

Film and Performing Arts – Bachelor of Arts

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

In an effort to better embed our Communication Outcomes into SLOA as recommended, we have drafted a new SLOA plan and aligned several of our goals into one unified goal, as well as adding an additional outcome goal.

While we previously had two program outcomes related to communication directly in our plan, the assessment of those outcomes were not as evident. We have created a new “Professional Communication and Preparation” matrix for our SLOA plan which includes clear assessment criteria and procedures. Assessment tools and rubrics will be updated to reflect these changes in the year ahead. We have also modified the methods of implementation to alleviate dependence on departmental staff. We have condensed our first two learning outcomes into one concise goal: Graduates will be able to communicate clearly and creatively in oral, written, and visual form. By unifying the former two goals into one, it is simpler to correlate this to our assessment metrics. We will also have a quantitative assessment of writing sample and oral presentations as part of the new rubric to assess this metric.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

FLPA utilizes numerous methods to assess our goals as outlined:

- Reel Review, Audition Review, and/or Portfolio Review: Communication/Practical Skills outcomes
 - Audition/Portfolio review data reveals strong success in written materials with 4.4 average. Oral presentations score an average of 4.0 . Performance, physicality, and vocal performance all fall in 4.1-4.4 range.
 - Reel Review: Student assessments by year-level demonstrates significant improvement in oral/verbal presentations, technical skill assessment, as well as through written professional review materials. Aggregate averages: Freshman/Sophomore is 6.5. Juniors at 7.5, and Seniors at 8.2. These assessments demonstrate that our students are progressively gaining skills with each academic year.
- Pre/Post Test Assessments in FLPA 121X, 247, and 271.
 - 121X assessments clearly demonstrate knowledge and practical skill acquisition with students averaging a 36% on pre-tests and 94% on post-tests. This data has been consistent.
 - FLPA 247 assessments show a 46% improvement between pre and post tests on average.

- FLPA 271 students are revealing that the course is critical towards their education, but not demonstrating knowledge acquisition through the pre/post test process.

- Production Assessments: Practical skills/ Collaboration and Leadership

- Collected data from all productions reveal an average of 8.6 across all metrics in evaluating the process of production, growth of the performers/designers, and value towards educational career.

Overall, our program is utilizing six assessments for five goals, and should simplify the assessment process.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Our program has implemented many curricular changes since merging the FLM film major and the THTR theatre major into the FLPA Film and Performing Arts Major in 2016.

We continue to see the need to demonstrate student learning through the practical skills assessment, and feel that modifying our program to require FLPA 258: Lights, Camera, Audio as part of our core curriculum for all FLPA majors, instead of FLPA 271, Film Set Production I as it currently stands. Our reasoning is to better prepare our majors for the capacity to communicate creatively in multi-media, including for theatre performance concentration students.

FLPA 161X - Alaska Native Performance, has also been offered recently again in our program. Prioritizing Indigenous Performance theory and practice as part of our required FLPA curriculum would further help to educate our students of the rich performance traditions in Alaska, and serve to continue to diversify the offerings in our curriculum.

Another curricular revision will be to alter our offerings of Audition/Portfolio Review (FLPA 190/191; 290/291) to also include a 300 and 400 level so as to better track the skill development of our students at each level of their program.

Finally, we elect to replace FLPA 431 as our capstone with FLPA 470, and make this course the required course for our FLPA film concentration majors in lieu of FLPA 331. We will implement these changes beginning next semester for the FY 26 catalog.

