

Report of On-Site Evaluation

Graduate/Undergraduate

2015 – 2016

Draft Copy*

Accrediting Council on Education
in Journalism and Mass Communications

***NOTE: This copy is only a draft of the final report. It may contain errors.** School and university representatives may file challenges of fact and judgment with the team chair during the three weeks following the visit. The Accrediting Council makes the final accreditation decision.

Report of On-Site Evaluation

ACEJMC

Graduate/Undergraduate programs

2015– 2016

Name of Institution: Louisiana State University

Name and Title of Chief Executive Officer: F. King Alexander, President

Name of Unit: Manship School of Mass Communication

Name and Title of Administrator: Jerry Ceppos, Dean

Date of 2015 - 2016 Accrediting Visit: Oct. 18-21, 2015

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: Oct. 11-14, 2009

Recommendation of the previous site visit team: Reaccreditation

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Undergraduate program recommendation by 2015 - 2016 Visiting Team: Reaccreditation

Graduate program recommendation by 2015-2016 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Douglas Anderson, dean emeritus, Penn State University; senior research professor

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

Signature _____

Team Members

Name and Title: Michel M. Haigh, Associate Professor of Advertising/Public Relations

Organization/School: Penn State University

Signature _____

Name and Title: Mark Hass, founding partner

Organization/School: Peconic First, New York, N.Y.

Signature _____

Name and Title: Pat Rose, executive director

Organization/School: American Academy of Advertising, Pittsboro, N.C.

Signature _____

Name and Title: Patricia Thompson, director, Student Media Center

Organization/School: University of Mississippi

Signature _____

Instructions to the site team

STRUCTURE OF THE REPORT:

Part I — General Information: The team should include the updated General Information pages prepared by the unit. The unit is expected to provide a digital copy in a Word file for the chair to include in the digital report sent to the ACEJMC office. **DO NOT ACCEPT A PDF** of these pages.

Part II — Evaluations regarding individual standards: To enter material into the report, click into the template in the spaces provided and type; the spaces will expand to accommodate your writing. The sections of the report addressing each standard are structured as follows:

Full statement of the standard: For your convenience, this report form includes the full statement of each standard, complete with lists of indicators and suggested evidence.

Unit performance regarding indicators: The report should address the unit's performance regarding **each indicator for each standard**. Some indicators have more than one element. If the unit has requested a waiver of any indicator, the team must consider this request. The decision to grant or deny such a waiver must be clearly explained and supported in the report.

Overall evaluation, compliance/non-compliance: The team must conclude its evaluations of the unit's performance regarding each of the nine standards with either "compliance" or "non-compliance."

Part III — Summary by site visit team: This section summarizes the team's major findings and evaluations.

GENERAL NOTES:

Overall recommendation regarding accreditation: Accreditation status is determined by the degree to which the unit's program complies with the standards of accreditation and the degree to which the program accomplishes its stated goals. An accumulation of inconsistencies and weaknesses, or a major shortcoming in one or more of the standards, could jeopardize the accreditation status of a unit.

Clarity and accuracy: The Accrediting Committee and the Accrediting Council will base their decisions on the information and explanations presented in this report, so the site visit team has an extremely important obligation to provide complete, clear and accurate information. Teams must avoid words that can have different meanings for different people and must use clear, concise language.

Non-prescriptive evaluation: The site visit team may offer suggestions on how to address weaknesses and deficiencies but should not be prescriptive about specific courses, faculty composition or other improvements.

Individual sequences: For the curriculum standard, teams **MUST** describe and evaluate individual academic sequences in the unit. For other standards, it may be appropriate for the team to comment about individual sequences.

PART I: General information

The team should insert here the updated General Information pages prepared by the unit in advance of the visit and provided in a Word document. The pages may be copied and pasted. **(DO NOT ACCEPT these pages in a PDF.)**

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 14 – 21) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: Louisiana State University

Name of Unit: Manship School of Mass Communication

Year of Visit: 2015

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

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

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

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

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

*The Louisiana State Agricultural & Mechanical College, established by an Act of the Legislature in 1874, opened in New Orleans on June 1, 1874, where it remained until merging with Louisiana State University on January 2, 1877. That same year, the university was designated as a land-grant college. The two state institutions began their first joint session on October 5, 1877, under the name *Louisiana State University and Agricultural & Mechanical College*.*

The first Baton Rouge home of the newly named institution took up residence at what was the Institute for the Deaf, Dumb, and Blind. In 1886, the institution moved to the federal garrison grounds (now the site of the State Capitol). Construction of the present campus started in 1922; the formal dedication of the present campus took place on April 30, 1926.

Today, LSU holds a prominent position in American higher education and is committed to meeting the challenge of pursuing intellectual development for its students, expanding the bounds of knowledge through research, and creating economic opportunities for Louisiana. LSU is in a state of dynamic transformation— changing and evolving to meet the needs of its students, faculty, and the people of Louisiana. LSU's chief academic divisions have grown in size and changed names and focus over its more than 150 years of operation to accommodate increasing demand from students and the progression of academia and research.

LSU is designated as a land-, sea- (1978), and space-grant (2005) institution. It also holds the Carnegie Foundation's designation as a Research University, reflective of LSU's very high research activity. LSU's instructional programs include 193 undergraduate and graduate/professional degrees. Since its first commencement in 1869, LSU has awarded more than 250,000 degrees. The university produces about 24 percent of Louisiana's baccalaureate graduates, approximately 22 percent of the master's graduates, and about 54 percent of the doctoral graduates. In 2013-14, LSU awarded 6,249 degrees.

The university is a member of the American Council on Education, an organization of accredited post-secondary educational institutions founded in 1918; the Association of Public and Land-Grant Colleges, founded in 1962 to represent the major public universities and land-grant institutions; and the American Association of State Colleges and Universities, a select group of leading public institutions of higher education.

The LSU System is composed of eight institutions on seven campuses in five cities. The System was established by an act of the Louisiana Legislature on February 6, 1965 and includes LSU A&M; LSU Agricultural Center; LSU Health Sciences Center New Orleans; LSU Health Sciences Center Shreveport; LSU Alexandria; LSU Eunice; LSU Shreveport; and Pennington Biomedical Research Center.

The governing body of the LSU System is the Board of Supervisors, composed of 15 members appointed by the governor to staggered, six-year terms and one student member elected to a one-year term by fellow LSU System student government leaders.

-Summarized from the Louisiana State University General Catalog

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

Yes

No

If yes, give the date of the last accrediting visit: 2009-2010

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1946

6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

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

7. What are the type and length of terms?

Semesters of 15 weeks

Quarters of weeks

Summer sessions of 5 or 8 weeks

Intersessions of 2.5 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC. *Indicate online degrees.

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

M.M.C. – Master of Mass Communication

**10. Credit hours required by the university for an undergraduate degree:
(Specify semester-hour or quarter-hour credit.)**

120 semester-hours

Credits hours required for a professional master's degree:

34 semester-hours

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

3 semester-hours

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

Name of Sequence or Specialty	Person in Charge
Journalism	Roxanne Dill
Public Relations	Jinx Broussard
Digital Advertising	Yongick Jeong
Political Communication	Martin Johnson

13. Number of full-time students enrolled in the institution: 25,572

14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total) (as of the 14th day of fall 2015):

Name of Sequence or Specialty	Undergraduate majors
Journalism	129
Public Relations	228
Digital Advertising	107
Political Communication	88
Pre-majors	500
Total	1052
<u>Manship pre-majors</u>	
Digital Advertising	33
Journalism	101
Political Communication	58
Public Relations	104
Undeclared Concentration	204
Total	500

15. Number of graduate students enrolled onsite: 71 **online:** N/A

- 16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.
 (* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)**

	Spring 2015	Fall 2015
MC 2005—Intro to Reporting		
Section 1	16	19
Section 2	11	18
Section 3	16	--
MC 2010—Media Writing		
Section 1	17	20
Section 2	13	14
Section 3	15	18
Section 4	20	18
Section 5	18	19
Section 6	15	18
Section 7	17	14
Section 8	12	17
Section 9	19	15
Section 10	17	18
Section 11	18	17
Section 12	9	--
MC 2011—Media Writing, Honors		
Section 1	11	19
MC 2015—Visual Communication		
Section 1	16	19
Section 2	19	19
Section 3	19	18
Section 4	16	--
Section 5	17	12
Section 6	18	18
Section 7	19	18
Section 8	16	13

Section 9	--	17
Section 10	--	20
MC 3001—Public Relations Writing & Applications		
Section 1	--	21
Section 2	--	18
Section 3	--	16
Section 4	--	15
Section 5	--	12
MC 3031—Adv. Creative Strategies		
Section 1	18	18
Section 2	16	17
Section 3	18	--
MC 3103—Print Advanced Newsgathering		
Section 1	16	15
MC 3104—Broadcast Advance Newsgathering		
Section 1	--	18
Section 2	16	--
MC 3520—Political Communication Writing		
Section 1	17	14
MC 4001—Public Relations Writing & Applications		
Section 1	18	--
Section 2	18	--
Section 3	18	--
MC 4031—Advertising Design		
Section 1	18	19
MC 4250—Public Affairs Reporting		
Section 1	--	14
MC 4260—Long-Form Video Production		
Section 1	5	--
MC 4280—Television News Producing		
Section 1	--	15
MC 4500—Advanced Journalism		
Section 1	20	15
Section 2	5	--

17. Total expenditures from all sources planned by the unit for the 2015 – 2016 academic year:

Percentage increase or decrease in three years:

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

The estimated budget expenditures for the Manship School in 2015-2016 totals \$4,497,388. This estimation includes state funds and professorships, but does not include anticipated donated funds.

The amount of expenditures from state funds has remained relatively stable over the last three years, with the exception of full-time faculty salaries. The amount expected to be spent on full-time faculty salaries in the 2015-16 academic year is \$3,160,033. This represents nearly a 3% increase over the previous academic year.

