



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2024 - 2025

CAS - Film & Media Studies (BA)

General Information

Mission

Media literacy is an essential and indispensable civic skill in our current era where mass media dominate every aspect of life from entertainment and leisure to politics and business. In recognition of this, the Department of Film and Media Studies strives, through vigorous research and student-centered teaching, to advance knowledge and understanding of the history, theory, art, craft, practice, and social significance of film, television, and new digital media. We offer an integrated dual-focused curriculum combining critical studies and production, with the goal of educating students to become both critical consumers and creative producers of mass-mediated images and narratives, be they fact or fiction. We are also focused on bringing an international and culturally diverse dimension to our teaching and research, which not only aligns with a major norm in the field today but also attests to our commitment to extending the horizon of students and enriching diversity and inclusion in the department and the university at large.

College

Arts & Sciences

Department/School/Division

Department of Film and Media Studies

Assessment Liaison

Man-Fung Yip

CAS - Film & Media Studies (BA)

Analytical Skills

Student Learning Outcome (SLO)

Upon completion of the FMS BA, students should have acquired and be able to reproduce the basic language of film studies and cite canonical examples from film history to inform their own spectatorial practices. Specifically, students should be able to:

- a) Acquire a basic film language vocabulary and successfully apply it in the analysis of a variety of film, television, and other media texts,
- b) Become more self-aware, articulate, informed, and enthusiastic participants in visual culture,
- c) Demonstrate knowledge of canonical films, film historical events, and film theories, and
- d) Recognize connections across canonical film and media texts and between canonical texts and contemporary media.

Outcome Status

Active

Direct - Project

Assessment Method Description

FMS 1013 - formal paper assignments - for sub-SLOs b & d:

Performance Target

80% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment method described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In AY 2024-25, 601 students enrolled in seven sections of FMS 1013. The percentages of students meeting or exceeding expectations on the formal paper assignments were 92.8% (154 out of 166) in fall section 1, 92.2% (154 out of 167) in fall section 2, 79.2% (19 out of 24) in fall section 3, 79.3% (23 out of 29) in fall section 4, 92.2% (142 out of 154) in spring section 1, 93.3% (28 out of 30) in spring section 2, and 83.9% (26 out of 31) in the summer section. Weighed by enrollment, in total, 90.8% of students (546 out of 601) met or exceeded expectations on sub-SLOs b & d as measured by their performance on formal paper assignments.

Results Status

Target Met

Number of Students Assessed

601

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

One typical problem with the formal paper assignments is that students fail to submit them or are not able to turn them in on time. To help mitigate this issue, a more lenient late submission policy was enforced - in the larger sections at least - that allowed students to submit up to five days late with penalty. This flexibility seems to have yielded some positive results.

Overall Program Effectiveness

The assessment results indicate that all but two sections met or exceeded expectations for the two sub-SLOs, and the two sections that didn't came very close (79.2%; 79.3%) to meeting the target. And the average percentage of students meeting or exceeding expectations (90.8%) was the highest in four years (87.5% in 2023-24, 89.5% in 2022-23, and 86% in 2021-22), which signals a level of curriculum and pedagogical effectiveness that we hope to continue and enhance in the future.

Other

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In some cases, students failed to meet the performance target because they were penalized for academic misconduct - specifically, using AI-generated content and passing it off as their own work. Obviously, AI is an issue that won't go away anytime soon, but it is important to keep an open mind and recognize both the pros and cons of AI and how it could affect, both positively and negatively, students' learning outcomes. A number of working groups at OU have been developing draft policies and plans on the use of AI in classrooms - we will study them carefully and try to come up with our own strategies.

Direct - Examination

Assessment Method Description

FMS 1013 - examinations / critical reflections - for sub-SLO c

Performance Target

80% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment methods described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In academic year 2024-25, 601 students enrolled in seven sections of FMS 1013. The percentages of students meeting or exceeding expectations on the examinations/critical reflections were 81.3% (135 out of 166) in fall section 1, 81.4% (136 out of 167) in fall section 2, 79.2% (19 out of 24) in fall section 3, 82.8% (24 out of 29) in fall section 4, 67.6% (104 out of 154) in spring section 1, 83.3% (25 out of 30) in spring section 2, and 83.9% (26 out of 31) in the summer section. Taken together, 78% of students (469 out of 601) met or exceeded expectations for this sub-SLO as measured by their performance on examinations/critical reflections. This percentage is almost the same as that from last year (77.4%).

