

2018 OU ASSESSMENT FORUM

ENHANCING PROGRAM EXCELLENCE THROUGH ASSESSMENT



SEPTEMBER 21, 2018

UNIVERSITY OF OKLAHOMA MEMORIAL UNION



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA



With Gratitude for their support

Dr. Kyle Harper, Senior Vice President and Provost

Dr. Jill Irvine, Vice Provost for Faculty

Center for Teaching Excellence (CTE)

Faculty and Staff Presenters

The 2018 OU Assessment Forum Committee

Provost's Advisory Committee for Learning Outcomes Assessment (PACLOA)

The 2018 OU Assessment Forum has been brought to you by the Office of Academic Assessment

The Academic Assessment Team



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Conference At-A-Glance

Time	Event/Speaker	Location
8:15am – 8:45am	Registration and Breakfast	Molly Shi Boren Ballroom
8:45am – 8:55am	Welcoming Address <i>Kyle Harper, Senior Vice President and Provost</i>	Molly Shi Boren Ballroom
1st Concurrent Sessions		
9:00am – 9:30am	Dean's Dialogue: Listening to Students and Using Outcome of The Process to Improve Programs <i>Ed Kelley and David Craig</i>	Scholars Room
	Teaching and Assessing Service Learning <i>Melanie Wilderman and Michael Crespín</i>	Frontier Room
	Strategies for Assessing Writing Enriched Curriculum in Natural Sciences <i>Tami Martyn and Robert Scafe</i>	Heritage Room
	Designing Effective Assessment Online Learning <i>Robert Edmondson</i>	Associates Room
	Assessing Artistic Growth in Creative Disciplines <i>Harold Mortimer</i>	Governors Room
9:30am – 9:35am	Break	
2nd Concurrent Sessions		
9:35am – 10:05am	Contextual Assessment of Student Learning Through Reflection on Doing <i>Farrokh Mistree and Janet Allen</i>	Regents Room
	The Mantra of Graduate Education Reform: Why the Prayers Aren't Answered <i>Michael Ashby</i>	Associates Room
	Assessing Transformative Learning <i>Jenel Cavazos and Ben Heddy</i>	Heritage Room
	Effective Assessment of Independent Research Skills: Case Study of Capstone Experience in Meteorology <i>Michael Richman</i>	Frontier Room
	Identifying and Using Assessment Tools in Canvas <i>Ben Lewis and Kevin Buck</i>	Scholars Room
	Using of Rubrics to Effectively Assess Student Learning <i>Melody Huckaby Rawlett</i>	Governors Room
10:05am – 10:15am	Break	

Conference At-A-Glance

Roundtable Sessions		
10:15am – 10:45am AND 10:50am – 11:20am	The Potential for Multi-dimensional Outcomes by Integrating Virtues into Substantive Course Content <i>David Craig and Aimee Franklin</i>	Scholars Room
	Strategies for Effective Documentation of Assessment Activities to Meet Accreditation Standards <i>John Jones</i>	Scholars Room
	Incorporating and Assessing Service-Learning in an Undergraduate or Graduate Course: Simple and Practical Techniques <i>Joy Pendley</i>	Scholars Room
	Assessing Student Writing in Sciences <i>Karen Antell and Megan Elwood Madden</i>	Scholars Room
	Assessing the Impact of Internship Experiences on Student Learning Outcomes <i>Natalie O'Reilly and Shane Brady</i>	Scholars Room
	Effective Assessment of Teamwork Skills <i>Somik Ghosh</i>	Scholars Room
	Insights for Effectively Assessing Communication Skills of Graduate Students <i>Deepak Devegowda</i>	Scholars Room
	Assessing Diversity and Inclusivity: Effective and Practical Techniques <i>Anthony Natale</i>	Scholars Room
	Integrated Assessment Process: The Price Example <i>Fran Ayers and Beth Stetson</i>	Scholars Room
	The Impact of Academic Advising to Student Success <i>Kathleen Smith</i>	Scholars Room
11:20am – 11:40am	Lunch Buffet	Molly Shi Boren Ballroom
11:40am – 12:30pm	Luncheon Keynote Speech Real-time Student Assessment: A Shared Continuous Commitment to Students' Equitable Achievement of High-Quality Learning Outcome <i>Peggy Maki</i>	Molly Shi Boren Ballroom
12:30pm – 1:30pm	Follow-Up Interactive Session with Dr. Maki Learner-Centered Commitments, Principles, and Processes	Molly Shi Boren Ballroom

Welcoming Address



Kyle Harper, Ph.D.

Dr. Kyle Harper, Senior Vice President and Provost, is a historian of the classical world. He graduated summa cum laude with a degree in Letters from OU and then received his Ph.D. in History from Harvard University in 2007. A revised version of his dissertation was published by Cambridge University Press as *Slavery in the Late Roman World, AD 275-425*. The book was awarded the James Henry Breasted Prize by the American Historical Association and the Outstanding Publication Award from the Classical Association of the Middle West and South. His second book, *From Shame to Sin: The Christian Transformation of Sexual Morality* was published by Harvard University Press in 2013. Dr. Harper's research has focused on the social and economic history of the period spanning the Roman Empire and the early middle ages. His current work on the environmental and population history of the first millennium explores the impact of climate change and disease on the history of civilization.

In 2009 Dr. Harper was appointed founding director of the Institute for the American Constitutional Heritage, an interdisciplinary center for the study of constitutionalism. The Institute has rapidly grown into a center for teaching, research, and public engagement. In 2013 Dr. Harper was named OU's Senior Vice Provost, in which capacity he played a crucial role in maintaining excellence in OU's curriculum and advancing OU's mission in a digital world. Dr. Harper teaches a range of courses on Greek and Roman history, early Christianity, late antiquity and ancient law.

Keynote Speaker



Peggy Maki, Ph.D.

Dr. Peggy L. Maki is a higher education consultant, specializing in assisting undergraduate and graduate colleges and universities, higher education boards, higher education organizations, and disciplinary organizations integrate assessment of student learning into educational practices, processes and structures. Dr. Maki has served on the national advisory board for AAC&U's VALUE PROJECT. Currently, she serves on several editorial advisory boards for assessment publications and as an external consultant for nationally awarded grants. For three years she was sole consultant to the Rhode Island Board of Governors for Higher Education and its public higher education institutions under a multi-year assessment project.

