katie Sawyer, executive director, Girls on the Run New Orleans

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended = **4**
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. = **4**
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience. = **3**
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). = **4**
5. The work integrates words, numbers, images and sound (where appropriate) effectively. = **4**

Comments:

“Very thorough books, though some presentations didn’t reflect the fantastic work (our board member hadn’t seen the books.) Great experience, really beneficial to our organization.”

Analysis:

There was only one evaluator. The assessment was extremely favorable. From the scale and analysis, it appears more work should be done on effectively organizing the work to engage and hold the attention of the audience. This capstone is being taught with both advertising and public relations students jointly to ensure a more integrated experience.

6. B. ANALYSIS: CAPSTONE COURSE (DIRECT MEASURE)

CMMN A 415 Advanced Advertising Campaign: Ad Team. The client was Glidden Paint. There were two evaluators.

Evaluators: 2

Nicole Parks, senior account executive, Peter Mayer Advertising
Renee Stuart, director of media buying, Morgan & Co.

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. = **4, 4** (Each evaluator gave a 4)
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. = **4, 4**
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience. = **4, 4**
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). = **4, 4**
5. The work integrates words, numbers, images and sound (where appropriate) effectively. = **4, 4**

Comments:

“The advanced advertising campaigns/ad team class is the closest thing that advertising/marketing students get to a real-life agency and the pitch process. Sponsored by the American Advertising Federation and a company, Dr. Cal and her students have placed 4th in the AAF 7th District for two years straight. This program and class have rebounded greatly since Hurricane Katrina. These students are well prepared to step into their roles as advertising professionals upon graduation.”

“The ad students did an amazing job presenting at regionals in Jackson. Dr. Cal has done an incredible job with the ad program, placing for the second year in a row. Morgan & Company has hired one of the ad team student members as a summer intern.”

Analysis

These assessments were completed after the team competed. They should have been done immediately upon seeing the students’ presentation. However, it should be noted that the evaluators rated the work with the highest potential score. The team did place 4th in an extremely competitive region of the ad competition.

6. C. ANALYSIS: CAPSTONE COURSE (DIRECT MEASURE)

CMMN A419 Advanced Public Relations: Bateman Team. The client issue was anti-bullying. There were three evaluators.

Evaluators: 3

Vicki Voelker, communication strategist, Gambel Communications

Mikel Pak, associate director, Loyola University Public Affairs

Jeffrey Ory, president, il Stratega

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. = **4, 4, 4**
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. = **4, 4, 4**
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience. = **4, 4, 4**
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). = **4, 4, 4**
5. The work integrates words, numbers, images and sound (where appropriate) effectively. = **4, 4, 3**

Comments:

“Excellent Work!!”

“Really liked the “by the numbers” section at the end and the acting out situations with team members. Good job!”

Analysis

These assessments reveal nearly all perfect scores. Students were rated 4 in all categories with the exception of one 3 on assessment 5, integrating words, numbers, images and sound effectively. **This team went on to win the national championship for this campaign.**

7. FIRST AMENDMENT PRINCIPLES AND LAW TEST SENIOR 2010-2011 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same cohort of students. This will give a comparison of the cohort's knowledge at the beginning of the four years and at the end.

A total of seven senior students enrolled in the capstone course in Spring 2011 were asked to respond to the following statements regarding the freedom of speech and press by answering "True," "False" or "Don't know."

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

The First Amendment to the U.S Constitution prohibits editors of such privately owned newspapers as "The New York Times" or "The Wall Street Journal" from censoring information and opinion in their papers. *False* 29 percent

The U.S. Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government's purpose is to prevent publication of information about national affairs that the government says would threaten the national security. *False* 57 percent

Under the First Amendment, the public has a right to know whatever information the government has in possession. *False* 57 percent

The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret. *True* 57 percent

Libel refers to the publication of statements that injure someone's reputation, that lower the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove? 86 percent

1. The libel was published.
2. The words were concerning the plaintiff.
3. The material was defamatory.
4. The material was false.
5. The defendant (in this example, the newspaper) was at fault.

All five

State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. *False* 57 percent

Obscene speech is not protected by the First Amendment. *True* 43 percent

The U.S. Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. <i>True</i>	86 percent
In the United States, if the government imposes regulations on the time, place, or manner of a political protestor's expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. <i>True</i>	43 percent
The Sixth Amendment to the U.S. Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i>	29 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i>	43 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i>	57 percent
Since the 1970s the U.S Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i>	43 percent

ANALYSIS: FIRST AMENDMENT PRINCIPLES AND LAW TEST (DIRECT MEASURE)

There was no test given to this group of seniors as freshmen so it is impossible to determine the students' base of knowledge regarding First Amendment principles and law. The school believed it was important to give the test to seniors to help the course instructor gauge what the students had learned and retained since their media law course.

With a total of seven respondents, 86 percent of the students who took the test scored best on the question regarding libel; however, for the majority of the questions, just more than 50 percent of the students answered questions correctly.

Trends will be noted on strengths and weaknesses of questions to determine where more effort should be given in the teaching of media law.

8. FIRST AMENDMENT PRINCIPLES AND LAW TEST 2012-2013 (DIRECT MEASURE)

A total of 52 senior students took the SMC Law Questionnaire in Spring 2013. The students were asked to respond to the following statements regarding the freedom of speech and press by answering “True,” “False” or “Don’t know.”

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

The First Amendment to the U.S Constitution prohibits editors of such privately owned newspapers as “The New York Times” or “The Wall Street Journal” from censoring information and opinion in their papers. *False* 46 percent

The U.S. Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government’s purpose is to prevent publication of information about national affairs that the government says would threaten the national security. *False* 52 percent

The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret. *True* 65 percent

Libel refers to the publication of statements that injure someone’s reputation, that lower the person’s esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove? 58 percent

1. The libel was published.
2. The words were concerning the plaintiff.
3. The material was defamatory.
4. The material was false.
5. The defendant (in this example, the newspaper) was at fault.

All five

State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. *False* 27 percent

Obscene speech is not protected by the First Amendment. *True* 56 percent

The U.S. Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. *True* 77 percent

In the United States, if the government imposes regulations on the time, place, or manner of a political protestor’s expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. *True* 60 percent

The Sixth Amendment to the U.S. Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i>	15 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i>	54 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i>	58 percent
Since the 1970s, the U.S. Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i>	58 percent
The “fair use” concept in copyright law means anyone may freely publish anything obtained from any online source. <i>False</i>	58 percent
Despite digitalization and the fact that today most news organizations such as newspapers and broadcasters offer online versions of their publications, separate broadcast regulations such as the “equal opportunity law” for political campaigns are still in effect. <i>True</i>	29 percent
To avoid being one of the millions of citizens each year facing the real danger of becoming the victim of identity theft, it is a good idea to refuse to give anyone (other than the IRS, your employer and your financial institution) your Social Security number. <i>True</i>	71 percent

ANALYSIS: FIRST AMENDMENT PRINCIPLES AND LAW TEST (DIRECT MEASURE)

There was no test given to this group of seniors when they were freshmen so it is impossible to determine the students’ base of knowledge regarding First Amendment principles and law. The school believed it was important to give the test to seniors to help the course instructor gauge what the students had learned and retained since their media law course.

With a total of 52 respondents, students scored best on the question on the First Amendment. Fewer than one in three students got the correct answer regarding broadcast regulations and online publications regarding political campaigns and even fewer answered the question on the Sixth Amendment correctly regarding media involvement.

Trends will be noted on strengths and weaknesses of responses to determine where more effort should be given in the teaching of media law.

