

Major Assessment Findings and Curricular Improvements

Department of Media Studies

Undergraduate Program

AY2008-09 through AY2012-13

Assessment Measures

The Department of Media Studies uses the following measures to assess departmental learning outcomes:

- Grades, course evaluations, and enrollment totals for capstone seminars
- Grades, course evaluations, and enrollment totals for gateway and/or introductory courses
- Grades, course evaluations, and enrollment totals for gateway and/or intermediary courses
- Pass rate on comprehensive examinations

Assessment Findings

Capstone Seminar: Senior Seminar (Attachment 1):

The Department of Media Studies analyzed course grade, evaluation, and enrollment data in MDIA499 for a five-year period, Fall 2008 through Fall 2012. During this period, enrollment averaged 38 students, divided into three sections of approximately 12-13 students each. This is the maximum ideal size for themed research seminars; starting in 2011, the department added a fourth section to allow students to pursue their senior research thesis in video form. Though a smaller number of students choose this route, likely because of the greater difficulty (4 in 2011, 6 in 2012), this addition relieved enrollment pressure on the other sections. Performance of students in the seminar as reflected in the final grades was remarkably consistent, averaging 3.13 or “B”—designated as “good” in the University grading system for undergraduates. Half of the students fell into the “B” range. A comparatively higher number of students achieved grades in the “A” range (on average, 34%) than those falling to a “C” or merely “satisfactory” level (on average 18%). No students fell below the requisite minimum C-. The department therefore finds that students are succeeding and excelling in the research, analysis, and writing objectives of the seminar, and that the major curriculum prepares them well for this capstone element. Course evaluations reflect strong levels of approval for both the course and the professors, with professors consistently rated higher than the course. Seminar themes change and are selected by professors, often as topics intersect with their own work; thus it is not surprising if students respond positively, even if space limitations mean they may not all be able to pursue their first-choice seminar section. Exit interviews with graduating seniors routinely reveal that while some find the challenge of an article-length senior thesis to be difficult, the majority say that the experience hones advanced skills, synthesizes knowledge of the subject, and secures confidence in their ability to engage with professional-level work in the field. Many are pleased to have their theses as work samples in their professional dossiers as they pursue careers and/or graduate education.

Introductory Courses (Attachments 2 & 3):

The Department of Media Studies analyzed course grade, evaluation, and enrollment data in MDIA 201: Introduction to Media Studies and MDIA202: Media and History for a five-year period (Fall 2008 through Fall 2012).

MDIA201: Introduction to Media Studies. This is our introductory course to the major, though some students take MDIA202 first (see below). The aim in MDIA201 is to get students to understand some very basic concepts in the field and to begin practices of critical thinking and media literacy. It is taken by all students majoring in media studies, but also by a large number of exploratory and non-majors who take it for humanities credit. Over the period, 56% of enrollees were non-majors. There is no one way to structure an introductory course to the expansive field of media and communication studies, and the department has a long tradition of allowing its interdisciplinary faculty (usually junior members of the department) a wide berth in structuring the course according to their interests and expertise. Differences in instructors (there were five different instructors over the five-year period) and between syllabi complicate the task of assessing the course and student responses over time, though popularity of the course indicates a general sense of its ongoing quality. During this period, yearly enrollment was fairly high, though fluctuating, averaging 107 with a high of 135 in 2009 and a low of 98 in both AY 2010-11 and AY 2011-12. In the fall semesters of 2008 and 2009, the department saw high enrollments, and so in AY2010 it added a single section each spring. In addition to relieving pressure on fall section enrollment size, this also encouraged second-semester exploratory freshmen who were contemplating the major as a course of studies to take both introductory courses simultaneously and before sophomore year (Media 202 is offered only in the Spring; see below). We found that in the spring offerings of the course, far fewer majors were enrolled (typically 10%, versus over 50% in fall sections). There

appears to be a corresponding drop in student academic performance each spring, where grades averaged 2.47, as opposed to 2.77 for fall sections. We find it unsurprising that sections with much higher proportions of students taking the course as part of their major would perform better academically. The same variations in instructor and syllabus mentioned above make it difficult to comment on the meaning of significant shifts in student perceptions of the course and instructors. Some data is missing on two instances when adjunct instructors taught the course and failed to submit course evaluations, but in general the evaluation scores appear to improve over the period. All but one of the instructors have since left the university, including the instructor whose course and person were rated most poorly, and the one rated most highly.

