

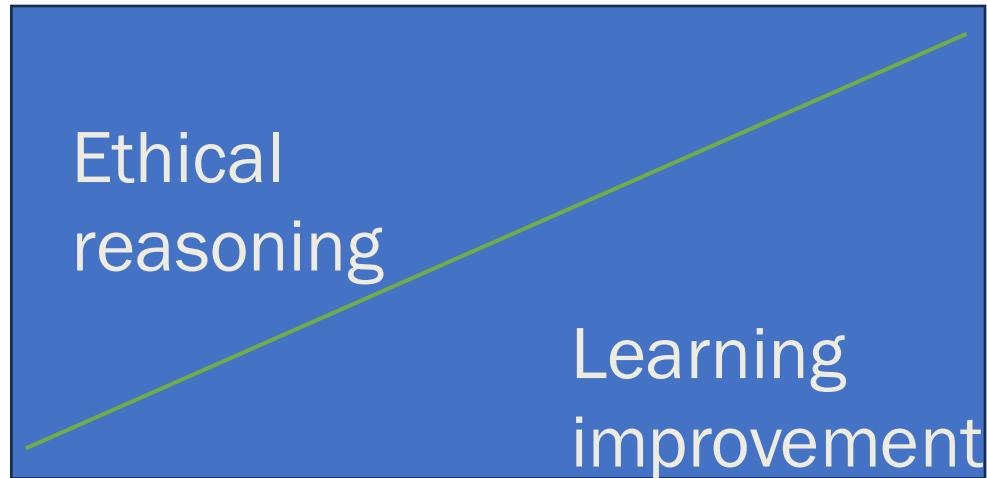


Day 3: We Welcome You!

Please check the swag table, enjoy our continental breakfast items, and connect with new people.

We will get started with our program close to 9:00am.

Individual & Team Learning Outcomes



Day 1. Day 2. **Day 3.** Day 4. Day 5.

1. Develop a **realistic strategy** for campus or program adaptation (broad goal).
2. Articulate the **six steps** of the learning improvement process.
3. Learn basic **coalition and capacity-building** skills.
4. Develop **comradery** (internal affinity, belongingness).
5. Identify internal and external supports and challenges (**situational factors**) affecting campus-program adaptation.
6. Articulate **roles, a shared purpose, shared responsibilities, and a timeline** for campus or program adaptation.
7. Articulate **the value** of integrating Ethical Reasoning into a program/course/lesson.

Where Ethical Reasoning Meets Learning Improvement





Interlude: Formative Assessment

1. What's so clear you could teach it to a novice?
2. What's muddy?



Scenario Polishing

- Discuss your scenario, polishing it. Reflect on the context in which the scenario would be applied.
- For those working in a team, store your scenario(s) in a shared document (e.g., Teams, Google) so that everyone in your "homeroom" has access.
- Be ready to present your scenario to your "jigsaw" team (10-15 minutes).

Share Scenarios (60 min.)



Kelly, Kobena, Tobias,
and Barry, with Keston

Joshua and Deanna, Steve,
and Yan, with Christian

Xavier, Matthew, and
Derrick, with Kacey

- ❖ Rotation: Red, Yellow, Blue, Green.
- ❖ Timing: 15 minutes per "homeroom" scenario. Cara will keep time and rotate.
- ❖ Feedback prompts: (1) I like.... (2) I wish..... (3) I wonder.....

A Bridge to Learning Improvement

Create and present a plan for integrating ethical reasoning (see Activity 3 in workbook).

1. List the ER interventions you have experienced so far;
2. Estimate how much time each would require for your students;
3. Consider what sequence you might deliver these interventions (think about developmental readiness).
4. Anticipate challenges and supports.

When finished, you'll debrief with your "walk and talk" partner.



Your Original Pre-Initi8 Essay....

1. What was that process like, rating and reflecting on that first essay?
2. How might this rating and reflection process be helpful if you were to design an ethically infused course?

Course Worksheet....

We are beginning to shift from learning about the 8KQ and different interventions into delivering the ideas and interventions to other people (e.g., students, colleagues) .

Improving Learning at Scale

Keston H. Fulcher

May 2026

IMPROVING STUDENT LEARNING AT SCALE

A How-to Guide for Higher Education

KESTON H. FULCHER *and*
CAROLINE O. PRENDERGAST

Foreword by **STEPHEN P. HUNDLEY**
Afterword by **NATASHA A. JANKOWSKI**

Simple Model for Learning Improvement

Assess

Intervene

Re-assess

LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)

COLLECTIVE
WILL TO
IMPROVE

VISION

WHERE ARE
WE NOW?

INTERVENTIONS

IMPLEMENTATION

RE-ASSESSMENT



This PROCESS Can Apply at Any Level

1. As an individual
2. Course section
3. Course
4. Program
5. College

This PROCESS Can Apply at Any Level

1. As an individual

2. Course section

3. Course

4. Program

5. College

LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)

COLLECTIVE
WILL TO
IMPROVE

VISION

WHERE ARE
WE NOW?

INTERVENTIONS

IMPLEMENTATION

RE-ASSESSMENT



LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)

Yes! I want to get
in better shape.

COLLECTIVE
WANT TO
IMPROVE

VISION

WHERE ARE
WE NOW?

