1. Offices/Departments/Centers/Institutes (Non-Degree-Granting) Identification & Executive Summary

- Official name of the office/department/center/institute: The Center for the Study of New Orleans

- Distinctive mission or purpose statement of the office/department/center/institute or general description

Building on the scholarly resources of Loyola University, the Center for the Study of New Orleans promotes research into the city’s history, culture, society and environment. By integrating social justice and analytical thinking into courses, internships, research and public programming, the Center fosters a critical understanding of New Orleans and an opportunity to aid its renewal.

The CSNO continued its tradition of offering quality public programming for the university and the greater New Orleans community. In September we inaugurated the first NolaLoyola celebration of New Orleans culture with a day of programming on New Orleans cuisine. During the day "Live to Eat" featured 12 papers with panel comments by noted scholars and a plenary session, "Food and Social Justice in New Orleans." The sessions, which took place in the library's Multi-Media rooms, were very well attended; some were filled with standing-room only.

The Davis Rogan Band, featured in HBO's "Treme," played during the lunch break and vendors sold food on the Residential Quad. Institutional Advancement hosted a reception in the Diboll Gallery in the evening.

The keynote event that night featured three of the city's most noted restaurateurs, Ti Martin of Commander's Palace, JoAnn Clevenger of Upperline Restaurant and Leah Chase of Dooky Chase's, who engaged in a lively discussion about New Orleans cuisine and culture, restaurants and the post-Katrina food scene.

The event attracted large audiences to the scholarly sessions, the noon-time program and the evening keynote event. We think that the success of NolaLoyola 2011 bodes well for our next NolaLoyola celebration in the fall and shows that there is a need and a desire for such programming in the city.

In November, the Center for the Study of New Orleans co-sponsored a reading by Pulitzer Prize recipient Natasha Tretheway, “Beyond Katrina: Meditations on the Mississippi Gulf Coast,” with African and African-American Studies, the Department of English, the Department of Sociology and the College of Humanities and Natural Sciences.

In April, we co-sponsored "Loyola's Photographic Treasures with University Photographer Harold Baquet" with the Center for Intercultural Understanding. We also premiered a film by Loyola graduate Monique Verdin, "My Louisiana Love," a moving documentary.
that looks at environmental issues and problems in Louisiana's Native American communities though the personal story of Monique and her family.

We have been working on our website and have added videos of many of our programs and a video interview steering committee member Dr. Robert A. Thomas conducted with Dr. Stephen Hales, the author of *Rex: Inside the School of Design*. The video was aired twice on WYES.

This year we graduated our first class of New Orleans Studies minors. Since the minor has only been in existence for two years, we think that the three minors we are graduating make a promising start for a new minor. This year we added a new course to our offerings, *The History of New Orleans Music*. This year we offered 21 courses in the minor.

The Center for the Study of New Orleans’ steering committee met regularly throughout the year to discuss ideas for new programs and to assess the strengths and weaknesses of past events. One discussion led to a change in the format of our annual NolaLoyola event. Even though our academic conference portion of 2011 NolaLoyola was very successful, we realized that we do not have the resources to continue this format. Consequently, we changed the daytime programming to include invited speakers and films, rather than juried papers. We will reevaluate this decision after next year’s NolaLoyola and determine which format works best, considering our budget and personnel.

We also discussed how to enhance our publicity for our programs and decided to make greater use of radio and television appearances and to include the New Orleans tourism bureau and local hotels in our publicity efforts.

We also discussed the possibility of getting a work-study student to help with implementing events and updating our data base of members of the community who have attended our programs. We will try again in the fall of 2012.

### 2. Offices/Departments/Centers/Institutes (Non Degree-Granting) Summary & Assessment Results for Key Performance Indicators (KPIs)/Student Learning Outcomes (SLOs), where applicable

N/A

For sections 3-7 below, please respond to each part:

### 3. Summary of Office/Department/Center/Institute Achievements and Committee Service

A. Awards/distinctions for your office/department/center/institute as a whole

A member of our steering committee, Dr. Robert A. Thomas, received the Dux Academicus award.

