

I. ANNUAL REPORT FOR 2016 - 2017

Mission Statement

The Film and Media Studies Program is devoted to the critical study of moving image media. Students learn about the international history of moving images and related media; theories of how we consume, enjoy, resist, and interact with them; and a range of critical methods for analyzing their meanings and implications in multiple contexts. The major thus provides crucial knowledge and analytical skills in our increasingly media-saturated culture, as well as the core strengths of a liberal arts education.

Goal 1.

The Program expects all graduates to be able to critically analyze moving images: to move beyond passive media consumption with skills to analyze what and how moving images communicate to viewers, and with what implications and effects.

Curriculum

All students take FILM 240, which introduces fundamental vocabulary and skills for critically analyzing moving images. These analytical skills are further developed, and required, throughout the curriculum in a range of courses that teach students to analyze moving images within a range of contexts (e.g., historical, political, aesthetic). All students take a required course in film and media theory and criticism (FILM 473) that introduces advanced analytic approaches.

Learning Outcome 1.

Students will be able to critically analyze moving images.

Measures and Criteria

Students will write papers, take tests, and perform other exercises in FILM 240 and a wide range of upper-level courses that require them to analyze specific meanings and/or effects solicited by the distinct forms of audiovisual media (e.g., editing, cinematography, sound, etc.) in particular examples (e.g., a film sequence, a website, or other screen media works or objects). More precisely, students demonstrate the ability to critically analyze moving images in their work (papers, tests, etc.) when in it they clearly: (a) recognize and describe the key, distinguishing audiovisual forms of a particular example; (b) analyze the meanings and/or effects generated by those forms; and (c) synthesize their analysis of such forms throughout the example to construct a larger interpretive argument about their combined meanings and effects in the sequence or work as a whole.

Methods

Professors of FILM 240 and other relevant courses will assess randomly selected majors to determine whether or not students have met the learning outcome. The program Director will also periodically review syllabi to see that their design, readings, papers, assignments and tests seek to elicit work that demonstrates the learning outcomes. The faculty will also periodically discuss student performance to detect trends and needs in regards to the learning outcomes.

Student ability to meet the learning outcomes or exceed them will determine the success of the program. The program expects that the majority of the majors sampled (more than 70%) should meet this learning outcome. Specific assignment used to measure student success for FILM 240 and upper level courses where this learning outcome is expected will be determined by the faculty member of the course, but have recently included: a sequence analysis assignment, a storyboard assignment, an oral exam, a research project, and a media production project.

In Spring 2014 faculty were asked to assess whether students, in a relevant work product of the faculty's choosing, exceeded, met, or failed to meet expectations for all the learning outcomes relevant to the course and the chosen work product. Currently the program does not collect or store student assignments, but we

anticipate being able to do so more easily when assessment migrates to Blackboard.

Results

This year's survey of this outcome included all majors enrolled in FAMS 240: Introduction to Film and Media Studies and seven 500 level classes, each of which had a different special topic. Although the plan called for random sample, it was judged that the population was too small for such a sample to produce meaningful results. With a substantial curriculum revision on deck, we are paying particular attention to assessment strategies and results. To test our major map, professors of the 500 levels were also asked to rank as low, medium, or high the importance of each outcome in their course.

10 majors enrolled in 5 different sections of FAMS 240. While the assignments used to assess varied slightly from instructor, all used a mid-semester analysis essay. 5 out of 10 students exceeded expectations, 4 met them, and 1 did not meet expectations. One faculty member indicated that a student meeting expectations seemed unable to incorporate advice designed to improve the depth and precision of his analysis, thus did not exceed expectations. This seems consistent with historical patterns of student performance in the course.