INTERVENTIONS

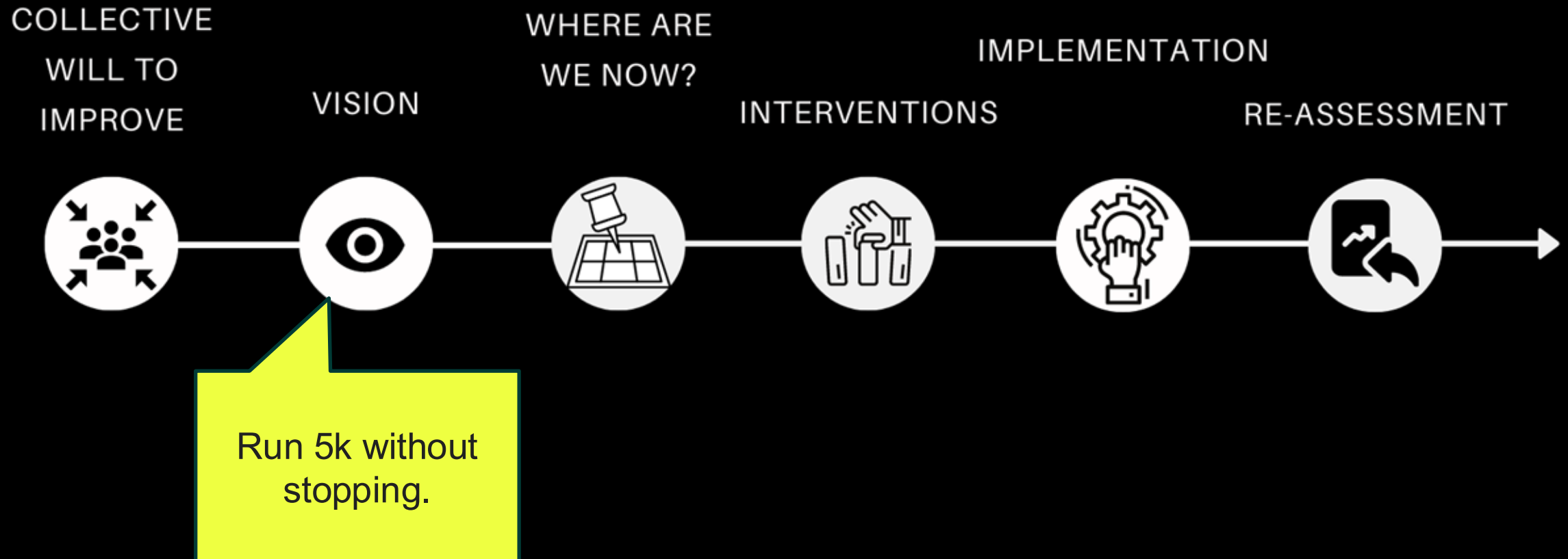
IMPLEMENTATION

RE-ASSESSMENT



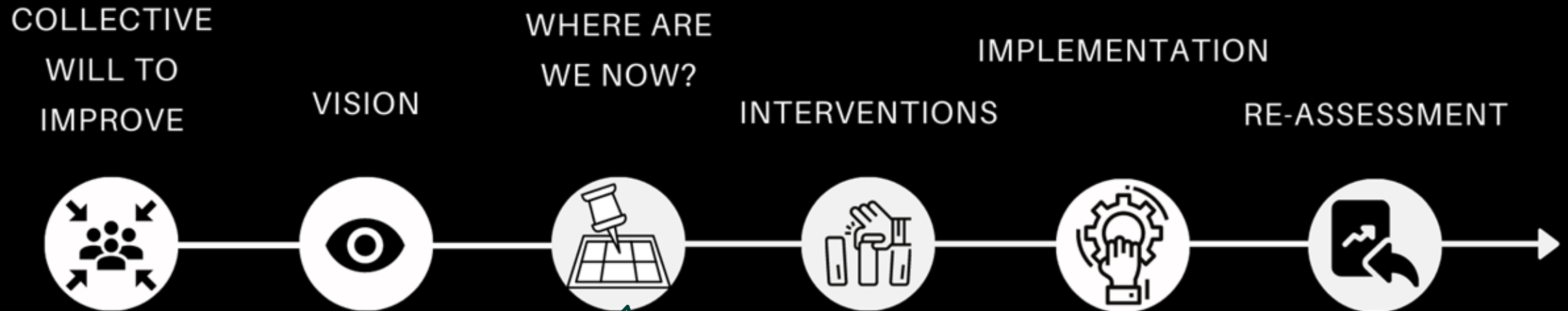
LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)



LEARNING IMPROVEMENT PROCESS

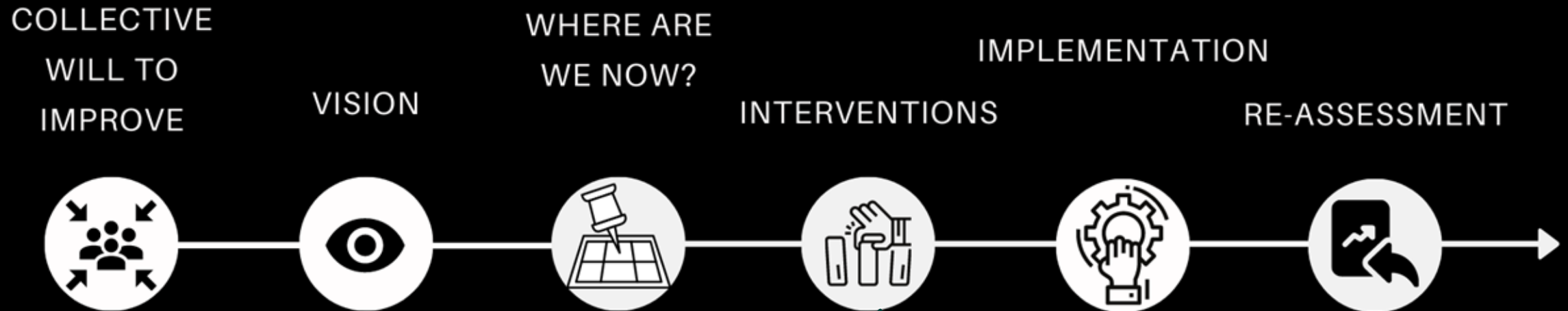
Fulcher & Prendergast (2021)



As-Is Outcome: 1K Run
Current Training: Walk ~15 miles/week.

