CAPSTONE COURSE SPRING 2016 (DIRECT MEASURE)

The school’s faculty has identified a senior capstone course for advertising and 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)

- **Public Relations:**
  - CMMN A418 P.R. Capstone: PR Campaigns or CMMN A419 Advanced PR Campaigns (Bateman)

- **Journalism:**
  - CMMN A490 Journalism Capstone

CMMN A414 Advertising Capstone and CMMN A418 Public Relations Capstone were combined in the spring 2016. The client was the Council on Alcohol and Drug Abuse for the Greater New Orleans area. There were eight evaluators.

Evaluators: 1. Lindsey Prevost, Director of Prevention Services 2. Joyce Bracey, Executive Director 3. Samir Mowad, Board member 4. Catherine Napolitano, Board Member 5. Cory Bergeron, CADA Board President 6. Amanda Walker, Director of Clinical Services 7. Cindy Alles, Executive Assistant and 8. Bette Printer, Development Director. The evaluators were asked to assess the student’s work on a scale of 0-4. 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 = 4, 4, 4, 4, 4, 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, 4, 4, 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, 4, 4, 4, 4
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate) = 4, 4, 4, 4, 4, 4, 4, 4
5. The work integrates words, numbers, images and sound (where appropriate) effectively = 3, 4, 4, 4, 4, 4, 4, 4

Comments:

“Fabulous Work!”

“Wonderful experience in every way! So much work went into it, and the students really “Got Us!” Thanks You!”

“Great Ideas. I’ll take something with me. Well done.”

“Every group did so well! I could tell a lot of work was put into each campaign. Really love all the name ideas and the wonderful social media campaign! We have so many new ideas! Thank you!”
Analysis:
These assessments reveal almost all perfect scores. This capstone is being taught with both advertising and public relations students jointly to ensure a more integrated experience.

CMMN A 415 Advanced Advertising Campaigns: Ad Team
The client was Snapple. There were two outside evaluators.

Evaluators: 1. Nicole Parker, Account Supervisor and 2. Kody Collier, Campaign Strategy Manager. The evaluators were asked to assess the student’s work on a scale of 0-4. 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 = 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 = 3, 3
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience = 3, 4
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate) = 3, 4
5. The work integrates words, numbers, images and sound (where appropriate) effectively = 4, 4

Comments:
“Hard to believe these are undergraduate students. Presentation was very well rehearsed and executed. It was obvious a lot of time and work went into this advertising campaign.”

Analysis:
While overall good scores, these assessments reveal scores of both 3 and 4 in four of the five rubric areas. This advertising campaign did not place in the regional advertising competition.

CMMN A419 Advanced Public Relations Campaigns: Bateman Team
The client was Student Veterans of America. There were two outside evaluators.

Evaluators: 1. Mark Francis, Chief Marketing Officer, Charter Senior Living and 2. Anna Whitlow, BeNimble PR President. The client was the Student Veterans of America. The evaluators were asked to assess the student’s work on a scale of 0-4. 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 = 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
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:
“Excellent research, quantitative data which drove results, engaging and well delivered, Presentation was dynamic and thorough.”

“Well developed campaign, good use of research.”

Analysis:
These assessments reveal perfect scores. The team ranked 2nd in the nation for the Public Relations Bateman Case Study Competition.

CMMN A490 Journalism Capstone
There were evaluators from WLBT-TV/ Raycom Media, WCBI-TV and two from NOLA Messenger.

Evaluators: 1. Ted Fortenberry, Vice President and General Manager at WLBT-TV/ Raycom Media 2. Derek Rogers, General Manager at WCBI-TV 3. Robert Morris & Tyree Worthy, Publisher & Advertising Director at NOLA Messenger.

The evaluators were asked to assess the students’ work on a scale of 0-4. 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 = 3, 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 = 3, 4, 3
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience = 4, 3, 3
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate) = 3, 4, 3
5. The work integrates words, numbers, images and sound (where appropriate) effectively = 4, 3, 4

Comments:
“The Overall body of work is impressive. It is apparent the students are
receiving relevant, current, real-world training.”

“I thought that the videography was very good, was framed well and was relevant to the reporters tracks and VO’s. Stories were interesting and held my attention.”

“The students have a basic understanding of everything they covered, and their questions revealed information their audience could appreciate.

“Not many clear attempts at including diverse perspectives, voices (ex. opinions from both sides on shelter freeze plan story). Uber, Prince stories did well on this.

“Some stories were drawn out. Others weren’t full enough. Some of the writing didn’t seem polished enough to be final products; some lines/introduction could have been more compelling instead of blanket statements (feral cats).

“Several small problems with video cues and editing, grammar and formatting in articles (ex. DeVine interview section). Some verbage could be more concise. Should be fixed with more thorough final reads and reviews.

“The newscast intro should use shades of red/maroon/gold as to match the colors and branding of the school. There were a few pieces with odd angles (Prince) and low quality sound (TOPS), but other than that, the visuals were effective.

“There are clearly problems with the overall work since these are student writers working with student editors, but those issues would be diminished in an actual newsroom. Overall, Loyola is continuing to provide a solid foundation for students to build actual news careers. We’re happy that the program has developed so much, and we hope to see more quality projects from Mass Communication students.”

Analysis:
These assessments reveal scores of both 3 and 4; and, while overall the scores are good; open ended responses do show opportunity for student growth in writing and overall editing skills. It should be noted that this is being addressed in a more robust videography course that is taken prior to the first reporting course.