From May 2011 to May 2013 under a grant from the Davis Education Foundation awarded to the Massachusetts Department of Higher Education, she served as sole consultant to the 28 public colleges and universities in Massachusetts to assist them build their assessment capacity to score students' authentic work using the VALUE rubrics. Previously, AAC & U appointed her to its Quality Assurance Group to assist institutions design their general education programs and assess students' learning. In January 2015, she was appointed by the Lumina Foundation to serve on its national advisory board overseeing systemic change in higher education through the use of the Degree Qualifications Profile and Tuning. In August 2016, she was appointed to the National Institute for Learning Outcomes Assessment's expert advisory panel.

Altogether, Dr. Maki has presented over 560 workshops and keynotes in the U.S. and abroad. At the request of Inside Higher Education, Educause, and Project Kaleidoscope, and Watermark she has presented national webinars on assessment of student learning. She is also the recipient of a national teaching award, The Lindback Award for Distinguished Teaching.

Session Descriptions

1st Concurrent Session | 9:00am – 9:30am

DEAN'S DIALOGUE: LISTENING TO STUDENTS AND USING OUTCOME OF THE PROCESS TO IMPROVE PROGRAMS

Ed Kelley and David Craig

Scholars Room

As part of annual assessment, Gaylord College uses Dialogue with the Deans sessions in which the three college deans visit and listen to students each semester in the capstone courses for the college's five undergraduate majors. In this session, the dean and associate dean will talk about the value of these discussions and how they have led to improvements in the college.

TEACHING AND ASSESSING SERVICE LEARNING

Melanie Wilderman and Michael Crespin

Frontier Room

Teaching and Assessing Civic and Community Internships

Michael Crespin

The Carl Albert Center places Capitol and Community Scholars in institutions and organizations that run the policy-making process for the State of Oklahoma and here in Norman. In this presentation, I will talk about evaluating their internship experiences and how students have the opportunity to reflect on what they are learning throughout the semester.

Assessing Service Learning and Community Learning in Journalism & Communication Course

Melanie Wilderman

Quality teaching of service learning also requires quality assessment of the learning activities and outcomes so we can continuously improve our teaching strategies and make sure we are serving our students and our communities. Based on 10 semesters of the presenter teaching and assessing service learning in a news reporting class, participants can expect to take away 1) concrete ideas for conducting meaningful assessment as well as 2) ideas to improve the structure of service learning activities based on assessment outcomes.

STRATEGIES FOR ASSESSING WRITING ENRICHED CURRICULUM IN NATURAL SCIENCES

Tami Martyn and Robert Scafe

Heritage Room

Though many teachers imagine assessment as an end-of-instruction ritual, in fact the practice of “backward design” makes “thinking like an assessor” the first stage of curriculum development. In this session, a chemist and a writing specialist discuss how they used tools from the assessor’s kit—namely, identifying deep learning outcomes and their attendant “skills” and “knowledge”—to find a common language as they revised and assessed a lab report curriculum for General Chemistry. Participants will learn to use assessment not only to improve communication with students in teaching materials, but also to better coordinate faculty and support staff efforts in curricular design.

Session Descriptions

1st Concurrent Session | 9:00am – 9:30am

DESIGNING EFFECTIVE ASSESSMENTS ONLINE LEARNING

Robert Edmonson

Associates Room

Undergraduate capstone courses assessing knowledge and skills through formal research assignments may not be well suited to online programs designed for working adults seeking knowledge applicability such as the College of Professional and Continuing Studies. We are adopting an approach based on experiential transformative learning with alternative deliverables and service-learning. However, perspectives transformation among adult online service-learners is an elusive outcome to assess and community-defined deliverables are less suited to analytic rubrics compared to research papers. It is hoped that the 2018 Forum will provide further insight into these outcomes assessment challenges.

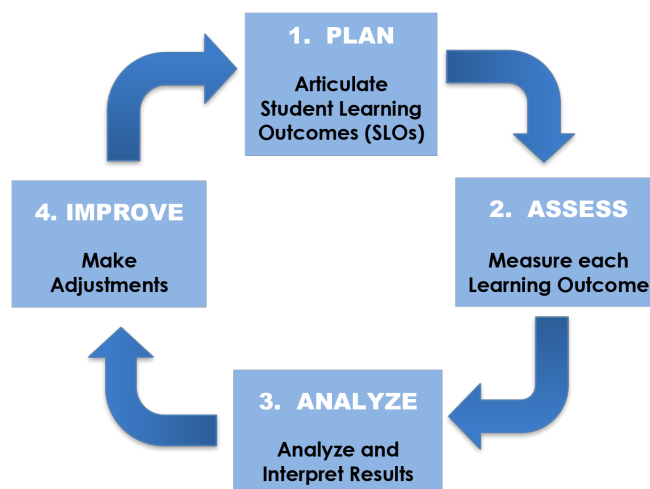
ASSESSING ARTISTIC GROWTH IN CREATIVE DISCIPLINES

Harold R. Mortimer

Governors Room

The history of assessments within various creative disciplines (art, dance, drama, music, musical theatre, etc.) traditionally occurred via written comments and verbal response. Ask many teachers of these disciplines to assign a numeric assessment OR create an exact rubric that all must adhere to and one of two things happen: 1) A glaze of fog of confusion envelopes their brains; or 2) Faculty become irate that both they and their students within the arts must be pigeonholed into rigid criteria. This presentation serves to alleviate fears and educate arts faculty to the benefits (and ease) of consistent assessment.

OU PROGRAM OUTCOMES ASSESSMENT PROCESS



Session Descriptions

2nd Concurrent Session | 9:35am-10:05am

CONTEXTUAL ASSESSMENT OF STUDENT LEARNING THROUGH REFLECTION ON DOING

Farrokh Mistree and Janet Allen

Regents Room

Observations: “We are currently preparing students for jobs that don’t yet exist using technologies that haven’t been invented in order to solve problems we don’t even know are problems yet.”

(Former Secretary of Education Richard Riley).