MDIA202: Media and History. This is the second in a pair of introductory level courses taken by all majors, but it is also taken by an even larger number of non-majors for elective or humanities distributional credit. Over the period, 464 students took the course, 44% of whom were declared majors, 56% of whom were non-majors. This period saw a significant fluctuation in enrollment—a high of 106 in 2010 to a low of 75 in 2013—reflecting an apparent downward trend. The course was sectioned each semester to allow for discussion groups of approximately 20 students once per week. The enrollment decrease may be related to generally declining enrollments in Arts & Sciences in general after the economic downturn saw a migration of enrollment to pre-professional schools. Performance of students in the course was generally good, averaging around the 2.6 level (or “B-”), with 39% in the “B” range, 32% in the “C” range, 5% earning “D” and 4% failing. 20% did exceptionally well, earning “A” or “A-” grades. Course evaluation results for the past five years indicate that students generally like the instructors better than the course, though not by a wide margin. There is some significant decline in course and instructor approval over the period from a high of 7.76/8.30 respectively in 2010 to 5.97/6.08 in 2012. The results for 2013 are not precisely comparable, as survey scale was changed from a 10-point scale to a 7-point scale. Translating the 7-point scale back into a 10-point scale for 2013 suggests a rough translation to 6.85/7.31, and thus not the downward trend a quick glance at the bar graph might suggest. The course had five different instructors over the period in multiple sections each year—in all but one year a combination of a senior, experienced professor with a younger, newer professor—so meaningful comparisons are difficult if not impossible. While the course used a common syllabus among multiple instructors each year, from year-to-year different instructors may alter the content of the syllabus, and use different approaches in instruction. For all these reasons, changes in student judgment of the course is likewise difficult to gauge in any comprehensive way. Unsurprisingly, we find that courses with large numbers of non-majors evaluate them at a lower level than in courses taken by predominantly or solely majors.

Intermediate Level Course: Junior Seminar (Attachment 4):

The Department of Media Studies analyzed course grade, evaluation, and enrollment data in Media 304: Junior Seminar for a five-year period (Fall 2008 through Fall 2012). This is the department’s research and writing skills seminar—a course designed to begin synthesizing students’ knowledge within the discipline and help them prepare practically for their senior seminar thesis projects. It is typically offered in three sections of 15 or so students each, depending on cohort size. Fluctuations in the graph on the attachment reflect the course being offered in two sections some semesters, or just one section in others. During this period, enrollment matched expectations for cohort size—a low of 21 students in two sections for AY 2008-09 and a high of 47 students in three sections for AY 2010-11. Performance of students in the courses as reflected by grades was as expected—half of the students achieved grades in the B range, 27% in the A range, and a slightly smaller percentage below the B range. Those few students who earn below a C- must repeat the course. The average grade was 2.96, or “B”. Course evaluations showed the course and instructors to be well-liked, and as usual that student approved of the professors more than the courses. The consistent direct correlation of these two metrics across 10 semesters measuring 6 different professors probably indicates that the metric itself is soft, and that students are not particularly good at distinguishing the quality of the course from the quality of the instructor. Or it may show their canny recognition that no metric could separately indicate the quality of either. General strong approval for both suggests that the course is consistently successful. Students’ subsequent success in MDIA499, senior seminar, is likewise such an indicator.

Milestone Data: Senior Comprehensive Exam (Attachment 5)

The Media Studies department analyzed success rates in the Senior Comprehensive Exam for a five-year period (Spring 2009- Spring 2013). The average passage and failure rates for all attempts (students who fail the first attempt are allowed a second try) are somewhat distorted by some anomalous results in AY2012-13, which showed a higher-than usual first attempt failure rate, about which more below. Excluding that year, passage rates are very consistent, and consistent with past years, with typically 6% or fewer students failing on their first attempt, and, out of 211 attempts in 5 years, no student failing on the second attempt. The higher failure rate in 2012-2013 may be due to the exam being somewhat more difficult, or to some weaker preparedness on the part of some students who, having transferred into the major later in their academic careers, were taking the exam early in an attempt to graduate on time. On average, 5.69% of students earned the “pass with honors” distinction. This is consistent with the past, and shows that the distinction is truly meaningful. In sum, the

Comprehensive Examination consistently demonstrates a reasonably high degree of student mastery of the areas it assesses: knowledge of critical and practical concepts and terminology, competence at performing on-the-spot critical analysis of audio-visual texts, and ability to engage with advanced scholarship in the field.

Perceptions of General Education Outcomes by Media Studies Majors (Attachment 6)

The Department of Media Studies has analyzed student responses to the 2013 National Survey of Student Engagement (NSSE) in order to partially assess the perceived education outcomes of its senior students as compared to other senior students enrolled in Catholic University, Carnegie Peers, and the entire NSSE participant group.

In the first General Education Goals area, addressing oral and written communication, Media Studies majors report doing more required writing than students in all three comparison groups. The higher writing demands are consistent with the central importance given to writing in the major, both as a medium itself and therefore an object of study, as well as a tool for learning. Moreover, they are consistent with Media Studies seniors' reporting that their academic experience has improved their writing and speaking abilities to a higher degree than such improvement is reported by students in all three comparison groups.

In the second General Education Goals area, addressing critical thinking and reasoned analysis, Media Studies seniors report experiences mostly statistically close to that reported in the three comparison groups. However, the item addressing "forming a new idea or understanding from various pieces of information" drew significantly higher responses from Media Students, as did "evaluating a point of view, decision, or information source." These are unsurprising but gratifying results given the Media Studies curriculum, which aims to deliver precisely these competencies. Students also report statistically significant results in two other areas: they find that their experience contributed to the ability to think critically and analytically at much higher levels than reports from comparison groups.

