Assessment Findings Activity Report Due April 21, 2017 to the Office of Academic Planning

Assessment Findings template  Please see resources about closing the loop and assessing program learning outcomes at the Academic Planning website http://air.sfsu.edu/assessment/resources

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
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School of Cinema

1. Please list your program learning goals.

Cinema’s B.A. program’s goals strive to enable students to:

1. Acquire basic skills in the critical analysis of films, focused by the analysis of representative film texts from a range of periods and cultures.
2. Relate cinema to the production, distribution and exhibition industries, the other arts, and to society.
3. Identify contemporary technological, artistic, and industrial trends in the cinematic arts.
4. Acquire the basic technical skills necessary for cinematic expression (animation, filmmaking and screenwriting).
5. Locate personal voice in the creation of the cinematic arts.
6. Produce competent and sustained research papers evidencing knowledge of major topics, theories and methods.

2. Which program learning goal did you choose to assess this semester?

1. “Acquire basic skills in the critical analysis of films, focused by the analysis of representative film texts from a range of periods and cultures.”

3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

Assessment was completed through-

- Meeting as a committee
  - Discussion of general practices and curriculum within the BA program
  - Online research on the SFSU website and related Cinema pages
Conducted online surveys with faculty

Evidence considered-
- Examinations
- papers
- Presentations
- Creation of films in conjunction with film analysis papers

4. What did you find? Is the program learning goal being met?

Based on our findings we have concluded that the first learning goal does in fact reflect the teaching practices if the department.

Evidence considered-
Examinations
papers
Presentations
Creation of films in conjunction with film analysis papers
online survey

We received eight responses to our online survey-
Four came in on the first day
Three came in the next day
(20 invites, 2 opted out of the survey, 8 responded)
Responders- Daniel, Britta, Matha, Ben, Jennifer, Juian, Celine, Johnny Rutsky, Kovacs opted out

Q1- Which of the following ways do you use to evaluate your students’ ability to analyze films?
Papers- 63%
in class presentations- %100
quizzes or exams - 50%
making films in conjunction with critical analysis papers- 63%

Q2 - 100% faculty have students analyze films and texts from a range of periods and cultures.

Here are example responses to survey question #1

Celine, Q1:
All of the above! I have papers that are prompted by a selection of questions that require engaging readings and screenings; in/class presentations that include presenting an argument, lit review, evidence and significance; pop quizzes and in-class assignments that are both group and individual designed towards formative learning wherein students are trained to meet the course expectations (no surprises in the exams essentially) and they have the option to make a film as well.

Daniel, Q2:
Always. All classes. I do it through screening, of course, but with each screening including clips from
past films and films from diverse cultures. With readings, I tend to emphasize contemporary scholarship but usually include in my lectures past scholarship and also scholarship from diverse voices. It's important for students to see the evolution of scholarship.

Jennifer, Q2: I include films by women, by US minority populations, by men and women from European and Middle Eastern countries, by Japanese directors, by indigenous Australian directors, among others.

5. What assessment activities do you plan to undertake next academic year?
   ● Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
   ● Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
   ● In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
   ● Will you move on to assess a different program learning goal (assessment findings report)?

Next year’s goal analysis
Cinema BA program Goal#2. “Relate cinema to the production, distribution and exhibition industries, the other arts, and to society.”