

Loyola University New Orleans 2015 Mass Communication Annual Report

1.0 Executive Summary

Department name, description of department.

School of Mass Communication:

The school offers two sequences including journalism for multiple platform and strategic communications including tracks in advertising and public relations. The School of Mass Communication is located in the College of Social Sciences. It is the largest undergraduate program in the college and on the Loyola New Orleans campus.

The **mission** of the School of Mass Communication is to “educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication.”

Because journalism and strategic communication are essential to a well-informed, engaged and socially just world, the School of Mass Communication at Loyola University New Orleans aspires to be recognized among the premier mass communication programs in the country.

The school holds two national accreditations including ACEJMC and CEPR. Loyola New Orleans School of Mass Communication is the only school in Louisiana and the only Jesuit school with two national accreditations. 2014-2015 has been quite an award winning year for the SMC with the school garnering more local, regional and national awards than in recent history.

2.0 Unit Profile Summary

The School of Mass Communications has enjoyed a successful 2014-2015 earning the most awards in recent history (86) including the prestigious national Bateman competition. This marked the school's 9th national championship -- more than any school in the country. Princeton Review named The Maroon the #4 newspaper in the nation.

The award winning year followed earning two national accreditations from ACEJMC and CEPR. The school becomes the only Jesuit institution to hold two national accreditations and the only school in the state of Louisiana to hold both.

2.1 Staff Headcount

Source HRS

SBDC	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
STAFF HEADCOUNT					
Staff - FT	3	3	3	3	3
Staff - PT	0	0	0	0	0
Total FTE Staff	3	3	3	3	3

2.2 Faculty Headcount

Source: HRS

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FACULTY HEADCOUNT					
Ordinary Faculty (Tenured) - FT	6	4	3	4	4
Ordinary Faculty (Tenure Track) - FT	2	2	2	1	1
Extraordinary Faculty - FT	2	4	4	4	4
Total FT Faculty Headcount	10	10	9	9	9
Part-Time Faculty - PT	6	2	4	5	6
----TOTAL FTE Faculty	11.98	10.66	10.32	10.65	10.98

Full-time equivalent faculty based upon SCAP count. SCAP count methodology: Full-time faculty count as 1. Part-time faculty teaching 1-4 hours count as .33, 5-7 hours count as .67, and 8 or more hours count as 1. Source: Faculty Data Base and SIS.

2.3 Student Headcount: Past 4 Years

Source: SIS

Academic Program	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15

BA - CMAD	MAJOR 1 - FT	0	0	0	0	51
	MAJOR 1 - PT	0	0	0	0	3
	MAJOR FTE	0	0	0	0	52.0
	MAJOR 2	0	0	0	0	0
	MINOR					

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BA - CMJR	MAJOR 1 - FT	0	0	0	0	81
	MAJOR 1 - PT	0	0	0	0	1
	MAJOR FTE	0	0	0	0	81.3
	MAJOR 2	0	0	0	0	0
	MINOR					

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BA - CMMN	MAJOR 1 - FT	264	261	241	229	14
	MAJOR 1 - PT	8	8	8	11	1
	MAJOR FTE	266.6	263.6	243.6	232.6	14.3
	MAJOR 2	5	1	1	4	1
	MINOR	14	20	24	24	18

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BA - CMPR	MAJOR 1 - FT	0	0	0	0	84
	MAJOR 1 - PT	0	0	0	0	2
	MAJOR FTE	0	0	0	0	84.7
	MAJOR 2	0	0	0	0	1
	MINOR					

2.4 Student Persistence: Past 4 Years

Source: SIS

Academic Program			AY 11-12	AY 12-13	AY 13-14	AY 14-15
BA - CMMN	U	COHORT PERSISTENCE (Fall to Fall)				
		Cohort numbers (# returned / # started)	47 / 66	38 / 60	32 / 49	00 / 53
		Percent of students who persisted in the program	71	63	65	0

NOTE: The number of students in a "cohort" includes only those first-time, full-time bachelor's (or equivalent) degree-seeking students who start in the fall semester (or prior summer semester) of an academic year.

