



Office of Institutional Effectiveness and
Assessment

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Office of Institutional Effectiveness and Assessment

Workshop Title: Telling Your Story

*Leverage the changes you have made or plan to make for the assessment
report*

Suggested Citation:





Telling Your Story

Leverage the changes you have made or plan to make for the assessment report



Introductions

Name

Degree Program

GOALS

Provide programs with a framework to tell their story that showcases their use of information to improve student learning

ASSESSMENT

WHY DO WE DO

IT?

MONARCH MAGAZINE

ONLINE AND ON THE GO

Stef Kight '16 travels from the halls of Congress to the Mexican border to cover immigration for Axios.

READ MORE ▶



APPLY NOW



TAKE A TOUR



FIND PROGRAM



STUDY ONLINE



GIVE TO ODU

ASSESSMENT

WHAT IS IT?

Collecting meaningful and actionable information that leads to program and student learning improvements.

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ASSESSMENT

WHAT IS IT?

Assessment is the ongoing process of:

1. Establishing clear, measurable expected outcomes of student learning.

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2. Ensuring that students have sufficient opportunities to achieve those outcomes.

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1. Establishing clear, measurable expected outcomes of student learning.
2. Ensuring that students have sufficient opportunities to achieve those outcomes.
3. Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.

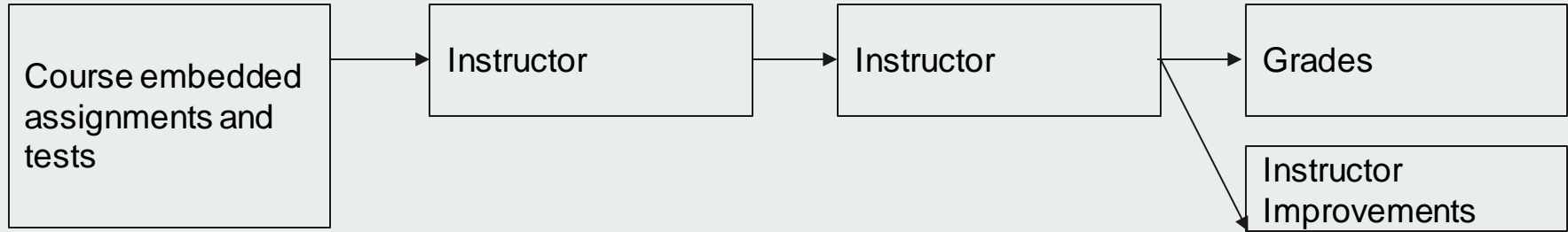
Student Performance

Criteria by

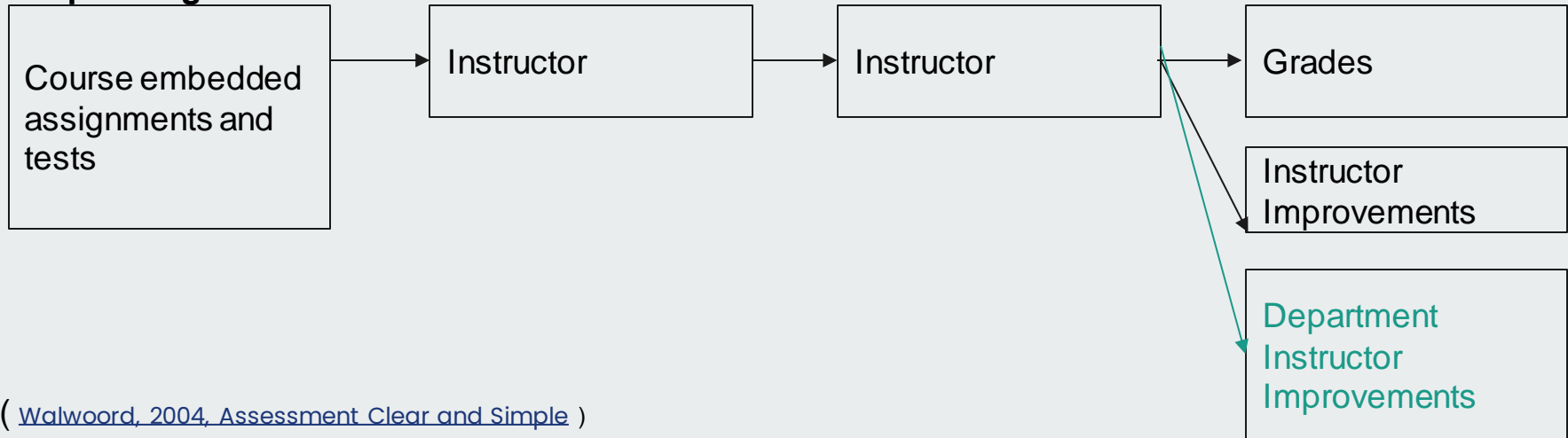
