



Office of Institutional Effectiveness and
Assessment

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Office of Institutional Effectiveness and Assessment

Workshop Title: You can't do it alone!

Get faculty involved in a conversation about better student learning

Suggested Citation:





You can't do it alone!

Get faculty involved in a conversation about better student learning



Introductions

Name

Degree Program

What is one thing you hope to learn today?

GOALS

Determine how to efficiently organize your assessment efforts

Identify feedback loops with faculty and opportunities for discussion about 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.

ASSESSMENT

WHAT IS IT?

Assessment is the ongoing process of:

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

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4. Using the resulting information to understand and improve student learning.

Assessment for your program

Ocean and Earth Science BS

Through the collection and analysis of the final lab report in the capstone course, faculty in Ocean and Earth Science found that students were not meeting their expectations for demonstrating quantitative analysis skills. The undergraduate education committee investigated this issue further and devised a plan of action.

Assessment for your program

The faculty implemented two changes to the undergraduate curriculum: (1) the creation of a 1 credit laboratory class to be taken in conjunction with OEAS 306, Oceanography (to begin Spring 2019); (2) increasing the number of credits for OEAS 310, Global Earth Systems, from 3 to 4 credits (to begin Fall 2019). The latter change will allow us to include a recitation section to the course in which students will be given greater opportunities to work on quantitative problems relevant to the topic of the class.

Assessment for your program

Our hope is that these two changes will better prepare and train our students in the quantitative and logic skills needed to analyze the data sets generated in the field studies class.

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.**

Interpretation Questions



1) Interpretation of results:

What are the strengths and weaknesses of student learning in this area?

For programs with both online and on-campus degree earners: how does the performance of these unique cohorts compare?

How do the results compare to previous years?

2) Reflection on actions or changes made to improve:

Describe the actions or changes made during the year or describe changes made in previous years that impacted student learning.

Please explain why the actions or changes were made.

3) Use of results:

How is assessment information about the quality of learning shared and used for program decision making in areas such as curriculum, pedagogy, and other aspects that impact learning?

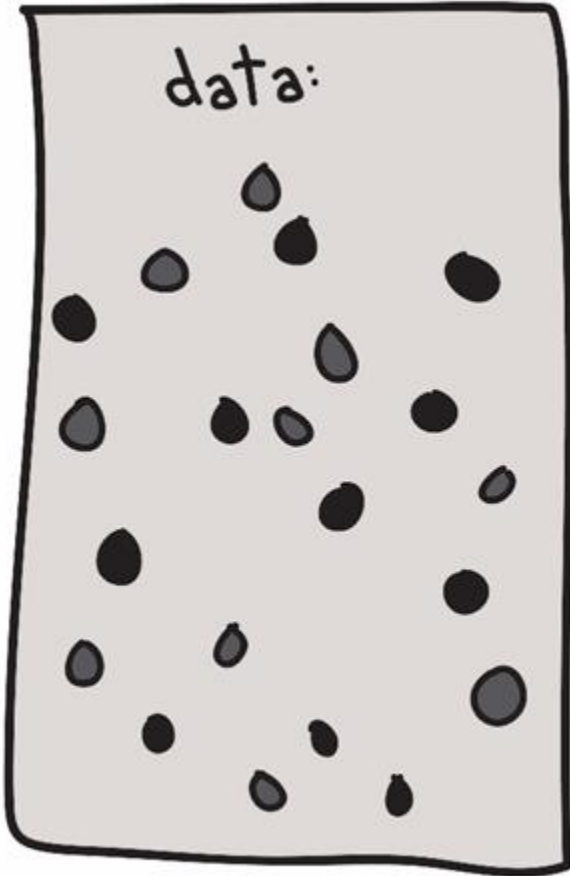
What actions do the results suggest need to be implemented?

What concrete actions will the program take to sustain or improve this outcome?

What is the timeframe of these actions?

