

STANDARD 9

ASSESSMENT OF LEARNING OUTCOMES



HIGHLIGHTS

- ❖ Mass communication students win regional and national awards on a regular basis. Public relations students have won the national Bateman campaign competition more than any other school in the United States.
- ❖ The school has adopted the 12 professional values and competencies established by ACEJMC.
- ❖ The assessment plan includes three indirect measures including the senior exit survey, the university exit survey, the school's alumni survey and two indicators, awards and student job placement/employment data.
- ❖ The five direct measures in the school's assessment plan include the capstone course, senior portfolio, internship evaluation, the first amendment principles and law test and the ethical attitudes.
- ❖ Graduates have prestigious jobs at newspaper and TV stations; work at public relations and advertising agencies, museums, health care and publishing companies.

1. Provide the unit's definition of goals for learning that students must achieve.

Regarding student learning outcomes, the school expects students to graduate with a mastery of the 12 professional values and competencies established by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). Graduates of the school's programs should value and be able to:

1. 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;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply tools and technologies appropriate for the communications professions in which they work.

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

Professionals, many who are also alumni, (those are in **bold**) are heavily involved in the school including:

- **Assessing the capstone courses:**
Louisiana Organ Procurement Agency, Lana Floyd Stevens
Girls on the Run, Katie Sawyer
Boys Hope Girls Hope, Heidi Bergeron
Louisiana SPCA, Loretta Lambert
Gambel Communications, Vicki Voelker
Associate Director Public Affairs, Mikel Pak
il Stratega, Jeffrey Ory
- **Assessing senior portfolios:**
AFL Voodoo, Brandon Rizzutto
Amelie G Magazine, Edmund Kee
Audubon Institute, Katie Smith
Braud Communications, Gerard Braud
CBS News, Joe Duke
FSC Interactive, Brooke Neal
FSC Interactive, Lydia Mulero
Gambel Communications, Sarah Burnette
GNO Sports Foundation, Allison Baznik Hjortsbert
HEROfarm, Jason Taix
HEROfarm, Reid Stone
HEROfarm, Shaun Walker
Houma Daily Courier, Keith McGill
il Stratega, Jeffrey Ory
LAMMICO, Courtney Sutherby
Louisiana Office of Tourism, Melody Alijani
Mayor's Office of Film, Katie Williams
Morgan & Company, Eric Morgan
Moroch, Christine Blanco
Mouton Media, Mary Mouton
New Orleans City Business, Greg LaRose
Nola Media Group, Dawn Buckley
Nola Media Group, Drew Broach
Nola.com, James O'Byrne
Peter Mayer Advertising, Jody Towers
Pizzo Strategic Communication, Charles Pizzo
Soloman Group, Nick Nevares
Stewart Enterprises, Christian Moises
Stewart Enterprises, Courtney Sutherby
Times-Picayune, Victor Andrews
Times-Picayune, Dawn Buckley
Times-Picayune, Ryan Lips

Times-Picayune, John McCusker

WDSU TV, Jonathon Shelley

WDSU TV, Lisa Collins

WWL TV, Bill Siegel

WWL TV, Tristan Sanders

Zehnder Communications, Stephen Schmitz

- **Internship supervisors:**

Accent on Arrangements; Festivals, Diane Lyons, Sandra Dartus

AIIESEC Egypt American University Cairo Horreya iExist, Sherif Ibrahim

American Heart Association, Linzy Cotaya

AMG Entertainment, Roger Mitchell, Anthony Gangi

Atlantic Records, Mara Frankel

Audubon Nature Institute, L'jeanne Bates

Besh Restaurant Group, Emery Whalen

BOSU Fitness, Marty Shannon

Camp Jeanne d'Arc, Greg Roques

Creative Alliance of New Orleans, Lauren Cesiro

DMD & Associates Inc., Danielle Dayries

De La Salle High School, Michael Guillo

Deveney Communication, John Deveney

Elevate New Orleans, Ben Aronin

Emeril Lagasse Foundation, Rebecca Schultz

Fenwick High School, Mark Laudadio

GMC Advertising, Karen Francis

HAUS 131, Katie Rae Bowen

ICON International, Reid Steinberg

il Stratega, Jeffrey Ory

Jimmy Choo, Sarah Santos

KATV Channel 7, Rusty Mizell

Lookatnola.com, Brandon Jones

Louisiana Children's Museum, Wendy Granier

Loyola University Office of Admissions, Crystal Vaccaro

LSU Athletics, Lauren Taylor

Lusher Charter School, Christopher Jeansonne

Marblehead Reporter, Charlene Peters

Motrixi Media Group, Dave Bataille

My Spilt Milk, Alex Rawls

National Institutes of Health, Daniel Moses

New Orleans Convention Company, Inc., Jeffrey Ory

New Orleans Human Trafficking, Laura Murphy

New Orleans Saints, Lindsey Mitchell

New Orleans Wine + Food Experience, Jamie Peckenpaugh

Nola Couture, Rachel Schwarz

NOLA Media Group, Angel Thompson
 NOLA.com | The Times-Picayune, Mark Lorando
Peter Mayer, Michelle Clark
 Port of New Orleans, Renee Aragon Dolese
 Renaissance Publishing, LLC, Morgan Packard
 Southern Food & Beverage Museum, Liz Williams
 String-a-Bead, Brian Valley
 Sutter Hospital Of Santa Rosa, Sukie Gill
 The Brylski Company, Cheryl Brylski
The New Orleans Museum of Art, Grace Wilson
 The White House, Christian Peel
 The World Trade Center of New Orleans, Jennifer Lovett, Jessica Steverson
 Vanguard Film and Video Productions, Ernest English, Eugenia Serio
 Viacom Media Networks, Eve Kenny
 Where Y'at Magazine, Greg Roques
 WPBT2, Ellen Oppenheimer
WWL TV, Dominic Massa
 Young & Rubicam Puerto Rico, Vanessa Fernandez

- **Curriculum input as necessary:**
 When the school was working to revise its curriculum, a number of professionals were consulted regarding current professional standards. Those contacted included
John Deveney, Deveney Communications
Eric Morgan, Morgan & Company
Tod Smith, WWL TV (Loyola Business Graduate)
Martha Carr, Managing Editor The Advocate

- **Development committee and fundraising to meet strategic needs**
 Troy Broussard, Regional Director, AT&T
 Michele Burke, Premier Event Management
Amy M. Collins, Public Relations/Marketing Consultant/Fundraising
Ann L. Cook, VP Business Development, Kelsey-Seybold Clinic
John J. Deveney, Owner Deveney Communication
 Joseph B. Duke, Talent Rep Headline Media Management
 Julie Ferriot, Ketchum PR Social Responsibility Global Director
 Sally Forman, Sally Forman Communications
Jennifer L. Llamas, MSNBC, Senior Producer
Thomas E. Llamas, NBC News New York, Anchor/Reporter
Joseph E. Mahoney, CLU. ChFC, President, Lifetime Strategies Group
Molly Mazzolini, Infinite Scale and Design Group

3. *Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.*

SEE APPENDIX 9-A. ASSESSMENT PLAN (page 297)

SEE APPENDIX 9-B. DATA (page 300)

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 the fall of 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 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 (indicator)
17. Student Job Placement/employment data 2009-2012 (indicator)

New data under revised curriculum will include:

1. First Amendment Principles and Law 2011-2012; freshmen (direct measure)
2. First Amendment Principles and Law 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)

By examining past data including senior exit surveys and university exit surveys, portfolio reviews, examining awards and placement of graduates and by additionally going through years of teaching evaluations and by holding discussions with students and instructors, the faculty identified strengths and weaknesses within the curriculum.

