

Loyola University New Orleans 2013 Mass Communication Annual Report

1 Executive Summary

School of Mass Communication, College of Social Sciences.

We educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication. We offer two sequences: Journalism and Strategic Communications with tracks in Advertising and Public Relations.

2.2 Faculty Headcount by Faculty Status Over Last 4 Academic Years

Source: HRS

	AY 09-10	AY 10-11	AY 11-12	AY 12-13
----- FACULTY HEADCOUNT -----				
Ordinary Faculty - FT Tenured	4	6	4	3
Ordinary Faculty - FT Tenure-Track	2	2	2	2
Extraordinary Faculty - FT	3	2	4	4
Total Full-Time Faculty (FT) Headcount	9	10	10	9
Part-Time Faculty - PT	5	6	2	4
Total FTE Faculty	10.6	12.0	10.7	10.3

2.3 Student Headcount, Persistence & Graduation Rates, Number of Graduating Students By Program/area

Source: SIS

DEPARTMENT		AY 09-10	AY 10-11	AY 11-12	AY 12-13
BA - CMMN	NUMBER OF DECLARED MAJORS				
	UG FT Students (Traditional)	210	224	221	203
	---FT Students (Non Traditional)	30	40	40	38
	UG PT Students (Traditional)	6	3	5	5
	---PT Students (Non Traditional)	5	5	3	3
	Total FTE* UG Majors	243.6	266.6	263.6	243.6
BA - CMMN	U UG COHORT PROGRAM PERSISTENCE (Fall to Fall)				
	--UG Traditional Cohort Rate	32 / 48	33 / 44	45 / 64	34 / 55
	---- Traditional Cohort Pct	67	75	70	62
	--UG Non Traditional Cohor Rate	00 / 00	00 / 00	01 / 01	00 / 00
	---- Non Traditional Cohort Pct	0	0	100	0
BA - CMMN (CMAD)	U UG COHORT PROGRAM PERSISTENCE (Fall to Fall)				
	--UG Traditional Cohort Rate	02 / 02	02 / 03	00 / 00	00 / 01
	---- Traditional Cohort Pct	100	67	0	0
	--UG Non Traditional Cohor Rate	00 / 00	00 / 00	00 / 00	00 / 00
	---- Non Traditional Cohort Pct	0	0	0	0
BA - CMMN (CMJR)	U UG COHORT PROGRAM PERSISTENCE (Fall to Fall)				
	--UG Traditional Cohort Rate	00 / 00	13 / 15	00 / 00	02 / 02
	---- Traditional Cohort Pct	0	87	0	100
	--UG Non Traditional Cohor Rate	00 / 00	00 / 01	00 / 00	00 / 00
	---- Non Traditional Cohort Pct	0	0	0	0
BA - CMMN (CMMS)	U UG COHORT PROGRAM PERSISTENCE (Fall to Fall)				

		--UG Traditional Cohort Rate		01 / 02	01 / 01	00 / 00
		---- Traditional Cohort Pct		50	100	0
		--UG Non Traditional Cohor Rate		00 / 00	00 / 00	00 / 00
		---- Non Traditional Cohort Pct		0	0	0
BA - CMMN (CMPH)	U	UG COHORT PROGRAM PERSISTENCE (Fall to Fall)				
		--UG Traditional Cohort Rate	00 / 00	00 / 00		
		---- Traditional Cohort Pct	0	0		
		--UG Non Traditional Cohor Rate	00 / 00	00 / 00		
		---- Non Traditional Cohort Pct	0	0		
BA - CMMN (CMPJ)	U	UG COHORT PROGRAM PERSISTENCE (Fall to Fall)				
		--UG Traditional Cohort Rate	00 / 00	00 / 00	00 / 00	
		---- Traditional Cohort Pct	0	0	0	
		--UG Non Traditional Cohor Rate	00 / 00	00 / 00	00 / 00	
		---- Non Traditional Cohort Pct	0	0	0	
BA - CMMN (CMPR)	U	UG COHORT PROGRAM PERSISTENCE (Fall to Fall)				
		--UG Traditional Cohort Rate	01 / 01	02 / 04	01 / 01	02 / 02
		---- Traditional Cohort Pct	100	50	100	100
		--UG Non Traditional Cohor Rate	00 / 00	00 / 00	00 / 00	00 / 00
		---- Non Traditional Cohort Pct	0	0	0	0
BA - CMMN		UG COHORT 6 YEAR GRADUATION RATE				
		--UG Traditional Cohort Rate	74 / 77	60 / 64	63 / 64	11 / 64
		--UG Traditional Cohort Pct	96.1	93.8	98.4	17.2
		--UG Non Traditional Cohort Rate	00 / 00	00 / 00	00 / 00	00 / 00
		--UG Non Traditional Cohort Pct	.0	.0	.0	.0
BA - CMMN (CMAD)		UG COHORT 6 YEAR GRADUATION RATE				
		--UG Traditional Cohort Rate		01 / 01	01 / 01	00 / 01
		--UG Traditional Cohort Pct		100.0	100.0	.0
		--UG Non Traditional Cohort Rate		00 / 00	00 / 00	00 / 00
		--UG Non Traditional Cohort Pct		.0	.0	.0
BA - CMMN (SJSL)		UG COHORT 6 YEAR GRADUATION RATE				
		--UG Traditional Cohort Rate	01 / 01			
		--UG Traditional Cohort Pct	100.0			
		--UG Non Traditional Cohort Rate	00 / 00			
		--UG Non Traditional Cohort Pct	.0			
BA - CMMN		UG ANNUAL GRADUATING SENIORS				
		--Program Graduates	1		1	1
		----TOTAL College Graduates	121		98	108
BA - CMMN (CMAD)		UG ANNUAL GRADUATING SENIORS				
		--Program Graduates	17	22	14	10
		----TOTAL College Graduates	121	158	98	108
BA - CMMN (CMCS)		UG ANNUAL GRADUATING SENIORS				

	--Program Graduates	1			
	----TOTAL College Graduates	121			
BA - CMMN (CMFS)	UG ANNUAL GRADUATING SENIORS				
	--Program Graduates		2		
	----TOTAL College Graduates		158		
BA - CMMN (CMJR)	UG ANNUAL GRADUATING SENIORS				
	--Program Graduates	1	10	14	16
	----TOTAL College Graduates	121	158	98	108
BA - CMMN (CMMS)	UG ANNUAL GRADUATING SENIORS				
	--Program Graduates			2	4
	----TOTAL College Graduates			98	108
BA - CMMN (CMPH)	UG ANNUAL GRADUATING SENIORS				
	--Program Graduates	4	8		
	----TOTAL College Graduates	121	158		
BA - CMMN (CMPJ)	UG ANNUAL GRADUATING SENIORS				
	--Program Graduates	16	12	2	
	----TOTAL College Graduates	121	158	98	
BA - CMMN (CMPR)	UG ANNUAL GRADUATING SENIORS				
	--Program Graduates	21	24	14	16
	----TOTAL College Graduates	121	158	98	108

2.4 Student Faculty Ratio

Source: SIS

	AY 09-10	AY 10-11	AY 11-12	AY 12-13
STUDENT FACULTY RATIO				
----Student FTE	243.7	266.7	263.7	243.7
----Ratio 1 (SCCH / Faculty FTE)	6.8	8.5	8.5	9.8
----Ratio 2 (Student FTE / Faculty FTE)	18.7	20.5	22.0	22.2

2.5 Courses Offered

Source: SIS

Course List by Term F12/S13	Section ID	Course Level	Course Delivery	Course Type	Course Enrollment Cap	Actual Enrollment as of Official Stats	Course Completion Number	Course Syllabus Posted on LORA	Course Designation or Support
2012F	CMMN-A100-001	U	OC	LEC	120	95	95	Y	
	CMMN-A101-001	U	OC	LEC	18	15	15	Y	
	CMMN-A101-002	U	OC	LEC	18	1	1		
	CMMN-A101-051	U	OC	LEC	18	14	14		
	CMMN-A201-001	U	OC	LEC	19	19	19		
	CMMN-A201-002	U	OC	LEC	18	20	20		

	CMMN-A201-003	U	OC	LEC	20	19	19		
	CMMN-A250-001	U	OC	LEC	18	14	14	Y	
	CMMN-A250-002	U	OC	LEC	18	15	15	Y	
	CMMN-A260-051	U	OC	LEC	18	20	20		
	CMMN-A260-052	U	OC	LEC	20	20	20		
	CMMN-A266-001	U	OC	LEC	18	11	11	Y	
	CMMN-A266-002	U	OC	LEC	18	12	12	Y	
	CMMN-A310-001	U	OC	LEC	34	34	34	Y	
	CMMN-A313-001	U	OC	LEC	20	15	15	Y	
	CMMN-A316-001	U	OC	LEC	30	18	18	Y	
	CMMN-A317-001	U	OC	LEC	20	21	21	Y	
	CMMN-A326-001	U	OC	LEC	25	30	30	Y	
	CMMN-A335-001	U	OC	LEC	25	24	24	Y	
	CMMN-A359-001	U	OC	LAB	18	10	10	Y	
	CMMN-A380-001	U	OC	LEC	20	20	20	Y	
	CMMN-A380-002	U	OC	LEC	20	19	19	Y	
	CMMN-A401-051	U	OC	LEC	31	31	31		
	CMMN-A410-001	U	OC	LEC	25	24	24		
	CMMN-A418-001	U	OC	LEC	12	5	5		
	CMMN-A491-051	U	OC	LEC	30	8	8	Y	
	CMMN-A491-052	U	OC	LEC	20	11	11	Y	
	CMMN-A495-001	U	OC	IND	0	1	1		
	CMMN-A497-001	U	OC	IND	0	1	1		
	CMMN-A497-003	U	OC	IND	0	1	1		
	CMMN-A499-001	U	OC	IND	0	1	1		
	CMMN-A499-002	U	OC	IND	0	1	1		
	CMMN-A499-003	U	OC	IND	0	1	1		
	CMMN-H295-033	U	OC	SEM	20	1	1		
	CMMN-H295-034	U	OC	SEM	20	7	7	Y	

	CMMN-T121-F01	U	OC	LEC	20	17	17	Y	
	CMMN-T121-F02	U	OC	LEC	20	20	20	Y	
	CMMN-X237-001	U	OC	LEC	30	8	8	Y	
2013S	CMMN-A100-001	U	OC	LEC	40	40	40	Y	
	CMMN-A101-001	U	OC	LEC	20	20	20	Y	
	CMMN-A101-002	U	OC	LEC	20	20	20	Y	
	CMMN-A101-004	U	OC	LEC	20	20	20	Y	
	CMMN-A201-001	U	OC	LEC	20	20	20	Y	
	CMMN-A201-002	U	OC	LEC	20	21	21	Y	
	CMMN-A201-003	U	OC	LEC	20	20	20	Y	
	CMMN-A250-001	U	OC	LEC	17	16	16	Y	
	CMMN-A250-002	U	OC	LEC	17	15	15		
	CMMN-A260-051	U	OC	LEC	19	20	20		
	CMMN-A260-052	U	OC	LEC	20	21	21		
	CMMN-A265-001	U	OC	LEC	16	17	17	Y	
	CMMN-A265-002	U	OC	LEC	16	16	16	Y	
	CMMN-A266-001	U	OC	LEC	18	14	14		
	CMMN-A294-001	U	OC	LEC	24	21	21	Y	
	CMMN-A294-051	U	OC	LEC	20	5	5	Y	
	CMMN-A311-001	U	OC	LEC	14	14	14	Y	
	CMMN-A311-051	U	OC	LEC	14	9	9	Y	
	CMMN-A316-001	U	OC	LEC	30	31	31		
	CMMN-A317-001	U	OC	LEC	12	10	10	Y	
	CMMN-A326-001	U	OC	LEC	20	22	22		
	CMMN-A350-001	U	OC	LEC	12	11	11	Y	
	CMMN-A350-002	U	OC	LEC	12	10	10	Y	
	CMMN-A380-001	U	OC	LEC	20	20	20	Y	
	CMMN-A380-002	U	OC	LEC	20	1	1	Y	
	CMMN-A401-051	U	OC	LEC	25	30	30		
	CMMN-	U	OC	LEC	20	12	12	Y	

	A414-001								
	CMMN-A415-001	U	OC	LEC	12	11	11		
	CMMN-A418-001	U	OC	LEC	20	20	20	Y	
	CMMN-A419-001	U	OC	LEC	5	5	5	Y	
	CMMN-A450-001	U	OC	LEC	30	19	19	Y	
	CMMN-A455-001	U	OC	LEC	25	24	24	Y	
	CMMN-A471-051	U	OC	LEC	25	7	7	Y	
	CMMN-A475-001	U	OC	LEC	25	28	28		
	CMMN-A491-001	U	OC	LEC	50	47	47	Y	
	CMMN-A492-001	U	OC	LEC	30	24	24	Y	
	CMMN-A495-001	U	OC	IND	0	1	1		
	CMMN-A495-002	U	OC	IND	0	1	1		
	CMMN-A497-001	U	OC	IND	0	1	1		
	CMMN-A497-002	U	OC	IND	0	1	1		
	CMMN-A497-003	U	OC	IND	0	1	1		
	CMMN-A497-004	U	OC	IND	0	1	1		
	CMMN-A499-001	U	OC	IND	0	3	3		
	CMMN-A499-002	U	OC	IND	0	1	1		
	CMMN-A499-003	U	OC	IND	0	1	1		
	CMMN-A499-004	U	OC	IND	0	1	1		
	CMMN-A499-005	U	OC	IND	0	1	1		
	CMMN-A499-006	U	OC	IND	0	1	1		
	CMMN-A499-007	U	OC	IND	0	1	1		
	CMMN-A499-008	U	OC	IND	0	2	2		
	CMMN-X237-051	U	OC	LEC	20	12	12	Y	

3.0 Goals for Current Academic Year

Goals and tactics:

In keeping with the University’s overarching strategies of the Loyola 2012 plan which include enhancing Jesuit values, improving student retention and enhancing reputation and stature, the School of Mass Communication defines its overarching goal to position the School of Mass Communication for excellence and growth within a rapidly changing media environment. We believe we should ensure that Jesuit Values are at the core of all we do.

The following includes the SMC’s overarching objectives/strategies with associated tactics.

1. Recruit and Retain High Quality Students

Recruitment:

Develop and Implement SMC Ambassador Program spring 2013 (✓, 2013-2014)

Faculty and staff will strategically contact students who are interested in mass communications (✓, 2013-2016)

Develop and implement a social media strategy such as Google hangout with possible students and their parents to answer questions, etc. (✓, 2014-2016)

Develop a video to promote the SMC on the web, etc. (✓, 2013-2014)

Increase enrollment to 300 while maintaining student quality based on 11 to 1 ratio. Year 1, 275; Year 2, 285; Year 3, 300; (2013-2016)

Develop a more exciting mass communications minor that addresses particular niches requested by majors across Loyola New Orleans (2013-2014)

Develop summer mass communication course(s) for high school students to receive college credit as a recruitment tool; perhaps digital communications and/or social media course (2013-2014)

Develop strategy for local high school visits using ambassadors, director, student services (2013-2014)

Develop and implement strategic courses to enhance excitement within the curriculum to attract new students such as social media course (✓, 2013-2016)

Retention:

Determine SMC's academic standing among Loyola students and implement a SMC admissions policy (✓, 2013-2014)

Retain students above the Loyola average (✓, 2013-2016)

Faculty should attend all SMC events, engage with students, and require student attendance. For example, SMC Kickoff, Networking Night, Spring Fiesta, etc. (2013-2016)

Begin development and implementation of a limited mentorship program for students while searching for funding for full-time program director (2014-2016)

2. Enhance Academic Excellence:

Review curriculum once yearly (fall) at a special curriculum meeting

Consistently review and adapt curriculum to meet changing media landscape and ACEJMC accrediting standards (✓2014-2016)

Enhance and promote SMC minor(s) by spring 2013.

Increase from 17 to 20 and then to 34 by 3rd year (2013-2016)

Engage students via research, service, out of class, and extracurricular initiatives (for service and extracurricular). Host student leader focus group and get student commitment

(one-third of faculty would seek research opportunities with undergraduates) (✓, 2013-2016)

SMC Director to develop and implement undergrad research grants by using professorship and other discretionary funds (2013-2016)

Build larger presence at national mass communication meetings, including increasing panel and scholarly presentations to one-fourth of faculty at such meetings as AEJMC by year two; half of faculty by year 3 (✓, 2013-2014)

3. Prepare for Accreditation

Determine feasibility for self study through consultant (January) and send formal request from president seeking ACEJMC accreditation (✓)

Prepare and conduct self-study for 2013-14 (✓)

Begin preparations and host site visit following self study (✓, 2013-2014) (renovate labs, paint, etc).