“Rather than focusing on specific technologies or specific problems, we need to equip students with those concepts that are common to all problems, all technologies, all skills, ranging from workplace engineering to ethics to entrepreneurship.” (The Jobs Revolution: Changing How America Works by Steve Gunderson, Roberts Jones, and Kathryn Scanland, 2004).

The Challenge: How can we, in our courses, empower our students with the competency to learn throughout their careers by reflecting on doing?

Invitation: If the answer to the preceding question is of interest to you let us start to dialog.

THE MANTRA OF GRADUATE EDUCATION REFORM: WHY THE PRAYERS AREN’T ANSWERED

Michael Ashby

Associates Room

The regular drumbeat of similar recommendations to advance graduate education by a constant stream of national studies over the past two decades has failed to prompt action. An important reason why the studies have not gained traction is the fact the target recipients of the studies—and especially graduate students—have not been asked whether they agree with the studies’ recommendations. To develop a consensus path forward to reform graduate education, there is need for further conversations that include the entire community of stakeholders, and especially with our junior colloques, the graduate students. This session will focus on:

- Assessing the pains and needs of graduate students.
- Assessing whether our graduate programs meet those needs.

ASSESSING TRANSFORMATIVE LEARNING

Jenel Cavazos and Ben Heddy

Heritage Room

Transforming students is a laudable, yet lofty goal for teachers. Of course, our goal is to have a lasting impact on students, but can we really transform them? This presentation will describe a construct called transformative experience (TE). TE occurs when students apply classroom content to their everyday lives in a way that facilitates an expanded perception and value for the content. We will focus on learning the concept, discussing pedagogical methods for its facilitation, and describing how to measure student transformation.

IDENTIFYING AND USING ASSESSMENT TOOLS IN CANVAS

Kevin Buck and Ben Lewis

Scholars Room

How do you track mastery in a course? This session will explore two tools in Canvas – Rubrics and Outcomes. Learn how enabling this will allow you to measure pedagogical goals and communicate criteria for assignments. Participants will leave with the following skill – how to apply rubrics and outcomes to track learning mastery.

Session Descriptions

2nd Concurrent Session | 9:35am-10:05am

EFFECTIVE ASSESSMENT OF INDEPENDENT RESEARCH SKILLS: CASE STUDY OF CAPSTONE EXPERIENCE IN METEOROLOGY

Michael Richman *Frontier Room*

Frontier Room

For undergraduate students, selecting a scientific research project, understanding the professional literature, analyzing data and communicating the details and importance of a project in the timeframe of a semester or two is a challenging task. Our Senior Capstone class attempts to integrate the research experience in a rubric with multiple checkpoints, in which each student obtains feedback that help guide them to a successful outcome.

A statistical analysis measuring each student's growth and the effects of assessment in changing aspects of the class will be presented. The significance the students' growth will be discussed, as well as a two-year longitudinal analysis of the data.

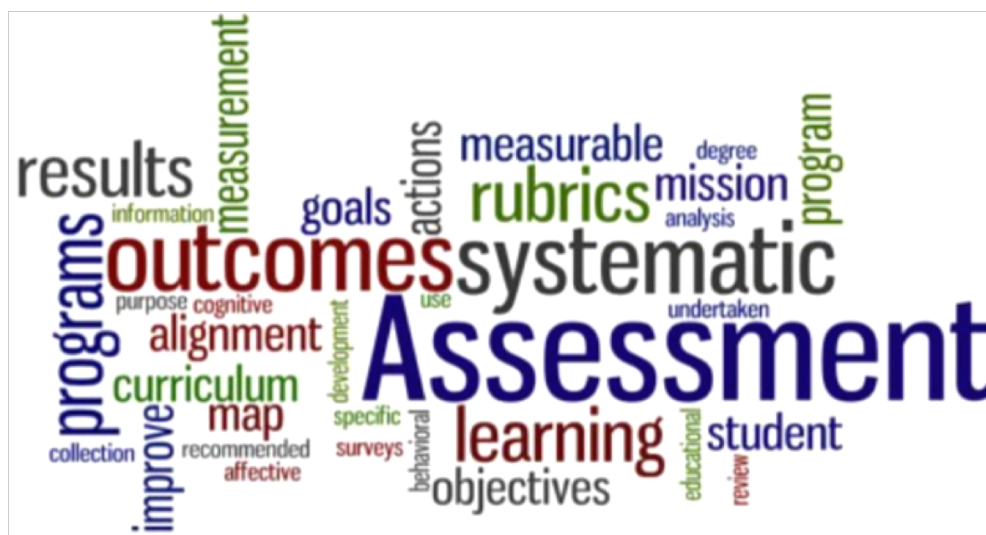
The presentation will be an open discussion of (1) creating useful assessment checkpoints, (2) some ideas of providing helpful feedback to students and (3) how the assessor can statistically analyze the data arising from the checkpoints (and for multiple years) to gain useful insight and to improve the class.

USING OF RUBRICS TO EFFECTIVELY ASSESS STUDENT LEARNING

Melody Huckaby Rawlett *Governors Room*

Governors Room

This presentation will walk faculty through the steps of rubric formulation, use, and feedback. It will focus on use of rubrics in the classroom and as a larger assessment tool to address overall learning within the department. In both the classroom and in assessment, rubrics allow faculty to find and close gaps in learning. Systematic use of rubrics creates opportunities to adopt changes to benefit student learning.



Session Descriptions

Roundtable Sessions | 10:15am-10:45am and 10:50am-11:20am

*All roundtable sessions will be held in the **Scholars Room**.*

*Each session will be presented twice: from **10:15am to 10:45am** AND from **10:50 am to 11:20am**.*

THE POTENTIAL FOR MULTI-DIMENSIONAL OUTCOMES BY INTEGRATING VIRTUES INTO SUBSTANTIVE COURSE CONTENT

David Craig

This session will focus on the presenter's experience revising a Gaylord College undergraduate course, Journalism Ethics, to focus more on virtues with the support of the OU Institute for the Study of Human Flourishing. The instructor assessed several assignments used in the class revision including an exemplar paper, short reflections and exams. The results offer insights on teaching and assessment in courses where virtues are a component.

