**RECOMMENDATION 4:** Build expertise in program review and planning at the department and program level, and support professional development for the assessment of learning outcomes in both curricular and co-curricular programs.

**CFR(s):** 4.4

**POINT PERSON(S):** Rebecca Hong, Vice Provost for Student Success, Inclusive Excellence and Curricular Innovation; Deborah L. Panter, Associate Vice Provost for Educational Effectiveness

<table>
<thead>
<tr>
<th>TASKS</th>
<th>INDIVIDUAL(S)/GROUP(S) RESPONSIBLE</th>
<th>INDICATORS THAT THE SPECIFIC TASK HAS BEEN ACCOMPLISHED</th>
<th>DESIRED OUTCOME(S)</th>
<th>STATUS</th>
<th>DUE DATE (EXP)</th>
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<tbody>
<tr>
<td><strong>PHASE 1: EXPLORATION</strong></td>
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<tr>
<td>Survey Department Chairs and Program Directors for needs on building assessment expertise in their areas</td>
<td>Kevin A. McLemore</td>
<td>Report disseminated to UAC and Provost Council with recommendations for UAC and OAAS</td>
<td>To identify gaps in program review and assessment knowledge and support</td>
<td>Complete</td>
<td>March 2019</td>
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<tr>
<td>Meet with deans to understand how assessment informs their work</td>
<td>Deborah Panter</td>
<td>Report disseminated to UAC</td>
<td>To understand how the deans view and support assessment in their college/school</td>
<td>Complete</td>
<td>Feb. 2019</td>
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<tr>
<td>The Instructional Design team will explore developing an online courselet for faculty and staff to build initial assessment capacity based on the needs of an area, department, or school/college</td>
<td>Jill Ballard</td>
<td>A decision will be made as to whether a courselet will be developed</td>
<td>To ultimately increase program and faculty expertise in program review and assessment</td>
<td>Complete</td>
<td>March 2019</td>
</tr>
<tr>
<td>Monika Hudson reaches out to USFFA Policy Board Officers and Representatives</td>
<td>Monika Hudson</td>
<td>Dr. Hudson will report on meeting with Policy Board</td>
<td>Policy Board will provide guidance on how to increase faculty ownership and build expertise of assessment</td>
<td>Complete</td>
<td>Feb. 2019</td>
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<tr>
<td>Faculty members of the UAC reach out to USFFA and PT-USFFA</td>
<td>Full-time and adjunct faculty UAC members</td>
<td>Observable increase in buy-in and participation in assessment activities</td>
<td>To increase faculty ownership of assessment</td>
<td>In Progress</td>
<td>End of fall 2020</td>
</tr>
</tbody>
</table>
3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

GUIDELINE: The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

GUIDELINE: Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.