

# Report of On-Site Evaluation

## Undergraduate

2019–2020

### Accrediting Council on Education in Journalism and Mass Communications

**Name of Institution:** Loyola University New Orleans  
**Name and Title, Chief Executive Officer:** President Tania Tetlow, J.D.  
**Name of Unit:** School of Mass Communication/School of Communication  
and Design  
**Name and Title of Administrator:** Sonya Forte Duhé, Director and Professor  
**Date of 2019-2020 Accrediting Visit:** October 6- 9, 2019

If the unit is currently accredited, please provide the following information: Date of the previous accrediting visit: Recommendation of the previous site visit team: Previous decision of the Accrediting Council:

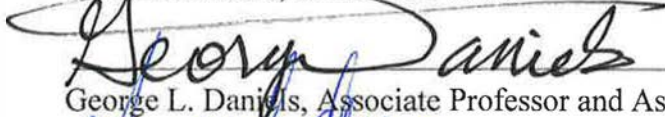
Recommendation by 2019-2020 Visiting Team: Accreditation  
**Prepared and submitted by:**

**Team Chair Name and Title:**

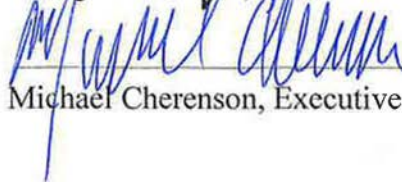


Kristin Gilger, Senior Associate Dean, Professional Programs  
Walter Cronkite School of Journalism and Mass Communication, Arizona State University

**Team Members, Name and Title:**



George L. Daniels, Associate Professor and Assistant Dean, University of Alabama



Michael Cherson, Executive Vice President, SCG Advertising and Public Relations

## PART I: General information

**Name of Institution:** Loyola University New Orleans

**Name of Unit:** School of Mass Communication/School of Communication and Design\*

In February 2019, the School of Mass Communication's name changed to School of Communication and Design, bringing together Advertising, Journalism, Public Relations, Visual Communication, Film, Design and Art. The first four programs are the ones up for accreditation; those are the programs that had been in the School of Mass Communication.

\*For this self-study, we shall use the term School of Mass Communication (SMC) as the School name. What were called sequences, including journalism, advertising, public relations and visual communication, are now part of two departments: Journalism and Strategic Communication. Visual Communication was created in 2016 and is now part of the Department of Strategic Communication.

**Year of Visit:** 2019

### 1. Check regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

### 2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

### 3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state.

On July 10, 1912, Louisiana's governor signed the act authorizing Loyola to grant university degrees. According to Loyola University New Orleans' charter and bylaws (amended June 10, 2008), the university is organized exclusively for charitable, religious and educational purposes.

### 4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- Yes
- No

**If yes, give the date of the last accrediting visit:** 2014

**5. When was the unit or sequences within the unit first accredited by ACEJMC?**

2014

**6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.**

The mission of the School is to “educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication.” The overarching goal of the School is to “position the School of Mass Communication for excellence and growth within a rapidly changing media environment.” Because journalism and strategic communication are essential to a well-informed, engaged and socially just world, the School of Mass Communication at Loyola University New Orleans aspires to be recognized among the premier mass communication programs in the country.

Adopted 2009

**7. What are the type and length of terms?**

Semesters of 16 weeks

Summer sessions of two 4-week sessions or one 8-week session

Intersessions of two weeks

**8. Check the programs offered in journalism/mass communications:**

Bachelor's degree

Master's degree

Ph.D. degree

**9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC.**

B.A. in Mass Communication

Department of Journalism and Department of Strategic Communication (Advertising, Public Relations and Visual Communication)

**10. Credit hours required by the university for an undergraduate degree:**

120 hours

**11. Give the number of credit hours students may earn for internship experience.**

Students may earn up to three hours of credit. Each internship, working 120 hours, is worth one hour of credit.

**12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.**

**Name of Sequence or Specialty**

Journalism

(for multiple platform)

**Person in Charge**

Michael Giusti, M.B.A.

Strategic Communication Alvaro Bootello, Ph.D.  
 (Advertising, Public Relations, Visual Communication)

**13. Number of full-time students enrolled in the institution:**  
 4,302

**14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):**

**Fall 2019**

<b>Name of Sequence or Specialty</b>	<b>Undergraduate majors in:</b>
Journalism	95
Strategic Communication/Advertising	49
Strategic Communication/Public Relations	66
Strategic Communication/Visual Communication	37
Total	247

**Fall 2018**

<b>Name of Sequence or Specialty</b>	<b>Undergraduate majors in:</b>
Journalism	92
Strategic Communication/Advertising	41
Strategic Communication/Public Relations	73
Strategic Communication/Visual Communication	15
Total	221

**15. Number of students in each section of all skills courses.**

**Fall 2019**

CMMN 101-001	Communication Writing	20
CMMN 101-002	Communication Writing	13
CMMN 201-001	Digital Communication	20
CMMN 201-002	Digital Communication	20
CMMN 260-051	Intro to Layout and Design	19
CMMN 260-052	Intro to Layout and Design	13
CMMN 265-001	Photography	20
CMMN 266-001	Videography	12
CMMN 336-001	Content Creation	15
CMMN 336-002	Content Creation	19
CMMN 350-001	Advanced Journalism	11
CMMN 350-002	Advanced Journalism	10
CMMN 380-002	Donnelley Center	12
CMMN 380-003	Drone Piloting	19
CMMN 380-006	TV News Producing	13
CMMN 382-001	Social Media Strategies	19
CMMN 394-001	Digital Production	5
CMMN 486-001	Brand Lab	12

Spring 2019

CMMN 101-001	Communications Writing	20
CMMN 101-002	Communications Writing	20
CMMN 101-003	Communications Writing	17
CMMN 201-002	Digital Communication	20
CMMN 250-001	Journalism	20
CMMN 250-002	Journalism	9
CMMN 260-051	Intro to Layout and Design	19
CMMN 265-001	Photography	20
CMMN 266-002	Videography	20
CMMN 380-001	TV News Producing	17
CMMN 380-002	Data Journalism	17
CMMN 380-003	Donnelley Center	13
CMMN 380-004	Donnelley Center Apprentice	2
CMMN 382-001	Social Media Strategies	26 (work in teams)
CMMN 384-001	Brand Lab*	20
CMMN 394-001	Digital Production	17
CMMN 415-001	Advanced Ad Campaigns	8
CMMN 419-001	Advanced Public Relations	5
CMMN 490-001	Journalism Capstone	20

\*Brand lab was renumbered 486 in fall 2019

**16. Total expenditures planned by the unit for the 2019–2020 academic year:**

**Give percentage increase or decrease in three years:**

**Amount expected to be spent this year on full-time faculty salaries:**

Full-Time salaries: FY 16-17: \$665,865

Full-Time salaries: FY 17-18: \$719,624 ↑8%

Full-Time salaries: FY 18-19: \$637,337 ↓11.4%

Full-Time salaries: FY 19-20: \$651,051 ↑2.2%

Operating budget: FY 16-17: \$58,920

Operating budget: FY 17-18: \$45,332 ↓23%

Operating budget: FY 18-19: \$38,856 ↓14.3%

Operating budget: FY 19-20: \$38,856 0%

**17. List name and rank of all full-time faculty in the accredited unit in fall 2019.**

Alvaro Bootello, Ph.D., assistant professor, tenure track

Lisa Collins, M.A., assistant professor, non tenure track

Cornelius Denson, M.F.A., assistant professor, non tenure track

Sonya Forte Duhe', Ph.D., full professor, tenured

Michael Giusti, M.B.A., assistant professor, non tenure track

Cathy Rogers, Ph.D., full professor, tenured

Robert “Bob” Thomas, Ph.D., full professor, tenured

David Myers, Ph.D., full professor, tenured (sabbatical, fall 2018, spring 2019) phased retirement (online teaching only)

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019.**

**Fall 2019**

David Badie, B.A.  
 Joe Duke, B.A., professional-in-residence  
 Albert Dupont, B.A. \*  
 Cheryl Dejoie-Lacabe, M.F.A.  
 Desmond Lavelle, B.A.  
 David Grunfeld  
 Jordy Luft, B.A.  
 Joel Mandina, M.A.  
 Nikita Milton, M.A.  
 Robert Riddick, B.A.  
 Will Sutton, B.A., visiting professional-in-residence  
 Gina Swanson, M.S., visiting professional-in-residence

**Spring 2019**

Joe Duke, B.A., professional-in-residence  
 Cheryl Dejoie-Lacabe, M.F.A.  
 Albert Dupont, B.A. \*  
 David Grunfeld  
 Laura Jayne, M.S. \*  
 Jordy Luft, B.A.  
 Nikita Milton, A.B.D.  
 Michelle Clarke Payne, M.P.A.  
 Robert Riddick, B.A.