Aimee Franklin

This session describes how course assignments culminated in undergraduate students' creating reflective portfolios and making peer to peer presentations illustrating how human flourishing values enriched their understanding and analysis of substantive course content. Participants will be invited to identify a value that would be salient for their substantive content, then brainstorm how to pair the value with an existing assignment.

STRATEGIES FOR EFFECTIVE DOCUMENTATION OF ASSESSMENT ACTIVITIES TO MEET ACCREDITATION STANDARDS

John Jones

The scope of program accreditation is to capture the essence of student learning relative to university programs that demonstrate alignment to national standards and to determine if program completers can demonstrate those standards through content knowledge and skill activities. This quality assurance is accomplished through external peer review.

- Understanding and review of national program standards – handout will be provided
- Creating assessments that address program standards – handout will be provides
- Devising rubrics to assess performance – handout will be provided
- Analyzing data regarding performance – handout will be provided

INCORPORATING AND ASSESSING SERVICE-LEARNING IN AN UNDERGRADUATE OR GRADUATE COURSE: SIMPLE AND PRACTICAL TECHNIQUES

Joy Pendley

OU Community Engagement is working with faculty advisory committees to develop resources for teaching, research and outreach. The Service Learning Committee (made up of faculty, The Writing Center, CTE and Office of Assessment) established criteria for designating service-learning courses. This designation will be visible in the enrollment process and on the student transcripts, making it easier for students to locate service-learning opportunities and for the university to track student and faculty participation. In this roundtable, we will talk briefly about the criteria that include both assessment of student learning outcomes and community partnerships and see examples of faculty syllabi and learning assessments and learn about roundtable participants' experience with assessing service-learning and community engagement.

Session Descriptions

Roundtable Sessions | 10:15am-10:45am and 10:50am-11:20am

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ASSESSING STUDENT WRITING IN THE SCIENCES

Karen Antell and Megan Elwood Madden

At this roundtable discussion, we will present writing assessment techniques used in their GeoWriting class, including guided peer review, extended rubrics, and instructor review & rewriting. In addition, they will discuss ways to integrate these techniques into Canvas.

ASSESSING THE IMPACT OF INTERNSHIP EXPERIENCES ON STUDENT LEARNING OUTCOMES

Natalie O'Reilly and Shane R. Brady

Professional programs often vary from traditional academic programs and disciplines in their emphasis on applied learning that prepares students for entering a specific workforce. In social work, the primary assessment point within the curriculum to determine if students have attained the needed knowledge and skills from the curriculum in order to successfully engage in professional practice is field practicum. This session will focus on explaining the role of internships in the development of competency among social work students and how the school collects assessment data to demonstrate competency attainment of social work students and for program improvement.

EFFECTIVE ASSESSMENT OF TEAMWORK SKILLS

Somik Ghosh

Upon graduation, students from the Construction Science program engage in diverse teams including key members of a project. To prepare the students for their profession, assignments are geared to engage students in collaborative problem-solving and decision-making processes. Students are expected to effectively plan, organize, schedule, execute, and lead construction management-related projects in a project team environment to assess team, team members, and project performance.

INSIGHTS FOR EFFECTIVELY ASSESSING COMMUNICATION SKILLS OF GRADUATE STUDENTS

Deepak Devegowda

Petroleum Engineering students face a unique problem. The oil and gas industry is characterized by a bimodal population distribution, with a large percentage of people in the 55+ age group and a large proportion in the 25 to 35 age group as well. Because of the way the industry evolved over the years, the former group has great experience but little to no formal education beyond a bachelor's degree and sometimes, even lesser. The latter group is characterized with little to no experience but come armed with MS and doctorates in Petroleum Engineering. Getting students to navigate the technical gap but also the generational gap is a challenge that has slowly lead to the 10-minute short talk or even a 2- or 3-minute elevator speech. These are really short talks where students distill years of research in to succinct, non-technical speeches that can be understood by the lay person. In this talk, I discuss some of the success stories, what worked and what did not and present a plan for the future to help our students advance their communication skills.

Session Descriptions

Roundtable Sessions | 10:15am-10:45am and 10:50am-11:20am

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ASSESSING DIVERSITY AND INCLUSIVITY: EFFECTIVE AND PRACTICAL TECHNIQUES

Anthony Natale

This roundtable will focus on practical techniques for assessing diversity and inclusion within group projects. Session materials include a sample group contract, a reflective written assignment of individual contributions to group work, and an oral reflection method focused on observations, reflections, interpretations, and decisions. Each is overviewed with tips and discussion on their application in the classroom.

Learning Objectives:

- Participants will be able to overview the recommended components of a group work contract.
- Participants will be able to describe a reflective written assignment on individual contributions to group work.
- Participants will be able to apply an oral method for assessing student learning focused on diversity and inclusion.

INTEGRATED ASSESSMENT PROCESS: THE PRICE EXAMPLE

Frances L. Ayres and Beth Stetson

Participants will practice drafting Program Objectives, Learning Goals and Measurable Outcomes for their program and participate in interactive discussion. We will discuss the integrated assessment process for Price College of Business (PCOB)'s Bachelor of Business Administration (BBA) program. PCOB is accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB directs schools to define their own mission and operate to fulfill that mission. PCOB's BBA program's mission, curriculum and related assessment is derived from PCOB's mission. Assessment data is gathered via the capstone course, nationally-normed objective tests and career placement data. We will discuss the design and operation of the BBA program's assessment plan, including the use of assessment results to "close the loop" and implement meaningful program change.

ACADEMIC LIFE ADVISING: AN INNOVATIVE ADVISING APPROACH TO PROMOTE STUDENT SUCCESS

Kathleen Smith

Mentoring has remained a critical element within the culture of higher education and has proven to be one of the most effective strategies for integrating students into the institutional fabric and their academic discipline, key predictors of degree completion. Given the power of mentorship, there are few practical frameworks to guide meaningful conversation that inspires action. Students' lives are rarely compartmentalized where academics are experienced separately from other dimensions of their human identity and they rely on faculty for support and guidance. Please join this roundtable discussion where we will discuss our own experiences with mentorship and share how we can take our own lessons learned to strengthen mentoring practices at OU. Participants will be introduced to Academic Life Coaching, an innovative advising approach designed to invite engagement, empower executive functioning capabilities, and bring greater purpose to the mentorship relationship.

