

Report of ACEJMC Evaluation
Professional master's/Undergraduate programs
2022– 2023

Name of Institution: **Louisiana State University**
Name and Title of Chief Executive Officer: **William F. Tate IV**
Name of Unit: **Manship School of Mass Communication**
Name and Title of Administrator: **Joshua Grimm, Interim Dean**
Date of 2022-2023 Accrediting Visit: **Nov. 13-15, 2022**

Date of the previous accrediting visit: **Oct. 18-21, 2015**
Recommendation of the previous site visit team: **Reaccreditation**
Undergraduate program: **Reaccreditation**
Professional master's program: **Reaccreditation**

Previous decision of the Accrediting Council: **Reaccreditation**
Undergraduate program: **Reaccreditation**
Professional master's program: **Reaccreditation**

Recommendation by 2022-2023 Visiting Team:

Undergraduate program recommendation: **Reaccreditation**
Professional master's program recommendation: **Reaccreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Marie Hardin, Professor and Dean**
Organization/School: **Donald P. Bellisario College of Communications, Penn State**

Signature



Team Members

Name and Title: **Caesar Andrews, Professor and Leonard Distinguished Chair in Media Ethics and Writing**
Organization/School: **Reynolds School of Journalism, University of Nevada, Reno**

Signature



Team Member

Name and Title: **Marianne Barrett, Louise Solheim Professor of Journalism**

Organization/School: **Walter Cronkite School of Journalism and Mass Communication,
Arizona State University**

Marianne Barrett
Signature

Team Member

Name and Title: **Brian Sheehan, Professor of Advertising**

Organization/School: **Newhouse School of Public Communications, Syracuse University**

Brian Sheehan
Signature

Part I. General Information

Name of Institution: Louisiana State University

Name of Unit: Manship School of Mass Communication

Year of Visit: 2022

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

- Higher Learning Commission
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

A copy of the legal authorization for Louisiana State University (LSU) to provide postsecondary education is not available. However, below is the historical background of the institution and its legal basis, summarized from the [LSU General Catalog](#).

LSU began as a small military school in 1860 near Pineville, Louisiana. It was originally called the Louisiana State Seminary of Learning and Military Academy and officially changed its name to Louisiana State University in 1870. Due to financial struggles, LSU merged with the Agricultural and Mechanical College in 1877 to form the Baton Rouge-based Louisiana State University and Agricultural Mechanical College, the name it would keep until 1965.

Prior to the construction of the university's present Baton Rouge campus in 1922 and its formal dedication in 1926, the newly formed institution resided in the Institute for the Deaf, Dumb, and Blind and, some years later, the federal garrison grounds (now the site of the State Capitol). After Huey Long was elected governor in 1928, funding for LSU became a priority, which helped the university grow drastically in its size and course offerings despite the Great Depression. LSU has continued to grow in numbers and esteem through the years.

LSU is one of 24 universities nationwide holding land-grant, sea-grant, and space-grant designations. In addition, the Carnegie Foundation has designated LSU as a Very High Research

Activity (Research I) institution, a testament to its vigor. As such, LSU holds a prominent position in American higher education, with a diverse study body that numbers more than 35,000. The university's commitment to excellence includes pursuing intellectual development for students, pushing the boundaries of knowledge through research, and providing economic advancements for Louisiana.

LSU continues to evolve and grow, as the university has experienced expansions in its chief academic divisions throughout its history. LSU is a member of the American Council on Education, an organization of accredited postsecondary educational institutions founded in 1918; the Association of Public and Land-Grant Colleges, founded in 1962 to represent the major public universities and land-grant institutions; and the American Association of State Colleges and Universities, a select group of leading public institutions of higher education.

LSU boasts several instructional programs, including 248 undergraduate and graduate/professional degrees, as well as graduate certificates. The university has awarded over 298,000 degrees since its first commencement more than 150 years ago. As the state's flagship university, LSU is responsible for around 24% of Louisiana's baccalaureate graduates, approximately 17% of the master's graduates, about 53% of the doctoral graduates, and around 25% of the professional graduates. During the 2020–2021 academic year, LSU awarded 6,871 degrees.

LSU's Baton Rouge campus is one of eight institutions on seven campuses in five different cities that comprise the LSU System, established on February 6, 1965, by an Act of the Louisiana Legislature. The LSU System includes LSU A&M, LSU Agricultural Center, LSU Health Sciences Center New Orleans, LSU Health Sciences Center Shreveport, LSU Alexandria, LSU Eunice, LSU Shreveport, and the Pennington Biomedical Research Center. LSU's Health Care Services Division is also included in the collective system.

The LSU System is governed by the Board of Supervisors, established by Article 8, Section 7 of the Louisiana Constitution. The board consists of 15 members appointed by the governor and one student member elected by their fellow LSU System student government leaders, all of whom serve fixed terms.

Throughout its more than 150-year history, LSU has remained committed to its mission of offering students a broad array of academic programs and research opportunities; employing faculty who embody scholarly, professional, and personal excellence; and using its many resources to solve economic, environmental, and social challenges.

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. If there was a revisit, give the date of the last full visit and the date of the revisit: October 18–21, 2015

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

1946

6. Insert here the undergraduate mission statement and the separate mission statement for the graduate program. Statements should give the date of adoption and/or last revision.

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

This mission statement was last updated on November 20, 2020.

7. What are the type and length of terms?

Number of weeks in a semester: 15 weeks

Number of weeks in summer sessions: 5 or 10 weeks

Number of weeks in intersessions: 2.5 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate and professional master's degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

B.A.M.C. – Bachelor of Arts in Mass Communication*

M.M.C. – Master of Mass Communication

*The Manship School offers four concentrations: digital advertising, journalism, political communication, and public relations. It started offering an online B.A.M.C. for political communication and public relations concentrations through LSU Online, but digital advertising and journalism are on-campus only.

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

120 semester-hours

Credits hours required for a professional master's degree:

34 semester-hours

11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

6 semester-hours

12. List each professional journalism or mass communications sequence or specialty offered in the undergraduate program and give the name of the person in charge. Add lines as needed.

Name of Sequence	Person in Charge
Digital Advertising	Jun Heo (on sabbatical Fall 2022) Yongick Jeong (acting area head)
Journalism	Roxanne Dill
Political Communication	Michael Henderson
Public Relations	Sadie Wilks

13. Number of full-time students enrolled in the institution: 31,072

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

As of the 14th day of Fall 2022:

Campus

Name of Sequence	Number of Undergraduate Students
Digital Advertising	213
Digital Advertising 3+3 Pre-Law	10
Journalism	314
Journalism 3+3 Pre-Law	23
Political Communication	168
Political Communication 3+3 Pre-Law	32
Public Relations	363
Public Relations 3+3 Pre-Law	24
Pre-majors	4
Total	1,151

LSU Online

Name of Sequence	Number of Undergraduate Students
Political Communication	14
Public Relations	21
Pre-majors	1
Total	36

15. Give the number of graduate students enrolled on-site: 58 (M.M.C.)

Number of graduate students enrolled online: N/A

16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Course Enrollment for Fall 2022 and Spring 2022

Course & Section	Fall 2022	Spring 2022
MC 2010 Media Writing		
Section 1	9	18
Section 2	20	19
Section 3	19	19
Section 4	19	18
Section 5	19	20
Section 6	20	19
Section 7	16	21
Section 8	19	-
Section 9	20	-
Section 10	19	20
Section 11	19	17
Section 12	21	21
Section 13	-	21
Section 14	-	20
Section 15	-	20
Section 16	-	19
MC 2015 Visual Communication		
Section 1	19	19
Section 2	20	-
Section 3	18	19
Section 4	18	18
Section 5	19	19
Section 6	-	18
Section 7	18	19
Section 8	-	-
Section 9	18	-
Section 10	17	18
Section 11	19	17
Section 12	18	20
Section 13	18	-
MC 2101 Newspaper and Online Journalism		
Section 1	19	20
Section 2	18	6
MC 2102 Broadcast and Digital Reporting		
Section 1	17	16
Section 2	17	19
MC 3001 Public Relations Writing		
Section 1	20	21
Section 2	22	20
Section 3	20	19
Section 4	20	-
MC 3031 Digital Advertising Creative Strategies		
Section 1	14	20
Section 2	21	19

Course Enrollment for Fall 2022 and Spring 2022 (cont.)

Course & Section	Fall 2022	Spring 2022
MC 3103 Advanced Print Newsgathering		
Section 1	18	9
Section 2	-	9
MC 3104 Advanced Broadcast Newsgathering		
Section 1	18	9
Section 2	-	14
MC 3520 Political Communication Writing		
Section 1	19	37
Section 2	19	-
MC 4031 Advertising Design		
Section 1	30	-
MC 4151 Field Experience		
Section 1	16	15
MC 4250 Public Affairs Reporting		
Section 1	11	-
MC 4280 TV News Producing		
Section 1	11	-
MC 4550 Social Media Analysis		
Section 1	22	-

Note: The capstone (Campaigns) courses are not included in this table.

17. Total expenditures planned by the unit for the 2022–2023 academic year:

\$5,378,819

Give percentage increase or decrease in three years:

In the last three years there has been a 7.7 percent increase from the 2019–2020 total of \$4,992,084.

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

\$3,211,100

Expenditures from state funds have remained relatively stable over the last three years, with the exception of full-time faculty salaries. Faculty received 3% salary raises for the 2021–2022 academic year and 4% for the 2022–2023 academic year.

18. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

At the present time (Fall 2022), the school has 33 full-time faculty members, including the dean and three associate deans. The faculty members are listed below alphabetically by last name.

