START YOUR LEARNING IMPROVEMENT ADVENTURE HERE

What is learning improvement? Find out by watching this [video](#) or reading this [article](#).

Are you ready for learning improvement?

Learning improvement projects should be undertaken when the department or program has the resources, attributes, and motivation to engage in a program-level learning improvement project. Identify your readiness in terms of capacity, culture, and commitment by using the [Readiness for Learning Improvement Tool.](#)

Not Yet →

Build your capacity

Build your capacity for learning improvement using the insights generated by the Readiness for Learning Improvement Tool.

↓ YES!

Have you selected the learning outcome you want to target?

Learning improvement should target a program outcome on which students' performance generally fails to meet faculty members' expectations.

Not Yet →

Identify your outcome

Work with your team to identify your outcome.

↓ YES!

Do you have a learning activity that will allow you to observe student performance on the outcome?

Learning improvement projects should include a learning activity (typically, though not necessarily, a graded assignment) that will allow you to evaluate students' performance on the outcome: Students should be required to [1] produce a learning artifact (e.g., artistic creation, exam, paper, poster, portfolio, video recording, website) or [2] undertake a scheduled live performance (e.g., a musical performance, oral exam, skills test) that faculty can evaluate. Faculty should use an evaluation tool (e.g., a rubric, answer key) to evaluate student performance consistently.

Faculty should take steps to ensure the activity reflects effective practices for equity, such as [employing universal design for learning (UDL)](#), [transparency in teaching and learning (TILT)](#), and [culturally-responsive assessment](#).

Not Yet →

Design your learning activity

Work with your team to design your learning activity

↓ YES!

Do you have credible, systematically-collected data that show that student performance is below expectations?

Learning improvement projects should establish a trustworthy baseline of student performance on the outcome using the assigned learning activity and evaluation tool.

Ensure the credibility and stability of your baseline by gathering data from a large enough group or across multiple terms/semesters/years.

In addition to grouping all student performance results together when establishing your baseline, you should also disaggregate the data to identify whether and to what extent there are equity gaps between key groups of students (e.g., first-generation/non-first generation). If meaningful equity gaps are found, you are encouraged to consult with students to identify what has adversely affected their ability to demonstrate their learning. Their insights should inform the intervention designed in the next step.

Not Yet →

Establish the baseline

Work with your team to collect baseline data.

↓ YES!

Have you identified and implemented change to improve student performance on the outcome?

Learning improvement projects necessitate an intervention into the teaching environment that is intentionally designed to enhance student performance on the targeted learning outcome. When selecting an intervention, take steps to ensure its appropriateness for your students and equity gaps if they exist.

Not Yet →

Identify and implement change

Work with your team to identify and implement program change. Examples are found in the [Sample Learning Improvement Interventions](#) document.

↓ YES!

Have you conducted a post-intervention assessment and found student learning improvement?

To determine whether learning has improved, data gathered from a cohort of students who have experienced the intervention should be compared with the baseline data. The data from the post-intervention cohort should be gathered using the same assigned learning activity and evaluation tool as the baseline cohort. One can claim learning improvement if the post-intervention group performs meaningfully better than the pre-intervention group on the outcome.

In addition to grouping all student performance results together when comparing the pre- and post-intervention cohorts, you should also disaggregate the data to identify whether and to what extent equity gaps between key groups of students have waned. If meaningful equity gaps continue to be found, are exacerbated, or new ones identified, you are encouraged to conduct focus groups with the lower performing students to uncover their perspective on what has adversely affected their ability to demonstrate their learning. Their insights should inform the design of subsequent interventions.

Learning improvement claims can be strengthened by (a) conducting an implementation fidelity verification of the intervention, (b) reviewing student characteristics to ensure similarity of the compared cohorts, and (c) reflecting on the extent to which the intervention was successful, why, and for which groups of students.

Not Yet →

Conduct a retrospective analysis

Work with your team to conduct a post-intervention analysis to determine if learning improvement occurred.

LEARNING IMPROVEMENT OCCURED!

LEARNING IMPROVEMENT DID NOT OCCCUR

Have you submitted a Learning Improvement Story?

Celebrate and submit a Learning Improvement Story so others can benefit from your success!

Return to whichever step allows you to act on your analysis
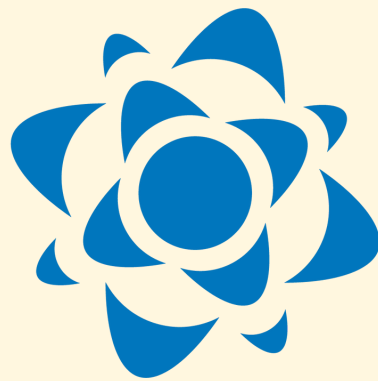
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