Oakland University Assessment Committee
Assessment Plan

Step 1: Basic Information

Program Name: Film Studies and Production

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):
Undergrad   X
Master's   ☐
Doctoral   ☐

Date Plan Submitted: Oct 21, 2021

Current Assessment Contact Representative (& E-mail):   JULIA YEZBICK (juliayezbick@oakland.edu)
Current Department or Program Chair (& E-mail):   DEPARTMENT CHAIR: ROB ANDERSON (r2anders@oakland.edu)
                                                      PROGRAM DIRECTOR: ANDREA EIS (eis@oakland.edu)
Current Dean (& E-mail): ELAINE K. CAREY (ecarey@oakland.edu)

Step 2: Type of Assessment Plan

We will be doing Option B.

Option B. If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website. If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

Step 3: Aligning Program Goals, Student Learning Outcomes, and Assessment Measures

Please begin your program assessment plan by completing the table below. Use the "Table" menu in Word to add rows, merge cells, etc. as needed.

- o In column 1, record your program goals as they relate your unit's program goals.
- o In column 2, record your program's planned student learning outcomes related to each program goal.
    - o SLOs should be written using observable and measurable verbs (e.g. write, state, explain, apply, demonstrate, etc.) as opposed to verbs that are difficult to observe directly (e.g. learn, know, etc.).
- o In column 3, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
- o Add rows to the table as necessary.

(1) Program Goals	(2) Student Learning Outcomes	(3) Assessment Measures
(1) To offer a curriculum of academic depth and breadth in critical studies and filmmaking	1a) SLO: Demonstrate critical understanding and thinking skills ULO: Critical Thinking	1a) Exit Surveys from FLM 4900 and FLM 4999, FLM 4900 critical studies capstone final papers, and FLM 4999 Reflection papers
	1b) SLO: Demonstrate depth of media literacy and knowledge in history, criticism, the industry, and/or the creative field ULO: Information Literacy	1b) Exit Surveys from FLM 4900 and FLM 4999; FLM 4900 critical studies capstone final papers
	1c) SLO: Demonstrate effective communication skills and aesthetic strength in moving image media ULO: Effective communication	1c) FLM 4999 filmmaking capstone final films and reflection papers; Exit Surveys from FLM 4900 and FLM 4999
(2) To advance scholarly, creative, and research strength	2a) SLO: Demonstrate critical understanding and thinking skills ULO: Critical Thinking	2a) Exit Surveys from FLM 4900 and FLM 4999, FLM 4900 critical studies capstone final papers, and FLM 4999 Reflection papers
	2b) SLO: Demonstrate depth of media literacy and knowledge in history, criticism, the industry, and/or the creative field ULO: Information Literacy	2b) Exit Surveys from FLM 4900 and FLM 4999; FLM 4900 critical studies capstone final papers
	2c) SLO: Demonstrate effective communication skills and aesthetic strength in moving image media ULO: Effective communication	2c) FLM 4999 filmmaking capstone final films and reflection papers; Exit Surveys from FLM 4900 and FLM 4999

Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
All full-time FLM faculty* *NB: Part-time faculty are not asked to participate in the Capstone/Program Assessments because no part-time faculty teach our capstone courses (FLM 4900 or 4999) and they are not required to provide service to the program. Because this is an integrated Gen Ed and Program assessment, we will discuss the results with part-time faculty, but they will not be asked to assess capstone materials.	Responsible for ● saving and passing along to the FLM Assessment Committee the assignments and resulting papers/films for each capstone section ● administering Exit Surveys in each capstone section (administered at the time of Student Course Evaluations and returned to the department secretary by a student in the course) ● discussing the draft FLM Assessment Committee report in each report cycle, and determining changes to process and program that will result from the report ● approving the final report to the UAC ● implementing changes to program (curriculum, course content, and/or assessment measure revisions) that result from the assessment report and discussion
FLM Assessment Committee: 4 members of the full-time FLM faculty, preferably 2 critical studies faculty and 2 filmmaking faculty	Responsible for: ● collecting all assessment papers/films from faculty and/or the department secretary and posting to espace or other appropriate online assessment repository ● assessing all materials and compiling the results ● assessing the exit surveys and compiling the results ● discussing assessment results ● writing a draft report, including recommendations for plan, process, and/or program changes and presenting the draft report to the tenured and tenure-track FLM faculty
FLM Assessment Committee Chair	Responsible for: ● drafting final Integrated UAC/Gen Ed Capstone report ● submitting final report to UAC ● checking that any changes to program and/or assessment are

	actually being carried out
FLM Program Director	Responsible for: ● discussing any changes to the program and/or assessment process to special lecturers and lecturers