Revised: Fall 2011
Where applicable please list:

- Office/Department/Center/Institute personnel (Faculty/Staff) achievements
- Student achievements

One of the New Orleans Studies minors, Keven Zansler, received the Photojournalism Award from the School of Mass Communication

- Community Engagement* activities/achievements

Public Programs:

Sept. 28, 2011: NolaLoyola 2011: “Live to Eat,” featuring academic panels from 9 a.m. – 4:15 p.m., Keynote event from 7:30-9 p.m., a discussion with Ti Martin, JoAnn Clevenger and Leah Chase.

April 11, “Loyola’s Photographic Treasures with Harold Baquet”

April 23, “My Louisiana Love”

(*Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.)

B. University Committee Service (including: Task Forces and Special Initiatives) and Strategic Alignment (Use codes indicated in footnote number 1)

Where applicable please list:

- Office/Department/Center/Institute personnel (Faculty/Staff) committee service

SG, Strategic Planning Committee, spring semester 2012; School of Mass Communication Protocol Committee; Director New Orleans Studies minor
ED, Interdisciplinary Directors Committee, Internal Grants Committee, Walker Percy Center Advisory Committee, Advisor for Kappa Tau Alpha
UR, wrote grant to Jazz and Heritage Foundation for Center for the Study of New Orleans
UI, Centennial Planning Committee
4. Strategic planning and goals for AY 2011-2012

We spent a great deal of time planning for NolaLoyola 2012 to ensure that we offer a quality program that will keep attracting people to Loyola on an annual basis. This is our second NolaLoyola, an event that we will hold every year during Family Weekend. We also planned for our two additional, smaller programs for the spring semester.

In addition, we discussed the minor, decided to add a course on the history of New Orleans music, and to conduct a focus group with the outgoing seniors. We also revised the evaluation form for New Orleans Studies courses.

We do not have a formal strategic plan at this time. We have been guided by our mission statement and our committee discussions to plan our events. We recognize the need for a formal, written strategic report and plan to write one during the next academic year.
5. General statement on how assessment has been conducted within the unit during AY 2011-2012

No formal assessment has been conducted. Informal evaluation of previous public programs by the steering committee guided the planning of topics, dates, advertising and speakers for future programs.

We have decided to devise a formal evaluation survey that we will distribute at every CSNO event in order to better assess the effectiveness of our programs.

The primary goal of the Center for the Study of New Orleans is to produce a series of public programs that foster critical understanding of the city and bolster the Jesuit values of the university community that demand a strong presence and connection to the city and its citizens. Our programs are designed to help fulfill the mission of Loyola to “prepare our graduates to take their place in this ever-changing world as competent, concerned, responsible members who will make a visible difference in New Orleans, their home community, their nation and the world ” (Loyola 2012, p. 2) and to promote research into the city’s history, culture and environment.

We have evaluated the success of our programs based on attendance and audience reaction and the insights of the Center’s steering committee.

Based on the papers submitted, our NolaLoyola 2011 program stimulated research about New Orleans culture and society, one of the Center’s goals, and presented it to a wide audience of students, faculty and members of the New Orleans community. No formal assessment has been conducted; however, evaluation of previous public programs by the steering committee guided the planning of topics, dates, advertising and speakers for future programs.

In determining the need for specific public programs and assessing their success, the committee looked at developments and issues in the New Orleans community that would be of interest to New Orleans citizens and Loyola students and support our mission to foster “a critical understanding of the city” and provide “opportunities to aid its renewal.” We also aimed to support the university’s mission to prepare its students “to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world.”

Consequently, we planned a program concerning issues of poverty, minority rights and the environment (“My Louisiana Love”) that conformed to our commitment to interdisciplinary studies and complemented the work of Environmental Studies and the Center for Environmental Communication, as well as the video and still photography storytelling courses offered in the School of Mass Communication.

