

ACADEMIC YEAR 2017 – 2018
REPORT DUE DATE: 11/01/2019

I. LOGISTICS & PROGRAM LEARNING OUTCOMES

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).

Please send all feedback to Media Studies Chair, Susana Kaiser as well as to faculty member in charge of Assessment submission, Inna Arzumanova.

Susana Kaiser: kaisers@usfca.edu Inna Arzumanova: iarzumanova@usfca.edu.

2. Were any changes made to the program mission statement since the last assessment cycle in

October 2017? 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.

Current Media Studies Mission Statement:

“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;

2 | Page 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.”

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle

in October 2017? 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 (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

No, no changes were made since the last assessment cycle. Please note, PLOs for Major and Minor are different (see below)

Current MS 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.

Current MS 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].

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018? During the 2018 – 2019 academic year, our department (both Major and Minor) tested PLO#4: Research & Analysis.

Per our annual plan, we tested this PLO across different courses (3 courses in Fall 2018 + 1 course in Spring 2019). Our typical plan is to test two courses per semester but this was not possible during Spring 2019 because several full-time faculty were unavailable (sabbatical, maternity leave, etc). We compensated for this by testing three courses in Fall 2018.

For PLO#4 (Research & Analysis) our plan has been to test primarily 400-level capstone courses, as this is the collection of courses where this PLO is most prominently engaged. The following was the course breakdown:

- Fall 2018:
 - MS490: Digital Theory, taught by Tamara Kneese
 - MS420: American Journalism Ethics, taught by Teresa Moore
 - *Minor* – MS390: Race in Media/Art/Fashion, taught by Inna Arzumanova
- Spring 2019:
 - MS400: Politics and the Media, taught by Bernadette Barker-Plummer

II. METHODOLOGY

5. 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
.”

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

4 | Page

5 | Page 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).

III. RESULTS & MAJOR FINDINGS

6. 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:

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

• Fall 2018:

○ A (complete mastery) – 60.33% ○ B (demonstrates good skill) – 32.33% ○ C (passing skills) – 7.33% ○ D/F (not passing this criteria) – 0%

• Spring 2019:

○ A (complete mastery) – 30% ○ B (demonstrates good skill) – 58.75% ○ C (passing skills) – 11.25% ○ D/F (not passing this criteria) – 0%

IV. CLOSING THE LOOP

7. 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.

During Fall 2019, Media Studies faculty met to review both our curriculum and our gathered assessment. At the end of the Fall 2019 semester, Assessment data for 2018 – 2019 (included here) will be circulated to all full-time MS faculty. The goal will be to review our collective assessments, to produce takeaways and to use those takeaways to make both short-term and long-term changes to the curriculum. Our department implemented a new curriculum several years ago and we will now be using assessment data to review the progress and of the new curriculum so far.

One key objective for this curriculum review (and instrumentalizing assessment data to streamline this review) is to introduce more standardization into our curriculum. This would ensure that different instructors teaching the same core courses would make sure to include certain histories, theories, methodologies, while, at the same time, exercising their own expertise, academic freedom, and creative license to teach the course as they see fit.

It is our assessment data from the previous year (2017-2018) that demonstrated our need for standardization and because several full-time faculty were on leave last year, we have scheduled this review for end of Fall 2019.

The Media Studies Department has also agreed upon Assessment locations for Fall 2019 (we will meet again at the end of this semester to decide on

Assessment locations for Spring 2020, once the schedule is finalized).

During the 2019 – 2020, we are testing PLO #5:

Production

- Fall 2019:
 - MS222: Video Production, taught by Daniel Plotnick
 - MS420: American Journalism Ethics, taught by Tim Redmond
 - *Minor* – MS223: Journalism 1 Reporting, taught by Teresa Moore

8. What were the most important suggestions/feedback from the FDCD on your last assessment

report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or

address the suggestion(s) in this report?

Our assessment feedback for the 2017 – 2018 was very positive. There were only two items that the FDCD asked our department to consider:

- FDCD: “As mentioned previously, one suggestion is to make the mission statement more concise, with a 75 word length suggested by WASC best practices.”
 - 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 FDCD first began reviewing assessment several years ago, this same suggestion was made and in response, we cut our our mission statement in half. This is the result of that edit.
- FDCD: “Tracking minor and major students separately is something to consider going forward.”
 - We have begun discussing how this might be achieved in a manner that both tracks students separately and is also mindful of the amount of extra labor we are asking faculty to undertake.
 -

Tracking students separately in each course would require determining which of our students are majors/minors in advance and then applying different rubrics to their work.

- Another area of difficulty with this potential change is that many courses have too few minors to make this type of separate assessment productive. ○ In an effort to “close the loop” on this suggestion, we will be discussing it more fully during our end of semester meeting in December 2019.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included

**here
)**

See pages 8 – 13 for major & minor rubrics as well as assessment data.

Media Studies **Major** Learning Outcome #4: Research & Analysis Blank Rubric

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: Research & Analysis A B C D-F

- 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.

Totals N (%)

**Media Studies Major Learning Outcome
#4: Research & Analysis Assessment
completed by Tamara Kneese Course:
MS 490 Digital Theory, Fall 2018**

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: Research & Analysis A B C D-F

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 appropriate theoretical context.

6/9 3/9

b. Students should be able to conduct and write a focused literature review-- i.e. they should know how to use the library, data bases, and reference 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.

3/9 3/9 3/9

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.

7/9 1/9 1/9

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.

6/9 3/9

Totals N (%)

**Media Studies Major Learning Outcome #4:
Research & Analysis Assessment completed by
Teresa Moore Course: MS 420 American Journalism
Ethics, Fall 2018**

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: Research & Analysis A B C D-F

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 appropriate theoretical context.

4/6 2/6

b. Students should be able to conduct and write a focused literature review-- i.e. they should know how to use the library, data bases, and reference published works to find sources, know how to evaluate the most central sources in an area, and know how to write about other peoples' work in an ethical and useful way.

6/6 0/6

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.

6/6 0/6

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.

4/6 2/6

Totals N (%)

**Media Studies Major Learning Outcome #4:
Research & Analysis Assessment completed
by Barker-Plummer Course: Politics and
Media, MS 400, Spring 2019**

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: Research & Analysis A B C D-F

a. Students should be able to: identify a significant research topic for a project; formulate the appropriate research question(s); state the relevance and contribution to knowledge and it within an appropriate theoretical context.

8/20 12/20

b. Students should be able to conduct and write a focused literature review-- i.e. they should know how to use the library, data bases, and reference published works to find sources, know how to find the most central sources in an area, and know how to write about other peoples' work in an ethical and useful way.

7/20 10/20 3/20

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.

5/20 12/20 3/20

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.

4/20 13/20 3/20

Totals N (%) 30% 58.75% 11.25%

Media Studies Minor Program
Learning Outcome #4 Blank
Rubric

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 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]*

Totals N(%)

**Media Studies Minor Program Learning Outcome #4 Assessment
completed by Inna Arzumanova Course: MS 390 Special Topic:
Race in Media/Art/Fashion, Fall 2018**

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 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]*

/19 2/19

Totals N (%) 37% 52% 11%