- Len Apar**, Switzer Chair, Professional-in-Residence
- Nichole Bauer**, Associate Professor (not teaching at Manship in Fall 2022)
- Jinx Broussard**, Professor
- Cindy Carter**, Professional-in-Residence
- Josh Darr**, Associate Professor (course buyout Fall 2022)

Roxanne Dill, Senior Instructor
Doug Draper, Instructor
Christopher Drew, Greer Chair, Professional-in-Residence
Jeff Gauger, Professional-in-Residence
Josh Grimm, Interim Dean, Professor
John Maxwell Hamilton, Professor
Tina Harris, Manship-Maynard Chair, Professor
Michael Henderson, Associate Professor
Jun Heo, Associate Professor (on sabbatical Fall 2022)
Yongick Jeong, Associate Professor
Nathan Kalmoe, Associate Professor (on family leave Fall 2022)
Soojin Kim, Assistant Professor
Sujin Kim, Assistant Professor
Robert Mann, Manship Chair, Professor
Will Mari, Assistant Professor
Ruth Moon, Assistant Professor
Tad Odell, Professional-in-Residence
Lisa Frazier Page, Professional-in-Residence
Hyojung Park, Associate Professor
Raymond Pingree, Associate Professor
Lance Porter, Professor (on sabbatical Fall 2022)
Fanny Ramirez, Assistant Professor
Meghan Sanders, Associate Professor
Kathleen Searles, Associate Professor (not teaching at Manship in Fall 2022)
Judith Sylvester, Associate Professor
Sadie Wilks, Instructor
Asha Winfield, Assistant Professor
Chun Yang, Assistant Professor

19. List names of part-time/adjunct faculty teaching at least one course in Fall 2022. Also list names of part-time faculty teaching Spring 2022.

Fall 2022

Adjunct Instructors

Victoria Allen
Kelly Anne Beile
Sara Bongorni
Freda Yarbrough Dunne
Rebekah Duplechin
Amber Goodwin
Ginger Guttner
Josh Howard
Paige Jarreau
Davante Lewis
Jennifer Macha
Amy Mitchell-Smith

George Morris
Stanley Nelson
Julie Baxter Payer
Rick Portier
Alisha Prather
Steven Procopio
Philip Rainer
Paromita Saha
Willow Sauermilch, Lamar Postdoctoral Researcher
Hunter Territo
Elizabeth Vowell
Chloé Wiley
Cody Worsham
Christopher Yandle

Doctoral Student Instructors

Rockia Harris
Delwar Hosen
Joshua Jordan
Natalie Kaczynski
Soheil Kafiliveyjuyeh
Seonwoo Kim
Lyric Mandell
Nichole Santee
Jessica Wyers

Spring 2022

Adjunct Instructors

Victoria Allen
Kelly Anne Beile
Sara Bongorni
Freda Yarbrough Dunne
Rebekah Duplechin
Robert Engle
Amber Goodwin
Michelle Gilbeau
Ginger Guttner
Jennifer Hebert
Pamela Labbe
Bradley Martin
George Morris
Rick Portier
Philip Rainer
Chad Sabdie
Paromita Saha
Kelci Sibley

Hunter Territo
Chloe Wiley
Stafford Wood

Doctoral Student Instructors

Tryfon Boukouvidis
Sarah Carpenter
Rockia Harris
Rachel Italiano
Seonwoo Kim
Lyric Mandell
Ayla Oden
Jacqueline Oquendo
Nichole Santee
Christine Swartz
Qinqin Wang
Jessica Wyers

20. For each of the last two academic years, please give the total number of graduates.

2021–2022 academic year: 297 (B.A.M.C.) & 21 (M.M.C.) graduates

2020–2021 academic year: 244 (B.A.M.C.) & 16 (M.M.C.) graduates

PART II — Standard 1: Mission, Governance and Administration

The Manship School of Mass Communication at Louisiana State University can trace its roots to the Department of English in the early 1900s, where journalism courses were first offered. In 1915, the Journalism Department was formed, and 15 years later it was made a school. It was first accredited in 1946. It was named the Manship School of Journalism in 1984, and “journalism” was replaced with “mass communication” in the name in 1992. Manship became a stand-alone unit in 1994.

The School is situated at a research-intensive university that has also been designated a land-, sea-, and space-grant institution. As the self-study notes, “The university’s commitment to excellence includes pursuing intellectual development for students, pushing the boundaries of knowledge through research, and providing economic advancements for Louisiana.”

The university has about 250 undergraduate and graduate degree programs and many graduate certificates. LSU has awarded almost 300,000 degrees during its 150 years and is responsible for about one-quarter of all baccalaureate graduates in the state. It has a diverse student population of about 35,000, and comprises seven campuses in five cities, with the Baton Rouge campus (where Manship is housed) being the largest.

The Manship School has grown in enrollment since the last re-accreditation visit in 2015. It currently enrolls about 1,200 undergraduate students in its in-residence and online programs, and another 58 students are enrolled in its master’s program, which includes a professional track and is part of the re-accreditation review. The School has also grown – but only slightly – in the number of full-time faculty members. The last site-team report noted 32 full-time faculty members; there are 33 full-time faculty members in the School in Fall 2022.

Unit performance with regard to indicators:

(a) The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The School’s mission statement, last updated in 2020, is: *“to produce highly competent communicators with broad knowledge and training in the liberal arts and the media. The school promotes effective communication, critical thinking, and ethical responsibility. Overall, and especially in the graduate program, the school is committed to leading the study and practice of media and public affairs. Believing that media should reflect society and provide leadership to society, the school seeks diversity in its outlook, student body, faculty, and staff.”*

The School is guided by a five-year strategic plan, *Leading the Conversation*. The plan, which runs through 2023, has three themes: Experience, Explore, Engage. It is clear that the strategic plan, which was drafted in 2017 with significant faculty engagement, has driven the School’s efforts in recent years. For example, the strategic plan includes the goal (Explore) to upgrade and relocate its research labs to a better location for researchers and students, and the groundwork

has been laid for such a move, including meetings with architects. Another goal in the plan (Engage) was to hire the Douglas L. Manship-Dori J. Maynard Chair in Race, Media & Cultural Literacy. Professor Tina Harris, a highly accomplished interracial communication scholar, was named to the position in 2019. Also, under the theme of Engage was a goal to reinvigorate the Louisiana Scholastic Press Association, which is housed in the Manship School. The website indicates that a conference and LSPA media competition also are planned for the spring.

The self-study indicates that the university is gearing up for its next strategic plan, and the School plans to allow the next dean, which it hopes to have in place by July, to lead its efforts for a strategic plan beyond the 2022-23 academic year.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Mission statement: <https://www.lsu.edu/manship/about/overview/index.php>

Strategic Plan: <https://www.lsu.edu/manship/about/overview/strategic-plan.php>

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The plan's goals are current and relevant, and a reading of the plan indicates that it is a document that continues to provide an actionable guide for the unit's priorities. The interim dean confirmed that, as the self-study states, individuals with responsibilities related to the plan report regularly to him about progress on its objectives.

(b) 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.

Joshua Grimm has been interim dean in the Manship School since 2020. He was appointed after the previous dean, Martin Johnson, died suddenly just two years after taking the helm. Prior to Martin's appointment, Jerry Ceppos led the School as dean from 2011-2018. Ceppos, who remained on the faculty and was nationally active in journalism-education leadership, died in 2022. A search for a new permanent dean in 2021 was unsuccessful and was relaunched in fall 2022.

The loss of Johnson and Ceppos, combined with the challenges of COVID-19, have had an impact on the School, and the interim dean has been recognized as leading the School through these difficult times and shepherding it forward related to the strategic plan, fundraising, and other priorities. Furthermore, he has also had to appoint three new associate deans (all new to their roles in 2022). Upper-level administration and colleagues in leadership across the university see him as effective in working with other units, representing Manship well, and aligning the School with the president's priorities, especially in relationship to research productivity and admissions.

The assessment of his leadership in the School is more mixed. The School's faculty were closely divided in a Fall 2022 vote over whether to change admissions standards for Manship, which currently requires (with some exceptions) a 3.0 GPA for students who want to enter the School. By a vote of 16-12, the faculty approved a change to a "holistic" approach to admissions that does not have a GPA threshold (for more detail, see Standard 4). In interviews, some faculty expressed concerns with the process for review and discussion of the change, saying they felt that the dean could have communicated better and listened more. Others said they firmly supported the interim dean's approach. In an interview with the site team, the provost said that he and the president both supported the change and that they appreciated the interim dean's leadership. The change for Manship, according to the provost, puts the School in alignment with the university's admissions philosophy and approach.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The unit has had three different deans during the period under review. Ceppos and Martin were both highly regarded within the School and across the university for continuing to raise Manship's stature, staunchly supporting student media, prioritizing diversity, equity and inclusion, and building programs and partnerships – and Manship's outstanding reputation at LSU on these fronts is evidence of that. Interim dean Joshua Grimm has also continued moving the School forward by almost all accounts. Manship faculty are sharply divided over the recent vote on admissions, and many are unsatisfied with the way the discussions and vote unfolded, saying that trust in his leadership has been diminished. However, faculty members also credit him with keeping the School moving forward and on an "even keel" during the multiple challenges presented to Manship during the past three years. The search for a permanent dean has commenced.

(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

Data is available on the database. The academic year represented is 2020.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

<https://www.lsu.edu/manship/about/overview/facts-1.php>

On indicators (e), (f) and (g) the site team should make sure the unit operates within

accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

Manship's policies and procedures for shared governance have not changed since the last review; the School operates with a series of faculty committees that oversee policy and curriculum.

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

There is a clear process at the university level that should be followed for the appointment and evaluation of administrators. For budgetary reasons, LSU requires that associate deans and area heads be appointed internally. Manship has followed this requirement. In Fall 2022, the provost's office retained a firm and appointed a committee for the Manship dean search, with a plan to have a dean appointed for the next academic year.