The school and the university had also been through a great deal of restructuring after Hurricane Katrina that also impacted the school's curriculum. For example, the broadcasting program was eliminated and students were only being taught journalism with a print perspective. Faculty had to also examine industry trends to assist in formulating what a new or revised curriculum should look like to meet the changing media landscape and also to be current as it sought ACEJMC accreditation.

After numerous meetings, examination of available assessment data and discussions with industry leaders and alumni, the sequence directors with the director in Summer 2011 developed a revised curriculum to present to the faculty in the fall. After several meetings, the faculty approved a revised curriculum that finally gained university approval in November 2011 with plans for implementation with the entering freshmen class of Fall 2012. Because initial courses in the school remained, the school was able to ask sophomores if they wished to change to the revised curriculum. All students made that change so even though the revised curriculum was to be implemented Fall 2012, freshmen who entered in the Fall 2011 then began as the "cohort" under the revised curriculum. Since those students will not complete the four year cycle by the time of the site visit in January 2014, the school hopes to show how the assessment measures in place have helped to "close the loop" on ensuring a quality curriculum that meets all ACEJMC standards.

To cite how the school has "closed the loop" using assessment measures, we used the following data:

Senior exit surveys from 2009-2010 and 2010-2011 showed that at least 85 percent of the graduates said they could "write correctly and clearly to present news or persuasive information at a professional level." We believe students should score even higher in that area.

For years, the school has been teaching communications writing as an English course rather than a mass communication writing class. Although communication writing remained in the curriculum, faculty approved changing the contents to writing for the mass communications industry.

Only 36 percent of the graduates from 2009-2010 and eight percent from 2010-2011 said they were able to apply basic numerical and statistical concepts. In addition to the exit survey data, course evaluations have been some of the lowest in the school for the research methods course. Students especially in advertising and public relations as well as the faculty believed students needed a more applied research course. Faculty approved a research methods course specifically for students in the strategic communications sequence for both advertising and public relations students. For the journalism students, research methods have been incorporated into the advanced journalism class where students are using research including computer assisted reporting skills to develop their stories. They also learn about research skills necessary for journalists covering surveys, political campaigns etc. where statistical concepts such as margin of error are taught.

Through the exit surveys, seniors also suggested that they were 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. In the revised curriculum, faculty added videography. The revised journalism sequence is for multiple platform reporting including electronic, online and print journalism. To accomplish the additional skills necessary for multi platform reporting, an additional course, a journalism capstone, was added to the journalism track. This puts a capstone course now in each sequence. In the strategic communications sequence, faculty also decided that public relations students as well as advertising students be required to take layout and design.

Surveys also revealed that only about half of the students surveyed said they gained an understanding of the history and role of professionals and institutions in shaping communications. While that is addressed for all students in the Introduction of Mass Communication, faculty continued requiring the History of Journalism or History of Photography in the Journalism Sequence and has a faculty with a Ph.D. in history exclusively teaching it.

Even though students in the school are nearly 50 percent minority, results from the surveys suggest that not all have gained an understanding of gender, race, and ethnicity in relation to mass communication. Through the school's diversity plan, the faculty has addressed that by specifying the courses where diversity is to be taught. Furthermore, the school is committed to offering at least one elective course on diversity each semester.

Although students receive ethics in courses throughout the university, the faculty thought it important to add a capstone ethics course to the journalism and mass communication curriculum, which would bring students from all sequences together during their senior year in an ethics course. Therefore, the faculty added an ethics senior seminar for all majors.

Although the faculty had approved the revised curriculum in the fall of 2011, survey results from the 2011-2012 graduates were consistent with earlier senior exit surveys.

Responses from the **university survey** showed that about six of 10 students were moderately to very satisfied with everything from the core courses to physical equipment. The school would like to see student satisfaction at an even higher level.

The **alumni survey** given in the summer 2012 was positive but it illustrated 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 layout and design 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 ten 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.

Even though the capstone courses are not reflecting the revised curriculum and the new cohort, faculty believed it was important to begin to examine the capstone course using a rubric including the professional values and competencies that the school has adopted. Since the journalism capstone has not yet been taught, assessments were conducted in the advertising and public relations capstone to begin to gather data for assessment and overall comparison from year to year. Assessments were conducted on the Advanced Advertising Course, which is the Ad Competition Team, the Advanced Public Relations Course, the

Bateman Case Study Competition Team, and a third course which was a combination of Advertising and Public Relations students not on the competition teams. Overall, assessments were extremely positive. While someone may even say the assessments appeared to be “artificially” positive, it should be noted that the Ad Team placed 4th in an extremely competitive region and the Bateman Team placed first in the nation. So not only were the professional assessments extremely positive but when the students actually competed against other schools, their work was considered superior.

While the Journalism Capstone Course has not yet been taught, seniors’ work have been evaluated through the portfolio and offers a good picture of what challenges are present in the journalism sequence and how the revised curriculum should close the gap on some of the deficiencies.

For example, portfolio reviewers of journalism students in 2010-2011 said the “students’ work needs to be improved but shows promise.” A few reviewers actually said that advertising and public relations students were “ready to be hired.” The assessment tool did not elaborate on where students needed to improve; therefore, the faculty, beginning in 2011-2012, is using a better instrument, a rubric that addresses the school’s professional values and competencies.

In 2011-2012, 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. In 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. Across the board, students scored above 90 percent in this area with advertising, journalism and photojournalism with 100 percent rated “well” or “very well” in this area. In question 4: The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style, across the board, students scored above 90 percent in this area with advertising, journalism and photojournalism with 100 percent rated “well” or “very well.” With question 5: The work integrates words, numbers, images and sound (where appropriate) effectively, this area appeared 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. What faculty believed was important from this is the fact that assessment of students’ ability to organize their work and hold the attention of the audience suggested that students may need additional assistance in developing their portfolios.

Faculty included a senior seminar in the revised curriculum to aid students in developing their portfolios including resume writing, the job hunt and even leadership skills. Faculty believe they also addressed the weak assessment in students’ ability to integrate words, numbers, images and sound effectively by adding an applied research course for advertising and public relations and incorporating research for journalism into the advanced journalism course and adding a videography course and layout and design to public relations students’ courses in addition to advertising students. The assessment of portfolios from 2012-2013

students again revealed that question three was perhaps seen as the weakest area for all students.

