■ MAXIMIZING TEAM MEETINGS ■

Purpose of Team Meetings:

Six team meetings during the Roundtable provide time intentionally set aside for your group to map out in full detail its Student Learning Project, your implementation plan, your communication plan, and your evaluation plan. By the time you return to your institution, you should have detailed not only what you are going to do, but also who will do what when, what evidence/data will be gathered, how it will be analyzed and used, what results and impact you want to achieve, etc.

Roundtable Storyboards:

To assist you in each of your team times is a Team Meeting Guide (#'s 1-6) and the Roundtable Storyboards. The purpose of the storyboards is three-fold:

♦   To provide a means for collectively and collaboratively agreeing as a team on your Student Learning Project

♦   To document your implementation plan for your Student Learning Project(s) and your entire Academy experience

♦   To provide a way to present and receive feedback on your project from other teams, as well as to give feedback on and gather ideas from others' projects

Roundtable Mentors and Resources:

One or two Academy Mentors will be present throughout your team times to get you started, keep you on track, provide assistance, answer questions, and field ideas. In addition, three sets of books, as well as many articles will be available for your use as you develop your implementation strategies.

Team Meeting Schedule and Guidesheets

Following this overview are six conversation guide sheets, one for each team meeting session. Use them as you see fit. If they serve you well, stick to their sequence; if your team needs to take off in a different direction, do so....simply keep your mentor informed and ask assistance as need be. The schedule of meetings is this:

• **Team Meeting One:** **Needs, Questions, and Outcomes of Student Learning Projects**

• **Team Meeting Two:** **Project Implementation Plan, Evidence to be Gathered & Interpreted**

• **Team Meeting Three:** **Project Results--Acting on Them, Addressing Obstacles, Achieving Goals**

• **Team Meeting Four:** **Giving and Receiving Feedback to/from Others on Projects**

• **Team Meeting Five:** **Ensuring your Student Learning Project is Implemented & Achieves Results**

• **Team Meeting Six:** **Ensuring Leadership and Communication that Keeps Everyone Engaged**

■ TEAM MEETING #1 ■

Meeting Focus:
- Identify needs related to assessment of student learning--what is most important to be focused on now
- Clarification of proposed Student Learning Projects in relationship to needs and the Academy expectations
- Completion of Storyboards 1 & 2
- Range of projects across the Academy institutions

Materials Needed:
- Pre-work from institutions
- Overview of Student Learning Projects of all institutions in attendance
- Characteristics of Good Student Learning Projects
- Fundamental Questions & Questions Expanded
- Storyboards 1-2
- Wall-size Storyboards #1 & #2

Timeframe: 120 minutes

Conversation (alter as appropriate--this is simply a suggestion):

1. (15 minutes) Welcome and introductions. **Each team introduces itself, identifying areas of focus for their work in the Academy** (general education, graduate, co-curricular, data collection, etc.).

Defining the Needs of the Institution Related to Assessing and Improving Student Learning

1. (10 minutes) **Individually, review the pre-work you completed for the Roundtable** and the overview of priorities identified by other institutions. **Use Storyboards 1 & 2, to jot down how you would complete these sentences**:

    - The real issues and needs related to assessment and student learning at our institution right now are _____.
    - Over the next 3-4 years, our institution should focus on accomplishing _____ related to student learning and assessment.
    - The fundamental question(s) that best capture our needs and areas for focus are _____.

1. (20 minutes) As a team, discuss the issues and needs identified--redefining any issues into needs. **Complete Storyboard 1**, agreeing on 2-4 most pressing needs related to assessing and improving student learning. **These should be needs that you will address through your work in the Academy.**

    Probing questions--use if useful.
    - How have you determined your institutional needs related to assessment of student learning?
    - Are these the most pressing needs to address first? Would your institution agree?
    - What data/information do you have that suggests these needs are most important right now?
    - Of the ones you've identified, which is the top priority?

