
Section B. INFORMATION ABOUT THE PROGRAM

B-01. **Statement of educational philosophy and goals of the program in public relations education, including ethics, diversity and global perspectives.***

In the School of Mass Communication, we educate students in the Jesuit tradition to become intellectual, creative and ethical professional leaders in the mass communication industry.

Our overarching goal is to position the School 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.

*Ethics, diversity and global perspectives are covered in the public relations curriculum and can be identified through our values and competencies taught in each course shown in section E.

Since Fall 2009, the School has adopted three strategic plans of three years each. The School is currently operating under the 2016-2019 Strategic Plan, which was approved Sept. 15, 2015, and amended Aug. 20, 2016, to reflect alignment with the Loyola 2020 plan. The School will begin working on a new strategic plan in Fall 2019 to include the departments of Art, Design and Digital Filmmaking that were added to our School when we moved into the College of Music and Media.

The current strategic plan guides the director in leading the School, including curriculum, use of funds, etc. While this is a schoolwide plan, the public relations track is guided by this plan. The following is the school's current strategic plan:

Mission of the School of Mass Communication

In the School of Mass Communication, we educate students in the Jesuit tradition to become intellectual, creative and ethical professional leaders in the mass communication industry.

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.

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 2019.

Approved September 15, 2015
Amended August 20, 2016

**Strategic Plan
School of Mass Communication
Loyola University New Orleans
2016-2019**

Goals and tactics:

In keeping with the University's Loyola 2020 plan which calls for the university to focus activities on four overarching strategies to cultivate a learning-centered community:

- dedicated to a high-quality, experiential, and values-based education.
- devoted to students' discovery of their career and a life of service.
- Infused by the cultures and traditions of New Orleans.
- Rooted in the Jesuit and Catholic mission of the University.

The School of Mass Communication defines its own 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:

Implement SMC Ambassador Program ✓

Use faculty and staff and students to strategically contact high school students who are interested in mass communication ✓, 2019-

Develop a matrix for admissions to know which classes are best for visiting high school students to attend ✓

Complete a video to promote the SMC and its fundraising efforts on the web and with social media ✓

Promote our minors and emphasis areas throughout campus ✓

Expand and revise Silver Scribe High School Journalism Contest to include all majors to launch in 2016 ✓

Retention:

Continue to boost retention rate of sophomores at/or above the Loyola average

Faculty should attend all SMC events, engage with students, and require student attendance ✓

Revise and improve the Spring Fiesta; include alum and student input
(Cut as a cost-savings measure)

Develop and implement a mentorship program for students ✓, 2019-

Continue to assess and improve student success through SMC probation program ✓

Pilot an SMC early warnings program through the Loyola Student Success Center ✓

2. Enhance Academic Excellence:

Consistently review and adapt curriculum to meet changing media landscape and ACEJMC accreditation standards ✓

Provide opportunity for student reflection in capstone and internship classes, integrating the Ignatian principles of discernment ✓ internship reflection requirement

Promote SMC minors and emphasis areas ✓, 2019-

Engage students via experiential learning and community engagement in coursework across all sequences ✓

100% of faculty attend either a scholarly or professional meeting annually ✓

3. Maintain ACEJMC and CEPR Accreditations:

Maintain all documents relating to accreditations ✓

Review assessment documents annually and adjust curriculum as needed ✓

Consistently review all ACEJMC and CEPR standards to ensure continued compliance ✓

4. Improve Visibility and Reputation:

Adapt to more social media platforms ✓

Continue to integrate within the university community by having SMC faculty on key university committees ✓

Continue to build lifelong engagement with alumni by hosting the annual Den of Distinction ✓

Continue fundraising to develop a culture of giving and work toward increasing annual gifts by alumni by 10% annually, adding to endowments and the multimedia center ✓

Continue email blast/newsletter with at least one per semester or as awards or other news warrant ✓

Raise SMC profile within the academic and professional community with 100% of faculty present at scholarly/professional meetings annually ✓

Faculty should attend all SMC events and require student attendance ✓

5. Foster Faculty and Staff Excellence:

Continue to recruit and retain sufficient and quality faculty with minimum master's and/or significant professional experience ✓, 2019-