In internship evaluations from summer 2012, overall internship supervisors assessed students as “strong” or “being satisfied” with their performance. In fact, 90 percent of the supervisors assessed the students most positively. In 2013, the faculty changed the assessment tool for internship supervisors to better reflect the 12 professional values and competencies. Overall, intern supervisors rated a majority of the students as “strong” and “better than average” across all professional values and competencies. Supervisors rated 85 percent of the students as “strong” or “better than average” when examining their “Ability to write clearly and accurately using appropriate style and format for a specific audience.” The faculty was pleased with such an assessment and hope that the revised curriculum with an emphasis in writing for mass communication in the core, will improve these assessments over time.

Seniors were given the first amendment law and principles test as well as the ethical attitudes test to begin to gather data and examine weaknesses and strengths. The school’s law professor has seen the results and in areas of weakness intends to examine and implement some changes to teaching. The ethical attitudes test has also been examined and will be used for comparison purposes and especially when examining a freshmen cohort’s responses to that same cohort as seniors.

4. *If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.*

Campus media are not under unit control. However, student media including the university’s newspaper, The Maroon, and the university’s news magazine, the Wolf, are located in the school’s facilities on the 3rd floor of the Communications/Music Complex. The advisor to these publications is a School of Mass Communication graduate and adjunct; and, according to the newspaper’s bylaws, school faculty approves the advisor’s appointment. The director of the school conducts the advisor’s annual evaluation. A majority of the students who work for both publications are School of Mass Communication students. Student media awards do reflect the quality of the School of Mass Communication, and major recognitions are cited in the student awards section in the preceding section.

5. *Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.*

Student staff members within student media have won the following awards over the past six years. In the Press Club of New Orleans’ awards, our students are competing again New Orleans’ professionals.

2012-2013

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

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

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), 3 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 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, HM, 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, 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

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, HM, Associated Collegiate Press, Jean-Paul Arguello, The Maroon

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

Best News Story, HM, 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

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, HM, 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 Urbazewski, The Maroon

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

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

2008-2009

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

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

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

Best Investigative Reporting, HM, 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, 1st Place, Press 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, HM, Louisiana Press Association, Tom Macom, The Maroon

Best Sports Story, HM, Louisiana Press Association, Briana Prevost, The Maroon

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

2007-2008

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, 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

6. List by specialty each member of the graduating class of three years ago and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.

Academic Year 2011-2012

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

Asp, Mallory, Media Studies, Teacher, China

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

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

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

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

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

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

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

D'Agostaro, Giancarlo M., Advertising, freelance photographer

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

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

Flynn, Jessica A., Advertising, Assistant Account Executive at GolinHarri

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

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

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

Hernandez, Angela M., Journalism, Intern at CUE Magazine

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

Jackson, Lisette, Journalism, Southern Orthopedic Group
 Johnson, Kris, Media Studies, Staff Writer, Courier and Daily Comet Newspaper
 (Halifax Media), Charter School Reporting Corps at the Lens

Kimbrow, Wade, Public Relations, Real Estate Sales

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

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

Machado, Daniela M., Advertising, Social Media Manager

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

Moore, Margaret, Public Relations, Marketing/PR related, John Besh Foundation

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, Guest Relations

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 L., Advertising, Lamar Advertising, Baton Rouge, LA

Vo, Quynh Anh, Journalism, Producer at Fox 8

Wilson, Elizabeth (Colby), Journalism, writer New York 1

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

Zansler, Kevin, Journalism, National Geographic

37/43=86% Employed

Graduate School:

Banks, Arisa, Media Studies, Law School student, Southern University

Hirsch, Masako M., Journalism graduate school

2/43=4.7% Graduate School

Unknown:

Acevedo, Geenah, Journalism

Ghawaly, Lora L., Journalism

Machado, Daniela M., Advertising

Mantica, Xavier A., Media Studies

4/43=9.3% Unknown

Academic Year 2010-2011

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

Balchunas, Caroline, News Reporter, KLFY Lafayette

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

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

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

Callais, Erin, Advertising, Scott Carroll Designs

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

Gonzales, 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.

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

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

39/43=90.7% Employed

Graduate School:

Craighead, Jamie, Media Studies, graduate student, University of New Orleans

Molyneux, Rebecca, Public Relations, law school

Sanders, Laura, Advertising, graduate school

Sutton, Kristin, Advertising, graduate school

4/43 = 9.3% Graduate School

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, Advertising Account Executive, Santa Fe Reporter

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

Paul, Bradley O., Advertising, Customer service, Canada

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

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

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

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

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

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

Deegan, Liam, Journalism, Manager, Restaurant

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

Dirden, Brian, Journalism, owner, Kitchen Cupboard Net

Froehle, Thomas, Advertising, BPN media planner, Chicago

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

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

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

Jackson, Jaune, Journalism, NOLA newscast producer

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

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

Minard, Brendan, Advertising, 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

Nguyen, Jessica L., Public Relations, Walk-Ons

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

Prevost, Briana, Journalism, VH 1

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

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

Sheahan, Korinna L., 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

Wilson, April N., Journalism, Property management, environmental management

Witte, Lydia 10S, Public Relations, Public Relations and Communications Professional,
Digital Opportunity Trust

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

40/56 = 71.4%

Graduate School:

Castillo, Andrea, Journalism, graduate school

Colberg, Paola, Advertising, graduate school

Funel, Rachel, Journalism, photo graduate school

Hill, Shannon M., Public Relations, graduate school

4/56 = 7.1%

Unknown:

Anderson, Ingrid, Advertising

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
Martin, Margaret, Advertising
Ruschak, Natalie, Media Studies
Vento, Marissa A., Public Relations
12/56 = 21.4%

7. List graduates who have established distinguished careers in journalism and mass communications.

The following graduates have been inducted into the school's "Den of Distinction," Hall of Fame since 2011:

- Maurice Guillerman, 1953, former sales and station manager, WWL TV
- John Deveney, 1988, ABC, APR, Deveney Communications
- Bob Marshall, 1971, Two time Pulitzer Prize award winner
- Shawn M. Donnelley, 1991, Strategic Giving President, established Shawn M. Donnelley Center for Non-Profit Communications
- Peter Finney, 1948, award winning sports journalist
- Michael Smith, 2001, ESPN broadcaster
- Judy Reese Morse, 1984 Deputy Mayor, City of New Orleans
- Gary Hymel, 1954, press secretary U.S. Rep. "Tip" O'Neill

Others graduates with distinguished careers include:

Arraras, Maria Celeste, 1982, Telemundo Host

Azzarello, Brian, 2005, Edelman, Worldwide, Chicago

Caldeira, Cathy, 1997, Principals, Metis Communications, Boston

Carr, Martha, 1991, Managing Editor, the New Orleans Advocate

Conway, Brian, 2005, Weber Shandwick

Dorman, Larry, 1973, New York Times

Esparros, Keith, 1981, KNBC Los Angeles, Investigative Producer

Finney, Peter, Jr., 1978, Editorial Executive Editor/ General Manager, "The Clarion Herald"

Grosso, Vinnie, 1976, Vice President NBC, GM NBC Interactive, President AT&T Interactive Services

Guillory, Ferrel, 1969, former journalist, academic at UNC Chapel Hill, Founder: Program on Southern Politics, Media and Public Life. Author

Hermes, Ann, 2005, Christian Science Monitor Photographer

Hurst, Courtney, 1998, Principal, Metis Communications, Boston

Llamas, Tom, 1997, NBC New York anchor and reporter

Mazzolini, Molly, 1996, Infinite Scale

Monteverde, Danny, 2008, The New Orleans Advocate

Mui, Ylan, 2002, Business reporter, Washington Post

Myerson, Russ, 1976, The CW Network Vice President

Nolan, Bruce, 1971, award-winning journalist, feature writer, bureau chief, The Times-Picayune

Partesotti, Mollie, 2007, Vice President, Brand Strategy Director, (Global)

Preuss, Andreas, 1987, Supervising producer CNN International

Sanchez, Rene, 1987, Managing editor, Minneapolis StarTribune

Shear, Rhonda, 1977, TV personality, Rhonda Shear Shapewear

Skehan, Mike, 1976, Skehan Communications

Stuever, Hank, 1990, TV critic, Washington Post

Vargas, Ramon, 2009, The Times Picayune, Nola.com, Author, “Fight, Grin, & Squarely Play the Game.”