LEARNING IMPROVEMENT PROCESS

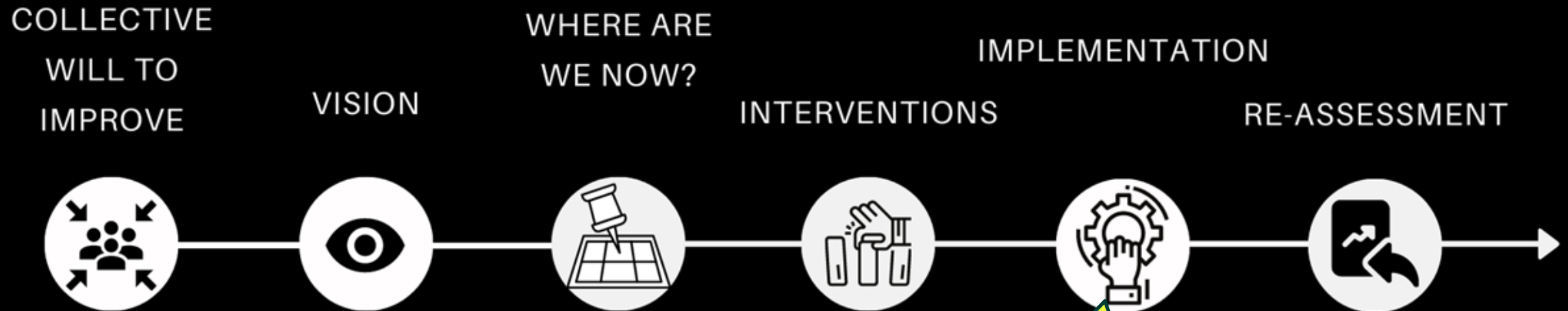
Fulcher & Prendergast (2021)



Beginner's 5k Training Regimen
Slowly introduces and escalates
jogging over 12 week span.

LEARNING IMPROVEMENT PROCESS

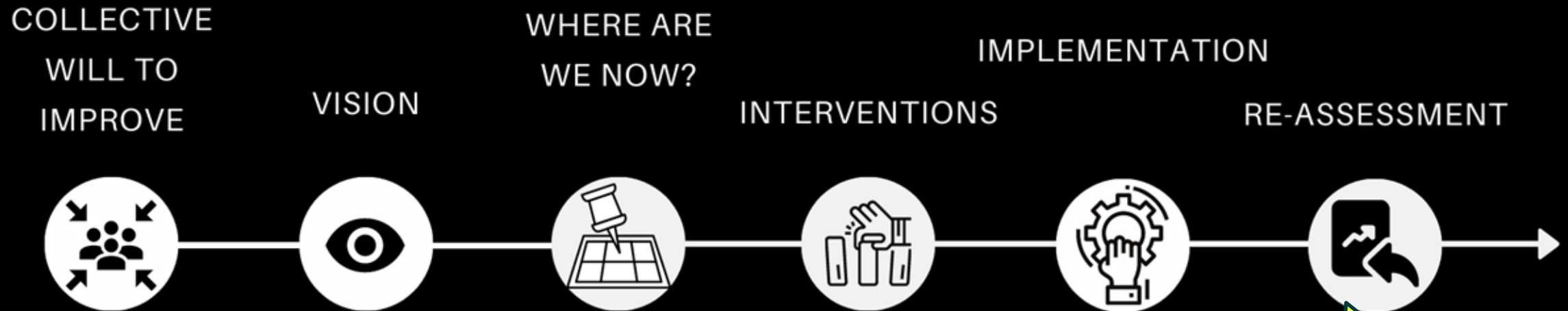
Fulcher & Prendergast (2021)



Keep log. Train with partner to help accountability.

LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)



Outcome: Ran 5k Without Stopping!
Completed Beginner's Training...which
concluded with 10k across a week, and
long run of 5k in practice.

When we come back...

Your Own Example...

The Avengers Transition...

LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)

COLLECTIVE
WILL TO
IMPROVE



PROGRAM
LEVEL

ATION

RE-ASSESSMENT



LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)

COLLECTIVE
WILL TO
IMPROVE

VISION

WHERE ARE
WE NOW?

INTERVENTIONS

IMPLEMENTATION

RE-ASSESSMENT



1

Is there a
critical mass of
faculty in a
program that
want to
improve?

COLLECTIVE
WILL TO
IMPROVE

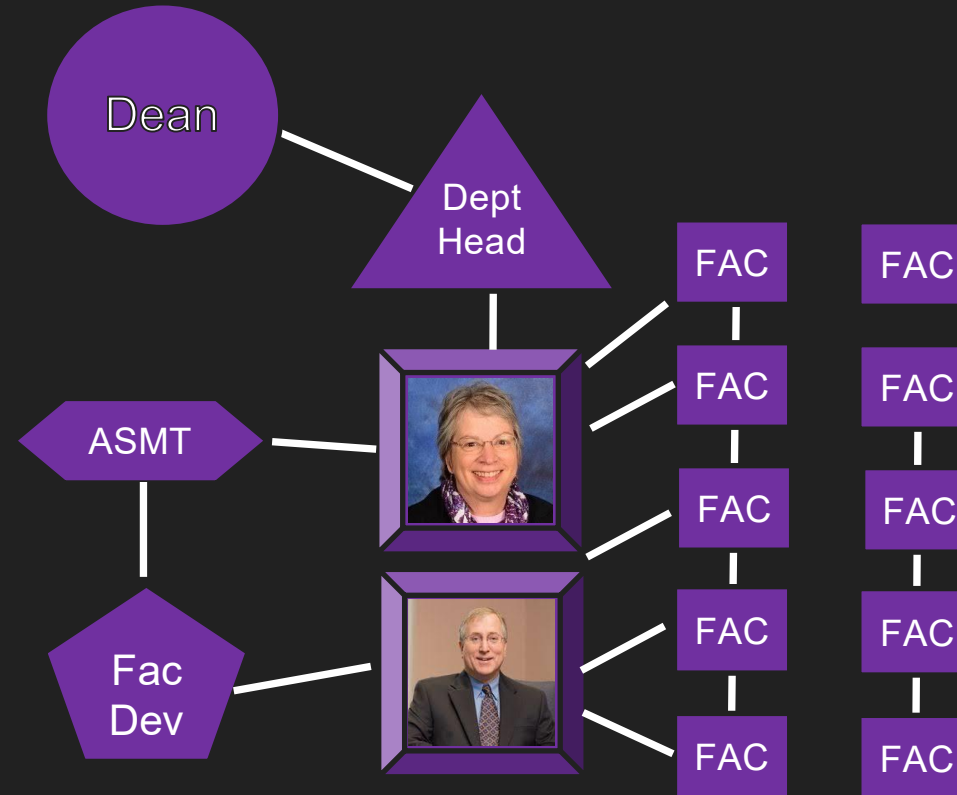


Focus: Requirement
Elicitation

Program Size:

13 Faculty

~125 grads/yr



JMU Computer Information Systems LID

2

Is there a
clear vision of
what
improved
learning could
look like?