Team Meeting #1, continued

Clarifying your Student Learning Project

2. (15 minutes) We'll discuss as a group the Characteristics of Good Student Learning Projects and SMART outcomes. *Have your pre-work with your proposed project nearby during this discussion.*

3. (30 minutes) As a team, **clarify your Student Learning Project by completing Storyboard #2. Use the following prompts as appropriate:**

   ♦ What are the questions your student learning project will answer? Are these the questions that address your needs?

   ♦ Do the questions effectively frame a project that's doable and meaningful?

   ♦ How is your proposed project (questions and intended results/outcomes) aligned with your institutional mission? Your strategic plan or academic plan? Your assessment plan?

      o *Sample questions for a project on co-curricular learning:* *"What learning is occurring outside the classroom that we want to claim or know is happening?" "How will we gather and use evidence of that learning?" "How does this learning contribute to student learning of the broad institutional outcomes we've defined?"*

      o *Sample questions for a project on scientific reasoning and research capability in undergraduate students:* *"What do we want our freshman and sophomores to learn and be able to do related to scientific reasoning and research?" "What evidence will demonstrate that these students are acquiring the skills, knowledge, and ability intended related to scientific reasoning and research?" "When and how will we gather, analyze, and take atcion on this evidence?" "What changes in learning, learning environments, pedagogy, and curricula improve the level of skill, knowledge, and ability in scientific reasoning and research in freshman and sophomores?"*

4. (10 minutes) Post your completed Storyboards 1 & 2. Record any questions you want answered or ideas/issues you want to be sure to remember in your workbook, Tab 1.

5. (20 minutes) We'll do a brief 2-3minute report out of each group's needs, questions, and outcomes. **Jot down any ideas, questions, things you want to remember from others' projects.**

Characteristics of Good Student Learning Projects

The following is a list of characteristics that should help you identify and design high quality Student Learning Projects.

Student Learning Focused. A Student Learning Project that meets the characteristics below is likely to be multi-faceted. One or more facets of the project must focus directly on what students are learning. In other words, a project should include gathering data/information on what students are learning, analyzing that information in relationship to intended learning, and confirming or taking action to improve that learning based on the analysis.

Significant. A significant Student Learning Project should have a noticeable and worthwhile impact on your institution and multiple stakeholders. Significant Student Learning Projects should be important and relevant to stakeholders to the extent that a successful project creates an enduring, positive change on your institution's culture.

Tackle a Real Problem, Meaningful & Useful. A good Student Learning Project should be concerned with a problem that few people deeply understand the root cause of and the optimal solution is neither apparent nor predetermined. A project should not simply reinforce a specific plan of action that administration has already decided upon, rather it should challenge you to chose a project with outcomes that wouldn't happen normally and results that illuminate how and what students are learning.

Feasible, Realistic. A Student Learning Project should be challenging enough to require serious institutional effort, yet, achievable within the constraints of time and resources. Guard against constructing projects that are so grandiose that they leave the your team feeling overwhelmed and paralyzed or projects so vague that it would be difficult to determine success or failure.

Measurable (produces data/information, qualitative & quantitative). A Student Learning Project must be detailed to a level that is clear what will be measured (qualitatively and/or quantitatively or both), how it will be measured, when it will be measured, and by whom. This specificity allows you to know if and to what extent the outcome of your Student Learning Project is achieved. As Student Learning Projects are likely to be multi-faceted, the design for measuring learning, impact, and/or results is also likely to be multi-faceted.

Urgency. A Student Learning Project must be time-bound by a clearly articulated timeframe in which the project is defined, actions are taken, and data are collected, analyzed, and acted upon. Further, the importance of the project should convey a sense of urgency because the issue at hand needs to be addressed with immediacy.

Endorsed. A Student Learning Project should be supported by key, influential people who can ensure the resources and leadership needed to make it happen. The project should be selected and constructed in a way that ensures your team has the appropriate authority to undertake and implement the needed actions. The team will not be motivated to seek innovative strategies if it believes that its suggestions may or may not be implemented.

