



**Ferre Rangel School of Communication
Universidad del Sagrado Corazón**

Assessment Plan

2025 - 2027

I- Introduction

The Ferre Rangel School of Communication at the Universidad del Sagrado Corazón embraced on 2026 the values and competencies of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). These are:

1. 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. demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications
3. 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. present images and information effectively and creatively, using appropriate tools and technologies
5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve
6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
7. apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work
8. effectively and correctly apply basic numerical and statistical concepts
9. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness
10. apply tools and technologies appropriate for the communications professions in which they work

The ACEJMC values and competencies, adopted by the Ferre Rangel School of Communication, are aligned with the competencies of the Universidad del Sagrado Corazón, which focuses on Communication, Critical Questioning, Innovation and Entrepreneurship, Research and Exploration, Critical Ethical Reflection, Leadership For The Common Good and Digital Literacy.

They are also consistent with the School's Mission: to educate ethical communication professionals in a global context, capable of connecting and sharing socially valuable stories through diverse techniques, technologies, and platforms. The Mission shapes the student profiles within the School's academic programs.

Likewise, it aligns with the School's vision, which is to be the leading academic program in Puerto Rico and the Caribbean in the field of communication, with a relevant curriculum grounded in active learning that is capable of developing in its students the creative, entrepreneurial, research, and collaborative skills that enable them to make an impact on society from their university years.

II- Student Learning Outcomes

A- Graduate Profile of the Bachelor of Arts in Communication with a concentration in Audiovisual Production and Film

1. Effectively apply diverse narrative techniques to tell relevant and memorable stories, tailored to the characteristics of their audiences.
2. Acquire proficiency in tools and equipment for producing audiovisual content, including artificial intelligence, and emerging technologies.
3. Integrate specialized techniques in audiovisual production within their area of interest across departments such as production, screenwriting, directing, cinematography, sound, art, editing, and post-production.
4. Critically applying foundational knowledge to create, research, develop, and produce collaborative projects within the digital industry in interdisciplinary contexts.
5. Synthesize and evaluate aesthetic elements in audiovisual production, considering historical context and current trends, to create works with a defined visual identity and a unique, high-quality narrative.
6. Understand the distribution chain and frameworks to design marketing plans and draft proposals that financially enable the execution of audiovisual or film projects.
7. Comprehend the social and environmental impact of their professional work and projects undertaken, adopt sustainable production practices and promoting responsible use of resources.
8. Incorporate an ethical perspective in audiovisual and film projects that highlight interculturality and strengthen sociocultural values.

B- Graduate Profile of the Bachelor of Arts in Communication with a concentration in Strategic Communication

1. Professionally communicate strategic content, both orally and in writing, in a critical and innovative manner for diverse audiences across multiple formats in traditional and digital media, taking user experience into account.

2. Analyze audiences, media, markets, and viability to design aligned strategies aimed at achieving organizational goals.
3. Plan and manage strategic communication projects for various media, requiring interdisciplinary collaboration. Project development should apply skills in budget management, return on investment evaluation, brand management, and communication.
4. Apply emerging technological tools to validate, develop, and execute strategic communication projects, considering market evolution, user experience, and budgetary viability.
5. Conduct research using quantitative and qualitative techniques to support data-driven strategic decisions, evaluating results to continuously improve implemented strategies.
6. Demonstrate ethical conduct in the practice of strategic communication, in accordance with legal requirements and social responsibility.
7. Lead and manage strategic communication projects that promote inclusive narratives and institutional actions aimed at the common good and social justice, grounded in reflection and self-awareness.

C- Graduate Profile of the Bachelor of Arts in Communication with a concentration in Journalism

1. Identify public interest topics through data tracking, cleaning, and visualization.
2. Write content in diverse journalistic formats and genres, maintaining a coherent narrative thread.
3. Produce multimedia content that demonstrates narrative cohesion across text, images, graphics, and other media.
4. Create informative content adapted to various platforms, including radio, television, print, and digital media.
5. Utilize digital tools and advanced search methods to conduct journalistic research.
6. Demonstrate the ethical values of the profession and promote content that is diverse, inclusive, and accessible to varied audiences.
7. Apply innovative thinking in the selection, design, and execution of content.