COLLECTIVE
WILL TO
IMPROVE

VISION



Requirements Elicitation Rubric

Team Work

Listening

Relationship

Closing

Visualization

To-Be

As-Is

Overview

Requirements Elicitation Rubric



Visualization: Uses appropriate visuals such as wireframe diagrams, interface structure, process models, current or to-be reports, visual mapping, etc. to aid relevant aspects of meeting. Use visuals to understand scope. Effectively integrates visuals into discussion.

3

With respect
to that vision,
where is the
program now?

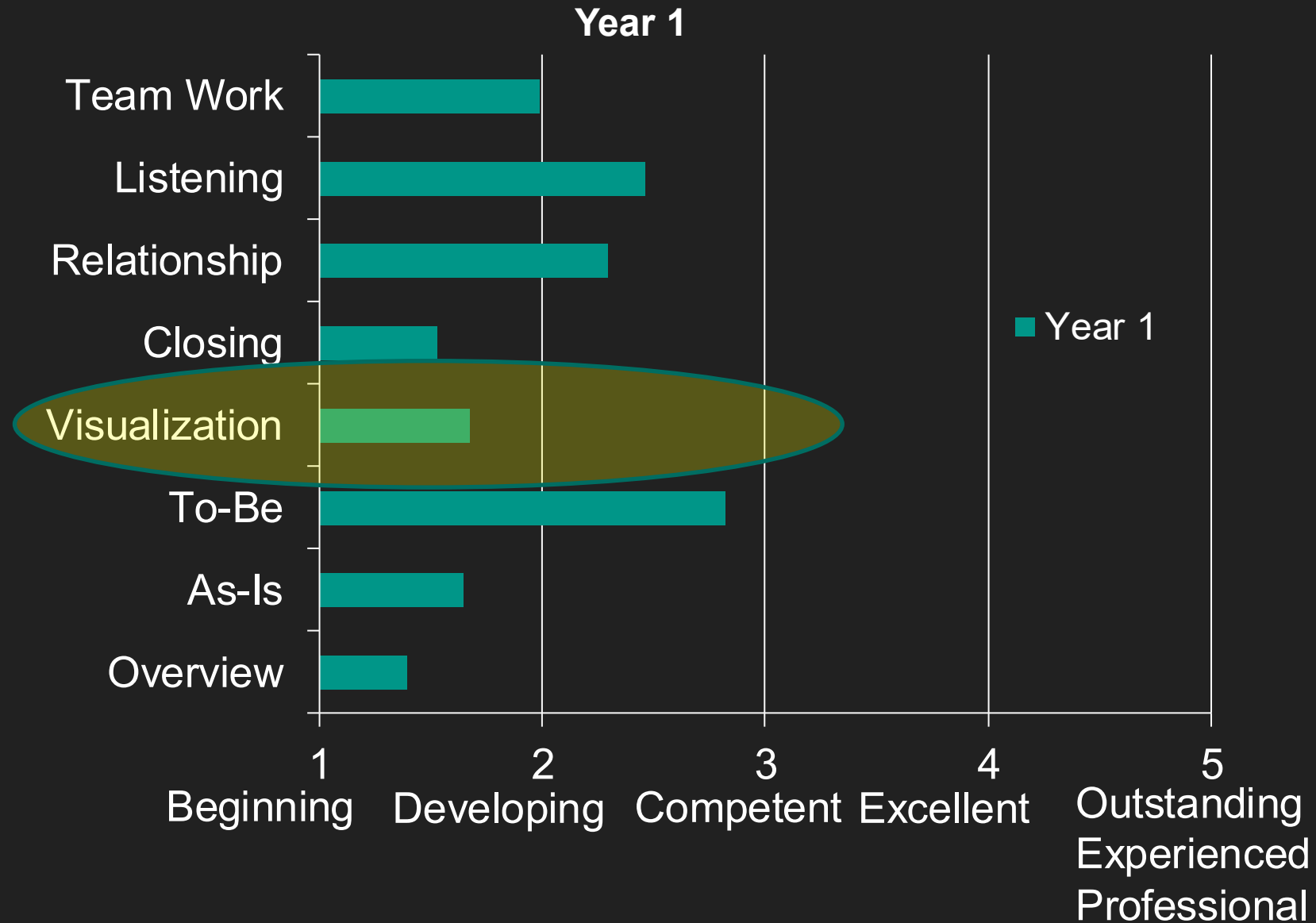
COLLECTIVE
WILL TO
IMPROVE

VISION

WHERE ARE
WE NOW?



CIS Results: Pre-, Post- LID



4

What interventions could move the program from the current state to the vision? What evidence do we have that these interventions might be effective?

