

# Film and Media Studies - BA

## Group 1: Cycle 1 - Fall 2017 - Summer 2019

Currently status is: Report Accepted

### ASSESSMENT REPORT FOR Group 1: Cycle 1 - Fall 2017 - Summer 2019

#### 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.

## Results

FAMS 566 was the only upper division course taught in Spring 2019; only one Film and Media Studies major was enrolled. Their final paper was assessed for this learning outcome, and according to the stated criteria. The professor of the course rated the major's ability as "Excellent" and supplied this feedback: "The argument here is clearly stated, systematically structured, and supported with compelling evidence and theoretical scaffolding." There was no 500 level course offered in the fall of 2018.

## Use of Results

The sample size was small, but the student work sampled indicates that this student is meeting the learning outcome of writing arguments supported by evidence. Because Film and Media Studies is a program with a small number of majors, and because current staffing levels make it harder for more than one faculty member to offer an upper level course, FAMS faculty should consider whether another course might be assessed under this rubric-- such as a 300 level topics course.

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

## Results

FAMS 301 was taught in Spring 2019. There were eleven majors enrolled. The data was unfortunately not collected this year.

## Use of Results

Next time the data is collected FAMS will have a new Director who will be able to track submissions more

carefully than the Interim Director was able to do in 2018-2019. This data from Spring 2019 might still be unofficially submitted to the full faculty when they meet to discuss the assessment outcomes; at that time, the data can unofficially be included in faculty discussion to ascertain whether or not students are meeting this learning outcome of FAMS 301.

### 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	<b>Goal 3</b>	Goal 4
FAMS 240: Film & Media Analysis	H	M	<b>H</b>	M
FAMS 300: Film & Media History	H	M	<b>M</b>	H
FAMS 301: Media, Power and Everyday Life	H	H	<b>M</b>	L
FAMS 308: Global Media Industries	H	M	<b>M</b>	H
Upper Division Electives	M	M	<b>M</b>	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.

### Results

In fall 2018 two sections of FAMS 240 were assessed for this learning outcome of "students will be able to apply moving image analysis to explain how specific media examples communicate to audiences, and with what implications and effects." There were three FAMS majors enrolled across both of the sections using the Formal Analysis Assignment. Of these three, two were scored as Excellent on this learning outcome, and one scored as "needs improvement." Of one of the students who scored an excellent rating, the professor submitted this comment: Excellent: "STUDENT was an outstanding student in this class. She completed all parts of the Formal Analysis Assignments with As (Short chart, Peer Review and Sequence Analysis Essay). Besides being able to implement correctly in her analysis essay the vocabulary she learned in class, STUDENT was also able to build insightful arguments about a film sequence based on the concrete audiovisual evidence that the sequence contained. Overall, she performed very well in all assignments (completed them all with As) and she was always prepared to participate thoughtfully in class discussions."

In Spring 2019 three sections of FAMS 240 were evaluated on this same assignment; there were four FAMS majors enrolled across these three sections. Of these majors, three were rated as adequate and one was rated as excellent on this learning outcome. The professor of one section submitted this feedback about one student who rated "adequate" on this assignment: "Weaknesses are in clarity of communication and basic composition rather than grasp of vocabulary and analysis per se."

#### Use of Results

The majority of students surveyed across Fall 2018 and spring 2019 meet this learning outcome. The data collected for this learning outcome will be shared with FAMS faculty for review. It is a long standing observation of the faculty that some majors struggle initially in FAMS 240 and require more concentrated assistance and practice to be able to successfully apply theoretical concepts to the analysis of moving image media. In addition to continuing this assessment in FAMS 240, the FAMS faculty might survey this learning outcome in a mid or upper level course in the future to determine if majors strengthen this skill over time; FAMS 240 is an introductory course and for many it is the first time they've encountered these concepts.

#### 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	<b>M</b>
FAMS 300: Film & Media History	H	M	M	<b>H</b>
FAMS 301: Media, Power and Everyday Life	H	H	M	<b>L</b>
FAMS 308: Global Media Industries	H	M	M	<b>H</b>
Upper Division Electives	M	M	M	<b>M</b>

#### 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.

## **Results**

In Spring 2019, three sections of FAMS 300 were offered and we discovered that there was only one major enrolled in one section of this course during this semester. Therefore, this single student in FAMS 300 section 001 was assessed in Spring 2019 for this learning outcome of "students will be able to evaluate specific media works and events in an historical context." The student was rated as "adequate" for the assignment "research exercise". No additional comments were submitted by the professor of this section.

## **Use of Results**

These results will be shared with the FAMS faculty. FAMS faculty will be asked to think about what constitutes "excellent" for this rubric, and determine if there are any changes necessary to the assignment in order to foster improvement among FAMS majors in this learning outcome. Adequate rating is not a concern overall, but faculty might consider what can be done to support students to achieve the "excellent" rating.

## **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.

## **Results**

FAMS 308 was offered in fall 2018. There were six FAMS majors enrolled in this section. The assignment "case study" was assessed for the learning outcome of "students will be able to evaluate specific media works and events in a global context." All six students met this learning outcome; three were rated as Excellent on this assignment, and three were rated as Adequate.

## **Use of Results**

The results will be shared with FAMS faculty for discussion. From the data collected, it appears that the course successfully engages students to learn how to evaluate specific media works and events in a global context. Of those students that were rated as adequate, faculty might discuss what could be done to support more students to produce work that receives an excellent rating. Yet, not every student is exceptional; there aren't really problems to note here because all majors are meeting this learning outcome.