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): Shirley McGuire, Senior Vice Provost of Academic Affairs; Deborah L. Panter, Associate Vice Provost for Educational Effectiveness

TASKS List the steps that will lead to accomplishment of the recommendation	INDIVIDUAL(S)/ GROUP(S) RESPONSIBLE	INDICATORS THAT THE SPECIFIC TASK HAS BEEN ACCOMPLISHED	DESIRED OUTCOME(S)	STATUS Work Not Yet Started, In Progress, or Complete?	DUE DATE (EXP)
PHASE 1: EXPLORATION					
Survey Department Chairs and Program Directors for needs on building assessment expertise in their areas	Kevin A. McLemore	Report disseminated to UAC and Provost Council with recommendations for UAC and OAAS	To identify gaps in program review and assessment knowledge and support	Complete	March 2019
Meet with deans to understand how assessment informs their work	Deborah Panter	Report disseminated to UAC	To understand how the deans view and support assessment in their college/school	Complete	Feb. 2019
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	Jill Ballard	A decision will be made as to whether a courselet will be developed	To ultimately increase program and faculty expertise in program review and assessment	Complete	March 2019
Monika Hudson reaches out to USFFA Policy Board Officers and Representatives	Monika Hudson	Dr. Hudson will report on meeting with Policy Board	Policy Board will provide guidance on how to increase faculty ownership and build expertise of assessment	Complete	Feb. 2019
Faculty members of the UAC reach out to USFFA and PT-USFFA	Full-time and adjunct faculty UAC members	Observable increase in buy-in and participation in assessment activities	To increase faculty ownership of assessment	In Progress	End of fall 2020

Review and re-design program review guidelines and templates	UAC Subcommittee	New guidelines drafted and approved by deans	To focus the program review process on student learning	Work Not Started	End of spring 2021
PHASE 2: PLANNING					
Meet with Instructional Design team to plan for online courselet	Deborah Panter & Susan Zolezzi	Meeting scheduled	To have courselet "scoped out" and identify subject matter experts	Complete	01/29/19
PHASE 3: IMPLEMENTATION					
Draft new Annual Assessment of Program Learning Outcomes and Student Achievement Policy, with Addendum that addresses assessment in the context of COVID-19	Deborah Panter	Policy is approved and fully implemented	Routinize annual assessment, increase faculty perception of value in assessment, and provide flexibility in approach during times of crisis	In Progress	End of fall 2020
Courselet development	Instructional Design & OAAS	Courselet is available on Canvas and open for enrollment	To have the courselet complete, implemented into Canvas, and pilot tested by the UAC	In Progress	End of spring 2021
PHASE 4: REVIEW					

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.