Velazquez, Eli, 1992, Vice President Sports Telemundo

Virgets, Ronnie, 1965, multiple-award winning feature writer, essayist with The Times-Picayune, Gambit, TV with WWL Channel 4

Vitrano, Robbie, 1985, Trumpet/Idea Village, Naked Pizza

Williams Brown, Kelley, 2006 author, *Adulting*

8. *Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates' satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni record.*

Neither the university nor the School of Mass Communication have had any formal program to track graduates on employment histories. The university alumni office does keep track of our graduates and their contact information. However, the school has embarked on its first survey of mass communication graduates in its history in the summer of 2012.

Alumni surveys will continue on a regular basis or every three years; therefore, the next alumni survey would take place the summer of 2014-2015. Graduates would be contacted a minimum of six months after graduation to determine employment data after graduation allow graduates to reflect on their education, including perspectives about their mastery of ACEJMC's 12 values and competencies. The student services coordinator will be responsible for the implementation and analysis of the alumni survey.

APPENDIX 9-A. STUDENT LEARNING ASSESSMENT PLAN

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. Specific assessment tools are described in course curriculum and, for the purposes of the school's self-study for ACEJMC, curriculum-related assessment measures are described in the school's response to Standard 2: Curriculum.

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 has 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 9-C. Senior Exit Survey, page 351)

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 9-D. University Exit Survey, page 354)

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 9-E. Alumni Survey, page 357)

4. Capstone Course (direct measure)

The school's faculty in its revised curriculum (approved in 2012 but implemented with freshmen 2011) has developed a senior capstone course 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.

Rubrics are attached.

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 P.R. Capstone: PR Campaigns or
CMMN 419 Advanced PR Campaigns

(See Appendix 9-F. Capstone Rubric, page 361)

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 9-G. Law Test, page 362)

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 9-H. Ethics Test, page 363)

7. Senior Portfolio (direct measure)

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

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

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

(See Appendix 9-I. Portfolio Written Assessment instrument, page 364)

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.

(See Appendix 9-J. Internship Evaluation, page 365)

9. Awards (indicator)

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

10. Student Job Placement/employment data (indicator)

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 on (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

APPENDIX 9-B. ASSESSMENT DATA

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) from the advertising sequence, five (36%) 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 from these surveys and intend 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 communication 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 too 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 revise 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 a total of 15 students, the SMC does believe there is merit from these surveys and have made changes accordingly as a result of these surveys. Regarding writing, the faculty through its revised SMC curriculum beginning Fall 2012, is 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 with faculty approval 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 was being spent 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 for only advertising students and as an elective, too, 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 that 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 addressing 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 hat 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 just more than 50 percent said they could apply tools and technologies appropriate for their chosen profession. The school faculty has addressed this with the revised curriculum dealing with 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) is pleased to provide the results of 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
They 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 most 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 layout and design 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 ten 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 a senior capstone course 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 A414 Advertising Capstone: Ad Campaigns or CMMN A415 Advanced Advertising Campaigns (Ad Team)
Journalism:	CMMN A490 Journalism Capstone
Public Relations:	CMMN A418 P.R. Capstone: PR Campaigns or CMMN A419 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 the 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

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; however, 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 three evaluators.

Evaluators: 2

Nicole Parks, Sr. Acct Exec. Peter Mayer

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 has 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 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 which is still acceptable on assessment 5, integrating words, numbers, images and sound effectively. The ratings are not surprising since 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 class of students to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

A total of seven senior students enrolled in the capstone course in the spring 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 <i>The New York Times</i> or <i>The Wall Street Journal</i> from censoring information and opinion in their papers. <i>False</i>	29 percent
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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. <i>False</i>	57 percent
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Under the First Amendment, the public has a right to know whatever information the government has in possession. <i>False</i>	57 percent
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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. <i>True</i>	57 percent
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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. <i>All five</i>	86 percent
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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>	57 percent
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Obscene speech is not protected by the First Amendment. <i>True</i>	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 1970's 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 instructor of the course 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 the 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 <i>The New York Times</i> or <i>The Wall Street Journal</i> from censoring information and opinion in their papers. <i>False</i>	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.” <i>False</i>	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. <i>True</i>	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? 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. <i>All five</i>	58 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. <i>False</i>	27 percent
Obscene speech is not protected by the First Amendment. <i>True</i>	56 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>	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. <i>True</i>	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 1970's, 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 2012-2013 (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 instructor of the course 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 class 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 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 2010-2011 (DIRECT MEASURE)

Like the First Amendment principles and law test, there was no test given to this group of seniors when they were 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 students did report that under 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 important, no respondents believed it was justifiable for a journalist to violate ethical standards. Nearly three-quarters of the students reported that they are concerned if they hear that a journalist has plagiarized and even more are concerned when they hear that 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 of 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 SENIORS 2012-2013 (DIRECT MEASURE)

Like the First Amendment principles and law test, there was no test given to this group of seniors when they were 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 that 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 that a journalist plagiarized a story and even more students were very or quite concerned when they hear that a journalist fabricated material for a story. A majority of the 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 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.

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 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 2010-2011 (DIRECT MEASURE)

In 2010-2011, data from the portfolio reviews indicate that 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 resume 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: 1 assessment (Photojournalism), public relations: 14 assessments. The analysis reflects the reviewer's categories of "well" and "very well."

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

ANALYSIS: SENIOR PORTFOLIO 2011-2012 (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 resume 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 below analysis 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; 12 advertising sequence students assessed; 13 journalism sequence students assessed; 23 public relations sequence students assessed.

	Advertising Sequence (12)	Journalism Sequence (13)	Public Relations Sequence (23)
Q 1 (77%)	(8) 75 percent	(9) 69 percent	(20) 86 percent
Q 2 (81%)	(8) 75 percent	(9) 69 percent	(23) 100 percent
Q 3 (68%)	(7) 67 percent	(9) 69 percent	(16) 67 percent
Q 4 (85%)	(10) 92 percent	(10) 77 percent	(20) 86 percent
Q 5 (80%)	(8) 75 percent	(10) 77 percent	(20) 86 percent
	77%	72%	85%

ANALYSIS: SENIOR PORTFOLIO 2012-2013 (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 three regarding truthful and accurate work effectively organized to engage and hold the attention of the audience.