(g) Faculty, staff and students have avenues to express concerns and have them addressed.

The School has policies and procedures in place for faculty, staff and students. In interviews and meetings, no one expressed concerns that channels for concerns were not available.

Professional master's program / Unit performance with regard to indicators:

(h) The unit has a separate written mission statement and a written strategic 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 master's program has a mission statement that reads: *The mission of the Manship School's Master of Mass Communication (MMC) program is guided by a strong foundation of innovative research and professional experience. We aim to prepare individuals for success in both the academic and professional world through a curriculum focused on mass communication with an emphasis on public affairs and emerging media. We highly value diversity and inclusivity and strive to create a safe learning environment that fosters a unique and global perspective for our students.*

The unit's strategic plan, *Leading the Conversation*, is designed to address both the School's undergraduate and graduate programs through a series of goals related to the themes of Experience-Explore-Engage that address Manship resources, facilities and personnel. The associate dean for graduate programs acknowledged the absence of a stand-alone strategic plan. Although the School does not technically meet the requirement for a separate plan for the graduate program, the site team noted that the School's overall plan is sufficient to cover both and, for a unit of Manship's size and scope, is appropriate.

(i) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.

The associate dean for graduate studies oversees its administration, working closely with faculty members and in alignment with Manship policies and procedures.

SUMMARIES:

Undergraduate

The School has an up-to-date mission statement; a dynamic, relevant and action-oriented strategic plan; policies and procedures that ensure faculty engagement in the curriculum and other matters related to academics and student success; and a full slate of faculty committees to serve the School's needs. The School has gone through several changes of leadership during the review period and will soon consider another change with its dean search. It has also endured contentious, recent debate among faculty members and a close vote over its admissions policy. However, the unit is thriving and is understood across the university to be one that is efficiently managed and effective in serving students and contributing to the institution's priorities.

Professional master's

See above. The team noted the lack of a separate, stand-alone strategic plan for the graduate program but did not see this as a reason for non-compliance for the governance standard, given the program's size and scope in relationship to the School.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The Manship School offers four concentrations: digital advertising, journalism, political communication and public relations leading to the Bachelor of Arts in Mass Communication. In 2020 the School began offering two of those concentrations — political communication and public relations — online as well as on-campus.

To receive the degree, students must complete 120 credits of coursework including 39 hours from the university's Integrative Learning Core (ILC). The core encompasses six disciplinary areas: English Composition (6 hours); Mathematical/Analytical Reasoning (6 hours); Fine Arts (3 hours); Humanities (9 hours); Natural Sciences — two courses in a biological or physical science area sequence and one course in the other area; and Social Behavioral Sciences (6 hours).

Three of the School's courses: MC 2000 Introduction to Mass Media, MC 2025 The Business of Entertainment Media and MC 2030 Civic Engagement, Media and Youth can be used to fulfill the university's Social/Behavioral area requirement.

In addition to taking 45 hours of coursework in the major, Manship School students must complete an 18-credit minor in another discipline.

Whenever possible, School instructors introduce students to research conducted by the School's faculty, and each concentration has at least one required class that focuses on social science methods: MC 3035 Quantitative Audience Analysis and MC 3036 Qualitative Audience Analysis (Digital Advertising); MC 3005 In-Depth Reporting (Journalism); MC 4020 Public Relations Research and MC 3510 Political Communication Research.

The School's interdisciplinary efforts include cross-listing MC 2030 Civic Engagement, Media and Youth with the Political Science Department – five of the School's faculty hold joint appointments there — and offering an 18-credit-hour minor in mass communication to LSU students majoring in other disciplines.

Two additional faculty members are on the faculty of the LSU Center for Computation and Technology, an interdisciplinary research center, while three others are affiliate faculty with the newly formed African and African-American Studies Department.

(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 values and competencies listed by the Council.

Per the self-study, the Manship School is “educating students to meet the challenges of a rapidly changing world of communication by continuing to develop their skills in creating compelling

content while maintaining their grounding ethics and First Amendment principles to service the mass communication industries and the public.” To that end, the School takes pains to ensure its classes use a balance of theory and practical skills to teach the 10 ACEJMC values and competencies. Each of those values and competencies is included in at least one of the “1, 2, 3s” of a Manship Education (Values, Knowledge, Sharing of Knowledge), a document that aligns the ACEJMC values and competencies with the three tenets of the university’s strategic plan. The document is prominently featured on the School’s website and in course syllabi.

All of the School’s students must complete a 21-credit-hour core of classes that focus on writing, law and ethics, research and analysis. In five of those classes: MC 2000 Introduction to Mass Media, MC 2035 Digital and Social Media Branding, MC 3080 Mass Media Law, MC 3333 Multiculturalism and MC 4090 Media Ethics and Social Responsibility, the teaching is more theoretical. The emphasis is on skills in MC 2010 Media Writing and MC 2015 Visual Communication.

Students take introductory courses that are tailored to their area of concentration. Those classes primarily are conceptual, establishing the foundation for more advanced classes in which students develop and apply the skills they will need to be successful. All Manship students complete their studies with a capstone course in which they apply what they learned to create senior projects and campaigns.

DIGITAL ADVERTISING

The Digital Advertising concentration has 213 majors, about 18% of the School’s students. In addition to the core classes, students take six digital advertising courses: MC 2040 Introduction to Advertising in the Digital Age, MC 3031 Digital Advertising Creative Strategies, MC 3035 Quantitative Audience Analysis, MC 3036 Qualitative Audience Analysis, MC 4031 Advertising Design or MC 4040 Advertising Management and MC 4045 Advertising Campaigns or MC 4600 Create Lab (alternate capstone), six credits of Mass Communication electives and MKT 3401 Principles of Marketing. In terms of being able to enroll in the marketing class, students said there wasn’t an accessibility issue largely because of the nature of the class and the fact it is taught online.

JOURNALISM

There are 314 majors in the Journalism concentration, about 26% of the School’s majors. Students in the concentration choose a broadcast or print/digital track of study and in addition to the core classes take five required classes: either MC 2101 Newspaper and Online Journalism or MC 2102 Broadcast and Digital Journalism, which introduces them to the specifics of writing and reporting for their respective area. They also are required to take MC 3103 Advanced Print Newsgathering or MC 3104 Advanced Broadcast Newsgathering, MC 3005 In-Depth Reporting, MC 4105 Advanced Long-Form Journalism, MC 4106 Advanced Short-Form Journalism and nine credits of Mass Communication electives. While most of classes are skills-based, each also emphasizes the importance of the First Amendment and ethics. Many students in the concentration are active in student media, especially Tiger TV.

PUBLIC RELATIONS

With 363 majors on campus and 21 online, the public relations area is the School's largest, about 32% of the School's students. In addition to the core, students in this concentration take five required classes: MC 3010 Introduction to Public Relations, MC 3001 Public Relations Writing and Applications, MC 4002 Strategies for Public Relations and Social Media, MC 4020 Public Relations Research, MC 4005 Public Relations Campaigns or MC 4600 Create Lab (alternate capstone) and nine credits of Mass Communication electives. Public Relations students also are required to take MKT 3401 Principles of Marketing and MGT 3200 Principles of Management. As was the case with Digital Advertising, Public Relations students said they had no difficulty enrolling in either the marketing or management class.

POLITICAL COMMUNICATION

There are 168 students in the on-campus political communication area and 14 online, about 15 percent of the School's majors. In addition to the core, these students take five required classes: MC 3504 Introduction to Political Communication, MC 3505 Media and Policy Processes, MC 3510 Political Communication Research, MC 3520 Political Communication Writing, MC 4520 Advance Seminar in Political Communication or MC 4600 Create Lab (alternative capstone), and six credits of Mass Communication electives. They also must take EXST 2201 Introduction to Statistical Analysis and one introductory political science course.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

During the review period, the School continued to develop its offerings, focusing on emerging media, updating and overhauling classes in response to the expectations of the professions for which it is preparing students. In some cases, the changes were minor and in others significant. The faculty has changed the name of several classes to better reflect course content that emphasizes digital storytelling. In the same vein, the School overhauled its required Digital Brands class, renamed it Digital and Social Media Branding and created a two-course sequence MC 4550 Social Media Analytics and MC 4600 Create Lab through which students can obtain a specialization in social media. The Create Lab is a capstone option for all areas except Journalism.

At the time of the last site visit, MC 2005 Introduction to Journalism was a converged class in which students were taught both basic print and broadcasting skills. Faculty assessment and student feedback indicated students were moving on to their advanced classes without the necessary foundation in print, broadcast or digital reporting. In response the School created two classes: MC 2101 Newspaper and Online Journalism and MC 2102 Broadcast and Digital Reporting and instructors with expertise in each area teach a three-week module in the other course. At the time of the site visit, the School was assessing whether the new format was working and continuing to make changes to the course as appropriate.

While the political communication area curriculum has remained stable over the review period, area faculty refocused MC 3510 Political Communication Research to teach students to be better producers and consumers of research and to emphasize quantitative methods and basic statistical analysis. The School also clarified and began enforcing MC 3520 Political Communication

Writing as a prerequisite for MC 4520 Advanced Seminar in Political Communication rather than allowing students to take the two courses simultaneously.

In spring 2021 Public Relations faculty tried a new format in multiple-section classes that require hands-on practical experience. MC 4002 Strategies for Public Relations and Social Media now has lecture sections that enroll 60 to 80 students and several breakout sessions through which students receive individual coaching and feedback. The new format frees up full-time faculty and provides professional development opportunities for graduate students.

Public Relations faculty also created a syllabus template for MC 3001 Public Relations Writing and Applications to ensure the consistency of expectations and assignments across all sections of the course. The assignments are now practice-focused, and whenever possible the course is taught by full-time faculty or adjuncts with professional experience rather than by graduate students.

