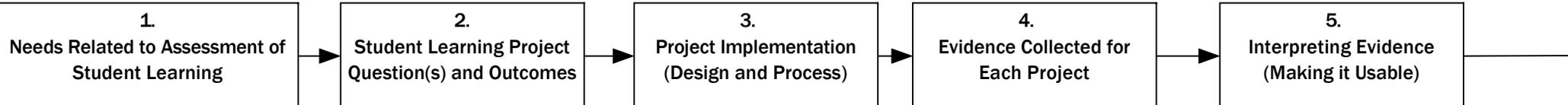


**STORYBOARDS:
A GUIDE TO BUILDING YOUR ACTION
PORTFOLIO**

Assessment Action Plan Storyboard Process and Results



"The real issues and needs related to assessment and student learning at our institution right now are..."
 "Over the next 3-4 years, we need to focus on..."
 "The fundamental questions that best capture our needs and areas of focus are..."

Focus and clarify the project. See: "Characteristics of Good Student Learning Projects.", sample projects

Working back and forth over these three storyboards, develop a plan for implementing the project. Consider who needs to be involved, steps and stages of involvement, evidence and data to be gathered, and how those raw materials are turned into useful information.

- How have you determined institutional needs related to assessment?
- How have you prioritized needs?
- What data/information suggests that these are needs?
- Are some needs greater than others?
- Are some needs more immediate than others?

- What are the questions this project needs to answer?
- Do the questions frame a project that is doable and meaningful?
- Is the project aligned with the institutional/unit mission?
- What outcomes can we identify that will help us answer the questions articulated above?

- Who will be doing what, step-by-step?
- By when?
- How?
- What resources and support are needed?

- What information (data or evidence) will be collected and at what steps in the implementation plan?
- Will the process for gathering this information be appropriate and valid?
- What will the information look like (scores, percentages, prose)?
- Is the information aligned with your questions?
- Who collects the information?
- How frequently is the information to be gathered?
- How do you know the information is accurate?

- Who needs to be involved in analyzing the data and turning it into useful information?
- Is the information collected the RIGHT information?
- What will the information look like (reports, spreadsheets, recommendations)
- How will it be shared?
- How will you know it's useful?
- How will you build shared responsibility for taking action?

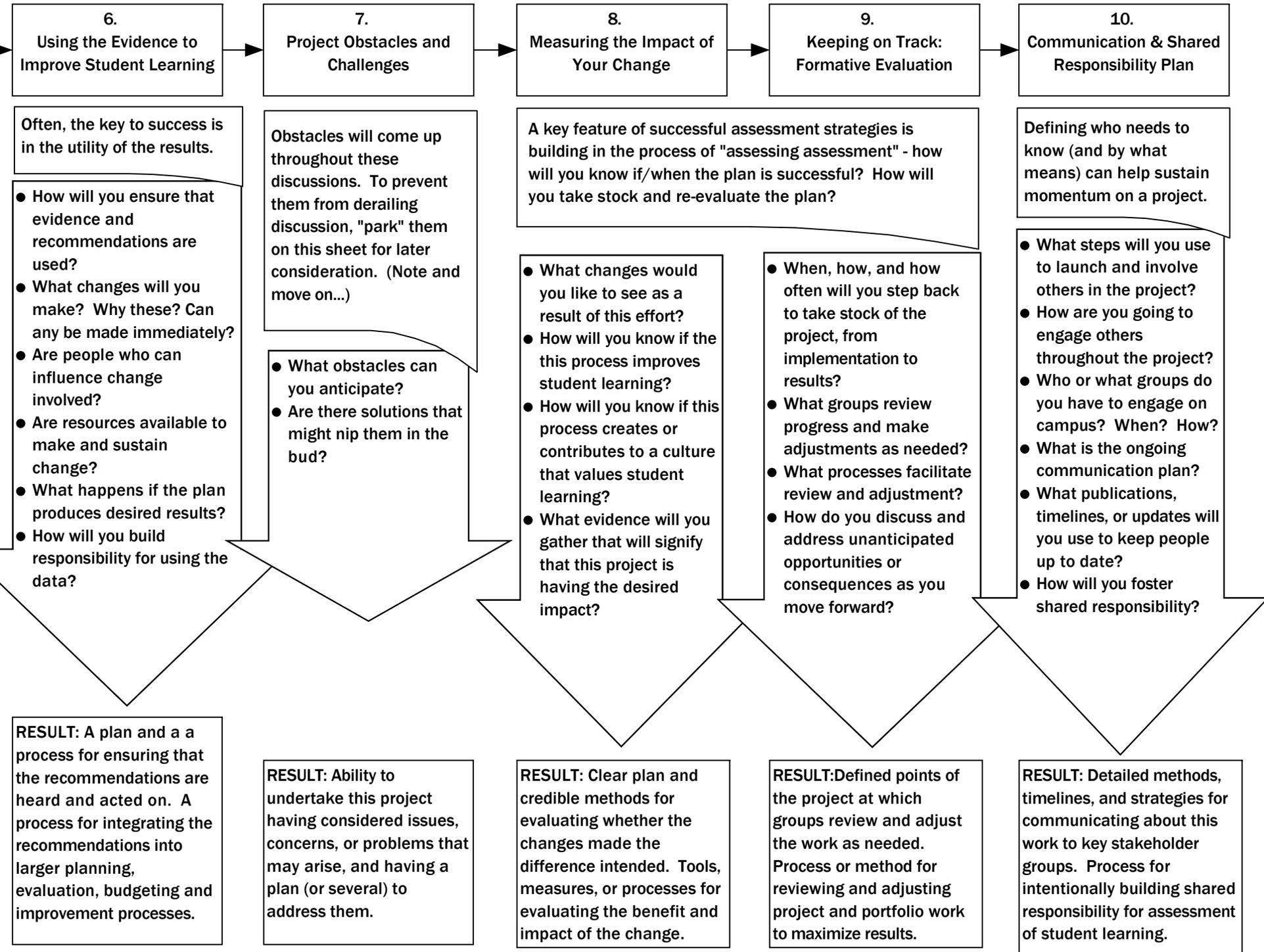
RESULT: Clear definition of priorities for deciding among potential projects.