\*part of full-time School staff

**19. Schools on the semester system:**

**For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.**

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2018-2019 academic year	__ 45 __	__ 45 __	__ 100% __
2017-2018 academic year	__ 36 __	__ 35 __	__ 97.2% __

**20. Schools on the quarter system:** For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

NA

## **PART II — Standard 1: Mission, Governance and Administration**

### **Overview:**

Loyola University has a long and storied history of journalism education. Its academic program grew out of an experimental radio station before World War I, which became the first licensed radio station in the Gulf South, with staff members teaching journalism skills courses. The university's student newspaper began publication in 1923.

A department of English and Journalism was established in 1937, and a separate Department of Journalism was created in 1953. Since then, the unit has undergone a number of mergers and reorganizations. Following Hurricane Katrina in 2005, university enrollment declined by nearly 50 percent and a number of programs were merged or eliminated. In communications, broadcast journalism, broadcast production, communications studies, photography, and film studies sequences as well as the graduate program were eliminated. As part of the reorganization, the Department of Communication was upgraded to the School of Mass Communication.

More restructuring followed. Since 2009, the unit has lived in three different colleges -- Social Sciences, Arts and Sciences, and the College of Music and Fine Arts. In early 2019, the School of Mass Communication was renamed the School of Communication and Design and was made part of a new College of Music and Media. (This report refers to the unit as the School of Mass Communication rather than its new name in order to conform with the self-study and to reflect the name in use during the preponderance of the review period.)

The School now contains, in addition to journalism and strategic media, degree programs in art, design and digital film-making, with a total of more than 400 students. The School also offers a B.A. in Mass Communication online. On-campus students may take some online offerings. Accreditation is being sought for the in-person B.A. in Mass Communication only.

The School first sought ACEJMC accreditation in 2014. The 2014 site team found the unit to be in compliance on all standards. Weaknesses noted were a lack of diversity in the faculty, uncertainty with regard to budgets, structure and recruitment of students, and a lack of candor on the part of the administration.

Over the past six years, enrollment in the School has grown slightly, with a reported 226 majors in spring 2014 and 247 in fall 2019. About forty percent of the School's students come from Louisiana and about 60 percent from out of state.

The School offers minors in mass communication, social media, environmental communication and religion and media. In fall 2019, there were 29 student minors – 25 in the mass communication minor, and two each in the social media minor and environmental communication minor. There were no students in the religion and media minor.

As of fall 2019, the school employed eight full-time faculty members — a loss of two faculty members since the last review period. At the same time, the School experienced a reduction in operating funds of about 34 percent. Cuts to the school have been largely offset by a Communications Major fee,



endowments and gifts.

Leadership of the School has remained stable during the reporting period. However, faculty turnover has been significant. Of the 10 full-time faculty listed in the 2014 site team report, five were still on the faculty in fall 2019, with one in phased retirement. Three of the five departures were replaced, for a net loss of two positions. (The unit director points out that the school has lost a total of nine faculty positions, mostly due to retirements, post-Katrina, at a time when university enrollment was dropping precipitously.) While the faculty turnover has been significant, it also has offered the unit the opportunity to refresh talent.

The university, under new leadership, appears to be stabilizing in terms of budget and enrollment, and, for the most part, the School's faculty and leadership are satisfied that the new College of Music and Media is a good fit for the Mass Communication program, with the various degree programs all sharing a commitment to storytelling, public engagement and experiential learning.

#### **Unit performance with regard to indicators:**

**a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).**

The School's mission statement is to "educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication. The overarching goal of the School is to "position the School of Mass Communication for excellence and growth within a rapidly changing media environment. Because journalism and strategic communication are essential to a well-informed, engaged and socially just world, the School of Mass Communication at Loyola University New Orleans aspires to be recognized among the premier mass communication programs in the country."

The School is currently operating under a detailed 2016-2019 strategic plan that outlines key objectives and tracks progress on dozens of deliverables. The School reported meeting most of these deliverables, which range from expanding recruiting and alumni outreach to supporting continuing education for faculty and staff.

With the addition of the departments of Art, Design and Digital Filmmaking, the School began work on a new strategic plan in fall 2019 to reflect a mission inclusive of all the departments in the new School of Communication and Design.

The unit has updated information on the ACEJMC searchable database website, with the exception of new graduate employment data, which had not been completed.

**b). The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.**

The faculty constitute the governing body of the School. Faculty meetings are normally held monthly during a time period in which no classes are scheduled. The faculty met 11 times in the 2018-2019 academic year. The faculty occasionally also engage in longer retreat sessions of a half day to a full day.

The School has three standing committees:

- Curriculum Committee, made up of all full-time faculty and chaired by the director, with responsibility for conducting annual curriculum reviews, determining policies and procedures for courses, monitoring core course content and learning outcomes, and reviewing and preparing new course proposals for college and university approval.
- Sequence Head (Department Chair) Committee, made up of the heads of the Journalism and Strategic Media departments and chaired by the director, with responsibility for determining rotations of courses to be approved by the faculty, evaluating and planning for facility use, and budget planning and oversight.
- Rank and Tenure Committee, composed of tenured faculty, with responsibility for evaluating tenured faculty and recommending merit increases as well as recommending retention, promotion and tenure of full-time faculty. The committee is chaired by a member of the tenured faculty recommended by committee members, and the director serves as an ex-officio member.

**c). The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.**

The director reports directly to the dean of the College of Music and Media, who reports to an interim provost and vice president for academic affairs.

The director is widely regarded as an effective leader within the School, by other units within the university and by local media professionals. She enjoys the support of the dean of the College of Music and Media, who regards her as a strong leader and gives her wide latitude to make decisions.

School faculty said the director is energetic and forward-looking. As one put it, "She goes fast, and she makes things happen." At the same time, she is respectful and supportive of individual faculty members and finds the resources, including technology, that helps them do their jobs better. Faculty said she understands the need for and has fought for professional development opportunities, such as attendance at conferences and training sessions. They praised her vision, her ability to think strategically and her success at fund-raising. Some faculty noted that strategic communications doesn't always get the same level of attention as journalism and the pace of change sometimes feels overwhelming.

Media professionals, administrators and faculty from other units at the university and members of the Loyola Board of Trustees who spoke with the site team described the director as a visionary who makes things happen by virtue of her energy and determination. One trustee described her as "a cruise missile." They said she has had a significant impact on not just the School but the university as a whole. For example, she convinced top administrators to tear down an old building and clear space for an open area at the center of campus, which they said has transformed the space.

The director also was described as someone who is demanding, asks a lot of others and herself, and

doesn't take "no" for an answer. These attributes are generally, but not universally, admired.

**d). The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.**

The director of the School is appointed by the dean of the college with the approval of the provost. The director normally holds a three-year term and is selected from among the tenured faculty of the School. In the final year of the three-year term, the director must inform the dean and the governing faculty in writing of his or her intention to stand as a candidate for another term. If other full-time faculty have an interest in the position, they announce their candidacy at this time. The faculty votes by secret ballot on the candidates and recommends a nominee to the dean.

In the event that no candidate steps forward or if the dean and governing faculty decide it best to choose a candidate from outside the School, the faculty conduct a search and vote for a candidate to recommend to the dean.

The director is evaluated annually by the governing faculty and staff. The director submits materials for review by Feb. 15, and faculty and staff complete an evaluation form by April 1 of each year. The results are sent to the dean, who discusses them with the director. In the last year of the director's contract, additional stakeholders, such as students, alumni and other university personnel, also are asked to evaluate the director.