III- Curriculum maps

Curriculum Map- Audiovisual Production and Film		
1	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	PAV 110- Narrative Influences PAV 321- Creative Treatment of Reality CNE 480- Integrative Seminar in Film
2	demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications	PAV 110- Narrative Influences PAV 321- Creative Treatment of Reality PAV 421- Contemporary Visual Culture
3	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	PAV 321- Creative Treatment of Reality PAV 421- Contemporary Visual Culture

4	present images and information effectively and creatively, using appropriate tools and technologies	PAV 220- Composition and Visual Narrative PAV 221- Sound for Audiovisual Production PAV 320- Art and Technique of Editing
5	write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve	PAV 112- The Art of Storytelling PAV 420- Script Development
6	demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity	PAV 321- Creative Treatment of Reality CNE 480- Integrative Seminar in Film
7	apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work	PAV 110- Narrative Influences PAV 321- Creative Treatment of Reality PAV 421- Contemporary Visual Culture CNE 480- Integrative Seminar in Film
8	effectively and correctly apply basic numerical and statistical concepts	PAV 420- Script Development CNE 480- Integrative Seminar in Film

9	critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness	PAV 320- Art and Technique of Editing PAV 321- Creative Treatment of Reality PAV 421- Contemporary Visual Culture
10	apply tools and technologies appropriate for the communications professions in which they work	PAV 220- Composition and Visual Narrative PAV 221- Sound for Audiovisual Production PAV 320- Art and Technique of Editing PAV 321- Creative Treatment of Reality

Curriculum Map- Strategic Communication		
1	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	CES 221- Strategic Branding CES 411 – Strategic Communication Management
2	demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications	CES 110 – Strategic Communication CES 111 – Applied Strategic Writing CES 311 – Content Creation, Curation, and Dissemination CES 415 – Consumer Insights
3	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	CES 220 – The Creative Process CES 411 – Strategic Communication Management
4	present images and information effectively and creatively, using appropriate tools and technologies	CES 111 – Applied Strategic Writing CES 221- Strategic Branding CES 310 – Digital Media Strategies CES 311 – Content Creation, Curation, and Dissemination CES 412 – Media and Audience Analytics CES 415 – Consumer Insights

5	write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve	CES 310 – Digital Media Strategies CES 311 – Content Creation, Curation, and Dissemination
6	demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity	CES 110 – Strategic Communication CES 410 – Regulatory Standards
7	apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work	CES 310 – Digital Media Strategies CES 411 – Strategic Communication Management CES 415 – Consumer Insights
8	effectively and correctly apply basic numerical and statistical concepts	CES 411 – Strategic Communication Management CES 412 – Media and Audience Analytics CES 415 – Consumer Insights
9	critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness	CES 111 – Applied Strategic Writing CES 310 – Digital Media Strategies CES 311 – Content Creation, Curation, and Dissemination
10	apply tools and technologies appropriate for the communications professions in which they work	CES 220 – The Creative Process CES 311 – Content Creation, Curation, and Dissemination CES 412 – Media and Audience Analytics

Curriculum Map- Journalism		
1	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	PER 113 – Press: Law and Ethics
2	demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications	PER 110 – Fundamentals of Contemporary Journalism PER 210 – Multimedia Journalism PER 440 - Investigative Journalism
3	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	PER 111- News Writing PER 205 - Feature Reporting and Interpretive Genres PER 223 - Narrative Journalism
4	present images and information effectively and creatively, using appropriate tools and technologies	PER 210 – Multimedia Journalism CMU 205- Information Design and Visualization PER 325- Data Journalism
5	write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve	PER 111- News Writing PER 205 - Feature Reporting and Interpretive Genres PER 223 - Narrative Journalism PER 420 - Writing for Radio and TV

6	demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity	PER 110 – Fundamentals of Contemporary Journalism PER 111- News Writing PER 113 – Press: Law and Ethics PER 325- Data Journalism PER 470- Journalism Practicum
7	apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work	PER 325- Data Journalism PER 440 - Investigative Journalism PER 470- Journalism Practicum
8	effectively and correctly apply basic numerical and statistical concepts	PER 325- Data Journalism
9	critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness	PER 111- News Writing PER 223 - Narrative Journalism PER 420 - Writing for Radio and TV
10	apply tools and technologies appropriate for the communications professions in which they work	PER 210 – Multimedia Journalism CMU 205- Information Design and Visualization PER 325- Data Journalism PER 470- Journalism Practicum

IV- Assessment Plan

In accordance with the School's adoption of the ACEJMC values and competencies, the Unit has developed this Assessment Plan. The Plan establishes a standardized framework comprising both direct and indirect assessment activities designed to gather essential data for the analysis, review, and continuous improvement of the academic programs, ensuring alignment with the adopted values and competencies and with the evolving expectations of the communications industry.

The instruments incorporated into this Plan include measures that capture the perspectives of alumni and industry professionals through rubrics developed by the School. Furthermore, the Plan examines retention and graduation rates for each academic program, thereby enabling a comprehensive evaluation of the on-campus student services that support students in successfully completing their academic degrees.