Support a quality staff that meets strategic requirements ✓

Staff to attend at least one professional meeting in their areas annually ✓

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

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

Continue to expand and diversify funding through fundraising ✓

Develop and implement a funding plan for student travel

Increase hours for check-in and check-out of equipment ✓

Ensure equipment is consistently updated to current professional standards ✓

10% of faculty apply for internal/external grants ✓

7. Enhance Alumni Relations

Consistent email newsletter once per semester ✓

Continue Den of Distinction program and keep awardees on committee to formalize process and nominate awardees to the SMC faculty for final approval ✓

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

Include alumni on development committee for fundraising ✓

Explore a plan for a national advisory/visiting board ✓

B-02. Assessment criteria, methods and results, including summative findings (achievement of goals) and formative findings (application to improvement of the program).

Student Learning Assessment Plan

School of Mass Communication, Loyola New Orleans 2016-2019

Initial plan approved May 2011; Revised December 2012; amended 2013-2016 plan approved August 2016

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 and regularly scheduled 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 have identified nine broad measures to assess overall student learning, including the following six direct and three indirect measures:

1. 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. See below. It is important to note that the university had a small population complete surveys in 2019 due to changes in how they sought responses. That is expected to be resolved for 2020.

The School includes a separate set of questions for all its graduating seniors about their assessment of their mastery, including each of ACEJMC's 12 values and competencies. They are defined as follows:

- understand and apply the principles and laws of freedom of speech and press in the United States 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;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as

appropriate, other forms of diversity in domestic society in relation to mass communications;

- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

See data from the following years: [2019-2012](#)

2. SMC Alumni Survey (indirect measure)

The alumni survey is administered every three years. The survey reflects students' education, including their perspective about their mastery of ACEJMC's 12 values and competencies.

See [2018](#), [2015](#)

3. Capstone Course (direct measure)

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

Public Relations Capstone courses include:

- Public Relations: CMMN 419 Advanced PR Campaigns or
CMMN 384* Brand Lab
*384 has been changed to 486 for fall 2019

See [2019](#), [2018](#), [2017](#), [2016](#), [2015](#), [2014](#)

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

SMC faculty administers this test during the first week of CMMN A100 every fall semester and the same test the last semester of the senior year to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

Seniors:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

Freshmen:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

5. Survey of ethical attitudes (direct measure)

SMC faculty administers this test during the first week of CMMN A100 every fall semester and administers the same test the last semester of the senior year to compare an entering cohort's knowledge with a measure of that same cohort's knowledge at exit.

Seniors:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

Freshmen:

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

6. Senior Portfolio (direct measure)

Students are required to complete a digital portfolio in the senior seminar course (CMMN A 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 résumé 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.

[2018-2019](#), [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

7. Internship evaluation (direct measure)

Students are required to complete at least one internship and can have up to three.

Internship Evaluations: (Direct):

[Summer 2019*](#), [Spring 2019](#), [Fall 2018](#), [Summer 2018](#), [Spring 2018](#), [Fall 2017](#), [Summer 2017](#), [Spring 2017](#), [Fall 2016](#), [Summer 2016](#), [Spring 2016](#), [Fall 2015](#), [Summer 2015](#), [Spring 2015](#), [Fall 2014](#), [Summer 2014](#), [Spring 2014](#), [Fall 2013](#), [Summer 2013](#), [Spring 2013](#)

*Awaiting final summer supervisor evaluations.

8. Awards (Indirect/Indicator):

Students compete for various awards in the profession. Click "awards" to see a full listing. Loyola students win national, regional and local student awards. From the College Media Association #1 Media Outlet in the country to Princeton Review Rankings, to the New Orleans Press Club, to the American Advertising Federation Addy Awards, to the Public Relations Bateman Case Study Competition and many more, the School has a reputation of being award-winning. In fact, Loyola New Orleans has won the Public Relations Case Study Competition more than any school in the country, with nine first places, five second places, two third places and second honorable mentions.

9. Student Job Placement/employment data (direct measure)

Upon graduation, students will be contacted to collect data on job placement/employment 2018-2019*, [2017-2018](#), [2016-2017](#), [2015-2016](#), [2014-2015](#), [2013-2014](#)

*May graduates are still being calculated during the self-study

Closing the loop:

The School, each fall, reviews all assessment data. Upon examination of strengths and weaknesses, faculty apply the results to improve curriculum and instruction. Most often, results impact the content of courses and spur the development of new courses to ensure the curriculum remains current and innovative.

