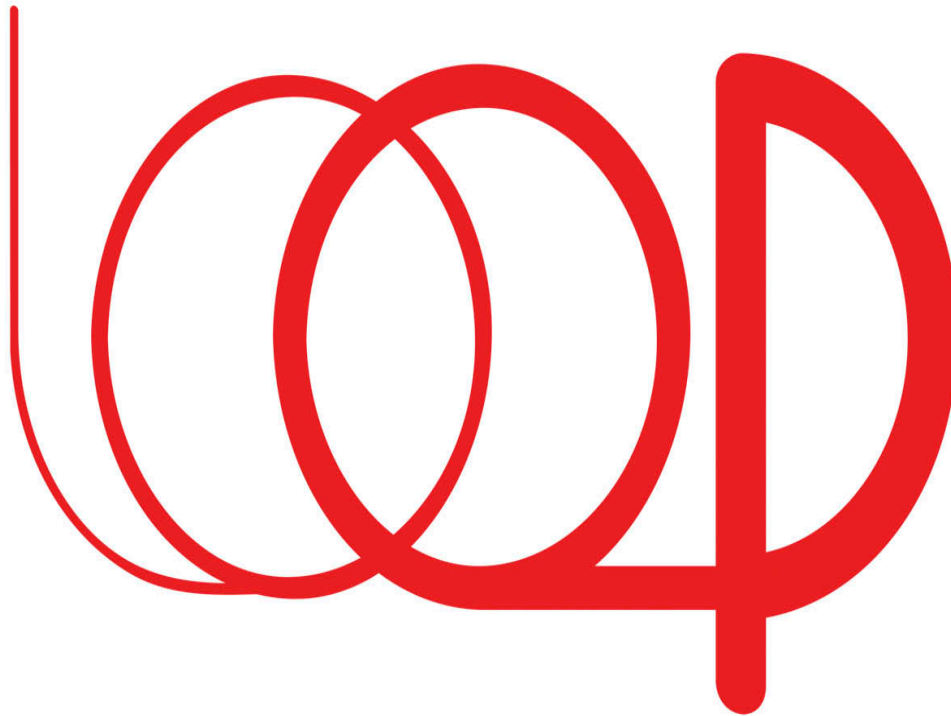


# Approaching

the



Jake Kaupp & Brian Frank



**EGAD**  
Project

**EGAD** National **Snapshot**  
Survey

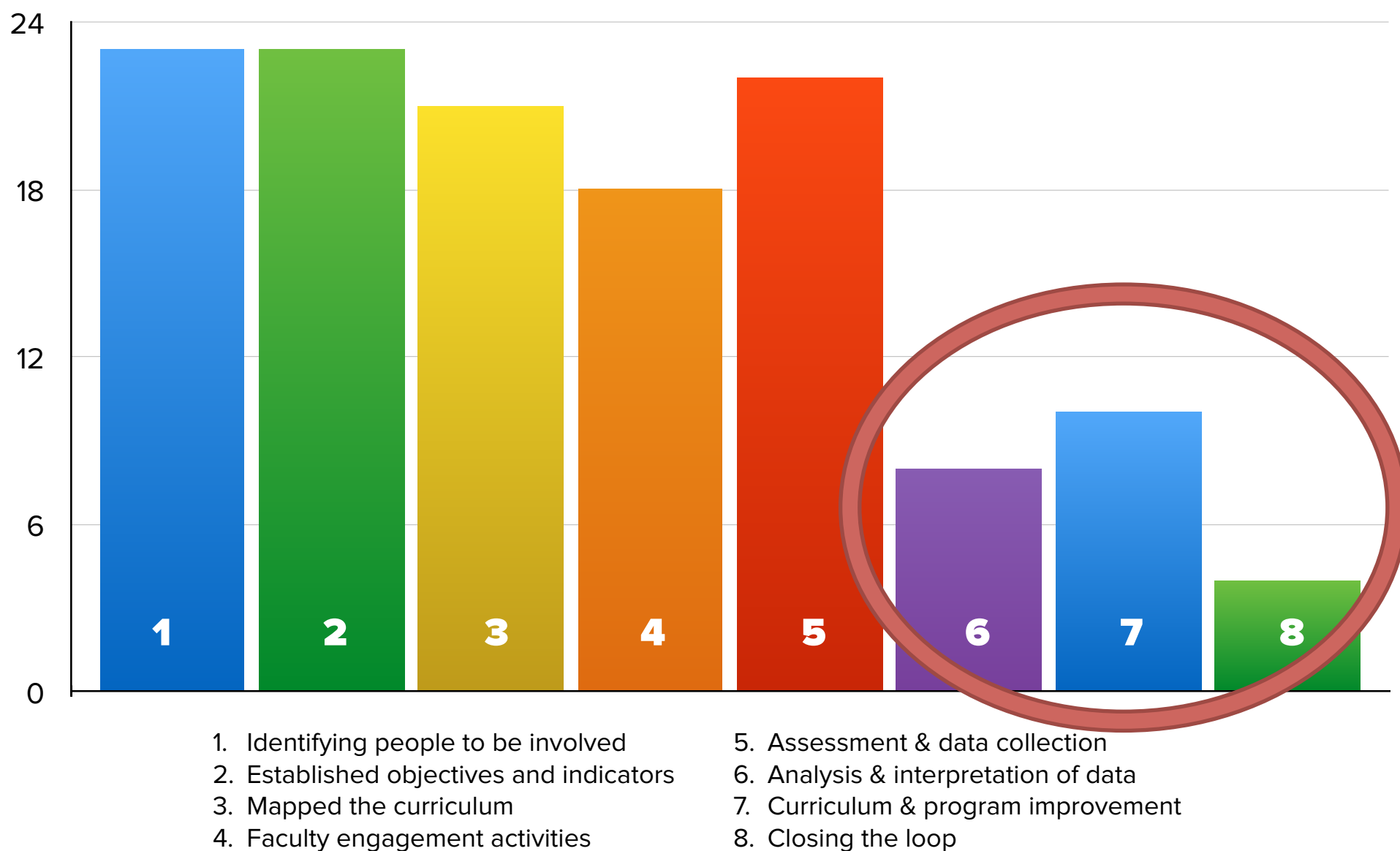
**60+%** engaging in  
**Continuous Improvement**  
**Activities** at the **program &**  
**course level**

