

Manship School of Mass Communication Undergraduate Student Learning Assessment Plan

Updated: April 20, 2021

Assessment in the Manship School is an ongoing, faculty-led process to determine if students are meeting the educational goals of the program. This process values significant input from faculty, professionals and alumni in the fields encompassed by the school. It is a circular system that evaluates student learning at the program level with a focus on cohorts. The key to effective assessment is stating and communicating clear learning objectives, assessing the related learning outcomes, and then taking action to improve the achievement of those learning outcomes. The Manship School has chosen a distinctive way to express and communicate its learning outcomes based on the Accrediting Council on Education in Journalism & Mass Communication's (ACEJMC) core values and competencies. We call our approach "The 1, 2, 3s of a Manship Education" (see attachment). It divides the ACEJMC 10 into three categories for easy digestion by current and prospective students while clearly stating what the school values. The Manship School faculty strives to make assessment and its resulting changes a habitual and positive part of our teaching values and goals at the core of our mission to develop professional communicators.

This plan was modified before the last accreditation report following to the Southern Association of Colleges and Schools (SACS) and the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) specifications. The modified plan was voted on in October 2013 and put in place immediately. This plan called for a simpler, yet more applicable process that will net the school better data in order to improve our teaching strategies and better meet our course and program outcomes. The plan was modified again in December 2019 and in April 2021 to ensure compliance with SACS and ACEJMC.

School Mission Statement

The mission of the Manship School is to produce highly competent communicators with broad knowledge and training in the liberal arts and the media. The school promotes effective communication, critical thinking and ethical responsibility. Through its teaching, research, and public service, the school is committed to leading the study and practice of media and public affairs. Believing that media should reflect and provide leadership to society, the school seeks diversity in its outlook, student body, faculty and staff.

Goals & Contents of the Assessment Plan

Above all else, the goal of this plan is to ensure students in the program receive excellent and innovative instruction and academic experiences that meet the school's teaching goals. The plan is streamlined to better assess the program's goals and make the feedback loop more successful. The plan was adjusted to comply with both ACEJMC's and the Southern Association of Colleges and Schools' (SACS) accreditation standards.

Each concept in The 1, 2, 3s has a specific learning outcome, and these learning outcomes are listed on the following pages. The Assessment Plan and accompanying materials immediately

follows, specifying how the school uses direct and indirect measures to assess programmatic student learning.

The measures include:

- Capstone Senior Manship Exam (direct measure)
- Capstone Senior e-portfolio/project evaluations (direct measure)
- Aggregate Internship Evaluations (indirect measure)
- Student Awards (indirect measure)
- Student Exit Survey (indirect measure) (ended in 2018)
- Alumni Survey by Career Services (indirect measure)

The 1, 2, 3s of a Manship Education – Goals & Student Learning Outcomes

Believe it. Know it. Share it.

These professional values and competencies are endorsed by the faculty and are woven into the course learning outcomes throughout the curriculum. Upon completion of the Manship School course work, graduates should value, understand and be able to implement the following:

1 Values – Believe it

Learning outcome: Freedom of Expression and the range of systems of freedom around the world.

ACEJMC expectation: Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.

Learning outcome: Historical roles of media institutions and individuals in society

ACEJMC expectation: Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.

Learning outcome: Ethical ways of pursuing truth, accuracy, fairness and diversity

ACEJMC expectation: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Learning outcome: Diversity of ideas, viewpoints and experiences domestically and globally

ACEJMC expectations: Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.

2 Knowledge – Know it

Learning outcome: Understand and apply theories in presenting visual and written information

ACEJMC expectation: Present images and information effectively and creatively, using appropriate tools and technologies.

Learning outcome: Think analytically, creatively and independently

ACEJMC expectation: Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.

Learning outcome: Use, conduct and evaluate research

ACEJMC expectation: Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.

Learning outcome: Understand and apply statistical information

ACEJMC expectation: Effectively and correctly apply basic numerical and statistical concepts.

Learning outcome: Use technology and current tools of the profession

ACEJMC expectation: Apply tools and technologies appropriate for the communications professions in which they work.