COLLECTIVE
WILL TO
IMPROVE

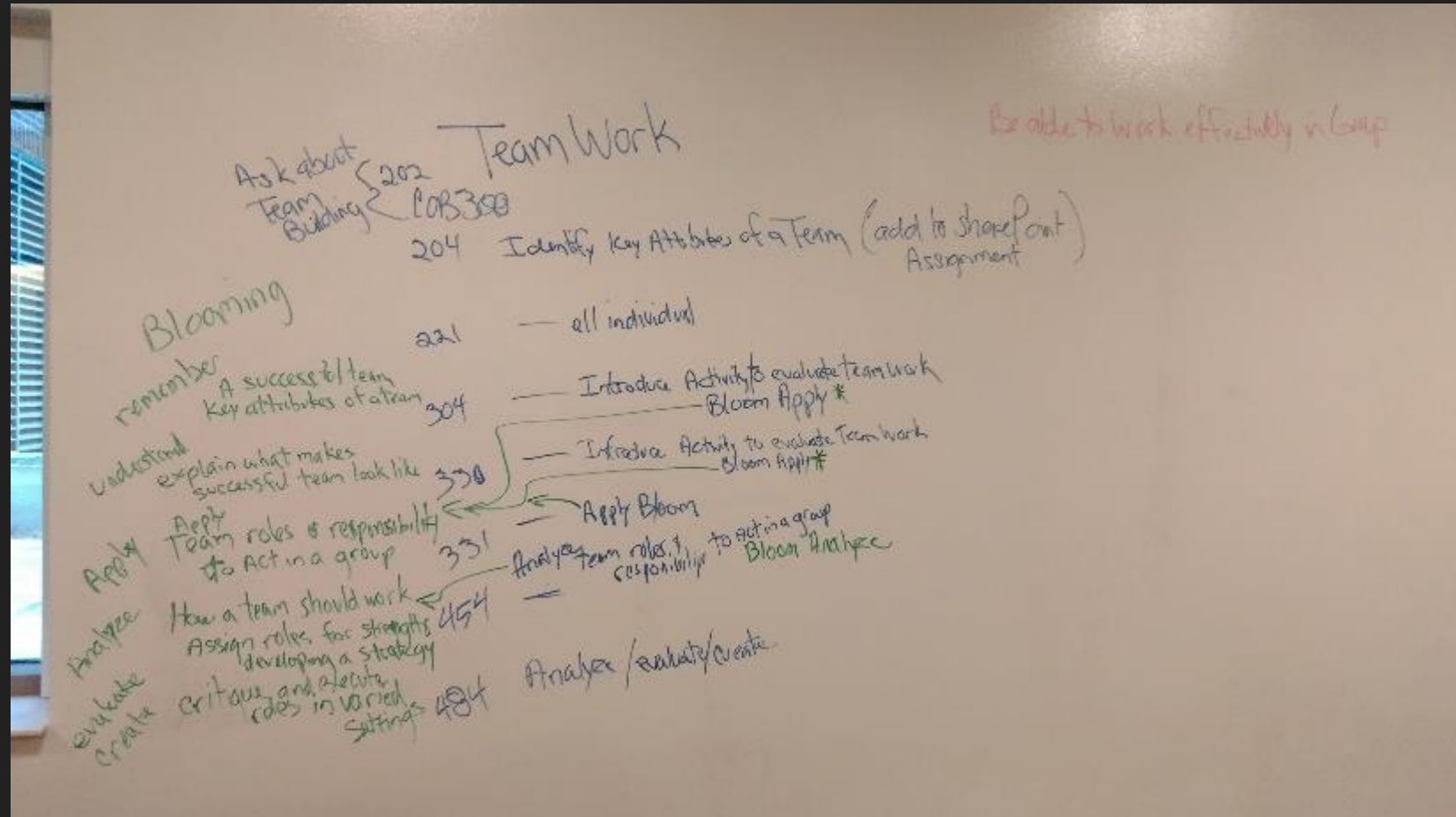
VISION

WHERE ARE
WE NOW?

INTERVENTIONS



jmUDESIGN Summer 2015



5

How will we
ensure that the
interventions
will be delivered
as expected?

COLLECTIVE
WILL TO
IMPROVE

VISION

WHERE ARE
WE NOW?

INTERVENTIONS

IMPLEMENTATION

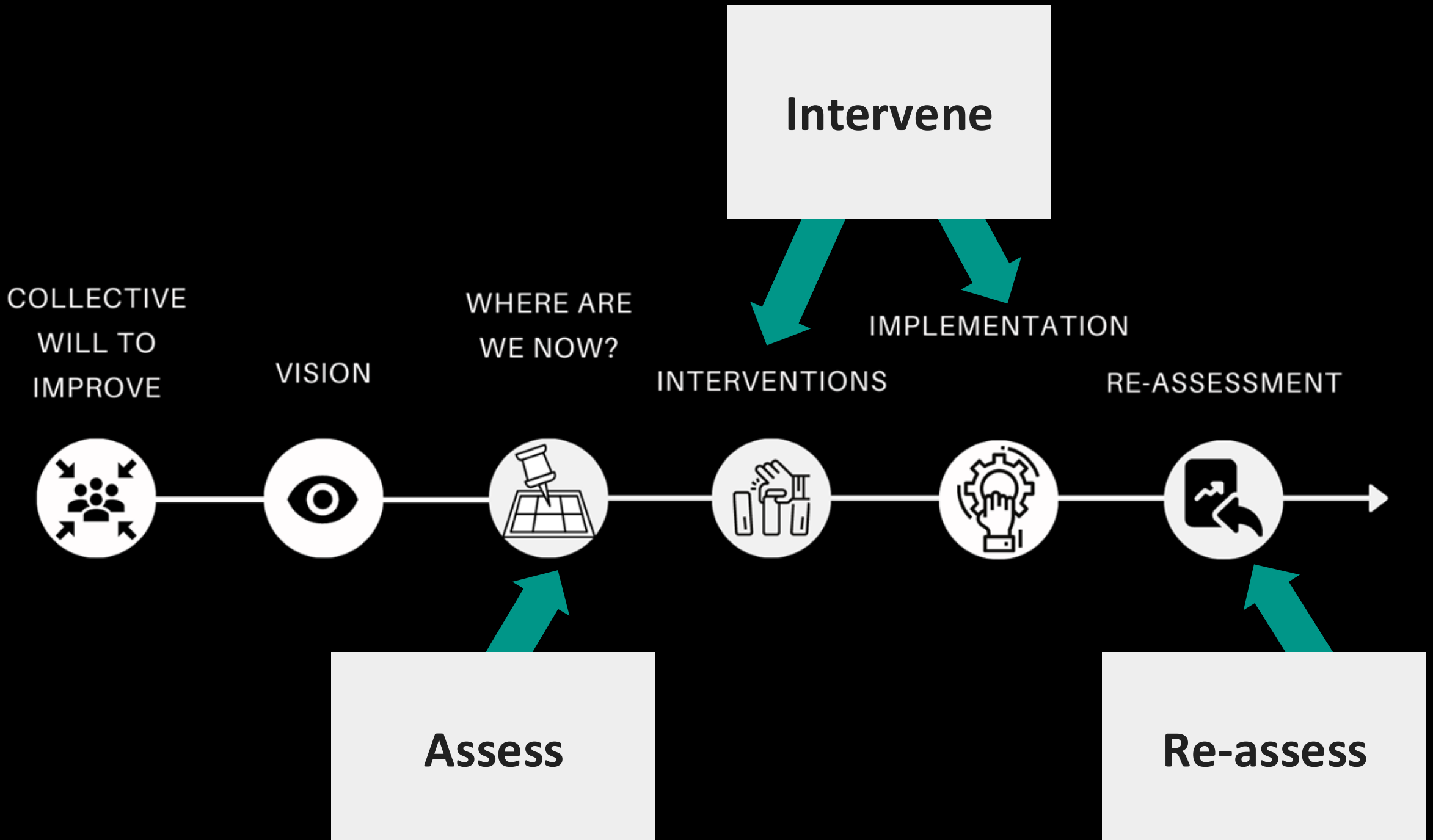


6

What is the assessment strategy to determine whether the learning improvement project was effective?