**82%** have no

**evidence** that **student**  
**outcomes & continuous**  
**improvement** activities have  
impacted student learning

Using the results or  
**evidence** from **student**  
**learning outcomes** to  
improve **curriculum**,  
**programs** and **student**  
**learning**

# Which activities for outcomes-based curriculum improvement have you completed or already have in place?



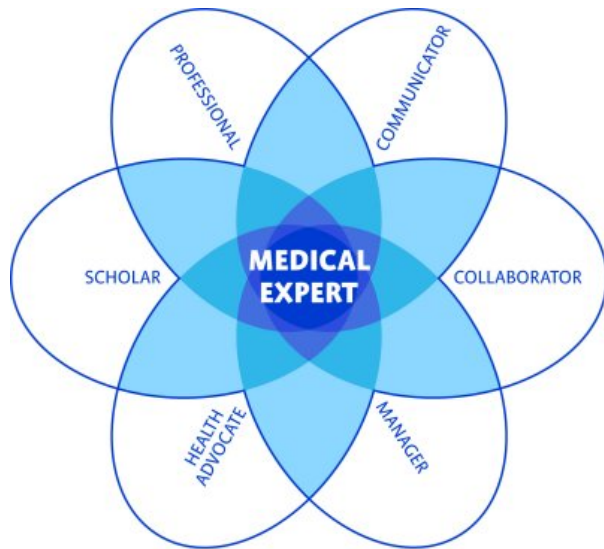
# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

---

## WABASH NATIONAL STUDY OF **Liberal Arts** Education

---



THE  
**CANMEDS**  
ROLES FRAMEWORK



# Accountability and Assessment

Two areas:

Accountability  
& Assessment  
for institutional  
performance

Accountability  
& Assessment  
for improving  
student learning

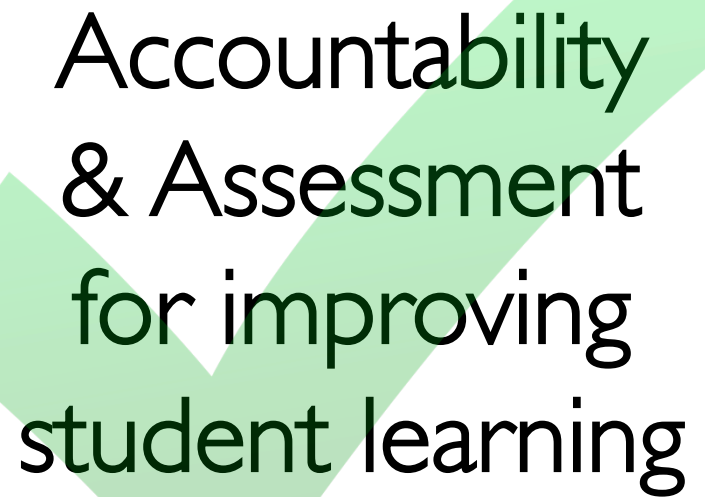


# Accountability and Assessment

Two areas:



Accountability  
& Assessment  
for institutional  
performance



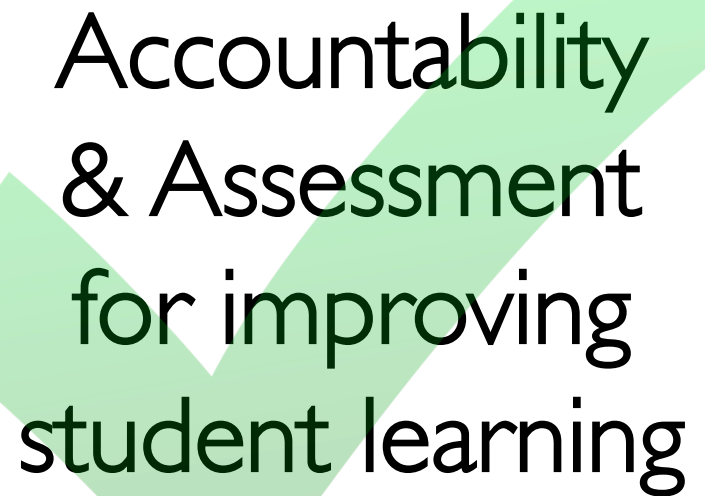
Accountability  
& Assessment  
for improving  
student learning

