1. **Student Learning Outcomes for the program.** List the Student Learning Outcomes for the program. *Number for later reference.*

Upon completion of the Master of Fine Arts program in Screenwriting the student should be able to:

1. Use professional on-page formatting technique
2. Explain why the various formatting choices are put to use.
3. Execute a verbal “pitch”
4. Collaborate on a verbal “pitch”
5. Identify story elements in the “pitch” and distinguish their effectiveness
6. Revise all of the work presented, in response to critical analysis
7. Recognize the structural strengths and weaknesses of completed written drafts of scripts
8. Communicate, in a collegial environment, their critical analysis of work presented by the cohort
9. Analysis of traditionally accepted “classic” screenplays in both written and verbal response
10. Be able to create a work of dramatic media from inception, pitch, first draft and subsequent drafts in the most professional manner possible.
11. Create a personal collection of written works for various dramatic media (plays, screenplays, teleplays, webisodes, mobisodes, etc.). Each candidate should have a minimum of three feature screenplays, two teleplays and two samples from other med

2. **Planned assessments: Methods, Instruments and Analysis.** According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2010 Academic Semesters?

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical reading by assessor and other candidates in same program. Reaction of guest artists and industry professionals.</td>
<td>1.</td>
<td>Professional presentation of a script for each and every draft.</td>
</tr>
<tr>
<td>Critical reading/discussion by assessor and other candidates in same program. Observation and evaluation of how candidates present this information to undergraduate classes they teach.</td>
<td>2.</td>
<td>Professional presentation of a script for each and every draft. Ability to explain techniques upon discussion.</td>
</tr>
</tbody>
</table>
3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

1. and 2. -- Results for the above assessments are above what was expected. The “professional” format required in the program is standard in the industry, but, due to influence of certain academic programs, it tends not to be expected of college students: except at UNLV. It was created in collaboration with development executives at major studios, unit production managers, cinematographers, assistant directors and directors. At UNLV, we constantly review the formatting process – with every script, and, as in the real world, we constantly monitor each other as to the best way to format our stories into screenplays. To understand and explain the reasons for the correct format has come up in discussion with several of our guest artists. Professional directors, especially, (Ron Underwood, Randal Kleiser, Stewart Hendler, and Gary Nelson) have all expressed that UNLV is on the right course in terms of knowing how to present a professional script. When one of the cohort does not format something correctly, it will not slip past the others. Observation in undergrad classes taught by grad students yields similar results.

Conclusion – The formatting process is well in hand and has become a self-monitoring process within the program.

4. Use of results. What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

As of now, no changes are indicated.

5. Progress. Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

Biggest change was the decision to grow the program, which has yielded fantastic results, yet we have had graduate assistantships taken away due to a new allocation process that punishes the College of Fine Arts.