For example, regarding curriculum, while social media as part of mass communication was being taught in several courses in small bits, the faculty decided to develop and teach a course dedicated to social media to improve student knowledge. Social Media Strategies (CMMN A382) is now taught every semester. Faculty have worked hard over the years to ensure course outcomes build upon each course for what faculty believe should be skills learned by the senior year. In strategic communication, upon assessment, faculty determined it would be more beneficial for advertising students to have content creation more focused on advertising and public relations students more focused on PR and have divided course sections accordingly. The School has also offered a course to help students acquire the Certificate in Principles in Public Relations.

To continue to be current and innovative, faculty have added classes such as podcasting and drone. The drone course not only prepares students to fly a drone, but teaches students the knowledge necessary to pass the FAA license test. To bring more diversity in the classroom, faculty added diversity to its senior capstone ethics course, now calling the course "Ethics and Diversity." Noting the responses in the ethical attitudes assessment, all students must now pass a certification in ethical leadership offered by the NASBA Center for the Public Trust. Loyola is the only school in the country where all communication students must pass the certification in order to graduate. And while faculty believed at one time that media planning could be taught over several courses and did away with the required course, faculty members have decided to make media planning a requirement for all students in the strategic communication department after seeing weaknesses in the curriculum. In fact, faculty members teaching those courses are working to ensure the research course and media planning course clearly identify outcomes to strengthen what is being taught in those courses and allowing each to build upon the other.

The faculty identify required internships and senior portfolios to be one of the strengths in our program. Portfolios are built with all the skills and knowledge gained throughout a student's undergraduate program.

Furthermore, while overall strengths and weaknesses can be seen in the assessment measures, faculty do believe awards and student job placement are key overall indicators that the School is performing at some of the highest levels and providing an education that meets and in some areas exceeds the expectations of our industry.

Since 2012, the School has continued to expand our alumni Den of Distinction. We have also reached some of the highest levels of fundraising in the School’s history, expanding our alumni donor base and our friends of the School who have helped with the completion of the Brand Lab, the J. Michael Early Studio, the Multimedia Center and other technological upgrades and renovations to our space.

B-03. Admissions and retention criteria for the university and for the program.

Admissions at Loyola is centralized. Loyola seeks students who have challenged themselves in an academically rigorous course of study throughout high school. Loyola does not have minimum test score requirements. For the incoming class of Fall 2019, the average high school GPA is 3.54, the average ACT is 25, and the average SAT is 1152. The School has a rigorous probation program to ensure student success. Beginning in Fall 2018, all freshmen were appointed a success coach in the hopes of increasing both retention and graduation rates.

B-04. Admissions data for at least each of the last three years – number of applicants and acceptance percentage by gender, ethnicity and/or national origin.

APPLICANT COUNTS BY ETHNICITY	APPLIED	ADMITTED	% ADMITTED
2016 Fall First-Year Application	268	201	75%
White (Non-Hispanic)	114	99	87%
Hispanic	41	34	83%
Black / African-American	58	29	50%
Other / Unknown	43	35	81%
International Students	12	4	33%
2017 Fall First-Year Application	218	159	73%
White (Non-Hispanic)	78	64	82%
Hispanic	40	34	85%
Black / African-American	62	37	60%
Other / Unknown	25	21	84%
International Students	13	3	23%
2018 Fall First-Year Application	210	172	82%
White (Non-Hispanic)	81	73	90%
Hispanic	43	35	81%
Black / African-American	59	41	69%
Other / Unknown	19	18	95%
International Students	8	5	63%

APPLICANT COUNTS BY SEX	APPLIED	ADMITTED	% ADMITTED
2016 Fall First-Year Application	268	201	75%
Female	222	167	75%
Male	46	34	74%
2017 Fall First-Year Application	218	159	73%
Female	163	119	73%
Male	55	40	73%
2018 Fall First-Year Application	210	172	82%
Female	162	133	82%
Male	48	39	81%

B-05. **Matriculation data for at least each of the last three years – number of students and graduation rate by gender, ethnicity and/or national origin.**

[Graduation rates](#)