

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Mass Communication BA - Media Advertising

As of: 11/01/2016 03:07 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Intern evaluation by community supervisors

Graduating seniors should have the skills and abilities needed for entry-level work in advertising professions, as judged by internship supervisors.

Related Measures

M 2: Intern evaluation by community supervisors

Advertising professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms.

Source of Evidence: Field work, internship, or teaching evaluation

Target:

The department expects 75% of students to score at least a "C" average on the internship evaluation.

Finding (2015-2016) - Target: Met

Five advertising students completed internships in the Spring 2016 semester. On a scale from 1 (poor) to 5 (excellent) two of the students received a rating of 5, and three received a rating of 4. In other words, the entire group's average was a respectable 4.4 (88%, or a high B), which surpasses the target for this measure.

Related Action Plans (by Established cycle, then alpha):

Revise target

The advertising faculty will meet in the Fall semester to analyze whether the target for the interns should be revised upward, perhaps to a B average for at least 80% of the students.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Intern evaluation by community supervisors |

Outcome/Objective: Intern evaluation by community supervisors

Improve specific skills

The advertising faculty will meet in Fall 2015 to identify specific skills where our students might require further improvement.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Intern evaluation by community supervisors |

Outcome/Objective: Intern evaluation by community supervisors

Maintain course and develop relationships

The satisfactory performance suggests that we maintain the current activities and requirements in regards to internships. In addition, the class will be further improved by strengthening relationships with current entities which offer internships and by establishing new relationships. Some improvements will be made to the class mechanics. For example, the current system used to evaluate both the interns and the internships uses paper documents. This system will be moved online.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Intern evaluation by community supervisors |

Outcome/Objective: Intern evaluation by community supervisors

SLO 3: Writing correctly and clearly

Students should write correctly and clearly in forms and styles appropriate for advertising professions and audiences.

Related Measures

M 3: Writing, Editing and AP style exam

Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the usable data for this measure.

Source of Evidence: Writing exam to assure certain proficiency level

Target:

At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met.

Finding (2015-2016) - Target: Met

A total of six advertising students were enrolled in the writing course in the Spring 2016 semester. Their scores on the writing test ranged from a minimum of 14 to a maximum of 98, with a mode of 82 (n = 2). Analyzing the top 75% of the scores revealed that the average grade was 85.6%, corresponding to a mid-range B, which meets the objective and the target for this measure.

Related Action Plans (by Established cycle, then alpha):

New Course - ENGL 352

The measure for Learning Goal 2 will be used in several ways. First, results should provide a new resource, namely, ENGL 352 (Advanced Grammar), to ensure that students have adequate preparation in writing and editing before they enter upper-division journalism course work.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Measure: Writing, Editing and AP style exam |

Outcome/Objective: Writing correctly and clearly

New Department-Wide Writing Test

Intern supervisors have occasionally commented that students' writing skills need more polish. Mass Communication will require a department-wide writing test for Introductory Journalism classes (CMCN 212). This new measure is discussed within Learning Goal 3.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Measure: Writing, Editing and AP style exam |

Outcome/Objective: Writing correctly and clearly

New Measure and Comparison of CMCN 212

Second, because CMCN 212 is primarily taught by three or four adjunct professors, this new measure will allow comparison of different instructors' success in teaching writing skills, which in turn will suggest faculty development/training or altered pedagogy for any CMCN 212 instructors whose classes consistently score below the department average.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Measure: Writing, Editing and AP style exam |

Outcome/Objective: Writing correctly and clearly

Revise assessment goals and measures

Following training received on May 7, 2012, it became apparent that the assessment goals and measures need to be revised for relevance and validity.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):**Measure:** Portfolio Evaluation | **Outcome/Objective:**

Production Theory and Techniques

Measure: Writing, Editing and AP style exam |**Outcome/Objective:** Writing correctly and clearly**Implementation Description:** Advertising faculty will meet during the month of June 2012 if possible and/or between Aug.15-Sept 1 to decide new objectives/measures.**Projected Completion Date:** 09/2012**Responsible Person/Group:** Lucian Dinu, Advertising program coordinator.**Raise grade bar**

Despite the apparently acceptable writing scores, advertising faculty noticed that students' writing skills need improvement. The faculty will meet in Fall 2015 to explore the feasibility of increasing the required minimum passing grade for CMCN 212 from C to B.

