

Improvement Matters:
Enduring and Emerging Issues and Opportunities
for Student Learning

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Learning Outcomes

Upon completion of our time together, you should be able to:

1. Describe Enduring Issues and Emerging Opportunities in Higher Education Assessment and Improvement
2. Define Improvement and Differentiate it from Change
3. Identify the Six Steps to Learning Improvement at Scale
4. Use Plentiful Resources to Support Your Work

Access materials for today's session at:

<https://assessmentinstitute.iupui.edu/events/bsu.html>



Today's Presentation Informed By:



2021 Assessment Institute, Held Virtually
Leading Improvements in Higher Education
October 24-27, 2021

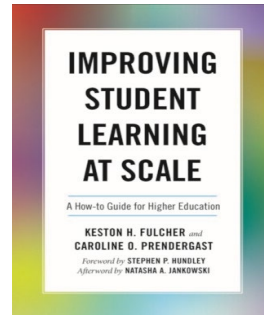
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Registration is Complimentary in 2021!
Deadline to register is October 11, 2021 at
www.assessmentinstitute.iupui.edu.



The Center for Assessment
and Research Studies



IUPUI

Context and Significance of our Remarks

- We ***exist in a dynamic, complex higher education landscape*** of institutional types with distinct missions, histories, cultures, structures, and resources
- We ***offer an impressive array of academic programs*** increasingly organized and delivered in interdisciplinary, experiential, and technology influenced contexts
- We ***attract and serve diverse constituencies***, including those historically underserved and –resourced higher education institutions
- We ***operate in a challenging environment*** faced with cries for racial justice, pandemic-related recovery, increased competition, resource constraints, a looming enrollment cliff, and a sometimes-skeptical public questioning our value



Five Enduring Higher Education Assessment Issues



Enduring Assessment Issue #1

The importance of *student learning outcomes to guide educational aims and purposes*, including establishing goals for student learning at the institution-, program-, course-, and assignment-levels, along with comparable goals in the co-curriculum.



Enduring Assessment Issue #2

A recognition of, and appreciation for, *the various contexts and experiences in which student learning occurs throughout the collegiate enterprise*, all involving an array of faculty, staff, external partners, and students themselves.



Enduring Assessment Issue #3

Use of *a variety of instructional and assessment methods and approaches to promote and determine student achievement of learning outcomes*, thereby honoring disciplinary ways of knowing and embracing diverse ways of learning.



Enduring Assessment Issue #4

The need for *coupling ongoing professional development with rewards and recognition* to develop capacity for this work, foster buy-in from faculty and staff, and sustain efforts over time.



Enduring Assessment Issue #5

Establishing *processes to document student learning and communicate institutional effectiveness to various internal and external stakeholders* in ways that are meaningful for, and valued by, specific audiences.



Five Emerging Higher Education Assessment Opportunities



Emerging Assessment Opportunity #1

A greater focus on *learning systems alignment and integration*, in which learning architects become intentional in the ways learning gets constructed within courses and programs, across the institution, and through inter-institutional collaborations.



Emerging Assessment Opportunity #2

An increased *emphasis on quality, fidelity, equity, and scalability in educationally purposeful interventions*, including through such high impact practices as undergraduate research, service learning, electronic portfolios, and global learning.



Emerging Assessment Opportunity #3

Continued efforts to *promote diversity, equity, and inclusion* through culturally responsive instruction and assessment and by disaggregating data to enhance our understanding of student interest in, access to, and outcomes from learning experiences.



Emerging Assessment Opportunity #4

An emphasis on *providing for students agency in their learning* by honoring their backgrounds and lived experiences and through their greater involvement in co-creating the learning process with designers of learning.



Emerging Assessment Opportunity #5

The need for us to *improve student learning at scale*, in which we move beyond often isolated, fragmented, and incremental changes to create sustained cultures of transformative improvement on our campuses—and, indeed, across the entire higher education sector.