New assessment rubrics will also be developed as part of our SLOA plan.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Equity gaps, No change in majors, Decline in SCH, Something else (use data explanation field to describe)

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

Our average student is [REDACTED], [REDACTED], [REDACTED], not [REDACTED], and not [REDACTED] college student. However, the majority of our degree recipients are [REDACTED] college students and reflects the diversity of our student population overall. We see that during the online teaching years of covid, many of our [REDACTED] students experienced a lower average course pass rate, as did [REDACTED] and [REDACTED] students, whereas our [REDACTED] students seem to have maintained overall pass rates. [REDACTED] students in our program in 2019 were at a 87% pass rate, but that crashed to 50% over FY21 and has now stabilized at 82%, but still lower than pre-covid. Similarly, [REDACTED] students went from a 94% pass rate to 63% over covid, and have rebounded to 86%, still seven points behind the pre-covid era. [REDACTED] students lost about 8% of their pass rate during covid, but have actually increased average rate to 67%, up .3% over the four year period of review (2019-2023). This rate is still disproportionately lower than other students, and should be addressed as a primary focus. We continue to advocate for Indigenous Media as a tenure-track line in our department so as to ground performance and media arts within the context of Indigenous knowledge. We are also discussing the shifting of our program to require Alaska Native performance as a way of building more cohorts of students and support structures within our program for all our students.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

Our students take more SCH annually on average than other degree programs in our college, with an average of about 20 SCH annually. This high engagement number reflects a dedicated full-time student is also our average student that we attract to our highly experiential learning program.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the

future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," filed to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects, Collaborative Assignments and Projects, Diversity/Global Learning, ePortfolios, Internships, Undergraduate Research, Writing-Intensive Courses, "Service Learning, Community-based Learning", First-Year Seminars and Experiences

Collaborative Assignments & Projects

FLPA students work collaboratively as a core mission of our program, and gain leadership skills through the collaborative process. Students work collaboratively as performers with one another, and with directors and designers. Students work collaboratively on screenwriting and playwriting projects in courses (FLPA 161X; FLPA 231; FLPA 488). Co-creation of projects such as all our theatrical productions and film productions are essential towards understanding the complex creative process for performing arts, and also to expand capacity and creativity. Courses like FLPA 310/331 work in tandem with one another, so those learning techniques in Acting for the Camera are able to work with Film Directing students directly. Ultimately, our students in FLPA 271/431 (Film Set Production I/II) are co-creating film productions while working collectively as a film team. Our program is inherently interdisciplinary, relying on the diverse skills of actors, writers, designers, camera operators, sound recordists/designers, musicians, storytellers, and cultural leaders to develop content that all the students play a part in developing and executing.

Undergraduate Research

Most of our collaborative projects also serve as undergraduate research as students are actively creating a new stage or film production alongside faculty mentors. Students work collaboratively under faculty leadership on theatrical productions including working as sound designers, lighting designers, performers, and stage managers. In addition, our Film Reel Alaska Mentoring Experience (FRAME) provides students with numerous opportunities to conduct cinematic research with faculty. In the past year, students have actively participated in productions funded by NSF in Arctic Village; with the department of Social Work and Denakanaaga with the Elders Mentoring Camp, and with NSF funded ELOKA as part of their climate story-mapping research.

Diversity/Global Learning

Our Film and Performing Arts students work directly with material from writers and storytellers from around the world (in the English language and in Alaska Native Languages) which embodies a diverse range of experience for acting/writing/directing projects. We have developed deep relationships with Alaska Native communities and academics in showcasing Indigenous knowledge through film, as well as developing actors, writers, designers, and directors from Alaska Native communities as part of our ongoing Indigenous Media emphasis. We aim to develop stronger capacities in these directions and have long advocated for a tenure-track line in Indigenous Media within our department and/or a rotating director to reflect diverse capacities. Accurate and representative diversity within our program will help to decolonize the stage and screen and diversify our offerings of plays, performers, and audiences.

ePortfolios

Portfolios have been a critical component of our curriculum for over 30 years, and have migrated into digital ePortfolios for most of our majors. Film Concentration students create digital film reels, but they are also instructed in FLPA 231 to create websites. Performers and designers in the Theatre concentration are similarly encouraged to develop websites as part of FLPA 290/291 audition/portfolio

review. We review these portfolio pieces annually with our majors and assess these portfolios/audition packages/reels as part of our SLOA process.