Through this Plan, the School commits to selecting and implementing a minimum of four assessment instruments per academic program each year. By October of the following academic year, the results are collected by the School into a report that is analyzed with the faculty during the first semester. During this review process, strategies are developed to strengthen areas identified for improvement, and these strategies are implemented in the subsequent academic year as part of the assessment cycle's closing process. The findings are also discussed with the Advisory Council.

The annual assessment report specifies the academic program being evaluated, the instruments used, whether direct or indirect, the dates on which they were administered, the expected outcomes, the results obtained, and the individual responsible for administering each instrument. The assessment process enables the School to continuously evaluate and improve its programs, as well as to plan and assess its academic offerings within the formative process of preparing professionals in the field of Communications.

V- Direct and Indirect Assessment Measures

The School utilizes three direct measures and four indirect measures to assess student competencies. These measures are as follows:

Entry and Exit Exams (Direct Measure):

An exam is administered to evaluate students' proficiency of competencies in an initial course of each academic program and later in the final course of each discipline. The

purpose of the exam is to measure the extent to which competencies have improved throughout the bachelor's program. For the exam administered in the initial course, the expected outcome is that 20% of students achieve a score of 70% or higher. For the exam administered in the final course, the expected outcome is that 85% of students achieve a score of 80% or higher.

Frequency: Annually.

External Evaluation of Projects in Advanced Courses (Direct Measure):

Industry professionals will evaluate student work from selected advanced courses using a rubric established by the academic programs. The expected outcome is that student work achieves a score of 80% or higher on the criteria included in the rubrics.

Frequency: Annually.

These courses are:

- **Audiovisual Production and Film**
- PAV 321- Creative Treatment of Reality
- PAV 421- Contemporary Visual Culture

Strategic Communication

- CES 311: Content Creation, Curation, and Dissemination
- CES 411: Strategic Communication Management

Journalism

- PER 440 - Investigative Journalism

Internal Evaluation of Capstone Projects Developed in the School's Co-Curricular Initiatives (Direct Measure):

Faculty members evaluate capstone projects developed within the co-curricular initiatives of the three programs, using a rubric developed by the School. The expected outcome is that the projects achieve a score of 80% or higher on the rubric criteria.

Frequency: Annually.

Elemento 360 – A student-led communication firm at the Universidad del Sagrado Corazón. The firm provides integrated communication services, including digital marketing, advertising, public relations, and corporate communications, to businesses and nonprofit organizations.

EntreMedios – A co-curricular project in which students apply their writing, audiovisual production, and research skills in real-world publishing experiences.

MultiMedios - A co-curricular initiative operating as a university production studio. Students participating in this program engage in audiovisual projects for both internal university purposes and external clients, applying and refining their skills within a professional, real-world context.

Alumni Survey (Indirect Measure):

This survey, developed by the School, allows the unit to understand alumni’s perceptions regarding their chosen career paths and how well they feel the academic program prepared them for their professional lives. The expected outcome is that 85% of respondents indicate “strongly agree” or “agree” (on a 5-point Likert scale) that their university studies equipped them with the necessary competencies for the workplace.

Frequency: Every two years.

Student Awards (Indirect Measure):

The ECFR maintains a record of student-submitted communication pieces and the awards they have received in competitions.

Frequency: Annually.

Retention Rate (Indirect Measure):

The Office of Enrollment Management provides a daily report with student retention rates by program and level. Each year, these rates are analyzed and compared with the overall university rate and those of other schools within the Universidad del Sagrado Corazón. Trends are reviewed, and strategies are considered to improve retention.

Frequency: Annually.

Number of Degrees Conferred (Indirect Measure):

The Office of Enrollment Management provides the number of degrees conferred by program and level. Each year, these data are analyzed to identify strategies for improvement.

Frequency: Annually.

VI- Timeline and Oversight

Assessment Tools	Administration Date	Accountable Person
Entry and exit exam	August / January	Course Instructors
External Evaluation of Projects in Advanced Courses	June/January	Course Instructors / Academic Leaders
Internal Evaluation of Capstone Projects Developed in the School's Co-Curricular Initiatives	June/January	Course Instructors / Academic Leaders
Alumni Survey	June	Dean/ School Coordinator
Student Awards	Throughout the year	Dean/ Academic Leaders
Retention Rate	July	Dean/ Office of Enrollment Management
Number of Degrees Conferred	July	Dean/ Office of Enrollment Management

VII- Use of Information

The analysis of the data collected through the assessment instruments will be shared with the faculty and the Advisory Council for analysis and for identifying corrective actions in areas where results fall below expectations. Additionally, it will help determine whether any of the instruments need to be redesigned or if additional measures should be implemented. These steps complete the assessment cycle process.