



ASSESSMENT REPORT (REGULAR TEMPLATE)

MEDIA STUDIES MAJOR & MINOR

ACADEMIC YEAR 2022 - 2023

REPORT DUE DATE: October 2, 2023

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Inna Arzumanova, Chair of Media Studies & Faculty Assessment Coordinator:
iarzumanova@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

I am submitting an aggregate report for the Media Studies Major and the Media Studies Minor. During the 2022 – 2023 academic year, our department's aim was to assess "PLO #3: Policy" for both the Media Studies major and the Media Studies minor. The two programs are synchronized in our course offerings and in their progression through the assessment tracks, which is why they are being submitted as an aggregate.

There are two other assessment reports submitted for our department.

Professor Teresa Moore is in charge of the report for the Journalism Minor. And Professor Danny Plotnick is in charge of the report for the Film Studies Minor.

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since October 2022?

There have been no revisions to the Curricular Map since that date.

Curricular Map #1 Institutional Learning Outcomes (ILOs) to Program Learning Outcomes (PLOs) *Please note: PLOs have been abridged. Please see full Assessment Plan for detailed PLOs.							
<i>Institutional Learning Outcomes X Program Learning Outcomes</i>	ILO #1	ILO #2	ILO #3	ILO #4	ILO #5	ILO #6	ILO #7
PLO #1: History	X						X
PLO #2: Theory	X		X	X	X	X	X
PLO #3: Policy	X				X	X	X
PLO #4: Research		X	X	X		X	X
PLO #5a: Audio/Video/Digital		X			X	X	
PLO #5b: Journalism		X	X	X	X	X	

Curricular Map #2

Program Learning Outcomes (PLOs) to Courses

Program Learning Outcomes X Courses	PLO #1: History	PLO #2: Theory	PLO #3: Policy	PLO #4: Research	PLO #5a: Audio/Video/ Digital	PLO #5b: Journalism
Introduction to Media Studies	X	X	X			
Multimedia Storytelling				X	X	X
Introduction to Film Studies	X	X				
First Year Seminars (topical)	X				X	
Audio Production					X	
Video Production					X	
Journalism 1: Reporting						X
Journalism 2: Advanced Reporting						X
Digital Media Production					X	
Media History	X	X	X			
Civic Media	X		X			X
Cultural Industries	X	X	X			
Media Theory & Criticism		X		X		
Communication Law & Policy	X		X	X		
Advanced Radio Production					X	
Green Media			X		X	X
Indian Cinema	X			X		
LGBT Cinema	X			X		
Arts Reporting & Review				X		X
Motion Graphics					X	
Documentary Production					X	
Experimental Cinema					X	
Black Cinema Studies	X	X		X		
Media Internship					X	
Radio Show Experience					X	
Scriptwriting					X	
Narrative Fiction/Film Production					X	
Senior Seminar: International/Global Media	X	X		X		
Senior Seminar: Undoing Gender	X	X		X		
Senior Seminar: Human Rights Film Festival	X	X		X		
Senior Seminar: Politics & the Media	X	X	X	X		
Senior Seminar: Alternative Media & Social Change	X	X	X	X		
Senior Seminar: American Journalism Ethics	X	X		X		X
Senior Seminar: Popular Culture Studies	X	X		X		

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2022? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

No.

Please note: Mission Statement is the same for the major as well as the minor.

Mission Statement (Major):

“The Media Studies major at USF is a liberal arts-based program that combines media theory and practice. We believe that understanding media is an essential component of modern citizenship. Creating media that should contribute positively to a multicultural, global, future is an equally important task. Consequently, we teach students to be both critical analysts of media genres, institutions, and texts, and to be creative and innovative storytellers in their own right.

The Media Studies Major works within, and is infused by, the USF Jesuit mission, which stresses ethical decision-making and promotes social justice goals. Students graduating from the program should not only demonstrate a deep understanding of media in contemporary society, and be able to create short works of media art, in the form of journalism, audio/video works, or web-based projects; they should also reflect the University’s social justice mission in their concern about the ethical values of the media system and its role in serving human needs. Graduates of the program have gone on to careers in media writing, directing and producing; print and broadcast journalism; graduate study in media, communications, law, and politics; non-profit organizational research, management and media relations; corporate public relations, advertising and marketing; general business, and elementary and high school teaching.”