9. SURVEY OF ETHICAL ATTITUDES SENIORS 2010-2011 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same cohort of students. This will give a comparison of ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

A total of seven students, seniors, took the Ethical Climate Questionnaire in Spring 2011. Percentages represent "most" or "many;" "very or quite" or "yes" otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	29 percent
If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	43 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	29 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	57 percent
Would you try to stop the student from copying for your test or exam?	71 percent
Have you ever reported a fellow student for cheating?	29 percent
How concerned are you about your fellow students inventing sources (people they quote in their stories)?	57 percent
How concerned are you about your fellow students making up quotes?	57 percent
How concerned are you about your fellow students using information from the Internet without attribution?	57 percent
Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	0 percent

How concerned are you when you hear that a journalist plagiarized a story?	71 percent
How concerned are you when you hear that a journalist fabricated material for a story?	86 percent
How concerned are you when you hear that a journalist made up a source for a story?	86 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	86 percent: “Fire the employee”
How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	100 percent: “Fire the employee”
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	86 percent: “Fire the employee”

ANALYSIS: SURVEY OF ETHICAL ATTITUDES (DIRECT MEASURE)

Like the First Amendment principles and law test, this group of seniors was not tested as freshmen so it is impossible to determine the students’ base of information regarding ethical attitudes. The school believed it was important to give the test to seniors to help faculty understand students’ ethical attitudes as seniors. It is interesting to note that fewer than one-third of the students said most or many people cheat in school. More than half said they would report the student if they caught them cheating, and nearly three-quarters of the respondents said they would try to stop the student from copying from them. More than half of the students said they are concerned about their fellow students inventing sources, making up quotes or using information from the Internet without attribution. More importantly, no respondents believed it was justifiable for a journalist to violate ethical standards. Nearly three-quarters of the students reported they are concerned if they hear a journalist has plagiarized, and even more are concerned when they hear a journalist has made up a source. Nearly 90 percent said employees should be fired for plagiarism and making up a source, and all respondents said employees should be fired if they fabricate a story.

Trends will be noted from the responses to help faculty better gauge where more effort should be given.

10. SURVEY OF ETHICAL ATTITUDES SENIORS 2012-2013 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same cohort of students. This will give a comparison of ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

A total of 52 senior students took the Ethical Climate Questionnaire in Spring 2013 with the majority of the students identifying as female (69 percent) and 38 percent of the students in public relations, 37 percent in journalism and 25 percent in advertising. Percentages represent "most" or "many;" "very or quite" or "yes" otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	21 percent
If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	16 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	10 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	37 percent
Would you try to stop the student from copying for your test or exam?	67 percent
Have you ever reported a fellow student for cheating?	2 percent
How concerned are you about your fellow students inventing sources (people they quote in their stories)?	18 percent
How concerned are you about your fellow students making up quotes?	30 percent
How concerned are you about your fellow students using information from the Internet without attribution?	32 percent

Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	6 percent
How concerned are you when you hear that a journalist plagiarized a story?	77 percent
How concerned are you when you hear that a journalist fabricated material for a story?	83 percent
How concerned are you when you hear that a journalist made up a source for a story?	63 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	65 percent; “Fire the employee”
How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	60 percent; “Fire the employee”
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	63 percent; “Fire the employee”

ANALYSIS: SURVEY OF ETHICAL ATTITUDES (DIRECT MEASURE)

Like the First Amendment principles and law test, this group of seniors was not tested as freshmen so it is impossible to determine the students’ base of information regarding ethical attitudes. The school believed it was important to give the test to seniors to help faculty understand students’ ethical attitudes as seniors.

It is interesting to note that one in five students said most or many students engage in academic dishonesty in college. Only a few students (16 percent) said they were very or quite concerned if they know or believe students engage in academic dishonesty and even fewer students said they would report the student to an instructor if they observed a fellow student cheating on a test or exam. Three of four students said they are concerned when they hear a journalist plagiarized a story and even more students were very or quite concerned when they hears a journalist fabricated material for a story. A majority of students said employees should be fired when they were found to have plagiarized, fabricated material or made up a source.

It is difficult to assess these responses without comparing these students’ ethical attitudes to their freshmen year.

Trends will be noted from the responses to help faculty better gauge where more effort should be given.

11. SENIOR PORTFOLIO 2010-2011 (DIRECT MEASURE)

Students are required to complete a portfolio in the senior seminar course. It is designed to demonstrate a student’s mastery of the basic skills required in his/her program and reflects a student’s ability to compete for an entry-level job upon graduation. The portfolio will include a résumé and a portfolio of the student’s work that reflects mastery in the industry. The portfolios will be reviewed by media professionals who will give a written assessment.

Reviewers were given the chance to critique students with one of the following:

1. This student’s work shows that they are ready to be hired.
2. This student’s work needs to be improved but shows promise.
3. This student’s work requires major revisions.

Each percentage is relative to the sequence; eight advertising sequence students were assessed; six journalism sequence students were assessed; 10 public relations sequence students were assessed; two media studies sequence students were assessed.

	Advertising Sequence	Journalism Sequence	Public Relations Sequence	Media Studies Sequence
Critique 1	(1) 12 percent	0 percent	(3) 30 percent	0 percent
Critique 2	(7) 88 percent	(6) 100 percent	(6) 60 percent	(2) 100 percent
Critique 3	0 percent	0 percent	(1) 10 percent	0 percent

ANALYSIS: SENIOR PORTFOLIO (DIRECT MEASURE)

In 2010-2011, data from the portfolio reviews indicate reviewers assessed the majority of the students’ portfolios across all sequences as “This student’s work needs to be improved but shows promise.” Four of the students (6.5 percent) of the portfolios were assessed as “This student’s work shows that they are ready to be hired. One student’s work was assessed as “requires major revisions.”

Faculty should take note of this assessment to better prepare students to be hired upon graduation.

12. SENIOR PORTFOLIO 2011-2012 (DIRECT MEASURE)

Students are required to complete a portfolio including a résumé and a portfolio of the students' work. It is designed to demonstrate a student's mastery of the basic skills required in his/her program and reflects a student's ability to compete for an entry-level job upon graduation. Media professionals who review the portfolios will give a written assessment.

Thirty seniors participated, which are analyzed below. The SMC encouraged all students, regardless of class, to attend. This assessment represents the seniors who participated in the review sessions for the 2011-2012 academic year.

Reviewers were asked to complete their review after they met with the student. Scale: For each of the five questions on the assessment, a scale of 0 to 4 was given with 2 as a midpoint (essentially an F to an A grade):

- 0 = not at all
- 1 = not very well
- 2 = average
- 3 = well
- 4 = very well

This is a new instrument to assess portfolios. The five items included on the assessment were as follows:

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended.
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).
5. The work integrates words, numbers, images and sound (where appropriate) effectively.

There was also space for reviewer’s comments.

The below aggregated analysis is based on percentages relative to the following sequences: advertising students: nine assessments, journalism students: six assessments, other: one assessment (Photojournalism) and public relations: 14 assessments. The analysis reflects the reviewer’s categories of “well” and “very well.”

	Adverting Sequence (9)	Journalism Sequence (6)	Photojournalism Sequence (1)	Public Relations Sequence (14)
Q 1 (85 percent)	78 percent	83 percent	100 percent	79 percent
Q 2 (87 percent)	89 percent	83 percent	100 percent	77 percent
Q 3 (88 percent)	100 percent	67 percent	100 percent	85 percent
Q 4 (98 percent)	100 percent	100 percent	100 percent	93 percent
Q 5 (76 percent)	67 percent	67 percent	100 percent	71 percent
	87 percent	80 percent	100 percent	81 percent

ANALYSIS: SENIOR PORTFOLIO (DIRECT MEASURE)

Portfolio reviewers were asked to evaluate the students’ work in five areas.

Question 1 addressed the following: The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. More than three-quarters of all the students’ portfolios rated well or very well in this category.

Question 2: The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. Reviewers rated more than three-quarters of all students well or very well in this area too.

Question 3: The truthful and accurate work is effectively organized to engage and hold the attention of the audience. Journalism students were rated the lowest with only 67 percent rated as well or very well.

Question 4: The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). Advertising, journalism and photojournalism students scored 100 percent who rated well or very well in this area. Public relations scored 93 percent.

Question 5: The work integrates words, numbers, images and sound (where appropriate) effectively. This area appears to be the weakest among all the competencies with advertising and journalism at 67 percent, each being rated as well or very well in this area. The one photojournalism student again rated well, and 71 percent of public relations students rated well or very well in this area.

Overall, the one photojournalism student was rated the highest in his proficiencies, with advertising and public relations following, then journalism.

13. SENIOR PORTFOLIO 2012-2013 (DIRECT MEASURE)

Students are required to complete a portfolio in the senior seminar course (CMMN A492). It is designed to demonstrate a student’s mastery of the basic skills required in his/her program and reflects a student’s ability to compete for an entry-level job upon graduation. The portfolio will include a résumé and a portfolio of the student’s work that reflects mastery in the industry. The portfolios will be reviewed by media professionals and will give a written assessment.

