

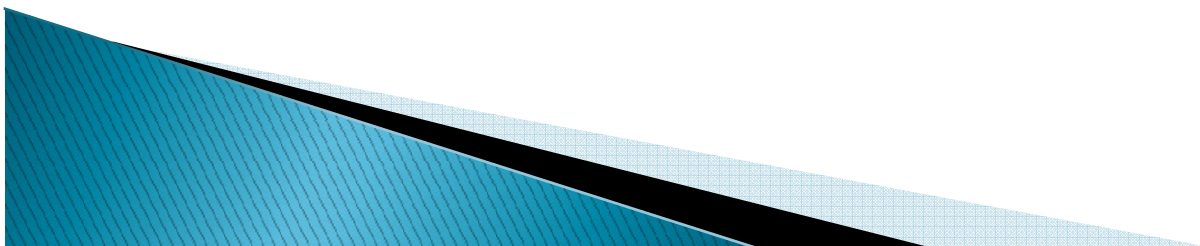
Institutional Effectiveness: Incorporating evidence-based practice into higher education administration.

Jessica D. Egbert
Director of Institutional Effectiveness and Student Services
Rocky Mountain University of Health Professions
Provo, Utah

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Institutional Effectiveness: What is it?

- ▶ Assessment and continuous improvement:
 - What are we doing?
 - Why are we doing it?
 - How well are we doing it? Prove it!
 - How can we do better?
 - It's a cyclical process!



Continuous Improvement Cycle

What are we doing?

- Responsibilities
- Activities, Process
- Programs, Systems

How can we do better?

- Improve process & numbers.
- Add programs and systems.
- Translate data into action!

Why are we doing that?

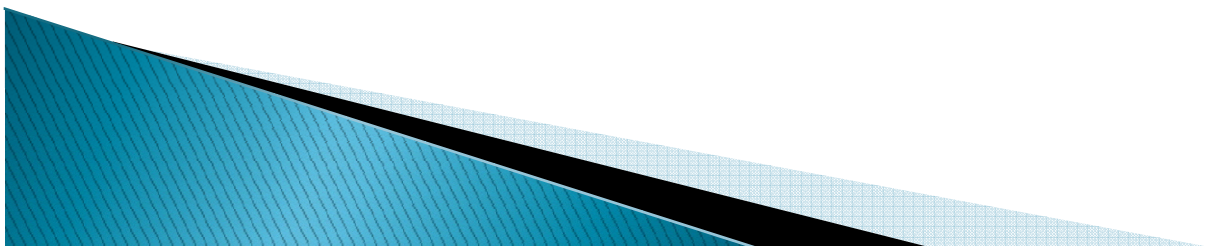
- Mission
- Strategic Plan
- Values

How well are we doing?

- Goals
- Measureable Data, Surveys
- Completion of Activities, New Development

What, exactly, are we supposed to be doing?

- ▶ Align activities with institutional and departmental
 - Mission,
 - Goals,
 - Values,
 - Comprehensive Strategic Plan,
 - And Learning Outcomes (when applicable).

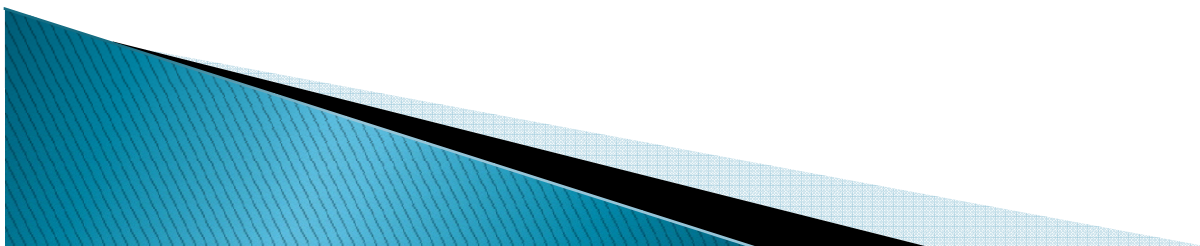


What we do...



Evidence-based Practice (EBP): What is it?

- ▶ Make decisions based on the best-available evidence.
- ▶ “Evidence” includes and expands beyond peer-reviewed literature.
- ▶ Example from healthcare (headache).
 - Evidence provided by literature.
 - Provider experience and expertise.
 - Your preferences as a patient.



EBP in Higher Education: Case Example

- ▶ Using evidence-based practice principles, **How can I best determine who do admit into doctoral program X?**



Administrator Experience and Expertise

- Students from undergraduate school X have been better prepared than school Y.
- Preference to err on the side of providing the opportunity to the student (within reason).

