

Franklin University

FUSE (Franklin University Scholarly Exchange)

Learning Showcase 2016: A Celebration of
Discovery, Transformation and Success

International Institute for Innovative Instruction

10-7-2016

Ensuring University and Student Success Through an Outcome-Based and Data-Driven Education Ecosystem

Karen Miner-Romanoff
Franklin University

Yi Yang
Franklin University, yi.yang@franklin.edu

Joel Gardner
Franklin University, joel.gardner@franklin.edu

Ryan Brainerd
Franklin University, ryan.brainerd@franklin.edu

Carolyn LeVally
Franklin University

Follow this and additional works at: <https://fuse.franklin.edu/ss2016>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Miner-Romanoff, Karen; Yang, Yi; Gardner, Joel; Brainerd, Ryan; and LeVally, Carolyn, "Ensuring University and Student Success Through an Outcome-Based and Data-Driven Education Ecosystem" (2016). *Learning Showcase 2016: A Celebration of Discovery, Transformation and Success*. 66. <https://fuse.franklin.edu/ss2016/66>

This Presentation is brought to you for free and open access by the International Institute for Innovative Instruction at FUSE (Franklin University Scholarly Exchange). It has been accepted for inclusion in Learning Showcase 2016: A Celebration of Discovery, Transformation and Success by an authorized administrator of FUSE (Franklin University Scholarly Exchange). For more information, please contact fuse@franklin.edu.

Ensuring University and Student Success Through an Outcome-based and Data-driven Education Ecosystem

Dr. Karen Miner-Romanoff
 Dr. Yi Yang
 Dr. Joel Gardner
 Ryan Brainerd
 Carolyn LeVally



What is University Success?

Historically Defined

- knowledge and skills in content areas
- academic success
- research and publication
- curriculum
- management and leadership
- the university finance

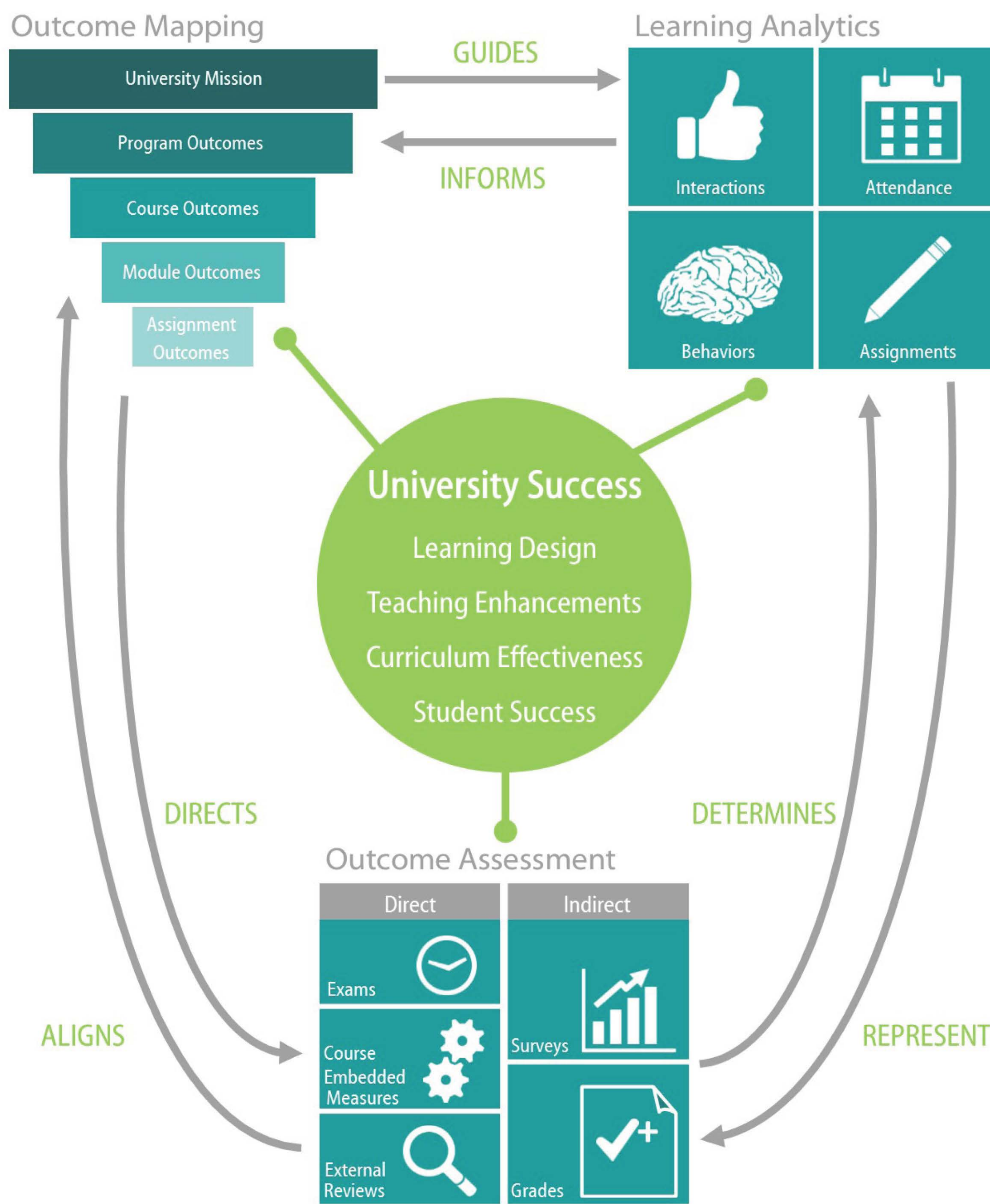
Franklin Defined

- effective learning design
- proper teaching enhancements
- continuous curriculum effectiveness measurements
- evidence-based student success

University Outcome Measure & Assessment Model

Rooted from University mission, this outcome-mapping structure will thread through program outcomes, course outcomes, module outcomes, and to assignment outcomes. This structure will guide the direct and indirect outcome assessments through course exams, national exams, coursed embedded measures, external reviews and course surveys, national surveys, and grades. The evidence for the four aspects of the university success can be gathered from various learning analytics to be generated from the learning management system. See the figure below.