Reviewers were asked to complete their review after they met with the student. Scale: For each of the five questions on the assessment, a scale of 0 to 4 was given with 2 as a midpoint (essentially an F to an A grade):

- 0 = not at all
- 1 = not very well
- 2 = average
- 3 = well
- 4 = very well

The five items included on the assessment were as follows:

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended.
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).
5. The work integrates words, numbers, images and sound (where appropriate) effectively.

There was also space for reviewer’s comments. The aggregated analysis is based upon the three difference sequences offered in the SMC to allow for cross tabulation. The analysis below reflects the percentages of reviewers who believed SMC students perform “well” or “very well” in the five items aforementioned. Each percentage is relative to the sequence: advertising students:12 assessed, journalism students:13 assessed, public relations students: 23 assessed.

	Advertising Sequence (12)	Journalism Sequence (13)	Public Relations Sequence (23)
Q1 (77 percent)	(8) 75 percent	(9) 69 percent	(20) 86 percent
Q 2 (81 percent)	(8) 75 percent	(9) 69 percent	(23) 100 percent
Q3 (68 percent)	(7) 67 percent	(9) 69 percent	(16) 67 percent
Q 4 (85 percent)	(10) 92 percent	(10) 77 percent	(20) 86 percent
Q 5 (80 percent)	(8) 75 percent	(10) 77 percent	(20) 86 percent
	77 percent	72 percent	85 percent

ANALYSIS: SENIOR PORTFOLIO (DIRECT MEASURE)

Portfolio reviewers were asked to evaluate the students' work in five areas.

Question 1 addressed the following: The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. Eighty-six percent of the public relations students scored well to very well in this area, with advertising and journalism following behind.

Question 2: The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. Reviewers rated more than three-quarters of all students well or very well in this area too. One hundred percent of the public relations students' portfolios were rated well or very well in this area again, followed by advertising and then journalism.

Question 3: The truthful and accurate work is effectively organized to engage and hold the attention of the audience. Sixty-nine percent of the journalism students' portfolios were rated well or very well in this area with public relations and advertising following right behind.

Question 4: The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). Across the board, students' portfolios scored the highest in this area, with 92 percent of advertising students' portfolios scoring well or very well, followed by public relations and journalism.

Question 5: The work integrates words, numbers, images and sound (where appropriate) effectively. Unlike the class before, this area is rated higher than last year's class. Eighty-six percent of the public relations students' portfolios were rated well or very well, followed by journalism and advertising.

Overall, the students' portfolios were rated the highest in the area of their work being clear and concise. The weakest area of students' portfolios was in category 3 regarding truthful and accurate work effectively organized to engage and hold the attention of the audience.

14. INTERNSHIP EVALUATION SUMMER 2012 (DIRECT MEASURE)

Ten students completed an internship during Summer 2012. The following results are from the supervisor evaluations upon completion of the students' internship.

Rate your practicum student in the areas below, using a scale of A-F.

A= strong

B= satisfied with performance

C= average

D= could work harder

F= weak

n/a= not applicable

The aggregated percentages reflect the critiques of "Strong" or "Satisfied with performance."

Ability to learn	100 percent
Self-confidence	100 percent
Dependability	100 percent
Flexibility	90 percent
Honesty/ ethical behavior	100 percent
Judgment	90 percent
Initiative/ambition/assertiveness	100 percent
Creativity	100 percent
Critical thinking skills	100 percent
Presentation skills	70 percent
Verbal skills	90 percent
Writing skills	90 percent
Ability to meet deadlines/Time management	100 percent
Ability to work unsupervised	100 percent
Ability to work cooperatively (with groups)	100 percent
Attendance/Punctuality	100 percent
Attitude and cooperation/ teamwork	100 percent
Competitiveness within career path	90 percent
Organizational skills	90 percent
Preparedness for career	100 percent
Quality of work	100 percent
Professionalism/ business etiquette	90 percent
Appropriate appearance, grooming and dress for work environment	90 percent

Knowledge of or ability to learn computer
skills/ software

90 percent

ANALYSIS: INTERNSHIP EVALUATION SUMMER 2012 (DIRECT MEASURE)

The compilation of internship evaluations for the summer 2012 is a key indicator of Loyola School of Mass Communication students' performance in the work field based on their experience and education in the classroom. The ratings were high across all categories with the exception of presentation skills.

Ratings of 90 percent or higher reflect the skills School of Mass Communication students have. While students were rated strong in numerous categories, the lowest-rated area was presentation skills, with 70 percent of students rated "strong" or "to the satisfaction of their internship supervisors."

15. INTERNSHIP EVALUATION SPRING 2013 (DIRECT MEASURE)

A total of 14 students completed internships in Spring 2013. Students entering under the revised curriculum (freshmen 2011) will be required to complete at least one internship for credit prior to graduation.

Fourteen responses were received. This aggregated analysis is based on the categories of “strong” and “better than average.” The scale also included “average” “could work harder,” “weak,” and “non applicable.” When evaluators said, “not applicable,” or skipped questions, those responses were omitted from the total.

Ability to apply legal principles such as libel, copyright and privacy.	60 percent
Demonstrates understanding of the history and role of professionals in shaping communities.	70 percent
Demonstrates understanding of the diverse audiences including gender, race, ethnicity and sexual orientation in relation to mass communication.	75 percent
Demonstrates understanding of the diverse audiences and impact of mass communications in a global society.	77 percent
Ability to prepare images and information using theories and aesthetic principles.	67 percent
Demonstrates ethical behavior as appropriate for the workplace.	71 percent
Ability to incorporate objective information in written, oral or visual form as consistent with professional requirements.	64 percent
Ability to think critically, creatively and independently.	64 percent
Ability to engage in research and the evaluation that is consistent with the requirements of the workplace.	64 percent
Ability to write clearly and accurately using appropriate style and format for specific audience.	85 percent
Ability to use basic numerical and statistical concepts as required by the workplace.	67 percent
Ability to use computer applications and equipment in the workplace.	64 percent

ANALYSIS: SPRING 2013 INTERNSHIP EVALUATION (DIRECT MEASURE)

This is the first year the internship evaluation has included questions to examine the professional values and competencies in the workplace.

The internship evaluation for the spring 2013 is a key indicator of Loyola School of Mass Communication students' performance in the work field based on their experience and education in the classroom. The highest rating, "ability to write clearly and accurately using appropriate style and format for specific audience," not surprisingly received a high rating with 85 percent of students receiving a rating of "strong" or "better than average" in this category.

Overall, intern supervisors rated a majority of the students as "strong" and "better than average" across all professional values and competencies. This analysis reflects a high satisfaction level with Loyola School of Mass Communication students.

16. AWARDS (INDIRECT MEASURE)

2012-2013

Finalist, Associated College Press Story of the Year Award, Lucy Dieckhaus, The Maroon

Best in U.S., 1st Place, Public Relations Student Society of America, Dwayne Fontenette, Haley Humiston, Leah Whitlock, Charles La Rock for “Step up, Reach Out” Bateman Campaign

New Orleans Press Club, 3rd Place, Best Info Graphic, Precious Esie, The Maroon

New Orleans Press Club, 2nd Place, Best Cartoon, Sydney Barbier, The Maroon

New Orleans Press Club, 3rd Place, Best Editorial, Daniel Quick, The Maroon

New Orleans Press Club, Best Special Session, The Maroon, 2nd Place

Regional award, 4th Place, American Advertising Federation, Ad Team 2013 for “Paint Smarter” Campaign

Gold ADDY, 1st Place, Ad Club of New Orleans, Ad Team 2012 for TV Commercial “Speed Date”

Best in Show, 1st Place, Ad Club of New Orleans, Ad Team 2012 for TV Commercial “Speed Date”

National Best Feature Writing, Top 3, National SPJ Mark of Excellence, Shannon Donaldson, “The Maroon”

Breaking Sports Reporting, 2nd Place, Louisiana/Mississippi Associated Press Managing Editors Award, Karl Gommel, The Maroon

Editorial Writing, 3rd Place, Louisiana/Mississippi Associated Press Managing Editors Award, Daniel Quick, The Maroon

