

CAS ASSESSMENT PLAN (2016 – 2017)

Department of Media Studies

October 27, 2017

This Assessment Plan has been edited to reflect formal feedback received Spring 2017

I. 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.

II. Program Learning Outcomes (PLOs)

Five Program Learning Outcomes (1) History, (2) Theory, (3) Policy, (4) Research, and (5) Production (Video/Audio/Digital and Journalism) were generated by the department. Each PLO was then further specified into measurable components (below) by instructors in that area of the field, then reviewed and approved by the department as a whole. Assessment tools, locations for assessment, and an assessment schedule were developed (see "Assessment Plan"). Assessment rubrics for each PLO were developed (examples included).

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, Post-structuralism & 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*

- 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 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 that reflect their ability to work together and 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.

III. Assessment 2016 - 2017

During the 2016 – 2017 academic year, the Media Studies Department assessed its 2nd PLO “Theory” across several courses in the Media Studies major. *Please see assessment data at end of this document.*

Assessment locations included final exams, research projects, end of semester student project screenings, and production projects (films, videos, news stories). Specific work products assessed were 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).

Courses chosen for assessment were the following:

- “Media History,” Professor Susana Kaiser, Work Product: final (Fall 2016)
 - “Media & Politics,” Professor Bernadette Barker-Plummer, Work Product: final (Fall 2016)
 - “Media Theory & Criticism,” Professor Inna Arzumanova, Work Product: final (Spring 2017)
 - “Cultural Industries,” Professor Inna Arzumanova, Work Product: final (Spring 2017)
- *Note:* One instructor who was selected to assess their course during the Spring 2017 semester, was unexpectedly unavailable (illness). As no other instructor had enough prior warning, and in order to ensure that the MS program remains on schedule with two assessed courses per semester, Professor Inna Arzumanova assessed both courses for the Spring 2017 semester. This was an unexpected anomaly in the assessment process.

Rubrics for Instructors Assessing Program Learning Outcomes

Instructors use two different rubrics in order to complete assessment:

- (1) All instructors use the below 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
- D-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(%)				

- (2) Instructors completing assessment in the same semester also incorporate a semester-specific and course-specific Reliability Rubric. This Reliability Rubric is 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. For this exercise, instructors who will complete assessment meet at the end of the semester, swap work products, and grade each other's students. They compare grades and discuss how they arrived at these assessments. Once the two instructors confirm their agreement regarding the grading standards, they proceed to assessment.

- a. Fall 2016: Professor Susana Kaiser and Professor Bernadette Barker-Plummer met in order to complete the calibration exercise. They swapped three work products, produced grades for each other's students, and agreed on the interpretation/adaptation of the grading standards to these two courses and this PLO.
- b. Spring 2017: per the explanation above, Professor Juluri was unexpectedly unable to complete assessment of his course (as was the original plan). To make sure the program stays on track with two assessed courses per semester, Professor Inna Arzumanova

completed assessment for the two courses for this semester. Calibration was therefore unnecessary.

Closing the Loop on Assessment

Faculty will allocate special time in order to review the assessment data gathered during the 2016 – 2017 academic year (see assessment data at end of this document). Because final assessment for the academic year is gathered in early June of every year (after the Spring semester is over), the year's data is only available to faculty during the following semester. Consequently, faculty will meet in December 2017 to discuss the data gathered by Professor Susana Kaiser, Professor Bernadette Barker-Plummer, and Professor Inna Arzumanova during the previous year.

- Assessment data for 2016 – 2017 will be circulated to all MS faculty prior to the meeting
- Faculty will meet to discuss and review findings from this data
- The goal for this session is to produce a sheet of takeaways and strategies for moving forward with the PLO #2

PLO Assessment Schedule for 2017 – 2018

PLO to be assessed: #3 Policy

- Courses assessed, Fall 2017
 - “Introduction to Media Studies” (Professor John Higgins, Professor Ed Lenert)
 - “Civic Media” (Professor Teresa Moore)
- Courses assessed, Spring 2018
 - “Communication, Law & Policy” (Professor Ed Lenert)
 - “Senior Seminar: Global Media” (Professor Vamsee Juluri)

Learning Outcome #2: Theory
Assessment Completed by Susana Kaiser
Course: Media History
Fall 2016

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.	8/19	9/19	2/19	
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.	7/19	6/19	6/19	
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).	6/19	5/19	5/19	3/19
Totals N(%)	36.8%	35.10%	22.8%	5.3%

Learning Outcome #2: Theory
Assessment completed by Bernadette Barker-Plummer
Course: Politics & Media
Fall 2016

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.	10/18	6/18	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	5/18	2/18	
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	7/18	2/18	
Totals N(%)	56%	33%	11%	0%

Learning Outcome #2: Theory
Assessment completed by Inna Arzumanova
Course: Media Theory & Criticism
Spring 2017

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.	9/17	7/17	1/17	
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.	5/17	9/17	3/17	
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).	6/17	9/17	2/17	
Totals N(%)	39.2%	49%	11.8%	0%

Learning Outcome #2: Theory
Assessment completed by Inna Arzumanova
Course: Cultural Industries
Spring 2017

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.	9/24	10/24	4/24	1/24
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.	6/24	13/24	3/24	2/24
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).	8/24	11/24	3/24	2/24
Totals N(%)	32%	47.2%	13.9%	6.9%

CURRICULAR MAPS
CAS ASSESSMENT PLAN

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: Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	ILO #2: Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	ILO #3: Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	ILO #4: Students communicate effectively in written and oral forms to interact within their personal and professional communities.	ILO #5: Students use technology to access and communicate information in their personal and professional lives.	ILO #6: Students use multiple methods of inquiry and research processes to answer questions and solve problems.	ILO #7: Students describe, analyze, evaluate global interconnectedness in social, economic, environmental and political systems.
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 Production	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		