

Assessment Findings and Curricular Improvements

Department of Media Studies

Undergraduate Program

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
- Pass rate on comprehensive examinations
- Grades, course evaluations, and enrollment totals for gateway and/or intermediary courses
- Grades, course evaluations, and enrollment totals for gateway and/or introductory courses
- Focus group interviews with students, faculty members, or employers

Assessment Findings

Senior Seminar (attachment 1):

The Department of Media Studies analyzed course grade, evaluation, and enrollment data in MDIA499 Senior Seminar for a five-year period (Fall 2003 through Fall 2007). As with all required courses in the major, students must satisfactorily complete MDIA499 with a grade of C- or better. This course constitutes one part of the Senior Assessment graduation requirement, the other part being the Senior Comprehensive examination.

During this period, enrollment ranged from thirty-four to forty-eight students, distributed across three sections in each year. MDIA499 enrollment was at a high in 2004; it has since appeared to stabilize in the mid-thirties. (Thirty-five students are enrolled for fall 2008.) Average class size was thirteen—larger than ideal for the type of seminar experience the course is designed to deliver, but necessary given present faculty size. On average over the period, students rated the overall quality of the course as 7.6 on a 10-point scale, while instructors were accorded an average rating of 8.5. Narrative feedback on course evaluations suggests that lower course appreciation compared against instructor rating reflects some student resistance to the value of the intensive research and writing experience as a capstone assessment, particularly by students who have chosen to concentrate their major electives in more applied and creative areas in media production. Nevertheless, the course and (even moreso) instructors receive generally high evaluation scores from students, while the advanced skills and practices developed continue to be explicitly valued by employers and graduate schools. Anecdotal feedback from alumni further confirms this. High instructor ratings also reflect students' genuine appreciation of the opportunity to study a particular topic in depth under the guidance of a scholar-specialist.

The great majority of students do well in the Senior Seminar, with the average grade ranging from B to B+ in the period studied. More than a third of students (35%) achieve a grade in the 'A' range. Overall pass rate for the period studied has been 96%. A total of five students (3%) failed the course; another three students (2%) withdrew. Given the process-oriented nature of the course, the high success rate indicates that students are mastering key skills and practices in research and writing, integrating field-specific knowledge with methodologies developed during previously-taken core courses and further refined in the seminar. We thus conclude that Senior Seminar is achieving important elements of the department's Goals for Student Learning.

Senior Comprehensive Examinations (attachment 2):

The second part of the Senior Comprehensive Assessment is the Senior Comprehensive Exam, a three-hour, three-part exam devised annually by the faculty to measure students' mastery of core concepts taught in the major as well as their ability to apply those concepts to new material. The three parts of the exam test (1) student knowledge of core disciplinary concepts; (2) student ability at performing written critical analysis and argument; (3) assimilation of core knowledge to secondary scholarship. (For more detail on the structure of the Exam, see the Media Studies Goals and Assessment of Student Outcomes statement.) The Exam is taken by all seniors at the beginning of their final (spring) semester. Students who fail the Exam on the first attempt are given a second chance to take it in early April.

The Media Studies Department analyzed success rates in the Exam for a five-year period (Fall 2003 through Fall 2007). In this period, 93% of all students successfully passed the Exam on the first attempt (earning a mark of “pass” or “high pass”). Of those, 4% earned the distinction “high pass,” reflecting exceptional performance and achievement. On average, 7% of students failed the Exam on the first attempt, though nearly all of them passed on the second attempt; in the entire period studied only one student failed the Exam on the second attempt (and was thus forced to retake the exam the following year). In other words, through the Comprehensive Exam, all Media Studies majors, with the rarest exception, demonstrate mastery of core concepts taught in the major and exhibit competence at applying those concepts to new materials.

Junior Seminar (attachment 3)

All majors must take MDIA304, Junior Seminar. MDIA304 is generally taken in late-sophomore or early-junior year. As with all required courses in the major, students must satisfactorily complete MDIA304 with a grade of C- or better.

The Department of Media Studies analyzed course grade, evaluation, and enrollment data in MDIA304, Junior Seminar, for a five-year period (Fall 2003 through Fall 2007). Students rated their satisfaction with the course highly: overall the course was given, on average, a ‘7’ on a ten-point scale (or 7.5, excluding one semester’s data, spring 2005, which appears anomalous) while instructors earned an 8 (or 8.5, excluding the apparently anomalous semester). Average enrollment in academic years studied was forty-three (usually distributed over three sections).

