

ASSESSMENT REPORT (REGULAR TEMPLATE)

MEDIA STUDIES MAJOR & MINOR

ACADEMIC YEAR 2020 - 2021

REPORT DUE DATE: December 1, 2021 (extended)

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 2020 – 2021 academic year, our department’s aim was to assess “PLO #1: History” 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 submitted the report for the Journalism Minor. And

Professor Danny Plotnick submitted 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 2020?

There have been no revisions to the Curricular Map since October 2020.

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 2020? 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/Graduate/Certificate):

“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 2020? 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.

POs (Major/Graduate/Certificate):

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.

PLOs (Minor):

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 2020-2021.

PLO(s) being assessed (Major/Graduate/Certificate):

For the 2020 – 2021 academic year, Media Studies assessed “PLO#1: History” 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 an entirely remote environment. As such, the data points offered some great comparative data points, showing how our courses/strategies fared in a remote environment, as compared to a more traditional in-person environment.

Per our annual plan, we tested this PLO across different courses per semester (2 courses in Fall 2020 and 1 course in Spring 2021). In light of the above, we tested the following courses:

- [major] MS202: Media History, taught by Vamsee Juluri in F20
- [major] MS410: Popular Music & Communication, taught by Dorothy Kidd in F20
- [minor] MS100: Introduction to Media Studies, taught by Inna Arzumanova in S21

PLO(s) being assessed (Minor):

For the 2020 – 2021 academic year, Media Studies assessed “PLO#1: History” for both the major and the minor. The minor was assessed using a course that ran during the Spring 2021 semester (MS100: Introduction to Media Studies).

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/Graduate/Certificate):

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.

- MS202: Media History (Fall 2020):
 - A (complete mastery) – 47.1%
 - B (demonstrates good skill) – 45.1%
 - C (passing skills) – 5.8%

- D/F (not passing this criteria) – 0%
- MS410: Popular Music & Communication (Fall 2020)
 - A (complete mastery) – 47%
 - B (demonstrates good skill) – 36%
 - C (passing skills) – 16%
 - D/F (not passing this criteria) – 0%
- [minor] MS100: Introduction to Media Studies (Spring 2021)
 - A (complete mastery) – 50%
 - B (demonstrates good skill) – 32%
 - C (passing skills) – 14.7%
 - D/F (not passing this criteria) – 2.9%

The three courses assessed represent the wide range on the “studies” side of the program. Media History is one of our foundational required courses at the 200-level and Popular Music & Communication is one of our capstones.

Meanwhile, Introduction to Media Studies, the course assessed for the minor is the gateway course into the major. It also, however, fulfills the university’s Core F requirements and therefore, often attracts students from all across the university (those who are interested in the topic and those who are simply trying to fulfill their core requirement). In light of this, we believe there are four ways to understand this data:

1. In terms of mastery levels, the distribution of mastery (from As to Fs) for each course is consistent with our typical data outcomes – across all PLOs – within the department. This means that our instruction, regardless of the course, instructor, or PLO, has reached a measure of standardization in terms of evaluation and assessment. This is due to our annual collective evaluation and discussion of assessment data. Reaching a small measure of standardization in the core/required curriculum of our program was one of our primary goals when we began assessment in 2015-2016.
2. For the two courses assessed for the major, the distribution of scores across each component of the PLO is consistent for both courses. This suggests that the two instructors have achieved a high level of grading reliability between them. This is critical for us as these two instructors – Professor Kidd and Professor Juluri – teach a variety of required courses in our department. They each teach courses at the introductory level, capstones, as well as themed 300-level electives.

3. Comparative Data: When it comes to the courses assessed for the major, the distribution of mastery levels mirrored closely the data from 2015 – 2016 (the last time we assessed this PLO). Considering the fact that the most recent data points are from an entirely remote teaching environment (Fall 2020), the similarity of mastery distributions suggests that our instructors successfully adapted their classes to the remote environment, replicating the in-person experience and ensuring a robust learning environment for our student despite the pivot to remote/learning.
4. Comparative Data: When it comes to the course assessed for the minor, there is a slight but notable difference in the distribution of mastery levels, as compared to data from the 2015-2016 cycle. In both cases, the course assessed was Introduction to Media Studies. In the 2015-2016 cycle, the distribution of mastery levels was wider. The data for that cycle show fewer students with “complete mastery” and more students “not passing this criteria.” This is surprising as it is typically understood that remote environments produce less engagement and therefore, diminished outcomes. But not in this case. The difference might be attributed to a difference in grading – students needing more extensions, more flexibility due to the pandemic. However, this is an area we will explore in our annual department workshop and assessment review.