The other sub-area of statistically significant difference from the Carnegie peers and NSSE participant comparison groups is "analyzing numerical and statistical information" (the difference in this area with CUA Seniors as a whole was not statistically significant). It appears as well in the third General Education area, addressing scientific and quantitative reasoning. As a humanities major, Media Studies puts little or no emphasis on quantitative analysis, so this result is unsurprising. Students are encouraged to take a course in statistics, not because the major has any focus on empirical analysis of media (such as content analysis), but so they are acquainted with and able to detect the significant problems arising from such research. But they are not required to do so.

Curricular Improvements

In 2009, after it was noticed that many of the students struggling most with Senior Comps and the research seminars were ones who elected to take a large number of their advanced electives as interdisciplinary and/or cross-listed courses outside the department (as was then permitted, in part in keeping with the interdisciplinary nature of the field but also to relieve our disproportionate student-teacher ratio), a new policy was instituted, according to which no student in the major may take more than two non-MDIA courses as in-major electives, with exceptions being made on a case-by-case basis for students pursuing interdisciplinary minors or double majors. This increased in-department class sizes, but it has since become recognized as an overall improvement abetting student preparedness and success. In 2009, a revised version of the comprehensive exam rubric was lauded by the chair of the Undergraduate Board as exemplary, and was used as a model for other departments across the university. Also in 2009, when instructors reported that exploratory students were often struggling in advanced electives taken for humanities credit, frequently as a result of poor course-selection advising by exploratory advisors, the department determined that MDIA201, Introduction to Media Studies, should become a prerequisite for all electives higher in number than 300 (barring a few exceptions). This was also done to help rein in our high student-faculty ratio.

In January 2011, the faculty of the department took a full-day retreat to analyze and discuss every aspect of the academic program. Results of that retreat have been summarized elsewhere, but the net outcome was that while there are many challenges to delivering this curriculum with such meager resources to such a large number of students, the faculty does an excellent job of it. While the faculty offered a host of ideas for curricular improvement, most of them (such as upgrading the Media Lab and relocating it to a more functional, less run-down space) require the kind of financial investment the university cannot or will not commit. The faculty also was strongly unanimous in patent recognition that the department simply lack an adequate number of regular faculty members (just 6) to serve the large number of undergrads who choose to study in one of the most popular departments on campus. (Later that year, *U.S. News and World Report* reported 6% of the undergraduate population majoring in Media Studies, the fifth largest major in the university and the third largest in the College of Arts and Sciences.) Nevertheless, some curricular changes were inaugurated following the retreat. The department worked to better integrate parts of the comprehensive exam, reflecting discussions that took place during the retreat about the need to strengthen connections between the production and critical studies parts of the curriculum. The changes resulted in assigning films for students to watch prior to the exam date, expanding questions on the terminology section to combine identification with narrative and ideological analysis, and a shifting emphasis on the

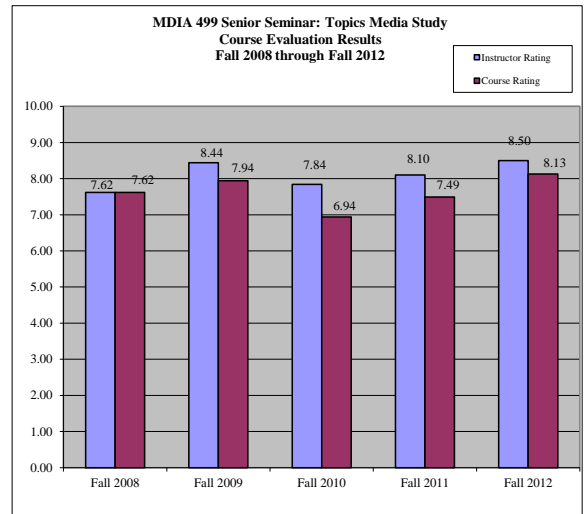
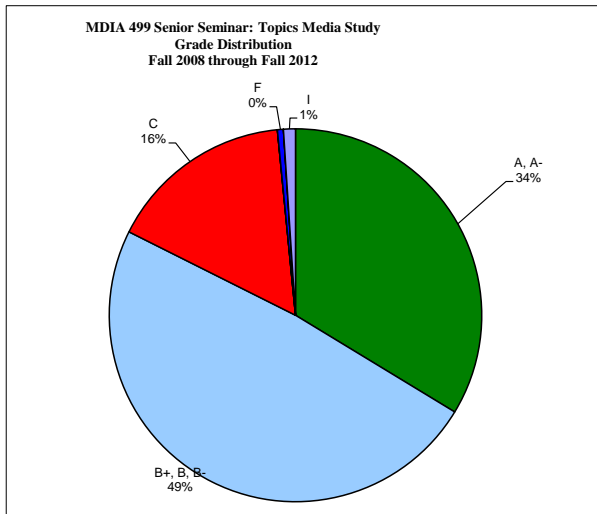
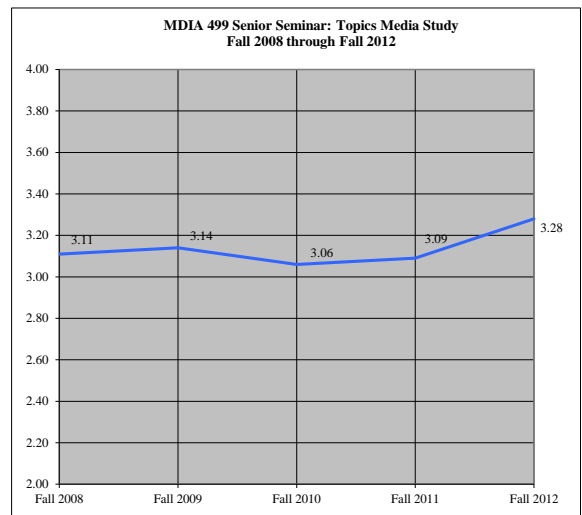
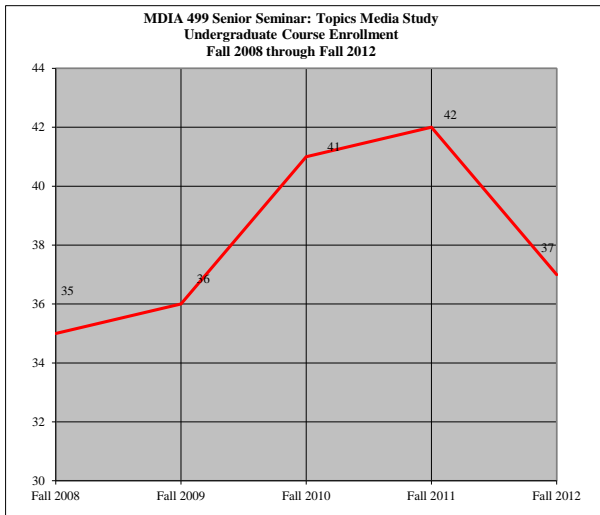
second section toward rhetorical analysis. In addition, model questions and exemplary answers were posted to the web for students to study, clearly demonstrating expectation levels for passing and passing-with-distinction responses.