4. Improve Visibility and Reputation:

Enhance web and social media presence (✓, 2013-2016)

Continue to integrate within the university community by having SMC faculty on key university committees (✓, 2013-2016)

Build lifelong engagement with alumni by hosting the annual Den of Distinction (✓, 2013-2016)

Continue to develop a culture of giving and work towards increasing annual gifts from alumni to 12-15 percent annually by 2016. In 2011, 257/3726 (7 percent) of school alumni gave an annual gift; in 2012, 421/3775 (11 percent). (2013-2016)

Work at silent phase of capital campaign with \$1 million goal toward multimedia center year 1 (2013-2014)

Determine set communication schedule for email blast/newsletter. (one per semester or as awards etc. warrant and evaluate after year one for possible revised schedule) (✓)

Raise SMC profile within the academic and professional community with

100 percent of faculty present at scholarly/professional meetings annually (✓, 2014-2016)

Faculty represented at national professional meetings for journalism, advertising and public relations (✓, 2013-2016)

Faculty should attend all SMC events (where possible) and require student attendance. For example, SMC kickoff, networking night, Spring Fiesta, etc. (2013-2016)

5. Foster Faculty and Staff Excellence:

Continue to recruit and retain sufficient and quality faculty with minimum masters and/or significant professional experience (✓, 2014-2016)

Support a quality staff that meets strategic requirements-

Staff to attend at least one professional meeting in their areas annually (✓, 2014-2016)

Enhance faculty education and mentorship opportunities through continuing research Fridays (2013-2016)

Ensure faculty support resources are sufficient for travel for research and professional meetings (✓)

Support and fund continuing education for faculty/staff (✓)

6. Align Resources with Strategic Requirements

Develop and implement a SMC fundraising board with goal of \$1 million in next 12 months, \$2.5 million by 3rd year (✓ 2013-2016)

Continue strategic plan for laboratories, cameras, etc. on technology implementation (✓)

Continue to expand and diversify funding (2013-2016)

10 percent faculty apply for internal/external grants (✓, 2013-2016)

7. Enhance Alumni Relations

Consistent email newsletter once per semester (✓, 2013-2016)

Continue Den of Distinction program and request awardees serve as committee to formalize process and nominate awardees to the SMC faculty for final approval (✓, 2013-2016)

Include alumni as guest speakers in classes, portfolio review, networking night, etc. (✓)

Include alumni on development committee for fundraising (✓)

Strategically plan and implement by 2016 a national advisory/visiting board (2013-2016)

4.0 Budget for Current Academic Year

Salary and Operating Budget Expenses, SIS Data January	
Salary Budget Actual	FY12-13
1001/1002/1012-Full-Time Faculty Salary:	881,253
1013-Part-Time Faculty Salary:	58,500
1019-Faculty Stipends:	3,000
1103/1104/1109/1208-Staff Salary:	123,590
1501-Temporary Staff:	
1920-Student Assistants Salary:	10,000
1099-Deduction for unfilled faculty positions:	
1199-Deduction for unfilled staff positions:	
Salary Budget Sum Total:	\$1,076,343
Operating Budget	FY12-13
Unused funds returned to University:	
Miscellaneous:	-
Awards:	1,387
Bank Card Fees:	-
Catering, Entertainment, Security:	3,245
Computer Hardware/Software:	2,764
Domestic Travel/Hotel/Airfare:	29,279
Fac Development/Retreats:	3,999
Facility Improvements:	14,139
Instructional/Books/Periodicals/Reproduction:	2,896

Marketing/Advertisement/Recruitment:	381
Membership Dues/Conf Registration:	5,217
Mobile Phone:	2,426
Office Supplies/Equipment/Furniture:	5,269
Phone/Phone Equipment:	-
Postage:	497
Operating Budget Sum Total:	\$71,499
Grand Total:	\$1,147,842

5.0 Assessment Report

The School of Mass Communication first adopted its assessment plan May 5, 2011.

Regarding student learning outcomes, the school expects students to graduate with a mastery of the 12 professional values and competencies established by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC).

Graduates of the school's programs should value and be able to:

1. Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply tools and technologies appropriate for the communications professions in which they work.

The unit has assessed particular student learning over the past years, but it wasn't until 2011 under a revised curriculum that the school began applying all of these assessment measures:

- SMC Senior Exit Survey (indirect measure)
- University Exit Survey (indirect measure)
- SMC Alumni Survey (indirect measure)
- Capstone Course (direct measure)
- First Amendment principles and law test (direct measure)
- Survey of ethical attitudes (direct measure)
- Senior Portfolio (direct measure)
- Internship evaluation (direct measure)
- Awards (indirect measure)
- Student Job Placement/employment data (indirect measure)

2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Professionals, many who are also alumni, are heavily involved in the school including:

- Assessing the capstone courses
- Assessing senior portfolios
- Internship supervisors
- Curriculum review as necessary
- Development committee and fundraising to meet strategic needs

Student Learning Assessment Plan

School of Mass Communication, Loyola New Orleans

Initial plan approved May 2011; Revised December 2012

The faculty of the SMC recognizes that much of the primary assessment of its students' grasp of specific competencies takes place in the classroom and in the assessment of students' course-related work. That process is part of the day-to-day educational process. It is formally and informally evaluated with classroom examinations, class work, conversations among faculty, regularly scheduled sequence head and faculty meetings. Assessment of specific classroom competencies is described in course syllabi (and is documented in the assessment of students' performances). Specific assessment tools are described in course curriculum and, for the purposes of the school's self-study for ACEJMC, curriculum-related assessment measures are described in the school's response to Standard 2: Curriculum.)

While students are assessed at an individual level, the school's overall student learning is evaluated at a comprehensive level. Faculty in Loyola New Orleans' School of Mass Communication has identified 10 broad measures to assess overall student learning including the following five direct and five indirect measures:

1. SMC Senior Exit Survey (indirect measure)

The Senior Exit Survey, to be completed by all seniors as part of the graduation application process, allows students to evaluate the overall quality of their educational experience, including their self-assessment of their mastery of each of ACEJMC's 12 values and competencies. It also asks students to describe their post graduation plans. (See Senior Exit Interview for a copy of the survey.) (In fall 2012, the SMC Exit Survey will be incorporated into #2—the University Exit Survey.

2. University Exit Survey (indirect measure)

The university's Office of Institutional Research conducts exit surveys of all graduating seniors. This mandatory survey is for all Loyola New Orleans graduating seniors. The School of Mass Communication includes a separate set of questions for all its graduating seniors about their assessment of their mastery of each of ACEJMC's 12 values and competencies. Responses will be examined for use in the SMC accreditation assessment process. (See University Exit Survey.)

3. SMC Alumni Survey (indirect measure)

The alumni survey, administered regularly* beginning in summer 2011. Initial survey will take place a minimum of six months following commencement to allow graduates to reflect on their education, including perspective about their mastery of ACEJMC's 12 values and competencies. The survey also asks recent graduates to describe their efforts to find and keep jobs in mass communication and journalism. (See Alumni Survey.)

4. Capstone Course (direct measure)

The school's faculty in its revised curriculum (2011) has developed a senior capstone course for advertising, public relations and journalism. External evaluators from the professional community will evaluate the final project in the capstone courses based on a rubric that identifies educational outcomes.

Rubrics are attached.

Capstone courses include:

- Advertising: CMMN 414 Advertising Capstone: Ad Campaigns or
CMMN 415 Advanced Advertising Campaigns (Ad Team)
- Journalism: CMMN 490 Journalism Capstone
- Public Relations: CMMN 418 P.R. Capstone: PR Campaigns or
CMMN 419 Advanced PR Campaigns

5. First Amendment principles and law test (direct measure)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same class of students to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

6. Survey of ethical attitudes (direct measure)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in

each sequence of the same class of students to compare ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

7. Senior Portfolio (direct measure)

Students are required to complete a portfolio in the senior seminar course (CMNA 492). It is designed to:

- demonstrate a student's mastery of the basic skills required in his/her program and
- reflect a student's ability to compete for an entry-level job upon graduation.

The portfolio will include a resume and a portfolio of the student's work that reflects mastery in the industry. The portfolios will be reviewed by media professionals who will give a written assessment. (See Portfolio Written Assessment instrument.)

8. Internship evaluation (direct measure)

Students beginning with the degree program in Fall 2012 are required to complete at least one internship and can have up to three.

9. Awards (indirect measure)

Students compete in all three tracks for various awards in the profession.

10. Student Job Placement/employment data (indirect measure)

Upon graduation, students will be contacted to collect data on job placement/employment.

Action Plan & Timeline

Year One (2011-2012): Pre-tests in law and ethics

Year Two on (2012-2013): Gather and analyze intern supervisor reports

Year Four and Five (2014-2016): Post tests in law and ethics, assessment of capstone projects and portfolios, administration of senior exit surveys. The School will not yet have alumni from the new curriculum.

Year Six: (2016-17): Analysis of the findings from tests, intern reports, capstone and portfolio assessment and exit surveys, identification of any weaknesses in learning outcomes, and decision about where and how to overcome them.

Year Seven (2017-18): introduce changes to address weaknesses and resume assessment program for the cohort entering this year and graduating

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.

The revised curriculum was approved in November 2011 with the full implementation to begin fall 2012. Students who enrolled in the School of Mass Communication in the fall of 2011 were able to transition into the revised curriculum. This was possible because the two freshman communication courses, CMMN 100 Introduction to Mass Communication and CMMN 101 Communications Writing, remained unchanged from the earlier School of Mass Communication curriculum. Therefore, the self-study reflects past data from 2009 to 2011 as well as data from the new cohort under the revised curriculum.

Past data include:

1. SMC Senior Exit Survey 2009-2010 (indirect measure)
2. SMC Senior Exit Survey 2010-2011 (indirect measure)
3. SMC Senior Exit Survey 2011-2012 (indirect measure)
4. University Exit Survey 2011-2012 (indirect measure)
5. SMC Alumni Survey 2012 (indirect measure)
6. SMC Capstone 2012-2013 (direct measure)
 - a. CMMN A 414, Advertising Capstone; CMMN A 418, Public Relations Capstone
 - b. CMMN A 415, Advanced Advertising Capstone (Ad Team)
 - c. CMMN A 419 Advanced Public Relations Capstone (Bateman Team)
7. SMC First Amendment Principles and Law 2010-2011; seniors (direct measure)
8. SMC First Amendment Principles and Law 2012-2013; seniors (direct measure)
9. Ethical Climate Attitudes 2010-2011; seniors (direct measure)
10. Ethical Climate Attitudes 2012-2013; seniors (direct measure)
11. Senior Portfolio 2010-2011 (direct measure)

- 12. Senior Portfolio 2011-2012 (direct measure)
- 13. Senior Portfolio 2012-2013 (direct measure)
- 14. Internship Evaluation 2011-2012 (direct measure)
- 15. Internship Evaluation: Spring 2013 (direct measure)
- 16. Awards 2009-2013 (indirect measure)
- 17. Student Job Placement/employment data 2009-2012 (indirect measure)

New data under revised curriculum will include:

- 1. First Amendment Principles and Law 2011-2012; freshmen (direct measure)
- 2. First Amendment Principles and Law 2012-2013; freshmen (direct measure)
- 3. Survey of Ethical Attitudes 2011-2012; freshmen (direct measure)
- 4. Survey of Ethical Attitudes 2012-2013; freshmen (direct measure)

A. PAST DATA

1. SMC SENIOR EXIT SURVEY 2009-2010 (INDIRECT MEASURE)

A total of 14 students responded to the 2009/2010 SMC senior exit survey. Of the respondents, three (21%) from the advertising sequence, five (36%) from the journalism sequence and six (43%) from the public relations sequence. Of those, three (21%) were male and 11 (79%) were female.

The survey evaluated learning outcomes based on teaching within the SMC. The aggregated analysis is based on the categories of “very well” and “well.”

Write correctly and clearly to present news or persuasive information at a professional level?	86 percent
How to critically evaluate your work and that of others for accuracy, fairness, clarity, style and grammar?	93 percent
How to apply basic numerical and statistical concepts?	36 percent
How to conduct research and evaluate information as appropriate for communication purposes?	57 percent
How to apply the tools and technologies appropriate for your chosen profession?	72 percent
Gained an understanding of professional ethical principles and the ability to work ethically in pursuit of truth, accuracy, fairness and diversity?	100 percent
Gain an understanding of the history and role of professionals and institutions in shaping communications?	65 percent
Gain an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mass communication?	50 percent

ANALYSIS SMC SENIOR EXIT SURVEY 2009-2010 (INDIRECT MEASURE):

Although this analysis comes from only a total of 14 students, the SMC does believe there is merit from these surveys and intend to use this information as we begin to revise our curriculum. Regarding writing, the SMC has been teaching communications writing as an English course rather than a mass communication writing class. That needs to be addressed through our curriculum. Regarding research methods, the course evaluations have been some of the lowest in the SMC and this survey again suggests that students are not getting the necessary basic numerical and statistical concepts. That should too be addressed in a revised curriculum for faculty approval. Seniors also suggest that they are not learning how to apply the tools and technology appropriate for their chosen profession. It is believed that the lack of videography/broadcast type courses could be somewhat to blame due to the fact that many students want and should have visual storytelling skills. Faculty should also address that only advertising students are required to take layout and design.

History is not a required course and has been taught as an elective. Students also suggest that not all have gained an understanding of gender, race, and ethnicity in relation to mass communication. That too should be addressed as faculty revise the curriculum to address these and ACEJMC accreditation issues.

Such statements as students suggest regarding a weak advertising track must be dealt with in a revised curriculum.

2. SMC SENIOR EXIT SURVEY 2010-2011 (INDIRECT MEASURE)

A total of 15 students (seniors) responded to the survey, two (13%) from advertising, six (40%) from journalism and seven (47%) from public relations. Of those, two (3%) were male and 13 (87%) were female.

The survey evaluated learning outcomes based on teaching within the SMC. The aggregated analysis is based on the categories of "very well" and "well."

Write correctly and clearly to present news or persuasive information at a professional level?	85 percent
How to critically evaluate your work and hat of others for accuracy, fairness, clarity, style and grammar?	85 percent
How to apply basic numerical and statistical concepts?	8 percent
How to conduct research and evaluate information as appropriate for communication purposes?	46 percent
How to apply the tools and technologies appropriate for your chosen profession?	46 percent
Gained an understanding of professional ethical principles and the ability to work ethically in pursuit of truth, accuracy, fairness and diversity?	85 percent
Gain an understanding of the history and role of professionals and institutions in shaping communications?	46 percent
Gain an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mass communication?	62 percent

ANALYSIS SMC SENIOR EXIT SURVEY 2010-2011 (INDIRECT MEASURE):

Although this analysis comes from only a total of 15 students, the SMC does believe there is merit from these surveys and have made changes accordingly as a result of these surveys. Regarding writing, the faculty through its revised SMC curriculum beginning Fall 2012, is working on the writing emphasis from the very beginning of our curriculum, CMMN A101 Communications Writing. In the past, that course has been taught similar to an English course rather than a mass communications writing course. The SMC believes it is critical that students begin their writing in

the SMC thinking specifically about the informative and persuasive forms of writing relevant to our industry therefore faculty has made that content change in the revised curriculum. Furthermore, with a number of sections taught by different individuals, the SMC in fall 2012 has tasked a committee with faculty approval to come up with a consistent syllabus among sections.

Several faculty have believed for some time that our majors were not getting the applied research methods or the application of basic numerical and statistical concepts from our existing research methods course. Much time was spent on theory and not enough time was being spent on research specific to the advertising, journalism and public relations tracks. Therefore in its revised curriculum, the SMC did not retain the research methods course but instead developed a course called "Research in Advertising and Public Relations," for all advertising and PR students and have incorporated the necessary numerical and statistical information necessary for journalists in the "Advanced Journalism Course."

The survey also revealed what could be considered a weakness in the tools and technologies area. This might suggest that the lack of videography in the major as well as layout and design for only advertising students and as an elective, too, could have contributed to such an attitude. The SMC revised curriculum requires all journalism students to take videography and all advertising and PR students to take layout and design. The SMC revised curriculum has also added a one-hour senior level ethics course. Ethics is taught in many courses throughout the curriculum both in and out of our major here at a Jesuit institution. However, we believe that ethics needed to be a required credit course at the senior level.

While some students believe that they did not gain a good understanding of gender, race and ethnicity, etc. in relation to mass communication, we have asked one of our colleagues, who is also the director of the university's multicultural center to develop a course specific to mass communication addressing such issues. At this time, the course would be an elective. There are also a number of other electives on the books regarding race, gender and ethnicity. We are making a commitment to offer one such diversity course each semester when possible.

While we do conduct a senior exit survey, we have begun research to be able to quantify job placement upon graduation. The personnel issues were dealt with privately.

3. SMC SENIOR EXIT SURVEY 2011/2012(INDIRECT MEASURE) 2011-2012

A total of 28 students (seniors) responded to the survey, six (21%) from advertising, 13 (46%) from journalism and nine (32%) from public relations. Of those, three (11%) were male and 24 (90%) were female.

The survey evaluated learning outcomes based on teaching within the SMC. The aggregated analysis is based on the categories of "very well" and "well" omitting skipped questions.

Write correctly and clearly to present news or persuasive information at a professional level?	89 percent
How to critically evaluate your work and hat of others for accuracy, fairness, clarity, style and grammar?	81 percent
How to apply basic numerical and statistical concepts?	33 percent
How to conduct research and evaluate information as appropriate for communication purposes?	63 percent
How to apply the tools and technologies appropriate for your chosen profession?	81 percent
Gained an understanding of professional ethical principles and the ability to work ethically in pursuit of truth, accuracy, fairness and diversity?	85 percent
Gain an understanding of the history and role of professionals and institutions in shaping communications?	69 percent
Gain an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mass communication?	85 percent

ANALYSIS SMC SENIOR EXIT SURVEY 2011-2012:

This analysis again reveals that only about one-third of seniors said they could apply basic numerical and statistical concepts and just more than 50 % said they could apply tools and technologies appropriate for their chosen profession. The school faculty has addressed this with the revised curriculum dealing with the research methods course and added videography. The faculty has also addressed in the revised curriculum the fact that just over 50% of students said they gained an understanding of the history and role of professionals and institutions in shaping

communications.

4. University Exit Survey 2011-2012 (indirect measure)

The Office of Institutional Research and Effectiveness (OIRE) is pleased to provide the results of Graduating Student Survey (GSS) for the SMC 2 Graduating Class of Spring 2012. A total of 43 graduates were invited to participate in this survey; of this total, 41 students responded, representing 93% of the graduating class.

All data are self reported and presented anonymously in aggregate form. "N/A" and "unable to judge" have been removed from mean calculations.

Results are based on a five-point scale indicating the level of agreement to various questions. Categories of the 5-Point scale are as follows:

- 1=Very dissatisfied
- 2=Moderately dissatisfied
- 3=Neither satisfied nor dissatisfied
- 4=Moderately satisfied
- 5=Very satisfied
- 0=Unable to judge

The aggregated percentages reflect "very satisfied" and "moderately satisfied" or its equivalent.

Regarding communications, how satisfied are you with the following:	
The quality of the core courses in Comm?	77 percent
The quality of courses in your sequence in Comm?	68 percent
The quality of the other Comm courses?	63 percent
The availability of the physical equipment in your sequence?	68 percent
The faculty in the School of Communication (knowledge, helpful, and accessible)?	76 percent
They physical equipment in my sequence?	62 percent
The department administration (chair's office)?	71 percent
Preparation for at least an entry-level job in your chosen field?	63 percent
Your ability to write clearly, correctly, and appropriately for your chosen field?	82 percent

ANALYSIS University Exit Survey (indirect measure):

77 percent of the respondents said they were either very or moderately satisfied with the quality of the core courses with 68 percent satisfied with the quality of the courses in the entire sequence. 76 percent of the students said they were satisfied with the faculty.

When asked about their ability to write, students showed their most satisfaction. Some 82 percent said they were satisfied with their ability to write clearly, correctly, and appropriately for your chosen field.

More than half of the students were satisfied with the availability of the equipment and preparation for an entry-level job.