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/Graduate/Certificate):

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

Immediate #1: our department is currently in the process of hiring a new TT Assistant Professor, who would start in Fall 2022. During the Spring 2022 semester, we are introducing two new adjuncts in the production wing of our program; if they are successful, we will ask them to remain for the Fall, as our typical lineup of available instructors has changed significantly. Additionally, we will now require yet another new full-time hire in the studies wing of our program due to the very recent resignation of one of our full-time faculty members. This means that our Fall 2022 schedule will include several instructors who will be new to our department. Given the positive patterns the current assessment data has produced, we will be working to make sure that these instructors are educated on the department's strategies of evaluation and assessment and that their courses plug in to the relevant tracks in terms of continuing to cultivate students' mastery and in terms of following the existing grading schemes adopted by the full-time faculty in each track.

Immediate #2: because we did not have the chance to assess the audio/video/digital component of the last PLO (PLO#5: Production), we will need to decide when we can revisit this dimension of assessment. It has been our decision as a department that we will only assess these courses once we have returned to our in-person teaching environment. We have now returned to in-person teaching and will need to make decisions about adding this PLO back into the mix, outside of our usual rotation. In the meantime, our production colleagues have been collecting data about best practices for production classes carried out online.

Long-term #3: the department will be doing a large-scale syllabus review over the next several years. We will begin with courses taught by part-time faculty and move on to courses taught by full-time faculty. It will be done in these "waves" because our primary objective will be to evaluate consistency across different sections of the same course and in the case of courses typically taught by part-timers, there are simply more instructors per course. In addition to evaluating consistency across sections, we will also be reviewing (a) each course's current relevance, and (b) each course's adherence to the official catalog description, and the designated PLOs. Our original plan was to start this review process during the

Spring 2021 semester. However, the remote environment and its uncertainties, coupled with our department's staffing shortages and ongoing hiring needs called for a pause to this process. Our plan is to return to it – to start it! – this Spring 2022.

The Media Studies Department has also agreed upon Assessment locations for Fall 2021 and Spring 2022. During the 2021 – 2022 academic year, we are returning to testing PLO #2: Theory.

- Fall 2020:
 - MS313: Media Theory & Criticism, taught by Inna Arzumanova
 - MS314: Media Research, taught by Bernadette Barker-Plummer
- Spring 2022:
 - MS490: Black Visions in Pol & Pop Culture, taught by Teresa Moore

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2019-2020, submitted in October 2020)? How did you incorporate or address the suggestion(s) in this report?

Our assessment feedback for the 2019 – 2020 academic year was very positive. There were only two items that the FDCD asked our department to consider:

FDCD: 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 FDCD 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.

FDCD: the major PLOs should be more concise.

- This is something we are exploring as a department. It has come up before and though we have discussed making the PLOs more concise, 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.
- We have added this to our Spring 2021 agenda and will be working to shorten the PLOs. One option that has been discussed is to make more PLOs, but to make them more concise. The logic here is that this strategy would yield more granular data.

ADDITIONAL MATERIALS

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

See pages 14 – 18 for rubrics as well as assessment data.

Media Studies Major
Learning Outcome #1: History
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 #1: History	A	B	C	D-F
a. Students should be able to explain the key developments and social actors of media history.				
b. Students should be able to explain the context.				
c. Students should be able to recognize and distinguish between key media history theories and terms.				
Totals N(%)				

Learning Outcome #1: History
Completed by Dorothy Kidd for “Popular Music” Fall 2020

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 #1: History	A	B	C	D-F
a. Students should be able to explain the key developments and social actors of media history.	9/19	7/19	3/19	
b. Students should be able to explain the context.	9/19	7/19	3/19	
c. Students should be able to recognize and distinguish between key media history theories and terms.	9/19	7/19	3/19	
Totals N(%)	47%	36%	16%	

Learning Outcome #1: History
Completed by Vamsee Juluri for “Media History” Fall 2020

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 #1: History	A	B	C	D-F
a. Students should be able to explain the key developments and social actors of media history.	10/17	6/17	1/17	0/17
b. Students should be able to explain the context.	8/17	8/17	1/17	0/17
c. Students should be able to recognize and distinguish between key media history theories and terms.	6/17	9/17	1/17	0/17
Totals N(%)	47.1%	45.1%	5.8%	0%

Media Studies Minor
Learning Outcome #1
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 #1	A	B	C	D-F
Students should understand the foundational relationships between media, culture, and society. <i>[corresponds to PLO #1 History within MS Major]</i>				
Totals N(%)				

MS Minor Program Learning Outcome #1

Completed by Inna Arzumanova for "Introduction to Media Studies" Spring 2021

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 #1	A	B	C	D-F
Students should understand the foundational relationships between media, culture, and society. <i>[corresponds to PLO #1 History within MS Major]</i>	17	11	5	1
Totals N(%)	50%	32%	14.7%	2.9%