Familiarity. A Student Learning Project should address a situation or issue that is familiar to most members of your team in a way that they understand the context, history, and recent efforts that surround the situation/issue. Alternatively, a few team members with little or no experience with the situation or issue may help bring a fresh perspective.

Example Student Learning Project

The document "Characteristics of Good Student Learning Projects" and the SMART acronym (see below) can serve as a general guide for constructing Student Learning Projects.

Specific: Is the project specific enough to be doable and not so specific as to be trivial?
            Is the project specifically linked to student learning, preferably including actual
                collection and analysis of student learning evidence?

Measurable: Are there clearly defined results or outcomes of the project?
            Can these be measured? Are there clear indicators that the results or outcomes
                have been achieved--and to what degree of success?

Attainable: Are the results or outcomes realistic given the context, resources, culture of the institution?
            Are the results or outcomes challenging enough?

Relevant: Is the project significant? Meaningful? Make sense for the institution? Its mission?
            Are the results relevant? Useful?

Time-bound: Is the project logical given the four-year timeframe of the Academy?
            Is the project mapped out effectively to achieve the results or outcomes in a limited timeframe?

SAMPLE STUDENT LEARNING PROJECT OUTLINE
_____

INSTITUTIONAL NEEDS: (public, primarily baccalaureate-granting institution, 1200 full-time students)

- Authentic performance capstone assessments for the defined general education objectives and intended student learning outcomes (definitions of six objectives, rubrics of intended learning outcomes and performance criteria/standards all in place; collectively agreed on by faculty and the institution).

- Process for implementing capstone assessments using rubric scoring with cross-sectional groups of sophomores and seniors (to be done every year, two general education objectives per year).

- Process for documenting learning achieved, for analyzing that learning in comparison to intended outcomes, for drawing and disseminating conclusions and forwarding recommendations for improved learning and refined assessment processes.

- Process for integrating recommendations into budgeting and acting on recommendations.

- Refined, sustainable system that continues the feedback spiral above.

CLARIFYING QUESTIONS:

- What capstone assessments (strategies, approaches, models) are best to gather the learning evidence for each of the general education objectives and their intended learning outcomes?

- What process (who, what, when, how) will be created and is sustainable to implement capstone assessments annually (2 objectives per year) with representative cross-sections of sophomores and seniors? What does the process have to do to be effective?

- What process (who, what, when, how) will be created and used annually to document, disseminate, analyze, and draw conclusions on learning evidence as a result of the capstone assessments?

- What process will be created to ensure that the conclusions and recommendations influence resource allocation and budgeting?

- What process and products will be created to publish student learning results to various stakeholders?

- What process will be used to review, evaluate, and refine the capstone assessments and processes for the institution's six general education objectives and intended learning outcomes?

OUTCOMES/RESULTS: At the end of four years, the institution will have:

- Refined, effective capstone assessments for the general education objectives and intended student learning outcomes.

- Sustainable processes for annually assessing student learning of two general education objectives, for analyzing and drawing conclusions on the learning evidence, and for making recommendations for change that lead to improved learning.

- Baseline student learning data/evidence on each of the six general education objectives and evaluative reports comparing actual with intended learning results and making recommendations for improving the learning, as appropriate.

- Documented implementation of recommendations and allocated resources intended to improve learning of general education objectives and learning outcomes.

- Established structures and processes that ensure the continued spiral of feedback on and evaluation/improvement of actual learning of general education objectives and outcomes in comparison to the baseline and intended learning.

- Established a pattern of annually reporting on, analyzing, and acting on evidence/data of student learning.

MEASURES/COMMITMENTS:

- Student learning project steps implemented as planned or revised in the timeframe allotted.

