

ASSESSMENT REPORT (REGULAR TEMPLATE)

MEDIA STUDIES MAJOR & MINOR

ACADEMIC YEAR 2021 - 2022

REPORT DUE DATE: December 15, 2022 (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 2021 – 2022 academic year, our department’s aim was to assess “PLO #2: Theory” 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 2021?

There have been no revisions to the Curricular Map since October 2021.

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 2021? 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 2021? 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.

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 2020-2021.

PLO(s) being assessed: For the 2021 – 2022 academic year, Media Studies assessed “PLO#2: Theory” 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 our lower division (100-level) classes and our upper division (300-level) classes. As a result, we were able to compare what is happening with our pedagogical approaches within the context of our theoretical curriculum at the start of the students’ time in our program and mid-way through the program. It is a useful data point as we embark on a potential review and revision of our Program Learning Outcomes this Spring 2023.

Per our annual plan, we tested this PLO across different courses per semester (1 course in Fall 2021 and 2 courses in Spring 2022). In light of the above, we tested the following courses:

- [major] MS313: Media Theory & Criticism, taught by Inna Arzumanova in F21
- [major] MS100-02: Introduction to Media Studies, taught by Inna Arzumanova in S22 (*please note, there were 2 sections of this course and section 02 was selected for this exercise randomly)
- [minor] MS390: Feminism & Popular Culture, taught by Bernadette Barker-Plummer in S22

PLO(s) being assessed (Minor):

For the 2021 – 2022 academic year, Media Studies assessed “PLO#2: Theory” for both the major and the minor. The minor was assessed using a course that ran during the Spring 2022 semester (MS390: Feminism & Popular Culture).

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.

- MS313: Media Theory & Criticism (Fall 2021):
 - A (complete mastery) – 59.3%
 - B (demonstrates good skill) – 29.6%
 - C (passing skills) – 11.1%
 - D/F (not passing this criteria) – 0%

- MS100: Introduction to Media Studies (Spring 2022)
 - A (complete mastery) – 39.6%
 - B (demonstrates good skill) – 43.2%
 - C (passing skills) – 12.6%
 - D/F (not passing this criteria) – 4.5%

- *[minor]* MS390: Feminism & Popular Culture (Spring 2022)
 - A (complete mastery) – 57.9%
 - B (demonstrates good skill) – 31.6%
 - C (passing skills) – 10.5%
 - D/F (not passing this criteria) – 0%

The three courses assessed represent the beginning of our students' encounter with media theory and then this research program's most in-depth explorations (the 300-level are the most in-depth explorations of theory because the last stage of the major – the capstone/400-level – is focused on applying theoretical knowledge). Introduction to Media Studies is the gateway course into the major as well as the survey-style introduction to the “studies” dimension of our program. 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). Media Theory & Criticism is our theory course and it too is structured as a survey (though a far more fast-paced and rigorous one); it also functions as a “gateway,” but in this case, it is a gateway for upper-division courses. In light of this, we believe there are several ways to understand this data:

1. The distribution across mastery levels (grades at each level, A-F) for each course that was assessed is consistent with our usual data points. We have typically seen this type of distribution across all our PLOs. This suggests that our program has accomplished our long-standing goal of standardizing certain levels of instruction across the major. This has been our aim for several years (including in our last program review) and we've made some strides in this area. However, an important caveat here is that this could

also be the natural outcome of having so few full-time faculty. The same small cohort of faculty assess their classes every semester and that, of course, impacts the data.

2. In evaluating the outcomes between the major and the minor, there is significant grading reliability between the two courses at the 300-level: Media Theory & Criticism and Feminism & Pop Culture. The grading reliability was so high, in fact, that the same amount of students achieved A-level mastery of the material: 59%. Plus, none of the students failed the material. These are impressive numbers for the juniors/seniors in these courses but equally as valuable is the fact that the two professors who teach the bulk of the theory courses – Professor Barker-Plummer and Professor Arzumanova – have reached a significant measure of grading reliability.
3. Comparative Data: comparing the data points for Introduction to Media Studies to those from Media Theory & Criticism, it is clear that students going through our program (from the 100-level to the 300-level) are accumulating knowledge and honing theoretical skills in a steady, progressive manner. To wit: students at the 300-level are showing a much higher level of mastery, with most students performing at the A and B levels. The distributions at the 100-level are much wider, with fewer reaching A-level work and several students failing on some metrics.
4. The distribution of mastery and student performance at the 100-level need to be additionally contextualized with some learning around the state of our overall USF student body in the contemporary moment. The distribution of grades was wide in this class; additional qualitative data for this course suggests that many students were struggling with attendance, deadlines, etc. This mirrors the conversations much of the university is having about the circumstances our students (especially our younger, 100-level and 200-level students) find themselves in: increased mental health issues, lack of motivation, etc.