The great majority of students do well in MDIA304. In the period studied, 80% of students earned a grade in the ‘A’ or ‘B’ range; the average grade was ‘B’. 95% of students met or exceeded the minimum grade threshold of C-. Periodic surveys and focus group studies of MDIA304 students conducted by the Department in conjunction with the Office of Career Services at this critical juncture in the major have shown that students appreciate the value of the course, which is typically taken at the half-way point in their major careers (i.e., second semester sophomore or first semester junior year), and is designed as a gateway between introductory core courses and advanced core and elective coursework.

Introductory Courses (attachments 4 & 5)

The Department of Media Studies requires that students achieve an average grade of C+ or better in the first two introductory courses in the major (MDIA201, Introduction to Media Studies, and MDIA 202, Media and History), which are typically completed during freshman year. All students are notified of the requirement through academic advising and course syllabi. Students falling short of this grade threshold are required to repeat one of the courses and meet the grade requirement in order to continue in the major. The department has found this a useful curricular tool aimed at assuring that students proceeding to intermediate and advanced courses have the proper disciplinary foundation and are prepared for the academic rigor of the major. Oversight of the requirement requires Department staff to manually check student grades in these courses each semester. A review of available department-to-continuing-student correspondence following yearly analysis of the requirement shows that on average over the past four academic years (2004-05 to 2007-08), four students have failed to meet the requirement (with a high of seven in 2004-05, and a low of three in 2006-07). With an average enrollment of 86 in both courses (in the period from fall 2003-spring 2007), this represents approximately 5% in of average cohort of annual 201-202 takers. (These numbers exclude students who may have withdrawn from one of the courses in anticipation of falling short of the grade requirement.) The overall pass rate (C- or above) in MDIA201 over the period was 84%; for MDIA202 the pass rate was significantly higher, at 92%. The higher pass rate in the second course may in part reflect that students who fare poorly in the first course, knowing about the grade requirement, work harder in the second course in order to remain in good standing in the major and to avoid having to repeat a course. All continuing students required to repeat one of the courses have done so and have met the C+ average grade requirement. On the whole, we believe this data supports the value of the assessment measure as a means of encouraging students to build a strong academic foundation in and commitment to the major.

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

The Department of Media Studies has analyzed student responses to the 2007 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 area, addressing oral and written communication, Media Studies majors report doing considerably more required reading and more writing of all kinds than students in all three comparison

groups. They report doing less unassigned reading; though were there a question about comparable unassigned activities such as serious film viewing, we believe Media Studies seniors would similarly report higher levels than peers. The higher writing levels 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 at a level higher than those students in all three comparison groups.

In the second General Education area, addressing critical thinking and reasoned analysis, Media Studies seniors report experiences statistically close to that reported in the three comparison groups. The item addressing "analysis" drew slightly lower responses from Media Students, a fact the faculty found unaccountable given that analysis of texts, and particularly audiovisual artifacts, is one of the most common activities in Media Studies coursework, whether in the critical studies or production curriculum. It could be that the wording of the item, which directs "analysis" to "basic elements of an idea, experience, or theory" does not seem to unambiguously include cultural texts, such as "film," "speech" or "TV commercial." The one sub-area of statistically significant difference from the Carnegie peers and NSSE participant comparison groups is "quantitative analysis" (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.

In the third General Education area, addressing the collection, evaluation and use of information, Media Studies seniors report experiences statistically close to that reported in the three comparison groups, notably ranking "worked on a paper or project that required integrating ideas or information from various sources" as the most frequent of all academic activities measured by the survey. This is consistent with the emphasis the major places on the development of research and writing practices.

In the final General Education area, addressing knowledge of and respect for diversity, Media Studies seniors reported statistically significant lower experience levels as compared to Carnegie peers and NSSE when asked the extent to which they believed CUA contributed to "knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds." While Media Studies seniors replies were consistent with CUA seniors' replies generally, this finding is of interest to the Department of Media Studies, which does offer coursework opportunities for student growth in these areas, as even responses to other queries in this section strongly suggest. That disjuncture may be an artifact of the wording of the item, with its emphasis on the "institution" as opposed to the school or major. Nevertheless, the item occasioned discussion among faculty, and it will be an point of concern to track in the future as we seek ways to improve student academic experience in this area.

Curricular Improvements

In recent years, the Media Studies department has expended considerable energy seeking to improve the curriculum and key assessment measures. Media Studies is relatively young, growing and, most importantly an interdisciplinary field, and so the question of "comprehensive" knowledge assessment has regularly posed challenges. At various times prior to departmentalization, the major has required different forms of senior assessment in complement to MDIA499, Senior Seminar (which has always been a component of the senior comprehensive requirement), including juried senior projects and presentations. While these approaches were found to be not without some virtue, the current tripartite exam structure in use over the last six years has been deemed the most satisfactory.