2.5 Student-Faculty Ratios: Past 4 Years

	AY 11-12	AY 12-13	AY 13-14	AY 14-15
STUDENT FACULTY RATIO				
SCCH / Faculty FTE	9.2	9.5	10.3	8.8

Figures are based upon the student course credit hours (SCCH) taught within the college, department, or program. Department SCCH include majors and non-majors (whoever is enrolled in a course in the department). The calculation also includes independent study courses.

For example, if an undergraduate course carries 3 credit hours and there are 20 students enrolled, there is a total of 60 SCCH for that course. All courses taught in the department / college are added up and divided as follows:

Undergraduate SCCH are divided by 16.

Graduate SCCH are divided using different calculations:

Law: 14
 Counseling: 10
 DNP, MSCJ, MM, MMT: 9
 MBA: 7
 MCJ, MPS, MRE: 6

2.6 Graduating Seniors: Past 4 Years

Headcount of Graduating Seniors

SOURCE: SIS

Department	AY 11-12	AY 12-13	AY 13-14	AY 14-15
CMMN	1	0	2	0
CMAD	12	13	15	2
CMJR	16	21	18	1
CMMS	3	3	0	0
CMPJ	0	0	0	0
CMPR	18	25	23	2

2.7 Student 6-Year Graduation Rate

Source: SIS

Undergraduate cohort 6-year graduation rate. Undergraduate cohort = First-time, full-time, degree-seeking undergraduates.

Undergraduates			AY 11-12	AY 12-13	AY 13-14	AY 14-15
CMMN	U	All undergraduate majors				
		Cohort numbers (# graduated / # started)	40/72	29/45	22/45	32/51
		Percent of students who graduated in the program	55.6	64.4	48.9	62.7

2.8 Course Offerings

Course Offerings report link: [Communications Course Offerings 2014F-2015S](#)

Course Offerings Table includes course section, delivery mode, instructor, and course type.

Two course enrollment calculations are included.

Actual course enrollment as of official stats vs. number of students who completed the course.

Workload calculation as of official stats. This assigns course enrollment and course completion numbers based on instructor workload.

3.0 Goals for Current Academic Year

STRATEGIC PLAN

The following documents are the SMC's official strategic plans from 2013-2016:

A ✓ denotes that the goal was achieved.

The **year** indicates that the work is in progress.

In some areas there are ✓ and **years** indicating that a portion of the task has been completed and will continue through the duration of the strategic plan in 2016

Strategic Plan

School of Mass Communication Loyola University New Orleans 2013-2016

Approved December 2012 Amended February 26, 2013

Mission of the School of Mass Communication

In the School of Mass Communication, 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.

Vision Statement

Because journalism and strategic communication are essential to a well informed, engaged and socially just world, the School of Mass Communication at Loyola University New Orleans aspires to be recognized among the premier mass communication programs in the country.

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 (Fall 2015) Faculty and staff will strategically contact students who are interested in mass communication (✓)

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

Develop a video to promote the SMC on the web, etc. (Fall 2015)

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 communication minor that addresses particular niches requested by majors across Loyola New Orleans (✓)

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 (✓)

Develop strategy for local high school visits using ambassadors, director, student services (2015-2016)

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

Retention:

Determine SMC's academic standing among Loyola students and implement a SMC admissions policy (✓, 2015-2016)

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 at Loyola, 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 (Fall 2015)

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. (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)

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 (✓, 2014)

Begin preparations and host site visit following self study (✓, 2013-2014)

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 (✓, 2014-2016)

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), in 2013, 420/3875 (10.8%)

Work at silent phase of capital campaign with \$1 million goal toward multimedia center year 1 (2014-2016)

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 and strategic communications (✓, 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)

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 (✓)

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)

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)

Recruitment Strategic Plan 2013-2016 Approved August 13, 2013

The School of Mass Communication met August 13, 2013 during a retreat to address the decline in enrollment since 2006. The faculty developed the following plan to deal with the challenges facing the school today. This is a supplement to the existing strategic plan 2013-2016 regarding recruitment.

