Action plan for the 2018-2019 academic year (August 2018 through April 2019):

<table>
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<th>TEAM:</th>
<th>MSF</th>
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<tr>
<td>MEMBERS:</td>
<td>Pascal, B.K., Garrett (To be confirmed in initial Fall Department meeting)</td>
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<td>GOALS:</td>
<td>What goals do you want to achieve by the end of Spring 2019?</td>
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<td>Make official the assessment committee members</td>
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<td>Establish monthly meetings (report outs) related to assessment plan</td>
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<td>Meet with individual faculty to determine (finalize) the specific assessment tool embedded in their respective course(s).</td>
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<td>Having a completed living assessment plan.</td>
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<td>ACTIONS with TIMELINE:</td>
<td>List and describe the actions you will take to achieve these goals, including a timeline for the actions.</td>
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<td>The initial Fall “Kick-off” Department meeting will be used to finalize the official committee members assisting us in the assessment program. Additionally, this time can then be used to schedule the standing meetings and responsibilities of members as it relates to the plan.</td>
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<td>Meetings with the individual faculty members will occur in “early” Fall semester. These meetings can also be scheduled during the initial Department meeting.</td>
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<td>The assessment plan will be worked on during our scheduled meetings. With a working draft of this plan by January. The full plan will be polished during established meetings in the Spring 2019 semester. Fully implementable by the end of this term.</td>
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### ASSESSMENT TOOLS & STRATEGIES:

What specific assessment tools will you develop and/or use? What strategies will you use? Include information about:

- the specific SLOs you are targeting and why
- (if applicable) how you will make use of what your program, college, and/or campus already have available
- direct measures of student learning you will use

We aim to employ at least one embedded assessment tool per SLO.

These embedded assessments will be developed in collaboration with the faculty teaching the course.

Craft (if possible) a signature assignment for one SLO across the program.

indirect measures of student learning you will use

The student exit survey may be used for indirect measurement and is currently produced at the College and University level.

We propose to maintain a database on incoming MFA students and update the database throughout their career.

Professional designations / tests

### DISCUSSION & USE OF DATA:

How does your plan ensure meaningful discussion and use of data on student learning?

- The assessment committee will outline the roles and responsibilities of the assessment committee chair contained within the plan.
- Plan will be a living document, discussed at minimum at the "Fall Kick-off" department meeting with the goal to discuss findings of the prior year’s assessment.
- Impact on student learning will guide revisions to the plan, annually.
- The primary focus of the coming academic year will be in design of the assessment tools used within the plan.
- Data to be aggregated in a secure, but accessible location to all department members.

**MOVING FORWARD:**

How will your plan help your program make meaningful progress in its assessment of student learning? How does your academic year plan make use of and/or build on the summer project?

- The summer project provided needed focus such that a formal plan is made for the MSF program.
- Including but not limited to:
  - Revision of SLOs
  - Course assignment review
  - Review of course SLOs
  - SLO mapping
  - Identification of areas where assessment of progress is possible for the MSF
- Scheduled meetings with faculty regarding program and measurement of desired SLOs.
- Submit a copy of the assessment plan and the plan design process for presentation to AACSB assessment conference.
  - Journal submission

**RESOURCE NEEDS:**

Discuss what you need to achieve the goals, e.g., budget, time, additional learning.

- Allocate a dedicated portion of time used by the graduate student to establish and maintain student database.
- A structured approach to the use of generated qualitative data.
- Feedback from experienced faculty on structure of pedagogical articles (research presentation)

**BARRIERS/DIFFICULTIES:**

Discuss the barriers or difficulties you will need to overcome.

- Overcoming the time requirements to generate rubrics
- Time requirements needed to develop new assessment projects
- Taking care in crafting / presenting signature assignments across courses
- With a new program, realized outcomes may not perfectly align with expectations embedded within the plan.

**SUSTAINABILITY:**

How will the efforts and benefits from your plan continue onward after Spring 2019 to foster sustainable assessment of student learning?

- The assessment committee will outline the roles and responsibilities of the chair. This will aid in transition to the following chair.
- Craft rubrics which can be used should future instructors teach offered courses
- Always keep in mind to develop simple measurement tools
- Avoid creating different processes or measurements. This should ameliorate potential anxiety about “buy in” and workload.
- Make the process repeatable
- Involve new faculty in the assessment committee to allow for learning by doing within the faculty, this should allow for better continuity.