# Accountability and Assessment

Two areas:

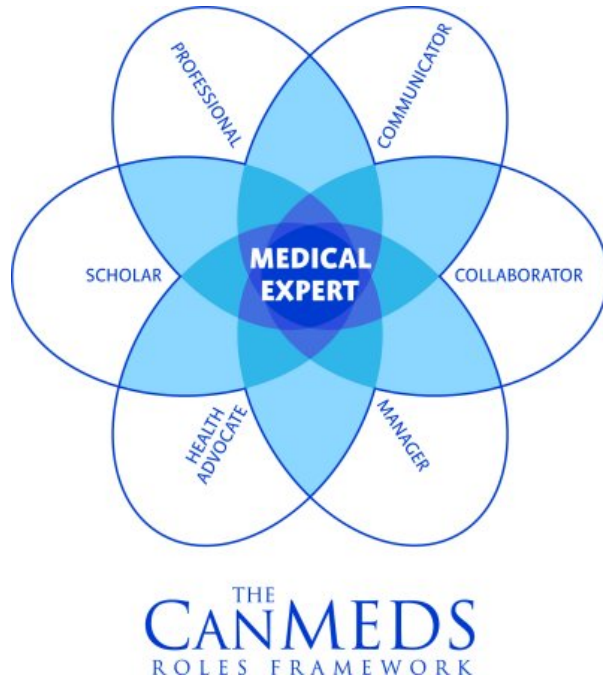


Accountability  
& Assessment  
for institutional  
performance



Accountability  
& Assessment  
for improving  
student learning

# Professional Differences



Outcomes based  
Continuous **Program**  
Improvement

Outcomes based  
Continuous **Quality**  
Improvement

# **Lead to** Common Approaches

**Six Sigma**

**PCDA:** Plan Do  
Check Act

**TQM:** Total Quality  
Management

**Balanced  
Scorecard**

# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

---

## WABASH NATIONAL STUDY OF **Liberal Arts** Education

---

“a large-scale, longitudinal study to investigate critical factors that affect the outcomes of liberal arts education. Our research is designed to help colleges and universities improve student learning and enhance the educational impact of their programs.”

# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

---

## WABASH NATIONAL STUDY OF **Liberal Arts** Education

---

“a large-scale, longitudinal study to **investigate critical factors that affect the outcomes** of liberal arts education. Our research is designed to help colleges and **universities improve student learning and enhance the educational impact of their programs.**”

**Despite the abundant information** they receive  
from the study, most Wabash Study **institutions have** had **difficulty**  
**identifying and implementing changes**  
**in response to study data.**

Although much of the national conversation about assessment and accountability focuses on the pros and cons of different approaches to measuring student learning and experience, we have learned from the Wabash Study that

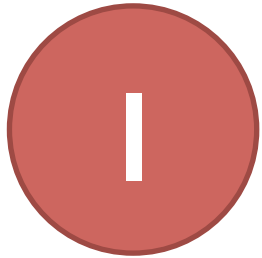
**measuring student learning and**  
**experience is by far the easiest step** in the  
assessment process.

**The real challenge begins in** faculty, staff, administrators, and  
students at institutions **using the evidence to improve**  
**student learning.**





# Effective Practise



Have a **key goal** or  
**focus** to **guide** your  
approach

# Effective Practise



Resource **identification**  
& allocation

# Effective Practise



## Leadership

# Effective Practise



Clear & Coherent  
Assessment Plan

# Effective Practise



Making meaning &  
Improving

# EGAD 5-step approach

## 1. Program Evaluation

- "What are the unique aspects of your program?"
- "What is the purpose of your program?"
- "What are the outcomes of your program?"

## 2. Curriculum Mapping

- "Where are the outcomes developed in your program?"
- "Where are the outcomes assessed in your program?"
- "What mapping technique best suits your programs needs?"

## 3. Assessment & Data Collection

- "How are you going to measure learning in specific outcomes?"
- "Are you incorporating multiple types of evidence (triangulation)?"
- "What is your plan to assess learning outcomes?"

## 4. Analyzing & Interpreting Data

- "What do you want to know to improve your program?"
- "How are you going to manage outcomes assessment data?"
- "How will you present your data?"

## 5. Data Informed Curriculum Improvement

- "What is your point of view or purpose for the current improvement cycle?"
- "What criteria might you choose to judge the success of the changes made?"

“the desire to **improve student learning**  
and to **critically examine institutional**  
**processes and practices**—from the  
classroom to extracurricular activities and everything  
in between—to **inform decisions to**  
**enhance student learning.**”