In our third event, “Loyola’s Photographic Treasures presented by Harold Baquet,” was co-sponsored by the Center and the Center for Intercultural Understanding and helped support the programming for Loyola’s Centennial year. It offered a history of the university through the eyes of its photographers and helped explain the importance of the university to its students, faculty and larger community.

Revised: Fall 2011
As mentioned before, we would like to have a fuller understanding of the effectiveness of our programs and will begin using a formal evaluation instrument at our first fall program. We will also evaluate the effectiveness of our new format for the daytime events for NolaLoyola and determine the format of future NolaLoyolas.

During 2012-13:
1A. We will write a protocol for the Center during 2012-13
4B. We will start using evaluation questionnaires at all of our events.
6B. We will test our new format for NolaLoyola and make appropriate revisions in planning for NolaLoyola 2013.

Assessment CODE(S):
1. Unit Operational Enhancement Initiatives
   A. New Protocol/Process/Policy Implementation
2. Campus Services Enhancement(s)
   B. New Assessment Methodology Implementation
3. Enhancement of Educational Initiatives/Student Support Programs (where applicable)
   C. Implementation of Staff Development/Training Enhancements
4. Enhancement of Process of Internal Strategic Planning & Assessment
   D. Implementation of Campus Services & Support Program(s) Enhancements
5. Addition or Refinement of Unit-Specific Internal Databases & Assessment Initiatives
   E. Implementation of New Strategic Planning Initiative/ Reprioritization of Action Plans
6. Revision of Criteria for Judgment of Adequacy or Success of Assessment
   F. Implementation of Budget Adjustments
7. Other (e.g., Website Updates, intranet Enhancements, & Source Document Uploads)
   G. Other

Please indicate all that apply and include the timeline, additional resources and approvals required to implement any programmatic changes.

6. Budget for AY 2011-12

Most of our budget expenses involved advertising and printing costs and speaker and performer honoraria. Because most of our speakers last year donated their time, we were able to meet all of our expenses with the funding available.

While our budget has been adequate for programming, it has not been sufficient to allow the Center to expand its scope of activities and it does not cover the cost of even a part-time administrative assistant. In our steering committee deliberations next year, we plan to outline our strategic goals, which will include program enhancement.

Revised: Fall 2011
## APPENDIX

### Table 2.1: List of all Personnel and Associated Position Titles AY 2011-2012

**Data Source: HRS**

<table>
<thead>
<tr>
<th>A. List Name of Personnel (Last Name, First Name, MI)</th>
<th>B. Personnel Employment Status</th>
<th>C. Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie G. Parr</td>
<td>FT</td>
<td>Professor, School of Mass Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director, Center for the Study of New Orleans</td>
</tr>
<tr>
<td>Last Name, First Name MI</td>
<td>FT</td>
<td>Office Manager</td>
</tr>
<tr>
<td>Last Name, First Name MI</td>
<td>PT</td>
<td>Administrative Assistant II</td>
</tr>
</tbody>
</table>

### Table 2.2: Non Academic Offices, Departments, Centers, & Institutes Personnel Headcount by Status Over Last Four Academic Years

**Data Source: HRS**

<table>
<thead>
<tr>
<th>Personnel Headcount</th>
<th>AY 08-09 No.</th>
<th>AY 09-10 No.</th>
<th>AY 10-11 No.</th>
<th>AY 11-12 No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total FTE</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

FTE Personnel: Fulltime Equivalent Personnel = FT Headcount + 1/3*PT Headcount
Table 2.3: Non Academic Offices, Departments, Centers, & Institutes - Aggregated Results on Relevant Surveys (e.g., 2011 Graduating Student Survey, Course Evaluations, SSI, IPS, ASPS, NSSE, and FSSE)*

