



2016 Assessment Forum

Enhancing Innovation in Learning, Teaching and Assessment: Using Research-Based Strategies

**Friday, September 16, 2016
Oklahoma Memorial Union
8:00am – 4:00pm**

AGENDA

8:00 am **Check-In and Breakfast** *Molly Shi Boren Ballroom*

8:45 am **Welcome and Opening Remarks** *Molly Shi Boren Ballroom*
Dr. Kyle Harper, *Senior Vice President and Provost*

9:00 am **Keynote Address** *Molly Shi Boren Ballroom*
Seven Levers for Deeper Learning: Research-Based Guidelines and Strategies for Improving Teaching, Assessment, and Learning

Dr. Tom Angelo, *Clinical Professor and Director of Educator Development, UNC-Chapel Hill*

How much would you trust a physician, engineer, athletic coach, or nurse who did not keep up with and apply lessons from relevant research in his/her field? Or one who could not apply basic principles of good practice to new situations, with new client populations, or in using new technologies? Probably not much. Yet many faculty and academic administrators remain (relatively) unaware of current research -- in psychology, cognitive science, and education -- on teaching, learning, and assessment and on its relevance to our daily practice. This interactive session will explore seven research-based guidelines and provide examples of simple, powerful applications to improve teaching, assessment, and student learning in and beyond our (virtual and actual) classrooms.

10:20 am **Refreshment Break**

10:30 am **Concurrent Sessions**

I. Best Practices in Program Assessment *Governors Room*

Dr. Jenel Cavazos, *Associate Professor of Psychology*
Dr. Katerina Tsetsura, *Professor of Strategic Communication*
Dr. Kenneth Hodges, *Professor of English*

The process of Program Assessment at OU has recently undergone major changes primarily intended to enhance student learning in the context of continuous improvement and boost faculty engagement while, at the same time, addressing state and accreditation requirements. A number of academic programs at OU have made significant progress in implementing the recommended changes. This interactive panel session will showcase aspects of best-practice models of developing program-level assessment plans, identifying appropriate tools to implement them, documenting results, and using results of the process to facilitate continuous improvement. Below are details of the case studies:

Dr. Cavazos will share how she has successfully engaged faculty in the Department of Psychology to articulate learning outcomes for the undergraduate program and identify appropriate assessments.

Dr. Tsetsura will discuss how faculty in Journalism and Mass Communications worked collaboratively to revamp the assessment process for graduate programs in Gaylord to uniquely focus on assessment of culminating experiences of graduate students.

Dr. Hodges will illustrate the process of developing, validating and successfully implementing a rubric to evaluate the quality of student work in English Department's Capstone course as part of the overall enhancement of the undergraduate program assessment process.

At the completion of the session, participants should be able to:

- Strategize on how to boost faculty involvement with assessment activities,
- Develop practical assessment plans and reports for their degree programs, and
- Create and validate rubrics to evaluate student work across multiple courses/programs.

II. Developing Flexible Writing Instruction

Regents Room

Dr. George Cusack, *Director of Writing Enriched Curriculum Program*

Recent surveys conducted by OU's Writing Enriched Curriculum (WEC) Program show that a large percentage of OU faculty would like to teach and assign more writing in their courses but fear the time commitment that this would create. At the same time, nearly all faculty agree that writing instruction and writing assessment should be a significant part of their major curricula. In this session, members of the WEC team will present the results of their campus-wide research into writing instruction practices at OU. From there, we'll discuss strategies for teaching and assessing writing skills at the assignment, course, and major level without sacrificing content instruction or creating an impossible burden for faculty, GTAs, or students.

At the completion of the session, participants should be able to:

- Locate opportunities for writing and writing instruction in their courses.
- Consider how different types of writing can shape students' experience with their course content.

III. Research-Based Frameworks for Assessing Undergraduate Research

Associates Room

Dr. Susan Walden, *Director of the Office of Undergraduate Research*

Undergraduate research experiences, properly developed and structured, provide unmatched educational opportunities. Difficulty assessing the research process and product is one perceived barrier for adopting this high-impact practice. Fortunately, research-based frameworks exist to guide assessment of many aspects. This session will introduce some of those frameworks, assessment tools, and rubrics, as well as include time to discuss how you might implement one or more in your classrooms. You will also learn about the Office of Undergraduate Research and O.U.R. programs and resources.