**e). Faculty, staff and students have avenues to express concerns and have them addressed.**

Faculty may go to the associate provost and associate vice provosts for help in resolving issues or to file a formal complaint if the issue cannot be resolved at the School level. Faculty also may file a grievance with a faculty grievance committee.

The School's students may bring complaints to any faculty member or to the student services director. Typically, the student services director and the director of the School assess individual complaints and determine a course of action. If the complaint involves a faculty member, the student may write a statement to be included in the faculty member's file. If concerns are deemed actionable, a meeting is held with the parties involved to attempt to resolve the situation.

The director also hosts a "Doughnuts with the Director" for selected classes each spring, allowing her to communicate directly with large numbers of students and get input from them.

**SUMMARY:**

The School has a clear mission that aligns with the Catholic Jesuit tradition of the university. It has closely tracked objectives in its current strategic plan, achieving most of its goals. It is now embarking on a new strategic plan that reflects the addition of several majors within the School and its move to a new College of Music and Media.

Despite a tumultuous period of reorganizations, name changes and significant faculty turnover,

leadership of the School has remained stable and the director, as well as the School as a whole, are well-regarded within the university.

Faculty are closely involved in all aspects of educational policy and curriculum. The director is widely seen as a leader who has been extremely effective in advancing the School.

**Overall evaluation compliance/non-compliance:**

**COMPLIANCE**

## PART II — Standard 2: Curriculum and Instruction

**a). The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.**

Students must complete a 39-hour Loyola core and 40 hours in the Mass Communication major, of which 15 hours is part of the Mass Communication core. The remaining hours are taken from minor hours and elective courses. The unit requires that students take a minimum of 72 hours outside the major.

For the 2018-2019 school year, 100 percent of graduates earned 72 or more semester hours outside of journalism and mass communication. For the year prior, 2017-2018, 97.2 percent met the goal. The deviation involved a student who had switched from advertising to journalism and who was allowed to exceed the number of credit hours (48) allowed in the major in order to meet requirements in the new sequence.

The School's student services coordinator reviews transcripts of all students in the fall of their junior year to ensure they are on track to graduate with the appropriate number and distribution of hours.

Communications students declare the major in their freshman year. Students previously declared the major in their sophomore year, but the declaration was moved up so that students are integrated into the program earlier.

Communications majors also must complete a minor, although that is not true of all majors at the university. The minor is 18 to 22 hours, depending on the program selected, and can be in any degree program outside the major.

**b). The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.**

The curriculum offers a healthy balance between theoretical and skills courses with a slight bent towards hands-on skills. Core courses for all students in the program, beyond general education and foundation courses, total 15 credit hours. The required three-credit courses are: Introduction to Mass Communication; Communication Writing; Digital Communication; and Law of Mass Communication. The required one-credit courses are the Internship; Mass Communication Ethics & Diversity; and a Senior Seminar in Mass Communication.

Class visits and a review of syllabi show an emphasis on core skills and professional practices. For example, a site team member observed students in the Communication Writing course getting immediate feedback on proper attribution in news stories. In the same class meeting, the instructor introduced students to the mechanics of writing a news release.

The seminar in Mass Communication Ethics and Diversity, required of all students, is intended to be a capstone ethics course. While students have taken philosophy, learned the principles of ethics, and discussed diversity and inclusion issues in Loyola core and other courses, this course is to help students identify ethical challenges facing the mass communication industry and learn the principles and codes of journalistic ethical decision-making. All but one of the required courses in the public relations curriculum includes discussion of ethics.

The Senior Seminar in Mass Communication is focused on career preparation and job readiness.

The School offers a plethora of electives and experiential learning, including internships, practicums, capstones and service learning courses. The School prides itself on a curriculum through which students gain real-world experiences that prepare them for communication professions.

**Advertising, Public Relations, Visual Communication:** The Strategic Communication Sequence includes specialties in Advertising, Public Relations and Visual Communication. Public Relations is the largest specialization with 63 students, followed by Advertising with 47 and Visual Communication with 35.

Those specializing in Advertising or Public Relations are required to take 25 credit hours. Required courses are: Introduction to Layout and Design; Advertising or Public Relations; Media Planning; Strategic Content Creation; Research in Advertising and Public Relations; and Brand Lab or Advanced Advertising Campaigns or Advanced PR Campaigns.

For a degree in Visual Communication, 25 credit hours are required. Required courses are: Introduction to Layout and Design; Photography; Videography; Social Media Strategies; and Brand Lab or Ad Team or Bateman Team. Students must also choose three communication elective classes.

Students also gain professional-level experience in The Brand Lab, the student-run, for-profit agency that generates funds from for-profit clients, such as the New Orleans Saints, Entergy, Nola Gold and other businesses, and in the Shawn M. Donnelley Center for Nonprofit Communication, which has provided support to nonprofits in the New Orleans area for more than 20 years.

**Journalism:** In terms of enrollment, the Journalism Sequence is the largest with 76 students. Those enrolled in this sequence are required to take Journalism; Photography; Videography; and Advanced Journalism as well as four communication elective classes. Students then enroll in a Journalism Capstone that requires production of 15 stories for either the Loyola News Service, The Maroon student weekly, or other media outlets.

To ensure that students demonstrate cross-platform reporting skills, the Journalism Capstone requires at least five of the students' stories be video-focused. At the time of the site visit, students in the Videography class were observed developing their first news packages while also gaining insight into the ethics of using music in video news stories. Both instructors for the Videography course cited numerous examples from their careers working in television newsrooms. Meanwhile, in the Photography course, students raved about how their instructor, a full-time photojournalist at the local newspaper, routinely takes students from his classes on assignments shooting local NFL games.

In addition to The Maroon, journalism students get real-world experience pitching and writing stories for the Loyola Student News Service, a news cooperative between the School and news outlets in the

New Orleans community. Stories routinely appear in print and on websites for News Orleans area news outlets that include television stations. Typically, the student reporters are in advanced journalism classes. The News Service is directed by faculty advisers.

**c). Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.**

A review of syllabi, as well as interviews with students, alumni and faculty and class observations reveal a balanced curriculum consisting of conceptual and skills courses that help achieve clear student learning goals. Syllabi reflect a curriculum that requires students to acquire digital, technological and multimedia competencies.

The School last engaged in a major curriculum revision in 2012; however, it regularly updates the curriculum in response to industry trends and formal and informal assessments of student learning. For example, a Social Media course was added as were courses in podcasting and Drone Journalism. In the latter, students are encouraged to earn their FAA licenses. The Senior Seminar in Mass Communication Ethics and Diversity was expanded to include more diversity, and students are required to complete a certification in ethical leadership from the NASBA Center for the Public Trust. Public relations students may also take a course to prepare for the PRSA student certification, a precursor to the professional APR (accreditation in public relations) credential.

**d). Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)**

Overall, there are no more than 20 students in each class with the exception of a one-semester test of a team-based social media strategies course with 26 students. In the future, the class will be restricted to 20 students.

**e). The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.**

All students are required to take the one-credit internship course, which is part of the School's core. It is a pass/fail course. Students may take up to three internships for a total of three credits. According to the director, the one-credit internship program was designed to encourage multiple internships. Students may go beyond three internships, but additional credits are not awarded.

In the internship course, students are introduced to Handshake, Loyola's career services platform. Employers post positions in an effort to recruit and hire Loyola students.

All Loyola students have an account and must submit on official organization letterhead a detailed list of duties, tasks and responsibilities in the internship. They must outline 120 hours to be completed and must share supervisor contact information.

Students said internship opportunities are ample, well communicated and valued by the program. One student commented, “Internships are where we get the best lessons.”

Internship supervisors reported in student evaluations that students were “well prepared,” “talented,” “eager and hard working.” Most indicated they turn to Loyola for interns on a regular basis specifically because of the students’ preparation, skills and work ethic. The evaluations, conducted each semester, gave students high marks on almost all measures.

