

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Film & Media
Degree: B.A.
Chair:
Academic Year Plan: 2009 / 2010

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
1. Speaking: Students are able to effectively use verbal communication strategies.	Students must show they are able to identify a subject, organize ideas, hypothesize, and formulate a thesis. Students can show an ability to argue a point of view, explain it in detail and support it with evidence. Students can demonstrate they are able to collaborate and effectively participate in group discussions.	Curricular mapping has been launched by the film media faculty, which see for a course by course breakdown in their basic categorizations of introduction (I), reinforcement (R) and emphasis (E). For example, attributes of speaking skills for the core courses are primarily introductory at the FLM101/203 level, reinforced in FLM204/205 and emphasized in the capstone course FLM495.	Student learning in speaking will be assessed at two levels, first through the benchmark sophomore FLM203 course and finally within the senior FLM495 capstone course. A faculty committee will assess learners' skills through in-class student oral presentations. Course syllabi will be also be reviewed for goals and objectives consonant with intended outcomes.

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2. Reading: Students are able to read and comprehend written discourse in the field.	Students must demonstrate comprehension of scholarly articles, critical essays, technical documents. Students must show an ability to understand parts of texts which are conceptually abstract and linguistically complex and/or texts which treat unfamiliar topics. Students must show an ability to identify and analyze and evaluate the aesthetic qualities of cinema and to recognize the role of cultural knowledge in film texts.	Curricular mapping has been launched by the film media faculty, which see for a course by course breakdown in their basic categorizations of introduction (I), reinforcement (R) and emphasis (E). For example, attributes of reading skills for the core courses are primarily introductory at the FLM101/203 level, reinforced in both the FLM204/205 courses as well as the capstone course FLM495.	Student learning in reading will be assessed at two levels, first through the benchmark sophomore FLM203 course and finally within the senior FLM495 capstone course. A faculty committee will assess learners' skills by examining written course assignments. Course syllabi will be also be reviewed for goals and objectives consonant with intended outcomes.

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3. Writing: Students can write effectively about a variety of topics within the discipline of film media.	Students must be able to show the ability to write with significant precision and in detail. Students must demonstrate an ability to state their opinions and provide support for their points of view in written discourse. Students must demonstrate proficiency in doing basic analysis and research on a filmic, literary or cultural topic and to present their findings in a research paper.	Curricular mapping has been launched by the film media faculty, which see for a course by course breakdown in their basic categorizations of introduction (I), reinforcement (R) and emphasis (E). For example, attributes of writing skills in the core courses are primarily introductory at the FLM101/203 level, reinforced in both the FLM204/205 courses as well as the capstone course FLM495.	Student learning in writing will be assessed at two levels, first through the benchmark sophomore FLM203 course and finally within the senior FLM495 capstone course. A faculty committee will assess learners' skills by examining written course assignments. Course syllabi will be also be reviewed for goals and objectives consonant with intended outcomes.

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<p>4. Film Culture: Students are expected to have an overall knowledge of film culture in its diversity.</p>	<p>Students can demonstrate a knowledge of the historical and ideological forces surrounding and supporting (i.e., social, artistic, industrial, and industrial factors and their interrelationships) film culture.</p> <p>Students can show the ability to recognize the varieties and potentialities of different forms of film media, e.g., narrative, documentary, experimental, commercial. etc.</p> <p>Students must be able to demonstrate familiarity with information resources and film media technologies, including traditional film/video processes, computer resources, and emerging media.</p>	<p>Curricular mapping has been launched by the film media faculty, which see for a course by course breakdown in their basic categorizations of introduction (I), reinforcement (R) and emphasis (E). For example, attributes of knowledge of film culture in the core courses are primarily introductory at the FLM101/203 level, reinforced in the FLM204/205 courses and emphasized in the capstone course FLM495.</p>	<p>Student knowledge of film culture will be assessed at two levels, first through the benchmark sophomore FLM203 course and finally within the senior FLM495 capstone course. A faculty committee will assess learners' knowledge and understanding by examining written and oral course assignments. Course syllabi will be also be reviewed for goals and objectives consonant with intended outcomes.</p>

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5. Critical Thinking: Students are expected to have the ability to clarify or critique the many forms o film texts.	Students must show an ability to generalize without oversimplifying, to distinguish fact from opinion, to compare and contrast ideas, to clarify issues, to make interdisciplinary connections, to compare perspectives, to exercise fair-mindedness, and to think independently.	Curricular mapping has been launched by the film media faculty, which see for a course by course breakdown in their basic categorizations of introduction (I), reinforcement (R) and emphasis (E). For example, attributes of critical thinking for the core courses are introductory at the FLM204/205 level and emphasized at the more advanced capstone course FLM495.	Student abilities in critical thinking will be assessed at two levels, first through the benchmark sophomore FLM203 course and finally within the senior FLM495 capstone course. A faculty committee will assess learners' abilities in this area by examining written and oral course assignments. Course syllabi will be also be reviewed for goals and objectives consonant with intended outcomes.
6.			
7.			
(Or attach specialized or professional accreditors' standards)			