

# Targeted Strategies to Aid Faculty in Curriculum Development and Academic Assessment

## *Assessment Team Reporting to the Associate Provost for Academic Programs and Assessment*

Responsible Stakeholder: Dr. Laurie Sharp, Associate Provost f

- Sustain regular team meetings.
  - Review and offer input on annual publications concerning assessment, including the Academic Program Inventory and the Handbook for Academic Assessment.
  - Organize the inaugural academic assessment retreat for faculty (scheduled for Fall 2025).
  - Establish a centralized repository for assessment resources that is accessible to academic leadership and faculty.
  - Determine necessary academic assessment resources and delegate responsibilities for their development.
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## *Academic Analytics and Assessment*

Responsible Stakeholder: Dr. Ala'a Alsarhan, Program Director

- Create analytical tools designed for analyzing program and course learning outcomes. The tools aim to assess the current quality of program learning outcomes and course learning outcomes, ensure alignment with best practices for curriculum development through the use of appropriate Bloom's action verbs, and offer recommendations for revisions. Additionally, these tools will identify similarities across program learning outcomes and course learning outcomes.
  - Establish a comprehensive hub to showcase the program learning outcome metrics, course learning outcome metrics, learning outcomes mapping, and assessment reporting.
  - Leverage SEGO data to pinpoint aspects of courses that identify best practices for engagement and resonate with students.
  - Create and co-create academic assessment resources as delegated by the Assessment Team.
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## *Office of Accreditation and Academic Assessment*

Responsible Stakeholder: Dr. Quinn Koller, Director

- Organize and execute an annual assessment retreat tailored for special designation curriculum (inaugural retreat was held in Spring 2024).
  - Establish a Sharepoint site accessible through an Academic Assessment Teams, structured by school and college, to host documents pertinent to academic assessment.
  - Enhance training for faculty and academic leadership in conducting academic program reviews and drafting annual academic assessment plans and reports.
  - Streamline the process for annual academic assessment of student learning in partnership with associate deans in their respective schools and colleges.
  - Foster closer collaboration with faculty responsible for specialized accreditation to enhance support for student learning assessment requirements.
  - Create and co-create academic assessment resources as delegated by the Assessment Team.
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### ***Curriculum Office***

Responsible Stakeholder: Debbie Ferguson, Manager

- Enhance the Curriculum Procedures document to incorporate input from the Office of Teaching and Learning that assists faculty in formulating measurable learning outcomes.
  - Refine the workflow and process for curriculum proposals that aligns with recently established Horizon Documents in the schools and colleges and emphasizes enhanced communication and strategic planning prior to entering specifics into the university's designated curriculum inventory management system.
  - Create and co-create academic assessment resources as delegated by the Assessment Team.
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### **Office of Teaching and Learning**

Primary Responsible Stakeholder: Dr. Sam Gedeberg, Senior Director

#### **Instructional Design and Assessment**

Secondary Responsible Stakeholder: Dr. Seth Gurell, Director

- Sustain the newly published web page and resources dedicated to crafting learning outcomes and course descriptions.
- Enhance faculty consultations regarding program learning outcomes by collaborating with University Curriculum Committee members and Academic Program Assessment Committee members, as well as utilizing AI prompts.
- Foundations of Course Design is a pedagogical experience for orienting faculty to the basics of course design. It is a series of structured consultations between an Instructional Designer and the faculty. A Course Design Plan is developed from those consultations and peer-reviewed by other Instructional Designers. This Course Design Plan elaborates on the course objectives by further defining module objectives and the activities and assessments that align to those efforts.
- Conduct continuous training sessions for instructional designers on adopted curriculum and assessment practices to enhance course design expertise.
- Create and co-create academic assessment resources as delegated by the Assessment Team.

#### **Teaching Excellence Program**

Secondary Responsible Stakeholder: Dr. Aicha Rochdi, Director

- Enhance and publicize specific certifications within UVU's Teaching Excellence Program accredited by Advance HE that focus on providing faculty with essential skills for crafting effective learning outcomes and developing robust assessment approaches and activities.
  - Create and co-create academic assessment resources as delegated by the Assessment Team.
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## UVU Online

Responsible Stakeholder: Bonnie Rodriguez Mortensen, Director

- Administer online program certification for all programs to ensure consistent and robust learning outcomes and assessment criteria across all delivery modes.
- Continuously conduct competitor analyses for all online programs to pinpoint necessary updates for learning outcomes.
- Create and co-create academic assessment resources as delegated by the Assessment Team.

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### Example of School and College Efforts (College of Health and Public Service)

Primary Responsible Stakeholder: Dr. Tom Sturtevant, Associate Dean

Secondary Responsible Stakeholder: Sabine Berlin, Director of Healthcare Curriculum, Accreditation, and Assessment

The College of Health and Public Service supports faculty in developing clear, measurable learning outcomes in a variety of ways. UVU Policy 605 states, “University faculty exercise a central role in the design, approval, delivery, revision, periodic review, and deletion of curriculum” (see Section 4.1). Keeping this in mind, curriculum creation and assessment in the College of Health and Public Service relies on the collaboration of both faculty and the dean’s office to develop and assess clear, measurable learning outcomes at the course and program level.

The College Curriculum Committee, composed of faculty and staff members, evaluates all course and program learning outcomes for new curriculum and revisions to existing curriculum. This fosters peer feedback throughout the curriculum development process. Additionally, assessment and curriculum chairs in each department are urged to convene quarterly for three-year cyclical reviews of curriculum to ensure the relevance of learning outcomes and their alignment with desired student learning.

The Director of Healthcare Curriculum, Accreditation, and Assessment collaborates regularly with faculty to develop and assess learning outcomes at both course and program levels. This includes conducting workshops, attending departmental curriculum meetings, and facilitating connections to internal and external resources to enhance curriculum. Annual curriculum and assessment retreats are provided for all faculty to address learning outcome creation and assessment. Additionally, a group-based approach is adopted during new program creation, incorporating faculty support for learning outcome creation and curriculum mapping, with input from peers, the Office of Teaching and Learning, and dean’s office support staff.