Even before receiving statistical analyses of MDIA499 showing an average grade decline from 3.34 to 3.04 over 2004-2007, faculty had reported some concern in recent years over seniors' readiness to take on the rigors of an advanced research seminar. Prior to academic year 2007-2008, MDIA304, Junior Seminar, was despite its name most commonly taken in the spring of sophomore year, with the rationale that a focused course in research and writing skills would serve as a mid-way capstone to the trio of introductory courses and prepare students for work in advanced electives. Starting in academic year 2008-2009, however, the Department decided to shift MDIA304 be a true junior-year seminar, thus putting the first intensive research and writing course in closer proximity to the senior seminar. It is too early yet to see whether the intended affect on MDIA499 is being achieved.

In response to students interested in media production who sometimes found themselves "running out of room" to take advanced production electives as their four years progressed, the required fundamentals course in media production, MDIA401, Media Rhetoric and Aesthetics, is now (as of academic year 2007-2008) being taken principally in the sophomore year (whereas it was usually not taken until Junior year prior to that). Production-oriented students are pleased with this option, and the department is optimistic that the result will be higher-quality production products as more students are able to take not just intermediate level production courses but truly

advanced courses as well.

Starting in academic year 2006-2007, Media Studies undertook to closely track its students on academic probation, requiring all such students to meet several times during probationary semesters with the Department's academic advising coordinator. The program has appeared beneficial: all students who participated (six in the pilot year) either improved their GPAs enough to remain in the university and / or resume regular academic status.

Attachment 1

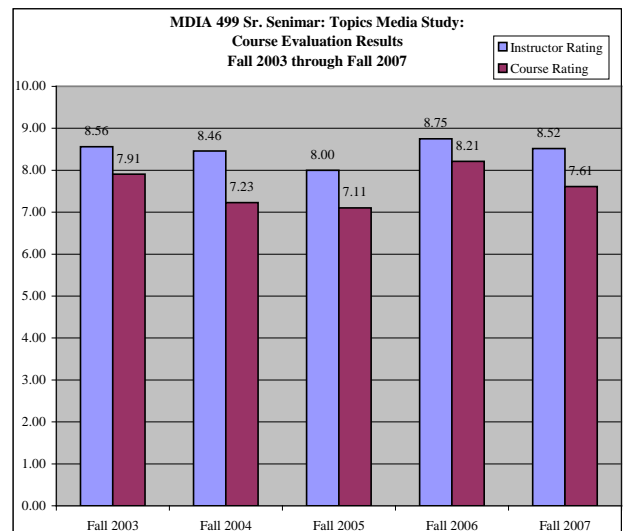
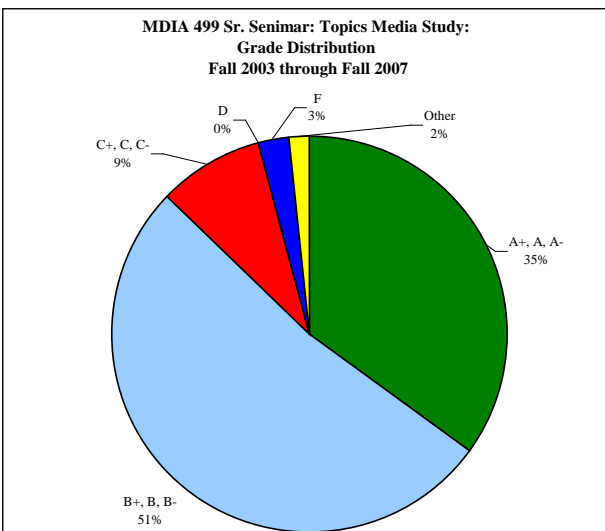
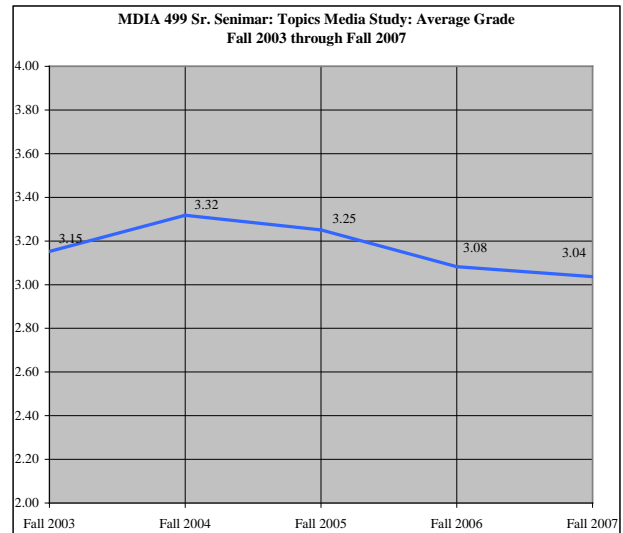
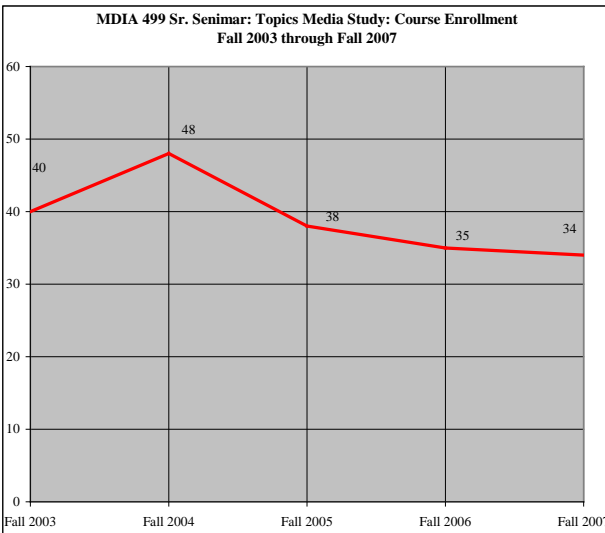
THE CATHOLIC UNIVERSITY OF AMERICA
Outcomes Assessment