Evaluated by

Feedback by

The Grading Process



Simple Program Assessment



Assessment is the ongoing process of:

1. Establishing clear, measurable expected outcomes of student learning.
2. Ensuring that students have sufficient opportunities to achieve those outcomes.
3. Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
4. Using the resulting information to understand and improve student learning.

SACSCOC

The institution identifies expected outcomes,
assesses the extent to which it achieves these
outcomes,

and provides evidence of seeking improvement
based on analysis of the results

Assessment is the ongoing process of:

1. Establishing clear, measurable expected outcomes of student learning.
2. Ensuring that students have sufficient opportunities to achieve those outcomes.
3. Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
4. **Using the resulting information to understand and improve student learning.**

Gold Standard – Learning Improvement

Outcome: Writing

Curriculum: ODUU 232, ODU 340, ODUU 370W, ODUU 470 Capstone

Measure: Capstone Paper, Reviewed by a panel of faculty using a program rubric

Gold Standard – Learning Improvement

Results Year 1: 60% of students met standards on all 4 writing sections of the capstone rubric

Target: Below Expectations

Action Plan: Faculty will attend IDW workshops to improving writing in their course

Gold Standard – Learning Improvement

Outcome: Writing

Curriculum: ODUU 232, ODU 340, ODUU 370W, ODUU 470 Capstone

Measure: Capstone Paper, Reviewed by a panel of faculty using a program rubric

Results Year 3: 75% of students met standards on all 4 writing sections of the capstone rubric