Mission Statement (Minor):

Same as above, for the major.

4. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2022? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee. Minor editorial changes are not required to go through the College Curriculum Committee.

No.

Media Studies Major Program Learning Outcomes:

1. PLO: History:
 - a. Students should be able to explain the key developments and social actors of media history, from the oral/aural era to the printing press to digital media.
 - b. Students should be able to explain how these key developments were and continue to be embedded within larger cultural, economic, political, and social conditions around the world.
 - c. Students should be able to recognize and distinguish between key media history theories and terms.
2. PLO: Theory
 - a. Students should recognize and be able to define key analytical concepts in Media Studies, including but not limited to: political economy, globalization, hegemony, culture, ideology, representation, aesthetics, rhetoric, reception, text, genre, myth, interpretation.
 - b. Students should be familiar with at least three influential bodies of scholarship within media/cultural studies and be able to explain and mobilize these ideas in their papers. Example bodies of scholarship include but are not limited to: Public Sphere, Frankfurt School of Critical Theory, Birmingham School of Cultural Studies, Psychoanalysis, Feminist & Queer Thought, Critical Race Theories, Structuralism & Semiotics, Poststructuralism & Postmodernism, and Digital Media Scholarship.
 - c. Students should understand what theorizing involves (making serious, and ideally testable, generalizations about the world based in deep understanding of social and cultural phenomena) and be able to synthesize and theorize from evidence and reading.
3. PLO: Policy
 - a. Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes—for example, the role(s) of media in elections, public policy making, public debate, social change movements, international/global relations, and other democratic political processes.
 - b. Students should be able to describe the role(s) of government and the courts in regulating media institutions. Examples include, but are not limited to: First Amendment based laws structuring press freedoms; the historical and contemporary role of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.
4. PLO: Research & Analysis
 - a. Students should be able to: identify a significant research topic for a project; formulate the appropriate research question(s); state the project's relevance and contribution to knowledge and frame it within an appropriate theoretical context.
 - b. Students should be able to conduct and write up a focused literature review - i.e. they should know how to use the library, data bases, and reference

- lists in published works to find sources, know how to identify the most central sources in an area, and know how to write about other peoples' work in an ethical and useful way.
- c. Students should be able to select and use an appropriate media studies method – such as text analysis, interviewing, ethnography, historical analysis -- to answer their research questions.
 - d. Students should be able to analyze and write up their original research into a coherent report, identifying key themes and patterns, and coming to a conclusion, thereby completing a significant and relevant research project.
5. PLO: Production
- a. Audio/Video/Digital
 - i. Students should have a basic understanding of the techniques underpinning media production.
 - ii. Students should be able to operate basic production equipment including video cameras, sound recording devices and computer editing software.
 - iii. Students should be able to work collaboratively to create media projects to produce work that is greater than the sum of its parts.
 - b. Journalism
 - i. Students should understand the difference between journalism and other types of writing, namely that the main ingredients in journalism are verified and attributed facts clearly presented for an audience.
 - ii. Students should be able to gather, evaluate, prioritize and contextualize information from a variety of sources – direct observation, interview, and review of secondary and tertiary sources.
 - iii. Students should be able to convey reported information in a fair, accurate and engaging manner, regardless of medium.

Media Studies Minor Program Learning Outcomes:

1. Students should be able to explain the key developments and social actors of media history and their sociopolitical contexts [*corresponds to PLO #1 History within MS Major*].
2. Students should understand the foundational relationships between media, culture, and society [*corresponds to PLO #2 Theory within MS Major*].
3. Students should understand the political economies of media institutions and their organized creative practices [*corresponds to PLO #3 Policy within MS Major*].
4. Students should be able to describe the role of media in politics and how media affect core democratic processes such as citizen participation, deliberation, and mobilization including elections, policy-making, and protests [*corresponds to PLO #4 Research & Analysis within MS Major*].
5. Students should demonstrate advanced media production and social and aesthetic critique of media [*corresponds to PLO #5 Production within MS Major*].