SENIOR SEMINAR SUMMARY DATA: DEPARTMENT OF MEDIA STUDIES
MDIA 499 Sr. Seminar: Topics Media Study*

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2003	40	3.15	0.58	13	21	6				32	80.00%	8.56	1.56	7.91	1.67
Fall 2004	48	3.32	0.49	18	27	3				26	54.17%	8.46	1.39	7.23	2.08
Fall 2005	38	3.25	0.80	15	18	3		1	1	19	50.00%	8.00	1.67	7.11	2.16
Fall 2006	35	3.08	0.71	7	25	2		1		28	80.00%	8.75	0.89	8.21	1.29
Fall 2007	34	3.04	1.16	15	11	3		3	2	31	91.18%	8.52	1.06	7.61	1.15

*In semesters where more than one section of the senior seminar or thesis option was offered, aggregate data is displayed.

**The "Other" category includes grades of I, W, AU, and P.



Attachment 2

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF ARTS AND SCIENCES: DEPARTMENT OF MEDIA STUDIES
AY2002-2003 to AY2006-2007

	Fail		Pass		High Pass		cumulative pass		TOTAL
	#	%	#	%	#	%	#	%	
AY2002-2003	0	0.00%	43	91.49%	4	8.51%	47	100%	47
AY2003-2004	4	8.70%	41	89.13%	1	2.17%	42	91%	46
AY2004-2005	2	4.17%	44	91.67%	2	4.17%	46	96%	48
AY2005-2006	7	17.07%	32	78.05%	2	4.88%	34	83%	41
AY2006-2007	2	5.56%	34	94.44%	0	0.00%	34	94%	36
TOTAL	15	3.56%	194	46.08%	9	2.14%	203	48%	421
Averages	3	7.10%	39	88.96%	2	3.95%	41	93%	

Note: The category Fail in AY0506 includes two attempts by the same student.