5. SMC ALUMNI SURVEY 2012: (indirect measure):

The School of Mass Communication sent a survey to 1,246 SMC alumni and received 225 responses; 18%. Those surveyed were asked to evaluate the SMC based on his or her experience at Loyola and employment. This aggregated analysis is based on the categories of "excellent" and "above average." Equivalent categories include: "very aware" and "aware;" "very competent" and "competent;" "yes, with no reservations" and "yes, with some reservations;" and " yes, in the communication field" and "yes, but in a different field, by my choice." All questions based on

education received at Loyola University's School of Mass Communication.

How would you rate your professional education in mass communication at Loyola?	86 percent
How would you rate your writing training at Loyola?	84 percent
How would you rate your training regarding the use and presentation of images?	60 percent
How aware are you of the principles and laws of freedom of speech?	89 percent
How aware are you of freedom of the press concepts?	86 percent
How aware are you of media history concepts?	76 percent
How aware are you of cultural diversity concepts?	69 percent
How aware are you of the concepts of media theory as relating to the use and presentation of information?	41 percent
How aware are you of the concepts relating to media ethics?	90 percent
How competent do you feel you are in critical thinking?	95 percent
How competent are you in thinking creatively?	92 percent
How competent are you in thinking independently?	97 percent
How competent are you in conducting research for the communication profession?	83 percent
Would you recommend Loyola's SMC to a friend considering college?	92 percent
Are you employed now (including military or self-employment)?	88 percent

ANALYSIS SMC ALUMNI SURVEY: (indirect measure)

Overall, an analysis of the school's first alumni survey is positive but there are some areas of concern. When asked how aware are you of the concepts of media theory as relating to the use and presentation of information, only 41 percent of respondents said they are "aware." Only 60 percent of respondents said they would rate their training regarding the use and presentation of images as "competent." The school's revised curriculum hopes to address some of these issues including layout and design for both public relations and advertising students and videography for journalism students. There are a number of positive responses from the survey including that more than nine of ten alumni said they are competent in thinking independently, creatively, critical thinking and they are aware of media ethics. 92 percent of the respondents said they would recommend Loyola's School of Mass Communication to a friend.

6. CAPSTONE COURSE: (direct measure) Spring 2013

The school's faculty has identified a senior capstone course for advertising, public relations and journalism. External evaluators from the professional community will evaluate the final project in capstone courses based on a rubric that identifies educational outcomes.

Rubrics are attached.

Capstone courses include:

· Advertising:

- o CMMN A414 Advertising Capstone: Ad Campaigns or
- o CMMN A415 Advanced Advertising Campaigns (Ad Team)

· Public Relations:

- o CMMN A418 P.R. Capstone: PR Campaigns or
- o CMMN A419 Advanced PR Campaigns (Bateman)

· Journalism:

- o CMMN A490 Journalism Capstone

The following rubric with five areas is to be used and assessed on a scale of 0 to 4.

The scale for critique ranges from:

0 = not at all

1 = not very well

2 = average

3 = well

4 = very well

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended.
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).
5. The work integrates words, numbers, images and sound (where appropriate) effectively.

6. A. ANALYSIS CAPSTONE COURSE: (direct measure)

CMMN A414 Advertising Capstone and CMMN A418 Public Relations Capstone were combined in the spring 2013 for the capstone course. The client was Girls on the Run of New Orleans. There was one evaluator.

Evaluator: Katie Sawyer, Executive Director, Girls on the Run

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. = 4
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. = 4
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience. = 3
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). = 4
5. The work integrates words, numbers, images and sound (where appropriate) effectively. = 4

Comments: Very thorough books, though some presentations didn't reflect the fantastic work (our board member hadn't seen the books.) Great experience, really beneficial to our organization.

Analysis:

There was only one evaluator; however, the assessment was extremely favorable.

From the scale and analysis, it appears more work should be done on presentation. This is being taught with both advertising and public relations students jointly to ensure a more integrated experience.

6. B. ANALYSIS CAPSTONE COURSE: (direct measure)

CMMN A 415 Advanced Advertising Campaign: Ad Team

The client was Glidden Paint. There was three evaluators.

Evaluators: 2

Nicole Parks, Sr. Acct Exec. Peter Mayer

Renee Stuart, Director of Media Buying, Morgan & Co.

- 1.The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended = 4, 4
- 2.The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.= 4,4
- 3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience= 4, 4
- 4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).= 4, 4
- 5.The work integrates words, numbers, images and sound (where appropriate) effectively.= 4, 4

Comments:

The advanced advertising campaigns/ad team class is the closet thing that advertising/marketing students get to a real life agency and the pitch process. Sponsored by the American Advertising Federation and a company, Dr. Cal and her students have placed 4th in the AAF 7th District for two years straight. This program and class has rebounded greatly since Hurricane Katrina. These students are well prepared to step into their roles as advertising professionals upon graduation.

The ad students did an amazing job presenting at Regionals in Jackson. Dr. Cal has done an incredible job with the ad program, placing for the second year in a row. Morgan & Company has hired one of the Ad Student Member as a summer intern.

Analysis:

These assessments were completed after the team competed. They should have been done immediately upon seeing the students' presentation. However, it should be noted that the evaluators rated the work with the highest potential score. The team did place 4th in an extremely competitive region of the ad competition.

6. C. ANALYSIS CAPSTONE COURSE: (direct measure)

CMMN A419 Advanced Public Relations: Bateman Team

The client was anti bullying. There were three evaluators.

Evaluators: 3

Vicki Voelker, Communication Strategist, Gambel Communications

Mikel Pak, Associate Director Public Affairs

Jeffrey Ory, President, il Stratega

- 1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. = 4, 4, 4
- 1.The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.
= 4, 4, 4
- 3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.
= 4, 4, 4
- 4.The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).=4, 4, 4
- 5. The work integrates words, numbers, images and sound (where appropriate) effectively.
= 4, 4, 3

Comments:

Excellent Work!!

Really liked the "by the numbers" section at the end and the acting out situations with team members. Good job!

Analysis:

These assessments reveal nearly all perfect scores. Students were rated 4 in all categories with the exception of one 3 which is still well on assessment 5, integrating words, numbers, images and sound effectively. Unclear?

This team went on to win the national championship for this campaign.

7. FIRST AMENDMENT PRINCIPLES AND LAW TEST: SENIOR 2010-2011 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the capstone course in each sequence of the same class of students to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

A total of seven senior students enrolled in the capstone course in the spring of 2011 were asked to respond to the following statements

regarding the freedom of speech and press by answering "True," "False" or "Don't know:"

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

<p>"The First Amendment to the U.S Constitution prohibits editors of such privately owned newspapers as The New York Times or The Wall Street Journal from censoring information and opinion in their papers. <i>False</i></p>	<p>29 percent</p>
<p>"The U.S Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government's purpose is to prevent publication of information about national affairs that the government says would threaten the national security." <i>False</i></p>	<p>57 percent</p>
<p>Under the First Amendment, the public has a right to know whatever information the government has in possession</p>	<p>57 percent</p>
<p>The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret.</p>	<p>57 percent</p>
<p>Libel refers to the publication of statements that injure someone's reputation, that lower the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove?</p> <ol style="list-style-type: none"> 1. The libel was published. 2. The words were concerning the plaintiff. 3. The material was defamatory. 4. The material was false. 5. The defendant (in this example, the newspaper) was at fault. <i>All five</i> 	<p>86 percent</p>
<p>State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. <i>False</i></p>	<p>57 percent</p>
<p>Obscene speech is not protected by the First Amendment. <i>True</i></p>	<p>43 percent</p>
<p>The U.S Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. <i>True</i></p>	<p>86 percent</p>
<p>In the United States, if the government imposes regulations on the time, place, or manner of a political protestor's expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. <i>True</i></p>	<p>43 percent</p>
<p></p>	<p></p>

The Sixth Amendment to the U.S Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i>	29 percent
The U.S Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i>	43 percent
The U.S Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i>	57 percent
Since the 1970's the U.S Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i>	43 percent

ANALYSIS FIRST AMENDMENT PRINCIPLES AND LAW TEST:

There was no test given to this group of seniors as freshmen so it is impossible to determine the students' base of knowledge regarding first amendment principles and

law. The school believed it was important to give the test to seniors to help the instructor of the course gauge what the students had learned and retained since their media law course.

With a total of seven respondents, 86 percent of the students who took the test scored best on the question regarding libel; however, for the majority of the questions, just over 50 percent of the students answered questions correctly. See below

Trends will be noted on strengths and weaknesses of questions to determine where more effort should be given in the teaching of media law.

8. FIRST AMENDMENT PRINCIPLES AND LAW TEST: (direct measure) 2012-2013

A total of 52 senior students took the SMC Law Questionnaire in the spring of 2013. The students were asked to respond to the following statements regarding the freedom of speech and press by answering "True," "False" or "Don't know:"

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

"The First Amendment to the U.S Constitution prohibits editors of such privately owned newspapers as The New York Times or The Wall Street Journal from censoring information and opinion in their papers. <i>False</i>	46 percent
"The U.S Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government's purpose is to prevent publication of information about national affairs that the government says would threaten the national security." <i>False</i>	52 percent
The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret. <i>True</i>	65 percent
<p>Libel refers to the publication of statements that injure someone's reputation, that lower the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove?</p> <ol style="list-style-type: none"> 1. The libel was published. 2. The words were concerning the plaintiff. 3. The material was defamatory. 4. The material was false. 5. The defendant (in this example, the newspaper) was at fault. <i>All five</i> 	58 percent

State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. <i>False</i>	27 percent
Obscene speech is not protected by the First Amendment. <i>True</i>	56 percent
The U.S Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. <i>True</i>	77 percent
In the United States, if the government imposes regulations on the time, place, or manner of a political protestor's expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. <i>True</i>	60 percent
The Sixth Amendment to the U.S Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i>	15 percent
The U.S Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i>	54 percent
The U.S Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i>	58 percent
Since the 1970's the U.S Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i>	58 percent
The "fair use" concept in copyright law means anyone may freely publish anything obtained from any online source. <i>False</i>	58 percent
Despite digitalization and the fact that today most news organizations such as newspapers and broadcasters offer online versions of their publications, separate broadcast regulations such as the "equal opportunity law" for political campaigns are still in effect. <i>True</i>	29 percent
To avoid being one of the millions of citizens each year facing the real danger of becoming the victim of identity theft, it is a good idea to refuse to give anyone (other than the IRS, your employer and your financial institution) your Social Security number. <i>True</i>	71 percent

START HERE**ANALYSIS FIRST AMENDMENT PRINCIPLES AND LAW TEST:**

There was no test given to this group of seniors as freshmen so it is impossible to determine the students' base of knowledge regarding first amendment principles and law. The school believed it was important to give the test to seniors to help the instructor of the course gauge what the students had learned and retained since their media law course.

With a total of 52 respondents, students scored best on the question of identity theft, flag burning and political speech. Fewer than one in three students got the correct answer regarding broadcast regulations and online publications regarding political campaigns and even fewer answered the question on the 6th amendment correctly regarding media involvement.

Trends will be noted on strengths and weaknesses of responses to determine where more effort should be given in the teaching of media law.

9. SURVEY OF ETHICAL ATTITUDES: Seniors 2010-2011 (DIRECT MEASURE)

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the Capstone course in each sequence of the same class of students to compare ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

A total of 7 students, seniors, took the Ethical Climate Questionnaire in the Spring of 2011.

Percentages represent "most" or "many;" "very or quite" or "yes" otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	29 percent
If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	43 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	29 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	57 percent
Would you try to stop the student from copying for your test or exam?	71 percent
Have you ever reported a fellow student for cheating?	29 percent
How concerned are you about your fellow students inventing sources (people they quote in their stories)?	57 percent
How concerned are you about your fellow students making up quotes?	57 percent
How concerned are you about your fellow students using information from the Internet without attribution?	57 percent

Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	0 percent
How concerned are you when you hear that a journalist plagiarized a story?	71 percent
How concerned are you when you hear that a journalist fabricated material for a story?	86 percent
How concerned are you when you hear that a journalist made up a source for a story?	86 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	86 percent: "Fire the employee"
How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	100 percent: "Fire the employee"
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	86 percent: "Fire the employee"

ANALYSIS SURVEY OF ETHICAL ATTITUDES :

Like the First Amendment Principles and Law Test, there was no test given to this group of seniors as freshmen so it is impossible to determine the students' base of information regarding ethical attitudes. The school believed it was important to give the test to seniors to help faculty understand students' ethical attitudes as seniors. It is interesting to note that students did report that under one third of the students said most or many people cheat in school. More than half said they would report the student if they caught them cheating and nearly three-quarters of the respondents said they would try to stop the student from copying from them. More than half of the students said they are concerned about their fellow students inventing sources, making up quotes or using information from the Internet without attribution. More important, no respondents believed it was justifiable for a journalist to violate ethical standards. Nearly three quarters of the students reported that they are concerned if they hear that a journalist has plagiarized and even more are concerned when they hear that a journalist has made up a source. Nearly 90 percent said employees should be fired for plagiarism and making up a source and all respondents said employees should be fired if they fabricate a story.

Trends will be noted from the responses to help faculty better gauge where more effort should be given.

10. SURVEY OF ETHICAL ATTITUDES: (direct measure) SENIORS 2012-2013

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the Capstone course in each sequence of the same cohort of students to compare ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

A total of 52 senior students took the Ethical Climate Questionnaire in the Spring of 2013 with the majority of the students identifying as female (69 percent) and 38 percent of the students in public relations, 37 percent in journalism and 25 percent in advertising.

Percentages represent "most" or "many," "very or quite" or "yes" otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	21 percent
---	------------

If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	16 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	10 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	37 percent
Would you try to stop the student from copying for your test or exam?	67 percent
Have you ever reported a fellow student for cheating?	2 percent
How concerned are you about your fellow students inventing sources (people they quote in their stories)?	18 percent
How concerned are you about your fellow students making up quotes?	30 percent
How concerned are you about your fellow students using information from the Internet without attribution?	32 percent
Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	6 percent
How concerned are you when you hear that a journalist plagiarized a story?	77 percent
How concerned are you when you hear that a journalist fabricated material for a story?	83 percent
How concerned are you when you hear that a journalist made up a source for a story?	63 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	65 percent; "Fire the employee"

How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	60 percent; "Fire the employee"
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	63 percent; "Fire the employee"

ANALYSIS SURVEY OF ETHICAL ATTITUDES: (direct measure)

Like the First Amendment Principles and Law Test, there was no test given to this group of seniors as freshmen so it is impossible to determine the students' base of information regarding ethical attitudes. The school believed it was important to give the test to seniors to help faculty understand students' ethical attitudes as seniors.

It is interesting to note that one in five students said most or many students engage in academic dishonesty in college. Only a few students (16%) said they were very or quite concerned if they know or believe that students engage in academic dishonesty and even fewer students said they would report the student to an instructor if they observed a fellow student cheating on a test or exam. Three of four students did say they are concerned when they hear that a journalist plagiarized a story and even more students were very or quite concerned when they hear that a journalist fabricated material for a story. A majority of the students did say employees should be fired when they were found to have plagiarized, fabricated material or made up a source.

It is difficult to assess these responses without comparing these students ethical attitudes to their freshmen year.

Trends will be noted from the responses to help faculty better gauge where more effort should be given.

11. SENIOR PORTFOLIO: (direct measure) 2010-2011

Students are required to complete a portfolio in the senior seminar course. It is designed to demonstrate a student's mastery of the basic skills required in his/her program and reflects a student's ability to compete for an entry-level job upon graduation. The portfolio will include a resume and a portfolio of the student's work that reflects mastery in the industry. The portfolios will be reviewed by media professionals and will give a written assessment.

Reviewers were given the chance to critique students with one of the following:

1. This student's work shows that they are ready to be hired.
2. This student's work needs to be improved but shows promise.
3. This student's work requires major revisions.

Each percentage is relative to the sequence; 8 advertising sequence students assessed; 6 journalism sequence students assessed; 10 public relations sequence students assessed; 2 media studies sequence students assessed.

	Advertising Sequence	Journalism Sequence	Public Relations Sequence	Media Studies Sequence
Critique 1	(1) 12 percent	0 percent	(3) 30 percent	0 percent
Critique 2	(7) 88 percent	(6) 100 percent	(6) 60 percent	(2) 100 percent
Critique 3	0 percent	0 percent	(1) 10 percent	0 percent

ANALYSIS SENIOR PORTFOLIO: (direct measure)

In 2010-2011, data from the portfolio reviews indicate that reviewers assessed the majority of the students' portfolios across all sequences as "This student's work needs to be improved but shows promise." 15 percent of the portfolios were assessed as "This student's work shows that they are ready to be hired. One student's work was assessed as "requires major revisions."

Faculty should take note of this assessment to better prepare students to be hired upon graduation.

12. SENIOR PORTFOLIO: (direct measure) 2011/2012

Students are required to complete a portfolio including a resume and a portfolio of the students' work. It is designed to demonstrate a student's mastery of the basic skills required in his/her program and reflects a student's ability to compete for an entry-level job upon graduation. Media professionals will review the portfolios; who will give a written assessment.

Thirty seniors participated, which are analyzed below. The SMC encouraged all students, regardless of class, to attend. This assessment represents the seniors who participated in the review sessions for the 2011/2012 academic year.

Reviewers were asked to complete their review after they met with the student. Scale: For each of the five questions on the assessment, a scale of 0 to 4 was given with 2 as a midpoint (essentially an F to an A grade):

0 = not at all

1 = not very well

2 = average

3 = well

4 = very well

This is a new instrument to assess portfolios. The five items included on the assessment were as follows:

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended.
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).
5. The work integrates words, numbers, images and sound (where appropriate) effectively.

There was also space for reviewer's comments.

The below aggregated analysis is based on percentages relative to the following sequences: Advertising students: 9 assessments, Journalism students: 6 assessments, Other: 1 assessment (Photojournalism), Public Relations: 14 assessments. The analysis reflects the reviewer's categories of "well" and "very well."

	Advertising Sequence (14)	Journalism Sequence(6)	Photojournalism Sequence(1)	Public Relations Sequence(14)
Q 1 (85%)	78 percent	83 percent	100 percent	79 percent
Q 2 (87%)	89 percent	83 percent	100 percent	77 percent
Q 3 (88%)	100 percent	67 percent	100 percent	85 percent
Q 4 (98%)	100 percent	100 percent	100 percent	93 percent
Q 5 (76%)	67 percent	67 percent	100 percent	71 percent

100%

81%

87%

80%

ANALYSIS SENIOR PORTFOLIO: (direct measure)

Portfolio reviewers were asked to evaluate the students' work in five areas.