First-Year Seminars & Experiences

We are implementing the new “Film Intensive Semester” this Spring 2024, which will serve as a bi-annual immersion experience into the film program for majors. We anticipate students to cycle through the intensive semester at least once in their college career, ideally as a Freshman or Sophomores, and again as juniors and seniors. The Film Intensive Semester will be a deep-dive into the department and serve to jump start students into our curriculum at a faster pace while building a cohort of mentors and new students in stacked courses.

Writing-Intensive Courses

We offer several courses which are still considered “writing intensive” including FLPA/ENGL 334; FLPA/ENGL 488; and FLPA/ENGL 427. Students work on script or playwriting, critical film analysis, dramaturgy.

Service-Learning and/or Community-based Learning

Students in FLPA 403 Film Practicum often work in community settings as part of a documentary film crew. They have assisted in service learning projects with the Just Transition Summit, for memorial services, with the IDEA program in psychology department, and many other examples of service and community-based learning. Actors routinely participate in police or search and rescue trainings in event scenarios.

Internships

Practicum is an essential component of the FLPA curriculum, and provides students with opportunities to practice theatre performance practicum (FLPA 401); technical theatre practicum (FLPA 402); and/or Film production Practicum with FRAME productions (FLPA 403). These courses are required of FLPA students for at least one semester, though many take multiple semesters to experience the production capacities of more than one aspect of theatre/film production.

Practicum students work within our departmental productions, under faculty supervision, and often in collaboration with non-profit organizations, or through contracted services with clients.

We have supported many internship opportunities for our students across Alaska with equity theatre, Perseverance Theatre, Edward Albee Valdez Playwriting Festival, Seed Media, Grayling Media, and KUAC-TV. Students have also worked outside of Alaska on internships which have helped them gain meaningful employment after graduation.

Capstone Courses & Projects

We have numerous curricular opportunities for students to engage in demonstrating their creative and academic skills in capstone projects. Currently 499, 423, 403, 431 are the capstone courses, but we intend to replace 403 and 431 with 470 as the final capstone project class for film students. Most of our classes culminate in a capstone project, even at the 200 level. Students perform as actors on mainstage productions, write/direct/edit films, write screenplays, and design for our shows as thesis projects. Students have received URSA grants to direct and/or perform in film projects, and have demonstrated their autonomy as creators in the performing arts through their capstone projects.

Other or None of these (explain)

Our courses also have built-in peer mentoring as part of their structure. Students in FLPA 271 and FLPA 431 are stacked into one course. Upper division students often support and mentor the newer students as part of the curriculum.

Submission

Submitter & Collaborator Names

Maya Salganek, Professor/Chair Dept. Theatre & Film
Carrie Baker, Professor, Dept. Theatre & Film /Assoc. Dean, College of Liberal Arts

Submitter Email

emsalganek@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

--

Explanation of Recommendations

The response provided by the program to previous recommendations was thoughtful and provided a useful orientation to what the program was trying to accomplish since its last review. The focus of previous efforts was on revising and refining the SLOs, and the review panel commends the program for those efforts. In short, this was an outstanding SLOA plan and program review, a definite model for how it should be done at UAF. The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Film & Performing Arts BA program.

Learning Outcomes Feedback

Strong

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan, "Clear, concise presentation of findings"
--

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 3 SLOs for the Film & Performing Arts BA SLOA plan. All SLOs are appropriate as measures of student learning. In addition, there is evidence that program faculty are working collaboratively on assessing SLOs. The review panel offers the following recommendations to improve upon the program's SLOAs:

- For future reviews, the program might consider replacing the verb "possess" with an action verb.
- The SLOA provided a strong overview of the assessment criteria and included rubrics of how the data are collected as well as the artifacts and data.
- The program provides a strong and thorough summary of the evaluation of SLO data and how information is used in the curriculum revision process.