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

Len Aparcar, Switzer Chair
Jinx Broussard, Professor
Paige Brown, Lamar Family Visiting Scholar
Steve Buttry, Student Media Director
Cindy Carter, Professional-in-Residence
Jerry Ceppos, Dean
Brian Charles, Professional in Residence (course release Fall 2015)
Erin Coyle, Assistant Professor
Joshua Darr, Assistant Professor
Louis Day, Alumni Professor
Margaret DeFleur, Professor
Roxanne Dill, Instructor
Johanna Dunaway, Associate Professor
Joshua Grimm, Assistant Professor
John Hamilton, Professor
Michael Henderson, Assistant Professor of Research (no Manship teaching in Fall 2015)
Jun Heo, Assistant Professor
Yongick Jeong, Associate Professor
Martin Johnson, Reilly Chair
Robert Mann, Manship Chair (on sabbatical Fall 2015)
Andrea Miller, Associate Professor
Jensen Moore-Copple, Assistant Professor
Tad Odell, Instructor
Hyojung Park, Assistant Professor
Raymond Pingree, Assistant Professor
Lance Porter, Associate Professor (on sabbatical Fall 2015)
Meghan Sanders, Associate Professor (course release Fall 2015)
Kathleen Searles, Assistant Professor
Jay Shelledy, Greer Chair
Judith Sylvester, Associate Professor
Sadie Wilks, Instructor
Kasey Windels, Assistant Professor

19. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Fall 2015

Zeynep Altinay
Robert Anderson
Sara Bongiorno
Ellada Gamreklidze
Amber Goodwin
Jennifer Macha Hebert
Tim Klein
Venessa Lewis
Courtney Marse
Michelle McCalope
George Morris
Wendy Overton
Hunter Territo
Freda Yarbrough

Spring 2015

Robert Anderson
Sara Bongiorno
Joel DiGrado
Amber Goodwin
Jennifer Macha Hebert
Kristen Higdon
Venessa Lewis
Michelle McCalope
George Morris
Marguerite Ritter
Hunter Territo
Freda Yarbrough

20. Schools on the semester system:

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

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2014-2015 academic year	_ 240_	_240_	_100%_
2013-2014 academic year	_246_	_246_	_100%_

21. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside the major.

Year	104 or more quarter hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2014-2015 academic year	__n/a__	__n/a__	__n/a__
2013-2014 academic year	__n/a__	__n/a__	__n/a__

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Indicators:

- (a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.
- (b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.
- (c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.
- (d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.
- (e) Faculty, staff and students have avenues to express concerns and have them addressed.

Evidence:

A mission statement

A written strategic or long-range plan with date of adoption/revision and any timeline for achieving stated goals

A faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy

Minutes of faculty meetings, committee meetings and reports

Assessment of unit administrator by faculty and by administration outside the unit

Files on searches and hiring decisions for administrators

Files on concerns and complaints

For units requesting evaluation of a professional master's program:

Indicators:

(f) The unit has a separate written mission statement and a written strategic or long-range plan that provides vision and direction for the professional master's program's future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

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

Evidence:

A written mission statement for the professional master's program

A written strategic or long-range plan with date of adoption/revision and any timeline for achieving stated goals

Documents demonstrating administrative oversight for the professional master's program

A faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy for the professional master's program.

OVERVIEW

The roots run deep at Louisiana State for the teaching of journalism. Indeed, they can be traced to the Department of English, where journalism courses were first offered during the 1912-1913 academic year. In 1915, journalism became a department; in 1931, it was made a school; in the immediate post-World War II years, it was in the cohort of the first accredited programs; in 1984, it was named the Manship School of Journalism; it was renamed the Manship School of Mass Communication in 1992; and in 1994, it became an independent entity and rapidly began its ascension into the ranks of the country's strongest programs.

LSU, which enrolls more than 25,000 students, is a land-, sea- and space-grant institution. A Carnegie Foundation Research University, it has conferred more than 250,000 degrees since its first commencement in 1869. The LSU System is composed of eight institutions on seven campuses in five cities.

In describing the overall higher education landscape in the state, the self-study notes also that 18 Louisiana universities “offer programs that in some respect duplicate the Manship School’s undergraduate programs; five have master’s programs that overlap.” In addition to LSU, five Louisiana universities have ACEJMC-accredited programs. To add perspective, the self-study states: “This proliferation of programs notwithstanding, the Manship School is the largest in the state and the only one offering bachelors, master’s and doctoral degrees.”

The self-study provides an overview of the major advances of LSU over the past quarter-century, noting that it has “pointedly—and accurately—branded itself as the state’s flagship university.” And despite challenging budgetary times, the institution has continued to move forward aggressively.

The Manship School enrolls 1,052 undergraduates, 500 of whom are pre-majors, and 44 master’s degree students, 37 of whom are in the professional track. The Bachelor of Arts in Mass Communication (B.A.M.C.) program and the Master of Mass Communication (M.M.C.) professional track programs are within the scope of this review.

Enrollment of majors in the B.A.M.C. program by concentration: Digital Advertising, 107; Journalism, 129; Political Communication, 88; and Public Relations, 228.

The School takes pride in its strategic planning process, which was begun in earnest in the early 1990s.

The self-study makes numerous references to the School’s *focus*: “Teaching and conducting research at the intersection of media and public affairs.” It also makes clear that, “in addition to that signature interest in media and public affairs, the school has dramatically increased its emphasis in technology in the past four years—both in the delivery of information and in the use of technology to gather information.”

Its *vision*: “By promoting time-honored professional values while embracing change, we seek to be a national leader in mass communication and public affairs, to position the school at the center of the university, to remain aggressive in building bonds with a broad range of constituencies on and off campus, and to engage and promote diversity inside our school and out.”

Its *mission*, which applies to its undergraduate and graduate programs: “[T]o produce highly competent communicators with broad knowledge and training in the liberal arts and the media. The school

promotes effective communication, critical thinking, and ethical responsibility. Through its teaching, research, and public service, the school is committed to leading the study and practice of media and public affairs. Believing that media should reflect and provide leadership to society, the school seeks diversity in its outlook, student body and staff.”

Commendably, the School notes in its strategic plan that it shares “the values of our accrediting body: The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies.”

Unit performance with regard to indicators:

(a) The unit has a written mission statement and engages in strategic or long-range planning that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The School has a history of strategic planning that can be traced to 1992, before the university systematically began to emphasize it. Now, the School’s planning naturally and clearly aligns with that of the university and is linked to LSU’s strategic plan--*Flagship 2020: Transforming Lives*--whose broad goals are discovery, learning, diversity and engagement. The School’s five overarching goals—complete with metrics that highlight recent accomplishments, strategies and performance indicators—are: (1) strengthen an undergraduate program that works to graduate renaissance communicators equipped to become leaders in rapidly changing communication industries; (2) continue development of a nationally recognized graduate program by expanding and focusing on media and public affairs; (3) enhance the school’s emphasis on high quality teaching and an up-to-date curriculum that represents the society and the school’s areas of concentration; (4) expand the school’s focus on mass communication and public affairs as a means of further strengthening the school’s national reputation; and (5) strengthen the school’s deep, broad involvement on campus and through nationally visible service. Active involvement in the School’s long-range planning extends beyond its faculty and leadership team. The self-study appropriately notes that the unit “makes a habit of consulting widely outside the school. Two formal bodies, the Board of Visitors and Alumni Board, are especially important in providing advice and have been critical to many of the school’s advances.” Without doubt, the School takes long-range planning seriously and works to plan in sync with the university. The university’s central administration supports the School—by its words, actions and funding.

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

Faculty members play an active, crucial and appropriate role in governance. The School’s philosophy, according to the self-study, is “to engage faculty constructively with an emphasis on giving them responsibility as well as scope for comment.” University and School handbooks clearly address procedures. Faculty members are convened regularly in small- and larger-group sessions. In 2014-2015, the faculty of the whole met 12 times. Faculty and several members of the staff also attended two day-long retreats. Faculty members within the various academic areas—Digital Advertising, Journalism, Political Communication and Public Relations—also met primarily to discuss curricular issues. A logical range of standing committees is in place, including: search, curriculum and assessment, management, admissions and appeals, diversity, graduate, facilities and equipment, budget, scholarships

and awards, handbook policies, promotion and tenure, and Hall of Fame/Alumni Board. Recent ad hoc committees include accreditation and Southeast Colloquium.

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

The chief administrative officer of the School is its dean, who reports to the university's provost and executive vice president. The dean, a longtime respected newspaper editor and media executive, is in his fifth year. He is the second permanent dean since the School achieved independent status in 1994. The founding dean of the School is credited with strategically and aggressively leading the program to national prominence. He left the deanship in 2010 to become interim provost of LSU, before returning to the School's faculty as a full professor in 2012. The School was led by an experienced interim dean, who now is a professor emeritus, in 2010-2011. When fully staffed, the dean's management committee includes associate deans for graduate studies and research, undergraduate studies and administration, and research and strategic planning, along with the director of student media, the director of the Reilly Center for Media & Public Affairs, assistant deans for administration and finance, and the Instructional Technology manager. The School also has area heads who serve three-year terms and report to the associate dean for undergraduate studies. The four area heads are elected by faculty members of the bachelor's degree concentrations: Digital Advertising, Journalism, Political Communication and Public Relations. The School is perceived as well run, although some expressed frustration about the slowness of searches. The dean is well liked. He is credited with leading the School's evolution of a curriculum to better meet the digital needs of the professions its students are entering. He enjoys the support of the faculty and the central administration. Common descriptors of the dean: very open, accessible, astute listener, even handed and consultative. One faculty member said he had preserved "peace and harmony within the faculty and staff" during challenging budgetary times. The School's external constituents and other administrators on campus praised his "authentic" collaborative style, commitment to teamwork, comfort working with professionals and academics, and approachability. The School's administrative team and senior staff are highly thought of by the faculty, earning universal praise for their work ethic and commitment to the program and its students.

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

The provost asks the faculty to evaluate the dean every other year. The provost considers faculty input as part of his annual evaluation of the dean. LSU deans are appointed to renewable five-year terms by the provost and president. The dean appoints associate deans for indefinite terms, and is responsible for their annual evaluations. Area heads stand for re-election every three years.

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

Procedures for the timely resolution of complaints and concerns are clearly outlined. The steps are well defined and followed by the School.

SUMMARY: Shared governance is apparent in the School, as is long-range planning. The dean is respected by the faculty, staff and central administration. The leadership team is viewed positively. A strong sense of community in the School is apparent, particularly considering the budgetary challenges of the past several years.

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

(f) The unit has a separate written mission statement and a written strategic or long-range plan that provides vision and direction for the professional master’s program’s future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The Manship School offers both a master’s and Ph.D. program. Only the professional track of the Master of Mass Communication (M.M.C.) is within the scope of this review. The M.M.C. in the Manship School is designed to prepare students for advanced careers in the area of media and public affairs. Students choose between two tracks – scholarly and professional – and can pursue the study of journalism, strategic communication (public relations and advertising) and political communication.

In the strategic plan, there are goals, strategies and performance indicators directly related to the M.M.C. The strategies discuss recruitment of scholars, implementation of the new M.M.C program that allows students to select a professional track or the scholarly track, as well as recruiting minority students.

The self-study notes that the interim associate dean for graduate studies and research works closely with the university’s Graduate School.

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

The position of associate dean of graduate studies and research has been in a state of flux over the past few years. After four years at the helm, the then associate dean became the director of a center at the School and then left to become dean elsewhere. During the 2014-2015 and 2015-2016 academic years, two individuals served as interim associate dean.