- 75% of faculty involved over course of four years in implementing capstones and/or analyzing, drawing conclusions, making and implementing recommendations based on capstone assessments.

- Meaningful, useful baseline data on student learning of the six general education objectives.

- Follow-through on recommendations with clear trail of allocated resources.

- Published, disseminated report on student learning of general education objectives.

- Established processes with process managers and roles and responsibilities defined that ensure the process is sustainable and sustained.

- 25% of sophomores and seniors (approximately 150 students total) completing one capstone assessment each year.

■ TEAM MEETING #2 ■

Meeting Focus:

- ♦ Develop a detailed plan for implementing the Student Learning Project
- ♦ Identify what will be assessed or evaluated when, how, and by whom at key points in the implementation of the Project
- ♦ Identify and integrate into the action plan who will analyze, interpret, and recommend action based on the evidence; when this will happen and how
- ♦ Completion of Storyboards 3, 4 & 5

Materials Needed:

- ♦ Completed Storyboards 1 & 2
- ♦ Resource Books and Articles--notes from sessions and Team Meeting #1
- ♦ Fundamental Questions & Questions Expanded
- ♦ Storyboards 3-5
- ♦ Wall-size Storyboards 3 - 5

Timeframe: 105 minutes

Conversation (alter as appropriate--this is simply a suggestion):

1. (15 minutes) In your teams, debrief any ideas gleaned from the breakout sessions, resource books/articles, or informal discussions that impact your Student Learning Project. **Revise your Storyboard questions, outcomes, needs if applicable.**

Draft a Detailed Plan for Implementing your Student Learning Project

2. (60 minutes) **Using your Storyboards 3, 4, & 5,** go back and forth drafting a detailed plan to implement your Student Learning Project:

3. Project Implementation				
When	What	Who	How	Resources

4. Evidence Collected during Implementation
What data?
When gathered? How?
Appropriate to project questions &
 outcomes?

5. Interpreting Evidence into Usable Information
Who will analyze? When? How?
Who does what with the interpretation?
Where will recommendations go?

3. (15 minutes) If you haven't already, capture your plan on the Wall Storyboards 3 - 5--**use post-it notes if you'd like in case you want to change things later**. Talk through your whole plan, identifying any gaps or questions with post-it notes.

4. (15 minutes) If you have time, check in with what others are doing in their projects.

■ TEAM MEETING #3 ■

Meeting Focus:

♦ Develop a detailed plan for implementing the Student Learning Project

♦ Identify what will be assessed or evaluated when, how, and by whom at key implementation points of the Student Learning Project

♦ Identify and integrate into the action plan who will analyze, interpret, and recommend action based on the evidence; when this will happen and how

♦ Completion of Storyboards 3, 4 & 5

Materials Needed:

♦ Completed Storyboards 1 - 5

♦ Resource Books and Articles--notes from sessions and Team Meeting #1

♦ Storyboards 6 - 8

♦ Wall-size Storyboards 6 - 8

Timeframe: 75 minutes

Conversation (alter as appropriate--this is simply a suggestion):

1. (5 minutes) In your teams, **review your Storyboards 1-5, making any additions or revisions that since this morning.**

Draft your Strategies for Making Sure the Project Really Happens

2. (20 minutes) **Discuss Storyboard #6--the links to planning, budgeting, decision-making** that ensure the recommendations and findings from the project have an impact, are linked to bigger systems, and are marked by follow-through and action.

6. Using the Evidence & Acting on Recommendations
Who does what with the recommendations?
How do you ensure follow-through?
How will you link with planning, evaluation, budgeting, decision systems?

3. (20 minutes) **Review your entire implementation plan in Storyboards 1-6.** As you talk through it, identify any obstacles you know you'll probably encounter. **Capture potential obstacles and ways to address/resolve them in Storyboard 7.**

7. Obstacles & Solutions	

Team Meeting #3, continued

4. (15 - 20 minutes) Step away from the detail of Storyboards 1-7. **Discuss these questions, capturing your responses on Storyboard 8:**

    ♦ What impact do you want this Student Learning Project to have on your institution?