Question 1 addressed the following: The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. More than three-quarters of all the students' portfolios rated well or very well in this category.

Question 2: The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. Reviewers rated more than three quarters of all students well or very well in this area too.

Question 3: The truthful and accurate work is effectively organized to engage and hold the attention of the audience. Journalism students were rated the lowest with only 67 percent rated as well or very well.

Question 4: The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). Across the board, students scored above 90 percent in this area with advertising, journalism and photojournalism with 100 percent rated well or very well in this area.

Question 5: The work integrates words, numbers, images and sound (where appropriate) effectively. This area appears to be the weakest among all the competencies with advertising and journalism at 67 percent each being rated as well or very well in this area. The one photojournalism

student again rated well and 71 percent of public relations students rated well or very well in this area.

Overall, the one photojournalism student was rated the highest in his proficiencies with advertising and public relations following then journalism.

13. SENIOR PORTFOLIO: (direct measure) 2012/2013

Students are required to complete a portfolio in the senior seminar course (CMMN A492). It is designed to demonstrate a student’s mastery of the basic skills required in his/her program and reflects a student’s ability to compete for an entry-level job upon graduation. The portfolio will include a resume and a portfolio of the student’s work that reflects mastery in the industry. The portfolios will be reviewed by media professionals and will give a written assessment.

Reviewers were asked to complete their review after they met with the student. Scale: For each of the five questions on the assessment, a scale of 0 to 4 was given with 2 as a midpoint (essentially an F to an A grade):

- 0 = not at all
- 1 = not very well
- 2 = average
- 3 = well
- 4 = very well

The five items included on the assessment were as follows:

1. The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended.
2. The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation.
3. The truthful and accurate work is effectively organized to engage and hold the attention of the audience.
4. The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate).
5. The work integrates words, numbers, images and sound (where appropriate) effectively.

There was also space for reviewer’s comments.

The aggregated analysis is based upon the three difference sequences offered in the SMC to allow for cross tabulation. The below analysis reflects the percentages of reviewers who believed SMC students perform “well” or “very well” in the five items aforementioned. Each percentage is relative to the sequence; 12 advertising sequence students assessed; 13 journalism sequence students assessed; 23 public relations sequence students assessed.

	Advertising Sequence	Journalism Sequence	Public Relations Sequence
Q1 (77%)	(8) 75 percent	(9) 69 percent	(20) 86 percent
Q 2 (81%)	(8) 75 percent	(9) 69 percent	(23) 100 percent
Q3 (68%)	(7) 67 percent	(9) 69 percent	(16) 67 percent
Q 4 (85%)	(10) 92 percent	(10) 77 percent	(20) 86 percent
Q 5 (80%)	(8) 75 percent	(10) 77 percent	(20) 86 percent

85%

77%

72%

ANALYSIS SENIOR PORTFOLIO: (direct measure)

Portfolio reviewers were asked to evaluate the students’ work in five areas.

Question 1 addressed the following: The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. 86 percent of the public relations students scored well to very well in this area with advertising and journalism following behind.

Question 2: The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. Reviewers rated more than three quarters of all students well or very well in this area too. 100 percent of the public relations students’ portfolios were rated well or very well in this area again followed by advertising and then journalism.

Question 3: The truthful and accurate work is effectively organized to engage and hold the attention of the audience. Journalism students were rated the lowest with only 67 percent rated as well or very well. 69 percent of the journalism students' portfolios were rated well or very well in this area with public relations and advertising following right behind.

Question 4: The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). Across the board, students' portfolios scored the highest in this area with advertising students' portfolios with 92 percent scoring well or very well followed by public relations and journalism.

Question 5: The work integrates words, numbers, images and sound (where appropriate) effectively. Unlike the class before, this area is rated higher than last year's class. 86 percent of the public relations students' portfolios were rated well or very well followed by journalism and advertising.

Overall, the students' portfolios were rated the highest in the area of their work being clear and concise. The weakest area of students' portfolios was in category 3 regarding truthful and accurate work effectively organized to engage and hold the attention of the audience.

14. INTERNSHIP EVALUATION: (direct measure) Summer 2012

Ten students completed an internship during spring and summer of 2012. The following are results are from the supervisor evaluations upon completion of the students' internship.

Rate your practicum student in the areas below, using a scale of A-F.

A= strong

B= satisfied with performance

C= average

D= could work harder

F= weak

n/a= not applicable

The aggregated percentages reflect the critiques of "Strong" or "Satisfied with performance."

Ability to learn	100 percent
Self-confidence	100 percent
Dependability	100 percent
Flexibility	90 percent
Honesty/ Ethical Behavior	100 percent
Judgment	90 percent
Initiative/Ambition/Assertiveness	100 percent
Creativity	100 percent
Critical thinking skills	100 percent
Presentation Skills	70 percent
Verbal Skills	90 percent
Writing Skills	90 percent

Ability to meet deadlines/Time management	100 percent
Ability to work unsupervised	100 percent
Ability to work cooperatively (with groups)	100 percent
Attendance/Punctuality	100 percent
Attitude and cooperation/ teamwork	100 percent
Competitiveness within career path	90 percent
Organizational skills	90 percent
Preparedness for career	100 percent
Quality of work	100 percent
Professionalism/ business etiquette	90 percent
Appropriate appearance, grooming and dress for work environment	90 percent
Knowledge of or ability to learn computer skills/software	90 percent

ANALYSIS INTERNSHIP EVALUATION SUMMER 2012: (direct measure)

The internship evaluation for the year 2012/2013 compilation is a strong representation of Loyola School of Mass Communication students' performance in the work field based on their experience and education in the classroom. The ratings were high across all categories with the exception of presentation skills.

Ratings of 90 percent or higher reflect the great skills that the School of Mass Communication students have. While students were rated strong in numerous categories, the lowest rated area was presentation skills with 70 percent of the students being rated strong or to the satisfaction of their internship supervisors.

15. INTERNSHIP EVALUATION: (direct measure) Spring 2013

A total of 14 students completed internships in Spring 2013.

Students entering under the revised curriculum (freshmen 2011) will be required to complete at least one internship prior to graduation.

Fourteen responses were received. This aggregated analysis is based on the categories of "strong" and "better than average." The scale also included "average" "could work harder," "weak," and "non applicable." When evaluators said, "not applicable," or skipped questions, those responses were omitted from the total.

Ability to apply legal principles such as libel, copyright and privacy.	60 percent
Demonstrates understanding of the history and role of professionals in shaping communities.	

	70 percent
Demonstrates understanding of the diverse audiences including gender, race, ethnicity and sexual orientation in relation to mass communication.	75 percent
Demonstrates understanding of the diverse audiences and impact of mass communications in a global society.	77 percent
Ability to prepare images and information using theories and aesthetic principles.	67 percent
Demonstrates ethical behavior as appropriate for the workplace.	71 percent
Ability to incorporate objective information in written, oral or visual form as consistent with professional requirements.	64 percent
Ability to think critically, creatively and independently.	64 percent
Ability to engage in research and the evaluation that is consistent with the requirements of the workplace.	64 percent
Ability to write clearly and accurately using appropriate style and format for specific audience.	85 percent
Ability to use basic numerical and statistical concepts as required by the workplace.	67 percent
Ability to use computer applications and equipment in the workplace.	64 percent

ANALYSIS SPRING 2013 INTERNSHIP EVALUATION: (direct measure)

This is the first year that the internship evaluation has included questions to examine the professional values and competencies in the workplace.

The internship evaluation for the year 2012/2013 compilation is a strong representation of Loyola School of Mass Communication students' performance in the work field based on their experience and education in the classroom. The highest rating, "Ability to write clearly and accurately using appropriate style and format for specific audience," unsurprisingly received the high rating of 85 percent of students receiving a rating of "strong" or "better than average" in this category.

Overall, intern supervisors rated a majority of the students as "strong" and "better than average" across all professional values and competencies. This analysis reflects a high satisfaction level with Loyola School of Mass Communication students.

16. AWARDS: (Indirect Measure)

--	--	--	--	--

2012-2013	Organization	Recipient	Publication	Place
Best in U.S.	Public Relations Society of America	Dwayne Fontenette, Haley Humiston, Leah Whitlock, Charles La Rock	"Step up, Reach Out" Bateman Campaign	1
Regional award	American Advertising Federation	Ad Team 2013	"Paint Smarter" Campaign	4
Gold ADDY	N.O. Ad Club	Ad Team 2012	TV Commercial "Speed Date"	1
Best in Show	N.O. Ad Club	Ad Team 2012	TV Commercial "Speed Date"	1
National Best Feature Writing	National SPJ Mark of Excellence	Shannon Donaldson	Maroon	Top 3
Breaking Sports Reporting	Louisiana/Mississippi Associated Press Managing Editors Award	Karl Gommel	Maroon	2
Editorial Writing	Louisiana/Mississippi Associated Press Managing Editors Award	Daniel Quick	Maroon	3
Feature Writing (small)	SPJ Mark of Excellence Award	Shannon Donaldson	Maroon	3
General News Reporting (small)	SPJ Mark of Excellence Award	Shannon Donaldson	Maroon	1
General News Reporting (small)	SPJ Mark of Excellence Award	Aaren Gordon	Maroon	2
Non-Fiction Magazine Article (small)	SPJ Mark of Excellence Award	Vannia Zelaya	Maroon	3
Sports Writing (small)	SPJ Mark of Excellence Award	Hasani Grayson	Maroon	1
Sports Writing (small)	SPJ Mark of Excellence Award	Karl Gommel	Maroon	2
Sports Writing (small)	SPJ Mark of Excellence Award	Karl Donaldson	Maroon	3
2011-2012	Organization	Recipient	Publication	
Best in U.S.	Public Relations Society of America	Alexandra Broussard, Jack Lien, Maggie Moore, Wade Kimbro and Uyennhi Tieu	"Choose Dat, Not Dis" Bateman Campaign	1

Gold ADDY	N.O. Ad Club	Virgina Peters-Rodbell	"Decadence" poster	1
Silver ADDY	N.O. Ad Club	Erica Guastella	"Misanthrope" poster	2
Best in Show	N.O. Ad Club	AD Team 2011	"Let Life Be You Runweay" Campaign	1
Gold ADDY	N.O. Ad Club	AD Team 2011	Magazine Campaign	1
Gold ADDY	N.O. Ad Club	AD Team 2011	TV spot	1
Best Headline	Press Club of New Orleans	Sam Winstrom	Maroon	1
Best Community News Story	Press Club of New Orleans	Karin Curley	Maroon	1
Best Community News Story	Press Club of New Orleans	Cherie Lejeune	Maroon	3
Best Info Graphic	Press Club of New Orleans	Precious Esie	Maroon	2
Best Info Graphic	Press Club of New Orleans	Precious Esie	Maroon	3
Best Cartoon	Press Club of New Orleans	Sydney Barbier	Maroon	1
Best Cover Design	Press Club of New Orleans	Sam Winstrom	Maroon	2
Best Cover Design	Press Club of New Orleans	Sam Winstrom	Maroon	3
Best Sports Story	Press Club of New Orleans	Colby Wilson	Maroon	2
Best News Story	Associated Collegiate Press	Karin Curley	Maroon	HM
Most Effective Use of Design	Louisiana Press Association	Sam Winstrom	Maroon	
Best Sports Story	Louisiana Press Association	Camara Thomas	Maroon	1
Best News Story	Louisiana Press Association	Karin Curley	Maroon	1
National Best In-Depth Reporting	National SPJ Mark of Excellence Award	Precious Esie, Carl Harrison, Leslie Gamboni, Jamie	Maroon	1

		Futral		
Feature Writing	Louisiana/Mississippi Associated Press Managing Editors Award	Jamie Futral	Maroon	1
Sports Writing	Louisiana/Mississippi Associated Press Managing Editors Award	Craig Malveaux	Maroon	2
In-Depth Reporting	SPJ Mark of Excellence Award	Precious Esie, Carl Harrison, Leslie Gamboni, Jamie Futral	Maroon	1
General News Reporting	SPJ Mark of Excellence Award	Masako Hirsch	Maroon	2
Sports Writing	SPJ Mark of Excellence Award	Camara Thomas	Maroon	3
Best News Reporter	Southeast Journalism Conference	Jamie Futral	Maroon	7
Best Feature Writer	Southeast Journalism Conference	Leslie Gamboni	Maroon	2
Best Newspaper page layout designer	Southeast Journalism Conference	Sam Winstrom	Maroon	8
Best Magazine Page Layout Designer	Southeast Journalism Conference	Kaitlin Riley	Wolf	2
Best Magazine writer	Southeast Journalism Conference	Melanie Ziems	Wolf	3
2010-2011	Organization	Recipient	Publication	
Gold ADDY	N.O. Ad Club	Alexandra Ernst	Brochure	1
The Ashton Phelps Sr. Memorial Award for Editorial Writing	Press Club of New Orleans	Alex Fournet	Maroon	1
Best Continuing Coverage	Press Club of New Orleans	Precious Esie,	Maroon	3
		Sam Winstrom,		
		Craig Malveaux		

	Press Club of New Orleans	Alex Fournet	Maroon	1
Best Editorial				
Best Community News	Press Club of New Orleans	Precious Esie	Maroon	3
Best In-Depth Reporting	SPJ Mark of Excellence Award	Precious Esie	Maroon	3
Story of the Year	Associated Collegiate Press	Jean-Paul Arguello	Maroon	HM
Best News Story	Louisiana Press Association	Precious Esie	Maroon	3
Best News Story	Louisiana Press Association	Jean-Paul Arguello	Maroon	HM
Best Press Photographer	Southeast Journalism Conference	Elle Maloney	Maroon	8
Best Magazine Page Layout Designer	Southeast Journalism Conference	Kaitlin Riley	Maroon	3
Best Magazine Writer	Southeast Journalism Conference	Angela Hernandez	Maroon	5
2009-2010	Organization	Recipient	Publication	Place
General News Story	Press Club of New Orleans	Katie Urbaszewski	Maroon	3
Best Investigative Story	Press Club of New Orleans	Jean-Paul Arguello	Maroon	3
Best Investigative Story	Press Club of New Orleans	Eduardo Gonzales	Maroon	HM
Best Special Section	Press Club of New Orleans	Katie Urbaszewski	Maroon	3
Best Sports Story	Press Club of New Orleans	Craig Malveaux	Maroon	2
Best Sports Column	Press Club of New Orleans	Ramon Vargas	Maroon	1
Best Breaking News Photo	Press Club of New Orleans	Kevin Zansler	Maroon	1
Best General News Photo	Press Club of New Orleans	Kevin Zansler	Maroon	2

Best Breaking News Photo	SPJ Mark of Excellence Award	Kevin Zansler	Maroon	1
Best Nonfiction Magazine Article	SPJ Mark of Excellence Award	Lauren Laborde	Wolf	2
Best General News Reporting	SPJ Mark of Excellence Award	Jean-Paul Arguello	Maroon	3
Best Sports Writer	Southeast Journalism Conference	Steve Heath	Maroon	2
Public Service Journalism	Southeast Journalism Conference	Katie Urbazewski	Maroon	3
Public Service Journalism	Southeast Journalism Conference	Jessica Williams	Maroon	4
Public Service Journalism	Southeast Journalism Conference	Massako Hirsch	Maroon	5
2008-2009	Organization	Recipient	Publication	Place
Best In-depth news/feature story	Columbia Scholastic Press Association	Jaune Jackson and Jessica Williams	Wolf	1
Best Online Breaking News	Columbia Scholastic Press Association	Jaune Jackson	Maroon	HM
Best General Humor Column	Columbia Scholastic Press Association	Justin Templet	Maroon	HM
Best Investigative Reporting	Press Club of New Orleans	Jessica Williams	Maroon	HM
Best Editorial Illustration	Press Club of New Orleans	Tom Macom	Maroon	2
Best Sports Column	Press Club of New Orleans	Ramon Antonio Vargas	Maroon	1
Best Feature Photo	Press Club of New Orleans	Rachel Strassel	Maroon	3
Best Sports Feature Photo	Press Club of New Orleans	Andrea Castillo	Maroon	2
Best General News Story	SPJ Mark of Excellence Award	Jessica Williams	Maroon	1
Best General News Photography	SPJ Mark of Excellence Award	Kevin Zansler	Maroon	2

Best Feature Photo	SPJ Mark of Excellence Award	Rachel Strassel	Maroon	1
Best Feature Photo	SPJ Mark of Excellence Award	Rachel Strassel	Maroon	2
Best Online News Reporting	SPJ Mark of Excellence Award	Katie Urbaszewski	Maroon	1
Best News Story	Louisiana Press Association	Jessica Williams	Maroon	1
Best Sports Story	Louisiana Press Association	Eduardo Gonzalez	Maroon	1
Best Sports Photo	Louisiana Press Association	Tom Macom	Maroon	3
Best General News Photography	Louisiana Press Association	Kevin Zansler	Maroon	3
Best Sports Photo	Louisiana Press Association	Tom Macom	Maroon	HM
Best Sports Story	Louisiana Press Association	Briana Prevost	Maroon	HM
Best General News Photo	Louisiana Press Association	Rachel Strassel	Maroon	HM
2007-2008	Organization	Recipient	Publication	Place
Best Sports Column	Press Club of New Orleans	Ramon Antonio Vargas	Maroon	1
Best Sports Column	Press Club of New Orleans	Michael Nissman	Maroon	2
Best General News Photo	Press Club of New Orleans	Michael Nissman	Maroon	2
Best multi-feature photo	Press Club of New Orleans	Kathleen McCann	Maroon	3
Best General News Reporting	SPJ Mark of Excellence Award	Ramon Antonio Vargas	Maroon	1
Best General News Photo	SPJ Mark of Excellence Award	Ramon Antonio Vargas	Maroon	3
Best Sports Writing	SPJ Mark of Excellence Award	Ramon Antonio Vargas	Maroon	1
Best Sports Column	SPJ Mark of Excellence Award	Michael Nissman	Maroon	3

Best Photo Illustration	SPJ Mark of Excellence Award	Michael Nissman, Steve Kashishian, Daniel Monteverde and Ramon Vargas	Maroon	1
Best Sports Photography	SPJ Mark of Excellence Award	Michael Nissman	Maroon	2

Kappa Tau Alpha Inductees:

- 2013 Drew, Sarah M.
Woodhull, Alden C.
Meynard, Alaina M.
Whitlock, Leah C.
LeJeune, Cherie L.
- 2012 Aziz, Zainab
Broussard, Alexandra
Hinrichs, Paige
Irwin, Lauren
Latimer, Danielle
Robison, Madison
Zelaya, Vannia
- 2011 Asp, Mallory E.
Cappel-Vickery Yvonne E.
Curley, Jolie K.
Ernst, Alexandra M.
Gremillion, Kate E.
Hirsch, Masako M.
Pabst, Kelsey E.
Parr, Leslie Gale (F)
Tregre, Kylie E.
Verdin, Monique M.
Villavicencio, Katherine L.