Identify key high school guidance counselors in the New Orleans area and meet with them to report about what the school has to offer (fall 2015)

Director/Faculty/Staff/Students to attend appropriate school career fairs in the New Orleans area (✓, 2013-2016)

Director/Faculty/Staff/Students to attend National Association for College Admissions Counselors (NACAC) in New Orleans (✓, 2013-2016)

Director/Faculty/Staff/Students to attend Loyola's Spring/Counselor Fly in (✓)

Director/Faculty/Staff/Students to attend appropriate high school career days in the local metro (✓)

Explore high school student newspapers opportunities for: (✓)

Exchange for master class, an ad

Op eds for student newspaper

Develop early scholars program during the summer for high school students: (Determine Classes fall 2013)

Digital communications

Social media course etc.

Be more engaged with admissions on college tours. Meet with prospective communications students (✓)

Pitch local home town newspapers when news releases are written about communications students (fall 2013, spring 2014)

Have director/faculty and students as part of fall open house, tours of school, etc. (✓)

Have director/faculty and students during presidents open house (✓)

Produce video for recruitment/fund raising (2015-2016)

Develop and produce promotional materials for recruitment (✓)

Attend national high school newspaper meetings such as National Scholastic Press Association and College Media Association and be prepared to promote SMC (✓).

4.0 Budget for Current Academic Year

School of Mass Communication	
<u>Salary Budget</u>	FY14-15
1001/1002/1012 - Full-Time Faculty Salary:	\$688,221.00
1013 - Part-Time Faculty Salary:	\$75,334.08
1019 - Faculty Stipends:	\$3,000.00
1103/1104/1109/1208 - Staff Salary:	\$133,202.00
1501 - Temporary Staff	
1920 - Student Assistants Total:	
1099 - Deduction for unfilled faculty positions:	
1199 - Deduction for unfilled staff positions:	
Salary Budget Sum Total:	\$899,757.08
<u>Operating Budget</u>	
Unused funds returned to University:	

Miscellaneous:	\$335.00
Awards:	\$671.00
Bank Card Fees:	\$25.00
Catering, Entertainment, Security:	\$9,894.00
Computer Hardware/Software:	\$4,713.00
Domestic Travel/Hotel/Airfare:	\$23,217.00
Faculty Development/Retreats:	\$3,000.00
Facility Improvements:	\$680.00
Instructional/Books/Periodicals/Reproduction:	\$3,412.00
Marketing/Advertising/Recruitment:	\$10,703.00
Membership Dues/Conference Registration:	\$9,662.00
Mobile Phone:	\$3,540.00
Office Supplies/Equipment/Furniture:	\$14,321.00
Phone/Phone Equipment:	
Postage:	\$182.00
Operating Budget Sum Total:	\$84,355.00
Total Budget Salary and Operating:	\$984,112.08

5.0 Assessment Report

Student Learning Outcomes

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.