500 level courses provided 30 responses in the five courses that placed a high or medium emphasis on this outcome. Assignments used to assess varied. One professor turned to the final paper/project, one, a mid-semester short paper and presentation, and three others mid-semester short papers in different configurations (programming strategy summary, comparative analysis essay, and sequence analysis assignment). 6 of 30 results exceeded, 19 met, and 5 did not meet expectations. Several students took more than one course and were thus assessed twice. 3 of the 4 students who did not meet expectations in one course met them in another. With duplicates eliminated, 17 of 18 majors met or exceeded expectations in 500 level courses placing a high or medium emphasis on this outcome.

Emphasis on this outcome in 500 level topics courses:

FAMS 510: ST in Film/Media Histories: Media Industries	L
FAMS 510: ST in Film/Media Histories: Hist. of Experimental Film	M
FAMS 511: ST in Film/Media Studies: Action Heroines	M
FAMS 511: ST in Film/Media Studies: Critical Interactives	L
FAMS 566: ST in US Film/Media: South on Screen	H
FAMS 566: ST in US Film/Media: Superheroes across Media	H
FAMS 598: ST in Global Film/Media: British Television	M

Use of Results

With 90% of our majors meeting or exceeding expectations on this outcome in FAMS 240 and nearly 95% of individual majors meeting or exceeding expectations on this outcome in the 500 level special topics class that place high or medium emphasis on this learning outcome, we are exceeding our target.

Inconsistency with respect to the does not meet/meet result for individual students at the 500 level merits attention. The difference may have mostly to do with the type of assignment assessed: these few students seemed to do better on assignments more focused on this specific outcome and less well on those which asked them to use analytical skills as part of a more synthetic undertaking. This may confirm an intuition that motivated circular revisions we will propose in AY17-18 to go into effect in AY18-19. We need (and plan) to be offering more intermediate courses in which students have the opportunity to practice basic analysis skills that we tend to assume that students will retain in 500 level classes. In turn, this should allow us to expect more in 500 level courses. (Most of our major is nominally taught at the 500 level now.)

The survey also revealed a greater range of commitment to this learning outcome in 500 level topics classes than last year's draft map predicted. This suggests a need to review the assessment strategy better to align it with our evolving curriculum.

Goal 2.

The Program expects all graduates to understand key aspects of the history of film and media culture. This includes knowing key technological developments, figures and works, and being able to distinguish key continuities and discontinuities in the history of media culture. The Program also expects graduates to engage in critical historical thinking.

Curriculum

All students will complete FILM 300, an introduction to the history of film and media, and three upper-level film and/or media history courses selected by students and their major advisors (e.g., FILM 510, FILM 555), at least one of which must be from outside the U.S. (e.g., FILM 597 or 598).

Learning Outcome 1.

Students will be able to identify key technologies, figures, and works in the history of film and media culture and distinguish key continuities and discontinuities in that history. Through research and interpretation of sources, students will demonstrate awareness of how media histories are written.

Measures and Criteria

Papers, assignments and tests in FILM 300 and throughout upper-level film and media history courses require students to know specific historical facts and trends (as appropriate to individual courses) and to engage in historical thinking (in their research, interpretations of evidence, assumptions, etc.) that recognizes that histories are written. In successfully completing such papers, assignments and tests, students meet the learning outcome. The program expects that the majority of the majors sampled (more than 70%) should meet this learning outcome.

Methods

Selected professors of FILM 300, 510, 555 and other FILM courses used to satisfy the upper-level history requirements will assess randomly selected majors to determine whether or not they have met the learning objective. The program Director will also periodically review syllabi to see that their design, readings, papers, assignments and tests seek to elicit work that demonstrates the learning outcomes. The faculty will also periodically discuss student performance to detect trends and needs in regards to the learning outcomes.

Student ability to meet or exceed this learning outcome will determine the success of the program. The program expects that the majority of the majors sampled (more than 70%) should meet or exceed the goals and learning outcomes on the assignment that is measured. The specific assignment used to measure student success will be determined by the faculty member who taught the course during the academic year.