The associate dean oversees all aspects of the M.M.C. program, including recruitment and selection of students, oversight of the graduate curriculum and advising. The interim associate dean assists with the School’s graduate committee and the university graduate coordinating committee. There are nine members of the School’s graduate committee that organizes recruitment efforts and oversees the admission process.

Faculty members have oversight of the educational policies and curriculum in the M.M.C. program. Any member of the graduate faculty may propose changes to the curriculum. The proposals are reviewed by the School’s graduate committee, and then voted on by all graduate faculty members. After the graduate faculty approves the changes, the revised curriculum is sent to the university graduate council for final approval.

SUMMARY: The School has a strategic plan that provides vision and direction for the M.M.C. program.

Faculty members are actively involved in the future of the program by updating curriculum as needed and recruiting new students. Once a permanent associate dean is named, the M.M.C. program will continue to thrive.

Overall evaluation (undergraduate program), compliance/ non-compliance:

COMPLIANCE

Overall evaluation (professional master's program), compliance/ non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- 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;
- 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 current tools and technologies appropriate for the communications professions in which they work.

Units requesting evaluation of a professional master's program must also demonstrate how their professional master's graduates attain this additional core competency:

- contribute to knowledge appropriate to the communications professions in which they work.

Indicators:

- (a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.
- (b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.
- (c) Instruction, whether onsite or online, is demanding and **current**; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.
- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 20-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1. (Campaigns courses are exempt from the 20-1 ratio.)
- (e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).
Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.
Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Evidence:

Student records and transcripts

Unit bulletins and brochures

Syllabi and other course materials that demonstrate students are provided with instruction to enable them to acquire digital, technological and multimedia competencies in keeping with professional expectations.

Records of teaching awards and citations, curricular and course development grants, attendance at teaching workshops, and publications and papers on teaching

Class rosters of skills courses

Records and statistics on and evaluations of internships, with and without academic credit

For units requesting evaluation of a professional master's program:

Indicators:

- (f) At least half of the required credit hours are in either professional skills or courses that integrate theory and skills appropriate to professional communication careers.
- (g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

Evidence:

Course syllabi and other documents demonstrating the unit has a professional master's curriculum that prepares master's degree graduates for significant professional careers that provide leadership and influence

Graduate student records and transcripts

Undergraduate student records and transcripts demonstrating student experience equivalent to liberal arts education

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

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

The School is in 100 percent compliance. Students are required to take 120 hours to complete the Bachelor of Arts in Mass Communication degree, with 18 hours in the School core, and 15-18 hours in each of the four areas. An 18-hour minor in another department is required; the School is one of only two units on campus to have such a requirement. At least six hours of the minor must be in upper-division courses.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

The School offers concentrations in Digital Advertising, Journalism, Political Communication and Public Relations, with a good balance between theoretical courses and skills courses. The curriculum continues its long-time emphasis on writing, law and ethics, with modern additions that include a digitally focused class and digital components in most courses. Each concentration includes a capstone course and at least one area-specific research class. The nation's first endowed chair in media literacy was created.

The School began a rigorous review of the curriculum in 2010, for the first time in 15 years. A nine-member Digital Media Initiative Committee was established. Committee members studied other large media programs; evaluated the School's curriculum weaknesses; and met with executives in New York, Silicon Valley and San Francisco to determine what employers want from new graduates. The result is an added focus on digital, technological and multimedia competencies.

To enroll in the School, students must have a minimum 3.0 grade point average based on 30 college hours at LSU, earn a B or better in Media Writing, and submit a resume and essay. An admissions committee made up of administrators, advisers and representatives from each sequence grades the essays.

All Manship students must take:

MC 2010: Media Writing

MC 2015: Visual Communication

MC 2035: Digital Brands

MC 3080: Mass Media Law

MC 4090: Mass Media Ethics and Social Responsibility

MC 2000: Introduction to Mass Media

Of the six courses, the first five constitute the core; MC 2000 is a required premajor course.

Students take six hours of mass communication electives and 36 hours of general-education courses required by the university. The Board of Regents decision in 2011 to decrease degree requirements from 128 to 120 hours has not affected the 72 minimum hours required from outside mass communication, but it has had an impact on the School's ability to allow students to take more School electives.

The ACEJMC professional values and competencies are displayed throughout the School, attached to every syllabus, and discussed by instructors in classes and during student orientation.

DIGITAL ADVERTISING

The Digital Advertising concentration has 107 majors, comprising 21 percent of the School's majors. In addition to the five core courses detailed above (15 credit hours), students must take an additional six digital advertising courses: MC 2040: Advertising Industry and Society; MC 3031: Digital Advertising Creative Strategies; MC3035: Quantitative Audience Analysis; MC 4040: Advertising Problems or MC 4031: Advertising Design; MC 4045: Advertising Campaigns; and MC 3036: Qualitative Audience Analysis. Students must take one additional elective within the concentration.

All students must take a minor outside of the School. In addition, they must take a 2000 level accounting course, Introduction to Statistical Analysis and Principles of Marketing.

The frustration expressed by the students during the last site visit: understanding the breadth and depth of advertising and the industry, not being able to apply advertising principles to the digital world, and limited exposure to diversity issues appear to have been abated with the revised curriculum. However, both students and faculty members continue to express the desire for more flexibility in the curriculum and more advertising related electives.

Students praised the advertising faculty's teaching, approachability and helpfulness. They see the value of both ad clubs, and look for internships in the community even though they tend not to take them for credit.

JOURNALISM

The Journalism concentration has 129 undergraduate majors, about evenly split between students who express an interest in broadcast journalism and students more interested in print, although those differences don't matter as much in a somewhat converged curriculum. In addition to the five core courses, all Journalism students – print and broadcast – take Introduction to Reporting, a multimedia course. Students primarily interested in print journalism take Advanced Print Newsgathering; broadcast students take Advanced Broadcast Newsgathering. All Journalism majors take one elective from a list of four options: Television News Producing, Long-Format Video Production, Public Affairs Reporting or Feature Writing. The capstone Advanced Journalism course is co-taught by print and broadcast faculty members. The School also offers a news service field-reporting course that can replace Advanced Journalism. In-Depth Reporting focuses on data journalism and statistics.

Students were enthusiastic about the instruction they receive. They said their instructors set high standards and require hard work outside of class, and they value the strong professional backgrounds and connections of their professors. Internships and student media work are encouraged, they said, and almost all the students in the journalism session had completed internships. Some students said that while they are satisfied with the core curriculum, they would like more electives in specialty areas like sports journalism or entertainment media, and some said the School should offer more in-depth practice using social media and other digital tools.

Faculty members said they are working to reduce inconsistencies across sections of some courses, and have made changes to correct some frustrating situations. For example, in the past, some students had no exposure to multimedia until their senior year. Students and faculty members also expressed the desire for more visual communication courses.

The Journalism curriculum is enhanced by its affiliation with Student Media, an independent unit that became part of the School after the last accreditation review. The new director of Student Media is a nationally recognized leader in digital media storytelling. In summer 2015, The Daily Reveille generated headlines when the director blogged that LSU student media would explore scaling back on daily print publication while at the same time expanding digital media opportunities and training (many other campus media are doing the same thing). Some LSU students and alumni expressed concerns about moving too fast in that direction; the Student Media director plans to establish two student-led studies examining digital priorities and the center's operations and finances.

POLITICAL COMMUNICATION

The smallest of the four concentrations continues to be Political Communication, with 88 majors in fall 2015 (18 percent of the undergraduate majors). In addition to the five core courses, students must take: MC 3504: Introduction to Political Communication; MC 3510: Political Communication Research; MC 3505: Media and Policy Processes; MC 3520: Political Communication Writing; and MC 4520: Advanced Seminar in Political Communication. Students must take two additional mass communication electives.

Outside of the School, Political Communication students are required to take Introduction to Statistical Analysis and one of three designated 2000-level political science courses or a 4000-level political science course.

A number of students spoke with the team. The students were impressed with the program's quality and adaptability for a number of career paths, seeing it as good preparation for political reporting and public advocacy, as well as preparation for law school.

PUBLIC RELATIONS

The program provides a robust and challenging set of courses that balances the needs of theory/concept and practical skills. Public Relations students enroll in a series of core courses required of all Manship students, including overviews of media law, ethics and history. These are followed by public relations-specific core courses that emphasize writing and social media aptitude, and a challenging capstone service-learning course that allows students to apply the learned skills in a real-life exercise. A required basic accounting class is noteworthy in that it provides students with a foundation of business concepts and financial language, which are essential for later success in the workplace.

Public Relations is the largest concentration within the School, with 228 of Manship's 552 undergraduate majors and about half of its graduate students. There are currently five full-time faculty members with a public relations focus, and one assistant professor vacancy. As a result, the Public Relations program has limited ability to offer elective courses focused on advanced public relations topics and at times must use graduate students who possess professional experience to teach core skills, such as public relations writing.

- (c) Instruction, whether onsite or online, is demanding and **current**; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

DIGITAL ADVERTISING

The syllabi and class visitations indicated that instruction is current and students are excited at the prospect of using the new digital facility. Students believe they are prepared for the profession.

JOURNALISM

Instruction appeared current and in sync with industry needs in a changing environment. Professors spoke of giving students tools to help them adjust to changing technology, instead of spending a lot of time on skills that may be irrelevant in only a few years. They stressed that they emphasize effective use of new media. Students said that the instruction they receive prepares them well for internships and jobs, and added that they usually are more prepared to hit the ground running in multimedia jobs than their counterparts from other universities. Professors set high standards. Students praised the professional experience of their instructors and said they are accessible. Some faculty members have recent professional experience in the digital media world, including several with national reputations. Students and faculty members expressed excitement about the brand-new social media lab the School opened in Fall 2015.

POLITICAL COMMUNICATION

Both the faculty and students are excited about this program and believe it is an exceptionally demanding and exciting field.

PUBLIC RELATIONS

Students are introduced to the research skills required of public relations professionals. A research methods course takes students through the various tools employed in the profession, including a basic

SWOT analysis, qualitative and quantitative techniques, surveys, content analysis and evaluation. Lacking in the undergraduate curriculum, common to most programs around the country, is a required statistics class. Instead, students are exposed to statistical concepts as part of the research methods class.

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

The School is in compliance. Skills courses ranged from 12 to 20 students in Fall 2015.

- (e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

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

The School has a part-time, unpaid internship coordinator and a national, searchable internship database. Students and faculty members agreed that internships are encouraged. In spring and summer 2015, students received credit for 65 internships at local, regional and national sites.

The heads of each concentration area approve internships and oversee them via an online system. To get approval for a three-hour internship course, majors must have a minimum 3.0 GPA and 60 credit hours, and must have taken the first course in their concentration. Internships must be supervised in person; work for digital media done remotely needs the approval of the concentration chair and the associate dean for undergraduate studies before internship course credit is granted. Work for Student Media does not receive internship credit.