Luncheon Keynote Speech – Dr. Peggy Maki

11:40 am – 12:30 pm

Molly Shi Boren Ballroom

Real-time Student Assessment: A Shared Continuous Commitment to Students' Equitable Achievement of High-quality Learning Outcomes

Building on the University of Oklahoma's existing cyclical commitment to report on and use assessment results to improve students' learning, this keynote initially makes the case for why closely gauging students' progress toward achieving high-quality exit-level outcomes and developing on-time interventions to improve patterns of underperformance along currently enrolled students' educational pathways needs to become the new assessment norm. This approach represents a commitment to students' equitable progress toward achieving high-quality outcomes. A confluence of developments across the landscape of higher education in this century, including the expanding use of scoring rubrics and technological means to aggregate and disaggregate scoring results, now makes it possible to use assessment results nimbly in real time in a shared commitment to currently enrolled students' success.

Follow-Up Interactive Session with Dr. Maki

12:30 pm – 1:30 pm

Molly Shi Boren Ballroom

The follow-up interactive session identifies the shared set of learner-centered commitments, principles, and processes that underlie this approach to assessment, including:

- (1) The canvas that supports real-time student assessment.
- (2) Creation of communities of practice (COPs) that act on continuous reporting of assessment results in the short- and long-term to improve currently enrolled students' achievement in real-time along their educational pathways.
- (3) Use of developments in technology that provide on-time access to and visual representation of students' semester-by-semester assessment results to keep all constituencies: (1) informed about patterns of performance and underperformance across your student demographics and (2) aware of the need for timely institutional support, interventions, or resources to improve patterns of underperformance as they emerge or persist in currently enrolled students' work.
- (4) Identification and discussion of some initial steps toward or ways to adapt real-time student assessment at the University of Oklahoma.

About the Presenters



Janet K. Allen is the John and Mary Moore Chair in the School of Industrial and Systems Engineering at the University of Oklahoma in Norman, Oklahoma. Her research focus is on collaboratively defining the emerging frontier for the “*intelligent*” decision-based realization of complex (cyber-physical-social) systems when the computational models are incomplete and inaccurate. Her education focus is on creating and implementing courses aimed at educating strategic engineers—those who have developed the competencies to create value through the realization of complex engineered systems. She is a Fellow of ASME and co-directs with Farrokh Mistree, the Systems Realization Laboratory @ OU.



Karen Antell is a librarian at OU’s Bizzell Memorial Library and an affiliate associate professor in Women’s & Gender Studies. A long-time professional writer and editor, she worked for five years as a science writer for a microelectronics consortium in North Carolina’s Research Triangle Park. In addition, she has taught writing in the First-Year Composition program and the Department of Geology and is a highly cited author in the library literature.



Michael T. Ashby, David Ross Boyd Professor of Chemistry and Biochemistry, is a chemical microbiologist who for the past three decades has been actively working with his colleagues to advance graduate education, previously as a participant in the Carnegie Initiative on the Doctorate (CID) 2001-2005, later in national meetings and committees to implement the findings of the 2012 ACS report “Advancing Graduate Education in the Chemical Sciences,” and most recently as the principal architect of a new graduate curriculum at OU. As a participant in the 2018 Assessment Forum, he will discuss the results of his current NSF Innovative Graduate Education (IGE) grant.



Fran Ayres is Associate Dean for Faculty and Research in Price College of Business and her teaching and research interests are in the areas of financial accounting, financial statement analysis, financial accounting theory, economics of accounting choice, and taxation. She has published in the *Journal of Accounting and Economics*, *Journal of Accounting Research*, *The Accounting Review*, *Accounting Horizons* and other academic and professional journals. Professor Ayres is a past Peat Marwick Research Fellow and Peat Marwick Faculty Fellow. She is also a regular volunteer for the AACSB and has served as Accounting Chair for a number of AACSB visits.



Shane R. Brady is an Assistant Professor in the School of Social Work and associate of the Hope Center. Dr. Brady’s major research area is best summarized as developing empowerment based participatory community interventions through asset-driven community development, often involving and emphasizing the voices and participation of young people. One current area of exploration in Dr. Brady’s research is how community-based interventions involving youth participation and the arts lead to increases in resiliency as defined by growth in levels of hope, empowerment, and interconnectedness among participants. Dr. Brady has numerous articles and book chapters published in the areas of community organizing and community-based participatory research.

About the Presenters



Kevin Buck is the Associate Director for OU IT Learning Spaces. In this role, Kevin provides oversight and guidance for enterprise instructional technology, centrally scheduled classrooms, and computer labs. Kevin works closely with various academic units and administrative areas to improve the teaching and learning experience at OU through the use of innovative technology. Originally from Kansas, Kevin started his journey at OU as both a learner and an IT student employee. He quickly discovered his passion for working with technology and furthering the positive impact it has on the educational experience.



Jenel Cavazos is an Associate Professor in the Department of Psychology. As the Introductory Psychology Program Coordinator, she teaches an average of 1,500 students per year, supervises sections of PSY1113 taught by graduate students, and conducts a graduate mentor program for teaching. Her emphasis areas include curriculum development, the implementation of technology in the classroom, and program assessment. Her research focuses on transformative learning experiences in Introductory Psychology, with an emphasis on first-generation students. She is currently serving as a member of the STP Presidential Task Force on Re-Envisioning Introductory Psychology.



David A. Craig is Associate Dean, in Academic Affairs and President's Associates Presidential Professor in Gaylord College of Journalism and Mass Communication at the University of Oklahoma. The primary focus of his teaching and research is media ethics. He is the author of two books on media ethics and the co-editor of a third. His current research focuses on virtue development in journalism and media graduates. Craig has served for 10 years as associate dean in the college with responsibilities including promotion and tenure and other faculty matters, strategic planning and cross-campus partnerships. He has also served as director of graduate studies in the college.



Michael H. Crespin is Director and Curator of the Carl Albert Congressional Research and Studies Center and Professor of Political Science at The University of Oklahoma. Crispin's research focuses on legislative politics, congressional elections, and political geography.