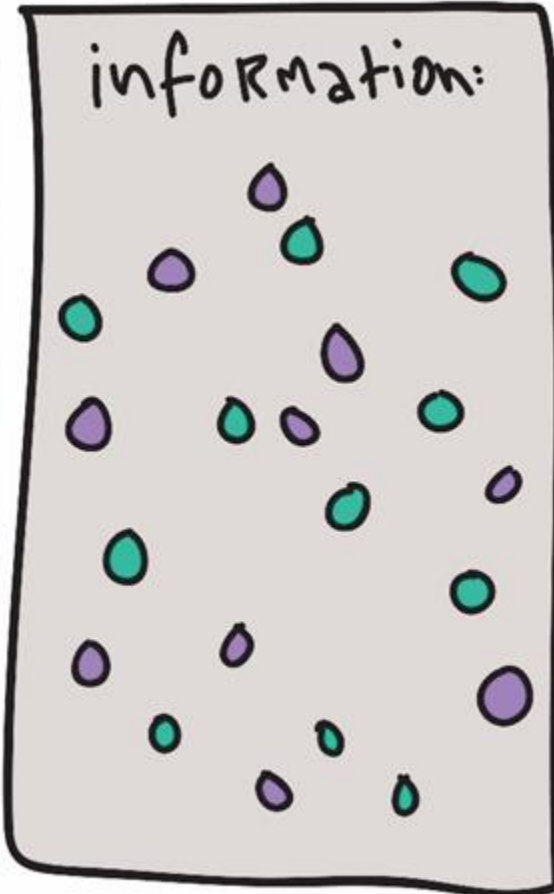
**You can't and you
shouldn't do it alone**

data:



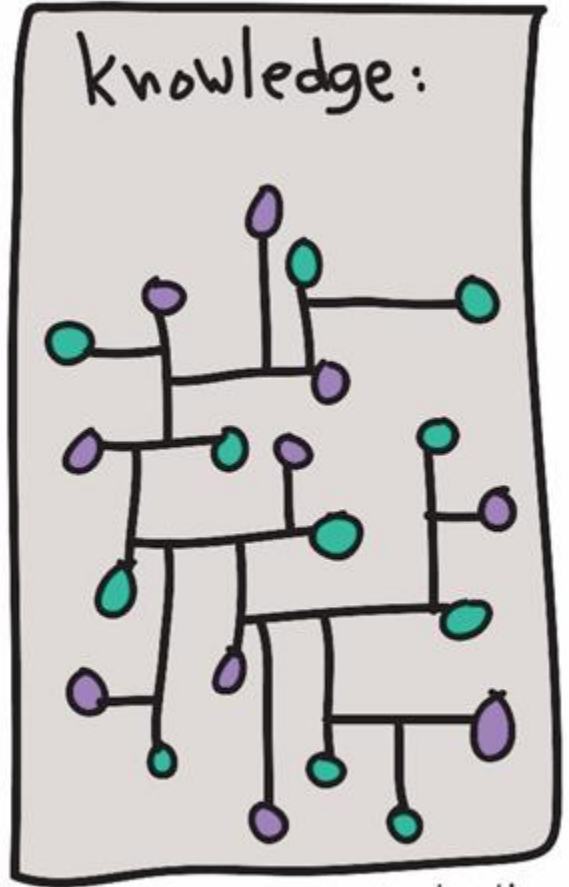
@bestqualitycrab

information:



@gapingvoid

knowledge:



@gapingvoid

Student Learning Report

Student Learning Outcomes

[ADD PROGRAM OUTCOMES, COURSES, and ASSIGNMENTS HERE FOR FACULTY TO SEE].

Briefly describe the Assignment and grading strategy (e.g. rubric). Please explain why this is a good measure of the learning outcome and how the assignment relates to the outcome.

Please attach a copy of the assignment instructions and grading tool.

Assessment Results:

Target: 90% of students will earn meets standard or higher on assignment rubric sections related to (outcome)
Results: [ADD YOUR DATA HERE] of the students earned meets standard or higher on assignment rubric sections related to (outcome) – (Target Met, Not Met, Partially Met)
Template results: <u>80% (8/10)</u> of the students earned meets standard or higher on assignment rubric sections related to (outcome) – <u>Target Not Met</u>

Individual

Faculty complete
Student Learning
Reports and make
individual
recommendations



Committee/Program

Compile and interpret
information

Create a plan for
implementation

Individual

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**Academic Assessment
Report (Weave)**

Make it your own...