The program noted that they are developing new assessment rubrics for their new SLOA plan which is streamlined. For future reviews, it will be important to collect and report on the data collected through these new rubrics.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program noted equity gaps and provided a thoughtful and thorough discussion of how the pandemic played a role, and included strategies for addressing equity gaps. In regard to a decline in SCH, the program explained that their students take a higher SCH load annually than other degree programs in CLA.

One trend the program might consider looking into a bit more is a decline in GIP (from 88% to 72%).

High-Impact Practices Feedback

The program identified capstone courses/projects, collaborative assignments/projects, diversity/global learning, ePortfolios, first-year seminars/experiences, internships, writing-intensive courses, service/community-based learning, and undergraduate research as HIPs. The program also discussed the use of peer mentoring in two courses (FLPA 271 and 431).

While the overview and description for each HIP are detailed, please provide specific examples for each HIP and explain how they fit into the curriculum for future assessments.

The review panel recognizes that the HIPs employed by the Film & Performing Arts program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
BA in FILM and PERFORMING ARTS
College of Liberal Arts
DRAFT: November 16, 2023

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The UAF Film and Performing Arts degree provides students with opportunities to develop and produce creative content for screen or stage while studying theory, history, performance, and industry practice standards, while reflecting the unique knowledge and performative cultural practices of the Arctic and beyond. GOAL STATEMENT: A degree in Film and Performing Arts will provide students with a critical understanding of the history, theory and technologies of cinema, new media arts, and theatre arts, with insight as it has impacted Alaska and Alaskans. Our graduates develop an understanding of relationships with the audience, and engage directly with the public in creating content in this place. We provide the opportunities, tools, and resources to prepare students to succeed in the media and performing arts industries, or to pursue graduate study.	1. Professional Communication & Preparation a. Graduates will be able to communicate clearly and creatively in oral, written, and visual form.	1. Audition / Portfolio/ Reel Review: a. Graduates will have a video reel, e-portfolio, or audition package of their work to include a resumé and professional writing sample (artist statement, screenplay example, thesis abstract, etc.). b. Practical Samples (Oral/Visual) will reflect the student's concentration within FLPA degree: Film Concentration majors will have a Film Reel of their work; Theatre Concentration majors will have either an e-Portfolio of design/technical work or an Audition Package of performance work.	1.- Film Concentration FLPA majors will participate in FLPA 289,389,489: Reel Review, and will be evaluated by faculty on the Reel Review Rubric. -Theatre Concentration FLPA majors with an emphasis in performance will participate in Audition/ Portfolio Review (FLPA 190/191/290/291) and be evaluated by faculty on the Audition/Portfolio Rubric. -Digital Evaluation rubric link is updated by faculty member within shared departmental google drive. Each evaluator will input their assessment on the google form. Dept. coordinator compiles all the results at the end of each semester and verifies completion. -Electronic surveys track results
	2. Skill Acquisition and Demonstration a. Graduates will demonstrate practical skills in their area of concentration: film or theatre.	2.Capstone Assessments: -Capstone Assessments evaluate student' knowledge and practical skills as part of graduation exit survey.	2. Capstone Assessment Form: -Digital Evaluation rubric link is updated by faculty member within shared departmental google drive. Each faculty member will input their assessment on the google form. Dept. coordinator compiles all the results at the end of each semester and verifies completion. -Electronic surveys track results
	3. Applied Learning and Practice a. Graduates will possess strong collaborative skills and leadership abilities. b. Graduates will have demonstrated examples of collaborative productions to which they have contributed to as an artist and/or technician.	3. FLPA Production Survey: Each production produced by Theatre/ Film UAF will have a post-show production survey filled out by cast and crew involved in the production (stage or screen).	3. FLPA Production Survey: Production surveys will be updated on departmental shared google drive and administered by department chair at each production's Post-Mortem Town Meeting after the show closes or film shoot finishes. - Electronic survey tracks responses.

Submitted by: Maya Salganek, Chair, Dept. Theatre/Film; Fall 2023

