1. Executive Summary

The New Orleans Studies minor was first offered in 2010-2011.

The interdisciplinary minor includes the following 21 hours:

HIST A240 History of New Orleans 3 (required)

Students select six courses from at least three disciplines:
BIOL Z244, CRJU A250, CRJU A275, ENGL A350, ENGL A351, ENGL A438, ENGL A372, ENGL A490,*
HIST A245, HIST A336, HIST A337, HIST A338, HIST A440, MUGN V246, CMMN A369, CMMN A480,
POLS A220, SOCI A323, SOCI X256, SOCI X312, THEA V243

*Only when topic pertains to New Orleans

Internships (A497), Research Projects (A498) and Independent Studies (A499) can be arranged with permission of adviser.

Students are strongly encouraged to complete a final thesis, internship or another approved project as one of their courses. The thesis option requires students to write their theses within their major departments with a required one-hour course in information literacy offered by the library faculty (LIBRG450).

2.0 GPA required

2. Unit Identification or Profile Summary

2.1 Official name of the unit and the mission or purpose statement of the unit

New Orleans Studies

The New Orleans Studies minor provides students with in-depth study of the history, culture, society, environment and representations of the city of New Orleans, offering a model for understanding larger issues of the urban experience through a close examination of a specific place.

2.2 General statement and descriptive information concerning the unit

The minor explores the rich array of possibilities New Orleans offers for scholarly investigation. The program’s interdisciplinary structure requires students to take one course in New Orleans history and develop a curriculum tailored to their interests.

Incorporating a broad range of disciplines, the minor supports the university’s mission of working for a more just world by providing students with a critical understanding of the city in which they live. Each class in the 21-credit program reflects Jesuit ideals that encourage critical thinking and social justice in relation to the city that Loyola calls home.

2.2.1 Headcounts of full-time and part-time staff
2.2.2 Headcounts of faculty (if appropriate): tenured, tenure track, full-time extraordinary, and part-time adjunct

During the academic year 2010-2011, 13 different faculty members from six different disciplines taught a total of 16 different courses in the minor. Five courses in the minor are being taught during the summer of 2011.

2.2.3 Headcounts of full-time and part-time undergraduate students (if appropriate)

284 students were enrolled in New Orleans Studies courses during the academic year 2011-2012.

2.2.4 Headcounts of full-time and part-time graduate students (if appropriate)

2.2.5 Retention rates of full-time degree-seeking students by program: fall-to-fall and fall-to-spring.

2.2.6 Graduation rates for entering students by cohort year by program.

3. Assessment

3.1 General statement on how assessment is conducted within the unit (The unit’s assessment plan should be posted to its Intranet site)

Since the minor has been in place only one year, no formal assessment has been conducted yet.

3.2 Outline the unit's program goals for the previous year (include how these goals are strategic to both the unit’s and the university’s mission; these should be based on the unit’s strategic plan)

The primary goal of the current year involved initiating the New Orleans Studies minor. The minor helps to foster a critical understanding of New Orleans and fits with the university’s commitment to “foster student connectedness to the University and the New Orleans community,” (Loyola 2012, p.2)

The New Orleans Studies minor speaks directly to the university’s goal of developing new programs …“emanating from our location in New Orleans…that are cross-disciplinary, interdepartmental, and inter-college…based on subject matter upon which no other University competes.” (Loyola 20112, p. 3)

3.3 Outline the unit's student learning outcomes for the previous year

We have not yet assessed student learning outcomes. We did give students in minor courses evaluation forms to complete at the end of the spring semester, but we have not yet evaluated their responses. When the committee meets again in the fall, we will begin the assessment process.

3.4 Describe the previous year's assessment activities, both of internal (within Loyola) and external (outside Loyola) factors affecting the unit

3.5 Describe the assessment of community-based learning, community-engaged activities, or community-related goals (if applicable)

3.6 Briefly describe the results found through the assessment of the previous year's program goals, student learning outcomes, and any community-related goals

4. Summary of Achievements

4.1 Unit as a whole

The New Orleans Studies minor got underway in the fall of 2010. It includes 21 courses in nine different disciplines. In the fall of 2010 and the spring of 2011, 284 students enrolled in New Orleans Studies courses.

4.2 Faculty achievements/service (if appropriate)
The following faculty taught in the New Orleans Studies minor during the academic year 2010-2011. Their achievements can be found in their departmental reports.

