

Guidance: Learning Improvement

SACSCOC 8.2: The institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of the results...in educational programs (8.2a) and general education (8.2b).

Effective institutions focus on the design and improvement of educational experiences to **enhance student learning**... (*SACSCOC Resource Manual*).

The annual Student Learning Assessment Report (SLAR) provides the opportunity for a program to show evidence of seeking improvement to enhance learning (i.e., learning improvement).

Fulcher and Prendergast (2021) indicate four common practices programs engage in to seek improvement:

1. Monitor (with the intent to enhance learning);
2. Change the assessment process;
3. Change the learning environment;
4. Evaluate the intervention for learning improvement.

Many programs continue to have a compliance mindset when submitting their SLARs, when the goal should be quality with a focus on learning improvement. If the goal is to enhance learning, how will maintaining (i.e., NO intervention and NO improvement) enhance learning? It's simple – it won't. [Note: OIE no longer allows programs to copy actions year to year and interventions are required.]

In order to enhance learning an intervention must take place. Once the intervention has been introduced, the outcome must then be reassessed to see if there was an impact (positive or negative) or no impact (Fulcher, Good, Coleman and Smith, 2014). Following this format, you will have evidence of seeking improvement to enhance learning.



ASSESS



INTERVENE



RE-ASSESS

To jump start your programs collective will to improve student learning, please contact Tara Rose (trose@lsu.edu) or Coral Bender (cbende9@lsu.edu) with questions.