5. State the particular Program Learning Outcome(s) you assessed for the academic year 2022-2023.

PLO(s) being assessed: For the 2022 – 2023 academic year, Media Studies assessed “PLO#3: Policy” for both the major and the minor. This is the first time we are returning to this PLO since formal assessment began in 2015-2016. Additionally, it was the first time this PLO was tested in three “new” special topic courses (“Environmental Journalism,” “Media and the End of Democracy,” and “Pop, Power and Creative Labor”). As a result, we were able to evaluate how our special topic courses, which we use in order to keep the curriculum up-to-date, responsive to the needs of the contemporary moment, and pedagogically fresh, compare to our formal curriculum. Additionally, as I explain further in later section, in selecting courses to be assessed for this PLO, we encountered the reality that “policy” is no longer viable as a standalone PLO. In all, taken together, these have all been useful data points since we have begun the process of revising our Program Learning Outcomes as of August 2023.

Per our annual plan, we tested this PLO across different courses per semester (2 courses in Fall 2022 and 2 courses in Spring 2023). In light of the above, we tested the following courses:

- [major] “MS390: Environmental Journalism,” taught by Tim Redmond in F22
- [minor] “MS403: Race & Ethnicity in Media,” taught by Inna Arzumanova in F22
- [major] “MS490: Media and the End of Democracy,” taught by Bernadette Barker-Plummer in S23
- [major] “MS390: Pop, Power, Creative Labor,” taught by Inna Arzumanova in S23

PLO(s) being assessed (Minor):

For the 2022 – 2023 academic year, Media Studies assessed “PLO#3: Policy” for both the major and the minor. The minor was assessed using a course that ran during the Fall 2022 semester (“MS403: Race & Ethnicity in Media”).

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

Methodology used is the same for the major and the minor.

Methodology used (Major & Minor):

Instructors selected to participate in our department’s assessment efforts every semester evaluate student work in their course according to the department-wide rubric (see rubric at the end of this document). The rubric asks each instructor to assess how many students in each course were able to attain A-level, B-level, etc. competency at various dimensions of the given PLO and to arrive at an overall percentage for each grade level (see individual instructor’s Assessment results at the end of this document).

Grades represent:

- A – student has complete mastery
- B – student demonstrates good skills
- C – student has passing skills
- D-F – student is not passing this criteria

Assessment locations include students’ final exams, research projects, end of semester student project screenings, and production projects (films, videos, news stories). Specific work products assessed are decided by the instructors executing assessment each semester (syllabi vary among professors and it has been our decision that the most effective assessment would allow instructors to select their own work products).

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this, among many other options, one option is to use a table showing the distribution, for example:

Results (Major):

Please see individual assessment reports at the end of this document. Below is a summation. Below are average results for each class during the assessed semester.

- “MS390: Environmental Journalism” (Fall 2022):
 - A (complete mastery) – 86%
 - B (demonstrates good skill) – 7%
 - C (passing skills) – 7%
 - D/F (not passing this criteria) – 0%
- “MS490: Media and the End of Democracy” (Spring 2023)
 - A (complete mastery) – 67%
 - B (demonstrates good skill) – 25%
 - C (passing skills) – 8%
 - D/F (not passing this criteria) – 0%
- “MS390: Pop, Power, and Creative Labor” (Spring 2023)
 - A (complete mastery) – 62%
 - B (demonstrates good skill) – 29%
 - C (passing skills) – 9%
 - D/F (not passing this criteria) – 0%
- [*minor*] “MS403: Race & Ethnicity in the Media” (Fall 2022)
 - A (complete mastery) – 67%
 - B (demonstrates good skill) – 33%
 - C (passing skills) – 0%
 - D/F (not passing this criteria) – 0%

The four courses assessed for this program learning outcome are all upper-division courses, with three of them representing a “special topic” course that isn’t typically offered within our formal curriculum. Each of the three “special topic” courses are courses that we are looking to formalize and incorporate into our curriculum in the long-term. As such, assessing them here is a critical step in evaluating whether these courses deliver the same results as our formal curriculum. One important data point: the distribution across mastery levels (grades at each level, A-F) for each course that was assessed is consistent across the assessed courses, but higher than our usual data points. In other words, all four courses assessed this round showed a similar pattern of “mastery” distribution, but there was a notably higher amount of A and B level mastery than we have typically seen with other PLOs in past assessment rounds. In light of this, we believe there are several ways to understand this data:

1. In evaluating the special topic courses, both in reference to one another as well as comparatively to our formal curriculum courses, suggests that when it comes to PLO #3, the special topic courses are achieving the same success rates as courses that are in our formal curriculum. This is not surprising as our pool of instructors is very small and the same instructors teach both regular curriculum courses and special topics, and are very familiar with our PLOs and how to prioritize them within the material and the syllabus. Nevertheless, this comparative similarity does suggest that our special topic courses are well positioned to be considered for the regular curriculum and to be proposed as new courses in the curriculum.
2. As mentioned above, the numbers/percentages of students earning A-level and B-level mastery for PLO #3 were higher than the PLOs we have tested in the past. A-level mastery, for example, was well above half the class (as high as 86% in one course). Additionally, across all four courses, not one student failed to master at least passing knowledge of this PLO (no one received a D or F when it came to assessing knowledge in this PLO). This is generally a metric that suggests the program's overall success with teaching media policy, political economy, and media institutions (all of which are captured by this PLO). However, our department *also* engaged in long discussions when selecting courses for this PLO: everyone felt that media policy issues are now so deeply ingrained in our overall material and our courses that courses originally earmarked for this assessment no longer fit the bill. The data now bears this out! The high mastery levels point to the anecdotal knowledge that we put forward as instructors. Each of our classes has now so thoroughly incorporated policy into the presentation of media history, critical theory, representational analyses, conversations about creative and media labor, institutions, journalism, etc. that "policy" no longer makes sense as a standalone PLO.
3. Building on the previous point, A-level mastery for this PLO was quite high, but between the four courses, the journalism course stood out as achieving especially high levels of mastery. "Environmental Journalism" had an average

of 86% in A-level mastery, while the other three critical analyses/critical theory courses hovered around 66%-67% in A-level mastery. This is another important data point as it suggests that media policy discussions are happening in more robust ways in our journalism program. In terms of the field and understanding the ways in which media institutions are now grappling with policy issues (outdated policy issues), this makes perfect sense: journalism has been at the forefront of these conversation and likely, most profoundly impacted. This data point suggests to us, as a department, however, that future “policy” oriented classes should be grounded in journalism to get the best results in terms of student achievement.

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Major & Minor):

Our department will be closing the loop on this round of assessment and data in three ways; three will be more immediate and the fourth, more long-term:

Immediate #1: our department has recently hired a new TT Assistant Professor, who started Spring 2023. As this (2023 – 2024) academic year will be her first full year in our department, we will be asking her to evaluate her courses as part of our annual assessment process. Particularly useful is the fact that she is teaching our introductory courses this semester (Fall 2023) and will be teaching our capstone course next semester (Spring 2024). The comparative data will be an important way in which both she and the department can think about her growth in the program, from a pedagogical standpoint.

Immediate #2: as planned, the Media Studies Department (including our Film Studies and Journalism minor) has started a formal review of (a) our Program

Learning Outcomes, and (b) our curricular track. We have already met once this semester and are due to meet again in November. As part of our first meeting and equipped with the data from this assessment round, we unanimously decided to eliminate PLO#3 as a standalone program learning outcome and to, instead, fold its contents into PLO #1: History and PLO#4: Research.

Long-term #3: this long-term “closing the loop” strategy is a roll-over from last year because our staffing needs were not met and the need remains. Our department needs another full-time tenure-track line – a scholar whose focus is media platformization, digital economies, etc. The absence of this critical expertise is impacting our pedagogical effectiveness and our ability to serve our students. We have renewed our request for this faculty line with the Dean’s office.

The Media Studies Department has also agreed upon Assessment locations for Fall 2023 and Spring 2024. During the 2023 – 2024 academic year, we are returning to testing PLO #4: Research.

- Fall 2023:
 - MS313: “Media Theory & Criticism,” taught by Inna Arzumanova
 - MS100: “Introduction to Media Studies,” taught by Wan-Jun Lu
 - MS407: “Alt. Media & Social Change,” taught by Dorothy Kidd
- Spring 2024:
 - MS409: “International and Global Media,” taught by Wan-Jun Lu

2. What were the most important suggestions/feedback from the FDCC on your last assessment report (for academic year 2021-2022, submitted in October 2022)? How did you incorporate or address the suggestion(s) in this report?

Our assessment feedback has consistently been very positive. There are, however, two items that the FDCC consistently asks our department to revisit:

FDCC: the mission statement should be more concise.

