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Harmonizing Education: Bridging the Gap Between Academic Assessment and Teaching & Learning Centers for Enhanced Student Outcomes

Will J. Miller[1], Joshua Caulkins[2], and Tiffany Phagan[3]

(1) *Embry-Riddle Aeronautical University, Daytona Beach, FL will.miller@erau.edu*
(2) *Embry-Riddle Aeronautical University, Prescott, AZ, joshua.caulkins@erau.edu*
(3) *Embry-Riddle Aeronautical University, Daytona Beach, FL, phagant@erau.edu*

Abstract

Academic assessment and centers for teaching and learning have emerged as critical components for ensuring quality education and optimal student outcomes. While both entities work towards the shared goal of educational improvement, they have historically operated within separate spheres. These silos sometimes lead to misalignments in goals, duplicated efforts, and missed opportunities for collaborative innovation.

A focused conversation on bridging these divides is not just timely but necessary. Such dialogues help in identifying common goals, sharing best practices, and leveraging the strengths of each department. When these two entities successfully collaborate, they create a symbiotic relationship wherein teaching strategies are informed by assessment data and assessment practices are enriched by pedagogical insights.

Evidence of effectiveness can be seen in institutions that have already embraced this collaborative approach. These institutions report better alignment of curriculum with learning objectives, more effective teaching strategies tailored to students' needs, and improved student outcomes. Furthermore, shared ownership and responsibility fostered through collaboration have been shown to lead to increased faculty engagement and satisfaction.

External bodies, like accreditation agencies, have also begun to recognize the importance of this partnership. Institutions showcasing successful collaborations often fare better in accreditation reviews, further underscoring the tangible benefits of such conversations.

In conclusion, promoting focused conversations to overcome barriers between academic assessment and centers for teaching and learning is a strategic move. The evidence clearly indicates that when these departments align and work together, the entire educational ecosystem benefits.

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