In 2012, the department sought, planned, and won administrative approval for a new faculty line—what would have been the first new line appointment for the department in a decade—aimed at finding a specialist in media and religion and helping relieve the disproportionately high student-faculty ratio in the department (then nearly 3 times the university's advertised ratio of 8:1). This addition would have constituted a major improvement enabling further curricular enhancement in keeping with both departmental and university missions. The search was exactly carried out according to the approved plan, at a very considerable expenditure of faculty time and effort. Unfortunately, the university President cancelled the search at the finalist stage, citing his ideological displeasure with the candidates, despite the fact that the search had surfaced top-notch candidates lauded by the most prominent scholars in the field. With no prospect for reducing the student-teacher ratio, GPA requirements for acceptance into the major, and for continuance once accepted, were tightened: students must now demonstrate a 2.5 average in the two introductory courses to be accepted into the major, and they must maintain a 2.7 GPA for courses taken within the major to continue (students dropping below this level are given one semester to restore their in-major GPA or face dismissal from the major.) This has worked to downsize the major, make for smaller class sizes of higher student quality, and ensure students progressing in the major are better prepared for advanced and capstone work. Additionally, the entrance requirement moves students who fail to achieve to the status of exploratory at the end of their freshman year, thereby aiding them in finding a major in which they can thrive and graduate on time. Also in 2012, the department introduced a senior seminar section in which students with advanced training in video production can make their thesis in video form. Few students take this option, as it demands specific production-focused prerequisites and is generally more time- and work-intensive than a traditional thesis seminar. But it has been an important improvement to the curriculum.

Attachment 1

COURSE SUMMARY DATA: DEPARTMENT OF MEDIA STUDIES
MDIA 499 Senior Seminar: Topics Media Study