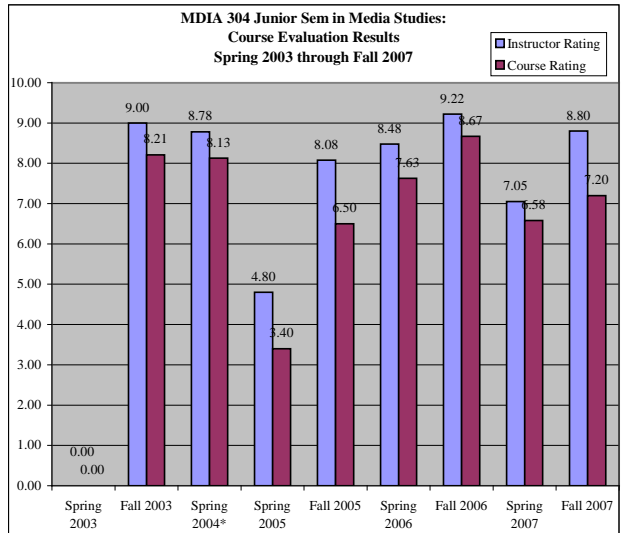
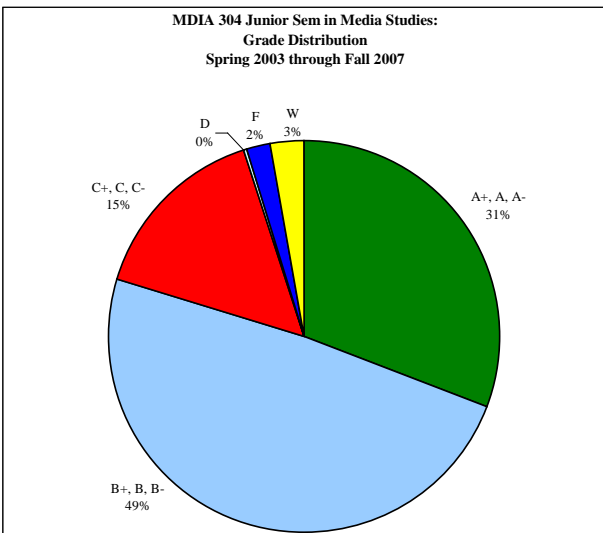
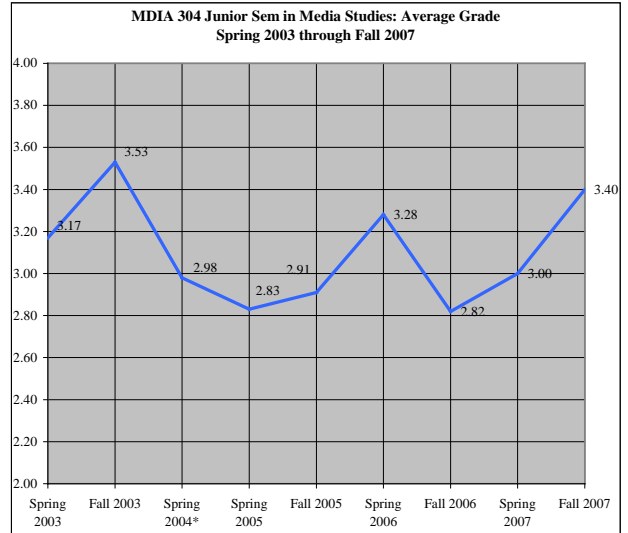
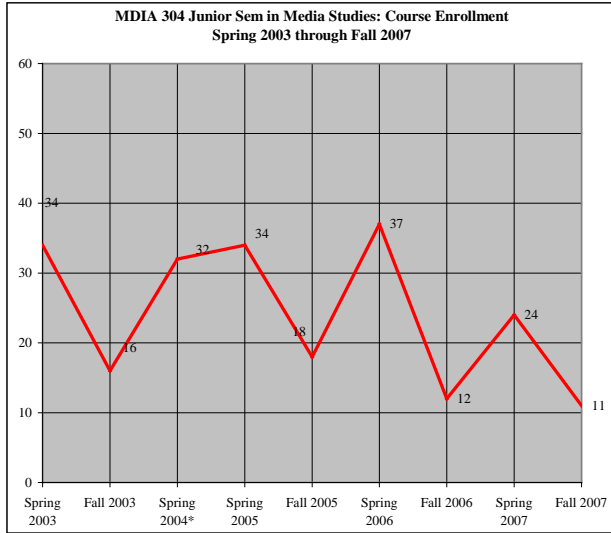
Attachment 3

THE CATHOLIC UNIVERSITY OF AMERICA
Outcomes Assessment

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

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results						
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2003	34	3.17	0.76	11	19	2			1	1						
Fall 2003	16	3.53	0.38	8	7	0				1	14	87.50%	9.00	1.11	8.21	1.48
Spring 2004*	32	2.98	0.85	10	14	7			1		23	71.88%	8.78	1.41	8.13	1.42
Spring 2005	34	2.83	0.64	3	21	6	1			3	5	14.71%	4.80	1.30	3.40	1.82
Fall 2005	18	2.91	0.89	4	11	2			1		12	66.67%	8.08	1.51	6.50	2.68
Spring 2006	37	3.28	0.64	16	14	7					27	72.97%	8.48	1.31	7.63	2.08
Fall 2006	12	2.82	0.83	4	3	5					9	75.00%	9.22	0.83	8.67	1.00
Spring 2007	24	3.00	0.91	6	12	4			1	1	19	79.17%	7.05	2.04	6.58	2.19
Fall 2007	11	3.40	0.56	5	6	0					5	45.45%	8.80	1.10	7.20	2.05
<i>averages:</i>	24	3.10		7	12	4							8.03		7.04	