3 Sharing of Information – Share it

Learning outcome: Write clearly and accurately

ACEJMC expectation: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Learning outcome: Edit and critically evaluate own work and the work of others

ACEJMC expectation: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

The Manship School promotes awareness of The 1, 2, 3s of a Manship Education by various means. The Dean will introduce them in every introductory media writing class. Additionally, they are attached to every syllabus and discussed at new student orientations. Finally, framed copies have been placed on the wall in every Manship classroom.

Assessment Plan

The plan contains multiple direct and indirect measures designed to work together to fulfill the school's teaching objectives as outlined in the professional values and competencies above. The obvious key assessment point is the capstone courses in each area of study in the Manship School. A matrix of core values and competencies covered by each class is attached.

Undergraduate Assessment Measures

Direct Measures

Capstone Senior Manship Exam (direct measure)

Seniors in all four concentrations—digital advertising, journalism, public relations and political communication—are required to take the Manship Exam at their end of their capstone courses. The core of this electronic exam is made up of 70 questions, five questions for each of the 10 values and competencies (except for writing, which has 15). Once ACEJMC shifted from 12 to 10 values and competencies, the diversity questions remain the same, but global and domestic diversity questions were scored as one value/competency. Likewise, the critical thinking questions and the research questions were scored as one value/competency. The analysis consists of breaking down the test by outcome question and allows for comparison across areas. This exam is also given to all students in the introductory media writing class (2000-level) that serves as a gateway class into the school. This allows for comparisons of growth in knowledge between new and senior students. Student learning issues are identified and then discussed in Area meetings and changes are implemented based on these discussions. Again, this test is given to all students enrolled in MC 2010 Media Writing course. The mostly-freshmen in this class serve as a baseline of comparison with our seniors in order to provide a true measure of programmatic learning and progress.

Frequency: Annual

Capstone Senior Portfolio Evaluations (direct measure)

Seniors in all four concentrations, digital advertising, journalism, public relations and political communication, turn-in an electronic portfolio of their work at the end of the capstone course in their area. These portfolios are evaluated by professionals and faculty according to the attached rubric. The panel evaluates the level of student learning of the values/competencies on a 1 – 5 scale. The scale is articulated in the attached rubric. The Manship faculty members who teach the capstones gather the portfolios of 20 percent of the class for assessment. After the evaluation takes place, the area heads compile the reports from the panels and discuss the findings with other faculty who teach the courses. Student learning issues are identified and then discussed in Area meetings and changes are implemented based on these discussions.

Frequency: Annual

Indirect Measures

Aggregate Internship Evaluations (indirect measure)

The Manship School uses a web-based evaluation form for student internship supervisors to provide their evaluations of student performance. This data is reviewed three times per year by

Area Heads to determine student performance in the professional world. The ACEJMC 10 core professional values and competencies are included in the evaluations—before the shift from 12 to 10 core competencies, 12 values and competencies were scored. The data are compared over time to determine progress in student learning and areas of deficiencies.

Frequency: Annual

Student Awards (indirect measure)

Manship School faculty and student actively encourage students to enter regional and national competitions including Hearst, SPJ, Bateman, American Advertising Federation competitions, among others. Awards are external indicators of academic success via classes or Student media. Student awards are compiled annually, and faculty discuss student performance in competitions as it relates to student learning.

Frequency: Annual

Student Exit/Graduation Survey (indirect measure)

While these surveys have been administered to the vast majority of graduating seniors since 2003, in 2018, the school stopped administering the survey, relying on ASJMC data for one year before removing the measure entirely. Low response rates (due to the length of the survey) not only led to limited results, and with increased emphasis from the university on the Career Services survey (which established a closer partnership with individual colleges on campus), the exit/graduation survey became redundant. While data are present in early stages of the evaluation period, the survey is no longer administered to students.