B. COHORT (2011-2017)

1. FIRST AMENDMENT PRINCIPLES AND LAW TEST: (direct measure) FRESHMAN

2011-2012

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the Capstone course in each sequence of the same class of students to compare an entering cohort’s knowledge with a measure of that same cohort’s knowledge at exit.

A total of 95 freshmen students enrolled in the Introduction to Mass Communication course in the fall of 2011 were asked to respond to the following statements regarding the freedom of speech and press by answering “True,” “False” or “Don’t know:”

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

“The First Amendment to the U.S Constitution prohibits editors of such privately owned newspapers as The New York Times or The Wall Street Journal from censoring information and opinion in their papers. <i>False</i>	54 percent
---	------------

<p>“The U.S Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government’s purpose is to prevent publication of information about national affairs that the government says would threaten the national security.” <i>False</i></p>	42 percent
<p>The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret. <i>True</i></p>	63 percent
<p>Libel refers to the publication of statements that injure someone’s reputation, that lower the person’s esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove?</p> <ol style="list-style-type: none"> 1. The libel was published. 2. The words were concerning the plaintiff. 3. The material was defamatory. 4. The material was false. 5. The defendant (in this example, the newspaper) was at fault. <p><i>All five</i></p>	32 percent
<p>State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. <i>False</i></p>	26 percent
<p>Obscene speech is not protected by the First Amendment. <i>True</i></p>	45 percent
<p>The U.S Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. <i>True</i></p>	48 percent
<p>In the United States, if the government imposes regulations on the time, place, or manner of a political protestor’s expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. <i>True</i></p>	48 percent
<p>The Sixth Amendment to the U.S Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i></p>	26 percent
<p>The U.S Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i></p>	46 percent

The U.S Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i>	23 percent
Since the 1970's the U.S Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i>	74 percent
The "fair use" concept in copyright law means anyone may freely publish anything obtained from any online source. <i>False</i>	67 percent
Despite digitalization and the fact that today most news organizations such as newspapers and broadcasters offer online versions of their publications, separate broadcast regulations such as the "equal opportunity law" for political campaigns are still in effect. <i>True</i>	58 percent
To avoid being one of the millions of citizens each year facing the real danger of becoming the victim of identity theft, it is a good idea to refuse to give anyone (other than the IRS, your employer and your financial institution) your Social Security number. <i>True</i>	85 percent

ANALYSIS FIRST AMENDMENT PRINCIPLES AND LAW TEST (direct measure)

FRESHMEN 2011-2012:

The majority of students answered incorrectly on question #5 regarding First Amendment protection, #9 regarding sixth amendment to the U.S. constitution, and #11 regarding the U.S. Supreme court and First Amendment. The most students answered the question on the Freedom of Information Act, #3, correctly and #12 commercial speech. 85% of all students answered question #15 correctly regarding identity theft. This analysis will be compared with this cohorts responses as seniors in 2014-2015.

These responses will be given to the school's media law professor so that he may see where the students are deficient to ensure students learn where they are deficient.

2. FIRST AMENDMENT PRINCIPLES AND LAW TEST: (direct measure) FRESHMAN 2012-2013

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the Capstone course in each sequence of the same class of students to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

A total of 119 freshmen students enrolled in the Introduction to Mass Communication course in the 2012/2013 school year were asked to respond to the following statements regarding the freedom of speech and press by answering "True," "False" or "Don't know."

The aggregated analysis below is based on the percentage of responses that were correct. Percentages do not include skipped questions.

"The First Amendment to the U.S Constitution prohibits editors of such privately owned newspapers as The New York Times or The Wall Street Journal from censoring information and opinion in their papers. <i>False</i>	52 percent
"The U.S Supreme Court has ruled that under the First Amendment the government may never impose a prior restraint on the news media, even if the government's purpose is to prevent publication of information about national affairs that the government says would threaten the national security." <i>False</i>	30 percent

<p>The Federal Freedom of Information Act requires that, in general, the public has a right of access to records held by federal independent regulatory agencies, although it provides exceptions that allow those agencies to keep some records secret. <i>True</i></p>	56 percent
<p>Libel refers to the publication of statements that injure someone's reputation, that lower the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove?</p> <ol style="list-style-type: none"> 1. The libel was published. 2. The words were concerning the plaintiff. 3. The material was defamatory. 4. The material was false. 5. The defendant (in this example, the newspaper) was at fault. <i>All five</i> 	30 percent
<p>State and federal courts in the United States have consistently said the First Amendment protects the right of the press to publish information that is true even if it is private information. <i>False</i></p>	19 percent
<p>Obscene speech is not protected by the First Amendment. <i>True</i></p>	33 percent
<p>The U.S Supreme Court has interpreted the First Amendment to protect burning the American flag as a form of expression. <i>True</i></p>	45 percent
<p>In the United States, if the government imposes regulations on the time, place, or manner of a political protestor's expression, those regulations must be content neutral if they are to satisfy the First Amendment standards set by the U.S. Supreme Court. <i>True</i></p>	33 percent
<p>The Sixth Amendment to the U.S Constitution requires that the media ensure criminal defendants receive a fair trial. <i>False</i></p>	15 percent
<p>The U.S Supreme Court has interpreted the First Amendment to mean that journalists have a right to use cameras in courtrooms. <i>False</i></p>	42 percent
<p>The U.S Supreme Court has interpreted the First Amendment to mean that journalists have an absolute right to refuse to testify in court or before a grand jury in order to protect their confidential sources of information. <i>False</i></p>	24 percent
<p>Since the 1970's the U.S Supreme Court has recognized that commercial speech (advertising) is entitled to First Amendment protection, provided the advertising is for legal products and services and is not false or deceptive. <i>True</i></p>	54 percent

The "fair use" concept in copyright law means anyone may freely publish anything obtained from any online source. <i>False</i>	44 percent
Despite digitalization and the fact that today most news organizations such as newspapers and broadcasters offer online versions of their publications, separate broadcast regulations such as the "equal opportunity law" for political campaigns are still in effect. <i>True</i>	39 percent
To avoid being one of the millions of citizens each year facing the real danger of becoming the victim of identity theft, it is a good idea to refuse to give anyone (other than the IRS, your employer and your financial institution) your Social Security number. <i>True</i>	63 percent

ANALYSIS FIRST AMENDMENT PRINCIPLES AND LAW TEST: (Direct FRESHMEN 2012-2013)

The majority of students answered incorrectly on question #5 regarding First Amendment protection, #9 regarding sixth amendment to the U.S. constitution, and #11 regarding the U.S. Supreme court and First Amendment. Those are the same questions that the majority of the freshmen a year earlier answered incorrectly. Students also scored the highest on question #15 regarding identity theft.

These responses will be given to the media law professor so that he may see where the students are deficient to ensure students learn where they are deficient.

3. SURVEY OF ETHICAL ATTITUDES: (direct measure) FRESHMAN 2011-2012

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the Capstone course in each sequence of the same class of students to compare ethical attitudes of an entering cohort with a measure of that same cohort's ethical attitudes at exit.

A total of 95 freshmen students in the fall 2011 enrolled in the Introduction to Mass Communication course were asked to respond to the following questions during the fall of 2011. Percentages represent "most" or "many;" "very or quite" or "yes" otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	16 percent
If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	17 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	11 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	32 percent
Would you try to stop the student from copying for your test or exam?	75 percent
Have you ever reported a fellow student for cheating?	7 percent

How concerned are you about your fellow students inventing sources (people they quote in their stories)?	12 percent
How concerned are you about your fellow students making up quotes?	17 percent
How concerned are you about your fellow students using information from the Internet without attribution?	19 percent
Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	11 percent
How concerned are you when you hear that a journalist plagiarized a story?	59 percent
How concerned are you when you hear that a journalist fabricated material for a story?	69 percent
How concerned are you when you hear that a journalist made up a source for a story?	54 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	58 percent: "Fire the employee" 12 percent: "Move to another position"
How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	57 percent: "Fire the employee" 11 percent: "Move to another position"
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	40 percent: "Fire the employee" 14 percent: "Move to another position"

SURVEY OF ETHICAL ATTITUDES: (direct measure) ANALYSIS:

FRESHMEN 2011-2012

This survey allows us to see the ethical attitudes that freshmen have prior to beginning our program. It will be interesting to note what this same cohort reports after being in the school four years and how those attitudes might change. We would expect that as students move through the curriculum, there would be fewer students who would respond "don't know" to several of the ethical questions and more who would see such

items that would be considered unethical in our profession as “very” unethical. These responses will be followed each year to determine changes in the cohorts and especially once this 2011 group takes this ethical attitude test again in 2014/2015.

Some interesting responses that should be noted include #3, “If you observed a fellow student cheating on a test or exam, would you report the student to the instructor,” only 11 percent said yes. Question #5, “Would you try to stop the student from copying for your test or exam,” 75 percent said yes. In question #10, only 11 percent justified violating ethical requirements due to deadline pressures for journalists. This cohort will be given this test again in 2014-2015 for comparison.

4. SURVEY OF ETHICAL ATTITUDES: (direct measure) FRESHMAN 2012-2013

SMC faculty will administer this test during the first week of CMMN A100 every fall semester and in the final week of the Capstone course in each sequence of the same class of students to compare ethical attitudes of an entering cohort with a measure of that same cohort’s ethical attitudes at exit.

A total of 122 freshmen students during the 2012/2013 school year enrolled in the Introduction to Mass Communication course were asked to respond to the following questions during the fall of 2011. Percentages represent “most” or “many;” “very or quite” or “yes” otherwise noted below.

In your experience in college so far, how many students engage in academic dishonesty (cheat on tests and exams, plagiarize from documents and the Internet, make up information and quotes, etc.)?	7 percent
If you know or believe that a number of students engage in academic dishonesty, how concerned are you about their behavior?	18 percent
If you observed a fellow student cheating on a test or exam, would you report the student to the instructor?	70 percent
If you observed a fellow student copying from your test or exam, would you report the student to the instructor?	71 percent
Would you try to stop the student from copying for your test or exam?	77 percent
Have you ever reported a fellow student for cheating?	14 percent
How concerned are you about your fellow students inventing sources (people they quote in their stories)?	18 percent
How concerned are you about your fellow students making up quotes?	22 percent
How concerned are you about your fellow students using information from the Internet without attribution?	31 percent
Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular	9 percent

activities and jobs, and in their private lives, causes them to violate certain ethical requirements in these journalism courses. Under these circumstances, how justified do you think these practices are?	
How concerned are you when you hear that a journalist fabricated material for a story?	61 percent
How concerned are you when you hear that a journalist made up a source for a story?	63 percent
How do you think a news organization should handle a situation when an employee has been found to have plagiarized?	66 percent: "Fire the employee" 4 percent: "Move the person to another position"
How do you think a news organization should handle a situation when an employee has been found to have fabricated material for a story?	53 percent: "Fire the employee" 5 percent: "Move the person to another position"
How do you think a news organization should handle a situation when an employee has been found to have made up a source for a story?	45 percent: "Fire the employee" 11 percent: "Move the person to another position"

SURVEY OF ETHICAL ATTITUDES: (direct measure) ANALYSIS:

FRESHMEN 2012-2013

This survey allows us to see the ethical attitudes that freshmen have prior to beginning our program. It will be interesting to note what this same cohort reports after being in the school four years and how those attitudes might change. We would expect that as students move through the curriculum, there would be fewer students who would respond "don't know" to several of the ethical questions and more who would see such items that would be considered unethical in our profession as "very" unethical. These responses will be compared against the responses when this cohort graduates in 2015-2016.

Some interesting responses that should be noted include #3, "If you observed a fellow student cheating on a test or exam, would you report the student to the instructor," while only 11 percent said yes in the 2011-2012 cohort, 70 percent said yes in this cohort. Question #5, "Would you try to stop the student from copying for your test or exam," 77 percent said yes. In question #10, only 9 percent justified violating ethical requirements due to deadline pressures for journalists. This cohort will be given this test again in 2015-2016 for comparison.

CLOSING THE LOOP:

In 2009 when the faculty decided to seek ACEJMC accreditation, it had been conducting several assessment measures including senior exit interviews, portfolio reviews and internship assessments, although internships were not required at the time. As the school approved its assessment plan in the 2010-2011 academic year, it also began using the principles and law test as well as the ethical attitudes test. The school began giving the test to seniors as well as the entering freshmen cohort to begin to have data to examine in these particular areas.

By examining past data including senior exit surveys and university exit surveys, portfolio reviews, examining awards and placement of graduates, going through years of teaching evaluations and by holding discussions with students and instructors, the faculty was able to identify strengths and weaknesses within the curriculum.

The school and the university had also been through a great deal of restructuring after hurricane Katrina which also impacted the school's curriculum. For example, in the journalism sequence, the broadcasting program was eliminated and students were only being taught journalism with a print perspective. Faculty had to also examine industry trends to assist in formulating what a new or revised curriculum should look like to meet the changing media landscape and also to be current as it sought ACEJMC accreditation.

After numerous meetings and examination of available assessment data, the sequence directors in the summer of 2011 developed a revised curriculum to present to the faculty in the fall. After several meetings, the faculty approved a revised curriculum which finally gained university approval in November 2011 with plans for implementation with the entering freshmen class of fall 2012. Because initial courses in the school remained the same, the school was able to ask sophomores if they wished to change to the revised curriculum. All students made that change so even though the revised curriculum was to be implemented fall 2012, freshmen who entered in the fall of 2011 then began the "cohort" under the revised curriculum. Since those students will not complete the four year cycle by the time of the site visit in January 2014, the school hopes to show how the assessment measures in place have helped to "close the loop" on ensuring a quality curriculum that meets all ACEJMC

standards.

To cite how the school has "closed the loop" using assessment measures, we used the following data:

Senior exit surveys from 2009-2010 and 2010-2011 showed that at least 85 percent of the graduates said they could "write correctly and clearly to present news or persuasive information at a professional level." We believe students should score even higher in that area.

For years, the school has been teaching communications writing as an English course rather than a mass communication writing class. Although communication writing remained in the curriculum, faculty approved changing the contents to writing for the mass communications industry.

Only 36 percent of the graduates from 2009-2010 and 8 percent from 2010-2011 when asked how to apply basic numerical and statistical concepts. In addition to the exit survey data, course evaluations have been some of the lowest in the SMC for the research methods course. Students especially in advertising and public relations as well as the faculty believed students needed a more applied research course. Faculty approved a research methods course specifically for students in the strategic communications sequence for both advertising and public relations students. For the journalism students, research methods has been incorporated into the advanced journalism class where students are using research including computer assisted reporting skills to develop their stories. They also learn about research skills necessary for journalists covering surveys, political campaigns etc. where statistical concepts such as margin of error are taught.

Through the exit surveys, seniors also suggest that they are not learning how to apply the tools and technology appropriate for their chosen profession. It is believed that the lack of videography/broadcast type courses could be somewhat to blame due to the fact that many students want and should have visual storytelling skills. In the revised curriculum, faculty added videography and the journalism sequence is for multiple platform reporting adding online, electronic and print. To accomplish the additional skills necessary for multi platform reporting, an additional course, a journalism capstone, was added to the journalism track.

In the strategic communications sequence, faculty decided public relations students as well as advertising students be required to take layout and design.

Surveys also revealed that only about half of the students surveyed said they gained an understanding of the history and role of professionals and institutions in shaping communications. While that is addressed for all students in the Introduction of Mass Communication, faculty continued requiring the History of Journalism or History of Photography in the Journalism Sequence and has a faculty member with a Ph.D. in history teaching it.

Even though students in the school are nearly 50 percent minority, results from the surveys suggest that not all have gained an understanding of gender, race, and ethnicity in relation to mass communication. Through the school's diversity plan, the faculty has addressed that by specifying the courses where diversity is to be taught. Furthermore, the school is committed to offering at least one elective course on diversity each semester.

Since part of the overarching goals of the school is to ensure that Jesuit values are at the core of all we do, the faculty thought it important to add a capstone ethics course to the curriculum which would bring students from all sequences together during their senior year. Ethics is taught in many courses throughout the curriculum both in and out of our major here at a Jesuit institution. However, faculty believed that ethics needed to be a required credit course at the senior level and therefor added it for all majors.

Although the faculty had approved the revised curriculum in the fall of 2011, survey results from the 2011-2012 graduates were consistent with earlier senior exit surveys.

Responses from the **university survey** showed that about six of 10 students were moderately to very satisfied with everything from the core courses to physical equipment. The school would like to see student satisfaction at an even higher level.

The **alumni survey** given in the summer 2012 was positive but it did illustrate some areas of concern. When asked how aware are you of the concepts of media theory as relating to the use and presentation of information, only 41 percent of respondents said they are "aware." Only 60 percent of respondents said they would rate their training regarding the use and presentation of images as "competent." The school's revised curriculum hopes to address some of these issues including layout and design for both public relations and advertising students and videography for journalism students. There are a number of positive responses from the survey including that more than nine of ten alumni said they are competent in thinking independently, creatively, critical thinking and they are aware of media ethics. 92 percent of the respondents said they would recommend Loyola's School of Mass Communication to a friend.

Even though the capstone courses are not reflecting the revised curriculum and the new cohort, faculty believed it was important to begin to examine the capstone course using a rubric including the professional values and competencies that the school has adopted. Since the journalism capstone has not yet been taught, assessments were conducted in the advertising and public relations capstone to begin to gather data for assessment and overall comparison from year to year. Assessments were conducted on the Advanced Advertising Course, which is the Ad Competition Team, the Advanced Public Relations Course, the Bateman Case Study Competition Team, and a third course which was a combination of Advertising and Public Relations students not on the competition teams. Overall, assessments were extremely positive.

While someone may even say the assessments appeared to be "artificially" positive, it should be noted that the Ad Team placed 4th in an extremely competitive region and the Bateman Team placed first in the nation. So not only were the professional assessments extremely positive but when the students actually competed against other schools, their work was considered superior.