Feature Writing (small), 3rd Place, SPJ Mark of Excellence Award, Shannon Donaldson, The Maroon

General News Reporting (small), 1st Place, SPJ Mark of Excellence Award, Shannon Donaldson, The Maroon

General News Reporting (small), 2nd Place, SPJ Mark of Excellence Award, Aaren Gordon, The Maroon

Non-Fiction Magazine Article (small), 3rd Place, SPJ Mark of Excellence Award, Vannia Zelaya, The Maroon

Sports Writing (small), 1st Place, SPJ Mark of Excellence Award, Hasani Grayson, The Maroon

Sports Writing (small), 2nd Place, SPJ Mark of Excellence Award, Karl Gommel, The Maroon

Sports Writing (small), 3rd Place, SPJ Mark of Excellence Award, Karl Donaldson, The Maroon

2011-2012

Best in U.S., 1st Place, Public Relations Student Society of America, Alexandra Broussard, Jack Lien, Maggie Moore, Wade Kimbro and Uyennhi Tieu for “Choose Dat, Not Dis” Bateman Campaign

Gold ADDY, 1st Place, Ad Club of New Orleans, Virginia Peters-Rodbell for “Decadence” poster

Silver ADDY, 2nd Place, Ad Club of New Orleans, Erica Guastella for “Misanthrope” poster

Best in Show, 1st Place, Ad Club of New Orleans, AD Team 201 for “Let Life Be You Runway” Campaign

Gold ADDY, 1st Place, Ad Club of New Orleans, AD Team 2011 for Magazine Campaign

Gold ADDY, 1st Place, Ad Club of New Orleans, AD Team 2011 for TV spot

Best Headline, 1st Place, Press Club of New Orleans, Sam Winstrom, The Maroon

Best Community News Story, 1st Place, Press Club of New Orleans, Karin Curley, The Maroon

Best Community News Story, 3rd Place, Press Club of New Orleans, Cherie Lejeune, The Maroon

Best Info Graphic, 2nd Place, Press Club of New Orleans, Precious Esie, The Maroon

Best Info Graphic, 3rd Place, Press Club of New Orleans, Precious Esie, The Maroon

Best Cartoon, 1st Place, Press Club of New Orleans, Sydney Barbier, The Maroon

Best Cover Design, 2nd Place, Press Club of New Orleans, Sam Winstrom, The Maroon

Best Cover Design, 3rd Place, Press Club of New Orleans, Sam Winstrom, The Maroon

Best Sports Story, 2nd Place, Press Club of New Orleans, Colby Wilson, The Maroon

Best News Story, Honorable Mention, Associated Collegiate Press, Karin Curley, The Maroon

Most Effective Use of Design, Louisiana Press Association, Sam Winstrom, The Maroon

Best Sports Story, 1st Place, Louisiana Press Association, Camara Thomas, The Maroon

Best News Story, 1st Place, Louisiana Press Association, Karin Curley, The Maroon

National Best In-Depth Reporting, 1st Place, National SPJ Mark of Excellence Award, Precious Esie, Carl Harrison, Leslie Gamboni, Jamie Futral, The Maroon

Feature Writing, 1st Place, Louisiana/Mississippi Associated Press Managing Editors Award, Jamie Futral, The Maroon

Sports Writing, 2nd Place, Louisiana/Mississippi Associated Press Managing Editors Award, Craig Malveaux, “The Maroon”

In-Depth Reporting, 1st Place, SPJ Mark of Excellence Award, Precious Esie, Carl Harrison, Leslie Gamboni, Jamie Futral, The Maroon

General News Reporting, 2nd Place, SPJ Mark of Excellence Award, Masako Hirsch, The Maroon

Sports Writing, 3rd Place, SPJ Mark of Excellence Award, Camara Thomas, The Maroon

Best News Reporter, 7th Place, Southeast Journalism Conference, Jamie Futral, The Maroon

Best Feature Writer, 2nd Place, Southeast Journalism Conference, Leslie Gamboni, The Maroon

Best Newspaper Page Layout Designer, 8th Place, Southeast Journalism Conference, Sam Winstrom, The Maroon

Best Magazine Page Layout Designer, 2nd Place, Southeast Journalism Conference, Kaitlin Riley, The Wolf

Best Magazine Writer, 3rd Place, Southeast Journalism Conference, Melanie Ziems, The Wolf

2010-2011

2nd place, Public Relations Student Society of America, Janece Bell, Rebecca Molyneux, Kelsey Morris, Kelsey Pabst, Dominique Webb for “Voodoo Whatcha Wanna...for Ya Wallet” Bateman Campaign

Gold ADDY, 1st Place, Ad Club of New Orleans, Alexandra Ernst

The Ashton Phelps Sr. Memorial Award for Editorial Writing, 1st Place, Press Club of New Orleans, Alex Fournet, The Maroon

Best Continuing Coverage, 3rd Place, Press Club of New Orleans, Precious Esie, Sam Winstrom, Craig Malveaux, The Maroon

Best Editorial, 1st Place, Press Club of New Orleans, Alex Fournet, The Maroon

Best Community News, 3rd Place, Press Club of New Orleans, Precious Esie, The Maroon

Best In-Depth Reporting, 3rd Place, SPJ Mark of Excellence Award, Precious Esie, The Maroon

Story of the Year, Honorable Mention, Associated Collegiate Press, Jean-Paul Arguello, The Maroon

Best News Story, 3rd Place, Louisiana Press Association, Precious Esie, The Maroon

Best News Story, Honorable Mention, Louisiana Press Association, Jean-Paul Arguello, The Maroon

Best Press Photographer, 8th Place, Southeast Journalism Conference, Elle Maloney, The Maroon

Best Magazine Page Layout Designer, 3rd Place, Southeast Journalism Conference, Kaitlin Riley, The Maroon

Best Magazine Writer, 5th Place, Southeast Journalism Conference, Angela Hernandez, The Maroon

2009-2010

2nd place, Public Relations Student Society of America, Christine Minero, Kate Gremillion, Dominic Moncada, Jodi Forte, Marimar Velez for “U.S. Census” Bateman Campaign

General News Story, 3rd Place, Press Club of New Orleans, Katie Urbaszewski, “The Maroon”

Best Investigative Story, 3rd Place, Press Club of New Orleans, Jean-Paul Arguello, The Maroon

Best Investigative Story, Honorable Mention, Press Club of New Orleans, Eduardo Gonzales, The Maroon

Best Special Section, 3rd Place, Press Club of New Orleans, Katie Urbaszewski, The Maroon

Best Sports Story, 2nd Place, Press Club of New Orleans, Craig Malveaux, The Maroon

Best Sports Column, 1st Place, Press Club of New Orleans, Ramon Vargas, The Maroon

Best Breaking News Photo, 1st Place, Press Club of New Orleans, Kevin Zansler, The Maroon

Best General News Photo, 2nd Place, Press Club of New Orleans, Kevin Zansler, The Maroon

Best Breaking News Photo, 1st Place, SPJ Mark of Excellence Award, Kevin Zansler, The Maroon

Best Nonfiction Magazine Article, 2nd Place, SPJ Mark of Excellence Award, Lauren Laborde, The Wolf

Best General News Reporting, 3rd Place, SPJ Mark of Excellence Award, Jean-Paul Arguello, The Maroon

Best Sports Writer, 2nd Place, Southeast Journalism Conference, Steve Heath, “The Maroon”

Public Service Journalism, 3rd Place, Southeast Journalism Conference, Katie Urbaszewski, The Maroon

Public Service Journalism, 4th Place, Southeast Journalism Conference, Jessica Williams, The Maroon

Public Service Journalism, 5th Place, Southeast Journalism Conference, Masako Hirsch, The Maroon

2008-2009

Best in U.S., 1st Place, Public Relations Student Society of America, Janine Sheedy, Sarah Makota, Heather Miranne, Ashley Sutton, Vicki Voelker for “The Bling Starts Here” Consumer Bankers Association Bateman Campaign

Best In-depth news/feature story, 1st Place, Columbia Scholastic Press Association, Jaune Jackson and Jessica Williams, The Wolf

Best Online Breaking News, Honorable Mention, Columbia Scholastic Press Association, Jaune Jackson, The Maroon