Students and employers submit a midterm and end-of-semester evaluation. Students are required to submit a five-page paper at the end of the semester. Interns must work 15 hours per week during fall and spring semesters, 28 hours per week during the summer. Employers grade the student on a scale from poor to excellent; the concentration head grades the internship pass/fail based on the employer evaluation and the student's final paper.

SUMMARY: The Manship School has a strong core curriculum with an appropriate balance of conceptual and skills courses and a relatively new digital media focus. Courses are in a logical sequence, and the curriculum meets professional expectations for multimedia competencies. Several innovative

initiatives are underway. New faculty members have been hired to help the School become a national leader in using social media and other digital tools in their storytelling and in media literacy.

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

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

The M.M.C. curriculum provides a solid foundation in scientific inquiry, media theory and the role of mass media in a democratic society. Students can select an area of concentration: journalism, strategic communication or political communication. Students must also select the scholarly track or the professional track. Only the professional track was examined for accreditation purposes.

The 2009-2010 site team found that the M.M.C. curriculum too broadly defined “professional skills courses,” and didn’t include many courses outside the core curriculum. In response to this weakness, the School launched a new M.M.C. curriculum in 2011-2012 that focused on the professional courses and strengthened the course electives. The new degree structure offers two tracks: scholarly or professional. The School removed one core course and added 10 courses outside of the core curriculum. Students can select to write a thesis, complete a project or take comprehensive exams. A student must complete 34 hours of course work. The change in the M.M.C. curriculum better reflects the ACEJMC requirement that at least half the credits be for skills courses or courses that integrate theory and skills.

The core of the M.M.C. program is 13 credits. The core courses include: MC 7000: Proseminar in Mass Communication (1 credit); MC 7001: Research Methods in Mass Communication (3 credits); MC 7002: Mass Communication Philosophy, Principles, and Ethics (3 credits); MC 7005: Public Opinion and Public Affairs (3 credits); and MC 7021: Mass Communication Theory (3 credits). Students then select 9 hours of professional electives, and 6 hours for the track (journalism, strategic communication or political communication). Professional track students then produce a professional project or write a thesis for an additional 6 credits. When students select to take comprehensive exams, they then need to take 6 additional credits of course work in an area of interest.

- (g) Instruction and curricular requirements for professional master’s students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

There are nine courses from which professional-track students can choose. Additionally, there are upper-division skills courses at the undergraduate level that have been identified as acceptable for M.M.C. students to take. The courses offered are tailored to the areas of concentration: journalism, strategic communication or political communication. There are three courses offered at the graduate level that will count for both the scholarly or professional track: MC 7019: Emerging Media: Theory, Applications, and Effects; MC 7031: Media Effects; and MC 7032: Health and Science Communication. When taking one of the 4000 level courses, M.M.C. students are required to complete additional work. It is possible to substitute courses with approval from the associate dean. During academic years 2011-12 through 2014-15, the school offered 226 credit hours of coursework for graduate students.

SUMMARY: The current M.M.C. curriculum reflects the ACEJMC requirements. The updated curriculum now provides more skills courses tailored to the professional track students. The number of

electives provides something for each concentration, and the approved undergraduate level courses are a good fit for the M.M.C. program.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE**

**Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE**

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Indicators:

- (a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.
- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.
- (c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.
- (d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.
- (e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

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

Evidence:

A unit-specific written plan, including progress toward goals

Syllabi and other course materials

Coursework in international cultures and in international communication

Records and statistics on faculty and staff hiring and on promotion and tenure decisions

Records and statistics on student recruitment, retention and graduation

Records on part-time and visiting faculty and speakers

Unit performance with regard to indicators:

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

The School has a diversity plan and a diversity committee. The plan was adopted in 2013 and revised in 2014 and 2015. The plan contains goals and strategies for areas such as increasing minority student enrollment and retention rates, increasing minority faculty hiring and retention, and increasing publications and presentations on multicultural topics; questions about multicultural issues are included on the School capstone exam. For example, one of the goals in the plan is to have 10 percent of adjunct/visiting faculty members and fellows from underrepresented ethnic and racial backgrounds. The diversity committee meets at least once each semester; during the process of revising the plan, the committee sometimes met monthly. University administrators, including the vice provosts, have served on the School diversity committee.

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

Students and faculty members had concrete examples of how diversity is incorporated into core courses. In addition, several courses on diversity topics are offered each year, including Multiculturalism and the Media, Civic Engagement, Youth and Media, and Race and Gender in Political Communication. Advertising and Public Relations courses have paired students with diverse clients. In News Media and the Policy Process, students examined coverage of the Ferguson, Mo., protests. The media ethics course has a module titled "Social Justice" and focuses largely on media coverage of minorities and includes a diversity-related case study. A number of School students have been part of the FBI Cold Case Initiative examining cases in which blacks died or disappeared at the hands of the Ku Klux Klan. The School received a Knight Foundation grant that allows students to use social media to report community news. The School offers service-learning courses in which students work with community organizations. School Study Abroad programs operate in Europe and Turkey. The School hosted the U.S. State Department Edward R. Murrow Program for Journalists in 2012 and 2013. Journalists came from Africa, China, Malaysia and Singapore.

The School partnered with New America Media, Scripps Howard Foundation and the Columbia University Graduate School of Journalism to create the Forum on Media Diversity, a website that provides information on diversity-related topics. Funding from the Knight Foundation supported a national conference of media diversity scholars, who produced a book, "Diversity Works."

Just after the site visit, a donor pledged \$1.2 million to complete a new chair in race, media and cultural literacy, the only such chair in the country. The holder of the chair is expected to teach at least one course in media diversity and to reinvigorate the national conversation about coverage of diversity-related issues and about hiring of diverse employees in the media industries.

- (c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

In Fall 2015, the Manship School had 32 full-time faculty members; 46.9 percent are female and 53.1 percent are male. The nonwhite faculty percentage was 18.75 percent, with one black male, two black females, one male Asian/Pacific Islander, one female Asian/Pacific Islander, and one non-resident alien. The percentage of females and nonwhite faculty members is lower than during the last self-study in

2008-2009. At that time, the nonwhite percentage was about 23 percent, with three African-Americans, one Asian and three female non-resident aliens. For females, the percentage in 2008-2009 was 54.8 percent.

The part-time/adjunct faculty was 71.4 percent female and 28.6 percent male in Fall 2015. There were two non-resident alien females and one black female.

The School's percentages are higher for full-time female faculty than the overall numbers for LSU, which reported that it is 35.8 percent female. The percentages for nonwhite faculty, however, were lower for the School than for LSU, which reported that its faculty is 23.4 percent nonwhite.

In 2014-2015, there were eight full-time faculty openings. There were 217 people in the applicant pool; 78 were females, and 70 were minorities. Finalists: 7 females, 7 minorities. Offers: 4 females, 5 minorities. Offers accepted: 0 females, 0 minorities.

Since the last accreditation review, one African-American woman has been promoted to full professor. Four women (one woman of color) and one Asian male have been promoted to associate professor and granted tenure. During the year of the site-team visit, two women (one a woman of color) were under consideration for promotion to associate professor with tenure.

LSU hired a vice provost for diversity in 2014 and search committee chairs were given additional diversity training. All search committees are required to have a diversity advocate on the committee.

Of the 17 faculty members hired in the past four years, seven are women and two minorities. Of the 17 School staff members, 11 are women and one is a minority.

Diversity committee members said the School has had opportunities to hire outstanding minority faculty members with doctoral degrees and substantive professional experience, but missed those opportunities by insisting too heavily on previous research publications and not being more flexible with hiring packages.

(d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The School has had some highs and lows in this area. The percentage of African-American students in the School is substantially lower than the state percentage and a little below the LSU university-wide percentage, but the percentage has increased since the last self-study in 2008.

In Fall 2014, nonwhite undergraduate enrollment in the School was 21.4 percent, an increase since the last self-study in 2008. School students were 10.3 percent black, 0.7 percent Asian/Pacific Islander, 5.6 percent Hispanic/Latino and 1.4 percent non-resident alien.

The state undergraduate student population was 32.4 percent black, 1.7 percent Asian/Pacific Islander and 0.5 percent Hispanic/Latino. For LSU as a university, the percentages were 11.5 percent black, 3.9 percent Asian/Pacific Islander, 5.6 percent Hispanic/Latino and 1.7 percent non-resident alien.

The School has among the best retention and graduation rates on the LSU campus. For the 2009 entering class, the four-year graduation rate for minority students was 67.3 percent (10 percentage points higher than the overall Manship School rate), but the percentage dropped substantially for the 2010 entering class (47.2 percent). School administrators said that transition to interim leadership led to less recruiting and less focus on nonwhite students. Retention remains strong, however, for minorities moving from first to second year, second to third year, and third to fourth year, with retention rates ranging from 73.6 percent to more than 90 percent.

The School and university have increased efforts to recruit minority students in recent years. The School sponsors the Louisiana Summer Journalism Institute, a one-week training program for high school students and incoming LSU freshmen. The School says that 40 percent to 45 percent of students in the program come from ethnically diverse backgrounds. An associate dean and other faculty members visit high schools throughout Louisiana and other states with high minority populations. Minority student ambassadors also help recruit.

Student organizations showed diversity in leadership positions, and several students of color have won national awards in recent years. A student won the 2014 PRSSA national Diversity Multicultural Scholarship, the Stephen D. Pisinski Memorial Scholarship and the 2013 Baton Rouge Area Association of Black Journalists Scholarship.

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

Students and faculty members agreed that the School has an inclusive environment and values diversity. The School follows LSU and state policies.

SUMMARY: The School has significant achievements on this standard, along with some challenges and room for improvement. The School, which received the first AEJMC diversity award in 2009 just before the last accreditation team visit, has continued to support diversity-related projects and efforts. The PRSSA chapter won the Public Relations Student Society of America National Diversity Award in 2013. An African-American professor wrote “African American Foreign Correspondents: A History,” which received the AEJMC History Division award for the best journalism and mass communication history book published in 2013, and was a finalist for the Kappa Tau Alpha-Frank Luther Mott best-researched book award. The same professor is associate editor of the peer-refereed journal *American Journalism*. The School awarded endowed research professorships to fund diversity-related projects, sponsored training sessions on diversity for faculty and featured a diverse group of School commencement speakers. The School works with the Reilly Center for Media & Public Affairs on diversity research; in 2013, the two sponsored a two-day symposium on coverage of the civil rights movement. Dorothy

Cotton, recipient of the 2010 National Freedom Award of the National Civil Rights Museum, was the keynote speaker.