RESULT: Questions that frame the institutional needs and clarify the focus of the project. Outcomes that make effective assessment and evaluation possible, and make clear the intended results.

RESULT: Project implementation plan - a fully developed set of action steps, roles, resources, and responsibilities for the project.

RESULT: Clear plan for what information will be collected, how, and when throughout the project.

RESULT: Processes outlined for getting the right people together to analyze the information, produce conclusions and recommendations, and determine where the recommendations should go to be implemented.



STORYBOARD 1: NEEDS RELATED TO ASSESSMENT OF STUDENT LEARNING

1)

2)

3)

Prompt Questions:

How have you determined your institutional needs related to assessment of student learning?

How have you prioritized these needs?

What data/information do you have that suggests these are needs?

Are some needs greater than others?

Are some needs more immediate than others?

Results: Clear definition of priorities for deciding among potential Student Learning Projects.

STORYBOARD 2: STUDENT LEARNING PROJECT QUESTION(S) AND OUTCOMES

CLARIFYING QUESTIONS:

1)

2)

3)

Prompt Questions

DO THE PROJECT QUESTIONS ADDRESS STUDENT LEARNING?

Are the questions the ones you most want to answer?

Do the project question(s) address institutional needs?

Do the questions lead to doable, meaningful projects likely to achieve defined outcomes or results?

Do the project(s) relate to your institutional mission?

DEFINING CLEAR OUTCOMES:

1)

2)

3)

Prompt Questions:

Are the Outcomes SMART (specific, measurable, attainable, relevant, time bound)?

Results: Questions that frame the institutional needs and clarify the focus of the Student Learning Project. A set of well-written SMART outcomes that make effective assessment and evaluation possible and that make clear the intended results of the Student Learning Project.

STORYBOARD 3: PROJECT IMPLEMENTATION (Design & Process)

When	What	Who's Responsible	How/Details	Resources

Prompt Questions:

Who will be doing what step by step? When? How? What resources and support are needed?

Results: Project implementation plan--a fully developed set of action steps, roles, resources, and responsibilities for the Student Learning Project.

STORYBOARD 4: EVIDENCE COLLECTED FOR EACH PROJECT

Prompt Questions:

What data/information will be collected and at what steps in the implementation plan? What will it look like?

Is the data/information appropriate? Who collects the data/information?

Is the data/information aligned with your questions?

How do you know the data/information is accurate?