CIS Results: Pre-, Post- LID



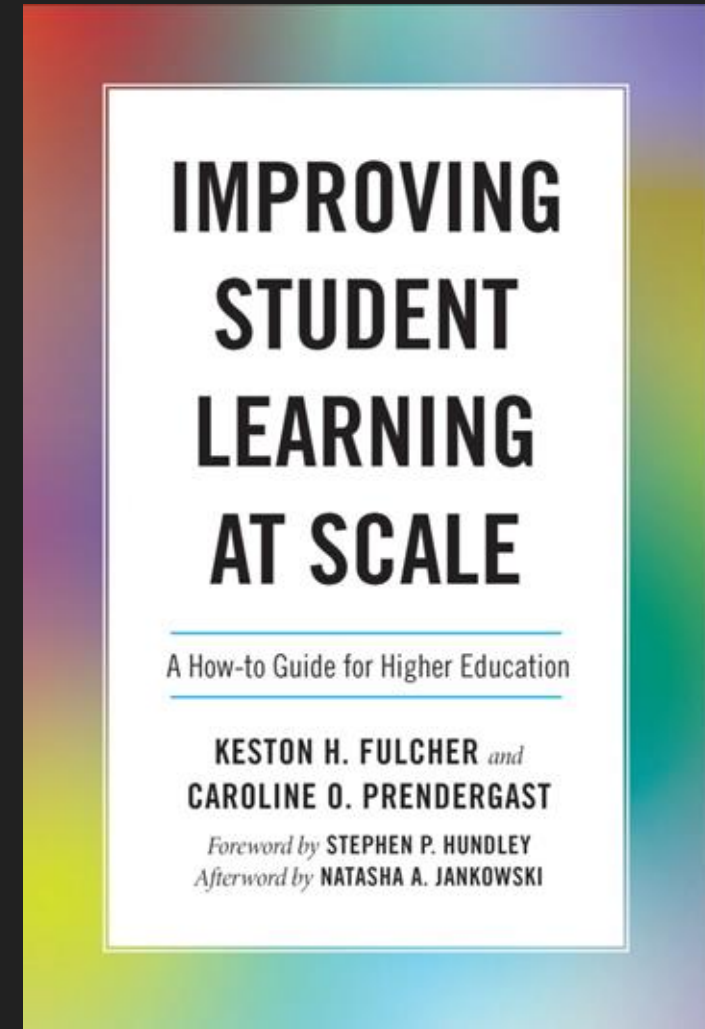
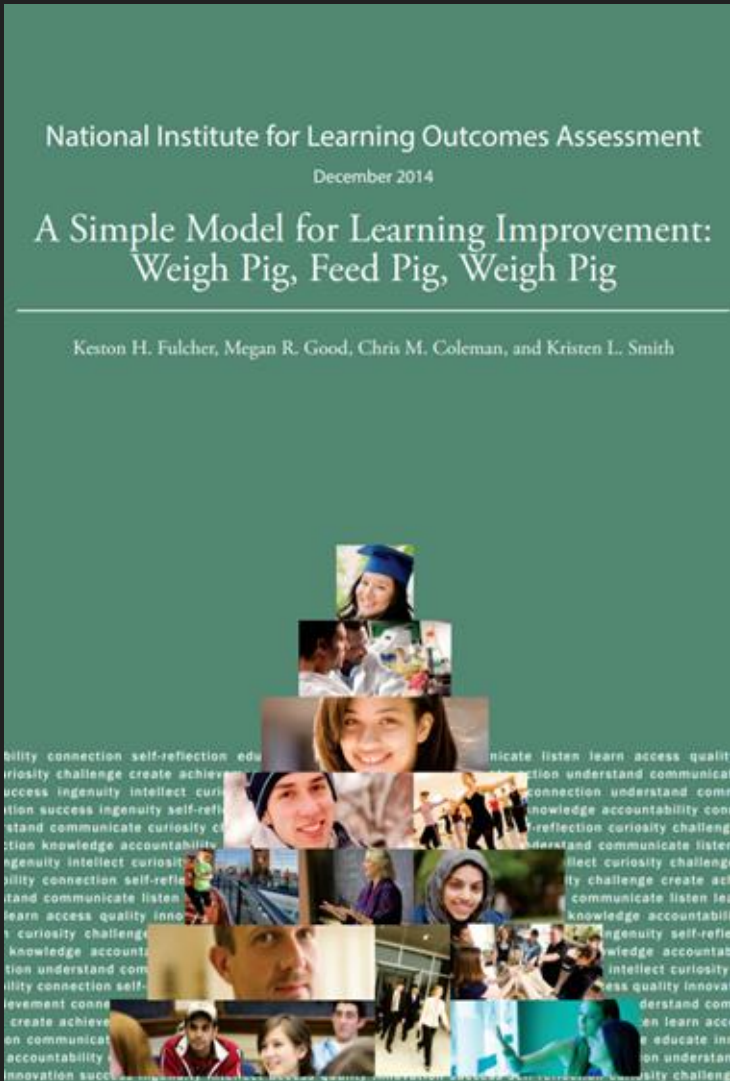


Q&A

Contact

Keston: fulchekh@jmu.edu

Resources



References

Fulcher, K. H., Good, M. R., Coleman, C. M., & Smith, K. L. (2014, December). *A simple model for learning improvement: Weigh pig, feed pig, weigh pig*. (Occasional Paper No. 23).

Fulcher, K.H. & Prendergast, C.O. (2021). Improving student learning at scale: A how-to guide for higher education. Sterling, VA: Stylus.

Lending, D., Fulcher, K., Ezell, J. D., May, J. L., & Dillon, T. W. (2018). Example of a Program-Level Learning Improvement Report. *Research & Practice in Assessment*, 13, 34-50.