14. INTERNSHIP EVALUATION 2012 (DIRECT MEASURE)

Ten students completed an internship during Summer 2012. The following are 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 evaluation for 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 great skills that the 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 the students being 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 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 that the internship evaluation has included questions to examine the professional values and competencies in the workplace.

The internship evaluation for the Spring 2013 compilation is a strong representation 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," unsurprisingly received the high rating of 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: (INDICATOR)

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, "Step up, Reach Out", Bateman Campaign, 2013

Regional award, 4th Place, American Advertising Federation, Ad Team 2013, "Paint Smarter" Campaign

New Orleans Press Club, 3rd Place, Best Info Graphic, Precious Esie, The Maroon, 2013

New Orleans Press Club, 2nd Place, Best Cartoon, Sydney Barbier, The Maroon, 2013

New Orleans Press Club, 3rd Place, Best Editorial, Daniel Quick, The Maroon, 2013

New Orleans Press Club, Best Special Session, the Maroon, 2nd Place, 2013

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

Best in Show, 1st Place, Ad Club of New Orleans, Ad Team 2012, 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, "Choose Dat, Not Dis" Bateman Campaign

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

Silver ADDY, 2nd Place, Ad Club of New Orleans, Erica Guastella, "Misanthrope" poster

Best in Show, 1st Place, Ad Club of New Orleans, AD Team 201, "Let Life Be You Runweay" Campaign

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

Gold ADDY, 1st Place, Ad Club of New Orleans, AD Team 2011, 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, 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, Wolf

2010-2011

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

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

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 Wolf

2009-2010

2nd place, Public Relations Student Society of America, Christine Minero, Kate Gremillion, Dominic Moncada, Jodi Forte, Marimar Velez, “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 Urbazewski, The Maroon

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

Public Service Journalism, 5th Place, Southeast Journalism Conference, Massako 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, "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, 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, “Step Up Strap In,” Safe Kids Buckle Up & General Motors, Kelly Rayner, Shannon Corrigan, Danny Mazier, Andrea Mulcrone, Kelly Roth, 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, numerous students have been inducted into Kappa Tau Alpha, the college honor society that recognizes academic excellence and promotes scholarship in journalism and mass communication.

Year	Last	First
2013	Drew, Sarah M.	
	Woodhull, Alden C.	
	Meynard, Alaina M.	
	Whitlock, Leah C.	
	LeJeune, Cherie L.	
2012	Aziz, Zainab	
	Broussard, Alexandra	
	Hinrichs, Paige	
	Irwin, Lauren	
	Latimer, Danielle	
	Robison, Madison	
	Zelaya, Vannia	
2011	Asp, Mallory E.	
	Cappel-Vickery Yvonne E.	
	Curley, Jolie K.	
	Ernst, Alexandra M.	
	Gremillion, Kate E.	
	Hirsch, Masako M.	

Pabst, Kelsey E.
 Parr, Leslie Gale (Faculty)
 Tregre, Kylie E.
 Verdin, Monique M.
 Villavicencio, Katherine L.
 2009 Becnel, Allison
 Cassidy, Trevor
 Gelpi, Emily
 Macom, Thomas
 Prevost, Briana
 Smith, Mallory
 2008 Castillo, Andrea
 Clifford, Caitlin R.
 Cotton, Catherine D.
 Ferrarone, Nora H.
 Megie, Annick
 Vargas, Ramon A.
 2007 Benninger, Christopher L.
 Chevis, Jessica N.
 Do, Rebecca Y.
 Eisenhart, Katherine R.
 Galindo, Beatriz A.
 Hilbig, Emily A.
 John, Jennifer M.
 Magee, Anthony J.
 Montague, Marquise M.
 Partesotti, Mollie B.
 Pendarvis, Mary E.
 Reed, Angela V.
 Roth, Kelly L.
 Schneider, Jordan C.
 Sporer, Katie M.

B. COHORT (2011-2017)

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

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.

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 <i>The New York Times</i> or <i>The Wall Street Journal</i> from censoring information and opinion in their papers. <i>False</i>	54 percent
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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. <i>False</i>	42 percent
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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. <i>True</i>	63 percent
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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. <i>All five</i>	32 percent
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State and federal courts in the United States have consistently said the First Amendment protects the right of	26 percent
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the press to publish information that is true even if it is private information. <i>False</i>	
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 1970's, 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 are still in effect. <i>True</i>	58 percent
To avoid being one of the millions of citizens each year facing the real danger of becoming the victim of identity	85 percent

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*

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 seventy-five percent of students correctly answered the question on commercial speech. Eighty-five percent of all students correctly answered the question 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 class 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 <i>The New York Times</i> or <i>The Wall Street Journal</i> from censoring information and opinion in their papers. <i>False</i>	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. <i>False</i>	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. <i>True</i>	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. <i>All five</i>	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. <i>False</i>	19 percent
Obscene speech is not protected by the First Amendment. <i>True</i>	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 1970's, 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 on question 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 that the majority of the freshmen a year earlier answered incorrectly. Students also scored the highest on question regarding identity theft.

These responses will be given to the media law professor so that he may see where the 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 class 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 in the fall 2011 enrolled in the Introduction to Mass Communication course were asked to respond to the following questions during the fall of 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 that 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 attitudes 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 class 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 that 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.

CLOSING THE LOOP:

In 2009 when the faculty decided to seek ACEJMC accreditation, it had been conducting several assessment measures including senior exit interviews, portfolio reviews and internship assessments, although internships were not required at the time. As the school approved its assessment plan in the 2010-2011 academic year, it also began using the principles and law test as well as the ethical attitudes test. The school began giving the test to seniors as well as the entering freshmen cohort to begin to have data to examine in these particular areas.

By examining past data including senior exit surveys and university exit surveys, portfolio reviews, examining awards and placement of graduates, going through years of teaching evaluations and by holding discussions with students and instructors, the faculty identified strengths and weaknesses within the curriculum.

The school and the university had also been through a great deal of restructuring after Hurricane Katrina that also impacted the school's curriculum. For example, the broadcasting program was eliminated and students were only being taught journalism with a print perspective. Faculty had to also examine industry trends to assist in formulating what a new or revised curriculum should look like to meet the changing media landscape and also to be current as it sought ACEJMC accreditation.

After numerous meetings, examination of available assessment data, discussions with industry leaders and alumni, the sequence directors with the director in Summer 2011 developed a revised curriculum to present to the faculty in the fall. After several meetings, the faculty approved a revised curriculum that finally gained university approval in November 2011 with plans for implementation with the entering freshmen class of Fall 2012. Because initial courses in the school remained, the school was able to ask sophomores if they wished to change to the revised curriculum. All students made that change so even though the revised curriculum was to be implemented Fall 2012, freshmen who entered in the Fall 2011 then began as the "cohort" under the revised curriculum. Since those students will not complete the four year cycle by the time of the site visit in January 2014, the school hopes to show how the assessment measures in place have helped to "close the loop" on ensuring a quality curriculum that meets all ACEJMC standards.