*MDIA304 was not offered in the Fall of 2004

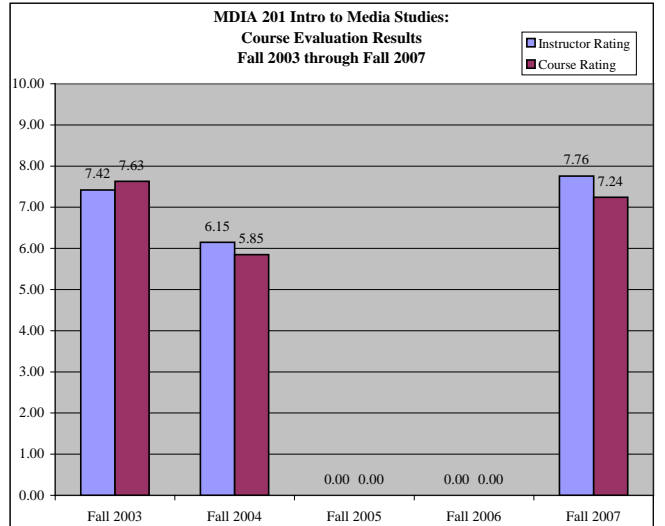
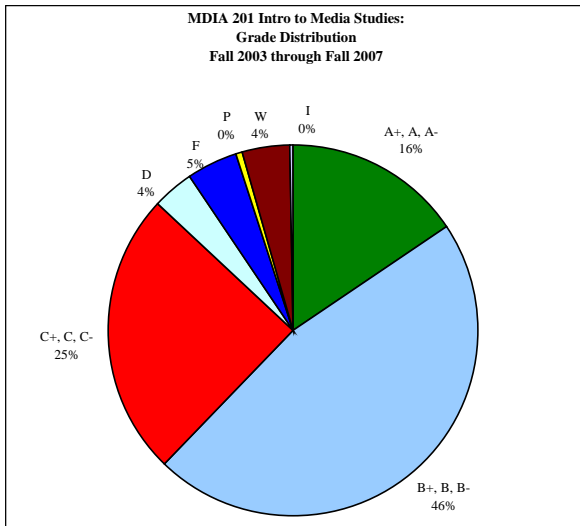
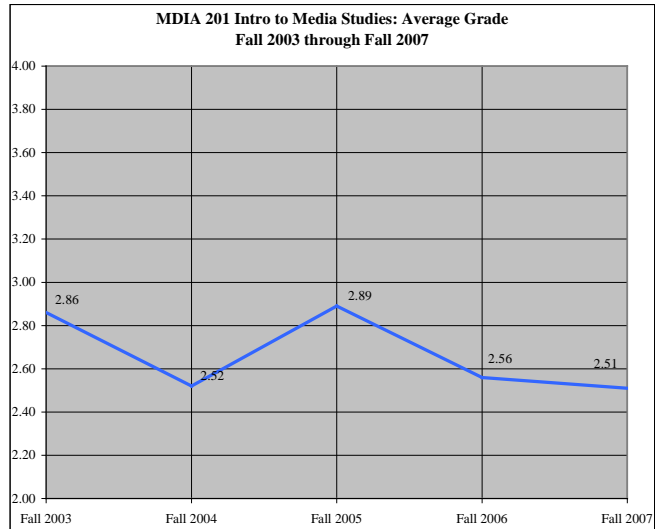
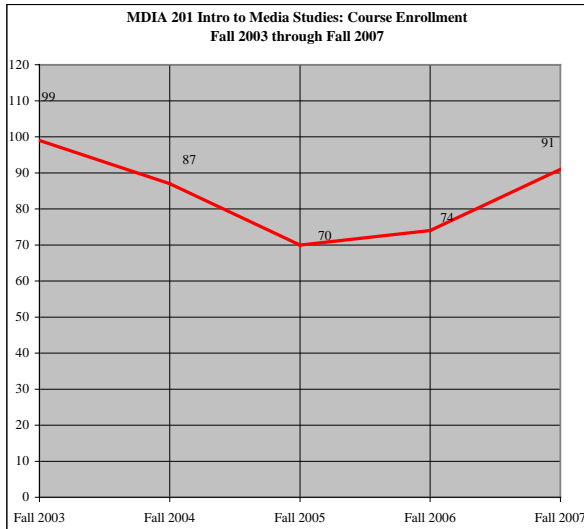


Attachment 4

Outcomes Assessment

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

Term	Course Enrollment	Course Grade		Course Grades								Course Evaluation Results							
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	P	W	I	#	%	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.		
Fall 2003	99	2.86	0.60	8	72	14	2	1			2			55	55.56%	7.42	2.20	7.63	1.86
Summer 2004	4	1.50	1.75		2			2											
Fall 2004	87	2.52	1.16	18	31	22		10		1	5			53	60.92%	6.15	2.34	5.85	2.48
Fall 2005	70	2.89	0.86	17	28	18	1	1		5					0.00%				
Fall 2006	74	2.56	1.09	14	30	14	6	5	1	3	1				0.00%				
Fall 2007	91	2.51	0.83	9	35	36	6	2		3				63	69.23%	7.76	1.96	7.24	2.27