Measures

Student Learning Assessment Plan: 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. 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 9 broad measures to assess overall student learning including the following five direct and four 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. See <http://css.loyno.edu/sites/css.loyno.edu/files/Sr.%20Exit%20Survey.pdf>
2. SMC Alumni Survey (indirect measure) The alumni survey is administered every other year (beginning Summer 2012). The survey allows graduates to reflect on their education, including perspectives about their mastery of ACEJMC's 12 values and competencies. The survey also addresses employment in the mass communications industry. See <http://css.loyno.edu/sites/css.loyno.edu/files/SMC%20Alumni%20Survey%202015.pdf>
3. Capstone Course (direct measure) The school's faculty in its revised curriculum (approved in 2012 but implemented with freshmen 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. 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 See: <http://css.loyno.edu/sites/css.loyno.edu/files/CAPSTONE%20COURSE%20SPRING%202015%20FINAL.pdf>
4. 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. See http://css.loyno.edu/sites/css.loyno.edu/files/LAW%20TEST%20SENIORS%202014-2015%20and%20cohort_0.pdf
5. 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. See <http://css.loyno.edu/sites/css.loyno.edu/files/CAPSTONE%20COURSE%20SPRING%202015%20FINAL.pdf>
6. 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 <http://css.loyno.edu/sites/css.loyno.edu/files/Spring%202015%20Portfolio%20Review%20.pdf>
7. 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. See for Fall 2014 <http://surveys.myinterfase.com/ResultsOverViewNoLogin.aspx?SID=X57LB93SR46PE28>
Spring 2015 still awaiting on data
8. Awards (indirect measure) Students compete in all three tracks for various awards in the profession. See <http://css.loyno.edu/masscomm/awards-scholarships>
9. Student Job Placement/employment data (indirect measure) Upon graduation, students will be contacted to collect data on job placement/employment. **Data still being gathered for 6 months following graduation.**

Findings

Detailed findings for each of the above listed measures may be found on the School of Mass Communication Intranet, url's listed above.

Closing the Loop

Results from the **senior exit survey** reveal when examining the twelve values and competencies, for advertising, journalism and public relations, none were even ranked as moderately dissatisfied. Students predominately ranked in all categories either very or moderately satisfied. In all sequences, students ranked "apply basic numerical and statistical concepts," and "Demonstrate an understanding of the history and role of professionals in shaping communications" lowest. These things are taught in our classes. *To close the loop, we asked Intro to Mass Comm professors, Advertising and Public Relations principles professors and Journalism History professor to please stress to students the need to demonstrate an understanding of the history and role of professionals in shaping communications. We asked Journalism Professors and Advertising Professors, especially media planning and in the capstone, to continue to build the student's ability to apply basic numerical and statistical concepts.*

When students were asked how **satisfied they were in their physical equipment** in the sequence, on average journalism students ranked the lowest at neither satisfied nor dissatisfied followed by advertising and public relations. *To close the loop, we believe journalism students' dissatisfaction is in the check in/check out hours. Therefore, we expanded hours from 9 a.m. to 6 p.m. daily this semester. We are also renovating the "brand lab" for both advertising and public relations students. The SMC now exclusively uses our three computer labs—they are no longer shared labs.*

Law and ethics assessment This was the first cohort who took the test as freshmen in 2011-2012. This cohort scored better as seniors on all questions with one exception – the question regarding the courts and First Amendment protection for the press to publish true information that is private. Trends will be noted on strengths and weaknesses of responses to determine where more effort should be given in the teaching of Media Law/ Law of Mass Communication.

Regarding **ethics**, this too was the first cohort who took the test as freshmen in 2011-2012. As seniors, a greater percentage said students engage in academic dishonesty, plagiarize and make up information and quotes. More seniors said they are concerned about students engaged in academic dishonesty and that they would report the student to the instructor. Fewer seniors said they would report the student to the instructor if they observed a fellow student copying from their test or exam or would try to stop the student from copying; however, more seniors said they had reported a fellow student for cheating. More seniors are concerned about their fellow students inventing sources, making up quotes and using information from the Internet without attribution. It is disturbing to note that more seniors said journalists are justified in violating ethical issues due to deadline pressures. A smaller percentage of seniors said they are concerned when they hear a journalist plagiarized a story. Percentage wise, more seniors said they are concerned when they hear that a journalist made up a source. When it came to actions, students scored better. Sixty-five percent of seniors said an employee should be fired if they are found to have plagiarized, 60 percent of seniors said an employee should be fired if they fabricated material for a story and 65 percent said an employee should be fired if they have been found to have made up a source. These responses will be followed each year and shared with the faculty so that adjustments can be made to the curriculum. concerned when they hear a journalist plagiarized a story. Percentage wise, more seniors said they are

concerned when they hear that a journalist made up a source. Faculty are also field testing a certification program in ethical leadership that would become part of a requirement for mass comm majors.