In partnership with LSU's Paul M. Herbert Law School, the Manship School now offers a 3+3 Pre-Law program. The program allows students to complete their bachelor's and law degrees in six years rather than seven and is open to all Manship students. Students follow an accelerated program for three years, apply to the Law School as juniors and if accepted begin study in the Law School in their fourth year.

In Spring 2020 the School began offering a fully online Bachelor of Arts in Mass Communication with concentrations in Public Relations and Political Communication and graduated its first students in 2022. The curricula for the two concentrations match those of the on-campus analogs.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The Manship School connects faculty and administrators to the professions in a number of ways. Its Board of Visitors includes newspaper editors and publishers, television network executives, public relations agency founders and owners and political communication experts. The board meets twice a year and provides counsel and advice to the dean on the trends and needs of the industry, curriculum and school policies. Board members also speak to classes and meet with faculty and students.

The School regularly hosts notable guest speakers with expertise in each of the four concentration areas, brings in alumni to share their experiences and hires local professionals as faculty adjuncts.

The School regularly conducts an alumni survey and provides funds for faculty travel to annual conferences like those sponsored by the Broadcast Education Association, the Society of Professional Journalists, the Public Relations Society of America and the American Advertising Federation. These conferences give faculty the opportunity to interact with industry professionals and learn about current issues and trends.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

In most of the School's skills classes enrollment was 20 students or fewer. There were some instances in which sections of the School's writing classes exceeded 20. There were 21 students in each of two sections of MC 2010 Media Writing in Spring 2022 and in one section of the class in Fall 2022. Similarly, there were 21 students in one section of MC 3001 Public Relations Writing in Spring 2022 and 22 students in one section in Fall 2022. There were 37 students in MC 3520 Political Communication Writing in Spring 2022. In the latter case, the over-enrollment was the result of a last-minute decision by a part-time instructor not to teach a section of the class.

(f) 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. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

Experiential learning through internships, the Manship School's Statehouse Bureau and Cold Case Project is an integral part of the undergraduate curriculum. Students are strongly encouraged, but not required, to complete an internship and may apply up to three credit hours toward their graduation requirement. They may earn additional hours of academic credit, but those hours do not apply toward graduation. Internships are governed by School policy, which details the types of organizations and assignments that are eligible for credit and the application process. Ninety students completed internships in the 2021-2022 academic year, on par with pre-COVID-19 numbers.

Internship opportunities come from employers, faculty and administrators and are vetted by a faculty member who serves as internship coordinator. The coordinator oversees promotion of internships, meets one-on-one with students, talks with classes and fosters relationships with potential employers. To meet student demand in Fall 2022 the School, in partnership with the University's Olinde Career Center, hired a full-time career counselor who splits her time between the Center and the Manship School.

Since COVID-19, students have been able to complete an internship in person or remotely with approval, at the discretion of the appropriate concentration head, in consultation with the associate dean for undergraduate studies.

When asked about their internship experiences, many students said they had had multiple placements, opportunities were plentiful, and that the coordinator does a good job of regularly updating them on the application process and deadlines. Students also said they felt their Manship classes prepared them well for those internships.

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

In selecting internship sites, the School is diligent about making sure the organization is able to properly supervise students and offer them meaningful educational opportunities. Both students and internship employers are required to digitally submit mid- and end-of-term evaluations to the concentration head. At the end of the semester, students also are required to submit a paper that describes the typical work routine of the organization, information on their responsibilities, the types of projects on which they have worked and what they have learned.

Employers verify that the student worked the required number of hours and rate her/him on a scale from poor to excellent.

Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

As noted above, experiential learning is an integral part of the Manship School's curriculum. In addition to internships, the School also provides opportunities for students to gain professional experience through its Statehouse Bureau and Cold Case Project. Students in the Bureau enroll in MC 4151 Field Experience and earn three hours of academic credit by reporting on the Louisiana Legislature or doing in-depth investigative racial and criminal justice stories for state and national news sites.

Similarly, students in the Cold Case Project work on unsolved civil rights era murders, poring over 175,000 pages of FBI files, interviewing witnesses and family members of African Americans killed by the Ku Klux Klan from the 1950s through the 1970s.

Student work from both the Bureau and the Cold Case Project has received national recognition and awards from the Society of Professional Journalists and the Hearst Foundation Journalism Awards program.

SUMMARY:

Undergraduate

The Manship School's curriculum is well-laid out, focused and easy for students to navigate. It provides a balance of theoretical/conceptual and skills courses, and class syllabi include the 10 ACEJMC Values and Competencies. While not required, students have ample opportunities to complete internships, an increasing number of which are paid, and to participate in a variety of extracurricular activities through which they can apply what they have learned.

Overall evaluation (undergraduate program): COMPLIANCE

**PART II — Standard 2: Curriculum and Instruction
Master's**

Unit performance with regard to indicators:

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

N/A (master's)

(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 values and competencies listed by the Council.

The School offers a mix of professional and conceptual/academic courses in its master's curriculum. The core courses are predominantly conceptual with heavy writing, theory, and research requirements (e.g., MC 7001: Research Methods); the goal is to establish a strong foundation from which students can build their practical knowledge and skills. The remainder of courses in the professional track are geared to enhance the skills needed for a professional communication career (e.g., MC 7043: Strategic Communications Campaigns).

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Graduate students, previous graduates (interviewed prior to the visit), and even some Manship administrators and faculty were somewhat critical of the graduate program's ability to provide practical professional learning and skills, versus research and theoretical skills, to those who are completing a professional track (as opposed to those completing an academic thesis) in Broadcast Journalism. (Strategic Communications, for example, was seen as far more balanced in terms of practical application.) Master's students in Broadcast Journalism felt that more professional skills courses must be offered to get the education they desired. The impression of the site team is that the professional graduate track is thinly layered over a fundamentally academic-theoretical program for Broadcast Journalism.

On a more positive note, students were very complimentary about the quality of their professors regarding their professional experience. They also complimented faculty on their flexibility and willingness to help students tailor projects to their professional interests, and even to offer independent studies. Students also noted that they get exposure to many professionals who visit the School and their graduate-level classes. It is not an exaggeration to say that graduate students love their Manship professors.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Faculty with professional backgrounds are involved in assessment of professional-track projects. Outside professionals are also engaged in assessment of graduate-level projects.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

The graduate program meets this requirement.

(f) 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. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

Internships are not expected as part of the graduate program. Students can earn credit for internships, however, and have it counted toward their degree.

Professional master's program / Unit performance with regard to indicators:

(g) At least half of the required credit hours are in either professional skills courses or integrate theory and skills appropriate to professional communication careers.

A professional-track student graduates with 13 hours of core courses; 9 hours of professional skills courses required for the track; 6 hours of professional skills courses as electives; and 6 hours of a professional project. This means that a total of 21 of the required 34 hours are professional skills course hours for master's students who pursue the professional track.

(h) Instruction and curricular requirements for professional graduate students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

Predetermined courses for graduate students are 7000-level courses (e.g., Crisis Communication, Strategic Communications Campaigns, Visual Communication). Graduate students occasionally ask to enroll in a 4000-level course (e.g., Sports Reporting) to learn more about specific topics and can, if the instructor is a member of the graduate faculty, receive credit if the instructor is willing. Students may take up to two 4000-level courses (up to six credit hours). This is, to a degree, addressing a weakness in the graduate program regarding the availability of professional-skills courses in Broadcast Journalism, most notably.

SUMMARY:

Professional Master's

The School meets requirements for a balance of skills and conceptual courses in its master's program; however, it needs to work harder to balance theory with graduate-level professional skills courses for those studying Broadcast Journalism.

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The Manship School updated its assessment plan in April 2022, aligning goals and other details with ACEJMC's streamlined list of 10 values and competencies. Previous revisions to the original 2013 plan occurred in 2019.

Aside from acknowledged pandemic disruptions, the self-study indicates that the unit devotes proper attention to undergraduate assessment. Even during affected semesters, according to the unit, portfolio evaluations and internship reviews continued.

The evidence further indicates that the unit covers the spectrum of undergraduate assessment processes – targeting course work, analyzing outcomes, identifying and discussing possibilities, then implementing changes.

This one example is representative: When student knowledge of media history results fell below 70% on the Manship School's senior exam, assessment worked as it should. Analysis identified aggregated stats below the 80% threshold, and below other ACEJMC values tracked through this direct measure. After review and discussion, the unit decided to offer more sections of media history classes and create an online option to expand accessibility.

The undergraduate assessment plan is easy to find on the unit's website.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies of the Council. (See Standard 2: Curriculum and Instruction)

The Manship School's goals are in sync with the Council's values and competencies. The unit customizes ACEJMC's 10 objectives under a formulation labeled The Manship 1, 2, 3s. Each number denotes a theme for clustering learning outcomes. The unit calls for students to value, understand and apply concepts, knowledge and skills. The three categories and the repackaged ACEJMC requirements are:

1. "Values - Believe it": Free expressions; media history; ethics; and domestic and global diversity.
2. "Knowledge — Know it": communications skills; critical thinking; use of statistics; and presentation maximizing technology.
3. "Sharing of Information - Share it": Writing; and editing/assessing content.

The self-study contends that breaking down ACEJMC's expectations in this manner makes objectives easier for students to grasp.

(c) The unit assessment plan uses multiple direct and indirect measures to assess student learning.

Manship's undergraduate assessment plan is anchored by two direct measures and three indirect measures. Both direct measures are tied to capstone experiences: A senior Manship exam, with its battery of questions tied to ACEJMC values and competencies; and a senior portfolio/project evaluation, which requires students to compile a sampling of their best work for critiques by outside reviewers.