Best General Humor Column, Honorable Mention, Columbia Scholastic Press Association, Justin Templet, The Maroon

Best Investigative Reporting, Honorable Mention, Press Club of New Orleans, Jessica Williams, The Maroon

Best Editorial Illustration, 2nd Place, Press Club of New Orleans, Tom Macom, The Maroon

Best Sports Column Press, 1st Place, Club of New Orleans, Ramon Antonio Vargas, The Maroon

Best Feature Photo, 3rd Place, Press Club of New Orleans, Rachel Strassel, The Maroon

Best Sports Feature Photo, 2nd Place, Press Club of New Orleans, Andrea Castillo, The Maroon

Best General News Story, 1st Place, SPJ Mark of Excellence Award, Jessica Williams, The Maroon

Best General News Photography, 2nd Place, SPJ Mark of Excellence Award, Kevin Zansler, The Maroon

Best Feature Photo, 1st Place, SPJ Mark of Excellence Award, Rachel Strassel, The Maroon

Best Feature Photo, 2nd Place, SPJ Mark of Excellence Award, Rachel Strassel, The Maroon

Best Online News Reporting, 1st Place, SPJ Mark of Excellence Award, Katie Urbaszewski, The Maroon

Best News Story, 1st Place, Louisiana Press Association, Jessica Williams, The Maroon

Best Sports Story, 1st Place, Louisiana Press Association, Eduardo Gonzalez, The Maroon

Best Sports Photo, 3rd Place, Louisiana Press Association, Tom Macom, The Maroon

Best General News Photography, 3rd Place, Louisiana Press Association, Kevin Zansler, The Maroon

Best Sports Photo, Honorable Mention, Louisiana Press Association, Tom Macom, The Maroon

Best Sports Story, Honorable Mention, Louisiana Press Association, Briana Prevost, The Maroon

Best General News Photo, Honorable Mention, Louisiana Press Association, Rachel Strassel, The Maroon

2007-2008

Best in U.S., 1st Place, Public Relations Student Society of America, Kelly Rayner, Shannon Corrigan, Danny Mazier, Andrea Mulcrone, Kelly Roth for “Step Up Strap In” Safe Kids Buckle Up & General Motors Bateman Campaign

Best Sports Column, 1st Place, Press Club of New Orleans, Ramon Antonio Vargas, The Maroon

Best Sports Column, 2nd Place, Press Club of New Orleans, Michael Nissman, The Maroon

Best General News Photo, 2nd Place, Press Club of New Orleans, Michael Nissman, The Maroon

Best multi-feature photo, 3rd Place, Press Club of New Orleans, Kathleen McCann, The Maroon

Best General News Reporting, 1st Place, SPJ Mark of Excellence Award, Ramon Antonio Vargas, The Maroon

Best General News Photo, 3rd Place, SPJ Mark of Excellence Award, Ramon Antonio Vargas, The Maroon

Best Sports Writing, 1st Place, SPJ Mark of Excellence Award, Ramon Antonio Vargas, The Maroon

Best Sports Column, 3rd Place, SPJ Mark of Excellence Award, Michael Nissman, The Maroon

Best Photo Illustration, 1st Place, SPJ Mark of Excellence Award, Michael Nissman, Steve Kashishian, Daniel Monteverde and Ramon Vargas, The Maroon

Best Sports Photography, 2nd Place, SPJ Mark of Excellence Award, Michael Nissman, The Maroon

Kappa Tau Alpha

Since 2007, almost 50 students have been inducted into Kappa Tau Alpha, the college honor society that recognizes academic excellence and promotes scholarship in journalism and mass communication.

2013	Sarah M. Drew Alden C. Woodhull Alaina M. Meynard Leah C. Whitlock Cherie L. LeJeune
2012	Zainab Aziz Alexandra Broussard Paige Hinrichs Lauren Irwin Danielle Latimer Madison Robison Vannia Zelaya
2011	Mallory E. Asp Yvonne E. Cappel-Vickery Jolie K. Curley Alexandra M. Ernst Kate E. Gremillion Masako M. Hirsch Kelsey E. Pabst Kylie E. Tregre Monique M. Verdin Katherine L. Villavicencio
2009	Allison Becnel Trevor Cassidy Emily Gelpi Thomas Macom Briana Prevost Mallory Smith
2008	Andrea Castillo Caitlin R. Clifford Catherine D. Cotton Nora H. Ferrarone Annick Megie Ramon A. Vargas
2007	Christopher L. Benninger Jessica N. Chevis Rebecca Y. Do Katherine R. Eisenhart Beatriz A. Galindo Emily A. Hilbig Jennifer M. John Anthony J. Magee

Marquise M. Montague
Mollie B. Partesotti
Mary E. Pendarvis
Angela V. Reed
Kelly L. Roth
Jordan C. Schneider
Katie M. Sporer

School of Mass Communication Outstanding Public Relations Student Award

2013	Alexandra Broussard
2012	Kate Gremillion
2011	Kate Gremillion
2010	Lourdes Fulton
2009	Erin O'Connell
2008	Mary Erin Imwalle
2007	Katie Eisenhart

Loyola PRSSA Outstanding Chapter Member

2013	Alexandra Broussard
2012	Kimberly Kolb Aguillard
2011	Ashley Stevens
2010	Christine Minero

17. STUDENT JOB PLACEMENT/EMPLOYMENT DATA 2009-2012 (INDIRECT MEASURE)

Academic Year 2011-2012

Job in the Mass Communication field:

Asmussen, Hedda, Public Relations, Account Executive, Uptown PR

Bickle, William, Advertising, Santa Cruz Warriors, NBA, Development League Basketball Team, graphic designer and marketing assistant

Cano, Kaleen, Public Relations, Special Events Coordinator, Venice Family Clinic

Chesnut, Christian, Media Studies, Photographer, Photo Jay Images

Clayton, Mark, Public Relations, Human Resources Intern, Audubon Nature Institute

Cutler, Mary (Molly), Public Relations, Associate Social Media Communications Manager, Deep Focus

D'Agostaro, Giancarlo, Advertising, freelance photographer

Dottolo, Renee, Journalism, Broadcasting Writer WVUE, Fox 8, New Orleans

Futral, Jamie, Public Relations, Andry Law Firm LLC.

Flynn, Jessica, Advertising, Assistant Account Executive at GolinHarri

Gallagher, Deidre, Public Relations, Fair Grounds Race Course& Slots Publicity Intern

Gingras, Michelle , Journalism, Sports reporter, San Diego, Union Tribune (UT-TV)

Gremillion, Kate, Public Relations, Account Executive Hill and Knowlton, Dallas

Hernandez, Angela M, Journalism, CUE Magazine

Hill, Alan, Advertising, Bellman/Concierge, Hotel d'Armes

Hirsch, Masako, Journalism graduate school

Johnson, Kris, Media Studies, Staff Writer, Courier and Daily Comet Newspaper (Halifax Media), Charter School Reporting Corps at the Lens

Kimbro, Wade, Public Relations, Real Estate Sales

LeFrere, Sable, Journalism, Reporter Houma, La. Newspaper

Lien, Kuo-Hung, Public Relations, Marketing/PR, Core USA, New Orleans

Machado, Daniela, Advertising, Social Media Manager

Moore, Jamie, Media Studies, Youth Programs Assistant, New Orleans Saints

Moore, Margaret, Public Relations, Marketing/PR, Core USA, New Orleans

Naniuzeyi, Yvette, Journalism, Program coordinator, Savannah St. University, Georgia

Pabst, Kelsey, Public Relations, Marketing and Events Assistant for Jones Walker LLP in New Orleans

Planchet, Helen, Public Relations, Disney World, Orlando

Shamburger, Millie, Advertising, Good Eggs Inc, NOLA, website and events

Shultz, Bailey, Public Relations, National Sales Assistant, Greater Phoenix Convention & Visitors Bureau

Sullivan, Caitlin, Media Studies, Production Assistant, Ponderosa Stomp Foundation

Tregre, Kylie, Advertising, Lamar Advertising, Baton Rouge, LA

Vo, Quynh Anh, Journalism, Producer at Fox 8

Wilson, Elizabeth (Colby), Journalism, Writer, NY1

Worthy, Carlyn, Journalism, Public Relations work, New Orleans

Zansler, Kevin, Journalism, National Geographic

Unknown:

Acevedo, Geenah, Journalism

Ghawaly, Lora L., Journalism

Jackson, Lisette, Journalism

Machado, Daniela, Advertising

Mantica, Xavier A., Media Studies

Planchet, Helen, Public Relations

The following person (s) do not hold a position in the field of Mass Communication:

Asp, Mallory, Media Studies, Teacher, China

Cappel-Vickery, Yvonne A., Journalism, English Teacher in France

Colbenson, Erica L., Journalism, Bartender at Krazy Korner

Academic Year 2010-2011

Job in the Mass Communication field:

Andara, Alonso, Advertising, Owner, Magnolia Freight Forwarding Company Inc.