M.M.C. Program

Diversity is something the graduate committee actively addresses in the recruitment process. The School has established a performance indicator tied to the strategic plan of recruiting at least 25 percent diverse students to the M.M.C. program. Recently, faculty members have been traveling to Historically Black Colleges and Universities in the state to recruit for the M.M.C. program.

A master's student who accepts a graduate assistantship from the School receives a full tuition waiver, a \$10,500 stipend for the academic year and health insurance. This is the same recruitment package the School offered during the last accreditation cycle. The Graduate Committee can nominate students for tuition exemption awards from the LSU Graduate School. According to the interim associate dean, the School is granted two of these awards at the master's level, but recently it has received additional support when other programs on campus have not had eligible nominees.

Of the 37 students on the professional track in the M.M.C., 15 students (40.5 percent) are from ethnically diverse backgrounds. During the last accreditation cycle, the School did not have a breakdown for the professional master's students, but the African-American graduate student population was 14.5 percent.

The core curriculum at the graduate level includes coursework that addresses gender, race, ethnicity and sexual orientation. For example, MC 7001: Research Methods in Mass Communication, included a student-led discussion of racial frames and the depiction of persons of color in the U.S. media. In MC 7005: Public Opinion and Public Affairs, students read and discuss *Why Americans Hate Welfare* by Martin Gilens, and discuss and work on projects related to coverage of LGBT issues. In the current accreditation cycle, a graduate class was also offered, titled MC 7033: Race and Gender in Political Communication, which examined immigration and cross-border issues.

SUMMARY: The School promotes diversity in the M.M.C. program through the current students enrolled and the coursework offered. The faculty actively recruit underrepresented populations. They look for ways to address ethnicity, race, gender and sexual orientation through class discussion and assignments.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE**

**Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE**

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

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Indicators:

- (a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.
- (b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.
- (c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept **current** through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.
- (d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.
- (e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Evidence:

Faculty and staff manuals or relevant policy procedural documents
Vitae for full-time and part-time faculty
Course evaluations and other methods of determining teaching effectiveness
Evaluation process for annual review of faculty contributions and performance
Search and hiring records

For units requesting evaluation of a professional master's program:

Indicator:

- (f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.
- (g) Graduate faculty teach the majority of professional master's courses.

Evidence:

Faculty vitae that demonstrate a clearly defined graduate faculty who meet the criteria for graduate instruction at that university.
Schedules of professional master's courses taught

Unit performance with regard to indicators:

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

The School has specific written policies for the recruitment and hiring of faculty members that include a search committee, faculty and student feedback. The search committee makes a recommendation to the faculty who vote on the candidates. The dean determines whether to accept the faculty vote and extend a

contract. Similar policies and processes are in effect for instructors. While the recruitment procedure for adjuncts is similar to faculty and instructors, the associate dean is charged with this responsibility.

Faculty members are evaluated on three criteria: teaching; scholarly and creative activities; and service to the school, university and larger professional and academic communities. The dean reviews all faculty members annually. As part of this formal process, faculty prepare an annual report of their work. The dean writes his report at the end of this process and then meets with each faculty member individually.

At the time of the annual review meeting with the dean, each faculty member provides the dean with a projected work plan for the following year. The faculty member and the dean review the document, making modifications as appropriate. This document establishes a basis for the next year's evaluation, although modifications are made during the year as needs and opportunities arise for the faculty member and the School.

Instructors are on annual appointments and are evaluated primarily on their teaching, although some may have additional service responsibilities. The dean evaluates each instructor annually. The promotion and tenure committee carries out a broader review, normally at three-year intervals.

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

The School has 32 faculty members, including the dean. Five searches are currently underway: four assistant/associate professor positions (one each in public relations, political communication, digital communication and journalism) and an associate dean for graduate studies and research

The percentage of core and required courses taught by full-time faculty has remained at approximately 70 percent over the past three years.

All full-time faculty members have produced research/creative work over the past accreditation period and all are involved in either School and/or university and/or community service.

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

The Manship School has a faculty that reflects its academic and professional mission. The majority (78.3 percent) of the faculty have professional experience averaging 14 years of professional experience and 10.8 years of teaching experience.

Of the 32 full-time faculty members (of which 10 share some type of joint appointment), 23 hold a Ph.D., three hold a master's degree, one has an MFA degree, and five have a bachelor's degree.

Further commitment to professional experience is evidenced by the fact that three notable professionals currently hold endowed chair positions.

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

Teaching evaluations are administered each semester in all courses. There is also a faculty-mentoring program, which includes classroom observation. The observation is discussed with the junior faculty member, and is included in an annual mentor's report

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

The Manship School is considered a center of academic excellence and a leader in promoting LSU's acumen in media and public affairs. The faculty seems to be generally engaged and respected across campus.

SUMMARY: Faculty members are hired with the School's dual commitment to scholarly and professional excellence in mind. Junior and senior faculty members are actively engaged in scholarship, teaching and service. Their collegiality also is evident within the School and across campus.

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

- f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.

Members of the graduate faculty may be associate members, full members, a research affiliate, or a professional affiliate, and emeritus. Usually, a tenure-track assistant professor is an associate member of the graduate faculty; an associate or full professor is a full member of the graduate faculty. The academic unit may nominate individuals in non-tenure-track/tenured positions for graduate faculty membership. The graduate school and graduate council approve the nominations and memberships.

- (g) Graduate faculty teach the majority of professional master's courses.

When a graduate courses needs to be taught by a faculty member not on graduate faculty, the associate dean can petition the graduate school for approval. This usually occurs when a skills courses is needed and the professional teaching the course may not have graduate faculty designation.

During the three years prior to the 2015 visit, 85.79 percent of the graduate courses in the M.M.C. program were taught by graduate faculty members (range of 82.76 percent to 88.89 percent). When courses were not taught by a graduate faculty member, the program was granted permission from the graduate school for an exception.

SUMMARY: Qualified faculty members teach the M.M.C. program. The School also ensures M.M.C. courses are taught by graduate faculty. The School makes a conscious effort to make sure the right

person teaches the right class, and this is demonstrated by the willingness to petition the graduate school for exceptions.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE**

**Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE**

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

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Indicators:

- (a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.
- (b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.
- (c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.
- (d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.
- (e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

Evidence:

Faculty guides or manuals on tenure and promotion
Records of sabbatical and other leaves, travel funds and grant support
Records on faculty promotion, tenure and other forms of recognition
Faculty vitae and unit reports on research and creative and professional activities

Unit performance with regard to indicators:

- (a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.
The School requires scholarship of all faculty members and supports it in three ways: time, money and facilities.

Faculty members with graduate status (either full members, associate members, research affiliates or professional affiliates) carry a 2-2 teaching load.

The School has a number of endowed professorships, which it awards competitively to faculty members in support of high-level continuing scholarship. Faculty members use these professorships for such things as supplementing research travel budgets, hiring research assistants or paying for the implementation of research instruments. Professorships are awarded in two ways: faculty applications and discretion of the dean (permanent professorships). There are currently nine permanent professorships. The number of competitive professorships awarded each year remains (normally 13 or 14) consistent with the previous self-study period. These grants typically do not exceed \$8,000.

In the self-study year, 26 faculty members (70 percent) received full or partial funding from the travel budget for research-related trips. An additional six received university travel grants.

Somewhat unique, the School has three main research facilities, the Public Policy Research Lab, the Media Effects Lab and the Social Media Analysis and Creation Lab, dedicated to furthering student and faculty scholarly and applied research.

The university also supports scholarship by offering a summer stipend scholarship to junior faculty members (nine have been awarded to Manship faculty members within the last accreditation period) as well as faculty research grants. Support is also available from the Louisiana Board of Regents.

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

Manship expectations are well delineated in their School policy and in the advertisements for each position

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

As stated in Manship *Policy 102 III.B*, "faculty members are expected to conduct research and/or to engage in other creative and artistic activities appropriate to their disciplines and to the mission of the school. Research is defined as a systematic attempt to discover new knowledge or to test and modify existing knowledge using a recognized method and the publication or dissemination of the results of that scholarly inquiry. Creative and artistic activities are defined as the production of original works that reflect outstanding professional activity and enhance the faculty member's professional credentials. A third category of defined research in the Manship School of Mass Communication consists of activities that redefine or advance communication standards. All these activities must include research and critical thinking."

This is supported by the university governing document on promotion: "The term scholarship is used here in a broad sense to signify *contributions to knowledge, in the disciplines appropriate to the department, at a level of quality and significance that is competitive by national standards.*"

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

The scholarship and professional activity of the faculty admirably reflect the time, money and on-campus resources available. Between 2009 and June 2015, faculty members received 17 external grants, published 24 books and 44 book chapters, gave 248 refereed and invited presentations, and published 183 scholarly and professional articles. Of note, all full-time faculty members have contributed to this research and scholarly output.

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

The Manship School is committed to leading the study and practice of media and public affairs. Accordingly, the School offers a number of symposia and visiting speakers through the auspices of the Reilly Center for Media & Public Affairs.

Faculty, undergraduate and graduate students in the School collaborate to conduct group and individual research in the unit's four research groups: the Media Effects Research Group, the Political Communication Research Group (PCRG), the Crisis Communication Research Group and the Digital Advertising Research Team (DART).

SUMMARY: The School has a dynamic research environment with research facilities, professorships, collaborative research groups and conference travel support. Faculty members believe they are well supported for any and all research projects they want to undertake.

M.M.C. Program

SUMMARY: The last site-team report noted that graduate students were presenting research and traveling to conferences. Currently, there is no clear indication of professional track master's students presenting research at scholarly conferences. A majority of the M.M.C. students elect to write a thesis rather than complete a project or write comprehensive exams, but these projects are not widely disseminated. If a master's student wants to attend a conference, he or she could apply for a \$200 award from the LSU Graduate School. A student can also ask the associate dean for graduate studies for funding to cover registration or other travel expenses, but it is not a common practice.

Faculty members also can request funding to support research efforts of student research groups. The group has to include at least two students – undergraduate, M.M.C., or doctoral students. There are several labs students have access that are discussed in Standard 7. M.M.C. students interviewed said that they help faculty members with research but see traveling to academic conferences as something that the Ph.D. students should do. Several also noted that class research projects are currently under review at academic journals.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE**

**Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE**

PART II — Standard 6: Student Services

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

Indicators:

- (a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.
- (b) Faculty are available and accessible to students.
- (c) The unit keeps students informed about the activities, requirements and policies of the unit.
- (d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.
- (e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes this information on its website.

Evidence:

Student records and files

Advising guides, manuals, newsletters and internal communication

Statistics on enrollment, scholarships, retention and graduation and Web links where this information is regularly and clearly made available to the public

Examples of student media and information about student professional organizations

For units requesting evaluation of a professional master's program:

Indicators:

- (f) The unit has appropriate admissions and retention policies for the professional master's program. The enrollment, retention and graduation data are published on the unit's Website.

