<table>
<thead>
<tr>
<th>Statement of Institutional Purpose</th>
<th>Intended Objectives/Outcomes</th>
<th>Assessment Criteria</th>
<th>Implementation</th>
</tr>
</thead>
</table>
| **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. 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. We provide the opportunities, tools, and resources to prepare students to succeed in the media and performing arts industries or to pursue graduate study. | **Direct Assessment Tools:** 1) **Audition / Portfolio/ Reel Review:**  
   - Film Concentration FLPA majors will participate in Reel Review each year and will be evaluated by faculty on the Reel Review Rubric.  
   - Theatre Concentration FLPA majors with an emphasis in performance will participate in Audition Workshop each semester and be evaluated by faculty on the Audition Rubric.  
   - Theatre track FLPA majors with an emphasis in design/tech will participate in Portfolio Review each semester and be evaluated by faculty on the Portfolio Review Rubric.  
   2) **Class Content Pre/Post Tests:**  
   - Incoming Class Assessment forms evaluate students’ knowledge prior to FLPA Core introductory level classes *(Fundamentals of Acting, Introduction to Production Design, Film Set Production I)* at the beginning of each semester.  
   - Outgoing Class Assessment Forms evaluate students’ knowledge at the end of course. **Indirect Assessment Tools:** 1) **FLPA Production Survey:**  
   - Each faculty directed 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).  
 | **Evaluation Form:**  
   - At the beginning of each semester Audition/ Portfolio/ Reel Review Rubric forms distributed to faculty boxes by department coordinator.  
   - Form to be filled out by FLPA faculty members.  
   - Department Coordinator enters data into spreadsheet tracking scores.  
   2) **Class Content Pre/Post Tests:**  
   - At beginning and end of each semester test for each class distributed to faculty boxes by department coordinator.  
   - Test administered by faculty member teaching each course.  
   - Department Coordinator enters data into spreadsheet tracking scores.  
   **Faculty conduct an annual spring meeting addressing an annual data summary of all above measures and discuss any needed curricular changes.**
| AUDITION SCORING RUBRIC | Please CIRCLE specific virtues or flaws in each category. | Then CIRCLE the appropriate number only in that area. (m) refers to monologues (s) refers to sides |  |
|-------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------|  |
| **INTRODUCTION**        | **Confident, Professionally dressed, Clothing appropriate to material, Rehearsed/accurate (m), Self engaging** | **Somewhat confident, Clothing inappropriate for material, Somewhat rehearsed/accurate (m), Luke-warm, Semi-engaging** |  |
| **OVERALL PERFORMANCE** | **Believable, Natural, Engaging, Sharp, Relaxed, Vulnerable, Takes risks, Makes bold/strong choices, In the moment, Solid memorization (m), Uses variety of tactics, Clear "other"(m), connects with reader (s)** | **Technically competent, Planned performance, Pushed, Somewhat believable, Semi-relaxed, Tactics are not varied, In and out of character, Unclear "other"(m)** |  |
| **VOCAL SKILL**         | **Easily heard, Understandable, Well-articulated, Strong vocal choices, Vocal variety, On-voice, Strong breath control, Use of upper and lower register** | **Varying projection, Varying articulation, Somewhat relaxed, Runs out of breath, Some vocal strain/ tension, Some vocal variety, Stuck in one register** |  |
| **PHYSICALITY**         | **Takes the stage, Confident, Uses space appropriately, Comfortable in space, Physical choices appropriate to character, Relaxed, In-body** | **Somewhat comfortable, Semi-relaxed** |  |
| **MATERIAL**            | **Pieces contrast (m), Pieces show range (m), Pieces appropriate to actor type (m), Understands scene (s), Clear units and beats (s), Connects with character, Clear objective** | **Some contrast (m), Some range exhibited (m), Some understanding of scene (s), Some use of units and beats (s), Murky objective** |  |
| **Student Year (circle one):** |  |  |  |
| Freshman                | 1) Unsure of self, Nervous, Sloppily dressed, Unrehearsed/ inaccurate (m), Negative, Unengaged |  |
| Sophomore               | 2) Forced, Flat, Dull, Tense, Indicates consistently, Not open/ available, Not in the moment, Lack of choices, Weak memorization (m), Weak preparation (s), No clear "other" (m), no connection with reader (s) |  |
| Junior                  | 3) Hard to hear, Poorly articulated, No vocal choices, No vocal variety, Off-voice, No breath control, Vocal strain apparent, Too loud/ pushed, Hard to listen to |  |
| Senior                  | 4) Out of body, Fidgety, Tense, No use of space, Appears physically uncomfortable, Inappropriate physical character choices |  |
**Theatre Design/Tech Assessment Form**

**Auditor:**

**Semester/Year:**

**Student:**

**Year(circle):** Fresh  Soph  Junior  Senior

**Specific Area(s) of Study Being Presented:**

Circle the appropriate score within each category. Check specific statements that pertain to the student's performance/reason for receiving that score.