Indirect tools are internship evaluations; student awards; and an alumni survey. (Another exit exam for graduates was discontinued due to low response rates and duplication with other assessment measures.)

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

The Manship School "values significant input from faculty, professionals, and alumni," according to the self-study. Professionals review capstone portfolios/projects, a centerpiece of the unit's direct assessment measures. Professionals also serve as capstone adjuncts. In that role, they become more fully engaged in assessment. The unit notes that ongoing formal and informal conversations with professionals who serve as content evaluators and adjuncts yield additional benefits for assessment and for curriculum development.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

Data collection is a strength. While opportunities exist for more thorough analysis of information, the self-study along with site team conversations with School administrators and faculty members confirm that assessment is matching ACEJMC's basic expectations. Two examples:

- When students in the unit were no longer able to enroll in what had been an interdisciplinary course offered by the College of Art + Design, Manship's advertising area created a graphics design elective to fill the void. This helped address weaknesses identified during assessment of student design work.
- When outside reviewers of capstone work cited shortcomings in students' broadcast production skills, Manship administrators and faculty took note. They tracked the slippage to the convergence of separate broadcast and print courses into one a few years before. During that transition, the interim dean explained, fundamental tasks such as lighting techniques and emphasis on interviewing multiple sources did not survive the transition. Faculty agreed to reverse the convergence class and create separate courses. That freed the broadcast course to renew its focus on critical production and other skills.

Professional master's program / Unit performance with regard to indicators:

The unit's professional master's program has a written assessment plan, posted to its website; collects and reports data from its assessment activities; and applies the data to improve curriculum and instruction.

A separate written plan guides assessment for the School's Master of Mass Communication program. It was updated to conform with ACEJMC's revised list of values and competencies. While the written plan is sufficient, neither the self-study nor additional queries during the site visit yielded specific examples of how the graduate program used assessment to help drive improvements in curriculum and instruction.

ACEJMC's 10 core values are embedded in one Student Learning Objective, though all four graduate objectives overlap with the values. Graduate students must demonstrate mastery of the four SLOs: 1. Professional skills. 2. Theory. 2. Research and writing. 4. Core values and competencies: *"The M.M.C. graduate will recognize the 10 core values as articulated by the ACEJMC."*

The primary tool for assessing results is the Graduate Student Assessment Instrument (GSAI), which lists criteria for a 12-point assessment. ACEJMC's values and competencies are included as one collective criterion.

In addition, at least half of the other criteria in the graduate assessment tool overlap with ACEJMC's values and competencies, though as expected with more rigorous scholarly purposes. Research expectations for graduate students, for example, are elevated to "demonstrate knowledge of mass communications theories and the ability to apply these theories to a research project."

The graduate program uses three direct measures for student learning outcomes:

- Each student's advisory committee completes the GSAI, using a 1-to-5 rating system for each of the 12 assessment criteria, including one devoted to ACEJMC's values and competencies. Ratings are aggregated for assessment of program.
- Grad students' work in two designated core courses is reviewed each year.
- Samplings of students' theses and projects are intended for external review by alumni professionals every two years, using ACEJMC values to evaluate professional projects and the Graduate Student Assessment Instrument (including ACEJMC values as one criterion) for theses. Administrative changes and later the pandemic restricted the assessment routine during parts of this accreditation period, resulting in some reviews by the school's Graduate Committee, instead of outside reviewers.

Along with the three direct measures above, the graduate program uses one indirect measure:

- The school's Graduate Committee reviews core course syllabi every three years, evaluating how well the graduate program's course content stays current.

During the current reaccreditation period, the master's program created a mission statement distinct from the overall Manship mission. It also added more context to its evaluation measures.

On the latter point, expectations of graduate students were refined with designations on whether each course would result in “introduction”, “reinforcement” or “mastery” of students’ knowledge. Master of Mass Communication students perform well on the current measures used to evaluate their performance, with an average of 4.5 out of 5 over six years of professional project assessment and 4.7 for theses. But the absence of evidence demonstrating how assessment helped advance curriculum and instruction means this standard does not fulfill ACEJMC expectations.

SUMMARIES:

Undergraduate

The Manship School of Mass Communication’s assessment of undergraduate program is sound. Efforts are organized around ACEJMC’s 10 values and competencies. Direct and indirect measures are in place. The unit cites a series of specific steps as evidence of its commitment to continuous improvement in curriculum and instruction.

Professional Master’s

Graduate program assessment includes a written plan, direct and indirect measures, instruments for gathering data and a record on compiling data. But the graduate programs falls short by not presenting evidence-driven documentation on how curriculum and instruction were improved over the past six years. A commitment to improve graduate curriculum and instruction is apparent. But more attention to continuous improvement is required. This in turn requires evaluating assessment data with an eye toward specific improvements in curriculum and instruction.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master’s program): NONCOMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The School’s diversity plan was approved by the faculty in 2022. The new plan builds on Manship’s previous plan, which ran from 2013 through 2017. The School’s Diversity Committee was charged by the previous dean in 2019 to generate a new plan but that work was slowed because of the pandemic. However, in 2020, the School published a “Commitment to Black Lives Matter” plan. That statement included plans to develop a series called “Racism: Dismantling the System” (Reilly Center for Media & Public Affairs) and to dedicate internal research funding to support scholarship related to race and media. These and other initiatives were launched as a result. Also in that statement, the School committed to revising its diversity plan with an eye toward policies and a goal to “center racial justice as a core part of our organizational identity.” A new pillar, *policies*, was added to the four – students, faculty and staff, curriculum, and culture – that were central to the previous diversity plan.

The current plan, which was generated after listening sessions and the work of five subcommittees, contains action items and a timeline. It also incorporates some elements of the “Commitment to Black Lives Matter” plan from 2020. Action items relate to all five pillars listed above and include commitments to better support faculty of color; to better acknowledge the accomplishments of Manship alumni, students and faculty from historically marginalized groups; and to enable a more diverse body of students to access leadership and co-curricular opportunities.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

<https://www.lsu.edu/manship/about/overview/diversity-updates/2022/diversity-plan-2022.php>

(b) The unit’s curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

In reviewing syllabi and curricula, talking with students and talking with faculty, the team found strong evidence of the self-study’s claim that “from core classes to specialty courses, every part of the school’s curriculum incorporates perspectives related to diverse cultures in a global society.” Core courses include an emphasis on storytelling for multicultural audiences, exercises designed to help students appreciate diverse points of view and experiences (including socio-economic disparities in communities), and discussions of representation and experiences in the

workplace. The School also prides itself — and rightly so, according to students — on the additional rich experiences it provides to students through such programs as its “Cold Case Project” (See Standard 8) and its Statehouse Bureau. Both of these programs require students to engage with and report on concerns of historically, domestically marginalized populations.

At the five undergraduate student meetings the site team conducted, every student who spoke praised the curriculum for preparing them to become culturally competent communicators. Undergraduate students in particular pointed to a required course, Multiculturalism and the Media, as influencing the way they understand diversity, equity and inclusion. However, students also indicated that issues of cultural competence are addressed across other required and elective courses.

(c) The unit demonstrates effective efforts to enhance all faculty members’ understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

Manship uses a number of initiatives to engage its community in dialogue and understanding as it relates to diversity, equity, inclusion and the need to prepare culturally competent communicators. The Reilly Center for Media & Public Affairs series (now in its third year) called “Racism: Dismantling the System” is one example of such programming. Another initiative designed to enhance understanding and appreciation of DEI is the financial support the School has provided for scholarship related to diversity, equity and the media. All junior faculty also are assigned a senior faculty mentor, (see Standard 5). Many of those mentors are members of underrepresented groups.

The School’s intentional, consistent efforts to recruit faculty of color have resulted in an increase of non-White faculty since the last accreditation review, from 28% to 32.4%. The faculty is almost evenly divided among men and women. As the self-study also notes: The number of Asian full-time faculty doubled between Fall 2017 and Fall 2021, and almost 15% of the School’s full-time faculty are Black women, up from 9.4% in 2017. There are no Black men on the full-time faculty, nor are there any Hispanic faculty (about 8% of undergraduate students identify as Hispanic). Faculty from historically, domestically marginalized populations described their experience in Manship with such descriptors as “affirming” and “liberating.” In interviews, they reported feeling highly valued and supported by the School.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The Manship School uses a number of strategies to recruit, retain and graduate students who reflect the population in the region it serves. According to the self-study, the proportion of students from non-White populations increased between 2016 and 2021 from 22.4% to almost 27%. Most of this increase was among Black and Hispanic students. The School uses a variety of approaches to recruit students, including through LSU-sponsored events and events sponsored by the Louisiana Scholastic Press Association, which it houses (and has committed to strengthening in its strategic plan). Retention of students is addressed in the diversity plan and includes efforts

to provide more co-curricular and leadership opportunities to students of color and to better communicate information regarding career development opportunities and scholarships. The School's Mass Communication Residential College, a residence for Manship students, also helps with retention. In Fall 2021, most students living in the residence, a living-learning community for first-year students, were non-White and female.

In 2020, the School received the Southern States Communication Association's 2020 Minority Recruitment and Retention Award, which honors institutions that have demonstrated noteworthy recruitment and retention efforts related to minority students. Retention and graduation rates for minority students are higher in Manship than for the university.