Capstone assessment by professionals was strong across the board. That is not surprising since journalism work was actually published on Nola.com, advertising and public relations' joint capstone was received well by the non profit client, and both the advertising and public relations' teams placed in competition. *We plan to continue with the excellent experiential capstone work*

Internship evaluations reveal that students were rated strong and better than average in the majority of all questions. Students ranked all "strong" in demonstrates "ethical behavior as appropriate for the workplace" followed by "ability to use computer applications and equipment in the workplace." Only one supervisor ranked a student "could work harder," and that was in "ability to use basic numerical and statistical concepts as required by the workplace." *To close the loop, we noted that while only one supervisor of 17 in the fall 2015 ranked could work harder, it is important to note it is in the same area that the student senior exit survey revealed weakness. As stated above, these results have been brought to the attention of the entire faculty and while we are teaching in these areas, it is critical that faculty expand upon their teachings so that students believe they have increased ability in the area.*

A review of **awards** shows this has been the most awards the SMC has received to our knowledge. *We plan to continue submissions and work diligently for some new areas such as Hearst as we have just been able to enter due to accreditation.*

6.0 Summary of Achievements

The SMC in 2014-2015 has won more **student awards** this year than in recent history.

2014-2015

1st place, Partnership, Laura Beatty and Lisa Collins for The Loyola News Service and Melinda Morris for Nola.com, Press Club of New Orleans, 2015

1st place, Cartoon, Katherine Richard for the Maroon, Press Club of New Orleans, 2015

1st place, Infographics – Writing, Emily Andras for the Maroon, Press Club of New Orleans, 2015

2nd place, Infographics – Writing, Maroon Staff, Press Club of New Orleans, 2015

1st place, Editorial Illustration, Topher Daniel for The Maroon, Press Club of New Orleans, 2015

2nd place, Editorial Illustration, Katherine Richard for The Maroon, Press Club of New Orleans, 2015

3rd place, Headline Writing, The Maroon Staff, Press Club of New Orleans, 2015

3rd place, Still Photography General News, David Walden for The Maroon, Press Club of New Orleans, 2015

3rd place, Editorial Writing, Karla Rosas for the Maroon, Press Club of New Orleans, 2015

2nd place, Editorial Writing, Karla Rosas for the Maroon, Press Club of New Orleans, 2015

3rd place, Community News, Burke Bischoff for The Loyola News Service, Press Club of New Orleans, 2015

2nd place, Community News, Daniela Garcia for The Loyola News Service, Press Club of New Orleans, 2015

2nd place, Email Updates, The Maroon Staff, Press Club of New Orleans, 2015

3rd place, Graphics and Animation, The Maroon Staff, Press Club of New Orleans, 2015

Best in U.S., 1st Place, Public Relations Student Society of America, Katie Collier, Chelsea Cunninghama, Kenney Motley, Martin Quintero and NiRey Reynolds, "Geaux Home," Bateman Campaign, 2015

2nd Place, AAF District 7 National Student Advertising Competition (NSAC), Alexandra Cabrera, Hannah Gomez Farias, Preston Scott Hill, Mary Kate Hutchinson, Jordan Matthew Nabizadeh, Janeicia LaMonica Neely, Alexandra M. Olivier, Katherine K OToole, Rachel L Saferstein, Zivi N. Sokolic, Jourdan Webb and Angelic Williams, 2015

Best Presenter, AAF District 7 National Student Advertising Competition (NSAC), Alexandra M. Olivier, 2015