Results Status

Inconclusive

Number of Students Assessed

601

USE OF ASSESSMENT RESULTS

Methods of Assessment

For fall section #3, which is a smaller section specifically for majors and minors, the mid-term/final exams were replaced by in-class critical reflections. The change was meant to deepen the learning experiences and outcomes of students, but the fact that the new assessment method was a semester-long process and heavily attendance-correlated might explain the slightly lower percentage of students meeting the performance target. This suggests the importance of identifying students with attendance issues so that intervention can be made earlier.

Other

The assessment results indicate that five out of the seven sections met or exceeded expectations for this sub-SLO. Overall, however, we failed to meet the performance target, due in large part to the under-performance of one section – spring section 1 – which only had 67.6% of its students meeting or exceeding expectations. It is not entirely clear why this particular section did not perform as well as the others; at this point, we think it is more an isolated instance rather than an underlying trend. In fact, the overall percentage of students meeting or exceeding expectations for this sub-SLO (78%) is slightly higher than that from last year (77.4%), and we also see improvements for the concurrent sections for high school students, which failed to meet expectations in AY 23-24 but were above the performance target in AY 24-25.

Direct - Examination

Assessment Method Description

FMS 1013 - quizzes (basic understanding of vocabulary) and short writing assignments (practice of vocabulary and analysis of form) - for sub-SLO a

Performance Target

90% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment methods described above.

2024 - 2025

Assessment Results Entry Date

CAS - Film & Media Studies (BA)

09/24/2025

Assessment Results

In academic year 2024-25, 601 students enrolled in seven sections of FMS 1013. 166 students enrolled in fall section 1, and 163 of them (98.2%) met or exceeded expectations on the quizzes and short writing assignments. Of the 167 students in fall section 2, 160 of them (95.8%) met or exceeded the performance target. For fall section 3, which was a smaller section for majors and minors, 23 out of 24 students (95.8%) met or exceeded expectations on the quizzes / short writing assignments. For fall section 4, which was a concurrent section for high school students, 28 out of 29 students (96.5%) met or exceeded the performance target.

The percentage of students meeting or exceeding expectations on the quizzes/short writing assignments was 95.8% (147 out of 154 students) in spring section 1. For spring section 2, which was again a concurrent class, 29 out of 30 students (96.7%) met or exceeded the performance target. Of the 31 students enrolled in the summer section, all of them (100%) met or exceeded expectations on the quizzes.

Altogether, 96.7% (581 out of 601) of students met or exceeded the performance target for this sub-SLO as measured by quizzes and short writing assignments. This marks a slight improvement from the 93.5% in 2023-24.

Results Status

Target Met

Number of Students Assessed

601

Related Documents

[FMS 1013 - Short Written Assignment Rubric.docx](#)

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

For the large gen ed sections, we always strive for fair grading with the various GTAs. One way to do this is to provide them with rubrics (see attached), and the instructor would also meet with them in person prior to the grading, encourage them to work together, and check in regularly with them.

Overall Program Effectiveness

All seven sections in 2024-25 met or exceeded expectations for this sub-SLO, even after we had raised the performance target from 80% to 90%. It is also worth noting that student performance did not differ significantly between the large gen ed sections (fall sections 1-2, spring section 1), the smaller section of majors and minors (fall section 3), the concurrent sections for high school students (fall section 4, spring section 2), and the summer online section. This is perhaps no surprise, given that this sub-SLO involves a more basic understanding of the material, and the short writing assignments were scaffolded so students learnt the skills as they went, which helped produce strong performance.

Critical Thinking Skills 1

Student Learning Outcome (SLO)

Upon completion of the FMS BA, students should be able to demonstrate knowledge and application of film and media theory of 1920 to the present. Specifically, students should be able to demonstrate:

- a) Skills in critically reading complex theoretical texts in film and media studies,
- b) Knowledge of major film and media theories, and
- c) The ability to apply film and media theories in analyzing film/media texts and practices.

