

## <MEDIA STUDIES MAJOR & MEDIA STUDIES MINOR>

### ASSESSMENT REPORT ACADEMIC YEAR 2017 – 2018 **REPORT DUE DATE: 10/26/2018**

#### 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](mailto:kaisers@usfca.edu)

Inna Arzumanova: [iarzumanova@usfca.edu](mailto: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; 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](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.**

No. Only small editorial changes were made (highlighted). 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 [omitted: “theories and”) 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 [omitted: “that reflect their ability to work together”] 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 2017 – 2018 academic year, our department (both Major and Minor) tested PLO#3: Policy.

Per our annual plan, we tested this PLO across different courses (2 courses per semester; 3 in the Spring, to include the Minor). The following was the course breakdown:

- Fall 2017:
  - MS201: Civic Media, taught by Teresa Moore
  - MS100: Introduction to Media Studies, taught by John Higgins
  - MS100: Introduction to Media Studies, taught by Ed Lenert
- Spring 2018:
  - MS400: Politics and the Media, taught by Bernadette Barker-Plummer
  - MS201: Civic Media, taught by Dorothy Kidd
  - *Minor* – MS311: Media Theory & Criticism, taught by Inna Arzumanova

## 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.”**

**Important Note** – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a

multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important: Please attach, at the end of this report, a copy of the rubric used for assessment.**

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).

During the 2016 – 2017 academic year, we piloted the implementation of a Reliability Rubric for each semester's assessment efforts. During that year, instructors completing assessment in the same semester also incorporated a semester-specific and course-specific Reliability Rubric. This Reliability Rubric was an adaptation of the above grading standards to the specific needs of the courses/PLO and a way to create reliability between the two instructors who complete assessment for any given semester. This proved to be a fruitless exercise and rather than producing reliability among professors, it revealed other standardization-related problems in the curriculum (please see below, under "Closing the Loop"). For this reason, a Reliability rubric was not used this academic year. Instead, we have embarked on another initiative.

### 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:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

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

- Fall 2017:
  - A (complete mastery) – 52.7%
  - B (demonstrates good skill) – 36.56%
  - C (passing skills) – 6.04%
  - D/F (not passing this criteria) – 4.7%
- Spring 2018:
  - A (complete mastery) – 23%
  - B (demonstrates good skill) – 48%
  - C (passing skills) – 22%
  - D/F (not passing this criteria) – 3.1%

#### **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 2018, Media Studies faculty met to discuss and collectively review Assessment data gathered during the previous academic year (2017 – 2018). Assessment data for 2017 – 2018 (included here) was circulated to all full-time MS faculty prior to the meeting. The goal for this session was to review as well as to produce takeaways and strategies for both short-term and long-term changes to be implemented in order to achieve better mastery in both the learning outcomes and the assessment process. This process addressed both the Media Studies Major and Media Studies Minor.

Faculty review and discussion yielded the following conclusions:

1. *Short term (completed)* – We collectively reviewed our Major PLOs and made small, editorial changes (all reflected in this document) that better reflect our current curriculum. These changes were not necessary for the Minor because Minor PLOs were adjusted more recently, after our new curriculum took effect (as opposed to Major PLOs, which date back to the old curriculum).
2. *Short term (completed)* – Assessment data indicated that our previous PLO Assessment Locations (our curriculum map) requires review and adjustment. Instructors from the selected courses reported teaching and engaging different levels of each PLO (for example, different instructors incorporate different amounts of PLO#3 Policy into their syllabus for “Civic Media”), which made the comparison of outcomes between courses difficult. This problem stems from the fact that these locations were agreed upon before the implementation of the new MS curriculum. Faculty allocated time to this project and made a new list of PLO Assessment Locations (see new PLO Assessment Locations at the end of this document).
3. *Long term (in process)* – Having reviewed the assessment data, faculty concluded that a wider, department-wide syllabus review is needed. The primary objective of this wider syllabus review would be to impose a small measure of standardization across our core courses. 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.