Established in Cycle: 2014-2015**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** Writing, Editing and AP style exam |**Outcome/Objective:** Writing correctly and clearly**Writing within students' respective programs**

AP style is a major part of the writing course. However, advertising professionals do not use AP style in their daily activity. Therefore, advertising students will not be required to take CMCN 212 in future semesters. Instead, more emphasis will be placed on advertising-specific writing in other classes, such as CMCN 340 - advertising copywriting. Students who need extra work on their writing will still have the opportunity to take CMCN 212 as an elective.

Established in Cycle: 2015-2016**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** Writing, Editing and AP style exam |**Outcome/Objective:** Writing correctly and clearly**SLO 4: Production Theory and Techniques**

Seniors demonstrate build specialized portfolios that reflect their ability to apply the knowledge obtained in the program

Related Measures**M 4: Portfolio Evaluation**

As they enter upper-division course work within the field, students take a "Principles of (Journalism, Broadcasting, or Advertising)" course (respectively, CMCN 311, 350, 330). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course, students' completed portfolios are evaluated by professionals from the journalism, broadcasting, or advertising professions. The evaluators use a rubric

that assesses whether student work meets the professional standards appropriate to entry-level employment within the field.

The rubric itself gives the evaluator five rating choices, from 5 "Strong" to 1 "Weak." Within any given measure, we expect student portfolios to average at least 3.5 (moderately strong), when the choices are quantified.

Portfolio evaluations are done by media or advertising professionals near the end of the capstone course, which is normally taken in the students' senior year.

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Source of Evidence: Portfolio, showing skill development or best work

Connected Document

[Journalism Portfolio Evaluation Form](#)

Target:

The "new and improved" target for this measurement cycle is for at least 80% of the students to score at least a B average on the specific skills of their portfolios.

Finding (2015-2016) - Target: Not Met

Among 19 students enrolled in the Advertising capstone course (CMCN 437), 16 submitted portfolios for professional review. Three portfolios were submitted late and thus excluded from professional review (receiving a zero on all scores). Ten of the 16 submitted portfolios (62.5%) earned an overall average score of 4.0 or higher on a 1-5 point scale. Two more students scored between 3.5 and 4.99 on a 1-5 point scale. Four students scored below 3.5 on a 5-point scale. Overall, the average score for all 19 students (including the three who did not submit), was 3.368. When those three are excluded, the overall average score for the remaining 16 was 4.0 on the 5-point scale, indicating we are closer to meeting the goal of 80% scored at "B" or better, than in previous years.

For 3 of the 16 portfolios reviewed, the professionals were unable to identify a clear focus; in other words, those students failed to communicate their main professional strength through the portfolios. By grading category, scores across all 19 students (including the three who did not submit), averaged as follows, beginning with the highest: Concepts & Theories (3.73), Professional

Ethics (3.63), Critical Thinking, 3.47; Writing (3.36); Helping Obtain Employment (3.315); Conducting Research (3.10); and Use of Tools/Technology (2.94). Again, average scores by category are higher when those who did not submit are excluded.

The overall result of 62.5% of 16 students' portfolios receiving a 4.0 or better on portfolio review, falls short of the goal of having 80% of students achieve a 4.0 or higher rating. This seems related to students' continuing difficulty in scheduling CMCN 337, before they schedule CMCN 437. Those who did not take the course (or who did not have significant prior work experience) performed more poorly than those who did take CMCN 337.

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Priority: High

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Measure: Portfolio Evaluation | **Outcome/Objective:** Production Theory and Techniques

Measure: Writing, Editing and AP style exam |

Outcome/Objective: Writing correctly and clearly

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Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Measure: Writing, Editing and AP style exam |

Outcome/Objective: Writing correctly and clearly

Implementation Description: Advertising faculty will meet during the month of June 2012 if possible and/or between Aug.15-Sept 1 to decide new objectives/measures.