At the completion of the session, participants should be able to:

- Describe conceptual frameworks related to undergraduate research (UR).
- Apply appropriate UR frameworks to developing assessment rubrics.

IV. Assessment and Faculty Research

Scholars Room

How can assessment, Theories of Change, and Logic Models boost design and evaluation of research programs? This two-part interactive session presented by OU experts will explore this and related questions to provide practical ways of the critical link between assessment and faculty research. Below are details of each component:

Part 1: Theories of Change

Dr. Belinda Biscoe, *Associate Vice President for University Outreach*

Dr. Biscoe will examine the emergence of Theories of Change (TOC) in the 90s to help address complex initiatives, which need a blueprint for the work, while anticipating outcomes. Logic Models (LM) will be discussed as a complement to TOCs since LMs help stakeholders graphically depict program components, outcomes, inputs, and activities. A TOC specifically describes a process of planned change, starting with assumptions about what will work and why and how it will result in outcomes, based on stakeholders' experiences, promising practices, and research. TOCs also help those receiving grant funding understand the relationship between the problems they seek to solve and the necessary strategies they use to ensure the work is accomplished and desired goals achieved.

Upon completion of the session, participants should be able to:

- Differentiate between a Theory of Change (TOC) and Logic Model (LM) with specific information on how the two can complement each other to improve program design and evaluation for complex initiatives.
- Define the concept of "backward mapping" to support a logical approach to achieving project outcomes and avoiding "activity traps."

Part 2: Linking Assessment with Faculty Research

Dr. Lori Snyder, *Associate Professor of Industrial/Organizational Psychology*

Dr. Snyder will present practical strategies on why and how researchers should leverage assessment and evaluation into their broad research program. Specifically, this component of the session focuses on how to integrate assessment and evaluation, including broader impacts concerns, into proposals and research designs. Discussions will include what data and metrics may be appropriate to assess outcomes, and the time at which to make this decision. Examples of realistic and successful integration of assessment and evaluation into research will be presented.

Upon completion of the session, participants should be able to:

- Develop and apply strategies for effectively utilizing assessment data for their research projects.
- Integrate assessment and evaluation to their research.

Special Session: The State of Academic Assessment at OU

Dr. Felix Wao, *Office of Academic Assessment*

When the Office of Academic Assessment was created two years ago, a meta-assessment that was conducted at the time indicated an urgent need to develop an institutional assessment process aimed at (1) *systematizing the documentation of assessment of student learning in each degree program*, (2) *promoting institutional effectiveness for continuous improvement purposes*, (3) *developing a process to meet multiple external requirements including, but not limited to, State Regents, Higher Learning Commission [institutional accreditation] and discipline-specific accreditation*, and most importantly (4) *fostering practical and meaningful strategies for continuous improvement at the program level*.

As a result, a simple 4-step OU program assessment process was developed and a program assessment template designed to assist programs with practical means of gathering program assessment information. The template was first used in 2013-2014 AY.

This brief session is aimed at providing an institutional synthesis of the progress that has been made to date in terms of implementation of each step of the OU program assessment process.

Fostering Creative Thinking and Innovation: Practical, Research-Based Strategies

Applied research on creativity and innovation has advanced dramatically in the last three decades. During that same time, higher education's espoused interest in promoting these learning outcomes has increased exponentially. Today, given our nation's and humanity's pressing need for these skills, how well-grounded are most efforts to teach and assess them?

In this highly interactive session, we'll consider potentially transformative, research-based "lessons" learned and related practical strategies for promoting expertise, creativity and innovation.

Panelists

Dr. Tom Angelo, *Clinical Professor and Director of Educator Development, UNC-Chapel Hill*

Dr. Sridhar Radhakrishnan, *Professor and Director of the School of Computer Science*

Dr. Lori Snyder, *Associate Professor of Industrial/Organizational Psychology*

Dr. Belinda Biscoe, *Associate Vice President for University Outreach*

Moderator:

Dr. Felix Wao, *Director of Academic Assessment*.

The Panel discussion will focus on commonly asked questions regarding various aspects of assessment such as *What is assessment? Why must it be done? Why aren't grades enough? How can assessment help inform faculty research? What are the benefits of assessment?* Participants will have an opportunity to engage in conversation with panelists around these and other questions they may not have had a chance to ask during the regular concurrent sessions.

Dr. Simin Pulat, *Vice Provost for Faculty Development*