Recent internship sites include Atlantic Records, BBC America, CBS News, Clear Channel, CNN, Commander’s Palace, Cumulus Media, DEVENEY, Dickie Brennan & Company, Emeril Lagasse Foundation, Entergy Corporation, ESPN, Facebook, GE Digital, House of Blues, iHeartMedia, KRON4 NEWS, Live Nation Entertainment, Louisiana Philharmonic Orchestra, Mercedes-Benz Superdome, McIlhenny Company, Mode Public Relations, Morgan & Co, NCIS New Orleans, 9:30 Club, NOLA.com |The Times-Picayune, Peter Mayer, Philadelphia Jazz Orchestra, Preservation Hall, PS Business Management, RCA Records, Seattle Weekly, Telemundo, The Grammys/The Recording Academy, Spears Group, the White House, U.S. Consulate Milan, Viacom Media Networks, Warner Music Group, WDSU-TV, WVUE-TV and WWL-TV.

Other professional experiences outside the classroom include student media (The Maroon student newspaper; The Maroon Minute newscast; loyolamaroon.com website; and The Wolf magazine); the Loyola News Service, a professional partnership with New Orleans media through which students produce published work; and Loyola Athletics Partnership, through which students live-stream athletics events.

In 2018, the School developed a partnership with Gray Television to host a producer incubator lab on campus. Producers from Gray Television stations around the nation come to the school for two days each over the course of 10 weeks to work with students on all aspects of the production of a newscast. The partnership not only provides students with valuable training, it is opening up a pipeline for Loyola students to obtain internships and jobs.

#### **SUMMARY:**

The curriculum reflects a balance of conceptual and skills courses with clear student learning goals. Required courses include up-to-date instruction in digital, technological and multimedia skills and knowledge, supplemented by a range of supporting electives. Students have ample opportunities to gain practical experience that prepares them for communications professions.

The School is closely connected to the media industry, providing a pipeline for internships and employment for students and graduates, respectively.

#### **Overall evaluation, compliance/non-compliance:**

#### **COMPLIANCE**



## PART II — Standard 3: Diversity and Inclusiveness

**a). The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**

Adopted in September 2015 and revised in December 2015 and January 2016, the School's Diversity and Inclusiveness Plan includes a definition of diversity and identifies under-represented groups by "age, social and economic status, sexual orientation, educational background, marital status, ethnicity, gender, individual traits, ability, race, cultural heritage, and religious beliefs."

The plan's five objectives directly address faculty and staff (objective No. 1), first-generation and minority students (objective 2), curricular matters (objective 3), and the importance of an inclusive environment (objective 4). It also speaks to making diversity visible in externally communicated messages (objective 5).

Under the five objectives, more than two dozen goals are listed with indicators of whether the goal was reached, is in progress or has been completed. Monitoring will continue until the end of 2019. Of the 25 goals, 18 are listed as completed, four are in still in progress and three have not been reached. Among the goals accomplished are: seeking at least 50 percent representation of students of color in the work-study program; developing a School diversity council; connecting historically black colleges and universities in the New Orleans area to the School's Networking Day; and seeking resources for students through Loyola's Student Success Center. The School has yet to reach its goals of obtaining minority scholarship funding, developing a mentorship program for minority students, and ensuring that faculty job announcements are placed in multicultural publications.

**b). The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

The School requires all students as part of their Mass Communication core to take a one-credit Ethics and Diversity course that addresses diversity in a domestic society in relation to mass communication. Other courses in the Mass Communication core – Introduction to Mass Communication and Communication Writing – also provide instruction on issues and perspectives relating to mass communication across diverse cultures.

Elsewhere in the curriculum, students in both sequences (journalism and strategic communication), are required to take capstone courses that address diversity in different ways. Students in journalism are expected to demonstrate an understanding of diversity in news stories, photos and scripts produced in the Journalism Capstone course, which requires students to produce 15 stories. Students in the Strategic Communication specialization encounter diversity in the Brand Lab, Advanced PR Campaigns and Advanced Advertising Campaigns courses through their clients, many of whom come from diverse communities, or in the development of audience engagement strategies within campaigns.

In 2018-2019, the Public Relations Student Society of America (PRSSA) Bateman Competition had as its client the Public Relations Society of America (PRSA) and its publication “Diverse Voices: Profiles in Leadership.” In 2019-2020, the Bateman Competition team is working for the U.S. Census Bureau to develop a campaign for outreach to hard-to-reach communities in advance of the 2020 census.

When asked on a university exit survey how well they learned values and competencies related to diversity, 50 percent of students said the School increased their knowledge “exceedingly,” which is a higher rating than they gave any other ACEJMC values and competencies.

Students interviewed during the site team visit noted that diversity is heavily emphasized, not only in core and required courses but also in electives such as International Communication and Religion, Media and Culture. Students said diversity is so baked into classroom teaching that “there’s no way to avoid it.”

**c). The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.**

Diversity of faculty was noted as a weakness in the 2014 site team report, at which time the unit had 10 full-time faculty, two of whom were people of color. Both left the university; one took early retirement and the contract for the other was not renewed.

The School had a total of three faculty hiring opportunities during the review period and hired three people. One is a male, Spanish-speaking faculty member from Spain (international). The second is an African-American male who joined the faculty initially as a part-time faculty member in spring 2019 and became a full-time, non-tenure track faculty member in fall 2019. The third hire came about when a full-time staff member, a white male who previously also taught courses for the unit, was converted to a full-time faculty member. The faculty diversity table (Table 6) in the current self-study shows no faculty members of color other than the international faculty member due to the time period specified -- spring 2019. When full-time and part-time faculty are combined, the male-to-female ratio was 11 to 8. This represents a slight decline in the gender diversity of faculty since 2014.

The School’s Diversity and Inclusiveness Plan states that the School will “ensure that diverse pools of candidates are examined as potential finalists in searches.” This goal was reached in recent searches as exemplified by the 2016-2017 search for a full-time advertising tenure-track faculty. Four racially diverse candidates were finalists (two African Americans, one Hispanic and one Hispanic/international). The Hispanic/international candidate was hired.

In addition, the School has begun a visiting professionals-in-residence program, which it has used to improve diversity. All three of the visiting professionals-in-residence over the review period have been people of color. These professionals, who spend at least a full semester in the School, are promoted on posters in the building and are fully engaged in teaching and interaction with students. Diversity also is a priority in selection of guest speakers and members of the School’s Den of Distinction, which honors alumni.

**d). The unit demonstrates effective efforts to help recruit and retain a student population**

**reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

The School has an African-American student population that mirrors that percentage of African Americans in the unit's geographic service – 21.5 percent. This exceeds the percentage of African Americans in the total university population (16.3 percent). Hispanic students make 17.8 percent of the university population, roughly the same percentage as in the School's population.

A higher percentage of minority students than non-minority students in the School were retained in 2016 and 2017. The four-year graduation rates for minority students also have exceeded the rates for the total population of the School's students. In 2013 and 2014, 60 percent and 52 percent of minority students graduated in four years from the major, compared to 38 percent and 35 percent of students in the overall population.

One example of an initiative that traditionally impacts retention of minority students is the School's recent re-activation of its student chapter of the National Association of Black Journalists (NABJ). The School sent students to the organization's 2019 annual conference. Site team members were able to observe the student group's executive board as it held one of its first meetings of the year.

**e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

**Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.**

The School is part of a religious institution with character, goals and mission that are infused with Jesuit Catholic values. All faculty and staff at the university are required to complete Title IX and sexual harassment training. The director serves as an advocate for students with disabilities and is well-versed in laws regarding accommodations for students with disabilities.

In the month prior to the site team's visit, the university offered its first ever Title VII Training, which consisted of a face-to-face workshop delivered in two parts. The Loyola Office of Diversity and Inclusion reported that a sizeable number of the School's faculty completed this required training.

Students and faculty reported that while the diversity of faculty could and should be improved, the climate for diversity and inclusion is very good. In particular, faculty of color had positive things to say about the level of support and the prevailing culture around issues of diversity within the School.

#### **SUMMARY:**

The unit has a Diversity and Inclusiveness Plan, which was updated in 2016. The plan includes five objectives with more than two dozen goals, most of which have been completed.

Students are required to take a one-credit Ethics and Diversity course, and diversity appears to be a key component of many other courses.