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

Two critical studies faculty (if possible those who did not teach capstone courses during the data collections years) will analyze FLM 4900 papers based on two rubrics. Our acceptable threshold is satisfactory or excellent ratings equaling 75% or more of the assessed work.

CRITICAL THINKING RUBRIC (SLO #1/ULO #1)

	EXCELLENT	SATISFACTORY	UNSATISFACTORY
EVIDENCE	Cites compelling evidence in support of claims	Cites relevant evidence in support of claims	Cites little, no, or irrelevant evidence in support of claims
INFERENCE	Draws insightful inferences from the films/texts	Draws logical inferences from the films/texts	Draws illogical or no inferences from the films/texts
SYNTHESIS	Synthesizes evidence to arrive at insightful conclusions	Synthesizes evidence to arrive at valid conclusions	Fails to synthesize evidence sufficiently

INFORMATION LITERACY RUBRIC (SLO#2/ULO#2)

	EXCELLENT	SATISFACTORY	UNSATISFACTORY
EVIDENCE	Acquires information from multiple appropriate films and/or scholarly or industry sources	Acquires information from a few appropriate sources	Acquires information from only one source or from inappropriate sources

INFERENCE	Draws insightful inferences from the information gained from these sources	Draws insightful logical from the information gained from these sources	Draws illogical or no inferences from the sources
SYNTHESIS	Synthesizes evidence from the multiple sources to arrive at insightful conclusions	Synthesizes evidence from the valid to arrive at valid conclusions	Fails to synthesize evidence sufficiently or at all

Two filmmaking faculty (if possible those who did not teach capstone courses during the data collection years) will analyze FLM 4999 films and FLM 4999 reflection papers based on a rubric. Our acceptable threshold is satisfactory or excellent ratings equaling 75% or more of the assessed work.

EFFECTIVE COMMUNICATION RUBRIC (SLO#3/ULO#3)

	EXCELLENT	SATISFACTORY	UNSATISFACTORY
Theoretical/ Thematic/ Aesthetic Ability	Demonstrates strong ability to incorporate theoretical, thematic, and/or aesthetic considerations into the thesis film	Demonstrates satisfactory ability to incorporate theoretical, thematic, and/or aesthetic considerations into the thesis film	Demonstrates little or no ability to incorporate theoretical, thematic, and/or aesthetic considerations into the thesis film
Technical Skill	Exhibits outstanding production and post-production technical skill in execution of the thesis film	Exhibits satisfactory production and post-production technical skill in execution of the thesis film	Exhibits poor production and post production technical skill in execution of the thesis film
Conceptualization and Process	Demonstrates full understanding of the progression through the appropriate developmental process (conceptualize, plan, and produce) and ability to reflect thoughtfully on their process and	Demonstrates satisfactory understanding of the progression through the appropriate developmental process (conceptualize, plan, and	Demonstrates little or no understanding of the progression through the appropriate developmental process (conceptualize, plan, and

	abilities	produce) and ability to reflect thoughtfully on their process and abilities	produce) and ability to reflect thoughtfully on their process and abilities

B. How will you use results to improve your program?

- The results will be presented to all full-time faculty, who will discuss the needs for assessment process revisions and/or curricular/program revisions.

- After agreement on any revisions needed, the revisions will be carried out by the FLM Assessment Committee (for assessment process revisions) and the full FLM faculty (for curricular/program revisions).

- The FLM Assessment Committee Chair will be responsible for checking that any revisions or changes are being carried out.

Step 6: Submit Assessment Plan
Send completed form electronically to ternes@oakland.edu.