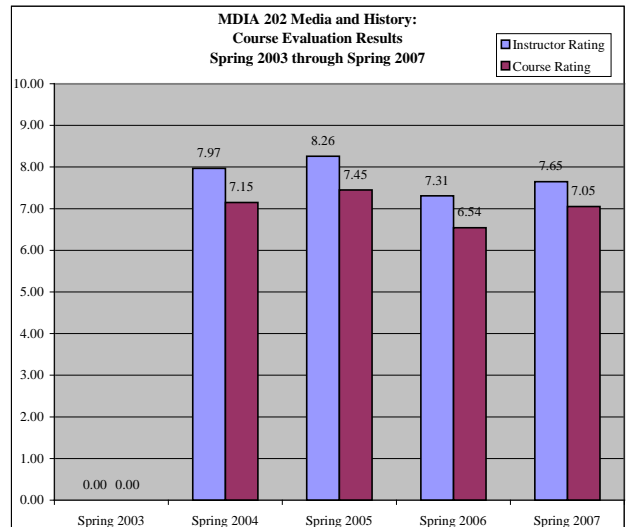
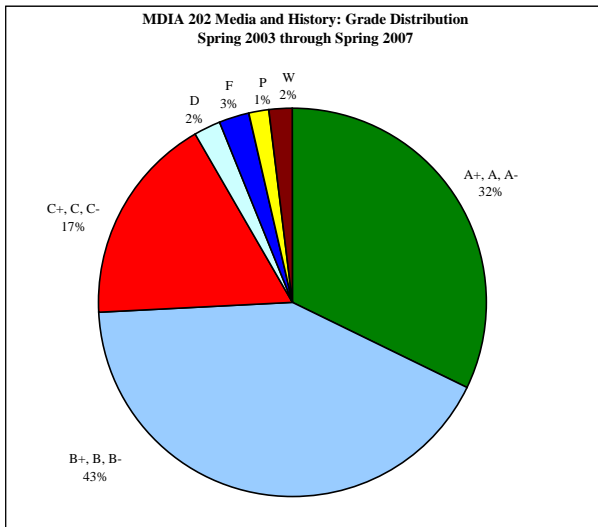
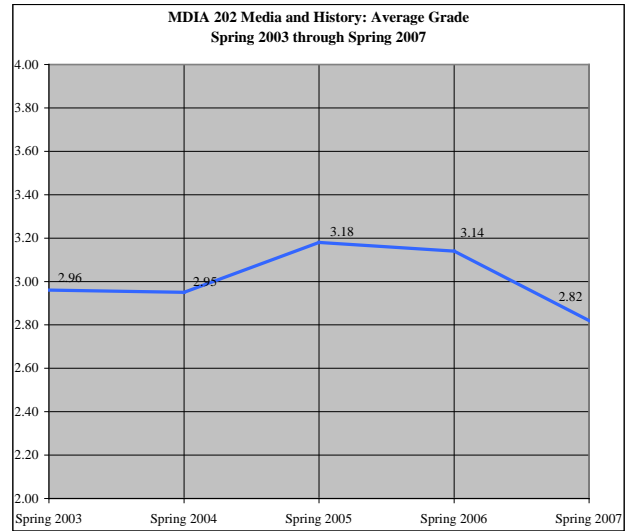
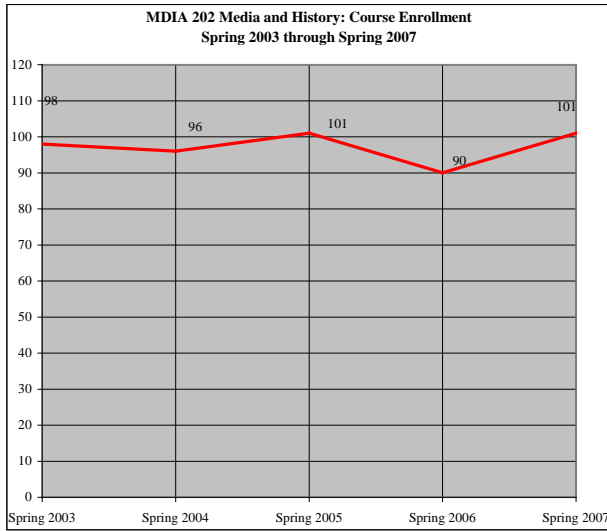


Attachment 5

THE CATHOLIC UNIVERSITY OF AMERICA
Outcomes Assessment

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

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution							Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	P	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Spring 2003	98	2.96	0.83	26	47	21		3	1							
Spring 2004	96	2.95	0.81	29	40	22	3	1	1		59	61.46%	7.97	1.55	7.15	1.76
Spring 2005	101	3.18	0.82	39	42	11	1	2	1	5	58	57.43%	8.26	1.54	7.45	1.79
Spring 2006	90	3.14	0.81	31	44	8	2	2		3	49	54.44%	7.31	1.50	6.54	1.73
Spring 2007	101	2.82	1.10	31	31	23	5	5	4	2	63	62.38%	7.65	1.80	7.05	1.98