In interviews with site team members and in university exit surveys upon graduation, students recognized diversity as a priority in the curriculum and in their learning.

Graduation and retention rates for students of color have at times exceeded those of the student body as a whole.

With three hiring opportunities since the last accreditation review, diverse candidate pools of finalists resulted in the hiring of an African-American male and an international Spanish-speaking male. The proportion of faculty of color, however, remains far below the diversity of the student body and the diversity of the geographic region.

While faculty diversity remains a concern and a priority, the unit has worked diligently to improve diversity by hiring professionals-in-residence and part-time faculty of color and bringing in guest speakers.

Both students and faculty report the climate for and emphasis placed on diversity are strong.

**Overall evaluation, compliance/non-compliance:**

**COMPLIANCE**

**Table 6. Faculty Populations, Full-time and Part-time**

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio economic groups of the area's population.

**Academic year: 2018 – 2019 Full-time faculty**

<u>Group</u>	<u>Female</u>	<u>% of total faculty</u>	<u>Male</u>	<u>% of total faculty</u>
<u>Black/African-American</u>			**	
<u>White</u>	3	43%	3	43%
<u>American Indian/Alaskan native</u>				
<u>Asian</u>				
<u>Hispanic/Latino (any race)</u>				
<u>Native Hawaiian/other Pacific Islander</u>				
<u>Two or more races</u>				
<u>Other race</u>				
<u>International (any race)</u>			1	14%
<u>*(same as International individual)</u>				

\*\*The School has hired a full-time African-American male starting Fall 2019.

<b>Group</b>	<b>% of total</b>		<b>% of total</b>	
	<b>Female</b>	<b>faculty</b>	<b>Male</b>	<b>faculty</b>
<u>Black/African-American</u>	<u>2</u>		<u>1</u>	<u>25%</u>
<u>White</u>	<u>3</u>		<u>6</u>	<u>75%</u>
<u>American Indian/Alaskan native</u>				
<u>Asian</u>				
<u>Hispanic/Latino (any race)</u>				
<u>Native Hawaiian/other Pacific Islander</u>				
<u>Two or more races</u>				
<u>Other race</u>				
<u>International (any race)</u>				

## **PART II — Standard 4: Full-Time and Part-Time Faculty**

### **a). The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.**

The School has a seven-step procedure for selecting full-time faculty. The chairperson of the search committee, which is ordinarily the director of the School, coordinates the search with appropriate university staff, including the university's affirmative action officer. The committee writes the job description and solicits applications.

From the pool of applicants, the committee selects three candidates to invite to campus. The candidates are interviewed by all available governing faculty and student representatives. After the finalists have been interviewed, governing faculty meet to decide which candidate, if any, should be offered the available position. The director submits the School's recommendation to the dean of the college, who in consultation with the provost invites the designated candidate to join the faculty. If no acceptable applicant is found, a new search may be instituted.

Under its new administrative home, the College of Music and Media, the School is updating its protocols.

The School's Rank and Tenure Committee, which is composed of tenured faculty and the director (as ex-officio), meets each fall semester to evaluate tenure-track and non-tenured ordinary and extraordinary faculty. Although such evaluations are used for decisions on contract renewal, promotion and tenure, the School also sees these as essential for faculty development. The director conducts evaluations of all part-time faculty each semester of their employment.

### **b). Full-time faculty have primary responsibility for teaching, research/creative activity and service.**

For the last three years (2016-2017, 2017-2018, and 2018-2019), full-time faculty have taught at least 51 percent of core and required courses. In the most recent year before the accreditation site visit, 59 percent of core and required courses were taught by full-time faculty.

The full-time faculty participate in a range of research and creative activities. Faculty members contribute to the general welfare of the university and the community through service on committees, advising student organizations and participation in university initiatives.

### **c). Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.**

Among the School's full-time faculty in the spring 2019 semester, 75 percent had a terminal degree, while all had at least three years of professional experience

In terms of faculty development, the School's faculty regularly participate in a variety of workshops and regional and national conferences, including the Poynter Institute's Teachapalooza, the SPJ Excellence in Journalism conference and meetings of RTDNA, the Online News Association, PRSA and AAF.

Faculty exhibit close ties to the profession through their involvement in, and accolades from, national groups that include PRSA/PRSSA, Plank Center for Leadership in Public Relations, RTDNA and AAF, as well as numerous state and local professional and business organizations.

The full-time faculty is supplemented by a part-time faculty with extensive professional experience and industry contacts. The part-time faculty are available and highly visible to students.

**d). The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.**

The School's Rank and Tenure Committee, which is composed of tenured faculty and the director (as ex-officio) meet each fall semester to evaluate tenure-track and non-tenured ordinary and extraordinary faculty. Although such evaluations are used for decisions on contract renewal, promotion and tenure, the School also sees these as essential for faculty development.

The director conducts evaluations of all part-time faculty each semester of their employment. Students are asked to evaluate courses at the end of each semester, and course evaluations are considered in evaluations of all faculty.

**e). The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.**

Multiple people referred to the School as a crown jewel of the university and held it up as a role model for efforts ranging from diversity and curricular development to student engagement and recruitment.

The School's faculty is highly regarded by university colleagues and administrators. The faculty is perceived as being collaborative, up-to-date and closely connected to students, the community and the professions.

**SUMMARY:**

Faculty members have significant professional experience and are actively engaged in their professions. The faculty and the School are widely respected on campus.

Instruction is closely monitored, and student input is valued.

The School draws on a rich resource of adjunct faculty to supplement instruction and fully engages part-time faculty in the life of the School.

**Overall evaluation, compliance/non-compliance:**

**COMPLIANCE**



## **PART II — Standard 5: Scholarship: Research, Creative and Professional Activity**

### **Unit performance with regard to indicators:**

#### **a). The unit requires, supports and rewards faculty research, creative activity and/or professional activity.**

Loyola University New Orleans treats scholarship, teaching and service as equal responsibilities of the faculty member. The unit is supportive of these activities through teaching assignments, travel to conferences and workshops, and recognitions of excellence.

#### **b). The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.**

Faculty are hired and evaluated based on teaching, service and research or creative activity. According to the faculty handbook, “each faculty member shall engage in research and develop personal scholarship. These activities should, however, reinforce and vitalize teaching; they should not supercede or exclude it. Each faculty member shall maintain an active scholarly interest in his or her professional field in order to stimulate and challenge students in the classroom. This scholarly interest may be evidenced by such activities as attendance at professional conferences, reviews of professional literature and other professionally related activities.”

Recently hired tenure and non-tenure earning faculty members interviewed by site team members said expectations for scholarship and creative activity are clear. Even with significant teaching loads, they express excitement about the research and creative endeavours in which they are involved.

While the university does not place specific weights on teaching, research and service, it is clear that the institution prioritizes teaching. This was reinforced by the interim provost, who told the site team that scholarship and creative activity are expected, but teaching excellence is of higher importance in determining retention and promotion. He said a faculty member demonstrating superior scholarship and creative activity but inferior teaching is less likely to be retained than a faculty member who is an excellent teacher but has not achieved superiority in scholarship or creative activity..

#### **c). Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.**

According to guidelines outlined in the university’s Faculty Handbook, a faculty member’s scholarly interest may be evidenced by attendance at professional conferences, reviews of professional literature and other professionally related activities. Creative activity is weighed equally to academic research.

#### **d). Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.**

Faculty members collectively produced six book chapters, one book, 19 refereed journal articles and 25

refereed conference papers during this review period. Additionally, they had published 60 non-refereed articles. In the area of creative activity, faculty have produced 21 juried works and more than 40 non-juried works.

**e). The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.**

The School fosters a climate for intellectual curiosity, reflected in classes and professional programs, panels and speakers, and faculty research and writing. Part-time faculty add to the climate of curiosity and critical analysis, participating in curricular reviews and volunteering to direct students in independent studies. Students made a point of noting that faculty encourage diverse viewpoints.

**SUMMARY:**

Despite being at an institution that emphasizes teaching, the School's faculty has been remarkably productive in collectively producing six book chapters, one book, 19 refereed journal articles and 25 refereed conference papers, 21 juried works and dozens of non-refereed articles and non-juried work.