Deepak Devegowda is an Associate Professor and Graduate Liaison in the Mewbourne School of Petroleum and Geological Engineering at the University of Oklahoma. His research interests lie in the areas of data mining and analytics and understanding, modeling and management of unconventional oil and gas reservoirs, high-resolution reservoir description, and geostatistical reservoir characterization. His research is also geared towards enhanced recovery processes in unconventional reservoirs. He earned his Ph.D. degree and M.S degree, both in Petroleum Engineering at Texas A&M University.

About the Presenters



Robert Edmondson, Assistant Professor, joined the OU College of Professional and Continuing Studies in 2012 to develop the World Cultural Studies program and teach core interdisciplinary courses. He began in 2015 to revise the foundational courses for graduate students and the undergraduate capstone series based on distance learning pedagogy and outcomes assessment models adapted to the context of adult education. Robert's current projects explore the challenges of creating analytic rubrics to characterize and assess holistic experiential and transformative knowledge. Dr. Edmondson received his master's in Asian Studies from the University of Texas and his doctorate in anthropology from Michigan State University.



Aimee L. Franklin is a Presidential Professor in the Political Science Department who teaches Public Policy, Government Budgeting and Finance and Research Methodology at the undergraduate, masters and doctoral levels. Her current research examines the interplay of peoples' perceptions of weather risks and the way they prepare for severe weather.



Somik Ghosh joined the Construction Science Division as an Assistant Professor at OU in 2013. Before joining OU, Dr. Ghosh completed his master's in Construction Management from Michigan State University and PhD in Environmental Planning & Design from Virginia Tech. He teaches a sequence of courses to the sophomore and junior students that prepare them with the technical knowledge for their profession such as estimate, schedule, and project controls. Dr. Ghosh was awarded the teaching excellence award by the Associated Schools of Construction in 2018.



Benjamin Heddy is an Assistant Professor in the Instructional Psychology and Technology program. He teaches several undergraduate and graduate courses on the topics of motivation, cognition, learning theory, human development and research methods. Professor Heddy's research program focuses on cognitive and motivational aspects of learning including engagement, academic emotions, and interest development. He specializes in the investigation of learning activities that occur in everyday experience.



John Jones is a Clinical Associate Professor of Educational Leadership. Dr. Jones received his Ed.D. from Oklahoma State University, Stillwater, M.Ed. from the University of Oklahoma and B.A. from East Central University. He is administrator for the accreditation of the educational leadership program and also serves as program area coordinator. Over the past 46 years, he has served as a public school teacher, school principal, university professor, vice president, graduate dean, and prior to coming to OU, he was Dean of the College of Education at the University of Arkansas-Fort Smith. In addition, he serves as a national Lead Site Visitor for the Council for the Accreditation of Educator Preparation and as a chair for the accreditation of educational leadership preparation programs.

About the Presenters



Ed Kelley was named Dean of the Gaylord College of Journalism and Mass Communication in March 2016. He is a veteran news executive, coming to OU from Salt Lake City, where he was senior editor at the Deseret News. He also has served as editor of The Washington Times, in Washington, D.C., and The Oklahoman, in Oklahoma City. He was named Editor of the Year in 1996 by the Washington-based National Press Foundation for overseeing The Oklahoman's coverage of the Oklahoma City bombing. He served as a juror to the Pulitzer Prizes in 1998 and was named to the Oklahoma Journalism Hall of Fame in 2003. He holds a bachelor's degree in journalism from OU, where he graduated Phi Beta Kappa.



Ben Lewis is a Specialist on OU IT Learning Spaces who specializes in Instructional Technology. His focus is primarily on Qualtrics, Canvas, and Digital Literacy. Prior to joining the University, Ben was a trainer on technology and developed eLearning courses.



Megan Elwood Madden, an Associate Professor in OU's Department of Geology, is a planetary geochemist whose research program focuses on the thermodynamics and kinetics of geochemical processes. She developed the department's GeoWriting course and has taught it for almost 10 years.



Tami Martyn, Instructional Lab Developer in Chemistry and Biochemistry. She received her doctorate in Physical Chemistry from the University of Oklahoma in 2009. She joined Chemistry & Biochemistry in 2015, and coordinates the departmental efforts to improve continuity throughout the undergraduate laboratory curriculum. Her research interests border Course Design and Chemical Education and influence the incorporation of applied safety lessons, writing for understanding, and multi-week, project-focused labs into each course. Tami also works directly with the Teaching Assistants and students in the General Chemistry program at OU.



Farrokh Mistree holds the L. A. Comp Chair in the School of Aerospace and Mechanical Engineering at the University of Oklahoma in Norman, Oklahoma. His research focus is on collaboratively defining the emerging frontier for the "intelligent" decision-based realization of complex (cyber-physical-social) systems when the computational models are incomplete and inaccurate. His education focus is on creating and implementing courses aimed at educating strategic engineers—those who have developed the competencies to create value through the realization of complex engineered systems. He is a Fellow of ASME and co-directs with Janet Allen, the Systems Realization Laboratory @ OU.

About the Presenters



Harold Mortimer, Associate Professor in Musical Theatre, is an actor, adjudicator, director, music director, teacher, and Fulbright Scholar. He directed the South African premiere of *Spring Awakening* and most recently *Songs for a New World* at the South Africa National Arts Festival. Harold's director/music director or performance credits include *Anything Goes*; *Batboy*; *Carousel*; *The Fantasticks!*; *The Full Monty*; *Oklahoma!* and many others. Harold has taught at the University of Washington, University of Connecticut, Connecticut College, AMDA, and Ball State University (where he was coordinator of the musical theatre program for seven years). He holds a Weitzenhoffer Endowed Professorship and received his Doctorate degree in Vocal Performance from the University of Washington. He has served on the faculty at OU since 2011.



Anthony P. Natale, MSW, Ph.D. is Associate Professor in the Anne and Henry Zarrow School of Social Work, joining the faculty in 2005. After serving as Assistant Director for 3.5 years, he recently completed a Graduate College Faculty Fellowship for Inclusive Excellence, overseeing diversity and inclusion initiatives. He is currently serving as the University Outreach Senior Faculty Fellow for Strategic Equity Initiatives. He teaches courses in Human Diversity and Societal Oppression and Social Welfare Policy. His research interests focus on health disparities, and trauma and health, and social work pedagogy.