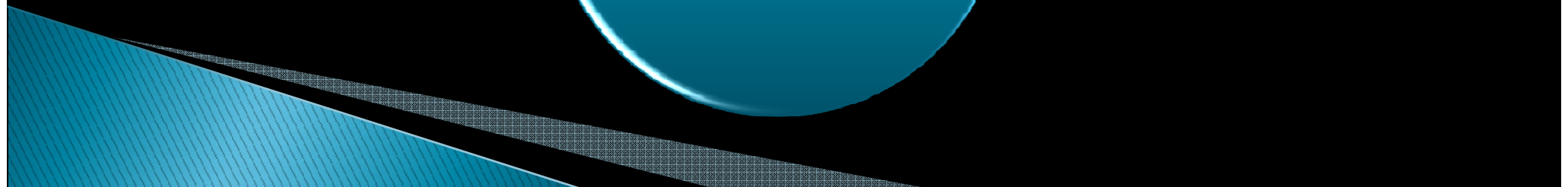
Peer-reviewed Literature

- Factors which predict graduate student success (verbal GRE score, behavioral interview, undergraduate GPA)

Institutional Requirements

- Admissions criteria.
- Required cohort size.
- Population expectations.

Admission Decision



How do I incorporate EBP into assessment processes?

- ▶ Seek and collect data.
 - Peer-reviewed literature.
 - Institutional surveys and research.
 - Time management studies.
 - Both qualitative and quantitative information.
- ▶ Know the institution's expectations, goals, and plans.
- ▶ Consider your own experience and expertise; seek mentorship opportunities with those more knowledgeable and experienced.
- ▶ Create and use systems.
 - Checklists, timelines, flow diagrams.
 - Shared networks.
 - Assessment software.
 - Document, document, document!



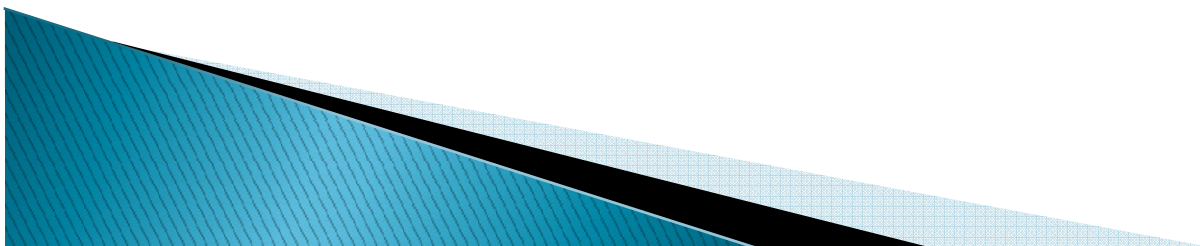
What's the point of all this?

▶ Systematic Alignment.

- Ensure each department aligns its primary functions with the institution's mission, goals, values, comprehensive strategic plan.

▶ Systematic Evaluation.

- Ensure the institution and departments are achieving and incorporating the mission, goals, values, and comprehensive strategic plan (effectiveness).
- Ensure outcomes are achieved through efficient means.



What's the point of all this? (Continued)

▶ Systematic Improvement.

- Provide a systematic approach to improving fulfillment (effectiveness and efficiency) of the institution's and/or department's mission, goals, values, and comprehensive strategic plan.

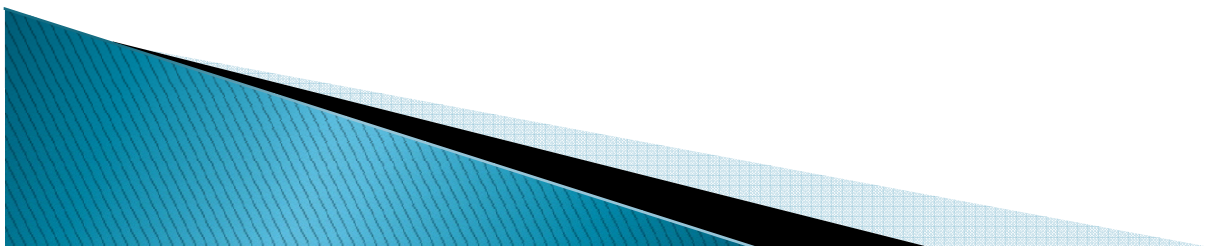
▶ Systematic Accountability.

- Provide measureable evidence of the institution's and/or department's systematic approach to assessment.
- Demonstrate to all constituents the institution's commitment to its academic mission:
 - Board of Trustees
 - Faculty and Employees
 - Accrediting Agencies
 - Federal Government
 - And, most importantly – **Students!**



What the point is NOT...