Gold Addy Award, Carolina Abrahams, American Advertising Federation, 2015

Silver Addy Award, Graham Blackhall, American Advertising Federation, 2015

Silver Addy Award, Gabriela Caceres, American Advertising Federation, 2015

Gold Crown, Gold, Columbia Scholastic Press Association, The Maroon, 2015

- Gold Medal, Gold**, Columbia Scholastic Press Association, The Maroon, 2015
- Fifth Best College Newspaper**, Princeton Review, The Maroon, 2015
- All American Ranking**, Associated Collegiate Press, The Maroon, 2015
- First Place, General Excellence**, Louisiana Press Association, The Maroon, 2015
- First Place, Best Front Page**, Louisiana Press Association, The Maroon, 2015
- First Place, Best Photo Package**, Louisiana Press Association, Zach Brien, 2015
- First Place, Best Staff Generated Black and White Ad**, Louisiana Press Association, Enjoli Gilbert, 2015
- Second Place, Best Use of Graphic Design on a Single Page**, Louisiana Press Association, The Maroon, 2015
- Second Place, Best Sports Story**, Louisiana Press Association, Mark Robinson, 2015
- Second Place, Best Staff Generated Color Ad**, Louisiana Press Association, Enjoli Gilbert, 2015
- Third Place Best Feature Story**, Louisiana Press Association, Skyllarr Trusty, 2015
- Third Place Best News Story**, Louisiana Press Association, Lester Duhe, 2015
- Second Place, General Excellence**, Louisiana/Mississippi Associated Press Managing Editors, The Maroon, 2015
- Second Place, Best College Website**, Louisiana/Mississippi Associated Press Managing Editors, LoyolaMaroon.com, 2015
- Second Place, Best College Breaking/Spot News**, Louisiana/Mississippi Associated Press Managing Editors, Colleen Dulle, Mary Graci, Davis Walden, Zach Brien, 2015
- Second Place, Best College Editorials**, Louisiana/Mississippi Associated Press Managing Editors, Karla Rosas, 2015
- Second Place, Best College Feature Photos**, Louisiana/Mississippi Associated Press Managing Editors, Zach Brien, 2015
- Second Place, Best College Layout and Design**, Louisiana/Mississippi Associated Press Managing Editors, Emily Andras and Karla Rosas, 2015
- Third Place, Best College Spot News Photo**, Louisiana/Mississippi Associated Press Managing Editors, Zach Brien, 2015
- Feature Writing (Small School)**, National SPJ Mark of Excellence, Finalist, Emily Andras, 2015
- Feature Photography (Small School)**, National SPJ Mark of Excellence, Finalist, Zach Brien, 2015
- Best Student Magazine, Winner**, SPJ Mark of Excellence Award, Shannon Donaldson and Melanie Potter, 2015
- Best Affiliated Website, Winner**, SPJ Mark of Excellence Award, The Maroon Online, 2015
- Feature Photography (Small), Winner**, SPJ Mark of Excellence Award, Zach Brien, 2015
- General News Reporting (small), Winner**, SPJ Mark of Excellence Award, Lester Duhé, 2015
- Feature Writing (Small), Winner**, SPJ Mark of Excellence Award, Emily Andras, 2015
- Best all around nondaily student newspaper, Finalist**, SPJ Mark of Excellence Award, Aaren Gordon and Topher Balfer, 2015
- Best All-Around Television Newscast, Finalist**, SPJ Mark of Excellence Award, The Maroon Minute, 2015
- Online Feature Reporting, Finalist**, SPJ Mark of Excellence Award, Burke Bischoff, 2015
- Online News Reporting, Finalist**, SPJ Mark of Excellence Award, Burke Bischoff, 2015
- Online News Reporting, Finalist**, SPJ Mark of Excellence Award, Colleen Dulle, 2015
- General News Reporting (small), Finalist**, SPJ Mark of Excellence Award, Alicia Serrano, 2015
- In-Depth Reporting (small), Finalist**, SPJ Mark of Excellence Award, Ashley Fruge, 2015
- Editorial Writing, Finalist**, SPJ Mark of Excellence Award, Karla Rosas, 2015
- Breaking News Photography, Finalist**, SPJ Mark of Excellence Award, Zach Brien, 2015
- 1st place, Editorial Page Design: Portfolio of work**, Columbia Scholastic Press Association, Jessica DeBold, 2015
- 1st place, Editorial Page Design: Single Page**, Columbia Scholastic Press Association, Jessica DeBold, 2015