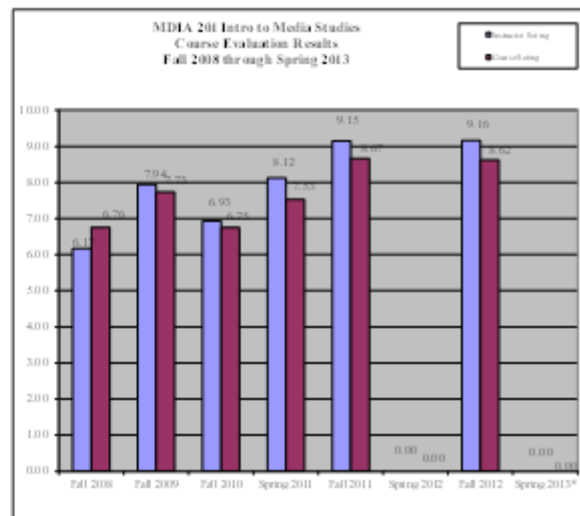
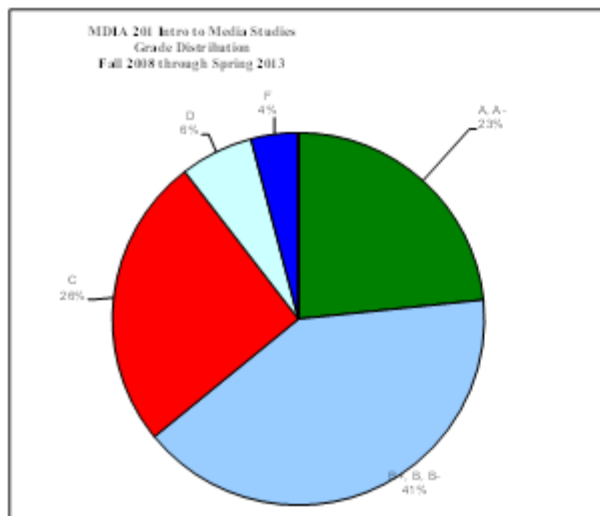
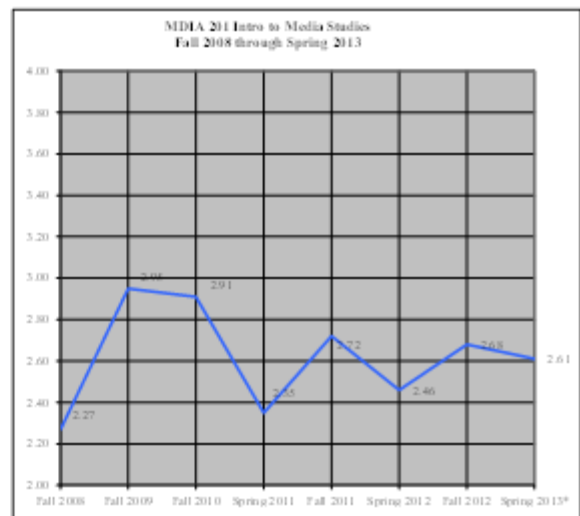
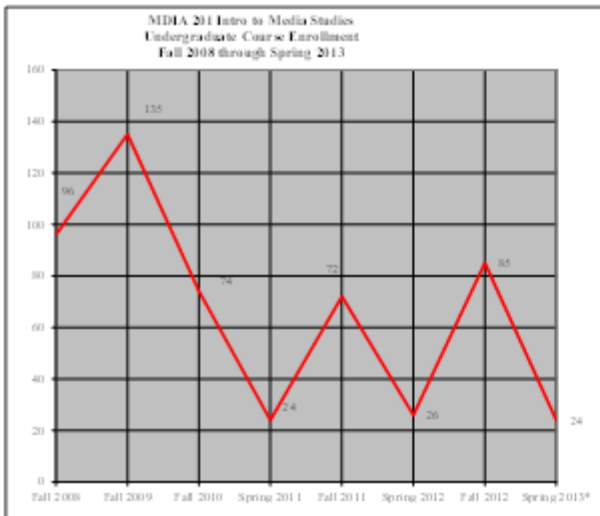
Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results						
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	35	3.11	0.66	9	21	5						34	97.14%	7.62	2.71	7.62	2.02
Fall 2009	36	3.14	0.70	12	17	7						32	88.89%	8.44	1.48	7.94	1.61
Fall 2010	41	3.06	0.66	13	22	6						31	75.61%	7.84	2.35	6.94	2.90
Fall 2011	42	3.09	0.81	15	17	9			1		1	39	92.86%	8.10	1.83	7.49	2.08
Fall 2012	37	3.28	0.66	16	17	4					1	30	81.08%	8.50	1.14	8.13	1.17



Attachment 2

COURSE SUMMARY DATA: DEPARTMENT OF MEDIA STUDIES
 MEDIA 201 Intro to Media Studies

Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results					
				Grade Distribution							Course Eval.		Instructor Rating		Course Rating	
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.
Fall 2008	96	2.27	1.14	16	25	31	17	7			83	86.48%	6.17	2.65	6.76	2.17
Fall 2009	135	2.95	0.97	46	53	24	9	3			49	36.30%	7.94	1.30	7.73	1.54
Fall 2010	74	2.91	0.91	19	33	19		3			60	81.08%	6.93	2.19	6.75	2.13
Spring 2011	24	2.55	0.85	10	11	1	1				17	70.83%	8.12	1.58	7.53	1.84
Fall 2011	72	2.72	0.79	13	31	26	1	1			60	83.33%	9.15	1.23	8.67	1.50
Spring 2012	26	2.46	1.37	7	8	4	4	3			0	0.00%				
Fall 2012	85	2.68	0.84	11	47	21	2	4			74	87.06%	9.16	1.18	8.62	1.35
Spring 2013*	24	2.61	0.85	3	10	10		1			0	0.00%				