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; three will be more immediate and the fourth, more long-term:

Immediate #1: our department has just hired a new TT Assistant Professor, who is starting Spring 2023. This is a closing-the-loop strategy that has rolled over from last year because this new faculty member delayed her start. We also recently introduced two new adjuncts in the production wing of our program and are due to introduce another one in the Spring. If they are successful, we will ask them to remain for the next academic year, 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 2022-2023 schedule has included several instructors who are new to our department. And next academic year (2023-2024) will include even more new faculty, as two of our FT faculty will be on sabbatical. 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: our department has committed to reviewing our Program Learning Outcomes during the Spring 2023 semester. Our objective will be to make the PLOs more succinct, as regularly suggested by the assessment teams, and to ensure that our PLOs reflect the most current curricular demands of our field. We already know that we need to incorporate digital theory, culture, and praxis into our

PLOs and to revisit PLO#3: Policy. Early data from Fall 2022 (assessing PLO #3) will help with the latter.

Immediate #3: our department has also committed to exploring the state of our students and discussing which pedagogical strategies have been working and which have not in the post-pandemic era. We have scheduled a department retreat for the start of the Spring semester and have invited Dr. Shannon Gary to our faculty meeting, to share his perspective on this important development among our students. The objective is to determine what we can do differently institutionally but also, pedagogically.

Long-term #3: 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 will renew our request for this faculty line with the Dean's office.

The Media Studies Department has also agreed upon Assessment locations for Fall 2022 and Spring 2023. During the 2022 – 2023 academic year, we are returning to testing PLO #3: Policy.

- Fall 2022:
 - MS390: Environmental Journalism, taught by Professor Tim Redmond
 - MS202: Media History, taught by Professor Dorothy Kidd
- Spring 2023:
 - MS201: Civic Media, 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 2020 – 2021 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 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.
- Last year, during completion of assessment, we were committed to reviewing our PLOs as a department, with our newly hired faculty member. That faculty member delayed their start date (to Spring 2023). Consequently, we are now on track to review our PLOs during Spring 2023. Our aim in this area is two-fold: to make them more concise and to update them, making sure they reflect the latest curricular developments that our faculty have been embracing in the classroom.

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 #2: Theory
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 #2: Theory	A	B	C	D-F
a. Students should recognize and be able to define key analytical concepts in Media Studies.				
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.				
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).				
Totals N (%)				

Learning Outcome #2: Theory
Completed by Inna Arzumanova
“Media Theory & Criticism” Fall 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 #2: Theory	A	B	C	D-F
a. Students should recognize and be able to define key analytical concepts in Media Studies.	12/18	4/18	2/18	
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.	11/18	6/18	1/18	
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).	9/18	6/18	3/18	
Totals N (%)	32/54 (59.3%)	16/54 (29.6%)	6/54 (11.1%)	

Learning Outcome #2: Theory
Completed by Inna Arzumanova
“Introduction to Media Studies” Spring 2022

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 #2: Theory	A	B	C	D-F
a. Students should recognize and be able to define key analytical concepts in Media Studies.	18/37	13/37	5/37	1/37
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.	14/37	16/37	4/37	3/37
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).	12/37	19/37	5/37	1/37
Totals N (%)	44/111 (39.6%)	48/111 (43.2%)	14/111 (12.6%)	5/111 (4.5%)

Media Studies Minor
Learning Outcome #2
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 [corresponds to PLO #2 Theory within MS Major].				
Totals N (%)				

MS Minor Program Learning Outcome #2
Completed by Bernadette Barker-Plummer
“Feminism & Pop Culture” Spring 2022

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 [corresponds to PLO #2 Theory within MS Major].	11/19	6/19	2/19	0/19
Totals N (%)	57.9%	31.6%	10.5%	0%