Learning Outcomes for the Department of JMC

1. Students will develop the necessary writing skills for professional employment in news, public relations, advertising and social media communications fields.
2. Students will develop the necessary artistic, photographic, multi-media and graphic design skills for professional employment.
3. Students will attain an informed historical, political and ethical perspective on the role of the media and other mass communication fields in democratic societies.
4. Students will master strategic and critical thinking skills and become imbued with ethical values that will enable them to become ethical leaders in society.
5. Students will develop skills that will enable them to adapt to an every-changing media landscape.

Assessment Methodologies

The Department of JMC uses a variety of methodologies to assess its existing courses and to determine the need for new courses. These include:
1. Assessing writing and graphics portfolios based on rubrics developed for that purpose.
2. Assessing understanding of historical, legal and ethical concepts and mastery of other information needed to become a media professional through embedded questions in exams, quizzes and selected course assignments emphasizing critical thinking.
3. Assessing the need for new courses/revisions in course content to reflect changes in media fields based on interviews and other feedback from students, alums, and other media professionals, faculty work in media, and trends documented in professional literature and reported on at academic conferences. These data also help the department determine what course content and courses to delete.

Curriculum Assessment 2009

In addition to assessing courses and tracks on an ongoing basis using the methodologies above, the Department annually assesses its curriculum as a whole at its spring faculty retreat. Faculty members review department learning outcomes, brainstorm about major professional developments that must be reflected in the curriculum and delete courses that have become either obsolete. These decisions reflect the Department's understanding of its responsibility to use finite resources most wisely to achieve the department's Learning Outcomes.

Here are our assessments of our academic core classes and our tracks.

Academic Core

The convergence and social media revolutions have had a major impact on the underlying legal, ethical and historical issues with which Creighton JMC graduates must be familiar. Courses such as Media History, Media Ethics and Media Law are continually updated to expose students to such issues as:
• Recent Supreme Court decisions interpreting the First Amendment and developments such as the jailing of reporters claiming Shield Law privileges.

• New privacy issues related to social media and the impact of technology on plagiarism and other concerns.

• Ethical issues arising from the use of social media.

While JMC 365 (International Mass Communication) is an Arts Core class rather than a JMC Core class, it is continually updated to reflect changes in global mass communication. For example this spring it will include discussion of the use of social media in Iran in the wake of the disputed election and the implications of this for the dissemination of information from a previously closed society.

Faculty decisions on which new material to emphasize and what to delete are based on academic and professional reading, constant monitoring of current events and participation in academic and professional conferences. The constant integration of new material reflects the way faculty evaluate such data to “close the loop” in changing their courses.