Balchunas, Caroline, News Reporter, KIFY Lafayette

Barrail, Alexia, Public Relations, Communications coordinator at BAGA (construction realty firm) in Asuncion Paraguay

Booth, Jennifer, Advertising, Project manager, Zehnder Communications

Brandon, Abbey, Journalism, Press assistant, Bipartisan Policy Center

Carvalho, Allison, Public Relations, Publicist

Carson, Lynesia, Journalism, Hip Hop and Fashion Production Assistant

Caruso, Michael , Advertising, W20 Digital Advertising Agency, Houston TX

Dornemann, Christoph, Public Relations, Owner “Daily Cooks”

Ernst, Alexandra, Advertising, CEO/Co-Founder, Project Pangia

Gonzalez. Eduardo, Journalism, WWL-TV, news assistant

Hoelscher, Katherine, Public Relations, Creative/Media Team, Hype Public Relations & Boys

Holcombe, Victor, Advertising, Sales Manager

Holmes, Brittany, Journalism, WGNO ABC 26

Jean-Charles, Alysha, Advertising, Director of Marketing and Promotions, John Roberts Powers

Jones, Kelsey, Public Relations, Bayou Rum Sales and Promotion Manager, Louisiana Spirits LLC

Kaufman, Nicole, Journalism, Style Editor/Chief Writer for website content, Duet, The Luxury Collection

La Rocca, Michael, Advertising, Product manager at Business Telecommunications Systems

Morris, Kelsey, Public Relations, Event Coordinator, Dragos Seafood Restaurant

Ruschak, Natalie, Media Studies, Staff, Ernst & Young

Russler, Julia, Journalism, Administrative Assistant, Internetwerx, Inc.

Schwartz, Soraya, Public Relations, Case Manager non-profit, Latin American Youth Center

Scott, Jessica, Public Relations, Law firm, Segal McCambridge Singer & Mahoney, Public Relations and Communications

Shaw, Courtney, Public Relations, Strategic Planning Specialist, Southwest Airlines

Shelton, James, Journalism, Radio, WWOZ, New Orleans

Stevens, Ashley, Media Studies, Account Coordinator, The Food Group

Urbaszewski, Catherine, Journalism, Thibodaux and Houma Daily Comet and The Courier Reporter

Van Bree, Lauren, Public Relations, Account Executive, Hess Marketing

Velez, Marimar, Public Relations, Assistant Account Executive, iNSPIRE!

Verdin, Monique, Journalism, film producer

Villavicencio, Katherine, Advertising, editorial assistant, New Beauty magazine

Webb, Dominique, Public Relations, New Orleans Saints Youth Program Volunteer

Wiberg, Viktoria, Advertising, Hudson Jeans, Brand Ambassador

Williams, Jessica, Journalism, Reporter, The Lens

Ziems, Melanie, Journalism, Paralegal, immigration law firm FosterQuan, Houston, TX

Graduate School:

Craighead, Jamie, Media Studies, graduate school

Molyneux, Rebecca, Public Relations, law school

Sanders, Laura, Advertising, graduate school

Sutton, Kristin, Advertising, graduate school

Unknown:

Callais, Erin, Advertising

The following person (s) do not hold a position in the field of Mass Communication:

Barkley, Jennifer, Public Relations, Pastry Cook at Maple Street Patisserie

Caldwell, Robert, Journalism, Brand Ambassador at Bloomingdale's

Schindler, Dane, Public Relations, Drummer, Musician, and Entertainer

Academic Year 2009-2010

Adams, John R., Journalism, photo Current: Writer, WVUE-TV

August, Kayla, Advertising, AmeriCorps

Aguillard, Kimberly Kolb, Public Relations, Sales and marketing coordinator for Louisiana's Children's Museum

Becnel, Allison, Advertising, Studio Specialist, Peter A. Mayer Advertising

Blackwood, Samuel, Journalism, photo, Advertising Account Executive, Santa Fe Reporter

Boudreaux, Bridget, Journalism, Packaging, The Times-Picayune

Brugal, Beatriz, Public Relations, Owner/Marketing Director, Mielle

Cassidy, Trevor, Advertising, Graphic artist, WWL-TV

Cotton, Catherine, Journalism, Break Bulk, Trade magazine.

Clifford, Caitlin R., Advertising, General Manager at Swap Boutique

Collins, Courtney, Photo Journalism, Second grade teacher, St. Theresa School

Derkacht, Lindsey E., Advertising, General Manager, Hillstone Restaurant Group

Froehle, Thomas, Advertising, BPN media planner, Chicago

Hennessey, Shane, Journalism, photo, Shane Hennessey Photography, self-employed

Hudson, Elizabeth, Journalism, Associated Editor, Inside Defense in Washington D.C.

Jackson, Jaune, Journalism, WDSU-TV, NOLA newscast producer

Lawlor, Benjamin, Advertising, Technology and Digital Marketing Manager, 1-888-Bamboos.com

May, Mignon, Public Relations, Digital Marketing Analyst, FreedomWorks

Minard, Brendan, Advertising, self-employed Canine Secondline

Minero, Christine , Public Relations, Communications strategist at Gambel Communications

Miranne, Heather, Public Relations, Audubon Zoo

Moncada, Dominic, Public Relations, Veolia Transportation, NOLA RTA spokesman

Navarro, Lauren, Photo Journalism, Marketing Assistant, Besh Restaurant Group

Perrault, Jessica, Public Relations, Rebuilding Together NOLA, social media officer

Rama, Diane, Advertising, Event Services Convention Coordinator, Omni Hotels

Reeves, Amanda, Journalism, Administrative Assistant and Dano's

Sheahan, Korinna, Journalism, Sales representative, Verizon Wireless

Simmons, Claire, Public Relations, NOLA Downtown Marriott, coordinator events

Smith, Mallory, Advertising, In-House Production Assistant, Bunim Murray Productions

Strassel, Rachel E., Photo Journalism, Living Section curator, The Times-Picayune

Witte, Lydia, Public Relations, Public Relations and Communications Professional, Digital Opportunity Trust

Wood, Amanda Public Relations, Human Resources Representative, Ochsner Clinic Foundation

Graduate School:

Castillo, Andrea, Journalism, graduate school

Colberg, Paola, Advertising, graduate school

Funel, Rachel, Journalism, photo graduate school

Prevost, Briana, Journalism, graduate school

Hill, Shannon M., Public Relations, graduate school

Unknown:

Anderson, Ingrid, Advertising

Deegan, Liam, Journalism

DeMatteo, John, Advertising

Fedele, Ariel, Journalism

Fisher, Ryan M., Advertising

Gelpi, Emily, Advertising

Hill, Christine, Journalism

Jackson, Charmaine, Journalism, Photo

Johnson, Sophia, Public Relations

Margiotta, Elizabeth, Advertising

Paul, Bradley, Advertising

Ruschak, Natalie, Media Studies

Vento, Marissa, Public Relations

Wilson, April, Journalism

The following person (s) do not hold a position in the field of Mass Communication:

Dirden, Brian, Journalism, owner, Kitchen Cupboard Net

Fulton, Lourdes, Public Relations, 2nd Grade Teacher, Akili Academy of New Orleans

Martin, Margaret, Advertising

Cruikshank, Brittany R., Public Relations, English Language Teacher, Korea Poly School

Nguyen, Jessica, Public Relations, Walk Ons

B. COHORT (2011-2017)

1. FIRST AMENDMENT PRINCIPLES AND LAW TEST FRESHMEN 2011-2012 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same cohort of students to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

A total of 95 freshmen students enrolled in the Introduction to Mass Communication course in the fall of 2011 were asked to respond to the following statements regarding the freedom of speech and press by answering "True," "False" or "Don't know."