Results

This year's survey of this outcome included all majors enrolled in FAMS 300: Film and Media History and seven 500 level special topics classes. Although the plan called for random sample, it was judged that the population was too small for such a sample to produce meaningful results. With a substantial curriculum revision on deck, we are paying particular attention to assessment strategies and results. To test our major map, professors of the 500 levels were also asked to rank as low, medium, or high the importance of each outcome in their course.

8 majors enrolled in three sections of FAMS 300. In two of those sections the first research exercise, an interpretive essay, was used to assess. In the third, a midterm exam was the instrument. 5 of 8 students exceeded expectations, 2 met them, and 1 did not meet.

Five of our 500 level courses placed a high or medium emphasis on this learning outcome. These courses used a range of assignments to assess it. Two relied on a final paper, one based it on mid-semester short paper and presentation, one on a mid-semester short paper, and one on an annotated film list. In one instance, the professor noted that the assignment did not engage the second historiographical part of the learning outcome. Of 35 results reported, 6 exceeded, 24 met, and 5 did not meet expectations. Some students took more than one class. Each of the 4 individual students who did not meet expectations in one class met them in another class. With duplicates eliminated all of the 17 major assessed on this outcome met or exceeded it in at least one 500 level class.

Emphasis on this outcome in 500 level topics courses:

FAMS 510: ST in Film/Media Histories: Media Industries	H
FAMS 510: ST in Film/Media Histories: Hist. of Experimental Film	H
FAMS 511:ST in Film/Media Studies: Action Heroines	M
FAMS 511: ST in Film/Media Studies: Critical Interactives	L
FAMS 566: ST in US Film/Media: South on Screen	L
FAMS 566: ST in US Film/Media: Superheroes across Media	M
FAMS 598: ST in Global Film/Media: British Television	H

Use of Results

88% of majors in FAMS 300 and 100% of majors in 500 level classes placing a high or medium emphasis on this outcome met or exceeded expectations; we exceeded our target.

The variety of assignments used to assess this outcome merits discussion, particularly in FAMS 300 course where it is a difference of paper vs. exam. This course is also assessed as as Carolina Core GHS course, but for a different learning outcome. It also often frequently taught by TFAC. We need to be attentive to the assessment burden placed on instructors going forward and seek efficiencies, perhaps by leveraging Blackboard.

The variance in emphasis on this outcome among 500 levels, while expected, also needs attention from a planning point of view. Some of the courses we are offering at the 500 level will become 300 level courses in the curricular revision we hope to implement in AY18-19; we need to remain mindful of where, in addition to FAMS 300, this outcome is assessed. Moreover, this learning outcome really bundles two ideas: familiarity with historical events and awareness of historiographical approaches. This has been flagged as something to address in updating our assessment method for next year and would repay further discussion by the faculty. The FAMS director will isolate for faculty discussion possible alignments between this major learning outcome and course learning outcomes and assignments when reviewing syllabi for new course proposals.

Goal 3.

The Program expects all graduates to be familiar with a range of critical and theoretical models with which to analyze film and media culture and to be able to apply such models in analyzing particular media texts and practices.

Curriculum

All students complete FILM 473, a course devoted to a range of critical and theoretical approaches in film and media studies. Students also encounter various critical and theoretical models throughout the curriculum.

Learning Outcome 1.

Students will be able to distinguish various critical and theoretical models for analyzing moving image media and apply such models in their analysis of media texts and practices.

Measures and Criteria

In FILM 473 all students write analytical papers that require them to distinguish, engage with and apply distinct critical and theoretical paradigms in the discipline. Papers in other upper-level courses also frequently do the same. The program expects that the majority of the majors sampled (more than 70%) should meet this learning outcome.

Methods

Selected professors of FILM 473 and other critically- and theoretically-oriented topics courses will assess randomly selected majors to determine whether or not students have met the learning objective. The program Director will also periodically review syllabi to see that their design, readings, papers, assignments and tests seek to elicit work that demonstrates the learning outcomes. The faculty will also periodically discuss student performance to detect trends and needs in regards to the learning outcomes.