    ♦ ...on the learning of your students?

    ♦ ...on the development of a culture that holds student learning central?

    ♦ ...on the development of a culture that holds teaching and assessment as fundamental to student learning?

    ♦ ...on your assessment of student learning efforts?

    ♦ **HOW WILL YOU KNOW--WHAT EVIDENCE WILL YOU GATHER--THAT YOU'VE ACHIEVED THE IMPACT DESIRED?**

5. (10 - 15 minutes) Review Storyboards 1-3 in light of all your project detail work. Evaluate if you have created a Student Learning Project that is marked by alignment with your needs, questions, and intended results. **Make any revisions needed in your needs, questions, outcomes, or project detail to ensure the project is cohesive.**

■ TEAM MEETING #4 ■

Meeting Focus:
- Provide feedback to other institutions on their proposed Student Learning Projects
- Gather feedback from other institutions on your Student Learning Project

Materials Needed:
- Completed Storyboards 1 - 8 posted for each team in the cohort group

Timeframe: 75 minutes

Conversation (alter as appropriate--this is simply a suggestion):

1. (7 - 10 minutes) The first team will present their Student Learning Project "story" to the others in the cohort group.

2. (7 - 10 minutes) **P**raise, **Q**uestion, **P**ossibilities (PQP) - Members of other teams identify:
   - 1-2 things they really like about the project--any aspect (design, outcomes, tools, assessment strategies, etc.).
   - 1-2 questions they have (NOT TO BE ANSWERED, JUST RAISED)--questions the project raised for them
   - 1-2 ideas to further enhance or ensure the success of the project.

   Facilitator or members of Team 1 record the praise, questions, and possibilities identified.

3. (60 minutes) The process repeats for each team.

■ TEAM MEETING #5 ■

Meeting Focus:

♦ Refine and revise Student Learning Project

Materials Needed:

♦ Completed Storyboards 1 - 8
♦ Feedback - Praise, Questions, and Possibilities from Mentors & other institutions

Timeframe: 45 minutes

Conversation (alter as appropriate--this is simply a suggestion):

1. (45 minutes) Open team time to review, refine, and revise your entire Student Learning Project based on feedback from Mentors and other institutions.

■ TEAM MEETING #6 ■

Meeting Focus:

- Develop formative evaluation plan--a way of tracking progress of the Student Learning Project and of keeping the Project on track or altering course in the middle as needed
- Complete Storyboard #9
- Detail how you will launch/communicate the Student Learning Project
- Define whom you need to engage and keep engaged and how throughout the Academy and the Project implementation
- Complete Storyboard #10

Materials Needed:

- Completed Storyboards 1 - 9
- Praise, Questions, and Possibilities from previous day's feedback sessions

Timeframe: 2 hours

Conversation (alter as appropriate--this is simply a suggestion):

I. Developing a Plan to Track and Ensure Project Implementation

1. (20 - 25 minutes) As a team, discuss how you will keep the implementation of your Student Learning Project on track OR revise as needed to achieve your intended goals, impact, and outcomes.

    - What group or who will be responsible for determining if the Student Learning Project is making progress? Is on track?
    - When/how often will project implementation be evaluated?
    - When are the strategic points in time to evaluate progress?
    - What will the process be for formatively evaluating the project, if it is achieving the results you intended?
    - Review Storyboard 7 regarding possible challenges and obstacles. What could derail your efforts? How could you create an evaluation process that will be sensitive to these possible obstacles?
    - Who/How will changes to the project be made if needed? What is the decision-making process?

2. (10 - 15 minutes) Capture your formative evaluation plan on Storyboard 9.

II. Defining a Communication and Shared Responsibility Plan to Keep Everyone Engaged

1. (10 - 15 minutes) As a team, **discuss what you need from leaders** (not necessarily administrators) **and whom you need to engage and keep engaged** during the Student Learning Project--and the Academy in general.