- The Media Studies Department feels very strongly that a lengthier Mission Statement is a critical piece of our department’s assessment and therefore, cannot be easily reduced in number or length. Our department is unique in that it is interdisciplinary and includes several emphases and areas of study, all of which must be accounted for in our mission statement.
- When the FDCC first began reviewing assessment several years ago, this same suggestion was made and in response, we cut our mission statement in half. This is the result of that edit.

FDCC: the major PLOs should be more concise.

- As our department embarks on a review of our PLOs, their length might very well be impacted. This is a current work-in-progress.
- However, this has been a difficult area for our department over the years and we have continually returned to this problem. The difficulty has been the design of our program: we have a deeply hybrid program, including coursework that is based in theory, case-studies, audio, video, digital production, journalism. In other words, our PLOs have to capture a wide variety of “lab” work as well as more traditional studies courses.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures could be included here)

See pages 14 – 19 for rubrics as well as assessment data.

Learning Outcome #3: Policy

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Instructors: Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

A – student has complete mastery

B – student demonstrates good skills

C – student has passing skills

F – student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

Learning Outcome #3: Policy	A	B	C	D-F
a. Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes (the role(s) of media in elections, public policy making, public debate, social change movements, international/global relations, and other democratic political processes).				
b. Students should be able to describe the role(s) of government and courts in regulating media institutions. Examples include: First Amendment based laws structuring press freedoms; the historical and contemporary role of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.				
Totals N (%)				

Learning Outcome #3: Policy
Professor Tim Redmond
FALL 2022
MS390: Environmental Journalism

Instructors: Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

- A – student has complete mastery
- B – student demonstrates good skills
- C – student has passing skills
- F – student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

Learning Outcome #3: Policy	A	B	C	D-F
a. Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes (the role(s) of media in elections, public policy making, public debate, social change movements, international/global relations, and other democratic political processes).	12	1	1	
b. Students should be able to describe the role(s) of government and courts in regulating media institutions. Examples include: First Amendment based laws structuring press freedoms; the historical and contemporary role of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.	12	1	1	
Totals N (%)	24 (86%)	2 (7%)	2 (7%)	

Learning Outcome #3: Policy
Professor Bernadette Barker Plummer
SPRING 2023
MS490: Media and the End of Democracy

Instructors: Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

- A – student has complete mastery
- B – student demonstrates good skills
- C – student has passing skills
- F – student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

Learning Outcome #3: Policy	A	B	C	D-F
a. Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes (the role(s) of media in elections, public policy making, public debate, social change movements, international/global relations, and other democratic political processes).	5	1		
b. Students should be able to describe the role(s) of government and courts in regulating media institutions. Examples include: First Amendment based laws structuring press freedoms; the historical and contemporary role of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.	3	2	1	
Totals N (%)	8 (67%)	3 (25%)	1 (8%)	

Learning Outcome #3: Policy

Professor Inna Arzumanova

SPRING 2023

MS390: Pop, Power, and Creative Labor

Instructors: Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

A – student has complete mastery

B – student demonstrates good skills

C – student has passing skills

F – student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

Learning Outcome #3: Policy	A	B	C	D-F
a. Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes (the role(s) of media in elections, public policy making, public debate, social change movements, international/global relations, and other democratic political processes).	15	5	1	
b. Students should be able to describe the role(s) of government and courts in regulating media institutions. Examples include: First Amendment based laws structuring press freedoms; the historical and contemporary role of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.	11	7	3	
Totals N (%)	26 (62%)	12 (29%)	4 (9%)	

MS Minor Program Learning Outcome #3

Minor BLANK

Instructors: Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

A – student has complete mastery

B – student demonstrates good skills

C – student has passing skills

F – student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

Learning Outcome #4	A	B	C	D-F
Students should understand the political economies of media institutions and their organized creative practices. <i>[corresponds to PLO #3 "Policy" within MS Major]</i>				
Totals N(%)				

MS Minor Program Learning Outcome #3**Professor Inna Arzumanova****FALL 2022****MS 403: Race & Ethnicity in the Media**

Instructors: Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

A – student has complete mastery

B – student demonstrates good skills

C – student has passing skills

F – student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

Learning Outcome #4	A	B	C	D-F
Students should understand the political economies of media institutions and their organized creative practices. <i>[corresponds to PLO #3 "Policy" within MS Major]</i>	8	4		
Totals N(%)	8 (67%)	4 (33%)		