Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Student Learning Outcomes

1. Mastery of professional on-page formatting technique.
2. Execute a professional, verbal “pitch.”
3. Collaborate at every step of the “pitch.”
4. Identify the key elements of cinematic structure within the “pitch.”
5. Create a work of dramatic media from inception, pitch, first draft and subsequent drafts in the most professional manner possible.
6. Revise to a professional standard.
7. Recognize the strengths and weaknesses or completed written drafts of scripts.
8. Communicate, in a collegial manner, critical analysis of work present within the cohort.
9. Create a personal collection of written works for various dramatic media (stage plays, screenplays, teleplays, webisodes, and content for other emerging media). Each candidate should have a minimum of three feature screenplays, two teleplays and two samples from other media.
10. Present one of the collection as a culminating experience to a graduate committee as a capstone project.

Outcome to be Assessed

1. Mastery of professional on-page formatting technique.

Method of Assessment

1. Reading student scripts
2. Responding to students’ concerns in the classroom
3. Observations of cognitive dissonance created for the students during the student/teacher interaction during the creative writing workshop process.

Analysis of Result/Response

With added administrative duties of the program’s long-time coordinator, an additional professor was hired in the area. The original professor worked extensively in the field and has had significant professional production of his scripts. He is not a director and is a proponent of the high-level professional practice of making sure the scripts are always in the most contemporary professional format.

The new professor is from a different school of belief that screenwriters are writing material that they will direct, thus the scripts should mirror production requirements and “shot” planning. This is a completely different look for a script. With diametrically opposed approaches, the graduate cohort was locked in a state of attempting to please both instructors, who seemed inflexible in their approaches.

The senior faculty member decided to take the approach of not being as prescriptive in the development process. His course work, from now on, will
continue to stress a contemporary, readable, salient approach, but he will not penalize, as he has in the past, the students who prefer the production approach to a script. If a student does have an opportunity to present work at a professional level, then that student will be counseled as to the most appropriate, salient, version of the script.

The level of discourse the dichotomy between the professors was creating serious anxiety and stress for the cohort and this is not conducive to the level of creativity this program is known for.