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

The First Amendment to the U.S Constitution prohibits editors of such privately owned newspapers as "The New York Times" or "The Wall Street Journal" from censoring information and opinion in their papers. *False* 54 percent

The U.S. Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government's purpose is to prevent publication of information about national affairs that the government says would threaten the national security. *False* 42 percent

The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret. *True* 63 percent

Libel refers to the publication of statements that injure someone's reputation, that lower the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove? 32 percent

1. The libel was published.
2. The words were concerning the plaintiff.
3. The material was defamatory.
4. The material was false.
5. The defendant (in this example, the newspaper) was at fault. *All five*

State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. <i>False</i>	26 percent
Obscene speech is not protected by the First Amendment. <i>True</i>	45 percent
The U.S. Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. <i>True</i>	48 percent
In the United States, if the government imposes regulations on the time, place, or manner of a political protestor’s expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. <i>True</i>	48 percent
The Sixth Amendment to the U.S. Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i>	26 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i>	46 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i>	23 percent
Since the 1970s, the U.S. Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i>	74 percent
The “fair use” concept in copyright law means anyone may freely publish anything obtained from any online source. <i>False</i>	67 percent
Despite digitalization and the fact that today most news organizations such as newspapers and broadcasters offer online versions of their publications, separate broadcast regulations such as the “equal opportunity law” for political campaigns	58 percent

are still in effect. *True*

To avoid being one of the millions of citizens each year facing the real danger of becoming the victim of identity theft, it is a good idea to refuse to give anyone (other than the IRS, your employer and your financial institution) your Social Security number.
True

85 percent

**ANALYSIS: FIRST AMENDMENT PRINCIPLES AND LAW TEST FRESHMEN
2011-2012 (DIRECT MEASURE)**

The majority of students answered incorrectly regarding First Amendment protection, Sixth Amendment to the U.S. Constitution and regarding the U.S. Supreme Court and First Amendment. Nearly 75 percent of students correctly answered the question on the Freedom of Information Act correctly and commercial speech. Eighty-five percent of all students answered the question correctly regarding identity theft. This analysis will be compared with this cohort's responses as seniors in 2014-2015.

These responses will be given to the school's media law professor so that he may see where the students are deficient to ensure students improve in these areas.

2. FIRST AMENDMENT PRINCIPLES AND LAW TEST FRESHMEN 2012-2013 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same cohort of students to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

A total of 119 freshmen students enrolled in the Introduction to Mass Communication course in the 2012-2013 school year were asked to respond to the following statements regarding the freedom of speech and press by answering "True," "False" or "Don't know."

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

The First Amendment to the U.S. Constitution prohibits editors of such privately owned newspapers as "The New York Times" or "The Wall Street Journal" from censoring information and opinion in their papers. *False* 52 percent

The U.S. Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government's purpose is to prevent publication of information about national affairs that the government says would threaten the national security. *False* 30 percent

The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret. *True* 56 percent

Libel refers to the publication of statements that injure someone's reputation, that lower the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove?
1. The libel was published.
2. The words were concerning the plaintiff.
3. The material was defamatory.
4. The material was false.
5. The defendant (in this example, the newspaper) was at fault.
All five 30 percent

State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. *False* 19 percent

Obscene speech is not protected by the First Amendment. *True* 33 percent

The U.S. Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. <i>True</i>	45 percent
In the United States, if the government imposes regulations on the time, place, or manner of a political protestor's expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. <i>True</i>	33 percent
The Sixth Amendment to the U.S. Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i>	15 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i>	42 percent
The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i>	24 percent
Since the 1970s, the U.S Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i>	54 percent
The "fair use" concept in copyright law means anyone may freely publish anything obtained from any online source. <i>False</i>	44 percent
Despite digitalization and the fact that today most news organizations such as newspapers and broadcasters offer online versions of their publications, separate broadcast regulations such as the "equal opportunity law" for political campaigns are still in effect. <i>True</i>	39 percent
To avoid being one of the millions of citizens each year facing the real danger of becoming the victim of identity theft, it is a good idea to refuse to give anyone (other than the IRS, your employer and your financial institution) your Social Security number. <i>True</i>	63 percent

ANALYSIS: FIRST AMENDMENT PRINCIPLES AND LAW TEST FRESHMEN 2012-2013 (DIRECT MEASURE)

The majority of students answered incorrectly regarding First Amendment protection, the Sixth Amendment to the U.S. Constitution and the U.S. Supreme Court and First Amendment. Those are the same questions the majority of the freshmen a year earlier answered incorrectly. Students also scored highest regarding identity theft.

These responses will be given to the media law professor so he may see where students are deficient to ensure students improve in these areas.

3. SURVEY OF ETHICAL ATTITUDES FRESHMEN 2011-2012 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the Capstone course in each sequence of the same cohort of students to compare ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

A total of 95 freshmen students enrolled in the Introduction to Mass Communication course were asked to respond to the following questions during Fall 2011. Percentages represent "most" or "many," "very or quite" or "yes;" otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	16 percent
If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	17 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	11 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	32 percent
Would you try to stop the student from copying for your test or exam?	75 percent
Have you ever reported a fellow student for cheating?	7 percent
How concerned are you about your fellow students inventing sources (people they quote in their stories)?	12 percent
How concerned are you about your fellow students making up quotes?	17 percent
How concerned are you about your fellow students using information from the Internet without attribution?	19 percent

Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	11 percent
How concerned are you when you hear that a journalist plagiarized a story?	59 percent
How concerned are you when you hear that a journalist fabricated material for a story?	69 percent
How concerned are you when you hear that a journalist made up a source for a story?	54 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	58 percent: "Fire the employee" 12 percent: "Move to another position"
How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	57 percent: "Fire the employee" 11 percent: "Move to another position"
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	40 percent: "Fire the employee" 14 percent: "Move to another position"

ANALYSIS: SURVEY OF ETHICAL ATTITUDES FRESHMEN 2011-2012 (DIRECT MEASURE)

This survey allows us to see the ethical attitudes freshmen have prior to beginning our program. It will be interesting to note what this same cohort reports after being in the school four years and how those attitudes might change. We would expect that, as students move through the curriculum, there would be fewer students who would respond "don't know" to several of the ethical questions and more who would see such items that would be considered unethical in our profession as "very" unethical. These responses will be followed each year to determine changes

in the cohorts and especially once this 2011 group takes this ethical attitude test again in 2014-2015.

Some interesting responses that should be noted include “If you observed a fellow student cheating on a test or exam, would you report the student to the instructor;” only 11 percent said yes. “Would you try to stop the student from copying for your test or exam,” 75 percent said yes. Only 11 percent justified violating ethical requirements due to deadline pressures for journalists. This cohort will be given this test again in 2014-2015 for comparison.

4. SURVEY OF ETHICAL ATTITUDES FRESHMEN 2012-2013 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same cohort of students to compare ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

A total of 122 freshmen students during the 2012-2013 school year enrolled in the Introduction to Mass Communication course were asked to respond to the following questions during Fall 2011. Percentages represent "most" or "many," "very or quite" or "yes;" otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	7 percent
If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	18 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	70 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	71 percent
Would you try to stop the student from copying for your test or exam?	77 percent
Have you ever reported a fellow student for cheating?	14 percent
How concerned are you about your fellow students inventing sources (people they quote in their stories)?	18 percent
How concerned are you about your fellow students making up quotes?	22 percent

How concerned are you about your fellow students using information from the Internet without attribution?	31 percent
Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	9 percent
How concerned are you when you hear that a journalist fabricated material for a story?	61 percent
How concerned are you when you hear that a journalist made up a source for a story?	63 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	66 percent: "Fire the employee" 4 percent: "Move the person to another position"
How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	53 percent: "Fire the employee" 5 percent: "Move the person to another position"
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	45 percent: "Fire the employee" 11 percent: "Move the person to another position"

ANALYSIS: SURVEY OF ETHICAL ATTITUDES FRESHMEN 2012-2013 (DIRECT MEASURE)

This survey allows us to see the ethical attitudes freshmen have prior to beginning our program. It will be interesting to note what this same cohort reports after being in the school four years and how those attitudes might change. We would expect that, as students move through the curriculum, there would be fewer students who would respond "don't know" to several of the ethical questions and more who would see such items that would be considered unethical in our profession as "very" unethical. These responses will be compared against the responses when this cohort graduates in 2015-2016.