**What do you like? What would
you change? How could this
be used in your program?**

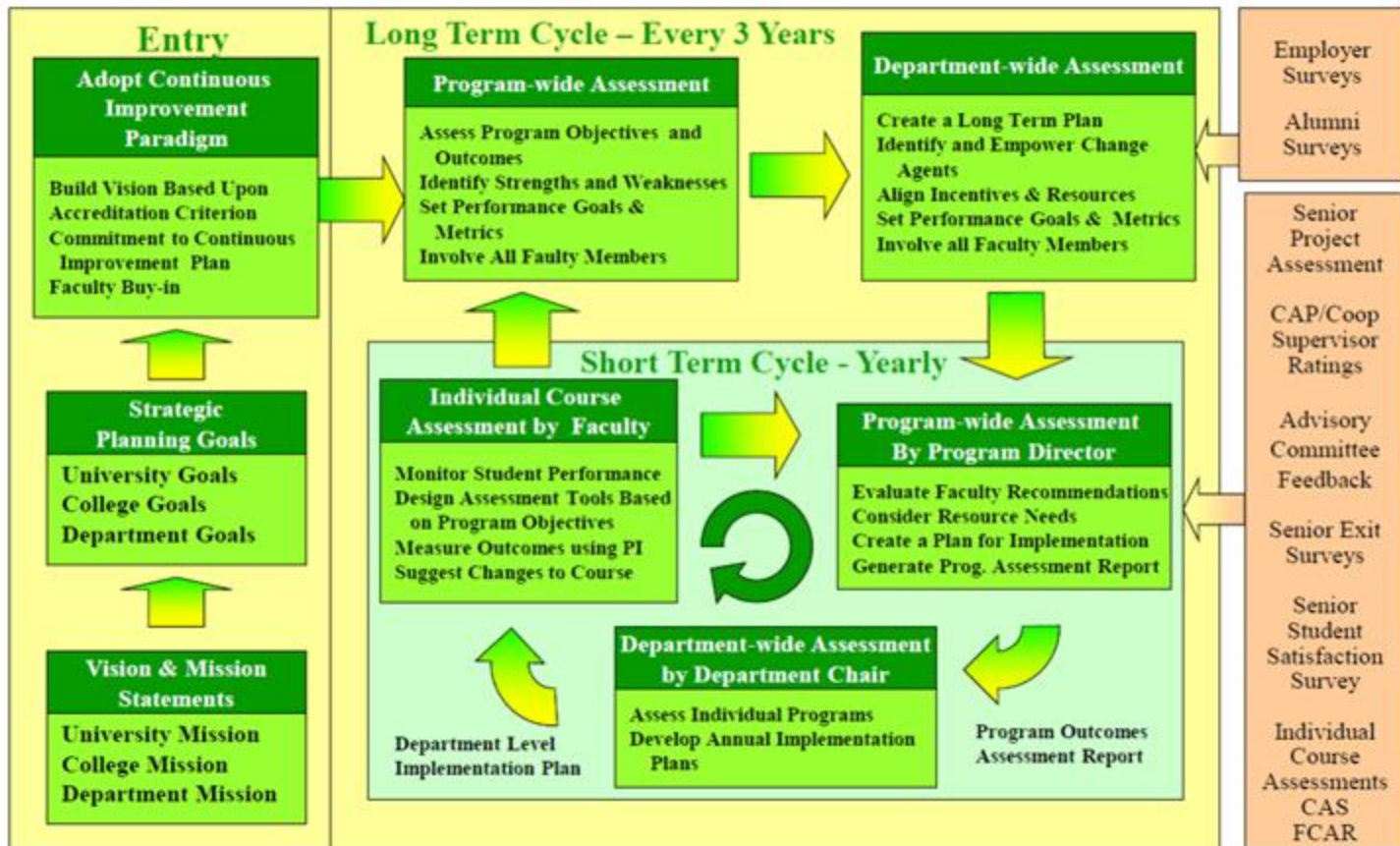
5 minutes

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Continuous Improvement Model