Evidence:

Statistics on graduate enrollment, scholarships, retention and graduation and a Web link where the data are published

Documents and records demonstrating the professional master's program has appropriate admissions and retention policies

Unit performance with regard to indicators:

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

Retention and graduation rates at the Manship School are among LSU's highest, with four years being the normative time for degree completion. This is a strong indication of the success of the School's counseling efforts.

The School has two full-time academic counselors, one of whom is an assistant dean. Together they have a total of 40 years experience at LSU. One of these counselors is devoted to advising master's students throughout the application and matriculation process. While the undergraduate dean and associate dean for graduate studies have some advising responsibilities, faculty members are not involved in the formal academic advising of undergraduate students. Their role in advising is primarily for career development.

The School begins communicating its admission and graduation requirements to high school students on all printed materials, the School website and to prospective students at all recruiting events. The counselors are present at all eight freshman orientation sessions in the summer hosted by LSU, making sure all incoming students are registered. Additionally, there are two transfer orientations in the summer and one in the fall to make sure students from other institutions get credit for and take the classes they need.

The counselors in the School advise all of the majors, pre-majors and graduate students. Students are encouraged to meet with a counselor at least once per semester to keep them on track for graduation. During the busy week prior to scheduling for the following semester, appointments are encouraged, but walk-ins are also accommodated. Students said the advisers are generally very accessible and describe their counseling experience very positively. "They make you feel like family" is how more than one student described their experience. More importantly, the students said counselors were able to help them overcome scheduling, course credit or other institutional problems.

The School also asks about advising on an exit survey completed by all graduating seniors. For the period spanning fall 2012 to spring 2015, 96 percent to 98 percent of graduating seniors reported seeing a counselor for advising and 92 percent to 95 percent reported finding counselors to be helpful on matters related to the curriculum.

Finally, the university also tracks undergraduate student progress through its Comprehensive Academic Tracking System (CATS), designed to ensure students graduate in a timely manner.

(b) Faculty are available and accessible to students.

In addition to time in class, full-time faculty members, adjuncts and graduate instructors are required to have two formal office hours per week for each three-hour class. These office hours must be communicated via the syllabus and posted outside the faculty member's office. Students are encouraged to meet with faculty members during office hours or to set up an alternate appointment time.

In addition, many faculty members voluntarily share email addresses and phone numbers. Some use Twitter and class-specific hashtags to share course-related material. Additionally, teaching evaluations include a question on the instructor's availability for assistance outside of the class, and scores show students are satisfied with faculty availability.

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

The School and the Registrar's Office notify students of official advising periods, registration priorities, important deadlines and events. Reminders are also forwarded to students via the *Manship Weekly*, an

online newsletter produced by the School's student ambassadors. The School also communicates actively with students via Facebook, Twitter and Instagram. In general, students say they are satisfied with the amount and quality of the information they receive.

(d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

One of the School's great strengths is the breadth and quality of the extra-curricular opportunities for students. It provides nine primary and six other programs for professional development, with LSU Student Media and the Public Relations Student Society of America being the largest. These two programs, and the vast majority of the remainder, regularly win university, regional and national awards from professional organizations, such as AdFed, PRSSA and the SPJ.

Students, when describing their Manship experience, often speak most proudly about the impact these organizations have had on their professional awareness and skills. And executives in the regional media and the communications industries often mention the quality work being done by students in the context of these programs.

Since the last accrediting review in 2009-2010, it is notable that the School has opened the Mass Communication Residential College to improve second-year retention and help about 90 freshmen in their transition to college and their admission into the School. The Mass Communications Residential College students consistently have the highest freshman grade-point averages compared to other residential colleges on campus.

This is the first complete ACEJMC reporting cycle that the Office of Student Media has been part of the Manship School. More than 260 students, all paid, produce news, information and advertising across all platforms. The director of Student Media and four full-time staff members advise students and oversee fiscal policies. Six units make up Student Media: The Daily Reveille, LSU's five-day student newspaper; Legacy magazine, published four times annually; Tiger TV with weekly news, sports and entertainment programming; the Gumbo, the university's yearbook; KLSU-FM, a 5,700-watt radio station; and lsu.reveille.com, which serves as an umbrella website for all entities.

The LSU chapter of the PRSSA won awards for diversity and other achievements from PRSSA National in 2011, 2013 and 2014. It also won LSU awards for most outstanding multi-cultural/diversity program and most outstanding collaborative program. Students are also regularly elected to national office positions and are awarded scholarships by PRSSA and the Public Relations Association of Louisiana.

The student chapter of the Society of Professional Journalists regularly performs well in SPJ's journalism competitions. Over the last four years, the School has had two national winners, 2011's best television news reporting and 2012's best all-around daily student newspaper. The School also had another 12 national-level finalists. In LSU's four-state region, the Manship School had 40 regional winners and another 44 finalists over that four-year period.

Other primary student groups include: Association of Black Communicators, which promotes the advancement of African-American students in all four of the Schools disciplines; ImPrint Communications, a student-run public relations firm, which allows students to work with local Baton Rouge clients and gain professional experience; the LSU Advertising Federation, which promotes LSU advertising students by providing career opportunities and networking; the Society of Politics,

Communication & Law, the School's newest and fastest-growing student professional organization, which provides opportunities for political communication students to work on projects, campaigns and special programs around the School and in the Baton Rouge community; Kappa Tau Alpha, the national college honor society promoting scholarship in journalism and mass communication; and the Manship Association of Graduate Students, which offers professional development and social opportunities for graduate students.

- (e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.

Data regarding enrollment and retention of diverse students is maintained by the associate dean for undergraduate studies. Numbers are reported on the Manship website. The School also tracks the number of students who apply to get into the School along with their concentration, gender and ethnicity. It compares that number with the number of students who have graduated.

SUMMARY: The School has a high-quality system to support the learning and academic progress of its students. Most notably, the School's counselors, highly regarded by students, are very effective in helping drive a retention and graduation rate that is among LSU's best. And the School's strong line-up of award-winning extra-curricular activities allows students to sharpen their professional skills and open doors to career opportunities.

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

- (f) The unit has appropriate admissions and retention policies for the professional master's program. The enrollment, retention and graduation data are published on the unit's Website.

The School's associate dean for graduate studies and research is the main adviser for students in the M.M.C. program. The School also has two full-time academic counselors. One of these is supposed to devote 50 percent of her time to advising master's students. However, it was pointed out several times by faculty members that M.M.C. students need advising at the same time undergraduates are working on their semester scheduling, so resources are stretched to meet both the M.M.C. students and undergraduate advising. Students may also receive advising from their thesis supervisor or committee members once those have been selected. The students did not echo the faculty concerns about the arrangement in the number of academic counselors. Students interviewed said it was very easy to make an advising appointment, and there were plenty opportunities to discuss course substitutions or offerings with the interim associate dean for graduate studies.

It is also important to note MC 7000: Proseminar in Mass Communication, a pass/fail course, is required for students to introduce them to faculty research areas, survey of the field of mass communication, and professional and academic career preparation. Students interviewed said MC 7000 was extremely helpful in making the adjustment to graduate school.

The M.M.C. program is designed so full-time master's students can complete the degree in two years. The table provided in question 10 of this standard shows that retention rates for the last five years ranged from 75 percent to 83.3 percent. Graduation rates ranged from 50 percent to 55 percent in two years, and

58 percent to 75 percent in a three-year time period. It is important to note students enrolled in the M.M.C. program may be working full-time in the mass communication industry while they are taking courses. During the faculty interviews, it was mentioned that M.M.C. students often take a position prior to completing their thesis, project or comprehensive exam, thus delaying their graduation date.

All students must maintain a 3.0 to remain in good standing with the graduate school.

SUMMARY: The School is committed to the M.M.C. program. Students find Proseminar in Mass Communication helpful in the transition to graduate school. The students also noted it was very easy to get advice on course scheduling from the half-time counselor or the interim associate dean. One thing that came up in conversation that could impact time to degree is the number of M.M.C. classes offered during a normal working day (8 a.m. – 5 p.m.). It was noted this could pose a challenge for the professional track students working full time while in the M.M.C. program. One interviewee has the support of her supervisor to make up the time she misses at work by staying late one evening. In the future, if the M.M.C. program continues to grow, the School may need to examine the course scheduling and advising opportunities for students on the professional track.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE**

**Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE**

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Indicators:

- (a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.
- (b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.
- (c) The facilities of the unit enable and promote effective scholarship, teaching and learning.
- (d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.
- (e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

Evidence:

A detailed budget

Tour of the buildings and review of equipment

Details of private annual fund-raising efforts

Details of unit endowments for faculty chairs and professorships, programs, scholarships and other restricted accounts

Unit performance with regard to indicators:

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

The School's annual expenditures clearly align with its strategic plan. As pointed out in the site-team's narrative assessment for Standard 1, the School is no johnny-come-lately to long-range planning, having engaged in it for nearly a quarter-century. And in recent years, as LSU has focused more extensively on university-wide strategic goals, the School has artfully worked to align its objectives within the inherently broader targets of the institution. This blueprint for progress has proven successful. The self-study correctly notes: "The school attempts to focus on its strategic plan, and it has now become virtually second nature to spend funds in ways that advance that plan. In large part this is because the school's objectives are fairly flexible and most decisions have school-wide applicability. The school's strategic plan is congruent with the University's Flagship Agenda, which means that funds flowing to it are generally in line with goals."

The self-study outlines the annual process for budgeting and spending that begins with the state Legislature's appropriation to the university. LSU's Office of Budget and Planning then works with academic units in the preparation of their annual spending plans. The self-study notes that final spending decisions for the School "are the province of the dean," who works collaboratively with the unit's management committee

Make no mistake, though. The years since the last ACEJMC review have been financially challenging. The university imposed spending freezes in 2010-2011, 2011-2012 and 2014-2015—and no raises were granted for academic year 2009-2010 through 2012-2013. The School persevered—and continued to

push forward, thanks in no small measure to privately raised funds. Remarkably, the School lost no positions during the extended period of austerity.

The university dodged another bullet earlier this year when President F. King Alexander, according to the self-study, successfully “led a statewide campaign against a proposed 80 percent cut in state funding for higher education.”

The School clearly is treated more than fairly by the university. The School’s expenditures totaled \$4,552,021 from state funds in fiscal 2014-2015—up 6.4 percent from \$4,277,342 in 2012-2013, largely because of recent salary increases. As is the case at virtually all programs across the country, the lion’s share of the budget is spent on salaries—for full- and part-time faculty members, teaching and research assistants, and staff.

The School also enhanced its solvency during the difficult budget years through one-time allocations of state funds (even though these became significantly harder to come by than in more prosperous times); through grants and contracts, driven largely by the Manship Research Facility’s Public Policy Research Lab; and through private funds.

