

Student Learning Outcomes Assessment Summary

Film, B.A. *College of Liberal Arts* **2013-2014**

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1. Assessment information collected

The UAF film program began in Fall 2011. Therefore, the first year of departmental assessment was largely based off of materials collected that same year. The Film Program 2014 assessment includes both transfer students and students shaped exclusively by this curricular program.

a. Student Portfolio “Reel” and résumé with faculty evaluations of the Reel

Juniors and seniors in the film program were encouraged to submit a portfolio reel for faculty evaluation and feedback. These reels included highlights from the students' film production work, and have been archived in the department for each year of evaluation. The students presented their reel orally, visually, and most provided a resume to accompany their cinematic reel.

Faculty evaluated the reels according as part of the direct assessment component of the program. Students received feedback on both their reels and resumes as part of career development as well.

| Term | Participating Jr/Srs | First Impression | Presentation of Materials | Reel Presentation | Resume |
|-------------|-----------------------------|-------------------------|----------------------------------|--------------------------|---------------|
| 201201* | 5 | 6.0 | 5.3 | 6.9 | optional |
| 201301 | 5 | 7.2 | 7.0 | 6.5 | 3.6 |
| 201401 | 4 | 6.9 | 8.2 | 7.9 | 3.6 |

*Term included in SLOA 2012

Chart 1: Reel Review

b. Capstone Project and faculty evaluations of the project

Film program assessment includes the opportunity for students to complete a capstone project, including written description of the project, its objectives, procedures employed, and outcome. The capstone project will be completed as the primary objective of an upper division 3-credit course as part of the film program in a major's senior year.

Included in this evaluation are the capstone projects and evaluations of two of the three students that graduated in 2013. Majors that graduated in 2012 we already evaluated in both Program Review and SLOA 2012. Majors that graduated in 2014 will be evaluated in SLOA 2016. As one film degree in 2013 was awarded posthumously, the work of our departed student will not be critically evaluated. Faculty evaluations of capstone projects are averaged below.

| Term | Area of Study | Capstone-Written Description | Capstone Technical Proficiency | Capstone-Aesthetic Quality | Essay or Screenplay |
|-------------|--------------------------|-------------------------------------|---------------------------------------|-----------------------------------|----------------------------|
| 201301 | Animation/Storyboard | 7 | 8 | 7 | 7 |
| 201301 | Editing/ Post-Production | 8.0 | 8.2 | 9.2 | 8.5 |
| | AVERAGE | 7.7 | 8.1 | 8.6 | 8.0 |

Chart 2: Capstone Projects

c. Alumni Survey

Eleven students completed the Alumni survey since 2012. This survey includes majors that have graduated in 2012, 2013, and 2014. As some of the data points previously used in the Film SLOA 2012 were from students that had been film minors, this current SLOA report includes only UAF Film majors that have graduated from our current curriculum program and thus provides a clean data set moving forward in assessment of this degree program.

2. Conclusions drawn from the information summarized above

a. Student Portfolio "Reel" and résumé with faculty evaluations of the Reel

Participating juniors and seniors in Reel Review continue to improve in their quality of work and presentation. A considerable 32% jump from Spring 2012 to Spring 2014 in the presentation materials is a significant gain in the overall quality of the work included in the Reel presentations. A 10% improvement in the reels themselves show that students are honing in on representing themselves professionally in a compelling and visual manner. The added Resume component of Reel Review has not yet caught on with all the students. In 2013 we had more resumes submitted than in 2013. However the overall impression quality of the resumes did not improve. Most of the faculty comments on the

resumes focused on enhancing the overall impression of the resume to make it more professional.