Improvement Cycles - Long Term and Short Term Cycles

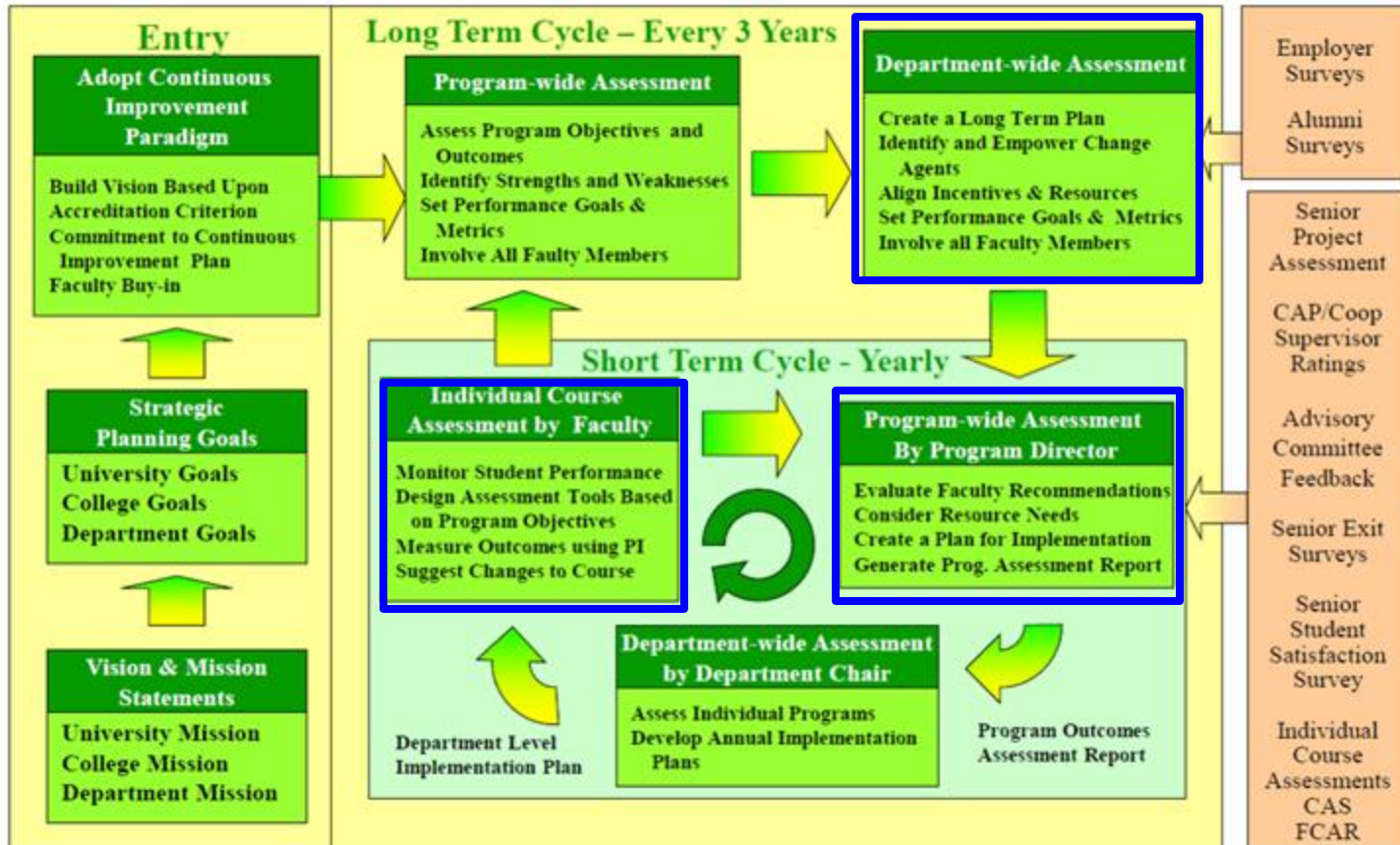
Assessment Tools



ODU's Engineering Technology

Continuous Improvement Model

Improvement Cycles - Long Term and Short Term Cycles



ODU's Engineering Technology



What is your process or system for using information to improve student learning?

BRAINSTORMING ACTIVITY

What are you already doing?
Outline any regular meetings,
committees, or reports that
discuss student learning,
courses, curriculum or
instruction.

**How can we create a process
for your program to discuss
information and improve
student learning?**

Small Group Discussion

Wrap Up

Promoting more opportunities to document and discuss our efforts to improve student learning.



Thank you!