The School is blessed with a sizable permanent endowment, which was aggressively built over the years with great successes beginning in the mid-1990s. It has a current market value of more than \$30 million, of which \$13.6 million is for the Reilly Center for Media & Public Affairs. Annual endowment payouts that now total some \$1 million for chairs, professorships, the Reilly Center and the Manship Excellence Fund have provided the School with a true margin for excellence. The LSU Foundation administers the School’s permanent endowment.

The School also has benefited from its annual “Excellence Fund Drive,” which brings in unrestricted funds. For some two decades, the drive consistently has raised contributions totaling six figures, with the centennial year of 2013-2014 generating a record \$300,000.

The School’s director of development is an employee of the LSU Foundation. She reports directly to the dean of the School and to the Foundation’s associate vice president of development. She, in tandem with the dean, works on major gifts, coordination of special fundraising events and the annual fund. Just prior to the site-team visit, the School announced its most recent major endowment gift, \$1.3 million for visiting professionals and scholars.

Just after the site-team visit, a donor pledged \$1.2 million to complete a new chair in race, media and cultural literacy, the only such chair in the country. The School already had collected \$600,000 for the new chair; with an anticipated state match, the chair will be worth \$3 million.

The School is not awash in riches, but through a combination of state allocations, yearly payouts from an impressive permanent endowment, annual private fundraising and careful planning, it certainly is able to provide a strong education for its students and operating support for its faculty.

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

As noted previously in this section, the School, by all accounts, is treated more than fairly within the institution.

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

Facilities include a Public Policy Research Lab with computer-assisted telephone interviewing workstations, mail survey and web survey capability and analytical services. The lab helps multiple disciplines on campus and outside organizations. It is a financially independent cost center. The Media Effects Lab is an experimental lab with sophisticated equipment that includes eye-tracking computer systems and video cameras that allow recording what is displayed on the television monitor and participant actions. In addition, the Digital Media Lab and Social Media Analysis and Creation Lab are two cutting-edge operations mentioned earlier in this report.

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

Since Fall 2013, undergraduate majors and minors and graduate students have been required to have their own laptops by the time they start their first communications course. Two working computers are in each class for students to use in emergency situations. An IT manager helps students at the beginning of each semester with questions like setting up software. There is one open lab where students can work on class assignments.

The School has an equipment checkout room serving Tiger TV and School broadcast students. There is also equipment shared by visual communication, public relations and advertising classes. Students said that when they need to check out equipment, there are no problems with access. A few said the School should consider providing more scholarship money to support laptop and software purchases for students who have trouble affording them.

The School is housed in three buildings: the Journalism Building, part of Hodges Hall next to the Journalism Building, and the Manship School Research Facility. Faculty, staff and administrator offices, some classrooms, the Reilly Center and an open lab are in the Journalism Building, which also has the Holliday Forum, a large, attractive meeting space for students and organizations.

The second floor of Hodges Hall has faculty offices and classrooms. The basement has classrooms and editing bays. Student Media also is housed in Hodges Hall. Student Media includes The Daily Reveille (published and distributed Monday through Friday); Gumbo yearbook; Legacy magazine; Tiger TV; and KLSU-FM (alternative music, 5,700 watts). The FCC approved a boost in signal strength to 22,000 watts in January 2015; the new transmitter is currently out for bid. Student Media has 15 PCs, 15 Mac Pros, 4 Mac minis, 2 iMacs. The advertising department has one Apple G5, one apple iMac, 4 laptops and 4 desktops.

The School and Tiger TV share the set and control room facilities. The television studio was rebuilt and redesigned, and now has a desk with a movable TV screen, and the capability to tailor lighting to the

specific show. Student-run programming airs four days. The station also airs content from the School's television courses. News and sports shows are streamed live on the tigertv.tv website and rebroadcast weekly on WBTR-TV. Tiger TV students produce live field reports and use a video capture and transmission backpack.

Tiger TV has daytime access to the School's four edit bays and 24-hour access to a dedicated room with six workstations with software for video editing. Tiger TV has 12 Sony NX5U cameras with wireless mic kits and tripods, and a LivePack with the ability to leverage Wi-Fi to broadcast remotely from any location with a cellular or Wi-Fi signal. The Reveille photo/video department has eight photographer kits, plus several additional cameras and lenses available for checkout as needed.

Faculty desktops are replaced with laptops as older machines age out. Computers are replaced on a three-to five-year cycle. All incoming faculty members receive a laptop and an iPad 2.

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

The Manship School has good support from library and information services, with a full-time person assigned to the School.

SUMMARY: The School offers a quality education to its students and support for its faculty through a combination of state funding, significant yearly payouts from a \$30 million permanent endowment, occasional special university allocations and annually-generated private funds. The expenditures are in sync with the program's strategic plan. The facilities are impressive and well maintained. Faculty offices are spacious and well appointed. The instructional equipment is, by and large, state of the art.

M.M.C. Program

SUMMARY: M.M.C. students are subject to the same laptop requirement and have the same access to the research facilities as the undergraduate students. The School is home to the Reilly Center for Media & Public Affairs. The School also has a research facility, located in a building a short walk away, that is home to the Public Policy Research Lab and the Media Effects Lab. Between 2011-2014, graduate students used the facility for 98 projects as part of course work, independent projects, theses and dissertations. The numbers provided did not differentiate the M.M.C. students on the professional track. The self-study notes, "as the program [M.M.C.] continues to grow, the school may need to consider larger seminar spaces to accommodate slightly larger cohorts and class sizes."

Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE

Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to community, alumni and the greater public.

Indicators:

- (a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, **current** and to promote the exchange of ideas.
- (b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.
- (c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.
- (d) The unit contributes to its communities through *unit*-based service projects and events, service learning of its students, and civic engagement of its faculty.
- (e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

Evidence:

Faculty vitae

Unit records, brochures and publications of public service activities related to its mission and strategic plan

Alumni newsletters, surveys, advisory boards, social media initiatives, reunions and other activities

Travel and other support for faculty involvement in academic and professional organizations

Information about courses and services available to professionals and the public

Unit performance with regard to indicators:

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

The School publishes an e-newsletter eight times a year for 7,000 alumni and other supporters. Once a year, it distributes a hard-copy annual report. In addition, alumni say they consult from time to time the School's web site, www.manship.lsu.edu, and the School's social media feeds.

In addition, the School's outside advisory structure includes many alumni and other professional and community influencers. Both the 31-member Board of Visitors and the 15-member Mass Communications and Alumni Association Board meet multiple times each year with the dean and other School leaders, as well take part in classroom discussions and other student-oriented activities. The Board of Visitors also reviews curriculum issues and interacts with university administrators on behalf of the School. An alumnus also leads the School's annual "excellence" fund raising effort, which brings in a low six-figure sum annually in unrestricted funds.

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

The School's Reilly Center for Media & Public Affairs is a cornerstone of its public affairs outreach in Louisiana and the region. The Center, with an endowment of \$13.6 million, is dedicated to exploring the role of media in a democracy, and plays a substantial role in building the School's reputation and goodwill across the region. The Center stages dozens of events throughout the year, open to the public, that explore elections, government and media. The Center's Public Policy Research Lab has the well-deserved reputation as the most prominent and effective survey lab in the state, producing the state's cornerstone annual assessment, The Louisiana Survey. The Center is acknowledged by leaders in media, government, the community and LSU as a key driver of public policy discussion and scholarly engagement with the School's stakeholders.

The School's resources are routinely leveraged for high-profile and urgent matters. In 2014, the School hosted a critical debate among candidates for the U.S. Senate. During the accrediting site team's visit, the School was the host for a debate among Louisiana's 2015 gubernatorial candidates in the waning days before a primary election. Its Civil Rights Cold Case Initiative, a four-year study by students of cold homicides of the civil rights era, has been acknowledged and quoted in major media and has allowed its students to publish and broadcast their work across the state.

The School also engages often with the professions it serves. Its January 2015 IRE Workshop attracted 94 professionals and 10 students to campus for a weekend of training. The Scripps Howard Academic Leadership Academy brings together 15 to 18 communications faculty members from across the nation to seminars designed to prepare them for roles as academic administrators. And the School's CREATE Lab each year selects students from across the LSU campus to work with a media client that needs help with a digital project.

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

The School's faculty members are frequent presenters at academic and professional conferences. They are urged to devote 25 percent of their time to service, a level higher than for faculty in many other LSU colleges and departments. In addition, each faculty member receives \$1,000 per year for travel costs to attend outside meetings.

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

Service learning is embedded in many of the School's course offerings. For example, public relations students prepare and execute high-quality plans for more than a half dozen local non-profits annually as part of their capstone course, MC4005: Public Relations Campaigns.

As noted earlier, the Reilly Center also stages numerous events each year of interest and importance to the local community.

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

The Louisiana Scholastic Summer Press Association Summer Institute at Manship teaches high-school students, about half of them students of color, about journalism during a week-long summer program. The students take part in workshops and presentations from faculty, and work in professional-level lab and production facilities.

Separately, the Louisiana Scholastic Press Association brings journalism advisers together once a year, sponsors statewide competitions, and sponsors a fall conference on the LSU campus for high school students and media advisers. The workshops are coordinated by Student Media. Finally, the LSPA career day program brings hundreds of high school students to LSU for a day of instruction and contest awards. During the past five years, nearly 1,500 students and advisers have attended the conference.

SUMMARY: As the School noted in its self-study, its mission of teaching and research at the intersection of media and public affairs lends itself to professional and public service. By any measure, the School exceeds that expectation. It has generously, and effectively, provided its expertise and resources to the professions and communities it serves. In many ways, its efforts should be considered a best practice.

M.M.C. Program

SUMMARY: The School supports the M.M.C. program through the master's theses and projects that often evaluate ethics and issues of public concern. M.M.C. students are encouraged to belong to professional organizations, and may choose to present research there. The M.M.C. students can also attend any of the visiting lectures, including the Breaux Symposium, offered by the Reilly Center for Media & Public Affairs. The students can also take part in projects being conducted at the Public Policy Research Lab or the Media Effects Lab. The School is also helping other units on campus indirectly. Many M.M.C. students who are not on assistantship at the School receive assistantships in other areas on campus. The interim associate dean said that units on campus often call and ask if there are M.M.C. students who need assistantships because the other unit needs someone to fill a communications appointment.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE**

**Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE**

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Indicators:

- (a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)
- (b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.
- (c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.
- (d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.
- (e) The unit includes members of journalism and mass communication professions in its assessment process.