While the Journalism Capstone Course has not yet been taught, seniors work have been evaluated through the portfolio and does offer a good picture of what challenges are present in the journalism sequence and how the revised curriculum should close the gap on some of the deficiencies.

For example, portfolio reviews in 2010-2011 of journalism students, reviewers said the "students' work needs to be improved but shows promise." A few reviewers actually said that advertising and public relations students were ready to be hired. The assessment tool did not elaborate on where students needed to improve; therefore, the faculty, beginning in 2011-2012, is using another rubric which incorporated the professional values and competencies.

In 2011-2012, portfolio reviewers were asked to evaluate the students' work in five areas.

Question 1 addressed the following: The work shows an understanding of the subject and of the needs and wants of the audience for which the work is intended. More than three-quarters of all the students' portfolios rated well or very well in this category. Question 2: The report shows thorough, balanced, fair research and writing as well as work sensitive to issues of gender, race, ethnicity and sexual orientation. Reviewers rated more than three quarters of all students well or very well in this area too. Question 3: The truthful and accurate work is effectively organized to engage and hold the attention of the audience. Journalism students were rated the lowest with only 67 percent rated as well or very well. Question 4: The work is clear, concise, correct in grammar, punctuation, spelling and conforms to AP style (where appropriate). Across the board, students scored above 90 percent in this area with advertising, journalism and photojournalism with 100 percent rated well or very well in this area. Question 5: The work integrates words, numbers, images and sound (where appropriate) effectively. This area appears to be the weakest among all the competencies with advertising and journalism at 67 percent each being rated as well or very well in this area. The one photojournalism student again rated well and 71 percent of public relations students rated well or very well in this area. What faculty believed was important from this is the fact that assessment of students' ability to organize their work and hold the attention of the audience suggested that students may need additional assistance in developing their portfolios. Faculty included a senior seminar in the revised curriculum to aid students in developing their portfolios including resume writing and the job hunt. Faculty believe they also addressed the weak assessment in students' ability to integrate words, numbers, images and sound effectively by adding an applied research course for advertising and public relations and incorporating research for journalism into the advanced journalism course and adding a videography course and layout and design to public relations students' courses in addition to advertising students.

The assessment of portfolios from 2012-2013 students again revealed that question 3 was perhaps seen as the weakest area for all students.

In internship evaluations from summer 2012, overall internship supervisors assessed students as strong or being satisfied with their performance. In fact, 90 percent of the supervisors assessed the students most positively. In 2013, the faculty changed the assessment tool for internship supervisors to better reflect the 12 professional values and competencies. Overall, intern supervisors rated a majority of the students as "strong" and "better than average" across all professional values and competencies. Supervisors rated 85 percent of the students at "strong" or "better than average" when examining their "Ability to write clearly and accurately using appropriate style and format for a specific audience." Faculty are pleased with such an assessment and hope that with the revised curriculum with an emphasis in writing for mass communication in the core, these assessments will improve over time.

Seniors were given the First Amendment Law and Principles Test as well as the Ethical Attitudes Test to begin to gather data and examine weaknesses and strengths. The law professor has seen the results and in areas of weakness intends to examine and implement some changes to teaching. The ethical attitudes test has also been examined and will be used for comparison purposes and especially when examining a freshmen cohort's responses to that same cohort as seniors.

Since the school began educating students in 1937, Loyola New Orleans' School of Mass Communication has had a stellar reputation of graduating future leaders in the mass communications industry. The school began in 2011 to celebrate its distinguished graduates with a "Den of Distinction," the school's Hall of Fame. That reputation continues today with numerous students awards in every sequence we teach. Most notably, the school has won more national championships on the Public Relations Student Society of American Bateman Case Study Competition than any other school in the country. The university newspaper has been recognized by the Society of Professional Journalists as one of the best non-daily newspapers in the country. The school's advertising team has placed in the regional American Advertising Federations Ad Team Competition for the past two years. Our students have won prestigious individual awards and prestigious competitive internships from the White House to Ketchum Public Relations to I Conn International to television and newspapers across the country.

Examining our past data, the School realizes it has celebrated 75 years of educating leaders in the mass communications industry. Since 2009, in a post Katrina world and as the faculty decided to move forward to seek ACEJMC accreditation, the school has made several programmatic improvements to guide the school for its next 75 years:

In 2011, overall the school revised its curriculum, journalism students now learn in a multiple media environment, every student is required to have an internship, and the school began its "Den of Distinction" honoring our alumni.

6.0 Summary of Achievements

TEACHING

Valerie Andrews

- Service learning grants from Loyola University New Orleans in 2012-13 and 2009-10 to better understand how to craft RFPs for nonprofits.
- Honorable mention in the MarCom Awards from the Myra Bordelon Burson Foundation in 2010-11.
- First Place for Top Public Relations Division Teaching Papers from Association for Education in Journalism and Mass Communication in 2010-11.
- Excellence in Advising Award from Loyola's College of Social Sciences for 2010-11.

Sonya Duhe

- Invited to be a member of Leadership Louisiana for The Council for a Better Louisiana in 2012-13.
- Attended the Journalism Fellow Class of the Association of Schools of Journalism and Mass Communication in 2010-11.

Michael Giusti, Maroon/Wolf Advisor and adjunct instructor in the school

- Excellence in Teaching Award from Loyola's College of Social Sciences for 2012-13.
- Excellence in Advising Award from Loyola's College of Social Sciences for 2011-12.

Lisa Martin

- Poynter Institute, "Multidimensional Journalist Seminar," March 2013,
- Excellence in Advising Award from Loyola's College of Social Sciences for 2010-11.

Andrew Nelson

- First Place PR Campaign, "Living with Hurricanes: Katrina and Beyond" from the Press Club of New Orleans in 2010-11.
- Folio Award, Silver, "Tweet me in Miami," from National Geographic Traveler, 2010-11.
- Adrian Award, Platinum (for PR) from Hospitality Sales & Marketing Association International in 2010-11.
- Adrian Award, Gold (for PR) from Hospitality Sales & Marketing Association International in 2010-11.
- Adrian Award, Bronze (for social media) from Hospitality Sales & Marketing Association International in 2010-11.

Leslie Parr

- Louis Read Distinguished Professor in Communication from Loyola University New Orleans for 2012-13.
- Grant from the New Orleans Jazz and Heritage Festival to put on annual NolaLoyola event for 2011-12.
- Marquette Fellowship in 2010-11 from Loyola University New Orleans.
- Shawn M. Donnelley Professor for Nonprofit Communication from Loyola University New Orleans for 2008-2012.

Cathy Rogers

- Plank Center Educator Fellowship, 2013
- Professor, Shawn M. Donnelley Center for Nonprofit Communications 2013
- PRSSA Bateman Case Study Competition Team Advisor to 2013, 2009, 2008 national championship team; 2nd place in 2011, 2010. She has led team to more national championships than any school in the country.
- Service learning grant (Fellowship for Community Engaged Scholarship, Loyola University New Orleans, 2012-13.
- Professional development grant, Loyola University New Orleans, 2012-13.
- Educator of the Year award, Public Relations Society of Louisiana, 2011-12.

Robert Thomas

- Dux Academicus Award, the highest honor at the university, from Loyola University New Orleans in 2010-11.
- Honoree, Great Friends of Kids Event, Louisiana Children's Museum, 2011-12.
- Great Ladies and Great Gentlemen Award, East Jefferson Hospital Auxillary, 2010-11.

RESEARCH**Alexander, Sherry Lee (in phased retirement)**

Alexander, S.L. (author/editor) Courtroom Carnival: True Live Tales of New Orleans Courtrooms, New Orleans: Pelican Press, 2011.

Andrews, Valerie

Rogers, C., and **Andrews, V.** (2013). Coorientation Theory and Assessment of the RFP Solution to Client/Service Learner Matching. Journalism and Mass Communication Educator.

Rogers, C. and **Andrews, V.J.** (2012, August) Coorientation Theory and Assessment of the RFP solution to Client/Service Learner Matchmaking, poster presentation at AEJMC Conference, Chicago, Ill.

Rogers, C. and **Andrews, V.J.** (2012, March). Assessment of RFP Process for Community Partner Selection in Upper-Level Public Relations Courses, presentation at Gulf South Summit on Service Learning, Hattiesburg, Miss.

Andrews, V., Battle, O., Garcia, M., and Latimer, D. (2012, February). Marketing for Nonprofits: Making Lasting Impressions. Presented at the midyear meeting, National Conference of Bar Foundations, New Orleans.

Duhe, Sonya

AEJMC, Chicago, Illinois, Panelist: "Innovation or Annihilation: The Future of Journalism Curriculum in America" (August 2012)

AEJMC, Chicago, Illinois, Panelist: "Fundraising Secrets" (August 2012)

Lorenz, Alfred (retirement, Fall 2013)

Covering America: A Narrative History of a Nation's Journalism, by Christopher B. Daly, Jhistory, H-Net Reviews. <http://www.hnet.org/reviews/showrev.php?id=36396> January, 2013.

Martin, Lisa

Associate producer/field producer, NBA Entertainment (2013- 2008)

Electronic Press Kit (EPK) Producer, Sony Pictures "North of Hell"; Interviewed Katherine Heigl, Jim Belushi, Patrick Wilson, and Jordana Brewster, Anthony Burns (director) and two producers, (2013)

Field producer, CBS Morning News; Interviewed Condeleeza Rice about the Boston Marathon terror attack and the effect it had on the workings in the White House (2013)

Field-Producer, Discovery Channel's SWAMP PAWN; Interviewed Clayton, Quentin, and Rick in Bayou Pigeon, Louisiana (2013)

Field producer/ satellite coordinator, NFL NETWORK; New Orleans Saints (2012)

Field producer/satellite coordinator, ESPN (2012)

Writer/producer/editor, BIGG SHOTS Productions; commercial for Bigg Shots Bedding with Saints Quarterback Drew Brees, (2012)

Field producer, OPRAH: "Where are They Now" premiere (Interviewed Gennifer Flowers), (2012)

Field producer, Ray Show; interviewed Ken and Judy Hawkins for the Rachel Ray Show in Biloxi, MS (2012)

Field producer, American Idol; Conducted interviews for the segment on Baton Rouge contestants and supervised b'roll shoot at the River Center (2012)

Field producer, "Washington Watch with Roland Martin," assisted with panel discussions and interviews at the Essence Festival in New Orleans (2012)

Field producer, The Hartford; Conducted interview for internal PR piece at the New Orleans Marriott (2012)

Field producer, The History Channel DEADLIEST PLANET: Hurricane Charley Blows through the town (2012)

Electronic Press Kit producer, SONY Pictures; Interviewed Willem Dafoe, Matt Dillon, Tom Bergenger, along with producers, directors, stunt personnel, and various other production staff (2011)

Field producer, Mercedes Benz USA; 2 days of field-producing Mercedes Benz USA Super Dome segment and interviewing Saints owner Tom Benson and Mercedes Benz VP of Marketing, Steve Cannon for the MBUSA website (2011)

Producer, LIVE The Rachel Maddow Show (2011)

Field producer, Nickelodeon; for work as field producer on the Big Help Nickelodeon shoot with Victorious Cast and Chris Paul in Violet, LA (2011)

Coordinating producer, "Treme," HBO (2011)

Myers, David

Myers, D. On the absence of imaginative resistance in games. Foundations of Digital Games AnnualConference. Chania, Crete, Greece. (May 2013)

Myers, D. How do games represent simulations? Society of Cinema and Media Studies AnnualConference. Chicago, Illinois. (March 2013)

Myers, D. Circles tend to return. Game Studies, 12(2) (2012)

Myers, D. What chess games and chess problems tell us about digital games and art. Digital Creativity, 23(34). 260271. (2012)

Myers, D. Game as paradox: A rebuttal of Suits. Journal of Philosophy of Sport, 39(1), 155168. (2012)

Myers, D. True values of false objects. In M. Molesworth and J. DengeriKnott (Eds.), *Digital virtual consumption* (pp. 4659). London: Routledge. (2012)

Myers, D. How games might annihilate narratives. Invited presentation at Digital Games and Literary Theory Workgroup, University of Malta. Valletta, Malta. (March 2012)

Myers, D. Animals & avatars. Invited keynote presentation at the Philosophy of Computer Games 5th Annual Conference. Athens, Greece. (April 2011)

Myers, D. Gamification then and now. Invited presentation at the Video Games Studies ScholarlyInterest Group, Society for Cinema and Media Studies Annual Conference. New Orleans, Louisiana. (March 2011)

Myers, D. Exploring differences between games and simulations as semiotic systems. In E. Murff (Ed.), *Proceedings of the International Simulation & Gaming Association Annual Conference (CDROM)*. Eastern Washington University, Spokane, WA. (2011)

Nelson, Andrew

Nelson, A. The Icon: Sydney Opera House. *National Geographic Traveler*, (May 2013)

Nelson, A. The Social Network. *National Geographic Traveler*, (April 2013)

Nelson, A. Rise and Shine Detroit. *National Geographic Traveler*, (March-April 2012)

Panelist, "Keys to the World: How Social Media is Changing Travel." World Travel Market. London, England, November 2012

Participant, "Social Media Strategies for New Orleans Media Market." Create Lab, Louisiana State University. Baton Rouge, LA. October 2012.

Panelist, "New Journalism in the South." The Oxford American Seminar, New Orleans, LA. September 28, 2012

Presenter, Social Security Administration, New Orleans, 2012, "Trends in Social Media"

Presenter, Michigan Economic Development Association, Detroit, 2012, "Detroit Rising: New Spirit in the Motor City"

Parr, Leslie

Parr, L. (forthcoming). "Sarah Towles Reed: Southern Firebrand," in *Louisiana Women*, vol. 2. (Athens: University of Georgia Press).

Parr, L. "Sarah Towles Reed: Class of 1904," *Newcomb College, 1886-2006: Higher Education for Women in New Orleans*, S. Tucker and B. Willinger, eds, Baton Rouge: Louisiana State University Press, 2012 (2012).

"NOLA Now, Part II, The Human Figure, Contemporary Arts Center (June 23-Aug. 5, 2012)

"Light," juried exhibit, New Orleans Photo Alliance (Feb 1- Mar. 25, 2012)

Parr, L. "E.J. Bellocq," "Arnold Genthe," "Russell Lee," "Theodore Fonville Winans," "Clarence John Laughlin," "John H. Lawrence," "George Long," "Elemore Morgan, Sr.," "Owen F. Murphy, Jr.," "Mark Sindler," (2012). *A Unique Slant of Light: The Bicentennial History of Art in Louisiana*, M. Sartisky, J.R. Gruber, J.R. Kemp, eds, New Orleans: The Louisiana Endowment for the Humanities. (2012)

Parr, L. "Sarah Towles Reed," in Charles Reagan Wilson, ed., *Education: The New Encyclopedia of Southern Culture*, vol. 19, Chapel Hill: University of North Carolina Press. (2011)

Parr, L. "Michael P. Smith," "Arnold Genthe," "Clarence John Laughlin," "Debbie Fleming Caffery," "Elemore Morgan," Ernest J. Bellocq "Fonville Winnans," "Russell Lee," "Mark Sindler," "George Long," "John Lawrence," "Owen Murphy," "Louisiana Photographers: 1839-present," "Sarah Towles Reed." (2011). *KnowLa: Digital Encyclopedia of Louisiana History, Culture, and Community*, Louisiana Endowment for the Humanities. (2011)

"Between the Faithful and Forlorn," juried exhibit, New Orleans Photo Alliance (April 23 – June 26, 2011)

Parr, L. photographs in Kevin Rabalais, ed., *Sacred Trespasses: A Loyola New Orleans Faculty Reader*. (2011)

"Land/Currents/Undercurrents," ninth annual juried exhibit, Grand Isle, LA (April 9-17, 2011)

Poepsel, Mark

Britten, B. **Poepsel, M.P.** (2013, August). *Picturing Collective Memory: What Google's Doodles Want Us to Think About*. Presented at the annual meeting of the Association for Education in Journalism and Mass Communication. Washington, D.C.

Poepsel, M.P. (2013). *The Scion of Public Journalism: Case study evidence of a link between public and social journalism and the potential for an atomized public sphere*. #ISOJ The official research journal of the International Symposium on Online Journalism.

Poepsel, M.P. (2013, May). *The Scion of Public Journalism: Case Study Evidence of a Link between Public and Social Journalism and the Potential for an Atomized Public Sphere*. Presented at the annual meeting of the International Symposium on Online Journalism. Austin, TX.

Poepfel, M.P. (2013, June). An Attempt at Corraling the Commons: The mutual shaping of a content management system for social journalism at five levels of a news organization. Presented at the annual meeting of the International Communication Association. London.

Hellmueller, L., Vos, T., & Poepfel, M. (2012). Shifting Journalistic Capital? Transparency and Objectivity in the 21st Century. *Journalism Studies*, 14(3), pages t.b.d. (Published online in June, 2012).

Poepfel, M. New Institutionalism and a Business Model for "Social Journalism." Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Chicago. (August 2012)

Hellmueller, L., Vos, T., & Poepfel, M. Shifting Journalistic Capital? Transparency and Objectivity in the 21 st Century. Paper presented at the annual meeting of the International Communication Association, Phoenix, AZ. (May 2012)

Poepfel, M., Park, E.H., Maybe McLuhan was Right. Could the Medium be the Message (or at Least Part of it) in a New Media Landscape? Paper presented at the annual meeting of the International Public Relations Research Conference, Miami, FL. (March 2012)

Poepfel, M., Oh, H., Sobel, A., Cameron, G. Voice Versus Virus: Studying rural media use to best employ health crisis information. Paper presented at the annual meeting of the National Communication Association, New Orleans. (November 2011)

Poepfel, M. Community News as Collective Action. Paper presented at the meeting of the Association for Education in Journalism and Mass Communication, St. Louis. (Note: This paper was named the top student paper in the Community Journalism Interest Group) (August 2011)

Rogers, Cathy

Rogers, C. & Andrews, V. (2013). Accepted. "Coorientation Theory and Assessment of the RFP solution to Client/Service Learner Matchmaking." *Journalism and Mass Communication Educator*.

Rogers, C. (October 2012). "Leadership Development: Where do PRSSA Advisers Stand?" Presented to Educators Academy, Public Relations Society of America, San Francisco, Calif.