Robert A. Thomas, School of Mass Communication  
Vincent Lamia, Criminal Justice  
David Khey, Criminal Justice  
Bethany Brown, Criminal Justice  
Justin Nystrom, History  
Liv Newman, Sociology  
Sue Mennino, Sociology  
Leslie Parr, School of Mass Communication  
Stanley Hoogerwerf, Criminal Justice  
Barbara Ewell, English  
Mark Fernandez, History of the Old South  
Angel Parham, Sociology

4.3 Staff achievements/service  
4.4 Student achievements (if appropriate)  
4.5 Community engagement achievements (if appropriate)

Both SOCI x256-001 and SOCI A323-051 had service learning components.

5. **Budget for previous year and upcoming year's goals**
5.1 Previous FY salary, operating, and total budgets. Budget actuals will be provided by the Office of Institutional Research and supplied to the college deans and division vice presidents for dissemination their respective departments.  
5.1.1 Previous FY budget discussion (Provide a narrative of the previous year's budget and spending, including an assessment of the adequacy of the budget to 1) support and operate the unit and 2) support the unit's strategic goals.)

For the 2010-2011 academic year, the New Orleans Studies minor had a budget of $1,350. The bulk of these funds have been spent on publications. We also paid for one speaker ($400) out of this fund. It is essential that students and the community are aware of the minor and its related activities in order to “foster student connectedness to the University and the New Orleans community” (Loyola 2012, p. 2) and to develop “new programs…that are distinctive in subject matter and that are cross-disciplinary, interdependent, and inter college programs based on subject matter upon which no other university competes…” (Loyola 2012, p.7)

5.2 Upcoming FY salary, operating and total budgets. Provide expected budget if the unit’s budget hasn't been finalized.  

We have no information at this time, but expect approximately the same budget we had this year.

5.2.1 Upcoming FY budget discussion (Provide a narrative of the upcoming year's budget and expected spending, including an assessment of the adequacy of the budget to 1) support and operate the unit and 2) support the unit's strategic goals.)

We will again need funds for publications advertising our courses and programs. If we had a greater budget, we could increase the number of outside speakers we invite to campus. We could also fund student and faculty travel to conferences and other scholarly activities, thereby enhancing our mission to provide students “with in version: 03.04.2011
depth study of the history, culture, society, and representations of the city of New Orleans”… and provide them “with a critical understanding of the city in which they live.”

6. **Planning and goals for the upcoming year** (2 pages max)

6.1 General statement describing the process of strategic planning in the unit and how the strategic plan has informed the development of the upcoming year's goals. (The current strategic plan should be posted on the unit’s Intranet site.)

Primary goals for the upcoming year include strategic planning and assessment. Now that the minor has been in place for one year, we are well positioned to assess our program and articulate strategic goals in order to better plan for the future. These items of business will appear on our first agenda for the new year.

6.2 Describe how the unit’s strategic plan supports the mission or strategic goals of the university.

We do not have a strategic plan in place at this time.

6.3 Describe the program goals for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

In the fall, we will study the evaluation forms given to students in New Orleans Studies courses this spring and use them as the basis for planning. We do know that we will be working with different departments and faculty members to help develop new courses for the minor.

6.4 Describe the student learning outcomes for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

We will evaluate student learning outcomes in the fall.

6.5 Description of planned involvement of non-Loyola community in strategic goals or the activities planned to achieve those goals, such as community-based learning, community-engaged activities, or community-related goals (if applicable)

6.6 Description of the resources that will support the goals for the upcoming year

An engaged and dedicated faculty, a library dedicated to enhancing its New Orleans holdings, an administration committed to New Orleans Studies and interested students provide the major resources for the minor.

6.7 Assessment plan for upcoming year's goals

We will write an assessment plan in the fall.

7. **Appendices**

7.1 Data collection tools for student data (Provide a copy of any tools that the unit uses to collect data about student achievement, such as senior exit exams, student learning outcome rubrics for courses, interview protocols for graduating seniors, etc.)

7.2 Data collection tools for other data (Provide a copy of any other tools the unit might use to collect data not listed in 7.1)

7.3 Assessment reports (At the unit’s discretion, provide a copy of any assessment reports that the unit has generated as a result of the previous year’s assessment activities)

7.4 Any supporting documentation the unit sees fit to include in the annual report version: 03.04.2011