

Using Evidence for Improvement

Announcing the Second Annual National Teaching and Learning Institute

How can campuses use evidence about their students' educational experience to improve learning and success? This question—a continuing challenge for student learning outcomes assessment—will be at the heart of the second annual Teaching and Learning National Institute (TLNI) to be held **July 30-August 2, 2017** on the campus of The Evergreen State College in Olympia, Washington. Information and application materials are now available at <http://www.evergreen.edu/washingtoncenter/tlni/index.html>.

The 2017 Institute will build on this past summer's inaugural event, which brought together teams of faculty, student affairs professionals, and administrators from 29 institutions—16 two-year and 13 four-year. Participants represented 12 states and included an 8-person team from Puerto Rico, two teams from Canada, and one from the Universidad del Norte in Columbia. Each campus team worked to develop a two-year action plan aimed at improving some aspect of the student learning experience.

Not surprisingly, the focus of campus plans was rich and diverse. Some campuses worked to strengthen a particular student learning outcome, such as quantitative literacy. Some developed plans to forge more effective alignment between curriculum and co-curriculum. Several worked on designing robust faculty development programs tied to institutional goals for student learning. A group of six two-year institutions worked on programs to build leadership for change among adjunct faculty members. Reshaping general education was a theme for many campuses, as well. **But in one way or another all of the teams focused on using evidence to identify areas of the student experience that could be strengthened and shape more effective approaches both inside and outside the classroom, building on what is known about successful learning practices.**

Much of the time at the institute was dedicated to work by the campus teams, coupled with sessions on topics designed to feed into their action plans—for instance, on how to shape an effective professional development program, assignment design, the role of faculty in change initiatives, and the creation of an equity mindset. Support was also provided by the creation of campus cohorts, or clusters. Typically, teams within a cluster shared similar demographics or were working on similar issues. Each cluster worked with a small group of faculty who facilitated their process, provided feedback on draft plans, and created opportunities for cluster teams to learn from one another.

The Institute is co-sponsored by the National Institute for Learning Outcomes Assessment, the National Survey of Student Engagement, the Washington State Board for Community and Technical Colleges, the Achieving the Dream National Network, and the Washington Center for Improving Undergraduate Education.

For questions about the 2017 event, please contact Pat Hutchings, NILOA Senior Scholar, via niloa@education.illinois.edu.