To cite how the school has "closed the loop" using assessment measures, we used the following data:

Senior exit surveys from 2009-2010 and 2010-2011 showed that at least 85 percent of the graduates said they could "write correctly and clearly to present news or persuasive information at a professional level." We believe students should score even higher in that area. For years, the school has been teaching communications writing as an English course rather than a mass communication writing class. Although communication writing remained in the curriculum, faculty approved changing the contents to writing for the mass communications industry.

Only 36 percent of the graduates from 2009-2010 and eight percent from 2010-2011 said they were able to apply basic numerical and statistical concepts. In addition to the exit survey data, course evaluations have been some of the lowest in the school for the research methods course. Students especially in advertising and public relations as well as the faculty believed students needed a more applied research course. Faculty approved a research methods course specifically for students in the strategic communications sequence for both advertising and public relations students. For the journalism students, research methods have been incorporated

into the advanced journalism class where students are using research including computer assisted reporting skills to develop their stories. They also learn about research skills necessary for journalists covering surveys, political campaigns etc. where statistical concepts such as margin of error are taught.

Through the exit surveys, 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. In the revised curriculum, faculty added videography. The revised journalism sequence is for multiple platform reporting including electronic, online and print journalism. To accomplish the additional skills necessary for multi platform reporting, an additional course, a journalism capstone, was added to the journalism track. This puts a capstone course now in each sequence. In the strategic communications sequence, faculty also decided that public relations students as well as advertising students be required to take layout and design.

Surveys also revealed that only about half of the students surveyed said they gained an understanding of the history and role of professionals and institutions in shaping communications. While that is addressed for all students in the Introduction of Mass Communication, faculty continued requiring the History of Journalism or History of Photography in the Journalism Sequence and has a faculty with a Ph.D. in history exclusively teaching it.

Even though students in the school are nearly 50 percent minority, results from the surveys suggest that not all have gained an understanding of gender, race, and ethnicity in relation to mass communication. Through the school's diversity plan, the faculty has addressed that by specifying the courses where diversity is to be taught. Furthermore, the school is committed to offering at least one elective course on diversity each semester.

Although students receive ethics in courses throughout the university, the faculty thought it important to add a capstone ethics course to the journalism and mass communication curriculum, which would bring students from all sequences together during their senior year in an ethics course. Therefore, the faculty added an ethics senior seminar for all majors.

Although the faculty had approved the revised curriculum in the fall of 2011, survey results from the 2011-2012 graduates were consistent with earlier senior exit surveys. Responses from the **university survey** showed that about six of 10 students were moderately to very satisfied with everything from the core courses to physical equipment. The school would like to see student satisfaction at an even higher level.

The **alumni survey** given in the summer 2012 was positive but it illustrated 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 layout and design 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 ten 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.

Even though the capstone courses are not reflecting the revised curriculum and the new cohort, faculty believed it was important to begin to examine the capstone course using a rubric

including the professional values and competencies that the school has adopted. Since the journalism capstone has not yet been taught, assessments were conducted in the advertising and public relations capstone to begin to gather data for assessment and overall comparison from year to year. Assessments were conducted on the Advanced Advertising Course, which is the Ad Competition Team, the Advanced Public Relations Course, the Bateman Case Study Competition Team, and a third course which was a combination of Advertising and Public Relations students not on the competition teams. Overall, assessments were extremely positive. While someone may even say the assessments appeared to be “artificially” positive, it should be noted that the Ad Team placed 4th in an extremely competitive region and the Bateman Team placed first in the nation. So not only were the professional assessments extremely positive but when the students actually competed against other schools, their work was considered superior. While the Journalism Capstone Course has not yet been taught, seniors’ work have been evaluated through the portfolio and offers a good picture of what challenges are present in the journalism sequence and how the revised curriculum should close the gap on some of the deficiencies.

For example, portfolio reviewers of journalism students in 2010-2011 said the “students’ work needs to be improved but shows promise.” A few reviewers actually said that advertising and public relations students were “ready to be hired.” The assessment tool did not elaborate on where students needed to improve; therefore, the faculty, beginning in 2011-2012, is using a better instrument, a rubric that addresses the school’s professional values and competencies.

In 2011-2012, 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. In 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. Across the board, students scored above 90 percent in this area with advertising, journalism and photojournalism with 100 percent rated “well” or “very well” in this area. In question 4: The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style, across the board, students scored above 90 percent in this area with advertising, journalism and photojournalism with 100 percent rated “well” or “very well.” With question 5: The work integrates words, numbers, images and sound (where appropriate) effectively, this area appeared 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. What faculty believed was important from this is the fact that assessment of students’ ability to organize their work and hold the attention of the audience suggested that students may need additional assistance in developing their portfolios.

Faculty included a senior seminar in the revised curriculum to aid students in developing their portfolios including resume writing, the job hunt and even leadership skills. Faculty believe they also addressed the weak assessment in students’ ability to integrate words, numbers, images and sound effectively by adding an applied research course for advertising and public relations and incorporating research for journalism into the advanced journalism course and adding a videography course and layout and design to public relations students’ courses in addition to

advertising students. The assessment of portfolios from 2012-2013 students again revealed that question three was perhaps seen as the weakest area for all students.

In internship evaluations from summer 2012, overall internship supervisors assessed students as “strong” or “being satisfied” with their performance. In fact, 90 percent of the supervisors assessed the students most positively. In 2013, the faculty changed the assessment tool for internship supervisors to better reflect the 12 professional values and competencies. Overall, intern supervisors rated a majority of the students as “strong” and “better than average” across all professional values and competencies. Supervisors rated 85 percent of the students as “strong” or “better than average” when examining their “Ability to write clearly and accurately using appropriate style and format for a specific audience.” Faculty are pleased with such an assessment and hope that the revised curriculum with an emphasis in writing for mass communication in the core, will improve these assessments over time.

Seniors were given the first amendment law and principles test as well as the ethical attitudes test to begin to gather data and examine weaknesses and strengths. The school’s law professor has seen the results and in areas of weakness intends to examine and implement some changes to teaching. The ethical attitudes test has also been examined and will be used for comparison purposes and especially when examining a freshmen cohort’s responses to that same cohort as seniors.

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 a 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 to 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 communications industry. Since 2009, in a post-Katrina world and as the faculty work to seek ACEJMC accreditation, the school has made several programmatic improvements to guide the school for its next 75 years:

- In 2011, the school revised its curriculum
- Journalism students now learn in a multiple media environment
- Public relations and advertising students are now required to take a research methods course and a problem solving course specific to the industry
- Every student is required to have at least one internship
- Each sequence has a capstone
- The school began its Den of Distinction honoring our alumni

APPENDIX 9-C. SENIOR EXIT SURVEY

1. Demographics

1. What is your sequence?

- ☐ Advertising
- ☐ Journalism
- ☐ Media Studies
- ☐ Public Relations

2. What is your gender?

- ☐ Male
- ☐ Female

3. Where are you from?

- ☐ New Orleans area
- ☐ Louisiana
- ☐ Southern U.S.
- ☐ Northern U.S.
- ☐ Western U.S.
- ☐ Eastern U.S.
- ☐ Outside U.S.