*LEARNING
IMPROVEMENT
IN ACTION*

SCAFFOLDED LI EXAMPLE

Keston Fulcher & Cara Meixner



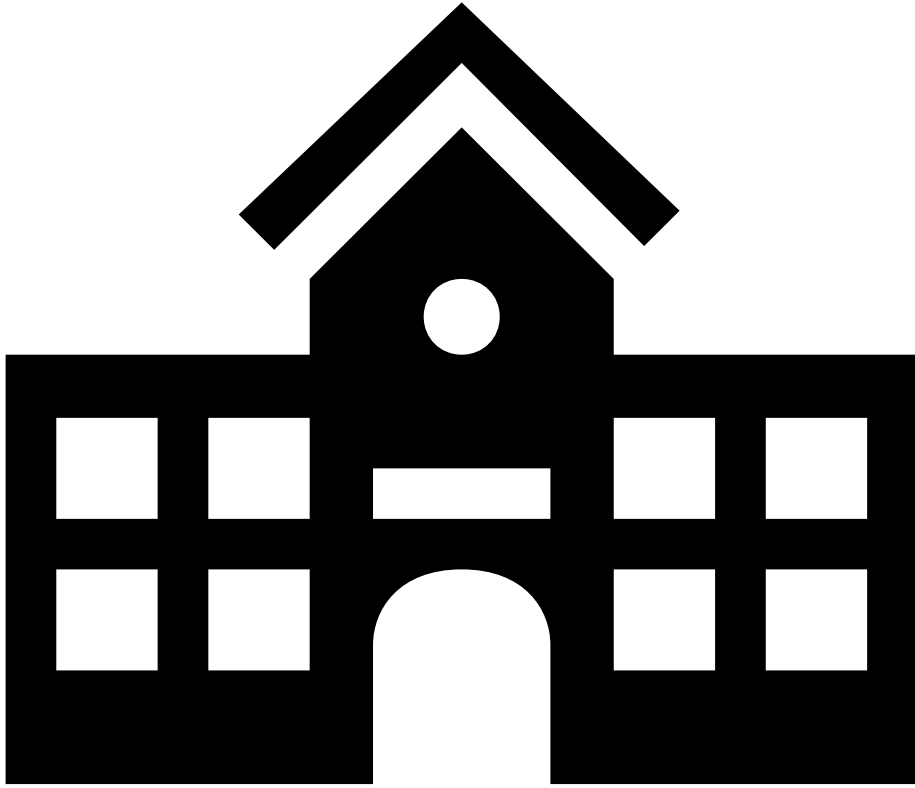
A construction worker wearing an orange hard hat and a high-visibility yellow vest is seen from the back, looking towards a large building under construction. The building is covered in scaffolding, and another worker in a yellow suit is visible on a higher level. The scene is set outdoors under a clear blue sky.

PART I

Your Mission



- Our QEP is Ethical Reasoning.
- ALL Undergrads Will Improve!



YOU!

EXISTING RESOURCES

1a) Regarding
ER: What resources
are at your disposal?

*Let's brainstorm as a
large group...*

1b) Work with your
homeroom on the
intervention table.



A construction worker wearing an orange hard hat and a high-visibility yellow vest is seen from the back, looking towards a large building under construction. The building is covered in scaffolding, and another worker in a yellow suit is visible on a higher level. The scene is set outdoors under a clear blue sky.

PART 2

Vision



- Vision: **ALL** undergrads will demonstrate improved ethical reasoning.
- Remember, *you* are among the University's best thinkers.

STUDENT LEARNING OUTCOMES

SLO 1 Memorization

SLO 2 Identification Simple

SLO 3 Identification Complex

SLO 4 Application Generic

SLO 5 Application (Personal, Professional, Civic)

James Madison University's Ethical Reasoning Rubric

Insufficient 0	Marginal 1	Good 2	Excellent 3	Extraordinary 4	Score
A. Ethical Situation: Identifying ethical issue in its context					
No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.	Meets criteria for <i>Excellent</i> AND... - Context treated with nuance - Builds tension with organization and word choice.	
B. Key Question Reference: Mentioning the 8 KQs or equivalent terms					
Reference to zero or only one key question.	Vague references to key questions OR only <u>two</u> key questions referenced.	References <u>four</u> key questions.	References <u>six</u> key questions.	References all <u>eight</u> key questions.	
C. Key Question Applicability: Describing which of the 8 KQs are applicable or not applicable to the situation and why					
No rationale provided for the applicability or inapplicability of any KQs to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>two</u> key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>four</u> key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>six</u> key questions to the ethical situation.	For all <u>eight</u> questions provides a rationale for its applicability or inapplicability to the ethical situation.	
SPECIAL NOTE: If author identifies fewer than three applicable KQs, then Criteria "D" and "E" can be scored no higher than (1) "Marginal"!					
D. Ethical Reasoning: Analyzing individual KQs					
No attempt to analyze any of the <u>referenced</u> key questions.	Analysis attempted using two or more key questions. Typically <u>incorrect</u> ascription of the key questions to the ethical situation. Account is <u>unclear, disorganized, or inaccurate</u> .	Analysis attempted using three or more key questions. <u>Basically</u> accurate ascription of the key questions to the ethical situation. Account is <u>unclear or disorganized</u> .	Analysis attempted using three or more key questions. <u>Accurate</u> ascription of the key questions to the ethical situation. Account is <u>clear and organized</u> .	Meets criteria for <i>Excellent</i> AND... - Nuanced treatment of key questions, for example: - elucidates subtle distinctions - uses analogies or metaphors - considers different issues within same key question.	
SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal"!					
E. Ethical Reasoning: Weighing the relevant factors and deciding					
No judgment is presented OR judgment presented with no rationale.	Uses products of the analysis and provides some weighing to make a decision. Account is <u>unclear, disorganized, or inaccurate</u> .	Conveys weighing approach using analysis products. Provides an <u>intelligible</u> basis for judgment.	Meets criteria for <i>Good</i> AND... Logically terminates in decision that will be reached.	Meets criteria for <i>Excellent</i> AND... Products of analysis weighed to make judgment <u>compelling</u>.	

James Madison University © 2014

WHERE ARE WE?