Student ability to meet or exceed this learning outcome will determine the success of the program. The program expects that the majority of the majors sampled (more than 70%) should meet or exceed the goals and learning outcomes on the assignment measured. The specific assignment used to measure student

success for this learning outcome will be determined by the faculty member of the course being assessed.

Results

This year's survey of this outcome included all majors enrolled in FAMS 473: Film & Media Theory/Criticism and seven 500 level classes, each of which had a different special topic. Although the plan called for random sample, it was judged that the population was too small for such a sample to produce meaningful results. With a substantial curriculum revision on deck, we are paying particular attention to assessment strategies and results. To test our major map, professors of the 500 levels were also asked to rank as low, medium, or high the importance of each outcome in their course.

FAMS 473 was offered in a single section. Of 8 majors enrolled, 2 exceeded, 5 met, and 1 did not meet expectations, base on the end of term essay/project. The professor reported that the student who did not meet expectations worked hard, but faced difficulty comprehending the material. Students exceeding expectations produced projects of originality and insight that synthethized as well as distinguished critical models in applying them to comtemporany media examples.

Four of our 500 level topics courses placed a high or medium emphasis on this learning outcome. In two of these courses, professors based their assessment on a final paper/project; one based it on mid-semester short paper and presentation, and one based it on a mid-semester short paper. Of 24 results reported, 5 students exceeded, 18 students met, and 6 did not meet expectations. Again, some students took multiple courses. 2 of 4 students not meeting expectations in one course met them in another. 18 of 20 individual majors thus met or exceeded exceptions on this outcome in 500 level courses placing high or medium emphasis on it.

Emphsis on this outcome in 500 level topics courses:

FAMS 510: ST in Film/Media Histories: Media Industries	M
FAMS 510: ST in Film/Media Histories: Hist. of Experimental Film	L
FAMS 511:ST in Film/Media Studies: Action Heroines	H
FAMS 511: ST in Film/Media Studies: Critical Interactives	L
FAMS 566: ST in US Film/Media: South on Screen	M
FAMS 566: ST in US Film/Media: Superheroes across Media	L
FAMS 598: ST in Global Film/Media: British Television	M

Use of Results

88% of majors in FAMS 473 and 90% of majors in 500 level courses placing a high or medium emphasis on this outcome met or exceeded it; thus we exceeded out target.

While not necessarily a cause for concern, the variety of assignments used to assess this outcome as well as the variance in how 500 level topics classes weight it is something our faculty should discuss. In our curricular plan for AY18-19, we intend to replace FAMS 473 with a more introductory course. We will reexamine this learning outcome in that context to ensure its alignment with our curriculum.

Goal 4.

The Program expects all graduates to read and think critically. We also expect them to be able to construct analytical arguments in writing.

Curriculum

Courses throughout the major routinely develop and require students to demonstrate critical reading, thinking, and writing skills. This begins in FILM 240, a course devoted to teaching students how to critically analyze moving images and how to develop critical, persuasive written arguments built from that analysis in papers and tests. FILM 473 requires students to critically engage with—carefully read, think about and respond to—challenging critical and theoretical readings; it also requires them to write critical essays engaging with these readings. Similarly, upper-level courses throughout the major routinely require engaged critical reading, thinking, and writing.

Learning Outcome 1.

Students will be able to read and think critically and write analytical arguments.

Measures and Criteria

Throughout the major courses students are required to read, engage with, and respond to critical readings, and their ability to do so will be developed and demonstrated through a range of written assignments that can include short reading responses, discussion board posts, papers of various lengths and design, and tests. Throughout their major courses students also write papers and take tests that develop and demonstrate the ability to construct sound analytical arguments in clear and persuasive prose. The program expects that the majority of the majors sampled (more than 70%) should meet this learning outcome.

Methods

Selected professors from courses throughout the major curriculum will assess randomly selected majors to determine whether or not they have met the learning objective. The program Director will also periodically review syllabi to see that their design, readings, papers, assignments and tests seek to elicit work that demonstrates the learning outcomes. The faculty will also periodically discuss student performance to detect trends and needs in regards to the learning outcomes.