Some interesting responses that should be noted include "If you observed a fellow student cheating on a test or exam, would you report the student to the instructor," while only 11 percent said yes in the 2011-2012 cohort, 70 percent said yes in this cohort. The question, "Would you try to stop the student from copying for your test or exam," 77 percent said yes.

Only nine percent justified violating ethical requirements due to deadline pressures for journalists. This cohort will be given this test again in 2015-2016 for comparison.

Results: Formative Findings

Closing the Loop

Since the school began educating students in 1937, Loyola New Orleans' School of Mass Communication has had a stellar reputation of graduating future leaders in the mass communication industry. In 2012, the school began a celebration of its distinguished graduates with the Den of Distinction, the school's hall of fame. That reputation continues today with numerous student awards in every sequence we teach. Most notably, the school has won more national championships in the Public Relations Student Society of American Bateman Case Study Competition than any other school in the country. The university newspaper has been recognized by the Society of Professional Journalists as one of the best non-daily newspapers in the country. The school's advertising team has placed in the regional American Advertising Federation Ad Team Competition for the past two years. Our students have won prestigious individual awards and prestigious competitive internships from the White House and Ketchum Public Relations to ICON International to television and newspapers across the country.

The school has celebrated 75 years of educating leaders in the mass communication industry. Since 2009, in a post-Katrina world and as the faculty work to seek ACEJMC accreditation and its Certification in Education for Public Relations, the school has made several programmatic improvements to guide the school for its next 75 years:

- In 2011, the school revised its curriculum to better meet the needs of a changing mass communications industry
- Public relations students are now required to take a research methods course and a problem solving course specific to the public relations industry
- Every student is required to have an internship for credit, take an ethics and senior seminar
- Every sequence has a capstone

B-03. Admissions and retention criteria for the university and for the program.

Loyola students must maintain a GPA of 2.0 or better for good academic standing. If a student's GPA falls below 2.0 they are placed on academic probation. After two semesters, if the student does not raise the GPA above 2.0, he or she is suspended for one academic semester. Upon return, if the student does not raise the GPA to above a 2.0, he or she is suspended for one year.

See charts below:

B-04. Admissions data for at least each of the last three years

number of applicants and acceptance percentage by gender, ethnicity and/or national origin.

Communication Numbers	2013			2012			2011		
	Applicants	Admits	Deposits	Applicants	Admits	Deposits	Applicants	Admits	Deposits
Gender									
Male	81	51	13	95	64	12	101	69	21
Female	28	19	35	314	219	38	293	206	49
Ethnic Background									
African-American	80	34	12	100	52	13	85	44	71
Asian-American	5	3	1	19	12	2	6	5	0
Caucasian	17	13	20	181	144	21	199	153	31
Hispanic-American	48	39	7	78	59	12	83	61	7
Native American-Alaskan	6	5	1	5	3	0	2	2	0
Other	32	21	6	10	5	2	10	5	4
Unspecified	26	11	1	16	8	0	9	5	2

B-05. Matriculation data for at least each of the last three years
number of students and graduation rate by gender, ethnicity and/or national origin

Composite: CMMN

	Initial Cohort Full-time Head Count	Head Count by Gender		Graduate in 4 Years					Graduate in 5 Years (Includes 4 Year Graduates)					Graduate in 6 Years (Includes 4 & 5 Year Graduates)				
		Female	Male	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent
08F	51	41	10	28	68%	3	30%	61%										
07F	45	38	7	13	34%	3	43%	36%	18	47%	3	43%	47%					
06F	45	29	16	15	52%	6	38%	47%	21	72%	8	50%	64%	21	72%	8	50%	64%
05F*																		
04F	94	66	28	39	59%	14	50%	56%	44	67%	17	61%	65%	44	67%	17	61%	65%
03F	129	94	35	51	54%	18	51%	53%	56	60%	18	51%	57%	57	61%	18	51%	58%
02F	118	88	30	50	57%	12	40%	53%	56	64%	18	60%	63%	57	65%	20	67%	65%

Minority Total (Includes African American, American Indian, Asian, Hispanic)

	Initial Cohort Full-time Head Count	Head Count by Gender		Graduate in 4 Years					Graduate in 5 Years (Includes 4 Year Graduates)					Graduate in 6 Years (Includes 4 & 5 Year Graduates)				
		Female	Male	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent
08F	17	13	4	8	62%	1	0	53%										
07F	19	17	2	6	0%	1	0%	0%	8	0%	1	0%	0%					
06F	10	7	3	4	57%	1	0%	50%	6	86%	1	0%	70%	6	86%	1	0%	70%
05F*																		
04F	30	22	8	11	50%	5	0%	53%	12	55%	6	0%	0%	12	55%	6	0%	60%
03F	42	32	10	16	50%	6	0%	52%	18	56%	6	0%	57%	19	59%	6	0%	60%
02F	26	21	5	12	0%	0	0%	0%	13	0%	2	0%	0%	14	0%	3	0%	0%

Non Resident Alien

	Initial Cohort Full-time Head Count	Head Count by Gender		Graduate in 4 Years					Graduate in 5 Years (Includes 4 Year Graduates)					Graduate in 6 Years (Includes 4 & 5 Year Graduates)				
		Female	Male	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent
08F	2	2	0	1	50%	0	0	50%										
07F	0	0	0	0	0%	0	0%	0%	0	0%	0	0%	0%					
06F	1	1	0	0	0%	0	0%	0%	1	100%	0	0%	100%	1	100%	0	0%	100%
05F*																		
04F	1	1	0	0	0%	0	0%	0%	0	0%	0	0%	0%	0	0%	0	0%	0%
03F	3	3	0	1	33%	0	0%	33%	1	33%	0	0%	33%	1	33%	0	0%	33%
02F	0	0	0	0	0%	0	0%	0%	0	0%	0	0%	0%	0	0%	0	0%	0%

African American

		Head Count by Gender		Graduate in 4 Years					Graduate in 5 Years (Includes 4 Year Graduates)					Graduate in 6 Years (Includes 4 & 5 Year Graduates)				
	Initial Cohort Full-time Head Count	Female	Male	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent
08F	11	9	2	5	56%	0	0%	45%										
07F	10	9	1	4	44%	0	0%	40%	6	67%	0	0%	60%					
06F	7	4	3	3	75%	1	33%	57%	4	100%	1	33%	71%	4	100%	1	33%	71%
05F*																		
04F	8	6	2	3	50%	1	50%	50%	3	50%	2	100%	63%	3	50%	2	100%	63%
03F	12	10	2	5	50%	1	50%	50%	6	60%	1	50%	58%	6	60%	1	50%	58%
02F	9	8	1	4	50%	0	0%	44%	4	50%	0	0%	44%	4	50%	0	0%	44%

American Indian

		Head Count by Gender		Graduate in 4 Years					Graduate in 5 Years (Includes 4 Year Graduates)					Graduate in 6 Years (Includes 4 & 5 Year Graduates)				
	Initial Cohort Full-time Head Count	Female	Male	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent	Female	Percent	Male	Percent	Overall Percent
08F	0	0	0	0	0%	0	0%	0%										
07F	1	1	0	0	0%	0	0%	0%	0	0%	0	0%	0%					
06F	0	0	0	0	0%	0	0%	0%	0	0%	0	0%	0%	0	0%	0	0%	0%
05F*																		
04F	0	0	0	0	0%	0	0%	0%	0	0%	0	0%	0%	0	0%	0	0%	0%
03F	2	2	0	0	0%	0	0%	0%	0	0%	0	0%	0%	1	50%	0	0%	50%
02F	0	0	0	0	0%	0	0%	0%	0	0%	0	0%	0%	0	0%	0	0%	0%

*Cohort: First-time, full-time (registered hours greater than or equal to 12), degree-seeking freshmen.
Due to Hurricanes Katrina and Rita, Loyola did not offer a 2005 Fall semester and consequently, did not have a 2005 Fall cohort.*