Weigh Pig, Feed Pig, Weigh Pig

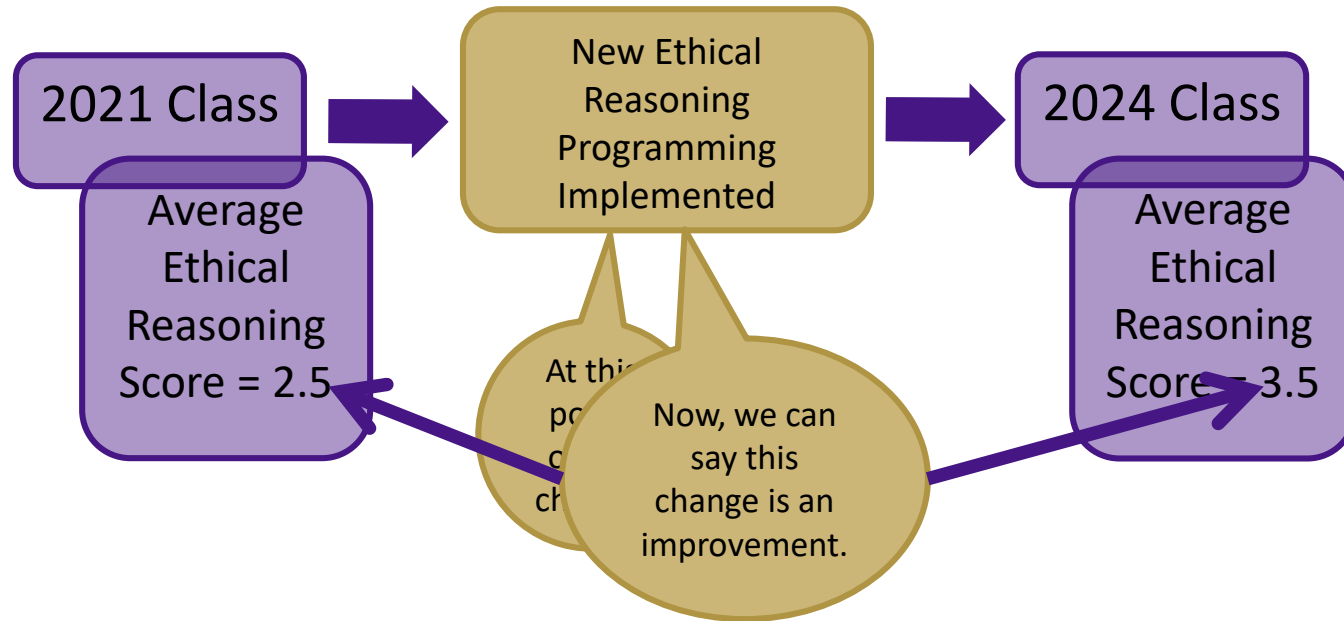


A pig never fattened because it was weighed.

The Simple Model



Model for Learning Improvement



Why Learning Improvement

Imagine if...

BSU's programs, curricula, and courses remained the same; and they were delivered the same way for 20 years.

What's the concern?

At Scale

“At Scale” refers to improvement efforts intended to positively affect...

- *ALL* students who experience a particular program. And, it...
- Typically requires coordination among many faculty members/staff/administrators.

LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)

COLLECTIVE
WILL TO
IMPROVE

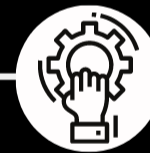
VISION

WHERE ARE
WE NOW?

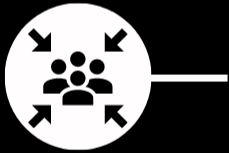
INTERVENTIONS

IMPLEMENTATION

RE-ASSESSMENT



COLLECTIVE
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COLLECTIVE
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VISION



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Resources to Support Your Work



Join us for this year's Assessment Institute

- Assessment Institute is the oldest and largest U.S. higher education event focused on assessment and improvement
- We will offer a **virtual engagement** and provide **complimentary registration** to members of the higher education community
- 250+ unique educational sessions covering a range of trends, topics, and themes
- Sunday, October 24 – Wednesday, October 27, 2021
- Learn more and register: assessmentinstitute.iupui.edu



Additional Resources

Center for Assessment and Research Studies at James Madison University:
jmu.edu/assessment/

Trends in Assessment resources:
assessmentinstitute.iupui.edu/trends

Assessment Update:
assessmentinstitute.iupui.edu/au

Leading Improvements in Higher Education:
<https://assessmentinstitute.iupui.edu/overview/podcast.html>

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