- ▶ The purpose of institutional assessment is NOT to point fingers or blame, but to evaluate, inform, and improve.



Case Example: Getting started with enrollment management



Background Information
Mission
Goals
Actions

Step 1: Background Information.

Things to know **before** you get started.

- ▶ What institution–level or departmental–level information exists? What is most important to which to align?
 - **Mission**
 - Vision
 - **Core Values**
 - **Comprehensive Strategic Plan**
 - **Assessment Cycle**
 - Other important items? (i.e., expectations, budget considerations, other statements of purpose, organizational charts)

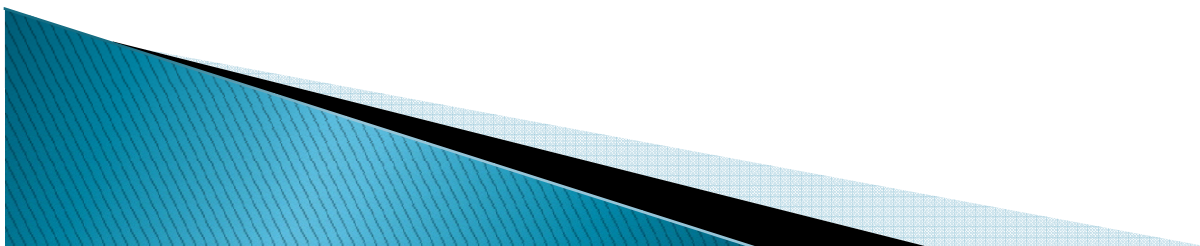


Step 1: Case Background Information

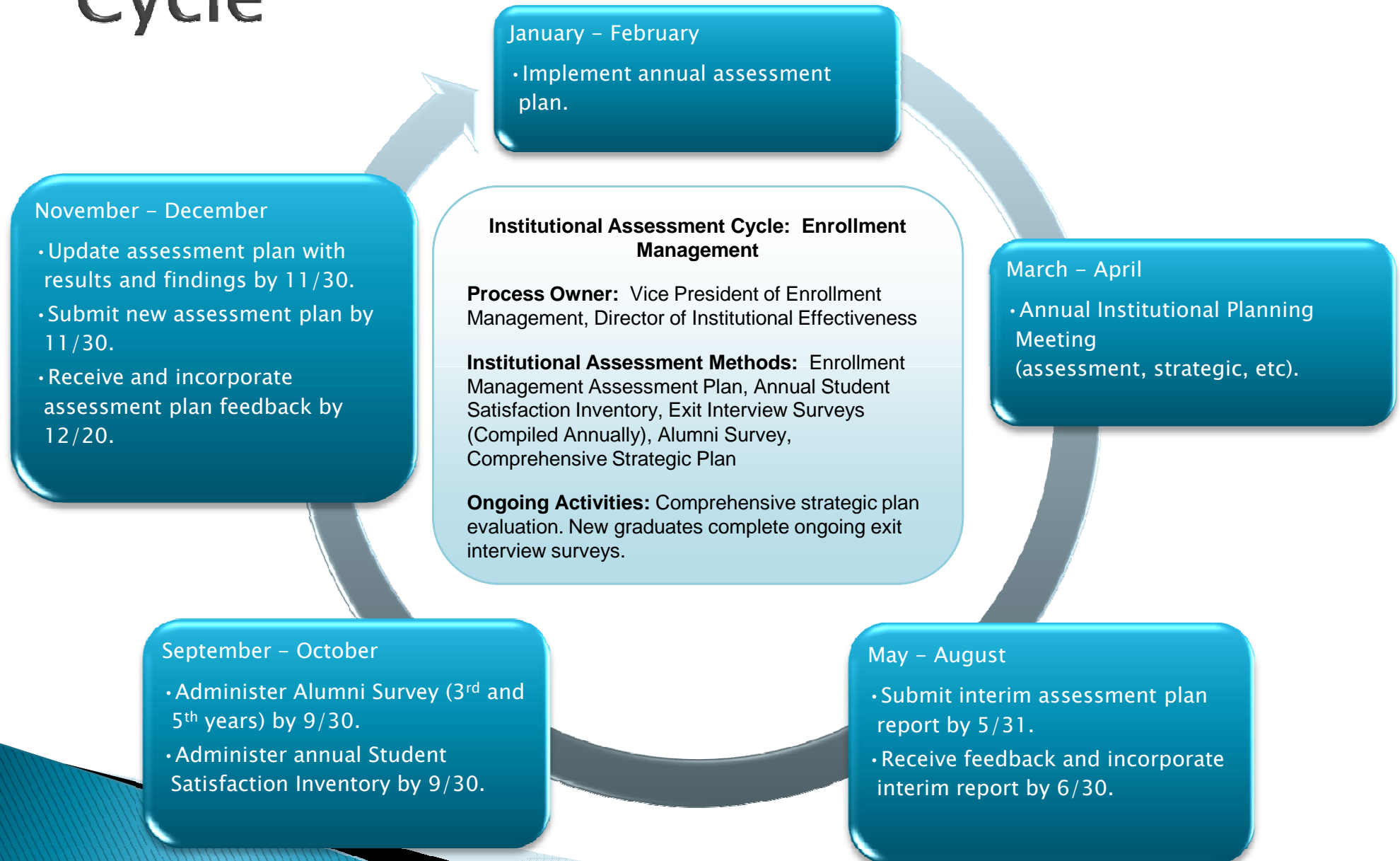
- ▶ University Mission:
 - RMUoHP's mission is to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice.