Outcome Status

Active

Direct - Examination

Assessment Method Description

FMS 3213 - weekly quizzes on theoretical readings - for sub-SLO a.

Performance Target

CAS - Film & Media Studies (BA)

85% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment method described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In Fall 2024, 27 students enrolled in FMS 3213. Of them, 96.3% of them (26 out of 27) exceeded or met expectations on the quizzes.

Results Status

Target Met

Number of Students Assessed

27

USE OF ASSESSMENT RESULTS

Other

All but one student met/exceeded the performance target. The student who did not meet target failed to turn in many of the quizzes, but after the instructor reached out to them and offered some encouragement, they were able to catch up, complete the other course assignments, and ended up with a good grade. The department will continue to seek ways to identify signs of disengagement and struggle in students early so that we can provide support to them before too late.

As part of our effort to update the core curriculum for the major (with a goal of reducing the number of required credit hours and increasing electives), the department has phased out this course and integrated its materials into FMS 2013 (Film History and Theory: to 1960) and FMS 2023 (Film History and Theory: 1960 to present). This change may present some challenges, but we will closely monitor the learning outcomes of the modified Film and History courses and make sure that they maintain the same level of curriculum and pedagogical effectiveness.

Direct - Examination

Assessment Method Description

FMS 3213 - midterm examinations - for sub-SLO b.

Performance Target

85% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment methods described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In Fall 2024, 27 students enrolled in FMS 3213. 96.3% of them (26 out of 27) exceeded or met expectations on the first midterm exam while 92.6% (25 out of 27) did on the second midterm exam.

Results Status

Target Met

Number of Students Assessed

27

USE OF ASSESSMENT RESULTS

Overall Program Effectiveness

The assessment results show that the class met the performance target on this sub-SLO, suggesting that most students were able to demonstrate knowledge of major film and media theories.

Other

As part of our effort to update the core curriculum for the major (with a goal of reducing the number of required credit hours and increasing electives), the department has phased out this course and integrated its materials into FMS 2013 (Film History and Theory: to 1960) and FMS 2023 (Film History and Theory: 1960 to present). This change may present some challenges, but we will closely monitor the learning outcomes of the modified Film and History courses and make sure that they maintain the same level of curriculum and pedagogical effectiveness.

CAS - Film & Media Studies (BA)

Direct - Project

Assessment Method Description

FMS 3213 - final project (research paper/creative project) - for sub-SLO c.

Performance Target

85% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment methods described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In Fall 2024, 27 students enrolled in FMS 3213, and all of them exceeded or met expectations on the final project.

Results Status

Target Met

Number of Students Assessed

27

USE OF ASSESSMENT RESULTS

Methods of Assessment

The department embraces a dual-focused approach that combines critical studies and film and media production. This assignment reflects in many ways such an approach, allowing students to either engage with research-based scholarship or to synthesize critical ideas and interpretations with creative practices. This flexibility allows students to work on something they are most interested in, which helps enhance their learning experiences and outcomes.

Overall Program Effectiveness

The consistency of student performance—not only in Fall 2024 but over the past few years—suggests that the course has been able to maintain students' interest and engagement and signals a level of curriculum and pedagogical effectiveness that we hope to continue and enhance in the future.

Other

As part of our effort to update the core curriculum for the major (with a goal of reducing the number of required credit hours and increasing electives), the department has phased out this course and integrated its materials into FMS 2013 (Film History and Theory: to 1960) and FMS 2023 (Film History and Theory: 1960 to present). This change may present some challenges, but we will closely monitor the learning outcomes of the modified Film and History courses and make sure that they maintain the same level of curriculum and pedagogical effectiveness.

Critical Thinking Skills 2

Student Learning Outcome (SLO)

Upon completion of the FMS BA, students should be able to apply their knowledge of film history and theory to the analysis of specific film movements and national traditions and to express historical and theoretical insights in their creative work. Specifically, students should be able to:

- Demonstrate knowledge and understanding of the specific movement or tradition in film and media history chosen for the capstone course in a given semester;
- Critically research and analyze aesthetic, sociopolitical, cultural, and historically specific aspects of films and other media works; and
- Synthesize, problematize, and debate arguments using knowledge of film and media theory and history and media production skills acquired from multiple Film and Media Studies courses in relationship to a specific topic.