Natalie O'Reilly is the Research Associate and Assessment Coordinator for University of Oklahoma's School of Social Work, and has also served as a Faculty Liaison within the School for field education students. Her primary research interests involve intergenerational poverty, healthcare outcomes and disparities, and education. Natalie especially enjoys the opportunity to work on survey/assessment methodology and analysis. She has been in her position at OU since 2010 and joined the board of trustees for the Tulsa School of Arts & Sciences in 2017.



Joy Pendley is Director of Community Engagement, Office of the Senior Vice President and Provost and a Research Scientist at the Center for Applied Social Research. As a Professor of Practice, she teaches community engagement courses where undergraduate students learn action research methodology and work with community stakeholders to research concerns and develop action plans. Students have worked with Spanish-speaking leaders and organizations to address problems with severe weather communication and policy that negatively impact community members.



Melody Huckaby Rowlett, Lecturer, Department of Political Science, achieved a Ph.D. in Political Science as a Carl Albert Fellow at the University of Oklahoma in 2006. Dr. Rowlett taught at the University of Texas Pan America and Cameron University before returning to OU in 2013. Melody also attained a Juris Doctor from the University of Oklahoma College of Law, she is the assessment liaison for the Department of Political Science, and teaches classes in American Federal Government, Elections, Urban and State Government, as well as Public Law at OU.

About the Presenters



Michael Richman, Edith Kinney Gaylord Presidential Professor, has been a faculty member at the School of Meteorology since 1994. He has a wide range of interests in meteorology, climate, global climate change, statistics and machine learning. He has served several terms on both the American Meteorological Society's Committee on Probability and Statistics and the American Meteorological Society Artificial Intelligence Applications Committees. Recently, Prof. Richman's research efforts have focused on working with a group funded through the NSF PREEVENTS program to examine extreme value statistics for nonstationary time series to extend the predictability window for heavy precipitation events. He has served as the School of Meteorology Undergraduate Assessment Coordinator since 2000.



Robert Scafe, Director, Writing Enriched Curriculum, received his doctorate in French history from Stanford University in 2006. His research focuses on the politics of paperwork, royal inquiry, and statistics during the reign of Louis XIV. In his capacity as an Expository Writing Lecturer, Robert teaches "Violence and the Sacred," "Popular Science," and "Music, Sound, and Noise," which was designated a Presidential Dream Course in 2013. Robert currently serves as the Director of the Writing Enriched Curriculum initiative and as the Writing Coordinator for the "Presidential Signature" U.S. History Survey courses at O.U.



Kathleen Shea Smith serves as the Associate Provost for Academic Advising at the University of Oklahoma. She is responsible for overseeing advising services to ensure that each individual student is on a pathway to academic fulfillment, progress, and degree completion. She directs academic advising initiatives that promote campus collaboration, consistent implementation of policies and practices, and a strong advising community that is deeply invested in student success. Since her arrival to OU, she has introduced coaching as a key retention initiative and believes it offers a solid framework for deeper conversations and empowering mentorship. This approach was recently featured in the Chronicle of Higher Education and has sparked conversation on the role of faculty and staff in the holistic development of students.



Beth Stetson is Charles C. and Virginia Ann Weddle Professor of Accounting and Associate Professor of Accounting at the John T. Steed School of Accounting. She teaches Tax and Accounting Ethics courses. Recently appointed as the Price College of Business AACSB Accreditation Coordinator, she will be assisting Associate Dean Fran Ayres with the 2019-2010 AACSB accreditation review.



Melanie Wilderman is an Assistant Professor, Gaylord College of Journalism & Mass Communication. She holds a bachelor's and master's degree in journalism from OU and a Doctor of Education from Oklahoma State University. She has taught journalism at the university level for 15 years and was honored state-wide in 2012 as the Society of Professional Journalists Oklahoma Chapter Teacher of the Year. Her areas of academic research include journalism education, service learning, and community journalism. Previous to teaching, Wilderman worked in newspapers as both a reporter and designer. She has published two books in a young-adult series, "The Ghost Glimpser" and continues to stay active as a freelance magazine writer for Oklahoma Living and Luxiere Oklahoma.