The university gives equal weight to scholarly research and creative activities, in line with faculty members' areas of expertise. The school supports intellectual curiosity and expression of differing points of view.

**Overall evaluation, compliance/non-compliance:**

**COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (3Current, 1retired, 1phased, 1deceased)	Associate Professors (0)	Assistant Professors (1Current TT, 2 Current nonTT, 3 retired nonTT)	Instructors ** (1 for one year)	Totals (6 Current full-time/13)
Awards and Honors	33	21	0	11	1	33
Grants Received Internal	2	1	0	2	0	3
Grants Received External	6	5	0	1	0	6
Scholarly Books, Sole- or Co-authored	1	1	0	0	0	1
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	6	5	0	1	0	6
Monographs	1	1	0	0	0	1
Articles in Refereed Journals	17	15	0	4	0	19
Refereed Conference Papers	24	15	0	5	5	25
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	4	4	0	0	0	4
Articles in Non-refereed Publications	59	10	0	49	0	59

Report of on-site evaluation of undergraduate programs for 2019-2020 Visits

Juried Creative Works	21	21	0	0	0	21
Non-juried Creative Works	41	5	0	36	0	41
Other (please specify)						
INVITED	92	61	0	31	0	92
SPEAKER/PRESENTATIONS	109	91	0	18	0	109
MEDIA ENGAGEMENT						

## **PART II — Standard 6: Student Services**

### **a). Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.**

The School of Mass Communication provides students with the support and services that promote timely completion of their plans of study. Each freshman student has an assigned faculty adviser in the School and an academic coach in the university Student Success Center.

The School employs a student services director who serves as the first contact when students enter the School as freshmen. After the first semester, the student is assigned a faculty adviser who guides the student through registration and the program of study. Full-time faculty members who advise, on average, 40 students, must clear students before they can register for classes each semester. The program director and student services director meet annually with all students as well.

When asked about advising, one student captured student sentiment with this: Faculty “not only advise us on our school work, but work and life issues, too.”

### **b). Faculty are available and accessible to students.**

All faculty hold office hours, and faculty email their advisees to remind them to sign up for appointments during the advising/registration period each semester. Faculty complete a registration advising form during each appointment that includes a proposed schedule and notes as to completion requirements; each student is given a copy of that form at the conclusion of the advising appointment. Faculty and the unit’s administrative offices, including the director of student services, are located on the same floor and in close proximity to the program’s classroom, studios and meeting space. Office hours and contact information are posted outside of offices and online.

### **c). The unit keeps students informed about the activities, requirements and policies of the unit.**

Students note that they feel a strong bond and connection to their teachers and administrators. Faculty, staff and students engage regularly in person, through email, text and phone calls. When asked if they feel informed, students responded, “absolutely,” “no doubt,” “I know I can call all of my professors ... I even have their cell phones.” Students communicated a firm grasp of requirements, policies and the overall mission and goals of the unit.

### **d). The unit and the institution provides students with extracurricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.**

Students have numerous opportunities for extracurricular activities, including the award-winning student media organization and student clubs and organizations.

The Maroon, Loyola’s nearly 100-year-old student newspaper, was named Best College Media Outlet of the Year (four-year) at the 2018 College Media Association Pinnacle Awards. The publication – in its print and online formats – has won awards from organizations that include The Associated Press Media Editors, Society of Professional Journalists, Catholic Press Association, Louisiana Press Association,

Columbia Scholastic Press Association, Princeton Review, New Orleans Press Club and the Southeast Journalism Conference. The Princeton Review has named The Maroon one of the top five media outlets in the country four times in the last five years.

With a staff of more than 50 students from diverse campus majors, The Maroon publishes a weekly newspaper and airs the daily broadcast of “The Maroon Minute,” a one- to two-minute news headline video program that has been recognized by the Louisiana/Mississippi Associated Press Media Editors and the Society of Professional Journalists Region 12.

The Wolf is Loyola University New Orleans’ student-run magazine. The magazine is published once a month during the school year. Any Loyola student can submit a story or apply to work at The Wolf.

The Loyola News Service is a multimedia partnership between the Loyola journalism department and local professional media organizations that began in 2014. Students write news stories, report, shoot and produce news videos and take photographs for the media outlets as part of their classwork. Partners include NOLA.com/Times-Picayune/The New Orleans Advocate, Investigate TV, Uptown Messenger, the Clarion-Herald and others.

Loyola is home to chapters of the Society of Professional Journalists, the American Advertising Federation, the Public Relations Student Society of America, the Radio Television Digital News Association and a newly chartered chapter of the National Association of Black Journalists. All five organizations have student officers, produce programming for members and network with professionals at local, regional and national meetings.

The Loyola National Student Advertising Competition team participates each year in the AAF National Student Advertising Competition through AAF District 7. A Loyola student was named the Richard Joel Best Presenter in the 2015 competition.

The Loyola PRSSA Bateman Team competes annually in the PRSSA national Bateman case study competition. In 2019 and 2017, the team received honorable mentions; it was named to third place in 2014, placed second in 2016 and won first place in 2015, 2013 and 2012. Loyola New Orleans has won more Bateman competitions than any school in the country.

The Shawn M. Donnelley Center for Nonprofit Communications links nonprofit organizations needing assistance with their communications with students who work under faculty supervision – at no charge to the organization. The Donnelley Center has been recognized with Addy awards from the Ad Club of New Orleans and Flambeaux awards from the Public Relations Association of Louisiana – New Orleans chapter. It has also been recognized with a Communicator award from the Academy of Interactive and Visual Arts.

Kappa Tau Alpha, a national college honor society that promotes academic excellence and recognizes scholarship in journalism and mass communication, is known as the Alfred Lorenz Chapter of KTA at Loyola. A student must rank in the top 10 percent of his/her class, have completed at least five semesters of degree work and nine credit hours of journalism or mass communication courses and have a GPA of 3.0 or higher to be eligible.

Well beyond the campus, about 35 percent of university students study abroad. Students note the unit's support of the program but also indicate that given the university's size and limited course offerings, early course planning is essential in order to do a study abroad program and still graduate on time.

**e). The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.**

The School shares its enrollment, retention and graduation rates on the unit's Student Success Page. The number of students enrolled in the School has been growing slowly since 2017. From fall 2018 to fall 2019, enrollment increased from 214 to 247.

University students -- 35 percent of whom are Pell Grant eligible and 30 percent of whom are first generation students -- select their major in their freshman year; therefore the university benchmarks retention rates to both the major and the university overall. For the cohorts from 2014 to 2020, after the first two years, retention rates to the university ranged from 68 percent to 92 percent. Retention rates for the major over the same period ranged from 63 percent for the 2018 cohort to 74 percent for the 2020 cohort. It should be noted that for the 2020 cohort, the highwater mark for retention, the university started its "Success Coach" program.

Of the 60 communication majors in the 2015 cohort, 55 percent graduated from Loyola in four years. The best-performing cohort of graduates in the six year period was the 2013 cohort, whose six-year graduation rate was 68 percent.

#### **SUMMARY:**

The School provides students with ample support and services, including consistent advising and personal attention. The bond between students and their faculty and administrators is strong, and students feel informed and engaged. Extracurricular opportunities through student clubs and student publications are plentiful, especially given the size of the program. Students consistently perform well in journalism, public relations and advertising competitions.

#### **Overall evaluation, compliance/non-compliance:**

#### **COMPLIANCE**

## **PART II — Standard 7: Resources, Facilities and Equipment**

### **a). The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.**

During this review period, the School experienced a reduction in operating funds of about 34 percent. The reduction partially reflects the moving of travel expenses to the dean's office.

The operating budget was cut again by about half in the current fiscal year. However, that decline will be more than offset by an increase in the Communication Major Fee. That fee, which was \$100 per student per semester, has been raised to \$250 per student per semester, providing the unit with funds totaling approximately \$200,000 (taking into account the additional students who are now part of the new School of Communication and Design). The university provides technology support and some funding for computer replacement and other technology upgrades.

The director has been one of the university's most successful fund-raisers, bringing in an estimated \$1.85 million in gifts over the review period. The funds have been used for everything from a new media center and studio, for which the School raised nearly \$1 million, to paint and carpeting. The director also has been creative in utilizing existing resources and developing partnerships with outside organizations for initiatives such as visiting professionals.