Outcome Status

Active

Direct - Examination

Assessment Method Description

CAS - Film & Media Studies (BA)

FMS 4013 - Examinations/written responses - for sub-SLO a

Performance Target

85% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment methods described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In Spring 2025, 23 students enrolled in FMS 4013. 91.3% of them (21 out of 23) met or exceeded expectations on the examinations/written responses.

Results Status

Target Met

Number of Students Assessed

23

USE OF ASSESSMENT RESULTS

Curriculum

The particular topic for this capstone—Dystopian World Cinema—dealt with pressing socio-political issues and drew upon complex cultural theories (the Frankfurt School, Nietzsche, Lacan, Kafka, Foucault, etc.). The fact that most students did well on the examinations/written responses shows that the topic resonated with the concerns and interests of students, thus making them engaged throughout the semester.

Other

As part of our effort to update the core curriculum for the major (with a goal of reducing the number of required credit hours and increasing electives), the department has phased out this course. Our plan is to use one or more upper-division electives to access this particular SLO in the future.

Direct - Presentation

Assessment Method Description

FMS 4013 - presentation - for sub-SLO b.

Performance Target

85% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment method described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In Spring 2025, 23 students enrolled in FMS 4013. 91.3% of them (21 out of 23) met or exceeded expectations on the presentations.

Results Status

Target Met

Number of Students Assessed

23

USE OF ASSESSMENT RESULTS

Overall Program Effectiveness

The assessment result indicates that most students were able to critically research and analyze various aspects—aesthetic, sociopolitical, cultural, and historical—of films and other media works. This reflects to a large extent the firm foundation of the students' knowledge base, which in turn signals a level of curriculum and pedagogical effectiveness that we hope to continue and enhance in the future.

Other

As part of our effort to update the core curriculum for the major (with a goal of reducing the number of required credit hours and increasing electives), the department has phased out this course. Our plan is to use one or more upper-division electives to access this particular SLO in the future.

Direct - Project

Assessment Method Description

CAS - Film & Media Studies (BA)

FMS 4013 - final project - for sub-SLOs b & c. For the final project, students could choose to do a creative project (short film, screenplay, etc. – sub-SLO c) or a research paper (sub-SLO b).

Performance Target

85% of students to meet or exceed their expectations, i.e., to receive a grade of C or better in the assessment method described above.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

For the final projects, students could choose to do a creative project (short film, screenplay, etc. – sub-SLO c) or a research paper (sub-SLO b). In Spring 2025, 23 students enrolled in FMS 4013. 16 of these 23 students completed a creative project and 93.8% of them (15 out of 16) met or exceeded the performance target. Of the remaining seven students who wrote a research paper, all of them met or exceeded expectations.

Results Status

Target Met

Number of Students Assessed

23

USE OF ASSESSMENT RESULTS

Curriculum

The department embraces a dual-focused approach that combines critical studies and film and media production. This final project assignment reflects such an approach, allowing students to either engage with research-based scholarship or to synthesize critical ideas and interpretations with creative practices. Judging from the assessment results, it is safe to say that this approach resonated with the students and helped enhance the SLOs.

For students who choose to do a short film, we expect them to demonstrate competence in storytelling, lighting, cinematography, editing, and sound design. To ensure this, they need earlier access to production courses in their BA. The department has made concerted efforts to increase its production course offerings in recent years, but this goal has been hampered by the fact that we only have one regular faculty member teaching film/media production. We do have some nice adjunct instructors, but they can't provide the continuity/consistency we need. For a long-term solution, we need a second regular faculty member who can complement our existing strengths in the production curriculum and thus deepen the learning experiences and outcomes of students.

Other

As part of our effort to update the core curriculum for the major (with a goal of reducing the number of required credit hours and increasing electives), the department has phased out this course. Our plan is to use one or more upper-division electives to access this particular SLO in the future.