WHERE DO WE WANT TO BE?

A construction worker wearing an orange hard hat and a high-visibility yellow vest is seen from the back, looking towards a large building under construction. The building is covered in scaffolding, and another worker in a yellow suit is visible on a higher level. The scene is set outdoors under a clear blue sky.

PART 3

Options: Compulsory Experiences

COMPULSORY CLASSES / EXPERIENCES

1. Orientation (100% of undergraduates)
2. Residence Life (99% of first years)
3. General Education
 - First-Year Seminar (99% of students)
 - Writing 101 (70% of students)
 - Writing 102 (92% of students)
 - Critical Thinking 171 (99% of students)

Your task: Which seem like the best candidates to meet your vision and the five student learning outcomes (SLOs)?

A construction worker wearing an orange hard hat and a high-visibility yellow vest is seen from the back, looking towards a large building under construction. The building is covered in scaffolding, and another worker in a yellow suit is visible on a higher level. The scene is set outdoors under a clear blue sky.

PART 4

Background Check

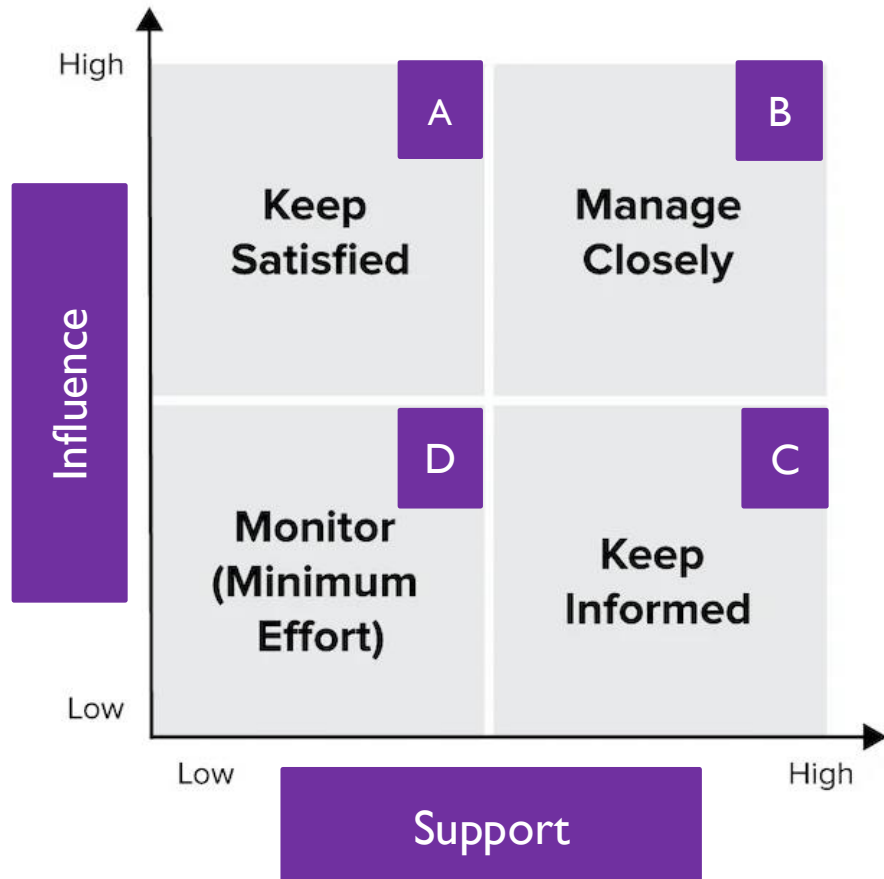
COMPULSORY CLASSES / EXPERIENCES... MORE INFO!

1. Orientation
2. Residence Life
3. General Education
 - First-Year Seminar
 - Writing 101
 - Writing 102
 - Critical Thinking 171



After sorting through the new information that you have:
Which courses/experiences do you plan to target and why? What work do you need to do to secure relationships surrounding these courses/experiences?

KEY TURNERS: CHAMPIONS AND DETRACTORS



- A. high influence and low support** (can be "dangerous enemies"): increase the time you use to build relationships; consider how to neutralize the lack of support.
- B. high influence and high support** ("friends in high places"): manage these relationships; help them help you.
- C. low influence and high support** ("popular support"): cultivate as institutional allies, but do not over-invest.
- D. low influence and low support** (can be "quiet saboteurs"): remain polite, yet move on...

Consider also the *influential waverers*.

Grid shared by Kurt Patterson, JMU Engineering; adapted from Aubrey Mendelow's Interest/Power Matrix.

A construction worker wearing an orange hard hat and a high-visibility yellow vest is seen from the back, looking towards a large building under construction. The building is covered in scaffolding, and another worker in a yellow suit is visible on a higher level. The scene is set outdoors under a clear blue sky.

PART 5

Architecture

THE DESIGN

- Which group implements what?
- Draw a visual representation of who and what.
- Are there others who need to be on board?



A construction worker wearing an orange hard hat and a high-visibility yellow vest is seen from the back, looking towards a large construction site. In the background, another worker in a yellow suit is visible on a high structure. The scene is filled with scaffolding and construction materials under a clear blue sky.

PART 6

Setting the Wheels in Motion

GETTING READY FOR IMPLEMENTATION

- Preparation: Getting Facilitators Up to Speed?
- Assessment Plan?
- Overall Timeline?

DISCUSSION: CONTEXT-SPECIFIC APPLICATIONS



- Think about the vignette relative to your own institution.
 - What are some *advantages* that your institution has that University X does not?
 - What are some *hurdles* that your institution has that differ from those encountered by University X?

PRIMING ACTIVITY 4



Individually, please address these questions *relative to your sphere of intended influence*. See your workbook, pp. 17-18.

- Based on what you have learned this week, what facets of student learning do you hope to improve? In your mind, what is the impetus (or impetuses) for change?
- Imagine that the initiative is wildly successful. In 5-7 years, how might your program/department, college/school/division, or institution differ because of learning improvement?
- Sketch two or more concentric circles, denoting who you would imagine serving as core champions and who you would imagine supporting the initiative in proximal ways.
- Consider barriers and facilitators of your initiative's success. What challenges and opportunities might be faced in the next year or two?