Attachment 6

Standard 12: General Education : The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

2007 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals Department of Media Studies: Seniors

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

Department of Media Studies compared with:

Catholic University

Carnegie Peers

NSSE 2007

	Mean ^a	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 reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>										
Number of assigned textbooks, books, or book-length packs of course readings	4.04	3.35	.00	.66	3.08	.00	.98	3.13	.00	.91
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.64	2.24	.00	-.65	2.17	.00	-.55	2.17	.00	-.55
Number of written papers or reports of 20 pages or more	1.82	1.73	.00	.12	1.59	.00	.31	1.62	.00	.26
Number of written papers or reports between 5 and 19 pages	3.35	2.99	.00	.35	2.49	.00	.92	2.55	.00	.85
Number of written papers or reports of fewer than 5 pages	3.22	3.20	.00	.02	2.93	.00	.25	2.96	.00	.22
<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	3.11	3.04	.00	.08	3.03	.00	.09	3.06	.00	.06
Speaking clearly and effectively	3.11	2.94	.00	.19	2.92	.00	.21	2.95	.00	.18

Graduates will show facility in critical thinking and reasoned analysis.

Department of Media Studies

Department of Media Studies compared with:

Catholic University

Carnegie Peers

NSSE 2007

	Mean ^a	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 facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.90	2.66	.00	.26	2.78	.00	.14	2.75	.00	.17
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.15	3.36	.00	-.30	3.22	.00	-.10	3.23	.00	-.10
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.11	3.20	.00	-.11	3.01	.00	.13	3.03	.00	.10
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.09	3.11	.00	-.02	2.94	.00	.17	2.96	.00	.14
Applying theories or concepts to practical problems or in new situations	3.29	3.33	.00	-.05	3.18	.00	.13	3.18	.00	.13
<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>										
Put together ideas or concepts from different courses when completing assignments or during class discussions	2.62	2.97	.00	-.40	2.91	.00	-.36	2.90	.00	-.35
<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	3.09	3.33	.00	-.33	3.32	.00	-.30	3.33	.00	-.31
Analyzing quantitative problems	2.51	2.70	.00	-.20	3.05	*	-.62	3.04	*	-.60
Learning effectively on your own	2.63	2.97	.00	-.39	2.99	.00	-.40	3.00	.00	-.42
Solving complex real-world problems	2.43	2.53	.00	-.10	2.75	.00	-.33	2.74	.00	-.32

Department of Media Studies compared with:

Graduates will demonstrate an understanding of scientific and quantitative reasoning.	Department of Media Studies	Catholic University			Carnegie Peers			NSSE 2007			
		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	3.09	3.33	.00	-.33	3.32	.00	-.30	3.33	.00	-.31	
Analyzing quantitative problems	2.51	2.70	.00	-.20	3.05	*	-.62	3.04	*	-.60	

Department of Media Studies compared with:

Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of information, and utilize it in ethical and legal ways.	Department of Media Studies	Catholic University			Carnegie Peers			NSSE 2007			
		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>											
Worked on a paper or project that required integrating ideas or information from various sources	3.40	3.41	.00	-.02	3.26	.00	.18	3.29	.00	.14	
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.92	2.70	.00	.23	2.74	.00	.19	2.80	.00	.13	
<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>											
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.09	3.11	.00	-.02	2.94	.00	.17	2.96	.00	.14	
<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>											
Learning effectively on your own	2.63	2.97	.00	-.39	2.99	.00	-.40	3.00	.00	-.42	

Department of Media Studies compared with:

Graduates will demonstrate knowledge of and respect for different cultures and religions.	Department of Media Studies	Catholic University			Carnegie Peers			NSSE 2007			
		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	2.92	2.70	.00	.23	2.74	.00	.19	2.80	.00	.13	
Had serious conversations with students of a different race or ethnicity than your own	2.85	2.70	.00	.14	2.68	.00	.18	2.66	.00	.20	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	3.09	2.88	.00	.23	2.71	.00	.40	2.71	.00	.40	
<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	2.68	2.85	.00	-.19	2.81	.00	-.15	2.82	.00	-.16	
<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 economic, social, and racial or ethnic backgrounds	2.44	1.97	.00	.49	2.41	.00	.03	2.44	.00	.00	
<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	1.98	2.20	.00	-.21	2.54	*	-.57	2.59	*	-.62	