Manship is, however, a direct-admit unit, making it an outlier at LSU. Students are generally required to meet certain criteria to enter Manship as a major after they matriculate at the university. According to the School, the GPA bar (3.0 for priority to enter the School) has been a barrier for some to apply, including those from underrepresented populations. The self-study says, "For historically underrepresented populations, this reluctance to apply is poignant." In spring 2021, about one-quarter of applicants to the Manship School were racially and ethnically diverse (most applicants were accepted). The interim dean proposed changes to the admissions policy in Spring 2021, removing prioritized admission for students with the 3.0 GPA and going to a more holistic admissions standard. After initial debate, a committee was charged with looking at the recommendation, which the faculty continued to debate throughout the 2021-22 academic year. The executive summary of the committee's report asserts: "Based on published, scholarly research, an in-depth look at other programs, and an analysis of Manship School data, the committee established that the current 3.0 prioritization requirement . . . disproportionately impacts low-income students as well as students of color."

A vote then took place in Fall 2022, and the proposed change for admissions passed 16-12. The discussions and vote have been considered highly divisive by some faculty members, and those who oppose the change say they believe it will further marginalize students of color and will "lower the standards" for Manship students. Some said they fear there is lack of instructional support for students who enter the School less prepared than current students. The new admissions process, however, does align Manship with the practice of most units at the university and with the new president's "opportunity" philosophy.

(e) The unit demonstrates that it has an inclusive climate, 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.

Faculty indicated that they see the School as an environment where harassment and discrimination are exceedingly rare; students also overwhelmingly indicated that they saw the climate as inclusive. According to the self-study, the School leverages university resources to support members of the Manship community, including an online reporting system for reporting instances of harassment, bias and discrimination. Students indicated they know where they can turn with such concerns. One student, in a group session, said the physical facilities for the School do not accommodate individuals with ambulatory disabilities (See Standard 7.).

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.

Table 6. Faculty Population, 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.)

Academic Year: 2021–2022 Full-Time Faculty

Group	Female	% of Full-Time	% of Total	Male	% of Full-Time	% of Total
Black/African American	5	14.8%	9.3%	0	0%	0%
White	8	23.5%	14.8%	15	44.1%	27.8%
American Indian/Alaskan native	0	0%	0%	0	0%	0%
Asian	2	5.9%	3.7%	2	5.9%	3.7%
Hispanic/Latino (any race)	0	0%	0%	0	0%	0%
Native Hawaiian/other Pacific Islander	0	0%	0%	0	0%	0%
Two or more races	0	0%	0%	0	0%	0%
Other race	0	0%	0%	0	0%	0%
International (any race)	1	2.9%	1.9%	1	2.9%	1.9%

Note: a) full-time faculty = 34, part-time faculty = 20
 b) total faculty = 54 (full-time faculty + part-time faculty)

Academic Year: 2021–2022 Part-Time/Adjunct Faculty

Group	Female	% of Part-Time	% of Total	Male	% of Part-Time	% of Total
Black/African American	1	5%	1.9%	1	5%	1.9%
White	11	55%	20.4%	6	30%	11.1%
American Indian/Alaskan native	0	0%	0%	0	0%	0%
Asian	1	5%	1.9%	0	0%	0%
Hispanic/Latino (any race)	0	0%	0%	0	0%	0%
Native Hawaiian/other Pacific Islander	0	0%	0%	0	0%	0%
Two or more races	0	0%	0%	0	0%	0%
Other race	0	0%	0%	0	0%	0%
International (any race)	0	0%	0%	0	0%	0%

Note: a) full-time faculty = 34, part-time faculty = 20
 b) total faculty = 54 (full-time faculty + part-time faculty)

Professional master’s program / Unit performance with regard to indicators:

Provide a brief discussion of Indicators (a) through (d) as they apply to the professional master's program.

Admissions to the master's program was not part of the recent vote (see (d), above). The student population in the master's program is racially and ethnically diverse and is mostly female. Students in the master's program uniformly praised an elective class on interracial communication, and several suggested it become required. However, students also indicated that diversity, equity and inclusion issues are infused, via required readings and discussions, throughout their required coursework and electives.

SUMMARIES:

Undergraduate and Professional Master's

The School's commitment to diversity, equity and inclusion and to preparing students, at both the undergraduate and graduate level, to be culturally competent communicators, is powerful. The site team heard zero concerns or complaints about that commitment, except how it is being operationalized in the new admissions process for the School. The faculty hiring, the outreach to prospective students, the successful efforts related to retention and graduation, and the strong curricular content are all evidence that the unit is committed to diversity, equity and inclusion every day.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

The Manship School's faculty strongly reflects its dual commitment to scholarship and professional excellence. Of the School's 33 full-time faculty members, 23 hold a Ph.D. in mass communication, journalism, political science, government or other related fields. Seven faculty have master's degrees and three have a bachelor's degree. Forty-eight percent of the School's faculty are women and a third are people of color; a significant increase from the previous site visit. Teaching, research and service expectations are clearly communicated through both policy and practice and vary depending on a faculty member's appointment type, rank and area of expertise. Research and graduate faculty typically have a 2-2 teaching load, non-graduate faculty usually teach three classes a semester, while instructors, whose primary responsibility is classroom instruction, have a 4-4 load. Each faculty member sits on at least one School committee, and many serve on university-wide committees. The School's faculty are active in professional and academic organizations, often holding leadership positions.

To ensure the majority of its classes are taught by full-time faculty, the School created a number of endowed positions designed to attract experienced professionals. These positions include the Manship Chair in Mass Communication, the Switzer Chair in Media Literacy and the Fred Jones Greer, Jr. Endowed Chair in Media Business and Ethics.

During the three years preceding the site visit the percentages of the School's classes taught by full-time faculty were: 65.38% in 2021-2022; 59.71% in 2020-2021 and 66.92% in 2019-2020. Importantly, except for introductory skills classes for which the School hires industry professionals as adjuncts, nearly all of the upper-level required skills classes are taught by full-time faculty.

The university and the Manship School take teaching seriously. One of the university's teaching initiatives is the Communication Across Curriculum (CxC) program, which is focused on improving students' communication competencies. Several Manship faculty have participated in the CxC Summer Institute, a four-day interactive teaching conference. In the School, each tenure-track faculty member has a senior faculty mentor who observes his or her teaching each semester and offers feedback and suggestions for improvement, which are included in the mentor's annual report. The report is reviewed by the School's promotion and tenure committee and is incorporated into the written report submitted to the dean. Faculty also are encouraged to share teaching strategies, and the School holds workshops and training sessions on emerging trends and tools, such as social media dashboards.

Manship faculty are actively engaged in curriculum development. Members of each of the School's four concentration areas meet regularly to discuss assessment results, propose adjustments to existing courses and introduce new ones when necessary. Significant changes to

the curriculum are discussed and voted on by all of the School's faculty and signed off by the dean before going through the university's approval process.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

With few exceptions, each of the Manship School's full-time faculty members has industry experience. The average number of years among tenured full professors is nearly 20. Among instructors and professionals-in-residence the average is 30. The situation is similar with the School's part-time instructors. Each of the School's adjuncts has at least 10 years of experience in the industry and two have spent over 40 years in the profession.

As noted in Standard 2 Curriculum, the Manship School provides funds for faculty travel to annual conferences like those sponsored by the Broadcast Education Association, the Society of Professional Journalists, the Public Relations Society of America and the American Advertising Federation. These conferences give faculty the opportunity to interact with industry professionals and learn about current issues and trends.

Faculty members maintain their relationships with professional and scholarly associations through activities that include public radio, National Press Association, National Center on Disability and Journalism and PRSSA board memberships. They serve as editors and reviewers for the discipline's premier journals, including Journalism Practice, Journal of Applied Communication Research, The Korean Journal of Advertising, Journal of Branded Content Marketing, Public Opinion Quarterly, Political Communication, American Journalism, and as moderators, panelists and conference program participants for the Investigative Reporters and Editors, Association for Education in Journalism and Mass Communication, National Communication Association, and International Communication Association annual conferences.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

The Manship School values scholarly research, creative activity and high-level professional activity. As noted above, the composition of its faculty reflects its dual commitment to scholarship and professional excellence. Peer-reviewed research is highly valued and essential to earning tenure and promotion for faculty members with a scholarly emphasis, while publication in major newspapers and trade publications is expected of those with a professional focus.

Expectations for reappointment, tenure and promotion are detailed in Manship School policies, which describe the School's philosophy, provide examples of the criteria used to evaluate research portfolios and outline the procedures used for each step of the process. The university's standards and procedures are similarly detailed in its policy statement.

Tenure-track faculty members are expected to demonstrate that they have the ability for academic growth and maturity and the potential for national recognition while those seeking promotion to professor are expected to have a continuous research record that has made a significant contribution to the field and have established a national or international reputation as a scholar.

Faculty portfolios are evaluated through quality and quantity of peer-reviewed journal articles, refereed and invited presentations and research grants, awards and fellowships. Tenure-track faculty said the School and university promotion and tenure criteria are clear and the School has done a good job communicating those expectations. To ensure they are on track toward tenure, the School assigns a senior mentor to each assistant professor. Junior faculty described their mentors as supportive and encouraging, noting that mentors have helped them with time management and manuscript revisions and have provided advice regarding possible external reviewers.

The Manship School supports and rewards scholarship, creative and professional activity in a number of ways. As noted above, the School has a number of endowed professorships. Some of these are used to recruit exceptional industry professionals while others are competitively awarded for three years to faculty members in support of continuing scholarship that fosters awareness of the School as a major research hub. The awards provide supplemental travel funds and enable faculty to hire research assistants, compensate focus group and survey participants and conduct other appropriate research activities. At the time of the site visit, over 20 faculty members including assistant professors and professionals-in-residence held these positions.

The School also has a program to support research that addresses racial equity, diversity and social justice. In Spring 2022 eight proposals submitted by faculty or students were awarded a Diversity, Equity and Media Grant.

In 2021 the Manship School piloted a program through which it incentivizes faculty to apply for external research funding, and a number of the School's faculty attended the university's Office of Research and Economic Development's Inaugural Summer Institute for faculty in the humanities and social sciences. Others have worked with the university's Office of Research Administration on major grant proposals and have received travel support for their projects.