University Outcome Measure & Assessment Model



What is Outcome-based Education?

Outcome-based education is and has the following characteristics:

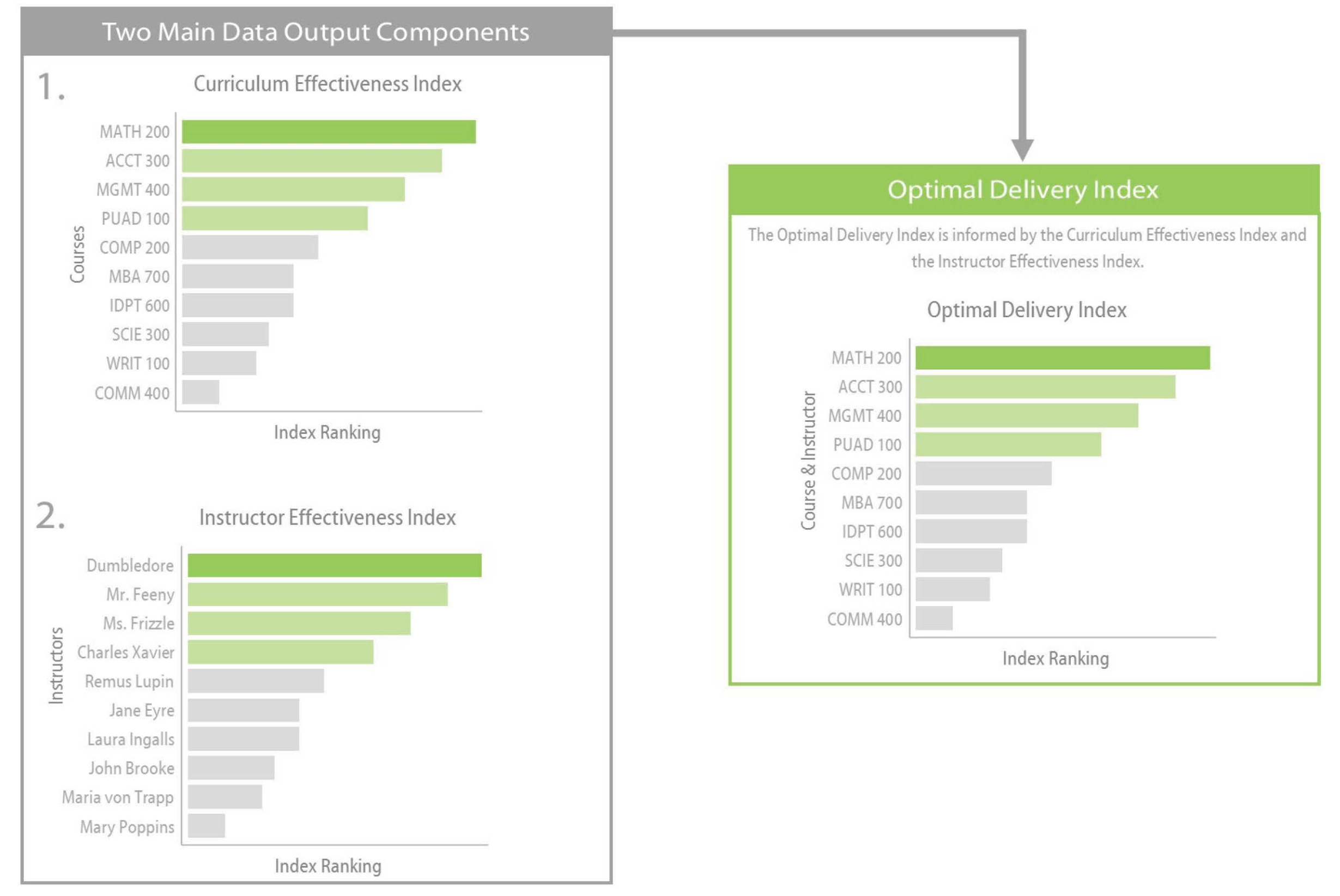
- student-centered
- clearly defined instructional goals and outcomes
- relevant to students' future practice
- provides an opportunity for comparison across institutions
- promotes students' active involvement in their learning
- provides framework for assessment and program evaluation

(Eldeeb & Shatakumari, 2013)

University Effectiveness Management System Data Output

Based on the University Success model, further data can be generated and analyzed on curriculum effectiveness and instructor effectiveness to determine the optimal delivery for university courses and assigning instructors. See the figure below.

University Effectiveness Management System Data Output



References

Conley, D. (2003). Understanding University Success. Retrieved from <http://webhost.bridgew.edu/rsylvester/frosh.pdf>

Eldeeb.R. & Shatakumari, N. (2013). Outcome based education – trend review. Journal of Research & Methods in education, 1(2), 09-11.

Kaliannan, M. & Chandran, S. D. (2012). Empowering students through outcome-based education. Research in Education, 87, 50-63.

Shattock, M. (2010). Managing Successful Universities. Open University Press, McGraw-Hill Education (UK).

York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. Practical Assessment, Research, & Evaluation, 20(5), 1-20.