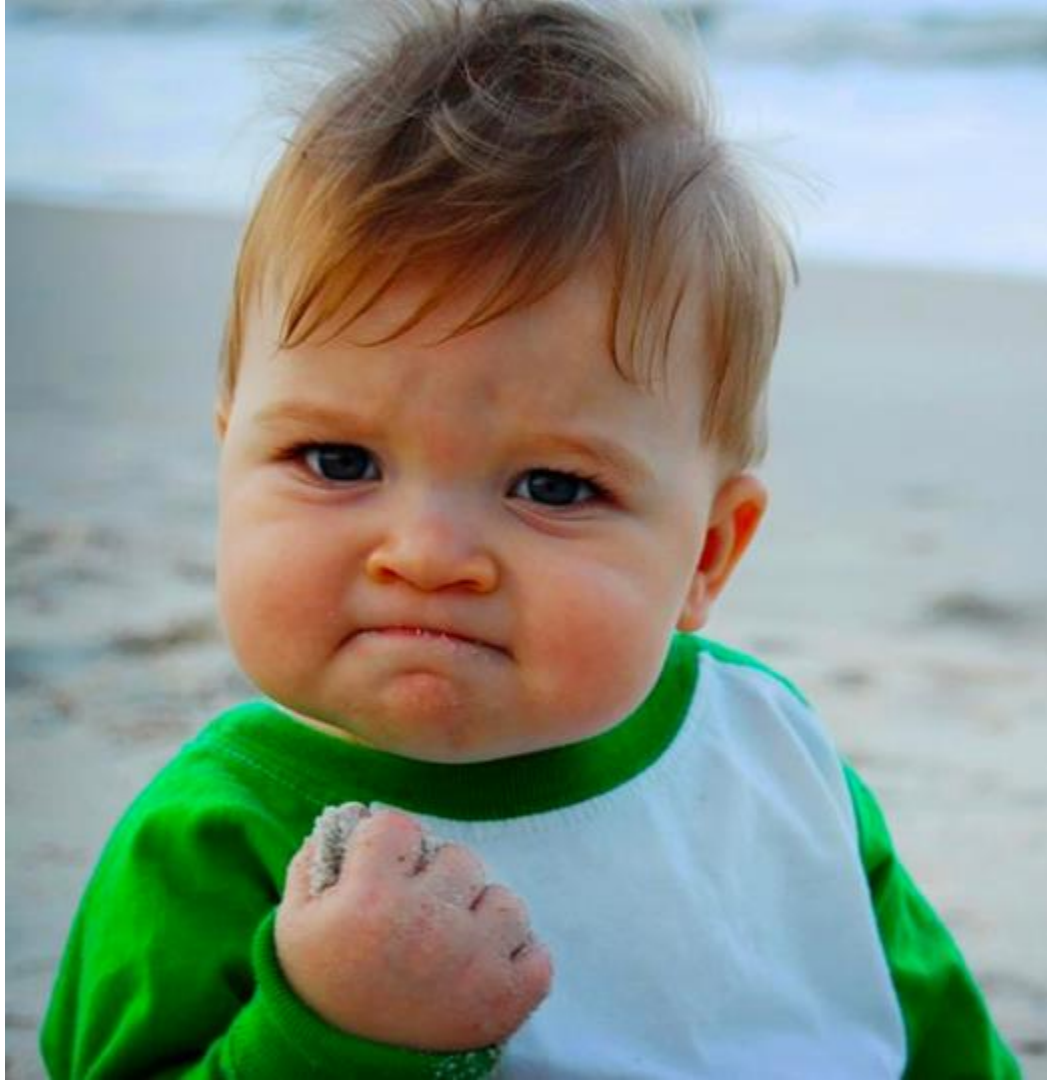
Target: Better but still below expectations

Gold Standard – Learning Improvement

Interpretation: Faculty adopted many teaching strategies from the workshop. Student papers are now strategically scaffolded, etc.

Faculty reviewers noted that the rubric sections related to conclusions and synthesis of supporting literature improved over the last two years.

Success





Assessment for Learning Improvement

Evidence from direct or indirect measures and reassessment that supports substantive student learning improvement due to program modifications.

(Stitt-Berg, Kinzie, & Fulcher, 2018)

Telling Your Story



Photo by Handsome Biscuit

Telling Your Story

- 
- 1** Description of data and/or discussions that prompted action for improvement,
 - 2** list outcome of focus
 - 3**

Telling Your Story



1

2

3

**Description of
the action that
was
implemented**

Telling Your Story

1

2

3

**Interpretation
of the
modifications
that were made**

Photo by Handsome Biscuit

Telling Your Story



- 1** Description of data and discussions that prompted action for improvement, list outcome of focus
- 2** Description of the action that was implemented
- 3** Interpretation of the modifications that were made

2 minute reflection

What parts of your story are you telling? What parts are missing?



Learning Improvement
Community

Q Search...

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LEARNING IMPROVEMENT COMMUNITY

Assessment practitioners, educational developers, educators, and scholars in higher education reshaping learning outcomes assessment

As the student learning outcomes assessment movement has evolved in U.S. higher education, a wide range of approaches, methods, frameworks, and practices have emerged. But the core purpose of learning assessment, its reason for being and its most important challenge, is to facilitate the improvement of student learning. Ironically, this is a theme about which not enough is known. And that, in turn, is where this community comes in.



Telling the Story

[https://www.learning-
improvement.org/story-
consumersciences-ua](https://www.learning-improvement.org/story-consumersciences-ua)

<https://vimeo.com/339403715>



How can we tell better stories?

How can we tell better stories?

- Always bring it back to the student learning outcome
- Connect the dots for reader
- Provide more information about making sense of the data and implications for the reader... Answer the why question
- Tell findings-based and process-based stories about assessment

**What is one takeaway from
today's workshop?**



Thank you