- ▶ RMUoHP Core Values
 - Scholarship.
 - Student-centeredness.
 - Integrity.
 - Diversity.
 - Leadership.
 - Sustainability.
 - Viability.

- ▶ RMUoHP's relevant comprehensive strategic plan goal:
 - Refine enrollment management.

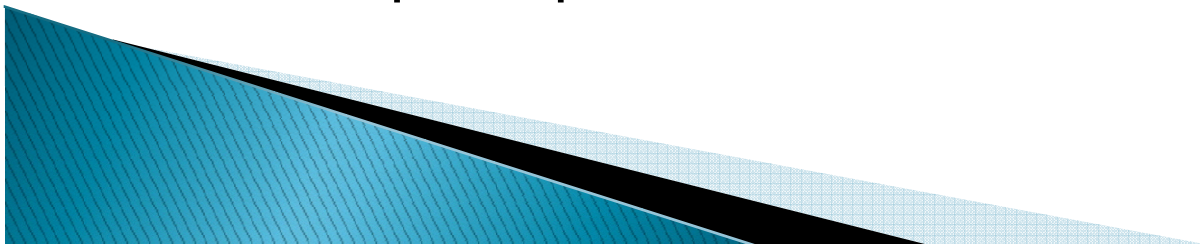


Case: Institutional Assessment Cycle



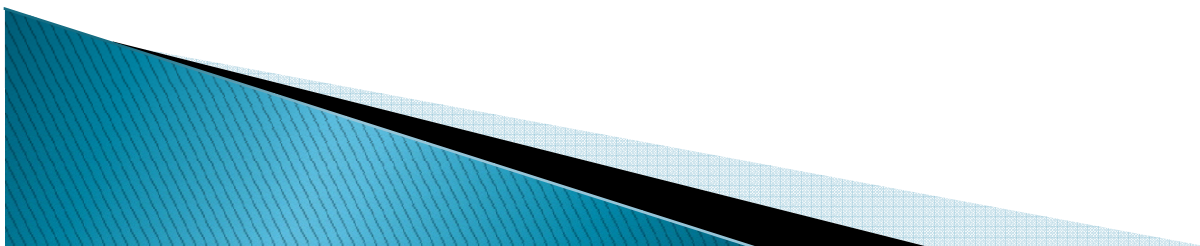
Step 2: Create a Mission

- ▶ The mission statement should drive the department.
 - What is it you do?
 - Why do you do that?
 - By what methods do you do it?
 - How does your department support the University's mission?
- ▶ When creating a mission, consider and involve all relevant parties.
 - If you want your employees to “own” the mission, let them help in its creation.
 - Use principles of transformational leadership.



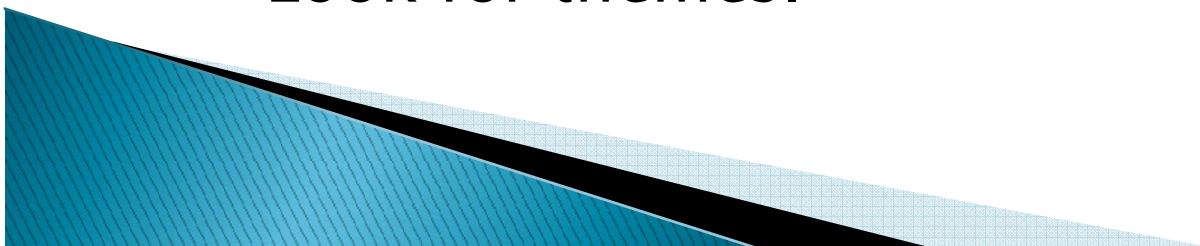
Step 2: Case Mission Statement

- ▶ Through a holistic, student-centered approach, the mission of **Enrollment Management** is to support current and future students by providing quality services which encourage student success
 - What is it you do?
 - We provide quality student services.
 - Why do you do that?
 - To support students.
 - By what methods do you do it?
 - Holistic, student-centered approach.
 - How does your department support the University's mission?
 - Encourages student success. (Defined as a graduate.)