Evidence:

A written statement on competencies

A written assessment plan

Evidence of alumni and professional involvement in assessment, such as: surveys, advisory boards, social media initiatives, portfolio reviews and other activities

Records on information collected from multiple measures of assessment and on the application of this information to course development and improvement of teaching, ensuring that assessment findings have been systematically gathered, synthesized and applied

End-of-year unit summary assessment report and analysis

For units requesting evaluation of a professional master’s program:

Evidence:

A separate written statement on competencies

A separate written assessment plan

Records on information collected from multiple measures of assessment and on the application of this information to course development and improvement of teaching, ensuring that the assessment findings have been systematically gathered, synthesized and applied.

Annual graduate program summary assessment reports

Evidence could include results and actions from indirect and direct measures that demonstrate a graduating cohort’s mastery of ACEJMC’s professional values and competencies and of analytical and critical thinking abilities appropriate to the professions. Measures could include: exit survey or interviews, comprehensive examination, professionally oriented project or thesis, portfolio.

Unit performance with regard to indicators:

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

The School takes assessment seriously—and has long been involved in the process. Because of the

emphasis on assessment by its regional accrediting body, its university and ACEJMC, the School is committed to thoughtful planning, thorough analysis and logical application of findings. And it shows. *The 1, 2, 3s of a Manship Education* provide the structure for the School's goals and student learning outcomes, which are linked directly to ACEJMC's professional values and competencies: 1. *Values—Believe it* (belief in freedom of expression and the various forms it takes around the world; an understanding of the historical roles media institutions and individuals have played; a belief in ethical pursuit of truth, fairness and accuracy; and an appreciation of the domestic and global value of diverse ideas, viewpoints and experiences; 2. *Knowledge—Know it* (the skill sets students should develop in the program and beyond, including an understanding of and ability to apply communications, psychological, sociological and other theoretical viewpoints when communicating both visually and in the written form; the ability to think analytically, creatively and independently; competency in using, conducting and evaluating applied and scholarly research for professional goals; the ability to understand, apply and question statistical information; and competency in using technological tools to perform professional job functions; and 3. *Sharing of Information—Share it* (which represents how students should be able to communicate through the various professions and mediated platforms; developing the ability to be clear and accurate writers and possess the ability to evaluate their work and that of others). *The 1, 2, 3s of a Manship Education* are promoted extensively by the School: They are included in every syllabus, discussed at orientation sessions for new students, framed on the walls in every School classroom—and introduced by the dean in every introductory media writing class. Indeed, it is virtually impossible for students *not* to be aware of the values and competencies. The self-study notes: “Assessment in the Manship School is an ongoing, faculty-led process to determine if students are meeting the educational goals of the program. This process values significant input from faculty, professionals and alumni in the fields encompassed by the school. It is a circular system that evaluates student learning at the program level with a focus on cohorts.”

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

The School's written assessment plan for its undergraduate program is well constructed—and has evolved over time. The current plan was approved by the faculty in October 2013. The *direct* measures: a Capstone Senior Manship Exam and a Capstone Senior E-Portfolio/Project Evaluation. The *indirect* measures: aggregate internship evaluations; student awards; graduate exit survey; and alumni survey. The capstone exam is taken by seniors in all four concentrations: Digital Advertising, Journalism, Public Relations and Political Communication. The exam includes 60 questions (five for each of the 12 values and competencies). The exam is also given to students in the introductory media writing class, the gateway course to the School, so aggregate growth can be measured in the results of the exit exam. The capstone e-portfolio/project is also completed by students in the four concentrations. The portfolios are evaluated by professionals and faculty members, based on a clear rubric.

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

The School involves faculty members, professionals and alumni in its annual assessment process. It does a systematic job of gathering information, synthesizing it, analyzing it and *applying* it. The School cites many instances, as a direct result of the assessment process, of “closing the feedback loop to improve curriculum and instruction.” To name a few: The core class in visual communication was revamped, including providing more video instruction; the introductory course in political

communication was revised to, among other things, cut down on redundancies with other courses in the curriculum and to provide more historical context; a core course in digital brands was developed and implemented; the media research course was revised to more effectively link research and the students' respective concentration areas; a new course was developed in advertising industry and society because the faculty concluded that the concentration needed a historical and foundation course to better prepare students for other curricular offerings; and a course in political communication writing was added to the curriculum of that concentration after the capstone assessment process highlighted a weakness in student writing skills.

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

The School makes effective use of its Board of Visitors and Alumni Board in its various assessment processes. It also takes into consideration responses from alumni surveys and its annual surveys of internship supervisors.

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

As noted earlier, the School makes effective use of professionals and its alumni in its assessment process.

SUMMARY: The School has an impressive written assessment plan—and laudably consistent annual review processes. Each year, it systematically gathers data, synthesizes the findings, analyzes the information and closes the loop by involving faculty members and professionals in deciding upon and implementing programmatic and curricular adjustments.

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

(a) The unit defines the goals for learning that students must achieve, including the "Professional Values and Competencies" of this Council.

According to the self-study, the School follows an assessment plan that covers discipline specific accreditation standards set by ACEJMC and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The plan includes outcomes tied to the curriculum. These outcomes include: mastery of professional skills, mastery of theory, mastery of research and writing, and mastery of core values and competencies. The assessment plan has changed to delineate assessment of the undergraduate and M.M.C. programs. It also was updated to meet the requirements of SACS.

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

The School has both direct and indirect measures of assessment. The most relied upon direct measure is the Graduate Student Assessment Instrument (GSAI). When an M.M.C. student completes his or her

project or thesis, the student's advisory committee evaluates the project or thesis using 10 criteria. Each criterion is judged on a five-point scale. The ranges were 4.2 to 4.6 from 2011-2014.

Another direct measure is the review of student coursework. Two members of the faculty evaluate randomly selected student papers from MC 7002: Mass Communication Philosophy, Principles and Ethics on four criteria on seven-point scales. During the 2012-2013 year, the average rating across all items and outcomes was 6.15. In response to the 2013 findings, the faculty developed strategies for strengthening the M.M.C. curriculum to include additional critical thinking and analysis skills.

The third direct measure is a review of theses and professional projects. The student's committee conducts the GSAI, but the graduate committee also evaluates the theses and projects.

There are several indirect measures including a review of syllabuses by the graduate committee every three years. This process will be conducted during the 2015-2016 year. In response to the syllabus reviews, the School increased its professional skills course offerings. The School also developed four new courses.

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

The self-study notes that the School has made curriculum adjustments based on the GSAI. Specifically, the School has placed greater emphasis on teaching research methods and statistics to bolster those skills among M.M.C. students. The School does have data from the direct measures (GSAI, coursework, and theses/projects). The mean scores were provided in the self-study, and the self-study also discusses how the evaluations led to curriculum updates in the areas where students had low scores.

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

LSU is accredited by the SACSCOC. It notes in the self-study that the School had to adjust its assessment measures based on that body's requirements. The university "required a shift from external review of student work by outside professionals to internal review by faculty." The earlier assessment reports included external review for student work, but the later reports provide faculty assessment scores. This is an area the School will need to address for the professional track M.M.C. students.

SUMMARY: The School has an assessment plan that includes direct and indirect measures to evaluate the M.M.C. program. The GSAI is relied on heavily for graduate program assessment. The School has a plan to conduct focus-group interviews, but no data had been collected at the time of the site-team visit. Moving forward, the School will have to develop a plan that accommodates the SACSCOC standards as well as the ACEJMC requirements of external reviews by mass communication professionals.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
COMPLIANCE**

**Overall evaluation (professional master's program), compliance/ non-compliance:
COMPLIANCE**

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

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

1) Summarize the strengths and weaknesses of the unit.

The School has several strengths:

- A well-balanced full-time faculty that possesses a healthy blend of academic and professional credentials.

- A committed, caring and collaborative dean who sets a positive tone for a faculty and staff that have worked through challenging budgetary times since the last review.

- Energetic, articulate and poised students who take pride in their program; the instruction they receive; and the extensive array of on- and off-campus opportunities available to them.

- An impressive collection of special enterprises—the Reilly Center for Media & Public Affairs, Media Effects Lab and the Public Policy Research Lab—that give the program cachet and substantive impact.

- Effective advising that, coupled with the advantage that comes from selective admissions, leads to four-year graduation rates that consistently are 20 percentage points above university-wide numbers.

- Exemplary collaborative links with other entities on and off campus, including palpably visible energy and enthusiasm for creating cross-disciplinary alliances across the university and beyond.

- A true margin of academic and programmatic excellence made possible through significant annual payouts from a substantial permanent endowment.

- Impressive scholarly productivity enhanced by a dynamic scholarly environment, complete with research laboratories and financial support.

- A generous, extensive and effective public outreach program that provides expertise and resources to the professions and communities it serves.

- Strong student media and an award-winning set of extracurricular activities that allow students to sharpen their professional skills and open doors to career opportunities.

- A thoughtful undergraduate assessment plan and process that could serve as an example to other programs.

- An ambitious, thoughtful plan to enhance the digital and social media literacy of its students, as well as members of the Baton Rouge community.

The School has some challenges:

- A need to continue its digital transformation by providing the resources, both dollars and people, needed to realize its aspirations.

- A need to more aggressively move to fill vacant positions.

- A need to continue to add faculty members to enable it to expand the curriculum to provide more elective courses in concentrations, which students crave and deserve.

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

N/A

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

N/A

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

N/A

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

N/A

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

The School was found in compliance on all standards six years ago, but two weaknesses were cited in the summary and the program has addressed each:

A heavy service expectation for new professors that could jeopardize their progress toward tenure.

There no longer is any angst over this. Most tenure-track faculty members now serve on only one faculty committee, and an occasional search committee.

A curriculum that leaves little room for electives and may not serve all concentrations as effectively as it could. In addition, the curriculum does not explicitly address the changing media landscape or how and where digital media should be taught, although many professors are clearly incorporating the subject into their courses. The undergraduate curriculum remains tight in regard to available electives. (See the weakness cited above.) But the School has aggressively—and strategically--revamped curricular offerings in recognition of and response to the changing media landscape.

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

The self-study was well written and logically organized. The School also was responsive to requests for additional or clarifying information prior to—and during—the visit.

**PART III: Summary by site visit team
(Professional master's program)**

1) Summarize the strengths and weaknesses of the unit.

The professional track of the M.M.C. program has several strengths:

- A strong curriculum featuring advanced skills courses.
- A commitment to funding M.M.C. students. Most M.M.C. students are funded unless they have full-time positions or do not choose to accept an assistantship.
- A faculty and staff devoted to advising and mentoring students.
- A faculty committed to recruiting a diverse student population.

The professional track of the M.M.C. program has some challenges:

- It needs to track its students independently of those on the scholarly track.
- It needs to develop an assessment plan that includes mass communication professionals.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

The graduate portion of the self-study was well done. There were a few areas where the M.M.C. students on the professional track were lumped together with Ph.D. students or scholarly track students. The School now realizes the importance of tracking these students independently.