



How Oral Roberts University Achieved 100% Faculty Participation in the Program Review Process

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ORAL ROBERTS UNIVERSITY | TULSA, OKLAHOMA | ASSESSMENT ACADEMY



MISSION

ORU's mission is to develop Holy Spirit-empowered leaders through whole person education to impact the world.

UNIVERSITY ASSESSMENT HISTORY

- **Pre-2014:** Program review based primarily on inputs and capacities
- **2014:** Departments implement Whole Person Assessment for professional disciplines using Chalk & Wire's E-portfolio
- **2016:** General education courses implement Whole Person Assessment
- **2018:** Programs intentionally align professional outcomes with university outcomes, update curriculum maps/rubrics, and start evaluating Whole Person Assessment using D2L Brightspace
- **2021:** Programs Integrate enrollment, graduation, and student work data from the preceding three years into the annual assessment reports



ANNUAL PROGRAM REPORT CONTENT

Completed by Chairs, Assessment Coordinators, and faculty:

- Whole Person Assessment rubrics
- Program outcomes
- Artifact descriptions
- Description of the annual review process at the Departmental level
- Description of use of data for continuous improvement
- Improvements made
- Evaluation of improvements
- Click [here](#) for example

SUMMARY

Through a strategically planned initiative, developed with the input of the University's Assessment Committee, ORU was able to involve all faculty in hands-on training to accomplish a cross-disciplinary peer review of all of its programs.

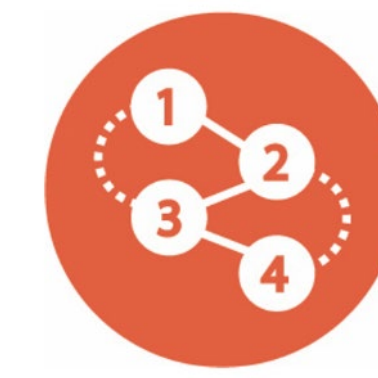
FORMATIVE FEEDBACK PROFESSIONAL DEVELOPMENT DAY

Formative Feedback Team Leader Training



- 21 formative feedback team leaders and 14 Chairs trained
- Reviewed [formative feedback template](#) and [program improvement report template](#)

All Faculty Introduction



- [Outline of day](#)
- Vision for assessment
- Using data tables

Team Training and Completion of Formative Feedback Template



- Team leaders trained small group and structured work as desired
- Each team completed formative feedback templates for four to five programs

Department Meetings



- Departments met and made individual program improvement plans in light of the formative feedback reports

PARTICIPANT FEEDBACK

- Enjoyed meeting and working with faculty across disciplines
- Strengthened an understanding of the assessment cycle
- Tangible deliverable helped keep spirits up
- Groups were right size and enough time was given to complete the formative feedback work
- Enjoyed looking at a variety of reports from different Colleges



LESSONS LEARNED

- Ensure all faculty have enough time to craft specific program recommendations
- Provide examples of recommendations - recommendations for improvement were vague probably because faculty didn't want to be critical
- Begin formative feedback review by reading the continuous improvement section
- Provide less time for the Department meeting
- Provide greater parameters for the annual program report as some were very short and others quite verbose
- Ask for specific feedback on the process and continuous improvement narrative
- Provide annual reports to team leaders in advance

ORGANIZATION OF FORMATIVE FEEDBACK DAY

1. 21 Formative Feedback Team leaders were selected, made up of Deans, Chairs, Assessment Coordinators, and faculty leaders
2. Faculty were sorted by Department into Group A (70 faculty/10 teams) and Group B (77 faculty/11 teams)
3. Within their Group, faculty were assigned to a cross-disciplinary formative feedback team of 7 members
4. Program Reports from the Departments in Group A were assigned to the Formative Feedback groups in Group B and vice-versa

KEY FACTORS FOR SUCCESS

1. Formative Feedback Teams were made up of faculty across various disciplines
2. Faculty did not review programs in their own Department
3. Formative Feedback Team leaders all had some experience with assessment
4. Everyone completed the same template
5. Created a plan to include faculty members who were working remotely
6. Completing the work using cloud documents allowed the smooth and quick transition from the Formative Feedback Team to Department work