<table>
<thead>
<tr>
<th>First Impression</th>
<th>1 - 2</th>
<th>3 - 4</th>
<th>5 - 6</th>
<th>7 - 8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Introduction/Personal Appearance)</strong></td>
<td>-Has made little or no effort to present him/herself in a positive light.</td>
<td>-Has made a last minute or unplanned effort to present him/herself</td>
<td>-Has made an effort to present him/herself well</td>
<td>-Presentable, makes a positive impression</td>
<td>-Well-dressed, makes a positive, professional impression, which may include hints of personal artistry</td>
</tr>
<tr>
<td></td>
<td>-Is unprepared, mumbles, forgets important information such as name</td>
<td>-Negative or self-deprecating when introducing him or herself</td>
<td>-Attempts to speak clearly, but shows obvious nerves and may have to be prompted for information</td>
<td>-Speaks clearly, confidently and includes pertinent information</td>
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<tr>
<td></td>
<td>-Overcome by nerves</td>
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<thead>
<tr>
<th>Presentation of Materials</th>
<th>1 - 2</th>
<th>3 - 4</th>
<th>5 - 6</th>
<th>7 - 8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Verbal presentation and discussion)</strong></td>
<td>-Unable to speak about their work in a coherent manner</td>
<td>-Speaks about choices but fails to connect statements together or provide clear explanation</td>
<td>-Speaks about choices but may have trouble relating them back to the concept of the production</td>
<td>-Can speak about his/her work and provide some background for the particular production</td>
<td>-Speaks effectively about his or her work</td>
</tr>
<tr>
<td></td>
<td>-May forget titles of plays, playwrights, etc.</td>
<td>-Unable to converse comfortably or answer questions about work</td>
<td>-Answers interviewers questions, but gets flustered or caught off guard on occasion</td>
<td>-Able to answer the interviewers questions clearly and promptly</td>
<td>-Clear understanding of the reasons behind artistic choices</td>
</tr>
<tr>
<td></td>
<td>-Fails to explain important information about work</td>
<td>-Becomes defensive or negative when questioned</td>
<td>-Remains positive</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Portfolio Display/Layout</th>
<th>1 - 2</th>
<th>3 - 4</th>
<th>5 - 6</th>
<th>7 - 8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Visual/aesthetic)</strong></td>
<td>-Format hinders the discussion of work</td>
<td>-Layout is sloppy or poorly executed, lazy</td>
<td>-Has made thoughtful choices about layout, labeling, etc. but may fall short in execution</td>
<td>-Up-to-date, well-organized, clearly labeled and neatly displayed</td>
<td>-Work is not only neatly and impressively displayed, but expresses the artist's personality or work ethic</td>
</tr>
<tr>
<td></td>
<td>-Missing or nonexistent images of work, demonstration of artistry</td>
<td>-Some important information, images or labels missing</td>
<td>-Has aesthetic issues or bad pictures</td>
<td>-May have small aesthetic issues or lack personal touch</td>
<td>-Well-organized, clearly labeled, complete</td>
</tr>
<tr>
<td></td>
<td>-Missing or illegible labeling, no format</td>
<td>-Lacks effort and artistry, reflects negatively on student</td>
<td>-Limited, unclear or missing information</td>
<td>-Ordered to show best, most pertinent work first</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resume</th>
<th>1 - 2</th>
<th>3 - 4</th>
<th>5 - 6</th>
<th>7 - 8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Resume is not provided or is incomprehensible</td>
<td>-Badly formatted, out of date, untrue or missing pertinent information</td>
<td>-Thorough, neatly and carefully done</td>
<td>-Complete, minimal typos, clean, easy to look at</td>
<td>-Impeccable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Paper is wrinkled, folded or smudged</td>
<td>-Has small formatting issues, such as typos or indents</td>
<td>-Formatted to suit the job sought, highlight artists strengths</td>
<td>-Aesthetically pleasing, clear, concise, visually stimulating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Names or play titles misspelled</td>
<td>-Lacks intention. Too much or not enough information</td>
<td>-Includes all relevant info, not overwhelming</td>
<td>-Has no formatting problems</td>
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<td>Presentation of</td>
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</tr>
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<td>Materials (Verbal presentation and discussion)</td>
<td>-Unable to speak about their work in a coherent manner</td>
<td>-Speaks about choices but fails connect statements together or provide clear explanation</td>
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<td>Reel Presentation</td>
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</tr>
<tr>
<td>(Visual/aesthetic)</td>
<td>-Technical glitches make reel impossible to view</td>
<td>-Reel format is roughly cut, missing audio, editing errors</td>
<td>-Has made thoughtful choices about content, style, and emphasis but may fall short in execution</td>
<td>-Up-to-date, visually arresting, and cohesive content which reflects well on student</td>
<td>-Work is not only neatly and impressively displayed, but expresses the artist’s personality or creative interests</td>
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<td>-Includes all relevant info, not overwhelming</td>
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<td>-Highlights the artists strengths</td>
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</table>
FLPA F121 FUNDAMENTALS OF ACTING
Assessment Pre/Post Test