<table>
<thead>
<tr>
<th>Relevant Survey/Items</th>
<th>University Mean</th>
<th>National Mean Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduating Student Survey</strong> (Results available in June)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td></td>
<td></td>
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<tr>
<td>Overall quality of online instruction</td>
<td></td>
<td></td>
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<tr>
<td>Overall quality of advising</td>
<td></td>
<td></td>
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<tr>
<td>Overall quality of library services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall quality of library resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall quality of technological resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall experience at Loyola</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How helpful were the following to you:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Resource Center</td>
<td></td>
<td></td>
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<tr>
<td>Athletic Center</td>
<td></td>
<td></td>
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<tr>
<td>Bursar’s Office</td>
<td></td>
<td></td>
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<tr>
<td>Counseling Services</td>
<td></td>
<td></td>
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<tr>
<td>Disability Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express Card Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Lab</td>
<td></td>
<td></td>
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<tr>
<td>Mission and Ministry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Professional/Continuing Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Finance Office</td>
<td></td>
<td></td>
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<tr>
<td>Student Records Office</td>
<td></td>
<td></td>
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<tr>
<td>University Health Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Police</td>
<td></td>
<td></td>
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<tr>
<td>WAC Lab</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised: Fall 2011
Career/Employment Workshops
Career Skills Testing & Assessment
Graduate School Information Assistance
Resume Writing/Reviewing Assistance
Individual Career Counseling
Internship/Externship Search Assistance
Job Search Assistance
Leadership Programs
On Campus Job Fairs
Practice Interview Sessions
Study Abroad
Student Activities

Student Satisfaction Inventory (SSI): UG Students
(University Level)

Academic Advising (Scale)
  My academic advisor is knowledgeable about requirements in my major. (Item)

Service Excellence (Scale)
  Library staff are helpful/approachable. (Item)
  Registration staff are helpful. (Item)
  Health Services staff are competent. (Item)

Campus Support Services (Scale)
  Library resources/services are adequate. (Item)

Campus Life (Scale)
  The student handbook provides helpful information about campus life. (Item)
  Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.). (Item)

Recruitment & Financial Aid (Scale)
  Admissions representatives respond to adult student’s unique needs. (Item)

Satisfaction with Loyola’s commitment to:
  Part-time students

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Evening-students
Older returning learners
Under-represented populations
Commuters
Students with disabilities
Loyola was my first choice (Item)
Overall satisfaction with your experience thus far (Item)
If you had to do it over, would you enroll at Loyola? (Item)

Adult Student Priorities Survey – Non-Traditional

UG (University Level)
Academic Advising (Scale)
  My academic advisor is knowledgeable about requirements in my major. (Item)
  My academic advisor is available at times that are convenient for me. (Item)
Academic Services (Scale)
  Library resources/services are adequate. (Item)
  Academic support services adequately meet the needs of adult students. (Item)
Campus Climate (Scale)
  Adult students are made to feel welcome at Loyola. (Item)
  Seldom get the “run around” when seeking information at Loyola. (Item)
Admissions and Financial Aid (Scale)
  Admissions representatives respond to adult student’s unique needs. (Item)
Billing policies are reasonable for adults. (Item)
Loyola was my first choice (Item)
Overall satisfaction with your experience thus far (Item)
If you had to do it over, would you enroll at Loyola? (Item)

Adult Student Priorities Survey – GRAD Level

(University Level)
Academic Advising (Scale)
  My academic advisor is knowledgeable about requirements

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in my major. (Item)
My academic advisor is available at times that are convenient for me. (Item)

Academic Services (Scale)
   Library resources/services are adequate. (Item)
   Academic support services adequately meet the needs of adult students. (Item)

Campus Climate (Scale)
   Adult students are made to feel welcome at Loyola. (Item)
   Seldom get the “run around” when seeking information at Loyola. (Item)

Admissions and Financial Aid (Scale)
   Admissions representatives respond to adult student’s unique needs. (Item)

Billing policies are reasonable for adults. (Item)
Loyola was my first choice (Item)
Overall satisfaction with your experience thus far (Item)
If you had to do it over, would you enroll at Loyola? (Item)

Institutional Priorities Survey (IPS) (Faculty, Staff)

Academic Advising (Scale)
   My academic advisor is knowledgeable about requirements in my major. (Item)

Service Excellence (Scale)
   Registration staff are helpful. (Item)

Campus Support Services (Scale)
   Library resources/services are adequate. (Item)