Projected Completion Date: 09/2012

Responsible Person/Group: Lucian Dinu, Advertising program coordinator.

Analyze findings and devise curriculum measures to remedy deficiencies

Faculty in the advertising sequence will meet during early Fall 2013 semester to further analyze the results of the portfolio evaluations, in order to remedy the current deficiencies for the next evaluation cycle.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Six procedural improvements

Faculty in the advertising sequence should discuss these results over the summer or early in the Fall 2014 semester to refine and improve the assessment plan and student performance. Discussion should include consideration of a few potential contributing factors as follows:

1. Student majors: this cohort included three who are minoring in advertising (1 from College of the Arts, 79%; 1 from Business Administration, 89%; and 1 from General Studies, 75%). Thought should be given to the appropriateness of external review advertising minors as opposed to majors.
2. Course sequencing: this cohort also included two students taking CMCN 437 before taking CMCN 435, media planning. Their scores (94%, 68%) don't clearly illuminate what effect this may have had, but it should be noted as a potential influencer.

3. Class level: This course included four students who are juniors and some who are seniors but not yet in their final semester – and thus, some students may have had a smaller body of work from which to choose. It may be helpful to limit external review to graduating seniors, and offer both a Fall and Spring review to make sure all graduating students get a review in their semester of graduation.

4. Enrollment: This cohort included 21 enrolled in the class (one of whom did not submit a portfolio, for a total of 20 portfolios reviewed). In the previous review, the class was significantly smaller and only 13 portfolios were sent out for external review. For both the quality of instruction and quality of external review, it may be helpful to limit enrollment or use more than one external reviewer.

5. Instruction: The instructor of record is relatively new to the course, having taught it only twice, and will continue to develop the portfolio teaching plan and rubrics for preliminary phases of review. Additionally, the department now offers a dedicated portfolio class (CMCN 337), thus creating greater opportunity for students to develop portfolio skills and content before enrolling in CMCN 437.

6. The advertising faculty will redesign the portfolio review form to make it easier to apply and more reliable. One idea is to use vastly different sections for different specializations, such as copywriting vs. AE, so it is easier to distinguish what is not applicable for each specialization.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Achieve consistency of results

The results for this objective have been very mixed in the 4 most recent measurements - met, not met, partially met, met. The last three years show a positive trend, however, we must be sure the results of the most recent measurement will stay consistent over the next few years. Therefore, the action plan is to continue to do what we did this measurement cycle until we are confident that we can again raise the bar.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Make the portfolio class mandatory

Beginning with Fall 2017 the portfolio class (CMCN 337) will be mandatory for advertising students in order to give them further

assistance on improving their portfolios.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio Evaluation | **Outcome/Objective:**
Production Theory and Techniques

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

By email to the program coordinator for sharing with faculty within each program.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Improving specific skills (namely writing for various advertising formats) recorded some success. Developing relationships with professionals also worked well. Not only are advertising portfolios reviewed by outstanding professionals, but one of these professionals is also teaching the media planning class for us. We expect that making the portfolio class mandatory will lead to much improved portfolios.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

1. A major learning was that perhaps our measurement goals and procedures for the university-wide SACS accreditation need to be more aligned with measurement goals and procedures for ACEJMC accreditation.
 2. Related to this learning is the realization that many insights for the development of the program in general – meaning across the five undergraduate programs and the one graduate program – came from quantitative and qualitative data collected more traditionally, outside of this measurement process. Such data include student feedback, as well as input from portfolio reviewers, other professionals in the field, as well as the professional and academic development of individual faculty members. The suggestion here is that perhaps our concept of data should be refined to include qualitative and indirect measures.
 3. Another learning was that faculty buy-in needs to be improved.
- Putting together learning 2. and 3. we conducted a faculty retreat where all the full-time faculty participated. The general result of the retreat is that two of our undergraduate programs are now merged (advertising and public relations), and the other three will undergo considerable updates and upgrades which should bring them into the 21st century. For example, digital media in general and social media in