Student ability to meet or exceed this learning outcome will determine the success of the program. The program expects that the majority of the majors sampled (more than 70%) should meet or exceed the goals and learning outcomes on the assignment measured. The specific assignment used to measure student success for this learning outcome will be determined by the faculty member of the course being assessed.

Results

This year's survey of this outcome included all majors enrolled in FAMS 240, FAMS 300, FAMS 473, and seven 500 level special topics classes. Although the plan called for random sample, it was judged that the population was too small for such a sample to produce meaningful results. With a substantial curriculum revision on deck, we are paying particular attention to assessment strategies and results. To test our major map, professors of the 500 levels were also asked to rank as low, medium, or high the importance of each outcome in their course.

In the required core curriculum (240, 300, 473) professors used short essays to assess this outcome. Of 26 results reported in the various sections of those courses, 9 exceeded, 14 met, and 3 did not meet expectations. Some students were evaluated in more than one course: 2 individual students did not meet the expectation in any of the courses. 16 of 18 individuals met or exceeded the expectation. 5 students met expectations in 1 class but exceeded them in another, but without bias in favor of a particular class. In other words, this seems to be a case of individual student progress and/or aptitude for some writing assignments rather than others. One faculty member commented that an underperforming student in FAMS 473 "worked hard" but "struggled to move beyond basic comprehension." Another faculty member reported that one student meeting expectations in FAMS 240 still needed to work on moving beyond description to make a stronger analytic arguments, while another needed to work on clarity and structure. This is consistent with historical judgments about student performance in the course.

All seven of the 500 level courses placed a high or medium emphasis on this learning outcome. A variety of assignments were assessed: three courses used a final paper, one course used an end-of-term self-assessment, one used reading responses, and two others used mid-term short papers. Of 44 results, 11 exceeded, 27 met, and 6 did not meet expectations. Some majors enrolled in more than one class. 5 of the 6 students who did not meet expectations in one course met them in another. In one case of failure, the instructor noted solid work through the semester but an obvious rush-job on the final assignment used to assess, that student met the requirement in another course. Of 20 individual students, then, only 1 failed to meet this learning outcome, while 8 exceeded.

Emphasis on this outcome in 500 level topics courses:

FAMS 510: ST in Film/Media Histories: Media Industries	H
FAMS 510: ST in Film/Media Histories: Hist. of Experimental Film	M
FAMS 511:ST in Film/Media Studies: Action Heroines	M

FAMS 511: ST in Film/Media Studies: Critical Interactives	H
FAMS 566: ST in US Film/Media: South on Screen	H
FAMS 566: ST in US Film/Media: Superheroes across Media	H
FAMS 598: ST in Global Film/Media: British Television	M

Use of Results

In the core requirements for our major (FAMS 240, FAMS 300, FAMS 473), 89% of majors meet or exceed expectations for this learning outcome. At the 500-level, 40% of students exceed and 55% meet expectations. Notably, this outcome is emphasized across the our curriculum. This raises the question of whether we should be expecting more—either a higher rate of meeting/exceeding the expectation or a more demanding outcome, particularly for graduating majors. The director will raise this topic for faculty consideration in the coming year.

II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

Mission Statement

The mission of the Film and Media Studies program is to empower students to engage media culture as researchers, citizens, and employees by providing high quality undergraduate experiences in the classroom and beyond. To this end, the major requires coursework in media analysis, history, and theory as well as production. Grounded in critical research, reading, and writing pedagogies, it equips students for careers in media industries as well as providing the core strengths of a liberal arts education.

Goal 1.

The Program expects all graduates to write compelling arguments that are supported by evidence.