The School has three endowed professorships that cover travel and research only and an endowed chair that covers those expenses and a portion of a salary. It also has three endowed equipment accounts, which help it meet technology needs.

### **b). The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.**

The budget cuts the School has experienced over the review period appear to have been fair relative to other units at the university. Moreover, due to its endowments and fund-raising success, the School is seen to have an abundance of resources compared to other units.

The university has provided the School support in the form of a part-time employee who assists with development. No such support is provided to the college as a whole or to most other individual units. And while caps on other classes were raised as the university struggled to balance its budget in recent years, caps on the School's skills classes were exempted, in line with ACEJMC accreditation standards.

The School has received approval to hire a tenure-track faculty member in 2020, replacing one of the two most recent lost faculty positions.

### **c). The facilities of the unit enable and promote effective scholarship, teaching and learning.**

The School provides impressive learning facilities for students. State-of-the-art classrooms include three computer labs, each with 21 Macintosh computers that are updated approximately every three years.



Students on the student newspaper, the Maroon, work in a newsroom with 13 Macintosh computers with the Adobe Creative Suite and JAMF Management Software, along with a news desk where students produce a daily newscast, The Maroon Minute. The Maroon Control Room is equipped with a NewTek Tricaster Switcher, Teleprompter and NewTek TalkShow software that allows for Broadcast Quality Skype calls.

More than a computer lab, the Shawn M. Donnelley Center for Nonprofit Communication allows students to meet with clients and work in an environment similar to what one would find in an advertising or public relations agency. One of the newest spaces is a room dedicated to podcasting, which is similar to what one would find at a radio station.

Chief among the School's facilities is a state-of-the-art multimedia media center and studio that includes the Communications Hub, with equipment that can be used to Skype in media experts from across the world, along with a 60-seat classroom from which to broadcast special events and shows.

Offices for both full-time and part-time faculty are equipped with laptops, desks and telephones as well as access to printing services.

**d). The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.**

Students have ample opportunities to learn using professional-grade equipment. Staffed by students, the equipment room is a hub of activity where students can pick up still and video cameras and microphones that are reserved through an electronic reservation system.

Students in advanced journalism classes are allowed to check out so-called "senior kits" -- a backpack with high-end video cameras and wireless lavalier and stick microphones -- for the semester. The School also provides eight production cameras for check-out. Photojournalism students have access to a supply of 15 Canon Digital Single Lens Reflex Cameras. A course focused on drone journalism is supported by four Mavic Air Fly More Combo Drones.

When asked about the availability of equipment to complete their assignments, students were very positive about the accessibility of up-to-date cameras, microphones and other hardware. Twenty-four hour swipe-card access to the building facilitates students' ability to work on projects around-the-clock.

**e). The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.**

The School's students and faculty are adequately supported by staff and resources available through the J. Edgar and Louise S. Monroe Library. Along with the major academic journals in the field indexed through the Communication and Mass Media Complete database, the library provides other industry-related databases such as Hospitality & Tourism Index, Business Science Complete, MRI Plus and Claritas 360 for marketing and advertising research.

To support students, the Digital Initiatives Librarian makes visits each semester to the Communication Writing and Digital Communication courses. The same librarian occasionally visits the Intro to Mass Communication courses.

**SUMMARY:**

The School has experienced a reduction in operating funds of about 34 percent over the review period. The operating budget was cut again by about half in the current fiscal year. However, that decline will be more than offset by an increase in the Communication Major Fee from \$100 to \$250 per student per semester.

The School provides students with an impressive array of equipment and state-of-the-art facilities that include three computer labs, a newsroom with a news desk and a new multimedia media center. Students told site team members they were pleased with their round-the-clock access to equipment and computer labs.

**Overall evaluation, compliance/non-compliance:**

**COMPLIANCE**

## PART II — Standard 8: Professional and Public Service

**a). The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.**

The School enjoys an extensive network of alumni, professionals and professional organizations. Professionals, including alumni, conduct portfolio reviews for students and participate in the annual Networking Day, during which organizations are brought in to interview students for internships and jobs. Guest speakers often complement faculty in the classrooms. Alumni make up 25 percent to 50 percent of guest speakers.

Alumni also serve as visiting professionals, on the School's fundraising committee, as capstone reviewers and as partners with the Loyola News Service.

The School's Den of Distinction celebrates the lives and careers of a diverse list of alumni who have made significant contributions to the field of mass communication. Nominees for the Den are solicited from alumni and selected by a committee consisting of alumni and faculty. Members, inducted during a senior reception each spring, are listed on the School's website, recognized in newsletters and showcased on a wall of portraits on the fourth floor of the Communications/Music Complex.

Alumni contacted by the site team said they feel very connected to the School and its students and actively participate in campus activities.

**b). The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.**

The School and its faculty work to advance the journalism and mass communication professions while engaging with the community, alumni and the public. The School houses the Shawn M. Donnelley Center for Nonprofit Communication, which has helped nonprofits in the New Orleans area for more than 20 years. Classes also work with nonprofits as clients. The School regularly communicates and engages its alumni, professionals and professional organizations to ensure the curriculum is kept current.

Additionally, the Loyola University Center for Environmental Communication, one of the few such centers in the United States, specializes in training communicators in covering environmental communications.

When asked about community service, one student commented that the Donnelley Center, ‘is the greatest type of community service we can perform, (helping) nonprofits achieve their goals.’”

**c). The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty’s involvement in academic associations and related activities.**

Faculty members have held national leadership positions in journalism and mass communication organizations, serving as ASJMC president and on the ACEJMC Accreditation Committee and AEJMC finance committee. Faculty also serve on the RTDNA board and participate in accreditation team site visits for both ACEJMC and CEPR.

Several faculty have obtained national prominence in their fields as public relations professors who have led Loyola to more national Bateman competition victories than any school in the country. Similarly, a strong faculty adviser to the Maroon has helped the student outlet achieve a College Media Association ranking as the No. 1 student media organization in the country. Another faculty member is recognized nationally for his work in environmental studies.

Faculty members have received top university faculty honors, with three members earning the Loyola Dux Academicus Award for high achievement over the past decade.

**d). The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.**

Rooted in the Jesuit and Catholic mission, The university’s Loyola 2020 plan calls for members of the university community to strive for lives of service. Faculty members are expected to contribute to the general welfare of the university and the community through active involvement in civic and cultural life. Students report that many classes include a community service requirement.

In 2018, the School began work to charter an NABJ chapter, complementing other student-run chapters that include SPJ, RTDNA, PRSSA and AAF. The School’s NABJ chapter became official in 2019, and several students planned to attend the fall 2019 national NABJ convention.

**e). The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.**

The School hosts the state High School Journalism Education Association in both the fall and spring semesters, when it also hosts the annual Tom Bell Silver Scribe High School Workshops. The School’s technology coordinator serves as the state director of JEA. In 2019-20, Loyola will sponsor the national JEA Adviser of the Year award.

**SUMMARY:**

The School has a rich history of professional and community service, much of which is rooted in the university's Jesuit mission. Alumni are engaged and active in support of the university, the program, faculty and students in meaningful ways. Faculty are active in many professional and local organizations, with several serving in leadership roles. The program, at all levels, is firmly committed to supporting the community.

**Overall evaluation, compliance/non-compliance:**

**COMPLIANCE**

## PART II — Standard 9: Assessment of Learning Outcomes

### **a). The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.**

The School’s assessment plan is built around the 12 professional values and competencies as outlined by ACEJMC. Relevant values and competencies, in many cases specifically referencing ACEJMC, are described in course syllabi.

The director is in charge of the assessment process. She reviews assessment outcomes each summer and discusses the results in the fall semester with members of the School’s curriculum committee, made up of all full-time faculty members. The committee then suggests modifications or changes to classes, programs and curriculum.

### **b). The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.**

The School uses nine measures to assess student learning, as follows.

