Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: _____2010-2011_____

Academic Unit: _____Film Studies Program_____

Chair: _____Kristi McKim_____

Student Assessment Plan (SAP) – Basic Check-list – If your answers are "yes" a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=47328.

   □X yes □ no *If no, provide a timeline that will produce a plan by the end of the next academic year.*

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

   □ Xyes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

   □ Xyes □ no *If no, provide a timeline that will produce an assessment data list by the end of the next academic year.*

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

   □ Xyes □ no *If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.*

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

   □X yes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

6. Does your SAP include direct assessments? "Direct" refers to evaluated student work.

   □ Xyes □ no *If no, provide a timeline that will produce a direct student assessment tool by the end of the next academic year.*

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. "Indirect" refers to student surveys, interviews, or opinions.

   □ Xyes □ no *If no, provide a timeline that will produce an indirect student assessment tool by the end of the next academic year.*

Given that 2010-2011 has been a year of external Film Studies Program review, we have conducted informal discussions with our students, as to their ideas and reflections upon their program experience; our external consultant, Dr. Christian Keathley of Middlebury College, has also formally talked with the students and written up his findings in the review report.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

   □ yes □X no *If yes, please provide the results in either in prose or as a table.*

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?
   To implement our assessment plan to connect student learning goals with specific courses.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

   Again, given that this year involved our external program review, we had to think through Film Studies' relation to the liberal arts, to Hendrix College more specifically, and the degree to which our program does and does not fulfill these objectives. We did not meet formally as a group to have this conversation, but we discussed such matters over email and informally in smaller meetings. Instead of specifically addressing our above stated action item of connecting student learning goals with specific courses, we directed our time to the more pressing issue of our overarching program review, taking into account our extra-curricular, co-curricular, and curricular Film Studies offerings at Hendrix.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

   In short, we feel as if we're doing as well as we can for a small program consisting primarily of faculty with formal disciplinary loyalties to their own departments. Students' performance suggests that they're learning; student course evaluations generally are quite enthusiastic; and student feedback, gathered more informally, indicates appreciation for the programming and opportunities available to them. That said, as students and Dr. Keathley suggest, we can foresee the need for more Film Studies course offerings that would be bolstered by another full-time Film Studies faculty line.

4. What are the plans for improving student learning in your unit?

   For the 2011-2012 school year, we have been generously given a grant to study breadth and depth of Film Studies both at other institutions or by inviting consultants to campus. With this grant, we will of course discuss pedagogical strategies and assignments with our visitors (or observe and discuss these ideas at institutions that we visit). Additionally, this grant allows for a workshop that includes Film Studies affiliated faculty, such that we can discuss *what* we do in the Film Studies classroom (e.g. what do courses in History, Music, English, Sociology, Anthropology, and Art History have in *common* with regard to Film Studies? Should these courses have something

in common with regard to Film Studies?). In these workshops and conversations, we will explicitly and implicitly discuss student learning.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?
   (This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above.)

   We will coordinate our student learning goals with our specific courses, and—in so doing—consider whether our learning goals best reflect our program needs and offerings.