- 1st place, Briefs Writing**, Columbia Scholastic Press Association, Maroon Staff, 2015
- 1st place, Caption Writing**, Columbia Scholastic Press Association, Maroon Staff, 2015
- 2nd place, Headline Writing**, Columbia Scholastic Press Association, Maroon Staff, 2015
- 2nd place, Typography: Overall Look of the Entire Paper**, Columbia Scholastic Press Association, Maroon Staff, 2015
- Certificate of Merit, Editorial Writing**, Columbia Scholastic Press Association, Jessica DeBold, 2015
- Certificate of Merit, Overall Design**, Columbia Scholastic Press Association, Maroon Staff, 2015
- 2nd place, Best College Newspaper**, South East Journalism Conference, The Maroon Minute, 2015
- 4th place, Best College Website**, South East Journalism Conference, The Maroon Online, 2015
- 7th place, Best College Magazine**, South East Journalism Conference, The Wolf, 2015
- 7th place, Best College Video Feature Program**, South East Journalism Conference, Loyola Lagniappe, 2015
- 1st place, Best Magazine Writer**, South East Journalism Conference, Melanie Potter, 2015
- 1st place, Best Newspaper Page Designer**, South East Journalism Conference, Emily Andras, 2015
- 1st place, Best News Editorial Artist**, South East Journalism Conference, Katherine Richard, 2015
- 4th place, Best Magazine Layout Designer**, South East Journalism Conference, Shannon Donaldson, 2015
- 4th place, Best Press Photographer**, South East Journalism Conference, Zach Brien, 2015
- 4th place, Best Opinion/Editorial Writer**, South East Journalism Conference, Karla Rosas, 2015
- 5th place, Best Sports Writer**, South East Journalism Conference, Mark Robinson, 2015
- 7th place, Best News Graphic Designer**, South East Journalism Conference, Emily Andras, 2015
- 1st place, Best Fundraising Idea**, College Media Business and Advertising Managers, The Maroon, 2015
- 2nd place, Best Video Ad (10 sec. or less)**, College Media Business and Advertising Managers, The Maroon, 2015
- 4th place, Best Editorial Cartoon**, Associated Collegiate Press, Katherine Richard, 2014

Honors and Awards:

Andrews, Valerie

Andrews, V., (March 2015) Public Relations Association of Louisiana, New Orleans chapter Educator of the Year Award.

C. Rogers and **Andrews, V.**, (August 2010) Association for Education in Journalism and Mass Communication, First Place, Top Public Relations Division Teaching Papers.

Andrews, V., (May 2010) College of Social Sciences, Loyola University New Orleans Excellence in Advising Award.

Andrews, V., (2010-2011) MarCom Awards, Myra Bordelon Burson Foundation: Honorable Mention (Myra's 4Ms of Hurricane Preparedness for the Elderly and Adult Disabled).

Collins, Lisa

Collins, L., (2015) Winner, Bronze Telly award, documentary category, "Long Road Home."

Collins, L., (2013) Winner, Suncoast Emmy News Excellence.

Collins, L., (2013) Winner, Suncoast Emmy Station Excellence.

Collins, L., (2012) Winner, Regional Edward R. Murrow Breaking News.

Collins, L., (2012) Suncoast Emmy Best Newscast & Best Producer, 2012.

Collins, L., (2012) Winner, Louisiana Associated Press Continuing Coverage & Story of the Year.

Duhé, Sonya Forte

Duhé, S. F., (2013) Loyola University New Orleans Ignatian Faculty Fellow.

Duhé, S. F., (2012) Council for A Better Louisiana Leadership Fellow.

Martin, Lisa

Martin, L., (2012) Excellence in Advising Award, College of Social Sciences.

Myers, David

Myers, D., (2003-present) named Rev. Aloysius B. Goodspeed, S.J. beggars distinguished professor in mass communication

Rogers, Cathy

Rogers, C. (2014) Loyola University New Orleans Ignatian Faculty Fellow.