Campus Life (Scale)
   Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.). (Item)

Satisfaction with Loyola’s commitment to:
   Part-time students
   Evening-students
   Older returning learners
Under-represented populations
Commuters
Students with disabilities
Overall satisfaction with your experience thus far (Item)
If you had to do it over, would you enroll at Loyola? (Item)

National Survey of Student Engagement (NSSE): UG Students (University Level)
Active and Collaborative Learning (Scale)
Tutored or taught other students (paid/voluntary). (Item)
Participated in a community-based project (e.g. service learning) as a part of a regular course. (Item)
Supportive Campus Environment (Scale)
  Quality of relationships with other students. (Item)
  Quality of relationships with administrative personnel and offices. (Item)
Have you participated/plan to participate in:
  Community service/volunteer work
  Learning community or some other formal program where groups of students take two or more classes together
Study Abroad
  Enriching Educational Experiences (Scale)
    Had serious conversations with students of a different race/ethnicity than your own (Item)
    Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values. (Item)
Time Usage in a typical 7-day week: (Item)
(1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=> 30 hrs/wk)
  Working for pay on campus
  Working for pay off campus
  Participating in co-curricular activities (organizations, campus publications, student government, fraternity or...
sorority, intercollegiate or intramural sports, etc.)
Relaxing/socializing (watching TV, partying, etc.)
Commuting to class (driving, walking, etc.)
To what extent does Loyola emphasize (Item):
Providing support to help succeed academically
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Provide support to thrive socially
Attending campus events/activities (special speakers, cultural performances, athletic events, etc.)
Additional College Experiences:
Participated in activities to enhance your spirituality (worship, mediation, prayer, etc.) (Item)
 Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective (Item)
Learned something that changed the way you understand an issue or concept (Item)
Exercised or participated in physical fitness activities (Item).
Attended an art exhibit, play, dance, music, theater or other performance. (Item)
Jesuit Consortium:
Loyola fosters contribution to community welfare. (Item)
Actively work for social justice (Item)
Ability to look critically at society (Item)
Increase awareness of global/local issues (Item)
To what extent has your experience at Loyola contributed to (Item):
Understanding yourself
Understanding people of other racial/ethnic backgrounds
Solving complex real-world problems
Developing a personal code of values/ethics
Contributing to the welfare of your community
Developing a deepened sense of spirituality
Using computing/information technology
Overall Quality of Academic Advising (Item)
Evaluation of entire educational experience at Loyola (Item)
If you could start over, would you come to Loyola (Item)

**Faculty Survey of Student Engagement (FSSE)**
(University Level)

**Active and Collaborative Learning (Scale)**
- Tutored or taught other students (paid/voluntary). (Item)
- Participated in a community-based project (e.g. service learning) as a part of a regular course. (Item)

**Enriching Educational Experiences (Scale)**
- Had serious conversations with students of a different race/ethnicity than your own (Item)
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values. (Item)

**Additional College Experiences:**
- Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective (Item)
- Learned something that changed the way you understand an issue or concept (Item)
- Examined the strengths and weaknesses of your own views on a topic or issue (Item)

To what extent has your experience at Loyola contributed to (Item):
- Understanding yourself
- Understanding people of other racial/ethnic backgrounds
- Solving complex real-world problems
- Developing a personal code of values/ethics
Developing a deepened sense of spirituality
Using computing/information technology

### Table 2.4: Non Academic Offices, Departments, Centers, & Institutes - Other In-House Studies/Inventories and Outside Reviews

<table>
<thead>
<tr>
<th>Relevant Survey Items/Studies</th>
<th>Mean Comparison Scores (if applicable)</th>
<th>National Mean Comparison (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of Office/Department/Center/Institute In-House Studies/Inventories***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Results of Surveys/Studies*** (Outside Reviews/ Accreditation Reports)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* University Survey data results disaggregated by departments may also be accessed on the OIRE Web site
** On university surveys select only the items on the survey that are most relevant to your office/department/center/institute
*** Summarize data results of studies originated by your office/department/center/institute

Revised: Fall 2011