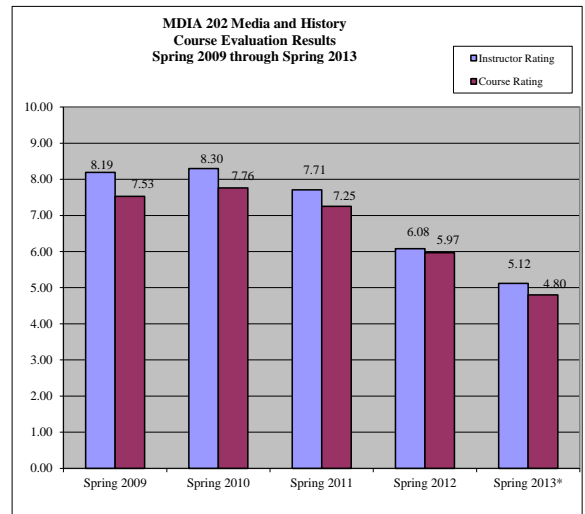
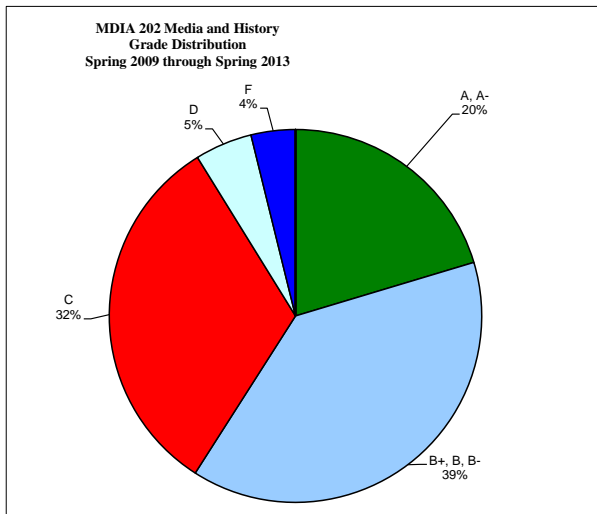
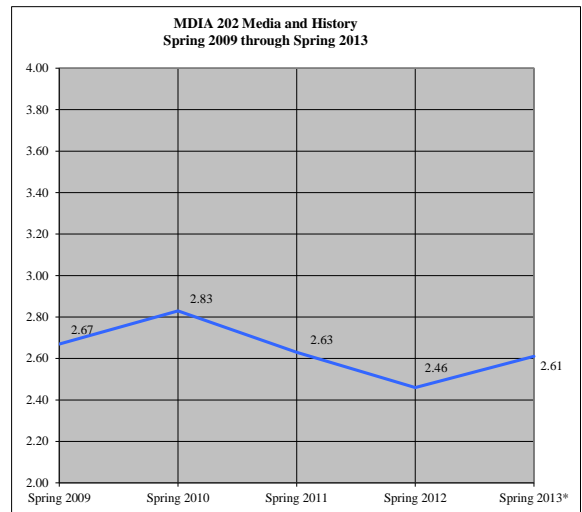
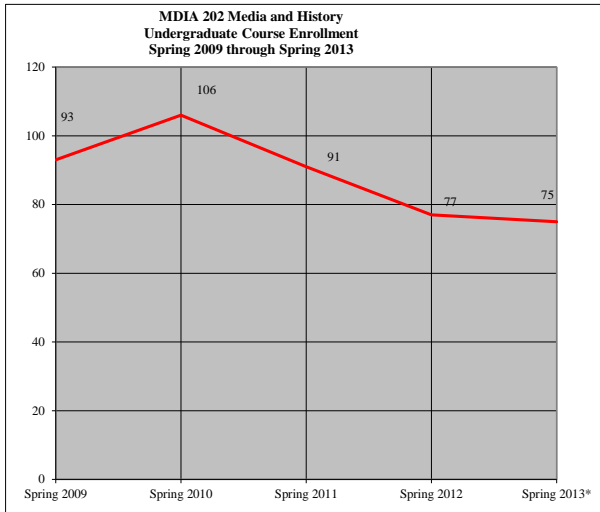


*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

Attachment 3

COURSE SUMMARY DATA: DEPARTMENT OF MEDIA STUDIES
MDIA 202 Media and History

Term	Undergraduate Course Enrollment	Course Grades									Course Evaluation Results					
		Course Grade		Grade Distribution						Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.
Spring 2009	93	2.67	0.98	21	38	27	2	5			79	84.95%	8.19	1.76	7.53	1.76
Spring 2010	106	2.83	0.92	30	44	23	7	2			82	77.36%	8.30	1.77	7.76	1.91
Spring 2011	91	2.63	0.87	17	34	34	3	3			68	74.73%	7.71	2.02	7.25	2.06
Spring 2012	77	2.46	0.97	12	22	34	5	4			66	85.71%	6.08	2.06	5.97	2.05
Spring 2013*	75	2.61	0.95	10	33	24	5	3			66	88.00%	5.12	1.92	4.80	1.96