Direct measures:

- Senior capstone course required of all students. In the course, students complete a final project that is evaluated by professionals based on a rubric that identifies educational outcomes. Capstone courses include an Ad Team for students engaging in advertising campaign competition, an Advanced Advertising Campaigns course focused on producing digital portfolios, a Brand Lab, in which students produce advertising and public relations campaigns for non-profit clients, and a journalism capstone, in which students report and produce news, including a television newscast.
- Senior portfolio. Students are required to complete a digital portfolio in their Senior Seminar course designed to demonstrate mastery of basic skills required in their programs and reflect their ability to compete for entry-level jobs upon graduation. Portfolios are reviewed by media professionals, some of whom are alumni, who provide written assessments.
- First Amendment principles and law test administered during the first week of the freshman Intro to Mass Communication course each fall and administered again in the last semester of the senior year. Results are compared to measure each cohort’s knowledge at the beginning of the program of study and at the end.
- Survey of ethical attitudes, also administered in the first semester of the freshman year and again in the last semester of the senior year to compare each cohort’s knowledge at the beginning of the program of study and the end.
- Internship evaluations completed by supervisors for students completing the required internship credit.

The unit lists a sixth direct measure -- student job placement/employment data. However, the site team considered this an indirect measure.

Indirect measures:

- Student job placement/employment data. Information is collected by the university’s Career Placement Center.

- Student awards
- University exit survey
- School alumni survey, conducted every three years

The measures appear to be effective for measuring ACEJMC values and competencies.

In addition, the self-study states that “much of the primary assessment of student competencies takes place in the classroom and in the assessment of students’ course-related work. That process is part of the day-to-day educational process. It is formally and informally evaluated with classroom examinations, class work, conversations among faculty and regularly scheduled department chair and faculty meetings.”

**c). The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.**

The School director and faculty review assessment data each fall. Data gathered during this review period indicated the following:

- In the student exit survey, students consistently pointed to teaching of critical evaluation/thinking and writing as strengths of the program. They consistently ranked competency in quantitative skills and statistical analysis lowest among 10 measures.
- When asked specifically about ACEJMC values and competencies, students in the exit survey gave the highest scores to understanding of diversity and the lowest to history and numerical and statistical concepts.
- The most recent alumni survey, conducted in 2018, showed that nearly 90 percent of alumni who responded rated their professional education as excellent or above average. Alumni ranked their competencies in critical thinking, creativity and thinking independently highest and their awareness of cultural diversity concepts and their training regarding use and presentation of images lowest.
- When alumni were asked how the communication program could be improved, the most common suggestion was to add more digital and technological skills. (It should be noted that many of the alumni responding graduated prior to curriculum revisions in 2012 that introduced more digital media into teaching.)
- Professionals who evaluated capstone final projects for advertising, public relations and journalism from 2013-2019 gave students consistently strong marks -- and in some cases perfect marks. The only exception was the spring 2018 evaluation of the journalism capstone, a television newscast, which got average marks.
- Overall, seniors scored better on the First Amendment Principles and Law test than freshmen. However, this was not always the case on specific questions, indicating gaps in student learning..
- The survey of ethical attitudes revealed some troubling shifts from freshman to senior year. Seniors were generally more concerned about ethical issues, but they were less likely to report or act to prevent cheating.
- Professionals reviewing senior portfolios rated the vast majority of student work as good or very good.
- Employers rated interns high on most measures, with consistently strong scores for ethical behavior, professionalism, initiative, understanding of diverse audiences and technical proficiency.
- Students across disciplines have an impressive record in national and regional awards contests.

- The School's annual survey of graduates indicates that 93 percent of 2018-2019 graduates were employed full time. The survey did not indicate whether employment was in a communications field or another field.

Among the changes made as a result of assessment during this review period are:

- A single capstone for public relations and advertising students was split into two capstones and then re-merged into one, in part in response to capstone assessments.
- The School began requiring that students complete before graduation a certification in ethical leadership offered by the National Association of State Boards of Accountancy's Center for the Public Trust, as a result of concerning scores in the survey of ethical attitudes completed by seniors. The School is the only unit at the university to require this certification. Meanwhile, the School believes the ethics survey is flawed, testing attitudes over practice, and is considering eliminating it.
- Evaluator comments on a journalism capstone revealed a need for stronger writing and editing skills. In addition, the faculty noted a wide range of writing competencies among students entering advanced classes. The School responded by consolidating all beginning writing courses under one instructor, who has re-emphasized basics. Faculty believe writing skills have since improved and students are better prepared for advanced coursework..
- Mixed results in the First Amendment Principles and Law test prompted the instructor to emphasize some principles that students were not grasping. However, the School believes the test is flawed, with questions that don't reflect the main learning outcomes of the course, and plans to revise it.
- Weaknesses in numerical and statistical concepts are being addressed in the Media Planning and Data Journalism courses.

Other changes have come about in a more organic way as the result of observations on the part of faculty and the director. A Social Media Strategies course was added to the curriculum after it was determined that teaching the topic in bits and pieces across several courses was ineffective. The new course is offered every semester. The Media Planning course was eliminated as a requirement for students studying strategic communications, but faculty observed that students were not as well prepared for advanced courses and the course was reinstated.

Diversity was added to the title of the senior capstone ethics course to underscore a belief in the importance of preparing students for a diverse workforce, and more teaching of history was added to the Intro to Mass Communication course after a history elective was eliminated.

In the belief that portfolio reviews were not sufficiently critical, the director began requiring students to contact a professional in their field for an additional review. Students must ask for five things they could do better before submitting their final portfolios.

While there are strong examples of the School acting on assessment data -- requiring certification in ethical leadership, for example, after reviewing results from the freshman and senior ethics survey -- there are gaps. Some of the tools (ethics and law tests, in particular) are being revised or may be eliminated, and the School has not yet completed all loops, such as evaluating whether the certification in ethical leadership has improved learning.



**d). The unit maintains contact with the alumni to assess these experiences in the professions and to provide suggestions for improving curriculum and instruction.**

The School maintains close contact with alumni. Alumni are among the professionals who review senior portfolios and student capstone projects, and a number of alumni hire interns and provide evaluations of their performance.

The School surveys alumni every three years to gather information on strengths and weaknesses of the program.

**e). The unit includes members of journalism and mass communication professions in its assessment process.**

Professionals are closely involved in the evaluations of capstone projects and senior portfolios. They come from major local companies such as Peter Mayer Advertising, Gray Television, WWL-TV, KSLA-TV, the Spears Group, and NOLA.com/The Times-Picayune as well from a range of clients for whom students have developed public relations and advertising projects..

**SUMMARY:**

The School has in place robust assessment tools and has made several significant changes based on the information it collects, although there are some gaps in connecting data to action. The School has close ties to alumni and professionals in the community, who are involved in evaluations of student portfolios and capstone projects and who contribute to the School in a variety of other ways.

**Overall evaluation, compliance/non-compliance:**

**COMPLIANCE**

### **PART III: Summary by site visit team**

1) Summarize the strengths and weaknesses of the unit.

The School's strengths include:

- A dedicated and hard-working faculty that wears many hats
- A strong leader who is able to marshal resources on behalf of the unit and create an environment of collaboration and support
- Diversity of the student body, a strength acknowledged and appreciated by both students and faculty
- A strong reputation on campus and within relevant professional communities
- Close attention to the success of students, including a range of student services and numerous professional opportunities
- Access to state-of-the-art technology and facilities

The School's weaknesses/challenges include:

- A challenging university environment with regard to finances and enrollment
- Limited opportunities for new faculty hires, contributing to a lack of diversity on the part of the full-time faculty

2) List the standards with which the unit is not in compliance.

N/A

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

N/A

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

The previous site team report noted deficiencies in diversity of full-time faculty and uncertainty concerning budgets, restructuring and recruitment of students. Over this review period, the following steps have been taken to address deficiencies:

- While faculty diversity does not reflect the makeup of the student body or the geographic region, the School has taken multiple steps to promote diversity in teaching and all other aspects of the School.
- Although the School has continued to experience restructuring, reorganization and re-namings, it is now in a new college that appears to be a suitable and more stable home.
- The School's enrollment has grown slowly, along with that of the university, although enrollment remains well below pre-Katrina levels.

7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.

The self-study was generally well done, although the site team required additional information and clarification.