2. Learning outcomes

1. To what extent did you learn to write correctly and clearly to present news or persuasive information at a professional level?

- ☐ Very well
- ☐ Well
- ☐ As much as I needed
- ☐ Poorly
- ☐ Very Poorly

Comment

2. To what extent did you learn how to critically evaluate your work and that of others for accuracy, fairness, clarity, style and grammar?

- ☐ Very well
- ☐ Well
- ☐ As much as I needed
- ☐ Poorly
- ☐ Very Poorly

Comment

3. To what extent did you learn how to apply basic numerical and statistical concepts?

- ☐ Very well
- ☐ Well
- ☐ As much as I needed
- ☐ Poorly
- ☐ Very Poorly

Comment

4. To what extent did you learn how to conduct research and evaluate information as appropriate for communication purposes?

- ☐ Very well
☐ Well
☐ As much as I needed
☐ Poorly
☐ Very Poorly

Comment

5. To what extent did you learn how to apply the tools and technologies appropriate for your chosen communication profession?

- ☐ Very well
☐ Well
☐ As much as I needed
☐ Poorly
☐ Very Poorly

Comment

6. To what extent do you think you gained an understanding of professional ethical principles and the ability to work ethically in pursuit of of truth, accuracy, fairness and diversity?

- ☐ Very well
☐ Well
☐ As much as I needed
☐ Poorly
☐ Very Poorly

Comment

7. To what extent did you gain an understanding of the history and role of professionals and institutions in shaping communications?

- ☐ Very well
☐ Well
☐ As much as I needed
☐ Poorly
☐ Very Poorly

Comment

8. To what extent did you gain an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mass communication?

- ☐ Very well
☐ Well
☐ As much as I needed
☐ Poorly
☐ Very Poorly

Comment

9. Do you have a job for after graduation?

- ☐ Yes, in my major
☐ Yes, not in my major
☐ No, not yet
☐ No, I am going to grad school

3. Your experiences (Optional)

1. Briefly describe your best academic experience at the School of Mass Communication.

2. Please briefly describe your worst academic experience at the School of Mass Communication.

3. Please briefly describe your best extracurricular experience at Loyola.

4. Do you have any final comments?

APPENDIX 9-D. UNIVERSITY EXIT SURVEY

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Thinking about your program and courses in the School of Mass Communications, how satisfied are you that you are able to:

Q345 Understand and apply the principles and laws of freedom of speech within the United States and around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q346 Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q347 Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q348 Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in global society

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q349 Understand concepts and apply theories in the use and presentation of images and information

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q15='CMMN' OR Q10='CMMN' OR Q11='CMMN' OR Q13='CMMN' OR Q14='CMMN'

Thinking about your program and courses in the School of Mass Communications, how satisfied are you that you are able to:

Q350 Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q351 Think critically, creatively and independently

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q352 Conduct research and evaluate information by methods appropriate to the communications profession

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q353 Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q354 Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q355 Apply basic numerical and statistical concepts

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q356 Apply tools and technologies appropriate for the communications professions

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Unable to judge[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q10='CMMN' OR Q11='CMMN' OR Q13='CMMN' OR Q14='CMMN' OR Q15='CMMN'

Regarding The School of Mass Communications, how satisfied are you with the following?

Q357 The physical equipment in my sequence

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q358 The availability of the physical equipment in my sequence

Very satisfied[Code = 5] [Numeric Value = 5]

Moderately satisfied[Code = 4] [Numeric Value = 4]

Neither satisfied nor dissatisfied[Code = 3] [Numeric Value = 3]

Moderately dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Display if Q15='CMMN'

APPENDIX 9-E. SMC ALUMNI SURVEY

1. Experience at Loyola

1. What year did you graduate? (Please enter 4 digit year.)

*2. What was your sequence at Loyola?

- ☐ Advertising
- ☐ Broadcasting
- ☐ Journalism
- ☐ Photography
- ☐ Public Relations
- ☐ Media Studies

3. How would you rate your professional education in mass communication at Loyola?

- ☐ excellent
- ☐ above average
- ☐ average
- ☐ below average

4. How would you rate your writing training at Loyola?

- ☐ excellent
- ☐ above average
- ☐ average
- ☐ below average

5. How would you rate your training regarding the use and presentation of images?

- ☐ excellent
- ☐ above average
- ☐ average
- ☐ below average

6. Based on your education in mass communication at Loyola, how aware are you of the principles and laws of freedom of speech?

- ☐ very aware
- ☐ aware
- ☐ a little aware
- ☐ not at all

7. Based on your education in mass communication, how aware are you of freedom of the press concepts?

- ☐ very aware
- ☐ aware
- ☐ a little aware
- ☐ not at all

8. Based on your education in communication, how aware are you of media history concepts?

- ☐ very aware
- ☐ aware
- ☐ a little aware
- ☐ not at all

9. Based on your education in communication, how aware are you of cultural diversity concepts?

- ☐ very aware
- ☐ aware
- ☐ a little aware
- ☐ not at all

10. Based on your education in communication, how aware are you of the concepts of media theory as relating to the use and presentation of information?

- ☐ very aware
- ☐ aware
- ☐ a little aware
- ☐ not at all

11. Based on your education in communication, how aware are you of concepts relating to media ethics?

- ☐ very aware
- ☐ aware
- ☐ a little aware
- ☐ not at all

12. How competent do you feel you are in critical thinking based on your learning experience at Loyola?

- ☐ very competent
- ☐ competent
- ☐ a little competent
- ☐ not competent at all

13. How competent are you in thinking creatively based on your learning experience at Loyola?

- ☐ very competent
- ☐ competent
- ☐ a little competent
- ☐ not competent at all

14. How competent are you in thinking independently based on your learning experience at Loyola?

- ☐ very competent
- ☐ competent
- ☐ a little competent
- ☐ not competent at all

15. How competent are you in conducting research for the communication profession based on your learning experience at Loyola?

- ☐ very competent
- ☐ competent
- ☐ a little competent
- ☐ not competent at all

16. Would you recommend Loyola's School of Mass Communication to a friend considering college?

- ☐ Yes, with no reservations
- ☐ Yes, with some reservations
- ☐ Yes, with strong reservations
- ☐ No, probably not
- ☐ No, under no circumstances

2. Employment

1. Are you employed now (including military or self-employment)?

- ☐ Yes, in the communication field
- ☐ Yes, but in a different field, by my choice
- ☐ Yes, in a different field, NOT by my choice
- ☐ I'm not employed

2. If you are currently employed in a communications-related job, how long did it take to secure employment?

- ☐ Job continued from before graduation
- ☐ Job obtained before graduation
- ☐ Job obtained within 1-3 months
- ☐ Job obtained within 4-9 months
- ☐ Job obtained within 9-12 months
- ☐ Job obtained after a year
- ☐ Did not seek a job, attended graduate school
- ☐ I've never had job, and I'm not seeking employment
- ☐ I had a job, but I'm now unemployed

3. What is your job title?

APPENDIX 9-F. CAPSTONE RUBRIC



SMC CAPSTONE ASSESSMENT RUBRIC

SCALE:

For each of the items below, use the 0-4 scale with 2 as the midpoint (essentially an F-to-A grade), circling the appropriate judgment.