Name:___________________ Preferred Pronoun (he/she/they/other): ______________
Major:_________________ Minor:_______________
Semester:_______________ Beginning / End (circle one)

Your answers to these questions will not be graded. You will be asked the same questions at the end of the semester. The Theatre & Film Department is required to use this questionnaire as a tool to gauge the success of our instruction. Thank you for your assistance.

If you do not know the answer, please leave the question blank.

1. What does it mean to “upstage a fellow actor?”

2. In relationship to acting, what does the term “to project” mean?

3. In theatre, what does the expression “cheat out” mean?

4. In theatre and film, what does the term “blocking” mean?

5. In theatre and film, what does “off-book” mean?

6. In regards to acting, what does “obstacle” mean?

7. What does it mean to “develop a character?”

8. In regards to acting, what does “objective” mean?

9. In regards to acting, what does “tactic” mean?

10. Where is “down stage?”
1) When drawing a sketch of a box that is sitting “flat on” towards you (90 degree axis) would you use:

   a) One-point perspective
   b) Two-point perspective
   c) Three-point perspective
   d) Four-point perspective

2) When drawing a sketch of a box that is sitting at an angle towards you (example: 45 degree axis) would you use:

   a) One-point perspective
   b) Two-point perspective
   c) Three-point perspective
   d) Four-point perspective

3) What is meant by “analogous” color scheme?

   a) Colors opposite on the color wheel
   b) Colors next to each other on the color wheel
   c) Colors all from the same hue family
   d) Colors that are pleasing to look at

4) A color can be described using a few terms. Which aspect is the most important one to consider when designing?

   a) Hue
   b) Value
   c) Saturation
   d) Tint
5) Which of these design areas is **not** considered its own critical field?
   a) Set
   b) Costumes
   c) Makeup
   d) Light
   e) Sound

6) What is meant by a “wild wall” on set?
   a) A wall painted with an accent color
   b) A wall with an archway
   c) A wall that can move out of the way
   d) A wall where the crew parties if they “make their day”

7) Renderings are generally
   a) In color
   b) Drawn to scale
   c) Are drafted
   d) All of the above

8) Costume Designers can begin their work on a production before casting is done.
   True
   False

9) “Thumbnail sketches” are called that primarily because they are small.
   True
   False

10) Once the set design is finalized and approved, no changes can be made to it by the director.
    True
    False
Film Production I - PRE-TEST REVISED 2020

This short survey will help determine the effectiveness of this class as part of the Film and Performing Arts degree at the University of Alaska Fairbanks. It will not be used to grade or evaluate you as a student. Completing this survey is required for the class.

* Required

1. Prior to taking this class, had you ever made a film with a team before? *

   Mark only one oval.

   - Yes
   - No

2. How important is hands-on learning to your education? *

   Mark only one oval.

   1  2  3  4  5  6  7  8  9  10

   No Important  □  □  □  □  □  □  □  □  □  Extremely Important

3. As a rule of thumb, one page of screenplay is equivalent to ______ of screen time. *

   Mark only one oval.

   - 2 minutes
   - 30 seconds
   - depends on the scene
   - 1 minute
4. Continuity is the responsibility of: *

Mark only one oval.