Curriculum

Our foundations courses--FAMS 240, FAMS 300, FAMS 301, and FAMS 308--each emphasize different kinds of written argumentation and evidence. 300-level electives require students to practice their writing skills, and a 500-level integrative course requires them to synthesize and extend skills in research as well as written argumentation. This goal, then, is emphasized throughout the major.

	Goal 1	Goal 2	Goal 3	Goal 4
FAMS 240: Film & Media Analysis	H	M	H	M
FAMS 300: Film & Media History	H	M	M	H
FAMS 301: Media, Power and Everyday Life	H	H	M	L
FAMS 308: Global Media Industries	H	M	M	H
Upper Division Electives	M	M	M	M

Learning Outcome 1.

Upon completion of the major, students will be able to write compelling arguments that are supported by evidence.

Measures and Criteria

In each evaluation period, the instructor of an upper division course will assess each major's final research paper according to the following rubric:

- Needs Improvement: the thesis is not clearly stated and/or lacks evidentiary support.
- Adequate: provides a clear thesis that is supported by the evidence, but it is easy to see how the thesis could be more precisely stated, more probing, and/or better supported.
- Excellent: provides a compelling, original argument that is well supported by evidence and indicates a sustained and probing exploration of the topic.

In the first application of this rubric (2018-19) programs expects 90% of majors to be adequate or better.

This outcome is also indirectly assessed by methods for assessing Learning Outcomes 2, 3, and 4.

Methods

In each AY beginning with an even-numbered year, the program director will select an upper division class having a final research paper (typically a 500-level) and ask its instructor to evaluate each major's submission of that assignment according to the rubric. The director will present and analyze the results in the year-end assessment report and share them with the faculty. The faculty will consider revisions to the learning outcome or measures and criteria as needed and discuss opportunities for improving student outcomes in the major.

Goal 2.

The Program expects all graduates to be able to identify key precedents for their own arguments about media.

Curriculum

Typically before the end of their junior year, majors complete FAMS 301: Media, Power and Everyday Life, in which students identify and question precedents for their arguments about media by engaging key theoretical works. To a lesser extent, our other foundations courses also cultivate this ability and upper division courses expect students to practice it.

	Goal 1	Goal 2	Goal 3	Goal 4
FAMS 240: Film & Media Analysis	H	M	H	M
FAMS 300: Film & Media History	H	M	M	H
FAMS 301: Media, Power and Everyday Life	H	H	M	L
FAMS 308: Global Media Industries	H	M	M	H
Upper Division Electives	M	M	M	M

Learning Outcome 1.

Upon completion of FAMS 301, students will be able to identify key precedents for their own arguments about media.

Measures and Criteria

Instructors of FAMS 301 will evaluate a short essay assignment from each major using the following rubric:

- Needs Improvement: struggles to identify appropriate sources to support claims.
- Adequate: generally selects relevant sources for the purposes of supporting original claims.
- Excellent: selects highly relevant sources from appropriate discursive fields and leverages them effectively to produce well-structured and insightful claims.

In the first application of this rubric (2018-19) programs expects 90% of majors to be adequate or better.

Methods

In each AY beginning with an even-numbered year, the director will select a section of FAMS 301 and ask its instructor to evaluate a short essay assignment from each major using the rubric. The program director will present and analyze the results in the year-end assessment report and share them with the faculty. The faculty will then consider revisions to the course, this learning outcome, or measures and criteria as needed.

Goal 3.

The Program expects all graduates to be able to apply moving image analysis to explain how specific media examples communicate to audiences, and with what implications and effects.

Curriculum

Typically before their junior year, students complete FAMS 240: Film and Media Analysis, which cultivates analytical skills. To a lesser extent, and with differing emphases, students practice moving image analysis in each of our foundations courses. Students are expected to hone these skills in upper division electives.

	Goal 1	Goal 2	Goal 3	Goal 4
FAMS 240: Film & Media Analysis	H	M	H	M
FAMS 300: Film & Media History	H	M	M	H
FAMS 301: Media, Power and Everyday Life	H	H	M	L
FAMS 308: Global Media Industries	H	M	M	H
Upper Division Electives	M	M	M	M

Learning Outcome 1.