Alumni Survey by Career Services (indirect measure)

In 2013-2014, the Manship School began collecting data from alumni via an online survey. The information is used to track graduate employment and graduate school attendance, as well as the short-term and long-term usefulness of their educational experiences gained in the program. LSU's Career Services executes an annual survey (with limited questions) so data can be analyzed and compared. These questions were adjusted in 2018 in an attempt to increase response rates, and so the questions now focus specifically on salaries and types of jobs rather than including questions about students' perceptions of preparedness from their individual colleges.

Frequency: Annual

Indirect Measures

Introduction to Mass Media (General Education) Pre-test Post-test (direct measure)

SACS requires that we assess all classes classified as general education classes every time they are taught. Therefore, MC 2000: Introduction to Mass Media is assessed twice a year. All mass communication majors are required to take the course, yet because it is a Gen Ed class, it serves the entire university. All students in the course are given an electronic pre-test in the first two weeks of the semester and a post-test in the final week of the semester. The scores are compared by the faculty teaching that course prior to the beginning of the next semester and changes are made as needed to improve student learning.

Frequency: Bi-annual

Schedule of Course Assessment

COURSE	FALL	SPRING
MC 2000 (Gen Ed)	X	X
MC 4005 (PR capstone)		X
MC 4045 (Ad capstone)		X
MC 4105 (Journ capstone)		X
MC 4106 (Journ capstone)		X
MC 4520 (Poli comm capstone)		X
MC 4600 (Alternative capstone)		X

ACEJMC Values and Competencies in Core Courses for All Students

ACEJMC Values and Competencies	Core Courses						
	MC 2000	MC 2010	MC 2015	MC 2035	MC 3080	MC 3333	MC 4090
Freedom of speech	X	X	X	X	X		
Multicultural history	X	X			X	X	
Culturally proficient communication		X	X	X	X	X	
Present images and information effectively		X	X	X		X	
Write correctly and clearly		X	X	X	X	X	X
Professional ethics	X				X		X
Apply critical thinking in conducting research					X	X	X
Apply statistical concepts							
Critical evaluation		X	X			X	
Application of tools and technology		X	X	X			

MC 2000: Introduction to Mass Media

MC 2010: Media Writing

MC 2015: Visual Communication

MC 2035: Digital and Social Media Branding

MC 3080: Mass Media Law

MC 3333: Multiculturalism

MC 4090: Media Ethics and Social Responsibility

ACEJMC Values and Competencies in Area Capstone Courses

ACEJMC Values and Competencies	Capstone Courses					
	MC 4005	MC 4045	MC 4105	MC 4106	MC 4520	MC 4600
Freedom of speech	X		X	X		
Multicultural history	X	X				X
Culturally proficient communication	X	X	X	X	X	X
Present images and information effectively	X	X	X	X	X	X
Write correctly and clearly	X	X	X	X	X	X
Professional ethics	X	X	X	X	X	X
Apply critical thinking in conducting research	X	X	X	X	X	X
Apply statistical concepts	X	X	X	X	X	X
Critical evaluation	X	X	X	X	X	X
Application of tools and technology	X	X	X	X	X	X

MC 4005: Public Relations Campaigns

MC 4045: Advertising Campaigns

MC 4105: Advanced Long-Form Journalism

MC 4106: Advanced Short-Form Journalism

MC 4520: Advanced Seminar in Political Communication

MC 4600: Create Lab (alternative capstone)

CAPSTONE COURSE EVALUATION MATRIX

DIRECTIONS: PLEASE RATE THE STUDENT WORK YOU REVIEWED (IN AGGREGATE) ACCORDING TO THE SCALE BELOW (1-5). PLEASE REFER TO THE DESCRIPTION OF EACH COMPETENCY (1-10). IN THE BOX PROVIDED BELOW EACH COMPETENCY, INDICATE THE DEGREE TO WHICH THE SAMPLE DEMONSTRATED ACHIEVEMENT OF THAT COMPETENCY. PLEASE REFER TO THE MATRIX RUBRIC AND THE DEFINITIONS BELOW.