Rogers, C. & Andrews, V. (August 2012). "Coorientation Theory and Assessment of the RFP solution to Client/Service Learner Matchmaking." Presented to Teaching Category of the Public Relations Division at the National Convention, Association for Education in Journalism and Mass Communication (AEJMC), Chicago, Ill.

Rogers, C. & Andrews, V. (March 2012). "Assessment of RFP Process for Community Partner Selection in Upper-Level Public Relations." Presented to Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education in Hattiesburg, Miss.

Thomas, Robert

Executive Producer and writer, documentary on the Mississippi River Gulf Outlet: *Mgoing, Going, Gone*, Summer 2013 (with Ryan Pastorak & Kevin McCaffery).

Merlen, Godfrey and **R.A. Thomas**. in press. A Galápagos exothermic terrestrial snake gambles a potential chilly bath for a protein rich dish of fish. *Herpetol. Rev.*

Crother, B.I., B. Moon, and **R.A. Thomas**. 2011. Ernest A. Liner, 1925-2010. *Herpetological Review* 42(1): 12-18.

Thomas, R.A., 2011. "BP blowout. Lessons from Gulf oil disaster: Everything from the social media's importance to the need for a detailed disaster plan." *SEJournal* Vol. 21, No. 2, pp. 11-13.

Zemmels, David

Zemmels, D. (2013). "Accessing Virtual Social Worlds: A Unique Methodology for Research in New Media Spaces." *ISSC World Social Science Forum 2013: Social Transformations and the Digital Age*, Montréal, Canada.

Zemmels, D. (2013). "The Post-panoptic Condition, 21st Century." *ISSC World Social Science Forum 2013: Social Transformations and the Digital Age*, Montréal, Canada.

Zemmels, D. (2013). "Online Visual Media Content: Privacy and Trust Among Young People." *AEJMC 2013 Midwinter Conference*, University of Oklahoma, Norman, OK.

Zemmels, D. (2012). Youth and New Media: Studying Identity and Meaning in an Evolving Media Environment. *Communication Research Trends*, 31(4).

Zemmels, D. (2012). Young People and New Media: A Grounded Model for Connecting Communication Channels and Social Ties in Social Media Engagement." *NCA 2013 Annual Convention*, Orlando, FL.

SERVICE

Alexander, Sherry Lee

Member, Centennial Speaker Subcommittee, Loyola University New Orleans (2011- 2012)

Member, Centennial Communications Subcommittee, Loyola University New Orleans (2011-2012)

Interviewee, Courtroom Carnival: "Sunday Edition with Dennis Woltering," WWL-TV (CBS) (December 2011)

Interviewee, Morning News, WVUE-Fox 8 (December 2011)

Interviewee, Courtroom Carnival: "The Sound of Books," WWNO-FM (NPR) (December 2011)

Speaker, "Freedom of Information in the U.S.," "Loyola Visit 10 East Asian Journalists, hosted by New Orleans Citizen Diplomacy Council on behalf of the U.S. Department of State (November 2011)

Interviewee, "The Reading Life," WWNO-FM (NPR) (November 2011)

Speaker, "Famous New Orleans Trials," and Panelist, "Speaking of Books," Louisiana Book Festival, Baton Rouge (October 2011)

Moderator Panel Discussion, "Murder and Other Misbehavior," Jefferson Parish Library, Metairie (October 2011)

Interviewee, WSLA-AM, (October 2011)

Interviewee, "Writer's Forum," WRBH-FM (October 2011)

Panel Moderator and Paper Referee, "Free Speech," Law Division, Association for Education in Journalism and Mass Communication National Convention, St. Louis (August 2011)

Interviewee, Rupert Murdoch: Press Ethics, "Sunday Edition with Dennis Woltering," WWL (July 2011)

Member, Centennial Committee, Loyola University New Orleans (2010-2012)

Member, Board of Appeals, Loyola University New Orleans (2010- 2012)

Chair, Academic Subcommittee Centennial Committee, College of Social Sciences (2010- 2012)

Member, Honorary Degrees Committee, Loyola University New Orleans (2009- 2012)

Juror, Documentary Features, New Orleans Film Society (2008- present)

Host, WRBH-FM/wrbh.org (2007- present)

American Society of Newspaper Editors Sunshine Sunday Committee Louisiana Chairman (2007-present)

Judge, Tom Bell Silver Scribe High School Writing Competition, Press Club of New Orleans (2007-present)

Program Author, Press Club Annual Awards: "Celebrating 50 Years" (2007-present)

Andrews, Valerie

Member, Service Learning Advisory Committee, Loyola University New Orleans (Fall 2012- present)

Member, Standing Committee on College Handbook, Loyola University College of Social Sciences (Fall 2012-present)

Member, Service Learning Faculty Advisory Committee, Loyola University New Orleans (Fall 2012-present)

Judge, IABC Silver Quill awards, Southern Region, International (Summer 2012)

Member, Center for Community Engagement Task Force, Loyola University New Orleans (Spring 2012-present)

Member, Extraordinary Faculty Task Force, Loyola University New Orleans (Spring 2011-present)

Member, Academic advising committee, Loyola University New Orleans (Spring 2011- present)

Judge, IABC (International Association of Business Communicators) Bronze Quill awards: Brazos Valley (2011)

MASS COMMENTS blog. <http://blogs.loyno.edu/mass-comm> (2009 to present)

Member, Social Justice scholarship committee, Loyola University New Orleans (2008-2012)

Communications consultant, Burson Law Firm, Eunice, La. (May 2008- July 2011)

Communications consultant, Sweetwater District, Atlanta, Area Council, Boy Scouts of America (August 2007-present)

Judge, Benjamin Franklin awards, IBPA, the Independent Book Publishers Association (2007-present)

Communications consultant, Sweetwater District, Atlanta Area Council, Boy Scouts of America (August 2007-present)

Communications consultant, Crowning Connections, Milledgeville, Ga. (2007-present)

Cal, Yolanda

Member, Standing Committee on the Common Curriculum (SCCC), Loyola University New Orleans (Fall 2011- Spring 2013)

Member, Creative Arts & Culture Subcommittee, Loyola University New Orleans (Fall 2011-Spring 2013)

Member, Diversity Subcommittee, Loyola University New Orleans (Fall 2011- Spring 2013)

American Advertising Federation, Advertising Federation of New Orleans Board of Directors, (2009-2013)

Duhe, Sonya

Member, University Recruitment and Retention Committee, Loyola University New Orleans (2013)

Volunteer, Brother Martin High School, Ladies of the Shield, (2013)

Producing Television News, National College Media Convention, New Orleans (October 2013)

Panelist, Noel-Levitz National Conference on Student Recruitment, Marketing, and Retention (July 2013)

PRAL New Orleans Chapter Luncheon, Moderator, "Local Media Trends" (January 2013)

Board of Directors, The Lens Non-profit online investigative unit, The Lens (2012-present)

Member, University Campaign Committee, Loyola University New Orleans (2012-present)

Speaker, Social Security Administration, strategic communications training (2012)

Interviewee, Baton Rouge Business Report, "Advocate/NOLA media competition" (September 2012)

Faculty representative, Loyola Board of Trustees Advancement Committee (Fall 2012)

Member, College of Business Faculty Search Committee (2012)

Speaker, J Camp, "Opportunities in Mass Communication" June 2012

Interviewee: WVUE TV, Fox 8, "Impact of Times-Picayune's Move to Digital Focus," May 2012

Speaker, Delta Gamma Sorority, Loyola New Orleans, "Speaking to the Media," January 2012

Member, University Centennial Speakers Committee (2011-12)

Member, College of Social Sciences Strategic Planning Committee Member, Loyola University New Orleans (2011-2012)

Speaker, Social Security Administration, strategic communications training (2011)

Interviewee, The Garland Robinette Show, WWL Radio, 870, "Media frenzy over Congressman Wiener's Improper Pictures," June 2011

Technical Advisor to the Department of Culture, Recreation and Tourism, Louisiana Office of the Lieutenant Governor, May 2011

Member, University Facilities Committee, Loyola University New Orleans (2010-present)

Member, College of Social Science Directors and Chairs Council (2009-present)

Delta Gamma National Fraternity Professional Resource Personnel (2007-present)

Giusti, Michael, Maroon and Wolf Advisor, adjunct faculty

Board of directors, vice president for awards, College Newspaper Business and Advertising Managers Association, (2013)

Speaker, a group of visiting foreign diplomat press officers about the state of college media for a State Department-sponsored visit to the United States, New Orleans Citizen Diplomacy Council, (2013)

Facilitator, speaker and judge, Silver Scribe high school journalism competition, (2013, 2012, 2011, 2010, 2009, 2008, 2007)

Joint advertising training with LSU and Loyola ad staff, (Fall 2012, Fall 2009, Spring 2009, Fall 2008)

Associated Collegiate Press/College Media Advisers (Fall 2012, Fall 2011, Fall 2010, Fall 2009, Fall 2007)

Interviewee, WWL-AM about ethics in news judgment, (Spring 2013)

Interviewee, Fox 8, the Purchase of The Advocate by John Georges, (Spring 2013)

Loyola Student Media Orientation and training, (Spring 2013, Fall 2012, Spring 2012, Fall 2011, Fall 2010, Fall 2009, Fall 2008)

College Newspaper Business and Advertising Managers (Spring 2013, Spring 2010, Spring 2009, Spring 2008)

Interviewee, the Associated Press about the Purchase of The Advocate by John Georges, (Spring 2013)

Redesigned elementary school newsletter, Metairie Academy for Advanced Studies, Mustang Newsletter, (2012)

Interviewee, Associated Press about media ethics, (Fall 2011)

Interviewee, WVUE-TV about media law, (Spring 2012)

Interviewee, New Orleans CityBusiness about media business models and media employment following The Times-Picayune's restructuring to a non-daily print cycle, (Summer 2012)

Interviewee, WWNO.org about The Times-Picayune restructuring and media business models, (Summer 2012)

Debriefed a group of 19 journalists from Africa about their State Department sponsored trip to the United States, New Orleans Citizen Diplomacy Council, (2011)

Speaker, aspiring journalists, Metairie Academy for Advanced Studies, (2011)

Judged the "Margaret Dixon Freedom of Information" competition, Louisiana/Mississippi Associated Press Managing Editors Association Better Newspapers Competition, (2011)

Martin, Lisa

Black History Month presentation at Historic Second Baptist Church on "Slavery & Willie Lynch" (2013)

Helped promote the National Women and Girls HIV/AIDS Awareness Day at Armstrong Park's Congo Square (2013)

Panelist, Alpha Kappa Alpha Sorority's "Pearls," Pumps, & Professionalism," Loyola University New Orleans (2013)

Contributor, Student Success Workgroup project with Terri Gallaway, Provost's Office (2013)

Member, Provost's Retention Committee (2007-2013)

Chair, FBI's Multicultural Advisory Board (2007-2013)

Historian, FBI Citizens' Academy (2007-2013)

Executive Board Member, FBI Citizens' Academy (2007-2013)

Executive Board Member, Foundation for Science and Mathematics Education, Inc. Sponsor for SAT & ACT Prep for Historic Second Baptist Church Tutoring Program (2007-2013)

Church choir vice-president (2007- 2013)

Motivational speaker, New Orleans Public and Recovery District Schools (2007-2013)

Provide PR services gratis for numerous non-profit organizations such as NOPD, Sci High, and various local churches. (2007-2013)

Member, FBI's Multicultural Advisory Board (2007-2013)

Contributor to JAM event, FBI Citizen Academy's SCAM (2007-2013)

Contributing designer, Sci High 25th Anniversary program (2007-2013)

Interviewee, "Destino America," PBS; interview about New Orleans people, culture, food, etc. (2007-2013)

Director, Center for Intercultural Understanding, Loyola University New Orleans (2007-present)

Member, Loyola Diversity Task Force (2007-present)

Swim and water aerobics teacher, Athletics and Wellness, Loyola University New Orleans (2007-present)

Member, Center for the Study of New Orleans Committee (2007-present)

Member, African and African-American Studies Minor Advisory Committee (2007-present)

Myers, David

Member, Standing Committee on the Common Curriculum (SCCC), Loyola University New Orleans (2013-present)

Speaker, New Orleans Citizen Diplomacy Council (2013)

Article Reviewer, Philosophy of Computer Games 6th International Conference (Madrid), (2011)

Editorial Board, Game Studies, (2011)

Editorial Board, International Journal of Signs and Semiotic Systems (2011)

Fringe Benefits Committee (2010- present)

Online Education Task Force (2009-2012)

Courses & Curriculum Committee (2007-2012)

Nelson, Andrew

Panelist, "Keys to the World: How Social Media is Changing Travel." World Travel Market. London, England (2012)

Participant, "Social Media Strategies for New Orleans Media Market." Create Lab, Louisiana State University. Baton Rouge, LA (2012)

Panelist, "New Journalism in the South." The Oxford American Seminar. New Orleans, LA (2012)

Presenter, Social Security Administration, "Trends in Social Media" New Orleans, LA (2012)

Presenter, Michigan Economic Development Association, "Detroit Rising: New Spirit in the Motor City," Detroit, MI (2012)

Parr, Leslie

Lecture, "Sarah Towles Reed, Progressive Educator," for Public Education in New Orleans: 1841-Post-Katrina History course, University of New Orleans (Spring 2013)

Judge, The National Federation of Press Women, Louisiana High School Photography Competition (2012, 2011)

Lecture, Alumni College, Loyola University New Orleans (2012)

Lecture, "Women in Nineteenth Century Benevolent Associations and Twentieth Century Social Aid and Pleasure Clubs," Women in New Orleans History course, Tulane University (Fall 2012)

Director, New Orleans Studies minor, Loyola University New Orleans (2010-present)

Walker Percy Center, Advisory Board, Loyola University New Orleans (2010-present)

Member, University Grants and Leaves Committee, Loyola University New Orleans (2010-present)

Member, Interdisciplinary Directors Committee, Loyola University New Orleans (2010-present)

Director, Center for the Study of New Orleans, Loyola University New Orleans (2009- present)

Library Liaison, J. Edgar and Louise S. Monroe Library, Loyola University New Orleans (2007-present)

Photographer, Metairie Park Country Day Creative Arts Summer Program, (2007-present)

Director, Shawn M. Donnelley Center for Nonprofit Communications (2007-2011)

Poepsel, Mark

Reviewer, Electronic News (2012-2013)

Reviewer, Civic and Citizen Journalism Interest Group, Association for Education in Journalism and Mass Communication, Chicago, IL (2012)

Discussant, Political Communication Interest Group, Scholar-to-Scholar Session, Association for Education in Journalism and Mass Communication, Chicago, IL (2012)

Member, College of Social Sciences Strategic Planning Committee Member, Loyola University New Orleans (2011-2012)

Teaching Standards Chair: Political Communication Interest Group, Association for Education in Journalism and Mass Communication; This included planning of a pre-conference session with the Media Ethics Division and presenting in that session. (2011-2012)

Reviewer, New Media and Society; Journal of Broadcasting and Electronic Media; Electronic News (2011-2012)

Newsletter Editor, International Communication Division, Association for Education in Journalism and Mass Communication, St. Louis, MO (2011)

Reviewer, International Communication Division, Association for Education in Journalism and Mass Communication, St. Louis, MO (2011)
 Discussant, International Communication Division, Association for Education in Journalism and Mass Communication, St. Louis MO (2011)
 Reviewer, New Media and Society (2010-2011)

Rogers, Cathy

Member, Association for Fundraising Professionals (2013)
 Elder, St. Charles Avenue Presbyterian Church, New Orleans, LA (2013)
 Member, Christian Education Committee, St. Charles Avenue Presbyterian Church (2013)
 Member, University Strategic Planning Team, Loyola University New Orleans (2012-present)
 Member, Curriculum Committee, College of Social Sciences, Loyola University New Orleans (2012-present)
 Member, College Rank and Tenure Committee, College of Social Sciences, Loyola University New Orleans (2012-present)
 Chairperson, KaBOOM! Playground Build, Public Relations Committee, Palmer Park Neighborhood Association, New Orleans, LA (2011)
 PPNA Facebook Administrator, Palmer Park Neighborhood Association (2011)
 Institutional Advancement Committee, Board of Trustees, Loyola University New Orleans (2011-present)
 Collegiate Relations Chair, Public Relations Society of Louisiana, New Orleans Chapter (2011-present)
 Member, Youth Advisory Committee, St. Charles Avenue Presbyterian Church (2011-present)
 Member, Center for Teaching, Learning, and Scholarship, Loyola University New Orleans (2011-present)
 Sunship III Crew Leader, 7th Graders, Lusher Charter School, St. Tammany and Tangipahoa parishes, TREE (2011, 2007)
 Alternate, Curriculum Committee, College of Social Sciences, Loyola University New Orleans, (Fall 2011)
 Member, University Admissions Standards and Policies Committee, Loyola University New Orleans (2010-present)
 Member, Women's Studies Committee, College of College of Social Sciences, Loyola University New Orleans (2009-present)
 Member, Steering Committee, College of Social Sciences, Loyola University New Orleans (2009- present)
 Member, Internships and Careers Interest Group, AEJMC (2007-present)

Thomas, Robert

Thomas, R.A. 2013. Venomous snakes of Belize. (a full color poster and pdf). Loyola University Center for Environmental Communication and The Belize Vivarium, Belmopan.
 Member, Retention and Student Success Committee, Loyola University New Orleans (2012-present)
 Member, University Conciliation Committee, Loyola University New Orleans (2012-present)
 Member, Faculty Senate (2012-2013)
 Thomas, R.A., Communicating Environmental Needs: Four Case Studies, Tulane Freeman Business School Environmental Management Class (Environment, society and capitalism), Dr. Rob Moreau, November 1, 2012.
 Thomas, R.A., Debate with Dr. Walter Block, Topic: Free market environmentalism: laissez faire capitalism is the best way to address all environmental challenges, November 1, 2012.
 Thomas, R.A., Recalibrating our Environmental Thinking, New Orleans Regional Leadership Institute, Westwego, October 17, 2012.
 Thomas, R.A., panelist, We are in deep trouble: The solution is clear. Are we up to the challenge?, 2nd Annual Economic and Real Estate Forecast Conference, Loyola University New Orleans, October 16, 2012.
 Thomas, R.A., moderator, Oil & Water panel discussion (Can citizens of Louisiana find a way to tame the hazards of an economy that mixes oil and water? Or is it already too late?), Rising Tide 7, A conference on the future of New Orleans, Xavier University, September 22, 2012.
 Thomas, R.A., Environmental issues in the U.S. Presidential Campaign, Air and Waste Management Association, Louisiana Section, Gonzales, La., September 20, 2012.
 The Guardian (London), Tom Dart, "Isaac moves inland as residents blame upgraded levees for flooding," August 30, 2012.