Upon completion of FAMS 240, students will be able to apply moving image analysis to explain how specific media examples communicate to audiences, and with what implications and effects.

Measures and Criteria

Instructors of FAMS 240 will assess each major's formal analysis assignment using the following rubric:

- Needs Improvement: misuses descriptive vocabulary for moving image media form and/or does not apply that vocabulary to offer an analytic explanation.
- Adequate: accurately uses the descriptive vocabulary for moving image media form in service of a plausible analytic explanation.
- Excellent: synthesizes the selective and precise use of the descriptive vocabulary for multiple domains of moving image media form in service of an insightful and persuasive analytic argument.

In the first application of this rubric (2018-19) programs expects 90% of majors to be adequate or better.

Methods

In the fall of even numbered years, the program director will ask instructors of FAMS 240 to assess each major's formal analysis assignment using the rubric. The director will aggregate, present, and analyze the results in the year-end assessment report and share them with the faculty. The faculty will then consider revisions to the course, this learning outcome, and/or its measures and criteria as needed.

Goal 4.

The Program expects all graduates to be able to evaluate specific media works and events in a global historical context.

Curriculum

Typically before the end of their junior year, majors complete FAMS 300: Film & Media History, which places US media production in a global context and focuses on the 19th and 20th centuries. They also complete FAMS 308: Global Media Industries, which focus on the current state of media industries, with an emphasis on production outside the US. To a lesser extent, FAMS 240 also supports this goal. Upper division electives broaden and deepen students' ability to contextualize examples.

	Goal 1	Goal 2	Goal 3	Goal 4
FAMS 240: Film & Media Analysis	H	M	H	M
FAMS 300: Film & Media History	H	M	M	H
FAMS 301: Media, Power and Everyday Life	H	H	M	L
FAMS 308: Global Media Industries	H	M	M	H
Upper Division Electives	M	M	M	M

Learning Outcome 1.

Upon completion of FAMS 300, students will be able to evaluate specific media works and events in an historical context.

Measures and Criteria

Instructors of FAMS 300 will assess a research exercise from each major using the following rubric.

- Needs Improvement: the thesis is not clearly stated and/or lacks evidentiary support in primary source documents.
- Adequate: provides a clear thesis that is supported by primary sources, but it is easy to see how the thesis could be more precisely stated, more probing, and/or better supported.
- Excellent: provides a compelling, original argument that indicates a sustained and probing examination of primary sources.

In the first application of this rubric (2018-19) programs expects 90% of majors to be adequate or better.

Methods

In the fall of even numbered years, the program director will ask instructors of FAMS 300 to assess a research exercise from each major using the rubric. The director will aggregate, present, and analyze the results in the year-end assessment report and share them with the faculty. The faculty will then consider revisions to the course, this learning outcome, and/or measures and criteria as needed.

Learning Outcome 2.

Upon completion of FAMS 308, students will be able to evaluate specific media works and events in a global context.

Measures and Criteria

Instructors of FAMS 308 will evaluate a case study from each major using the following rubric:

- Needs Improvement: the thesis is not clearly stated and/or does not accurately relate the case to global trends.
- Adequate: provides a clear thesis that accurately relates the case to a global trend or trends, but it is easy to see how the thesis could be more precisely stated, more probing, and/or better supported.
- Excellent: provides a compelling, original argument that indicates a sustained and probing examination of the case in relation to global trends.

FAMS 308 is a new course starting in Fall 2018, in the first application of this rubric (2018-19) programs expects 80% of majors to be adequate or better.

Methods

In each AY beginning with an even-numbered year, the program director will select a section of FAMS 308 and ask its instructor to evaluate a case study from each major using the rubric. The director will aggregate, present, and analyze the results in the year-end assessment report and share them with the faculty. The faculty will then consider revisions to the relevant courses, this learning outcome, and/or measures and criteria as needed.