Rogers, C. (2014) Loyola University Senate Award for Service.

Rogers, C. (2013) Plank Center for Leadership in Public Relations, Educator Fellowship.

Rogers, C., (2012-present) named Shawn M. Donnelley Professor in Non Profit Communications.

Rogers, C., (2011-2012) Educator of the Year award, Public Relations Association of Louisiana.

C. Rogers and Andrews, V., (August 2010) Association for Education in Journalism and Mass Communication, First Place, Top Public Relations Division Teaching Papers.

Nelson, Andrew

Nelson, A., (2014) NATJA, Bronze. For article "The Social Network," National Geographic Traveler.

Nelson, A., (2012) NATJA, Hon. Mention. For article "Rise and Shine Detroit, " National Geographic Traveler.

Nelson, A., (2011) Folio Award, Silver. For article "Tweet Me in Miami, " National Geographic Traveler.

Nelson, A., (2011) Adrian Award, Platinum. HSMAL For PR; Client: The National World War II Museum.

Nelson, A. (2011) Adrian Award, Gold. HSMAL For PR; Client: The National WWII Museum.

Nelson, A., (2011) Adrian Award, Bronze. HSMAL For Social Media; Client: The National WWII Museum.

Nelson, A., (2010) Silver Quill, IABC, Merit Award for Twitter Campaign; Client: The National WWII Museum.

Nelson, A. (2009) PRSA, Silver Award for Twitter campaign; Client: The National WWII Museum

Parr, Leslie

Parr, L., (2011) Marquette Fellowship, Loyola University.

Parr, L., (2012-present) named A. Louis Read Distinguished Professor in Communication.

Parr, L., (2006-2011). Named Shawn M. Donnelley Professor for Nonprofit Communication, Loyola University New Orleans.

Thomas, Bob

Thomas, R.A., (November 2014) Recipient, Environment & Sustainability Award for 2014, New Orleans Regional Leadership Institute.

Thomas, A. with Kevin McCaffrey and Lenny Delbert, (June 2014)

Recipient, *Bronze Telly Award* for documentary, *MRGOing, Going, Gone?* (Editing Category).

Thomas, R.A., (November 2012) Honorary member, BEGGARS Fraternity,

Thomas, R.A., (2012) Dux Academicus Award, the highest honor at the university, from Loyola University New Orleans.

Thomas, R.A., (2010-2011) Great Ladies and Great Gentlemen Award, East Jefferson Hospital Auxillary.

Thomas, R.A., (October 21, 2011) Honoree, Great Friends of Kids Event, Louisiana Children's Museum.

Thomas, R.A., (July 10, 2010) 31 Years of Exemplary Service Award, Rotary Club of Metairie Sunrise, Community Steward Award, Leadership Northshore.

Thomas, R.A. with Tom Mullikin, Peter Allen, and Chris Yountz, Moore & Van Allen, PLLC, Government, Policy, and Regulatory Affairs Team, (2009) Recipient, *Two Bronze Telly Awards* for documentary, *The Whole Truth* (Feature Category and Social Issues Category), Recipient, *Bronze Telly Award* for documentary, *Introduction to Climate Change* (Education Category).

Thomas, R.A. (2009) Recipient, Friend of LUCAP (Loyola University Community Action Program) Award.

Thomas, R.A. (2009) Recipient, Loyola Faculty Senate Outstanding Teaching Award.

Thomas, R.A. Chair, (1996-present). Environmental Communication.

7 Supporting Documents

Mass Communication Supporting Documents

[CMMN-Courses-2014F-2015S.pdf](#)
[Capstone Course Spring 2015.pdf](#)
[Ethics Test Freshman 201415.pdf](#)
[Ethics Test Seniors 201415.pdf](#)
[Internship Results Fall 2014.htm](#)
[Law Test Freshman 201415.pdf](#)
[Law Test Seniors 201415.pdf](#)
[Portfolio Review Spring 2015.pdf](#)