WWL Radio 870 AM, Garland Robinette, "Ethanol subsidies & environmental ramifications," August 20, 2012.

Thomas, R.A., Keynote address: How do we stimulate interest in the environment: It's bugs, spiders, lizards, and other critters, Arkansas Environmental Education Association, Fayetteville, Ar., July 27, 2012.

Thomas, R.A., Tour and talk about the post-Katrina recovery of the central part of New Orleans, Leadership Louisiana, Council for a Better Louisiana, July 13, 2012.

Thomas, R.A., Wetlands and Lower 9 tour for Canadian Minister of the Environment, The Honourable Peter Kent, and his staff, July 12, 2012.

Thomas, R.A., Louisiana's Wetland Loss: Past, Present & Future, Loyola Alumni College, June 22, 2012.

Thomas, R.A., New Orleans Recover Tour, Loyola Alumni College, June 22, 2012.

Thomas, R.A., How the media covered the BP blowout, New Orleans Chapter of the Public Relations Society of America, May 31, 2012.

WYES TV, Panelist/discussant, "ReShaping a Greater New Orleans: Rebuilding our Coast," May 20 et seq, 2012.

Thomas, R.A., Facilitator: Water Synergy Workshop, U. S. Business Council for Sustainable Development, New Orleans, May 9, 2012.

Thomas, R.A., Why & how frogs croak, St. Angela Merici Elementary School, Kindergarten Class, May 3, 2012.

Thomas, R.A., Night walk in Jean Lafitte National Park, for local cub scout group (donated to Louisiana Children's Museum), April 27, 2012.

Thomas, R.A., Annual frog tour, hosted by the Loyola Environmental Studies Minor, April 26, 2012.

Thomas, R.A., panel: ReNew Orleans: New Orleans today and tomorrow, Society of International Business Fellows Annual Meeting, New Orleans, April 20, 2012.

Thomas, R.A., New Orleans Recover Tour, Society of International Business Fellows Annual Meeting, New Orleans, April 20, 2012.

WWL Radio 870 AM, Garland Robinette, "Pacific plastic gyre," April 30, 2012.

The Times-Picayune, Washington Bureau, Jonathan Tilove, interview re Earth Day and partisan attitudes, April 18, 2012.

Thomas, R.A., Night walk in Jean Lafitte National Park, for Program Board for the Environmental Defense Fund, April 18, 2012.

Thomas, R.A., Future of wetland restoration in coastal Louisiana. St. Tammany Leadership Institute, Slidell, La., April 4, 2012.

Thomas, R.A., Louisiana's coastal wetlands: A national treasure and our steps to protect it, Metairie Woman's Club, March 20, 2012.

Thomas, R.A., New Orleans: A success story in the making, Malloy College environmental class, Rockville Centre, NY, March 16, 2012.

Thomas, R.A., Loyola's new environmental studies & science programs: relevance to your future, Noble & Greenough School of Dedham, Massachusetts, March 13, 2012.

Thomas, R.A., Panel Facilitator: Water Synergy Workshop, U. S. Business Council for Sustainable Development, New Orleans, February 8, 2012.

Thomas, R.A., Corporate social responsibility, globalization, and the environment, Prof. Len Trevino economics class, Loyola, February 6, 2012.

Thomas, R.A., Two Louisiana Environmental & Economic Challenges: Water and Fracking. How Should We Proceed?, Metry Good Ole Boys, Harahan, February 1, 2012.

Thomas, R.A., Globalization and our world's environmental future, Loyola English as a Second Language Class (Christine Indovina), Intensive English Program, Loyola, January 30, 2012.

WWNO Radio 89.90 FM, Eileen Fleming, "Coastal master plan draws critics, and some praise," January 24, 2012.

The Maroon, Natalia Matallana, "Loyola strives for a better Green Report Card grade," pp. 1, 4, January 20, 2012.

The Maroon, Patrick Rafferty, "Managing time relieves stress," pp. 5, 6, January 20, 2012.

Thomas, R.A., Antarctica, adventures to our most remote continent, Rotary Club of Metairie Sunrise, January 12, 2012.

Thomas, R. A., Environmental and Natural history tour of Jean Lafitte National Park, with discussion of the aftermath of the BP oil gusher. BP Oil Spill Traveling Class, Seton Hall School of Law, January 7, 2012.

Thomas, R.A. 2012. Venomous snakes of Trinidad & Tobago. (a full color poster and pdf). Loyola University Center for Environmental Communication and Asa Wright Nature Centre, Trinidad.

Participant, Loyola Master Teaching Mentor Program, Loyola University New Orleans (2011-present)

Faculty, Environmental Studies & Science Program, Loyola University New Orleans (2011-present)

Board of Advisors, Hugh O'Brien Youth Leadership (HOBY) (Louisiana), 2011-present.

Board of Trustees, New Orleans Botanical Foundation, 2011-present.

Member, University Director of Research Search Committee, Loyola University New Orleans (2011)

Thomas, R.A., Global climate change: Dealing with our predicament, Mullikin Climate Change Symposium, aboard ship on the Polar Pioneer, Antarctica, December 2, 2011.

Thomas, R.A., Fauna and flora of the Antarctic Archipelago, Mullikin Climate Change Symposium, aboard ship on the Polar Pioneer, Antarctica, November 27, 2011.

Thomas, R.A., Nonverbal communication: Louisiana's challenges. National Communication Association, Nonverbal Communication & Environmental Communication divisions, New Orleans, November 18, 2011.

Thomas, R.A., Recalibrating our environmental thinking, New Orleans Regional Leadership Institute, Chalmette, La., November 16, 2011.

Thomas, R.A., Loyola University New Orleans: a sound academic foundation guaranteed to launch you for success, Loyola Jazz Brunch, November 12, 2011.

Thomas, R.A., Environmental politics: a Louisiana overview, Loyola Institute of Politics, November 8, 2011.

Thomas, R.A., Communicating Environmental Needs: Four Case Studies, Tulane Freeman Business School Environmental Management Class (Environment, society and capitalism), Dr. Rob Moreau, November 3, 2011.

Thomas, R.A., Dealing with environmental disasters: a need for unifying policy, group of students sponsored by the Pace Center for Civic Engagement, Princeton University, Disaster Resilience Leadership Academy (Tulane University), October 31, 2011.

Member, Couturié Forest Stakeholder's Group, City Park, October 20, 2011.

Thomas, R.A., Environmental Communication at Loyola University New Orleans: just what is it? Loyola Biological Sciences freshman seminar, October, 10, 2011.

Thomas, R.A., Lessons learned from new reporting of the BP oil catastrophe, Graduate Environmental Journalism Class (Professor Jim Detjen), Michigan State University (via Skype), East Lansing, October 6, 2011.

Thomas, R.A., Critical thinking in environmental science, Environmental Science Class (Adrienne Casey), Mt. Carmel High School, New Orleans, October 3, 2011.

Thomas, R.A., Mark SchleiStein, and others. Leader: Whirlwind tour of post-Katrina levees, Society of Professional Journalists/Radio Television Digital News Association Excellence in Journalism Annual Conference, New Orleans, September 26, 2011.

Thomas, R.A., The ecology of Jean Lafitte National Park's Barataria Unit, Tulane Service Learning Program, September 11, 2011.

Thomas, R.A., panelist: Sustainability and economy panel, Healing Center Grand Opening Event, August 28, 2011.

The Times-Picayune, photo from AARP speaking engagement, 6-E, August 21, 2011.

The Times-Picayune, Sheila Stroup, "Backyard 'jungle' in Metairie hums with birds and bugs," Insideout, pp. 8, 9, & 11, August 20, 2011.

WWL-TV Morning Show, Eric Paulsen and Sallie Ann Roberts, status of wildlife and the Temple-Inland paper mill spill into the Pearl River, August 19, 2011.

WDSU-TV, Camille Whitworth, Temple-Inland paper mill spill into the Pearl River, August 18, 2011.

WWNO 89.9 FM Radio, Ilene Fleming, Temple-Inland paper mill spill into the Pearl River, August 18, 2011.

WVUE-TV, Rob Masson, Temple-Inland paper mill spill into the Pearl River, August 18, 2011.

BBC Radio, World Have Your Say, comments about how New Orleans is healing after Katrina (relative to the London riots), August 12, 2011.

BBC Radio, World Have Your Say, comments on the riots in London, August 10, 2011.

Thomas, R.A., New Orleans Tour: the Mississippi River and its relationship to the city, International College Debaters, August 5, 2011.

Thomas, R.A., Mississippi River Floods: How do we protect ourselves?, Metairie AARP Chapter, July 23, 2011.

Where Y'at [magazine], Dionne Charlet, "Environmental impacts of oil in the Gulf: a discussion with Dr. Ed Overton and Dr. Bob Thomas," p. 22, July 2011.

Thomas, R.A., New Orleans Recovery Tour, Council for a Better Louisiana, July 15, 2011.

Thomas, R.A., Systematics: How we name animals and why there are rules, Rotary Club of Metairie Sunrise, July 14, 2011.

WGSO 990 AM Radio, Simone Bruni, Demo Diva Show, discussion of coastal wetland values, June 27, 2011.

Mullikin, T. and R.A. Thomas, Greenhouse gas update: Dealing with climate change, Environmental Regulation 2011: Turmoil, Catastrophe, and

New Realities. Environmental Law Sections of the Alabama and Louisiana State Bars and Section on Natural Resources, Energy, and Environmental Law of Mississippi Bar, 20th Annual Beach & Bar Symposium, Destin, FL, June 17, 2011.

The Times-Picayune, Richard Rainey, "River Birch owners cast a wide net for support," A-1, June 5, 2011.

Thomas, R.A., Connecting informally, panel for Goldman Sachs Small Business Scholars, 10,000 Small Business Program, Delgado Community College, June 4, 2011.

Frequently host foreign visitors for the New Orleans Citizen Diplomacy Council, since the 1980s. The following are examples of groups hosted: Members of the Bavarian German parliament to discuss environmental attitudes in Louisiana, 12 – June 1, 2011.

WVUE-TV, Bagad Shaban, communication being affected by government agency pressure (bottle-nosed dolphin deaths), May 26, 2011.

Thomas, R.A., Swamp things: Working safely around snakes, gators, & other critters in a post-flood environment, Entergy Safety Seminar Series, New Orleans, May 25, 2011.

WWNO 89.9 FM Radio/NPR, "Flood stage 2011: The Rising Mississippi," one hour special feature with guests, May 18, 2011. <http://www.publicbroadcasting.net/wwno/news.newsmain/article/0/0/1805201/WWNO.News.Features/Floodstage.2011.The.Rising.Mississippi>

WWL-TV, Eric Paulsen and Sally Ann Roberts, morning show, environmental impacts of the rising river water, May 13, 2011.

Popular Mechanics Magazine, Chris Cox, the mechanics of the flood protection program, May 12, 2011.

Bloomberg News, Lela Landress, "Possible flooding on the Mississippi River," May 11, 2011.

WDSU-TV, Scott Walker, How should people approach the rising water in the Mississippi River, May 11, 2011.

Interviewer, interview featuring the conservation work of Frank Ehret, with John Snyder and video crew, May 11, 2011.

Thomas, R.A., Moderator: The coastal restoration financing briefing, Gulf Coast Leadership Forum, Tulane University, New Orleans, La., May 10, 2011.

Washington Post, Brian Vastag, "Possible flooding on the Mississippi River," May 9, 2011.

Thomas, R.A., 2011. The murky truth. Science and speculation in the wake of the BP oil gusher: an op-ed, NOLA Defender (noladefender.com), May 3.

Thomas, R.A., Nature Notes: Communicating with the public about nature, Pact 53 (Buddy Stall's Traveling Group), Luling, La., April 29, 2011.

Thomas, R.A., Annual frog tour, hosted by the Loyola Environmental Studies Minor, April 28, 2011.

Al Jazerra News, John Terrett, Aspects of the BP oil gusher, April 20, 2011.

Thomas, R.A., Tour and relevance of the Bayou Bienvenue Project, Lower 9th Ward, Greater New Orleans Foundation Philanthropy Gathering, New Orleans, La., April 18, 2011.

WWL-TV, Dennis Woltering Show, BP oil disaster update, April 17, 2011.

Thomas, R.A., So you want to be an agent of change? Recalibrating in the real America, American Education Research Association, New Orleans, La., April 11, 2011.

Thomas, R.A., Future of wetland restoration in coastal Louisiana. St. Tammany Leadership Institute, Slidell, La., April 6, 2011.

Thomas, R.A., 2011. Sustainable ends justify the means, Op/Ed in The Maroon, April 1, p. 15.

Thomas, R.A., Communicating Science: a requirement for progress. Dr. Beth Wee class, Tulane University, March 24, 2011.

Thomas, R.A., Master of Ceremonies, 47th Annual Governor's Conservation Achievement Awards Program Banquet, Louisiana Wildlife Federation, Alexandria, La., March 19, 2011.

Thomas, R.A., Defining rigor in teaching the FYE program, Loyola Freshman Year Experience Faculty Academy, March 14, 2011.

Thomas, R.A., Campus sustainability at Loyola University, Sodexo Sustainability Workshop, New Orleans, February 24, 2011.

Interviewed, Loyola Freshman Year Experience video on why FYE is effective for entering students (<http://academicaffairs.loyno.edu/fye>), February 22, 2011.

Thomas, R.A., The nature of Business: Role of sustainability and biodiversity in business and community, Dow Chemical special banquet to announce support of the Whooping Crane reintroduction to Louisiana, Audubon Tea Room, February 15, 2011.

Thomas, R.A., The BP oil gusher and the future of the Gulf of Mexico, Acres of Green Garden Club, Metairie, La., January 12, 2011.

Thomas, R. A., Environmental and Natural history tour of Jean Lafitte National Park, with discussion of the BP oil gusher. BP Oil Spill Traveling Class, Seton Hall School of Law, January 10, 2011.

Thomas, R.A., Overview of environmental issues on the Gulf Coast. Southern Methodist University Traveling Advertising Class, January 6,

2011.

WaterMarks [magazine], quoted in obituary, "Sue Hawes, 1936-2010, biologist with the U.S. Army Corps of Engineers." Number 43, January 2011.

Member, Resource Council, Citizens for 1 Greater New Orleans, 2011-present.

Thomas, R.A and J.A. Davis. 2011. Venomous snakes of the southeastern U.S. (a full color poster and pdf). Loyola Center for Environmental Communication, pdf. Revision of Thomas and Davis, 1983.

Member, Grants and Research Task Force, Loyola University New Orleans (2010-present)

Web site moderator, Sustainable Campus Study Group, Loyola University New Orleans (2010-present)

Member, Board of Directors, Restore the Earth Foundation, Inc., 2010-present.

Faculty, Study of New Orleans Minor, Loyola University New Orleans (2010-present)

Louisiana Office of Tourism's Experts Bureau, 2010-present.

Guest member, Facilities Management Committee, Loyola University New Orleans (2009-present)

Member, Steering Committee, Center for the Study of New Orleans, Loyola University New Orleans (2008-present)

Chair, Sustainable Campus Study Group, Loyola University New Orleans (2008-present)

Leader/organizer, Environmental Studies Frog Walk, Loyola University New Orleans (2007-present)

Moderator, listervs for Environmental Studies and Latin American Studies minors (2007-present)

Adviser, BEGGARS Fraternity, Loyola University New Orleans (2007-present)

Faculty, Environmental Studies Minor, Loyola University New Orleans (2007-present)

Steering Committee, Early Learning Village Steering Committee, 2007-present; Co-Chair, 2007-2010.

Board, Louisiana Children's Museum, 2004-2011, 2012-present; Executive Committee, 2005-2011; second vice president, 2007; first vice president, 2008; president, 2009-2010.

Rotary International, Rotary Club of East New Orleans, Rotary Club of Metairie Sunrise, October 31, 1997-present.

Zemmels, David

Judge, State Finals for National History Day Competition, National WWII Museum (Apr. 20, 2013)

Reviewer for AEJMC Visual Communication Division for National conference (2013)

Volunteer, JazzFest to benefit Lusher Charter School (May 2013, May 2012)

Reviewer, NCA Visual Communication Division for National conference (2013, 2012)

Reviewer for AEJMC Visual Communication Division for the Midwinter conference (2012)

Volunteer, Caroling in the Park, Palmer Park, New Orleans (Dec. 16, 2012 and Apr. 21, 2012)

Volunteer, Take Back the Night. Sponsored by Friends of Palmer Park (Oct. 13, 2012)

Interviewee, Employers Using Social Media When Hiring. Siemny Chhuon, reporter - WDSU News (May 22, 2012)

Playground construction crew, Lusher Charter School (Jan. 21, 2012)

Interim chair, Conciliation Committee, Loyola University New Orleans (2011)

Meeting participant. A project for Yemen: Interfaith Dialogue on religion and media sponsored by U.S. State Department and New Orleans Citizen's Diplomacy Council (Dec. 2011)

Volunteer, Caroling in the Park. Sponsored by Friends of Palmer Park (Dec. 11, 2011)

Interviewee, Internet Anonymity. Garland in the Think Tank (talk show) – WWL - AM870 | FM105.3 (Nov. 29, 2011)

Interviewee, Facebook has gotten a facelift...and it may not be a good look. Kenny Lopez, Reporter - WGNO ABC26 News (Sept. 23, 2011)

Volunteer, KaBoom! Playground construction crew: Palmer Park, New Orleans (June 5, 2011)

Interviewee, BP Employee's Lost Laptop Contains Personal Information Of Thousands Of LA Residents. Kenny Lopez, Reporter - WGNO ABC26

News (Mar. 30, 2011)

Interviewee, The Spotlight Returns to Cyberbullying. Kenny Lopez, Reporter - WGNO ABC26 News (Mar. 25, 2011)

Interviewee, Website Raises Questions About Online Privacy. Dave Jordon, reporter - WGNO ABC26 News (Jan. 12, 2011)

Interviewee, 4G changing how we talk. Shana Rose, reporter - WWL - AM870 | FM105.3 (Jan. 10 2011)

Member, University Faculty Senate, Loyola University New Orleans (2009-2011)

Member, Conciliation Committee, Loyola University New Orleans (2008-2012)

7 Supporting Documents

Mass Communication Supporting Documents