Notes

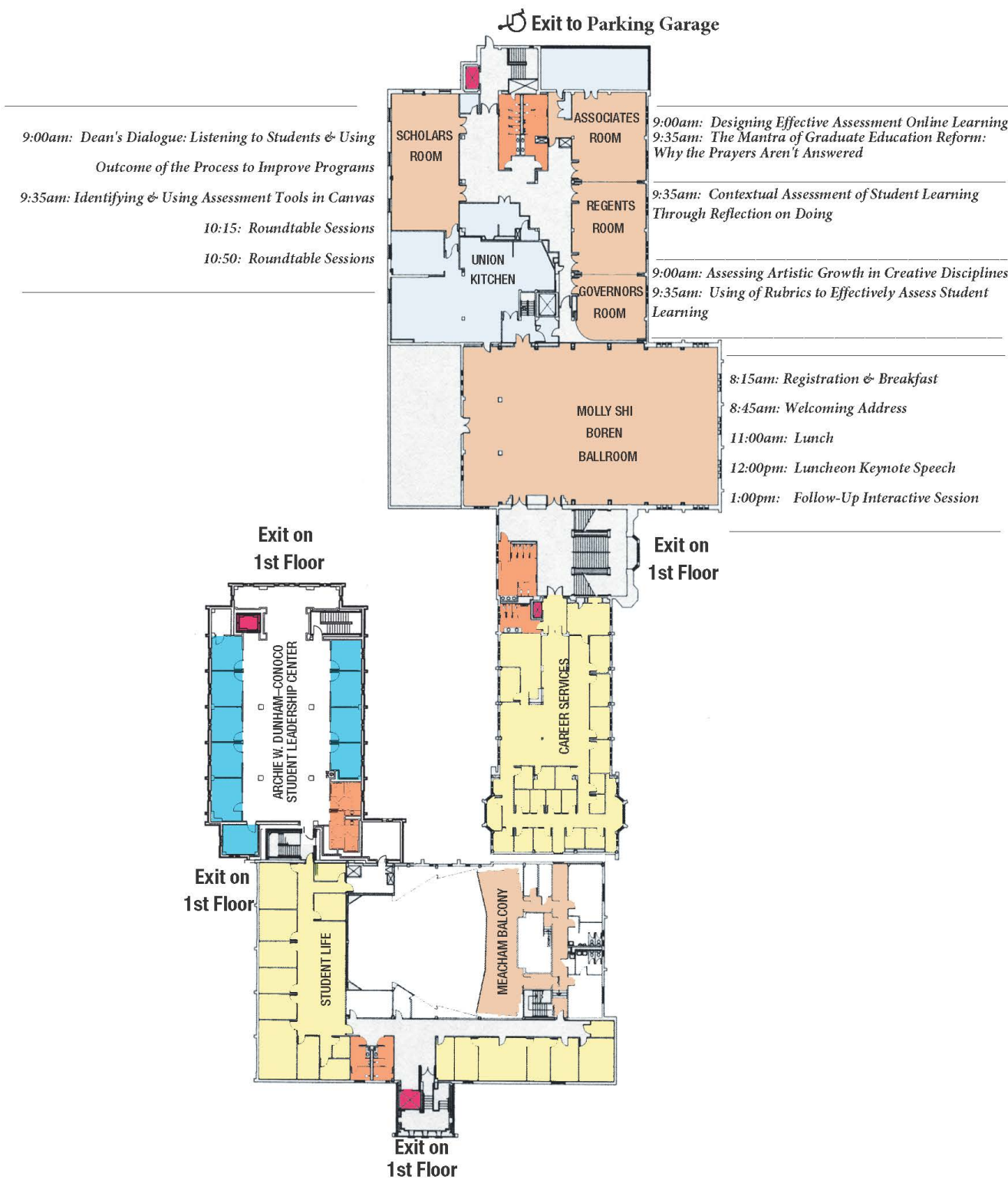
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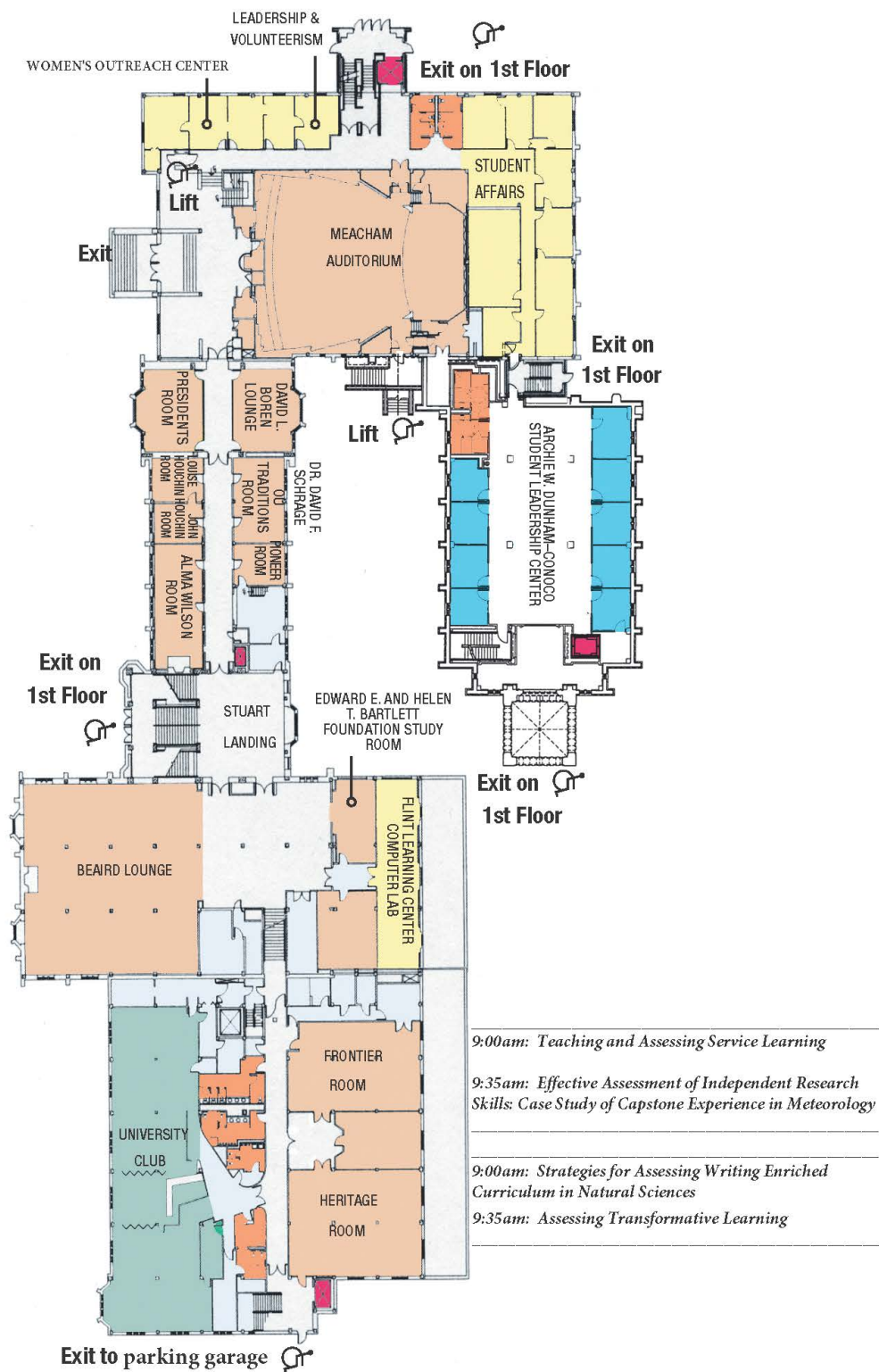
This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal gray lines across the entire width of the page, typical of notebook or composition paper. The background is white, and there are no margins, text, or other markings present.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal gray lines across the entire width of the page, providing a guide for writing. The background is a clean, solid white color. There are no margins, text, or other markings present.

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This image shows a full page of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the page.





Thank you for participating!

Please join us for the 2020 OU Assessment Forum!

Oklahoma Memorial Union

Friday, September 25, 2020



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