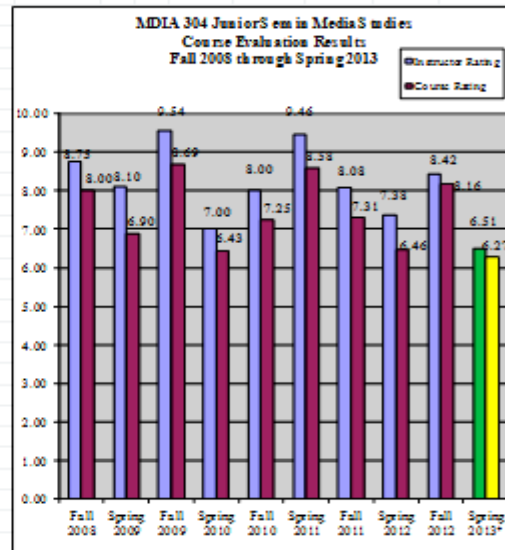
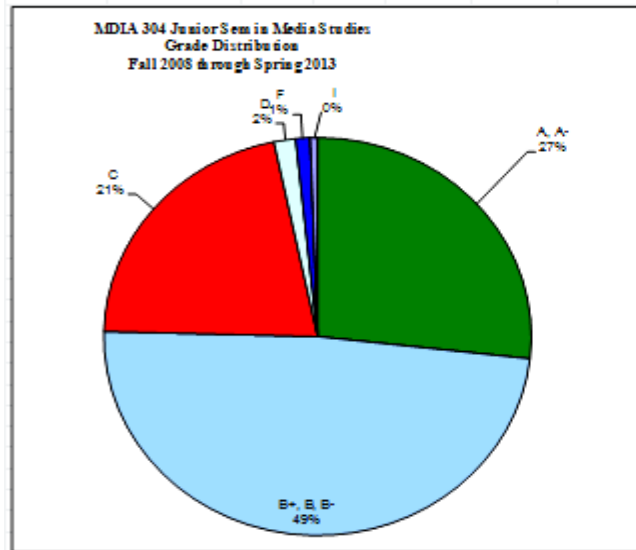
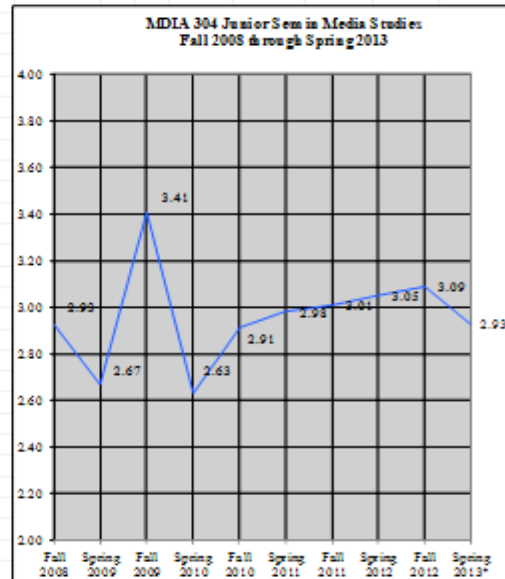
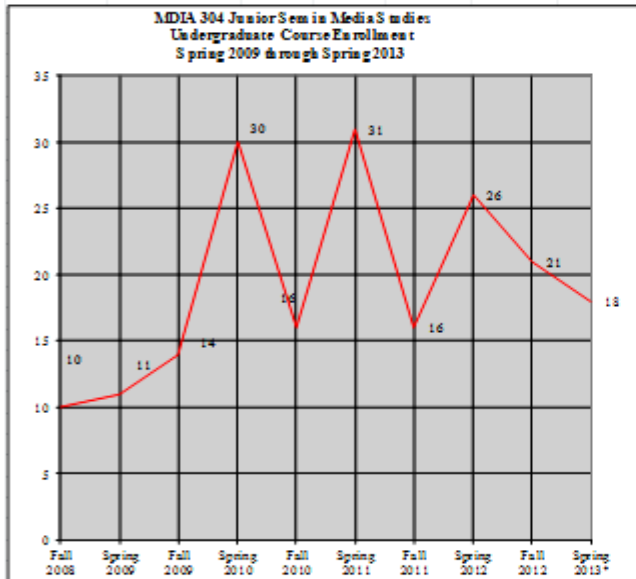
*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

Attachment 4

THE CATHOLIC UNIVERSITY OF AMERICA
Planning, Institutional Research, Student Learning Outcomes Assessment

COURSES SUMMARY DATA: DEPARTMENT OF MEDIA STUDIES
MDIA 304 Junior Sem in Media Studies

Term	Undergraduate Course Enrollment	Course Grade		Grade Distribution							Course Evaluation Results					
		Avg	StDev	A, A-	B+, B, B-	C	D	F	W	I	Course Eval.		Instructor Rating		Course Rating	
											#	%	Avg	StDev	Avg	StDev
Fall 2008	10	2.95	0.59	2	5	3					8	80.00%	8.75	1.16	8.00	1.55
Spring 2009	11	2.67	0.98	3	5	2	1				10	90.91%	8.10	1.76	6.90	2.13
Fall 2009	14	3.41	0.36	6	8						13	92.86%	9.54	0.66	8.69	1.18
Spring 2010	30	2.63	1.05	7	9	11	1		2		25	76.67%	7.00	2.30	6.43	2.43
Fall 2010	16	2.91	1.01	4	8	3					12	75.00%	8.00	1.60	7.25	1.22
Spring 2011	31	2.98	0.66	8	16	7					24	77.42%	9.46	0.72	8.58	1.59
Fall 2011	16	3.01	0.74	4	9	3					15	81.25%	8.08	1.19	7.31	1.99
Spring 2012	26	3.05	0.84	9	10	6	1			1	26	100.00%	7.38	2.17	6.46	2.69
Fall 2012	21	3.09	0.48	4	14	3					19	90.48%	8.42	1.92	8.16	1.26
Spring 2013*	18	2.95	0.59	4	10	4					17	94.44%	6.51	0.78	6.27	1.04



*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

Attachment 5

**UNDERGRADUATE COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF MEDIA STUDIES
AY2008-2009 to AY2012-2013**

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	28	93.33%	2	7.00%		0.00%	30
AY2009-2010	3	7.70%	34	87.18%	2	5.00%		0.00%	39
AY2010-2011	3	6.40%	42	89.36%	2	4.00%		0.00%	47
AY2011-2012	3	6.30%	42	87.50%	3	6.00%		0.00%	48
AY2012-2013	12	25.50%	32	68.09%	3	6.00%		0.00%	47
TOTAL	21	9.95%	178	84.36%	12	5.69%	0	0.00%	211

Note:

- 1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.
- 2) Category "High Pass" includes both "High Pass" and "Pass with distinction".
- 3) The count in this table is based on the exam outcomes of all attempts in an academic year.