1	2	3	4	5	N/A
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT	DOES NOT APPLY OR CANNOT BE DETERMINED

COURSE	1 FREEDOM OF SPEECH	2 HISTORY	3 DIVERSITY	4 APPLY INFO/IMAGE CONCEPTS & THEORIES	5 WRITE CORRECTLY & CLEARLY	6 ETHICS	7 THINK CRITICALLY IN CONDUCTING RESEARCH	8 STATISTICAL CONCEPTS	9 CRITICAL EVALUATION	10 APPLICATION OF TOOLS & TECHNOLOGY

COMMENTS: Please provide feedback supporting your ratings. Please write on the back if necessary.

Additionally, please write a few sentences on 1) the students' level of skill, and 2) potential in the field.

Student Evaluation Matrix Rubric

SCALE 1-5

Competency/Value Core Objective	1 POOR	2 FAIR	3 GOOD	4 VERY GOOD	5 EXCELLENT
1) FREEDOM OF SPEECH Students apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.					
2) HISTORY Students demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.					
3) DIVERSITY Students demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.					
4) USE OF IMAGES & INFORMATION Students present images and information effectively and creatively, using appropriate tools and technologies.					
5) WRITING SKILLS Students write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.					
6) ETHICS Students demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.					
7) CRITICAL THOUGHT & RESEARCH METHODS Students apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.					
8) STATISTICAL CONCEPTS Students apply basic numerical and statistical concepts.					
9) CRITICAL EVALUATION Students critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.					
10) APPLICATION OF TECHNOLOGY Students apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.					

Scoring Rubric Definitions*

A **5 (Excellent)** on the scale represents:

- “Excellent” as demonstrated in knowledge and application of the core objective.
- In-depth knowledge of theory, practices, techniques, formats, and contexts related to the core objective.
- The ability to relate knowledge of core objective to multiple scenarios and other disciplines.
- The ability to demonstrate knowledge related to the core objective in a creative way.
- “Excellent” writing or visual expression and composition abilities.

A **4 (Very Good)** on the scale represents:

- “Very Good” as demonstrated in knowledge and application of the core objective.
- A solid grounding in knowledge of theory, practices, techniques, formats, and contexts related to the core objective.
- The ability to explore opportunities and consequences associated with the knowledge of the core objective.
- “Very Good” writing or visual expression and composition abilities.

A **3 (Good)** on the scale represents:

- “Good” as demonstrated in knowledge and application of the core objective.
- An adequate grounding in knowledge of theory, practices, techniques, formats, and contexts related to the core objective.
- An understanding of the more important core concepts but does not fully understand the application of the concepts.
- “Good” writing or visual expression and composition abilities.

A **2 (Fair)** on the scale represents:

- “Fair,” but limited knowledge and application of the core objective.
- “Fair,” but quite limited in knowledge of theory, practices, techniques, formats, and contexts related to the core objective.
- Limited connection between and among ideas.
- “Fair” writing or visual expression and composition abilities.

A **1 (Poor)** on the scale represents:

- “Poor” as demonstrated in knowledge and application of the core objective, equates with failing.
- A lack of knowledge of theory, practices, techniques, formats, and contexts related to the core objective.
- No understanding of the core concepts and therefore no ability to apply the concepts.
- “Poor,” incoherent or irrelevant writing or visual expression and composition abilities.

An acceptable threshold level of 3 on the 5-point scale was selected as a realistic target for Mass Communication undergraduate students.

*Adapted from the Student Evaluation Scoring Rubric developed by the Department of Communication of the University of Toledo. Originally developed using Martha Stone Wiske’s book, *Teaching for Understanding* (1998).

THE 1, 2, 3s of a Manship EDUCATION

1 Values

- Freedom of Expression and understanding the range of systems of freedom around the world
- Historical roles of media institutions and individuals in society
- Ethical ways of pursuing truth, accuracy, fairness and diversity
- Diversity of ideas, viewpoints and experiences domestically and globally

- Understand and apply theories in presenting visual and written information
- Ability to think analytically, creatively and independently
- Use, conduct and evaluate research
- Understand and apply statistical information
- Use technology and current tools of the profession

Knowledge 2

3 Sharing of Information

- Writing clearly and accurately
- Editing and critically evaluating own work and the work of others

Believe it. Know it. Share it.