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

Name _____

Title _____

Company/Organization _____

Semester/Year _____

Course Name/Number _____

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended.	0	1	2	3	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.	0	1	2	3	4
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.	0	1	2	3	4
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).	0	1	2	3	4
5. The work integrates words, numbers, images and sound (where appropriate) effectively.	0	1	2	3	4

COMMENTS:

APPENDIX 9-G. LAW TEST

School of Mass Communication Law Questionnaire • FALL 2013

Please **circle** your answer to each of the following questions and return the completed form to the administrator. Thank you for your assistance.



**FREEDOM
OF SPEECH
AND PRESS**

1. 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.

True False Don't Know

2. 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.

True False Don't Know

3. 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 False Don't Know

4. 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 of and concerning the plaintiff.
3. The material was defamatory.
4. The material was false.
5. The defendant (in this example, the newspaper) was at fault.

1 only 1 & 2 1 through 3
1 through 4 All five Don't Know

5. 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 and newsworthy even if it is private information.

True False Don't Know

6. Obscene speech is not protected by the First Amendment.

True False Don't Know

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

True False Don't Know

8. 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 False Don't Know

9. The Sixth Amendment to the U.S. Constitution requires that the media ensure criminal defendants receive a fair trial.

True False Don't Know

10. The U.S. Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms.

True False Don't Know

11. 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.

True False Don't Know

12. 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.

True False Don't Know

13. The "fair use" concept in copyright law means anyone may freely publish anything obtained from any online source.

True False Don't Know

14. 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.

True False Don't Know

15. 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 False Don't Know

16. Gender **Male** **Female**

17. Year **Freshman** **Sophomore**
 Junior **Senior**

18. Age _____

19. Sequence **Advertising**
 Journalism
 Public Relations
 Other/Undecided

APPENDIX 9-H. ETHICS TEST

School of Mass Communication Ethical Climate Questionnaire • FALL 2013

Please **circle** your answer to each of the following questions and return the completed form to the administrator. Thank you for your assistance.

1. 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.)?

Most	Many	Some
Few	None	Don't Know

2. If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?

Very	Quite	Somewhat
Not Very	Don't Know	

3. If you observed a fellow student cheating in a test or exam, would you report the student to the instructor?

Yes	No	Don't Know
------------	-----------	-------------------

4. If you observed a fellow student copying from your test or exam, would you report the student to the instructor?

Yes	No	Don't Know
------------	-----------	-------------------

5. Would you try to stop the student from copying from your test or exam?

Yes	No	Don't Know
------------	-----------	-------------------

6. Have you ever reported a fellow student for cheating?

Yes	No
------------	-----------

7. How concerned are you about your fellow students' engaging in any of the following?

• Inventing sources (people they quote in their stories)

Very	Quite	Somewhat
Not Very	Don't Know	

• Making up quotes

Very	Quite	Somewhat
Not Very	Don't Know	

• Using information from the Internet without attribution

Very	Quite	Somewhat
Not Very	Don't Know	

8. 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?

Very	Quite	Somewhat
Not Very	Don't Know	



From time to time, journalists are found to have plagiarized or fabricated information in a story.

9. How concerned are you when you hear that a journalist plagiarized a story?

Very	Quite	Somewhat
Not Very	Don't Know	

10. How concerned are you when you hear that a journalist fabricated material for a story?

Very	Quite	Somewhat
Not Very	Don't Know	

11. How concerned are you when you hear that a journalist made up a source for a story?

Very	Quite	Somewhat
Not Very	Don't Know	

12. How do you think a news organization should handle a situation when an employee has been found to have plagiarized?

Fire the employee
Move the person to another position
Reprimand in some other way
Do nothing

13. How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?

Fire the employee
Move the person to another position
Reprimand in some other way
Do nothing

14. 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?

Fire the employee
Move the person to another position
Reprimand in some other way
Do nothing

We would like to know some general information about you.

15. Gender **Male** **Female**

16. Year **Freshman** **Sophomore**
 Junior **Senior**

17. Age _____

18. Sequence **Advertising**
 Journalism
 Public Relations
 Other/Undecided

APPENDIX 9-I. PORTFOLIO INSTRUMENT

SCHOOL OF MASS COMMUNICATION SPRING 2013 PORTFOLIO ASSESSMENT



STUDENTS: Complete this section before your review.

Name _____

Sequence (*circle one*) advertising journalism public relations other (*please specify*) _____

Anticipated date of graduation _____

REVIEWERS:

Complete this section after the review. Assessments will be collected at the end of the session.

Scale: For each of the items that follow use the 0-4 scale with 2 as the midpoint (essentially an F-to-A grade), circling the appropriate judgment.

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.

0 1 2 3 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.

0 1 2 3 4

3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.

0 1 2 3 4

4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).

0 1 2 3 4

5. The work integrates words, numbers, images and sound (where appropriate) effectively.

0 1 2 3 4

REVIEWER'S COMMENTS

Reviewer's name _____

APPENDIX 9-J. INTERNSHIP EVALUATION

Page 2 of 4

1. Supervisor Final Evaluation Information:

Student's name:

Organization:

Internship dates:

Supervisor:

Supervisor email:

Date:

Professional Skills

Rate your intern in the areas below.

2. Ability to apply legal principles such as libel, copyright and privacy.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

3. Demonstrates understanding of the history and role of professionals in shaping communities.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

4. **Demonstrates understanding of the diverse audiences including gender, race, ethnicity and sexual orientation in relation to mass communication.**
- ☐ Strong
 - ☐ Better than average
 - ☐ Average
 - ☐ Could work harder
 - ☐ Weak
 - ☐ Not applicable
5. **Demonstrates understanding of the diverse audiences and impact of mass communications in a global society.**
- ☐ Strong
 - ☐ Better than average
 - ☐ Average
 - ☐ Could work harder
 - ☐ Weak
 - ☐ Not applicable
6. **Ability to prepare images and information using theories and aesthetic principles.**
- ☐ Strong
 - ☐ Better than average
 - ☐ Average
 - ☐ Could work harder
 - ☐ Weak
 - ☐ Not applicable
7. **Demonstrates ethical behavior as appropriate for the workplace.**
- ☐ Strong
 - ☐ Better than average
 - ☐ Average
 - ☐ Could work harder
 - ☐ Weak
 - ☐ Not applicable

8. Ability to incorporate objective information in written, oral or visual form as consistent with professional requirements.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

9. Ability to think critically, creatively and independently.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

10. Ability to engage in research and the evaluation of content that is consistent with the requirements of the workplace.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

11. Ability to write clearly and accurately using appropriate style and format for specific audiences.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

12. Ability to use basic numerical and statistical concepts as required by the workplace.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

13. Ability to use computer applications and equipment in the workplace.

- ☐ Strong
- ☐ Better than average
- ☐ Average
- ☐ Could work harder
- ☐ Weak
- ☐ Not applicable

14. Student's great strength:

15. Student's greatest weakness:

16. Would you recommend this student for a permanent job in this field?

17. Additional comments:

Back

Done

Cancel