Results: Clear plan for what data/information will be collected, how, and when throughout the Student Learning Project.

STORYBOARD 5: INTERPRETING EVIDENCE, MAKING IT USABLE INFORMATION

EVIDENCE



INFORMATION

Prompt Questions:

Who needs to be involved in analyzing the evidence--evaluating and turning it into usable information?

Given your discussion, is the data/information you're collecting the right data/information?

What will the data/information look like? How will it be disseminated?

How will you know the data/information is usable?

HOW WILL YOU BUILD SHARED RESPONSIBILITY FOR ACTING ON THE DATA?

Results: Processes outlined for getting the right people together to analyze the information, produce conclusions and recommendations, and determine where recommendations should go to be implemented.

STORYBOARD 6: USING THE EVIDENCE TO IMPROVE STUDENT LEARNING

Prompt Questions:

How will you ensure the evidence and recommendations are actually used? What changes will you make? Why these among all those possible? Are there any that you can do immediately?

Have you leveraged the people with the influence who can make the change happen? Provide the resources to make and sustain the change? What is your plan to evaluate if the changes produce the results you want?

HOW WILL YOU BUILD SHARED RESPONSIBILITY FOR USING THE DATA?

Results: A plan and a process for ensuring that the recommendations are heard and acted on. A process for integrating the recommendations into larger planning, evaluation, budgeting, and improvement processes.

STORYBOARD 7: PROJECT OBSTACLES AND CHALLENGES

Obstacle Description	Proposed Solution

STORYBOARD 8: MEASURING THE IMPACT OF YOUR CHANGE

Results and Impact on Improved Student Learning

Intended Outcome:

Necessary Activities:

Results and Impact on Teaching, Learning Environments, Institutional Processes

Intended Outcome:

Necessary Activities:

Results and Impact on people/culture of the Institution (attitudes, thinking, behaviors, values...etc)

Intended Outcome:

Necessary Activities:

Sharable Products and Learning with Other Institutions

Intended Outcome:

Necessary Activities:

Evidence of Sustained Commitment to and Sustainable Processes for Improving Student Learning

Intended Outcome:

Necessary Activities:

Prompt Questions:

How might the change affect student learning? How do you know? What is the data/information?

Results: Clear plan and credible methods for evaluating whether the changes made the difference intended.
Tools/measures/processes for evaluating the benefit and impact of the change.

STORYBOARD 9: KEEPING ON TRACK

How and When is this evaluated? Who does it?

<p>Results and Impact on Improved Student Learning Intended Outcome Necessary Activities</p>	
<p>Results and Impact on Teaching, Learning Environments, Institutional Processes Intended Outcome Necessary Activities</p>	
<p>Results and Impact on people/culture of the Institution (attitudes, thinking, behaviors, values...etc) Intended Outcome Necessary Activities</p>	
<p>Sharable Products and Learning with Other Institutions Intended Outcome Necessary Activities</p>	
<p>Evidence of Sustained Commitment and Process Intended Outcome Necessary Activities</p>	

Prompt Questions:

When will you step back to take stock of whether your portfolio and project are working--or need to be fine-tuned?

What groups and processes are in place to review progress and make adjustments as needed?

What means do you have to talk about and address unintended opportunities or consequences as you move forward?

Results: Defined points in the process of the portfolio and Student Learning Project at which groups review and adjust the work. Process or method for reviewing and adjusting project and portfolio work to maximize results.

STORYBOARD 10: COMMUNICATION & SHARED RESPONSIBILITY PLAN

The communication (meetings, events, websites, memo's...etc) we must accomplish within the next:

two weeks		three months		six months		year	
<u>What</u>	<u>Who</u>	<u>What</u>	<u>Who</u>	<u>What</u>	<u>Who</u>	<u>What</u>	<u>Who</u>

Prompt Questions:

What steps will you take to launch and excite others into involvement in the project?

How are you going to engage others on campus throughout the project?

Who or what groups do you have to engage on campus? When? How?

What is your ongoing communication plan for the duration of the Academy?

What simple publications, timelines, updates will you use to keep people up to date?

HOW WILL YOU BUILD SHARED RESPONSIBILITY?

Results: Detailed methods, timelines, and strategies for communicating the work in the Academy, the work of the project, and the portfolio to all key stakeholder groups (internal and external). Process for intentionally building shared responsibility for assessment of student learning.