Attachment 6

**2013 National Survey of Student Engagement Mean Comparisons:
Selected Catholic University General Education Goals
Department of Media Studies: Seniors**

Department of Media Studies compared with:

General Education Goals: Graduates will demonstrate proficiency in oral and written communication, including argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.

	Department of Media Studies			Catholic University			Carnegie Peers			NSSE 2013			
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, about how much writing have you done? 1=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20</i>													
Number of papers, reports, or other writing tasks up to 5 pages	10.4	8.4		.31	7.2		.49	7.9		.37			
Number of papers, reports, or other writing tasks between 6 and 10 pages	4.6	4.3		.07	3.1		.38	3.7		.22			
Number of papers, reports, or other writing tasks 11 pages or more	2.7	2.4		.07	1.9		.23	2.0		.17			
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Writing clearly and effectively	3.5	2.9	**	.70	3.0	*	.57	3.1	*	.48			
Speaking clearly and effectively	3.4	2.9		.55	2.9	*	.55	2.9		.49			

Department of Media Studies compared with:

General Education Goals: Graduates will show facility in critical thinking and reasoned analysis.

	Department of Media Studies			Catholic University			Carnegie Peers			NSSE 2013			
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Memorizing course material	2.6	2.7		-.14	2.8		-.18	2.7		-.12			
Applying facts, theories, or methods to practical problems or new situations	3.1	3.1		.04	3.1		-.06	3.2		-.07			
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.2	3.1		.12	3.1		.13	3.1		.10			
Evaluating a point of view, decision, or information source	3.4	3.0		.45	2.9	*	.56	3.0	*	.48			
Forming a new idea or understanding from various from various pieces of information	3.5	2.9	*	.61	2.9	*	.65	3.0		.59			
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Thinking critically and analytically	3.7	3.2	*	.60	3.3	*	.50	3.3	*	.48			
Analyzing numerical and statistical information	2.1	2.5		-.34	2.9	*	-.77	2.8	*	-.72			
Solving complex real-world problems	2.8	2.7		.06	2.8		-.01	2.8		-.03			

**2013 National Survey of Student Engagement Mean Comparisons:
Selected Catholic University General Education Goals
Department of Media Studies: Seniors**

Department of Media Studies compared with:

General Education Goals: Graduates will demonstrate an understanding of scientific and quantitative reasoning.	Department of Media Studies	Catholic University			Carnegie Peers			NSSE 2013		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
	<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Thinking critically and analytically	3.7	3.2	*	.60	3.3	*	.50	3.3	*	.48
Analyzing numerical and statistical information	2.1	2.5		-.34	2.9	*	-.77	2.8	*	-.72
<i>During the current school year, about how often have you done the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Reached conclusions based on your own analysis of numerical information	1.8	2.5		-.63	2.7	*	-.89	2.6	*	-.86
Used numerical information to examine a real-world problem or issue	1.7	2.4		-.66	2.4	*	-.73	2.4	*	-.73
Evaluated what others have concluded from numerical information	2.0	2.4		-.39	2.4		-.47	2.4		-.43

Department of Media Studies compared with:

General Education Goals: Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.	Department of Media Studies	Catholic University			Carnegie Peers			NSSE 2013		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
	<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>									
Combined ideas from different courses when completing assignments	3.3	2.9		.40	3.0		.30	3.0		.31
Connected your learning to societal problems or issues	3.2	2.8		.44	2.8		.43	2.9		.36
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	3.0	2.7		.33	2.6		.44	2.7		.32
Connected ideas from your courses to your prior experiences and knowledge	3.5	3.3		.23	3.2		.31	3.3		.26

**2013 National Survey of Student Engagement Mean Comparisons:
Selected Catholic University General Education Goals
Department of Media Studies: Seniors**

Department of Media Studies compared with:

General Education Goals: Graduates will demonstrate knowledge of and respect for different cultures and religions.	Department of Media Studies	Catholic University		Carnegie Peers		NSSE 2013				
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	3.0	2.7		.33	2.6		.44	2.7		.32
Had discussions with people of a race or ethnicity other than your own	2.6	3.0		-.39	3.1		-.56	3.1		-.55
Had discussions with people with religious beliefs other than your own	2.8	2.7		.09	3.0		-.24	3.0		-.25
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	3.2	3.0		.29	2.9		.34	3.0		.28
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Encouraging contact among students from different social, racial/ethnic, religious backgrounds	2.3	2.2		.12	2.5		-.20	2.6		-.25
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Understanding people of other racial and ethnic backgrounds	2.7	2.7		.01	2.7		-.04	2.8		-.11