    - What do you need from leaders to make sure this project is a success?
    - Whom do you need to engage and keep engaged and committed to ensure the project really happens?

Team Meeting #6, continued

2.   (20 - 25 minutes) As a team, **map out the next steps for when you return to your college, focusing on how you will launch and continue to communicate** the Project and its implementation to the rest of the institution.

- ♦   What are the immediate steps you need to take when you return to your institution?

- ♦   To whom and how will you communicate what's happened at the Roundtable?

- ♦   How will you launch the Student Learning Project? Who will know about it? How will you communicate what you're planning to do?

- ♦   What is your ongoing communication plan to keep those directly involved knowledgeable and able to implement the Project as planned?

- ♦   What is your ongoing communication plan for others at the institution? External stakeholders? Students?

- ♦   Will you engage different stakeholders (e.g., faculty, students, administrators, staff) differently? Why?

3.   (10 - 15 minutes) Capture your Communication plan on Storyboard 10.

4.   (30 minutes) Create a poster to share with other workshop participants that communicates the essence of your project.

- ♦   Poster requirements: **Institution's Name**, **Title of Work**, and **text** (e.g., sound bite, catch phrase, slogan, ...etc) and a **visual** (e.g., a metaphor, logo, picture, graphic) that captures the essence of your intended work.

- ♦   Creating the poster (thinking through it) should help stimulate creative, concise, ways to communicate your work when you return to your institution.

- ♦   Hang the poster in the Main Room.

- ♦   Note: *Identify a person to host (stand beside, answer questions) the poster for the first half of the Informal Poster Fair. Identify a different person to host the poster for the second half of the Informal Poster Fair.*

Academy Roundtable
Storyboard Prompt Questions for Team Time Sessions

These questions are designed to help you catch the meaning and intent of the Storyboards and should guide your thinking and conversation during the team time sessions.

Team Meeting 1 - Storyboards 1 & 2
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?

Do the project questions clearly 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?

Are your project outcomes *SMART* (specific, measurable, attainable, relevant, time bound)?

Team Meeting 2 - Storyboards 3, 4, & 5
Who will be doing what step by step? When? How?
What resources and support are needed?

What data/information will be collected and at what steps in the implementation plan?
What will the data/information look like (e.g., numerical scores, percentages, words & phrases)?
Who collects the data/information?
Will the data/information collection process be appropriate and valid?
Is the data/information aligned with your questions?
How do you know the data/information is accurate?

Who needs to be involved in analyzing the data--evaluating & 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 (e.g., reports, spreadsheets, recommendations)?
How will this data/information be disseminated?
How will you know the data/information is usable?
How will you build shared responsibility for acting on the data?

Team Meeting 3 - Storyboards 6, 7, & 8
How will you ensure the evidence and recommendations are actually used?
What changes are you likely to make?
Why these changes 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?
Are the resources available 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 acting on the data?

Team Meeting 3 - Storyboards 6, 7, & 8 (con't)
What obstacles or challenges will you encounter?
What solutions are necessary to overcome these challenges?

How might the change directly affect student learning? How do you know?
How will you know if the change improves student learning?

Team Meeting 4 - Providing & Receiving Feedback *(no specific storyboard for this session)*
Praise - What did you like about the project?
Question - What questions does the project raise?
Possibilities - What ideas do you have to enhance or ensure the success of the project?

Team Meeting 5 - Revising & Refining *(no specific storyboard for this session)*
What are the greatest strengths of the project? Why?
What questions did the project raise? Why?
What other possibilities were discussed?
How can you address the questions & possibilities?
What feedback will you act on?

Team Meeting 6 - Storyboards 9 & 10
When will you step back to take stock of whether your portfolio and project are working?
Are there strategic times in the future to fine-tune your Academy efforts?
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?

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?