Other School and university programs that support research include the Summer Stipend Program, open to assistant professors, the Louisiana Board of Regents' ATLAS subprogram that is available to senior scholars and those completing major creative works, and the Reilly Center for Media & Public Affairs, which awards pilot funding to support research efforts with the potential for public policy impact.

(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.

Manship faculty are highly productive scholars and media practitioners who communicate the results of their work in a number of ways. These include journal articles, books, referred research sessions and panel presentations at the discipline's premier conferences, guest lectures at universities both in the United States and around the world, workshops for industry professionals and numerous media interviews.

(e) The faculty has respect on campus for its university citizenship, the quality of education and the scholarly contributions the unit provides.

The Manship School and its faculty are widely respected across the university. One administrator said the School is regarded as a place of excellence while another described it as a “fantastic partner.” As a testament to the quality of a Manship education, a few administrators said they have hired the School’s graduates as communication officers.

A number of the School’s faculty members are involved in research projects with colleagues in other departments, and a half-dozen hold joint appointments in political science, African and African-American Studies or with the University Center for Computation and Technology.

During the review period, several of the School’s faculty members received university awards that included Alumni Professorships, the George H. Deer Distinguished Teaching Award, The Tiger Athletic Foundation President’s Award and several Tiger Athletic Foundation Undergraduate Teaching Awards.

Scholarship Table

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (N = 45)
		Full Professors (n = 8)	Associate Professors (n = 13)	Assistant Professors (n = 15)	Other Faculty** (n = 9)	
Awards and Honors	66	29	28	8	1	66
Grants Received Internal	30	0	16	14	0	30
Grants Received External	41	1	29	11	1	42
Scholarly Books, Sole- or Co-authored	20	9	8	3	1	21
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	5	2	3	0	0	5
Book Chapters	65	19	33	16	1	69
Monographs	1	0	0	1	0	1
Articles in Refereed Journals	219	27	126	93	0	246
Refereed Conference Papers ¹	270	25	162	119	0	306
Invited Academic Presentations ²	183	73	81	29	0	183
Encyclopedia Entries	3	2	0	0	1	3
Book Reviews	19	2	2	14	1	19
Articles in Non-refereed Publications ³	312	239	47	26	0	312
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	8	0	1	3	4	8
Other (please specify) ⁴	8	2	1	3	2	8

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research, or creative requirements.

1. Refereed Conference Papers – represents peer-reviewed presentations.
2. Invited Academic Presentations – represents panels, roundtables, invited talks at the university and other institutions, and any other presentations that did not involve peer review. To better reflect institutional mission and unit policies, the category “Invited Academic Papers” was revised to “Invited Academic Presentations” to reflect participation at academic conferences.
3. Non-refereed Publications – includes white papers, industry publications, blogs, and guest blog posts.
4. Other – professional organization newsletter contributions, etc.

Professional master's program / Unit performance with regard to indicators:

(f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.

The LSU Graduate School has set policies for graduate faculty membership and to be eligible, a faculty member must maintain active scholarly or professional standing and reputation by conducting research, producing publications or exhibiting creative works. All tenured/tenure-track faculty are appointed to the graduate faculty, with assistant professors appointed as associate members. An academic unit can nominate a non-tenure-track faculty member for a three-year affiliate membership. The Manship School has 17 full and eight associate members, all but two of whom have a doctoral degree.

(g) Graduate faculty oversee the curricula and course quality for professional master's courses.

Per LSU Graduate School policy, only members of the graduate faculty may teach graduate-level courses and serve on graduate student committees. In the three years prior to the site team visit, all of the Manship School's core graduate courses and all but two of the remaining master's classes were taught by graduate faculty.

SUMMARIES:

Undergraduate

The Manship School's faculty is aligned with its dual commitment to scholarship and professional excellence. Faculty are productive scholars, award-winning teachers and are respected across the university for their contributions and collegiality. Junior faculty feel supported, said the expectations for tenure and promotion are clear and were appreciative of the mentoring they received.

Professional Master's

As productive scholars and accomplished media professionals, 75% of the Manship School's faculty are eligible to teach graduate courses, and most do so on a regular basis.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

The Manship School has two full-time academic counselors — one of whom holds the rank of assistant dean — who shepherd students through the program’s requirements with the goal of a timely graduation. The School will soon be hiring a third full-time adviser. Once this person is hired, Manship will have the best counselor-to-student ratio at the university.

The counselors walk through a degree audit with all students to make sure they have the grade-point average needed to enroll in Manship classes. They track critical and the prerequisite requirements in the core and concentration, to ensure a direct path to graduation. Students are required to meet with one of the counselors in the semester prior to the semester in which they plan to graduate. There were some complaints from students that in a recent semester there was only one adviser available (after the second one left the School and before a replacement was hired), and that the “LSU Navigate” app used to make appointments does not always work well. However, the consensus was that advising generally is excellent.

The university has the Comprehensive Academic Tracking System (CATS) that monitors undergraduate student progress through the School's degree program and is designed to help students achieve academic success in a timely manner. The School also has an Academic Intervention Team (AIT) as part of the LSU Cares network. When students are referred to AIT with issues impeding academic progress, this team intervenes on the students’ behalf based on their needs.

Of note, The Mass Communications Residential College was created in 2014 to help first-year students in their transition to college and their admission into the School. Over 700 students have been part of the living-learning community to date. In addition, Manship student ambassadors provide peer mentoring.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

The School will soon have three full-time professional advisers. Faculty also provide academic and professional guidance to students as appropriate. The School also has an internship coordinator and a part-time career counselor.

(c) The unit keeps students informed about its policies, activities and requirements.

The School and the Registrar's Office notify students of official advising periods, registration priorities, important deadlines, and events. Reminders are forwarded to students via the *Manship Weekly*, an online newspaper produced by the student ambassadors. The unit also communicates

actively with students via Facebook, Twitter and Instagram. The *Manship Weekly* is also used as a vehicle to circulate job and internship postings. The internship coordinator sends out a weekly internship and career opportunity update directly to students and uses LinkedIn to share regular updates.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The School provides 19 opportunities for extracurricular engagement and professional development through student organizations and experiential education projects, such as: LSU Student Media (i.e., *The Reveille*, *Tiger TV*, *Gumbo*, *KLSU-FM*, lsu.reveille.com); professional organizations (e.g., Advertising Federation at LSU [AdFed], National Association of Black Journalists (LSU NABJ), Public Relations Student Society of America (PRSSA at LSU)); and experiential learning opportunities (e.g., Bateman Case Study Competition, LSU Athletics Partnership, LSU at Cannes and Salzberg). One program of particular note is the LSU Cold Case Project, which allows Manship students to participate in investigating unsolved Louisiana civil rights-era murder cases.

The programs listed above have a significant list of achievements and awards, such as AdFed winning four first places at the District 7 American Advertising Federation (AAF) National Student Advertising Competition (NSAC). As another example, two students from PRSSA were recipients of PRSSA Foundation scholarships in 2020.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The School's retention and four-year graduation rates are among the highest on campus. The four-year graduation rate stands at 67% versus 46% for the university as a whole. The unit evaluates academic and career advising yearly. This led to identification of the need for a career counselor, who was hired in 2022.

Professional master's program / Unit performance with regard to indicators:

(f) The unit has appropriate admissions and retention policies for the professional master's program.

The Manship School has clear admissions requirements for the graduate program including application, minimum undergraduate GPA, resume, GRE/LSAT test scores, letters of recommendation, and writing samples. The School has an academic counselor to advise master's students from application through graduation. The counselor ensures prerequisites are met and that students are on track for graduation. The associate dean and/or the counselor meets with students prior to scheduling classes for the following semester to make sure students are taking courses appropriate for the professional or academic track they have chosen. In addition, all new graduate students are required to take MC 7000 Proseminar in Mass Communication. The course familiarizes new students with the requirements, procedures and policies of the master's

program, as well as the resources made available by the Manship School. Graduate students and former graduate students complimented the quality of their advising, especially the informal advising they get from faculty. It was noted by the graduate administration, however, that the School's graduate students only have access to about 25% of one counselor, and that the program could use more advising support. Master's retention has been consistent since the last accreditation visit with retention from first year to second year being 88.72% (100% for the most recent cohort) and a large majority of students graduating within two to three years (70.68% and 75.50% respectively).

SUMMARIES:

Undergraduate

Student services for undergraduates are excellent.

Professional Master's

Student services for graduate students are solid, if not as robust as for undergraduates.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The unit has a rigorous annual budget process. It includes three specific areas of funds. The main funds are appropriated by the state Legislature. For the current fiscal year this amounted to \$4.7 million. (Note: in the 2021 fiscal year, state funds dipped due to a spending freeze begun in April 2020 due to the COVID-19 epidemic, but state funding is back on an upward trajectory). The School also receives annual funds from its endowment, which produced about \$1.3 million each year on average. The School also receives hundreds of thousands of dollars in grants and annual gifts to round out its yearly budget.

Once the budget numbers are known, the dean sets spending priorities within the School by consulting with the Management Committee.

The School has a five-year strategic plan. It has become second nature within the School to spend available funds each year in support of that plan.