The Media Studies Department has also agreed upon Assessment locations for Fall 2018 (we will meet again at the end of this semester to decide on Assessment locations



for Spring 2019, once the schedule is finalized). During the 2018 – 2019, we are testing PLO #4: Research & Analysis

- Fall 2018:
  - MS390: Race in Media/Art/Fashion, taught by Inna Arzumanova
  - MS490: Honors Seminar, Digital Theory, taught by Tamara Kneese
  - *Minor* – MS420: American Journalism Ethics, 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 2016 – 2017 was very positive, with the FDCD expressing an interest in seeing how we proceed to “close the loop” on assessment data in the coming year. During the previous year, we had planned to gather all full-time faculty in order to review our assessment results and strategies (see “Closing the Loop” above) and FDCD feedback expressed eagerness to see how this meeting would go and what conclusions we would reach. As the above “Closing the Loop” explanation makes clear, we did indeed have this planned meeting and not only sketched out both short-term and long-term objectives, but have already completed the former objectives.

## **ADDITIONAL MATERIALS**

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

See pages 10 – 17.

**Media Studies Major**  
**Learning Outcome #3: Policy**  
**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)

<b>Learning Outcome #3: Policy</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D-F</b>
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 (%)				

**Media Studies Major**  
**Learning Outcome #3: Policy**  
**Assessment completed by Teresa Moore**  
**Course: MS 201 Civic Media, Fall 2017**

**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)

<b>Learning Outcome #3: Policy</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D-F</b>
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).	7/16	7/16	2/16	
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.	5/16	9/16	1/16	1/16
Totals N (%)	38%	50%	9%	3%

**Media Studies Major**  
**Learning Outcome #3: Policy**  
**Assessment completed by John Higgins**  
**Course: MS 100-02 Intro to Media Studies, Fall 2017**

**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)

<b>Learning Outcome #3: Policy</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D-F</b>
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).	16/32	12/32	2/32	2/32
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.	18/32	7/32	2/32	5/32
Totals N (%)	53%	30%	6%	11%

**Media Studies Major**  
**Learning Outcome #3: Policy**  
**Assessment completed by Michael Edward Lenert**  
**Course: MS 100-01 Introduction to Media Studies, Fall 2017**

**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 N=32	A	B	C	D-F
<b>3A.</b> 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).	22/32	10/32		
<b>3B.</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.	21/32	9/32	2/32	
<b>Totals N (%)</b>	67.18%	29.69%	3.13%	0%

**Media Studies Major**  
**Learning Outcome #3: Policy**  
**Assessment completed by Bernadette Barker-Plummer**  
**Course: MS 400 Politics & Media, Spring 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)

<b>Learning Outcome #3: Policy</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D-F</b>
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).	6 of 21	11 of 21	4 of 21	
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.	6 of 21	11 of 21	4 of 21	
Totals N (%)	29%	52%	19%	0%

**Media Studies Major**  
**Learning Outcome #3: Policy**  
**Assessment Completed by Dorothy Kidd**  
**Course: MS 201 Civic Media, Spring 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)

<b>Learning Outcome #3: Policy</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D-F</b>
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).	XXX	XXXXXXXXX	XXXX	X
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 (%)	18.75%	50%	25%	6.25%

**Media Studies Minor**  
**Learning Outcome #3: Policy**  
**Assessment Completed by Inna Arzumanova**  
**Course: MS 311 Media Theory & Criticism, Spring 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)

<b>Learning Outcome #3: Policy</b>	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>	7/25	12/25	5/25	1/25
Totals N (%)	28%	48%	20%	4%



## **PLO Assessment Locations**

### **Revised 10/18, per Assessment Data & “Closing the Loop” Review**

Note: the following courses are not the only courses that address each PLO. However, the below assessment locations have been identified based on which PLO is most prominently addressed in each course. This addresses both MS Major and MS Minor.

PLO assessed: #1 History (a), (b) and (c)

- Introduction to Media Studies
- Media History
- Cultural Industries

PLO assessed: #2 Theory (a), (b), and (c)

- Media Theory & Criticism
- Senior Seminars

PLO assessed: #3 Policy (a) and (b)

- Civic Media
- Cultural Industries
- Senior Seminar: American Journalism Ethics
- Senior Seminar: Media and Politics
- Communication, Law & Policy

PLO assessed: #4 Research & Analysis (a), (b), (c), and (d)

- Media Research
- All 300-level studies courses
- Human Rights Film Festival Course
- Senior Seminars

PLO assessed: #5 Production (a) and (b)

- Multimedia Storytelling
- Audio Production
- Video Production
- Civic Media
- Journalism 1
- Journalism 2