

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: _____2013-14_____

Academic Unit: _____Film Studies Program_____

Chair: _____Kristi McKim_____

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.
 yes no

2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.
 yes no

3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.
 yes no

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

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. Sometimes the term “scaffolding” is used to describe this process. 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.) Has your program already done this?

yes no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

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?
Last year’s action item reads as follows: “Now that courses have been tentatively mapped to learning goals, we hope to survey graduating seniors more formally as to how their experience matches with Film Studies learning goals. Students who take Film Studies classes are divided between the ENGF major (in which case English departmental learning goals apply) or the FILM minor (in which case another department’s learning goals apply to the major experience), and so students’ experience of the Film Studies program varies with regard to whether the student is an ENGF major or FILM minor. For the first time in the history of the ENGF major, however, all senior ENGF majors will be grouped together within one capstone thesis seminar course (ENGL 497) dedicated to the crafting and research of original film research projects; this grouping will allow for more formalized assessment of ENGF as part of and unique within the English major.”
2. Briefly summarize the topics discussed in your annual assessment meeting.
Given that the data (via course evaluations and surveys) was collected at the end of AY 2013-14, we haven’t yet had the opportunity to compile and formally discuss students’ responses. We have, however, informally discussed via email and in-person dialogue the benefits of and drawbacks to having an ENGF section of the senior thesis class within the English department. We have also talked at length with ENGF juniors (who have been impressively active and involved with ENGF planning and hiring this year) as to their expectations and needs for their senior year. We also have discussed ideas for programming, courses, and plans for next AY, when a visiting pre-doctoral ENGF fellow will be joining the faculty for one year; also, we remain excited and enthusiastic about hiring a new a full-time tenure track ENGF professor, whose appointment also begins Fall 2014.
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.
Our pre-doctoral ENGF fellow’s courses will fill a curricular gap in global film history and theory, and the hiring process and course preparation has been informed by what we’ve perceived to be student interest in courses in global contemporary cinema. We also are planning to incorporate some workshops/Odyssey projects for students with interest in film production.
4. Define one new action item for your assessment discussions next year.
We will revise our online presence to include explicit learning goals and updated listing of courses and faculty. We will also expect that program syllabi include learning goals.