Of note, the university is going to a new zero-based budget model for fiscal 2024 (starting July 2023). The future financial impact of this model on the Manship School is currently unknown.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The School is well supported by the university in relation to other units on campus. The university helps to ensure the School has sufficient resources. The unit noted that, during this accreditation period, the university provided additional financial support for hiring new candidates on two separate occasions, one of those being a hire to enhance the unit's diversity.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The unit is housed in three buildings (The Journalism Building; Hodges Hall; Manship Research Facility). The buildings are among the oldest on campus, which creates challenges. However, the School makes due, and the facilities are more than adequate to enable and promote effective scholarship. Each facility has notable assets. The Holliday Forum in the Journalism Building is a flexible space for student work and meetings as well as university or external meetings. Hodges Hall hosts the television studio and the Social Media Analysis and Creation (SMAC) lab. The Manship Research Facility hosts the Public Policy Research Lab, the Media Effects Lab, and the Social Media Analysis and Creation Lab.

Of note, representatives from other schools on campus called the Manship Research Facility an asset that adds value to many other units at the university.

The Manship School places a high priority on acquiring the facilities and technology needed to support its mission. The student media facilities are up to date. The offices of the student newspaper are currently being renovated. The Studio for Tiger TV is cutting edge. The TV control room is dated but meets current needs. As many students noted: “We have all the resources we need.”

One important issue brought up by a student is that the buildings are not particularly accessible to those with physical disabilities.

The School could use more space. Manship enrollment has grown since the last accreditation, which has put a bit of a strain on physical space. Creative space for student collaboration and office space are the most pressing needs.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.

All students are required to have a laptop as they enter their first mass communications class. By making laptops a requirement, it becomes possible for financial aid to include the expense of a computer as part of the cost of coming to LSU. Students can also access required software through the university's Virtual Lab (VLab) space or purchase specialty software at discount rates.

The School operates an equipment checkout room, which serves as the central hub for storage of broadcast equipment for Tiger TV and Manship classes. Graduate students are subject to the same laptop requirement and have access to the same facilities as undergraduate students. Graduate students also have access to additional software and technologies they may be called upon to use (e.g., Qualtrics).

SUMMARIES:

Undergraduate

Undergraduate resources, facilities and equipment meet the needs of undergraduate students and the faculty who teach them.

Professional master's:

Graduate resources, facilities and equipment meet the needs of graduate students and the faculty who teach them.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.^[L]_[SEP]

The Manship School maintains four advisory groups. Professionals, including alumni, are heavily engaged:

- Board of Visitors, with 35 members listed in the self-study.
- Alumni Board, 19 members.
- Hall of Fame Committee, 13 members.
- Reilly Center Advisory Board, 14 members.

Opportunities appear to be significant for advice, consultation and ideas that advance curriculum, instruction, community engagement and the public profile of the unit. Some board members praised the School for engaging professionals and listening to diverse perspectives on the direction of the program. Others suggested the School could get even more mileage out of its volunteer boards with more transparency on the state of the unit.

(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 issues of public consequence and concern.

The School addresses topics relevant to media practice. The lineup of speakers and panelists over the years includes leading communications professionals and journalists. Given the breadth and depth of the unit's activities, examinations of media industry issues occur as a matter of course.

Student journalists in Manship's Statehouse Bureau in Baton Rouge produced news stories published by news organizations across the state. Similarly, the Manship School's investigative team reporting on past Klan violence in the state contributes to public understanding of this slice of Louisiana and national history. Both initiatives contribute to public awareness of critical issues in the state.

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

Civic engagement is a defining characteristic of the Manship School. Its legacy and current record are rich in public service initiatives, programs and other activities. Three examples of its engagement were each responsive to two massive and overlapping societal disruptions starting in 2020.

As the COVID-19 crisis erupted, the unit's communications specialists coordinated wide-ranging virtual forums on the pandemic's impact on public mood, legislation, voting, sports, advanced care planning, crisis communications and other topics. Another installment in this series, "An Unequal Relationship: Race and COVID-19," coincided with a separate series exploring racial

dynamics that loomed large nationally and globally after video captured a Minneapolis police officer's knee-on-neck murder of George Floyd.

The Manship School's Reilly Center for Media & Public Affairs partnered with Southern University's Nelson Mandela College of Government & Social Sciences and others to present "Racism: Dismantling the System." The series explored "structural racism and solution-oriented action toward equal opportunity and justice in our communities." These collaborations were a remarkable real-time commitment, presented just as local communities and much of the nation were most provoked by the topics.

Another special series, the Black & Essential Consortium Project, also examined how COVID-19 exposed and exacerbated racial inequities. The project focused on the status of African Americans in Baton Rouge, access to technology, and health care.

The unit boasts voluminous other ongoing projects and forums that have long established the Manship School as a leader in public service initiatives:

- The Reilly Center is a frequent convener and partner in civic-minded programming on a range of topics. During the accrediting period under review, it addressed redistricting, political campaign debates, rethinking the future of the state and more. The Reilly Center's vast footprint includes the annual John Breaux Symposium. This annual forum features prominent elected officials and others discussing urgent issues of the day. Topics included fake news, women in politics, technology-laden attempts to disrupt elections, and how to advance civic engagement/good citizenship. During the site visit, plans were already underway for the next Breaux symposium: "The Changing Labor of Global Journalism: Relationships, Tools, and Power."
- The School's political communications area is a recognized leader in the field, including Public Policy Research Lab surveys on Louisiana public opinions.
- The LSU Cold Case Project, first launched in 2008, revisits unsolved anti-Black violence during and before the civil rights movements and gives students the opportunity to conduct enterprising investigative reporting projects. State media benefit from publication of substantial work produced by the Cold Case team. And state audiences gain access to special reports on the reality of Louisiana's history.
- As the current wave of reduced staffing and uncertain business models confront many traditional news companies, the Manship School's Statehouse Bureau offers an important lifeline to coverage of Louisiana government. News organizations throughout the state publish stories produced by Manship students. Student reporters receive extraordinary hands-on experience covering demanding topics.

Manship also serves the public good with thought-leaders, innovators and public-facing media experts from its accomplished faculty.

(d) The unit supports scholastic journalism.

The Manship School is a major force in supporting high school journalism and in coordinating and convening activities for scholastic journalists and their teachers.

The School houses the Louisiana Scholastic Press Association, the state's premier organization for high school journalism conferences, workshops, training programs and various partnerships. The association also sponsors competition for students involved in newspapers, yearbooks and broadcast, and it supports high school media advisers with updates and reference materials on industry trends and training opportunities.

An annual scholastic conference resumed online in March 2022, following pandemic disruptions the previous two years. The self-study reported that hundreds of students participated, a Pulitzer Prize-winning Manship School alumna delivered the keynote address, and faculty and professionals participated. Students benefitted from a productive mix of workshops, career chats and other activities.

Significantly, the association targets high schools with diverse enrollments for participation and partnerships.

SUMMARIES:

Undergraduate and Professional Master's

The Manship School of Mass Communication is a powerhouse of public service. Its forums, publications and other activities tackle the prevailing political, economic and social issues that help define the state. Partnerships increase the impact of Manship programming, including collaboration with Southern University. The opportunities for students in news, communications, advertising and other areas to participate in Manship's brand of public engagement are vast. The benefit to the community is significant.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

**PART III: Summary by site visit team
of the undergraduate program**

(A separate summary is required of the professional master's program)

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

Caring, resilient community dedicated to student success—Manship is proudly student-centered. The students feel it and appreciate it.

Student advising—Student counseling and advising, particularly at the undergraduate level, rises to the level of excellence.

Responsive curriculum—The curriculum is responsive to changes in the industry. It is focused, clear and updated regularly.

Demonstrable commitment to DEI—Across all of its diversity-plan “pillars” – students, faculty and staff, curriculum, culture, and policies – the School is clearly committed to diversity, equity and inclusion. The evidence of that commitment is in its success in retention, graduation, faculty recruitment, and programming that impacts students.

Outstanding public service profile—Initiatives, special projects, its partnership with Southern University (a local HBCU) and collaboration with institutions around the state expand the School's impact and reputation.

Student media—Manship student media is vibrant and well supported.

CHALLENGES

Continuity of leadership—Manship is in the midst of yet another dean search. Its leadership is in flux due to tragedy, not poor planning. However, a previous dean search was unsuccessful, and the interim dean is now in his third year. A successful dean search has the opportunity to unite faculty and address their concerns about moving the School forward.

Advanced broadcast skills—Broadcast students at the undergraduate level are acquiring good skills; however, they feel that advanced skills are things they must go out of their way to acquire by working in student media, internships, or on their own.

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

NONE

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation. 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 that 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. N/A

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

The self-study document was well written and well organized, making the site team's job much easier.

**PART III: Summary by site visit team
of the professional master's program**

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

Professors—Excellent, caring professors, many with strong professional backgrounds.

CHALLENGES:

Assessment—Data is being gathered, but not used effectively to close the loop on direct course improvement.

Graduate curriculum—The graduate curriculum needs to do a better job of providing professional skills versus just theory to their professionally focused students in Broadcast Journalism.

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

Standard 3 Assessment

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

The unit needs to be more active and self-critical in interpreting the data it gathers. It should use the data to directly improve graduate curriculum, courses and instruction.

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 that recommendation. N/A

6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master's program 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 last site team found two challenges with the master's program:

1) The need to track its students independently

Students enter the master's program without designating the professional or scholarly track they desire to pursue. However, through consultation with an academic counselor and the associate dean for graduate studies and research, they identify appropriate coursework and their master's project option—thesis, professional project, or comprehensive exam.

2) The need to develop an assessment plan that includes mass communication professionals

The School's Master of Mass Communication (M.M.C.) program follows an assessment plan that addresses the ACEJMC professional values and competencies and the accreditation standards of the Southern Association of Colleges and Schools (SACS). One of the assessment measures is a review of a sample of professional projects and theses, which now involves industry professionals' assessment of master's projects, as well as internal evaluations by selected graduate faculty members. The associate dean for graduate studies selects professionals to serve as external reviewers from the School's Alumni Board and the networks of Manship faculty. External assessment occurs every two years.

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

Terrific self-study. No issues.