☐ The Actor
☐ The Director
☐ The Script Supervisor
☐ The Editor

5. When preparing to shoot a new scene, what is generally shot first? *

Mark only one oval.

☐ Establishing location shot
☐ Medium shot of all dialog
☐ Wide shot of all action
☐ Close up of Actors while "fresh"

6. After each shot if departments need to make adjustments, who is notified? *

Mark only one oval.

☐ The Producer
☐ The Assistant Director (1st AD)
☐ The Director
☐ The Second Assistant Director (2nd AD)

7. Crew Safety on Set is the responsibility of: *

Mark only one oval.

☐ The Director
☐ The 1st Assistant Director
☐ The Producer
☐ The Union
8. The slug line or Scene heading of a script indicates: *

* Mark only one oval.

- The pivot point of a script - the most important scene
- The location and time of day of a script scene
- The subtext of the dialogue - what the character "really means"
- A summary of the scene

9. A script breakdown is done by: *

* Mark only one oval.

- Actors
- Production Designer
- Assistant Director
- All department keys and talent

10. In determining a Production Schedule, how are decisions typically weighed? *

* Mark only one oval per row.

<table>
<thead>
<tr>
<th>Location</th>
<th>Time of Day</th>
<th>Actor availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Factor</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Secondary Factor</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tertiary Factor</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
11. Production Meetings should include the attendance of: *

*Mark only one oval.*

- Director, Producer, Cinematographer, Lead Actor
- Director, Producer, Director of Photography, Production Designer, Sound Key
- Director, Producer, Director of Photography, Gaffer, Editor, Casting Director
- Director, Producer, Director of Photography, Production Designer, 1st AD, Location Manager, Sound Key
- Everyone "Above the Line"

12. On a film set you suspect someone is under the influence of an intoxicant. You MUST: *

*Mark only one oval.*

- Tell that person to go home
- Report your suspicion to the Director
- Report your suspicion to the Assistant Director
- Call the police

13. The best way to ensure a safe work environment is to:

*Mark only one oval.*

- Have regular safety meetings
- Have an emergency communication plan
- Assess the risk prior to every film shoot
- Keep the work area clean and organized
- All of the Above.
14. The shot is set, but the director wants things in the background to be in focus, and right now it is too soft (blurry). Which two things MUST you do in order to have great depth-of-field?

*Mark only one oval.*

- Open the aperture (smaller Fnumber) and raise the shutter speed
- Close the aperture and raise the shutter speed
- Add more light and open the aperture
- Move the camera back and change to a telephoto lens

15. What should the slate say on the third angle, fourth take of Scene 15?

*Mark only one oval.*

- 3A TK4 S15
- S15B T4
- T4 A3 S15C
- S15A-3 TK4

16. The medical sign of hypothermia is:

*Mark only one oval.*

- Tingling hands and toes
- Disoriented or sleepy behavior
- Dizziness or memory loss
- Body temperature below 95F
17. Your Call Time on the call sheet is the time you are expected to:

*Mark only one oval.*

- [ ] Call the AD to let them know you are running late.
- [ ] Arrive for Transportation
- [ ] Report to your department head
- [ ] Report for Breakfast

18. Shot lists and Storyboards are the responsibility of: *

*Mark only one oval.*

- [ ] Director
- [ ] Producer
- [ ] Director of Photography
- [ ] Cinematographer

19. The Call Sheet also includes all of the following, EXCEPT:

*Mark only one oval.*

- [ ] Directions to the nearest hospital
- [ ] Shot list
- [ ] Scenes to be shot with log lines
- [ ] Upcoming Schedules

---

This content is neither created nor endorsed by Google.
MAIN-STAGE PRODUCTION SURVEY
Semester: ______________________
Student: _______________________
Production: _______________________
Please rate the following on a scale of 1-10 (1 being low and 10 being high).
1. Rate overall experience working on this production:
2. Rate overall experience in rehearsals working with the director:
3. Rate overall experience working with the stage manager, actors, and crew:
4. Rate your overall growth as a theatre artist from working on this production:
5. Rate the production’s contribution to your education in theatre:

FILM PRODUCTION SURVEY
Semester: ______________________
Student: _______________________
Production: _______________________
Please rate the following on a scale of 1-10 (1 being low and 10 being high).
1. Rate overall experience working on this Film:
2. Rate overall experience working with the director:
3. Rate overall experience working with the cast and crew:
4. Rate your overall growth as a film artist from working on this production:
5. Rate the production’s contribution to your education in film: