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 in Writing for Dramatic Media (changed from 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 media.

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 2011 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>Direct observation by professor with professional experience. Integrated classes: co-curricular enrollment, causing the graduate students to have to demonstrate these outcomes for other students.</td>
<td>3,4,5,6</td>
<td>Approval by professor and cohort allow students to move ahead with production in the spring class funded by student fees. Thus the assessment model is has a stakeholder cohort with a financial investment.</td>
</tr>
<tr>
<td>Oral defense of creative projects. Exit exam conducted by graduate committee.</td>
<td>11</td>
<td>Four candidates passed in spring 2012 – the largest class ever for this boutique program. One candidate cited by two committee members for the “strongest script submitted in the twelve year history of the program.”</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.

The outcomes are what to be expected. The recruiting process is highly competitive with our program screening out many candidates that might be accepted at “brand” name programs in this field. Our goal remains to be the best there is in this field and we are established as a program that many consider as such. We operate with a level of professional expectation.

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.

Results will be, and are, shared with the department and college administration. Professional benchmarks are publicized the moment they are announced to the program’s director. One of the crucial use of the findings is that we continue to recruit the best writers with a ear and eye for cinematic writing.

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

The biggest change is that we were able to grow. Unfortunately we had to shrink due to a reconfiguration of the way assistantships were distributed and it favored the sciences. To a boutique program, such as ours, the strength of the Fine Arts, such a blow was insulting. We hope to recover, but it was in no way linked to assessment.