Beyond the formatting of the resume, we have examined the *content* of the resumes and have determined the following new data. (Chart 3) "Professional credits" on a students' resume is for paid work by a professional organization. "Student credits" are for unpaid work or film pieces that are created in conjunction with a University course or thesis project. In terms of assessing the value of our program, being able to determine the professional development of students while at UAF is an important piece of our assessment. All of the students are developing professional contacts and reflecting those in their resumes. On average, seniors are demonstrating 12.5 individual professional positions while film majors at UAF. Many of these credits are just for one or two days worth of work as a production assistant with a National television channel, but many are for weeks at a time with professional film production companies.

| Resume evaluation | Term | Student Standing | Professional Credits | Student Credits |
|--------------------------|---------------|-------------------------|-----------------------------|------------------------|
| Student 2 | 201301 | Soph. | 1 | 4 |
| student 4 | 201301 | Soph. | 3 | 4 |
| student 6 | 201301 | Jr. | 3 | 14 |
| Student 1 | 201301 | Jr. | 6 | 5 |
| Student 3 | 201301 | Jr. | 1 | 0 |
| student 5 | 201301 | Sr. | 12 | 8 |
| AVERAGE | 201301 | | 4.3 | 5.8 |
| | | | | |
| Student 2 | 201401 | Jr. | 5 | 5 |
| Student 1 | 201401 | Sr. | 13 | 7 |
| AVERAGE | 201401 | | 9 | 6.0 |

Chart 3: Film major Resume evaluations

b. Capstone Project and faculty evaluations of the project

Students that were evaluated with a capstone project were both accepted to graduate school to continue their studies in film. Overall the improvement in both technical skills demonstrated in the capstone project, as well as the aesthetic quality of the work improved over 30% since evaluation in 2012. Student's capacity to write about their work saw a 7% increase, and their aptitude in creative writing for scripts and/or critical writing about film also increased 25% over previous assessment numbers.

| Year | Graduates Evaluated | Capstone-Written Description | Capstone Technical Proficiency | Capstone-Aesthetic Quality | Essay or Screenplay |
|-------------|----------------------------|-------------------------------------|---------------------------------------|-----------------------------------|----------------------------|
| 2012 | 3 | 7 | 5.4 | 3.9 | 6.25 |
| 2013 | 2 | 7.7 | 8.1 | 8.6 | 8.0 |
| | SUMMARY | 7.3 | 6.8 | 6.3 | 7.1 |

c. Alumni Survey

The alumni survey provided some excellent assessment course by course as required and elective for film majors. The summary of results is attached as an appendix to this document. Courses of the major degree program received an Excellent or Important rating for the most part. The FLM 217 course is receiving an average rating overall, and may need some critical re-evaluation.

Students feel prepared for graduate school, confident about their ability to analyze a film, and feel prepared to work both inside, and to a lesser extent, outside of Alaska. have on average been working on 10-20 film productions while at UAF. Students believe that their work on professional film sets, internships, and opportunities in classes have been "Extremely important" to their education at UAF.

Individual film courses are all evaluated as Useful, Important, or Extremely Important by students that enrolled in them, however may courses were never taken by the graduates, which devalues the course overall. With the loss of the film criticism professor, Karen Grossweiner, in English, faculty sabbaticals, and the inability to hire dependable adjuncts in film, our program suffers with only a handful of courses being offered any given semester. Program requirements are offered at a more frequent rate and advanced students express a lack of opportunity for more diverse offerings of upper-division courses on a regular basis.

Film alumni are overall proud of their accomplishments, as noted by one graduate:

"I've worked on shows for the Discovery Channel, National Geographic, Animal Planet, and History. I've worked for Production Companies that have won Emmy's and BAFTA's. I've worked on Feature Films with Olympians and Hollywood A-listers. I've worked on projects accepted to Sundance and Cannes. I reside in Alaska and make a living working in the Film and Television industry AND I got my start through the Film and Theatre programs at UAF."

3. Curricular changes resulting from conclusions drawn above

- 1) Reel review needs to be offered as a zero credit course in order for majors to participate in the process.
- 2) Advanced courses in editing need to be developed. Upper division courses need to be offered with more frequency. Special topics courses would meet more student demand for various knowledge sets. Cinematography should be made into a regular course and offered consistently.

While these suggestions would certainly enhance the program, many are not feasible unless there are more faculty able to contribute to the current course offerings.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

It has been very difficult to get overall commitment from faculty contributors to the film program. The interdisciplinary nature of our program means that many faculty that contribute to the film program are primarily obligated to the needs of their home departments above the needs of the film program. This leads to a serious challenge to administer course offerings, schedules, and meetings of the program faculty outside of the department of Theatre & Film.

This plan has been shared and agreed with

Theatre & Film Department Chair, Carrie Baker

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