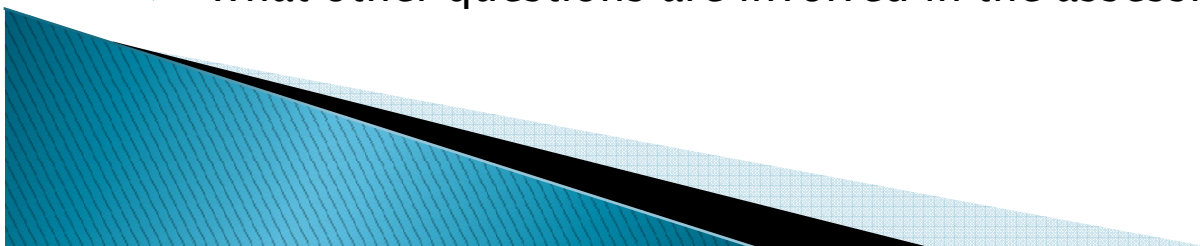
Step 3: Assess yourself!

- ▶ If you already have data, use it!
- ▶ If you have access to data, get it!
- ▶ If your data is scarce, it's time to start documenting!
- ▶ Either way, hold a departmental meeting.
 - Create an environment conducive to feedback.
 - Document all suggestions.
 - Look for themes.



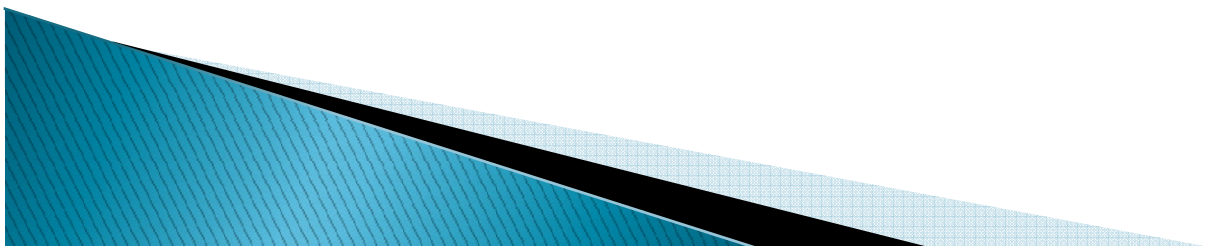
Step 3: Departmental Discussion Items

- ▶ Communicate the purpose of assessment – don't point fingers!
- ▶ Focus on actions, not on people.
- ▶ How can we better fulfill the departmental and institutional mission and goals?
- ▶ How can we better demonstrate the core values?
- ▶ In which areas do we receive the most negative feedback externally? What about internally?
- ▶ If processes changed, how would that impact workload (initially, long term)?
- ▶ Are we compliant (with whatever regulations govern your compliance)?
- ▶ Are we moving forward, out of control, or stagnating? (Progress vs. Anarchy vs. Stability)
- ▶ What other questions are involved in the assessment process?



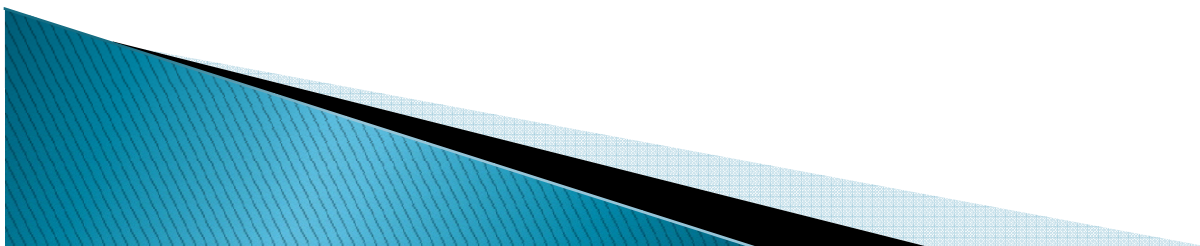
Step 4: Set Goals.

- ▶ What themes and opportunities emerged from your discussion?
- ▶ Be realistic!
 - Focus on no more than 3–8 key departmental goals.
- ▶ Remember to align goals with institutional/departmental mission, core values, strategic plan, etc.



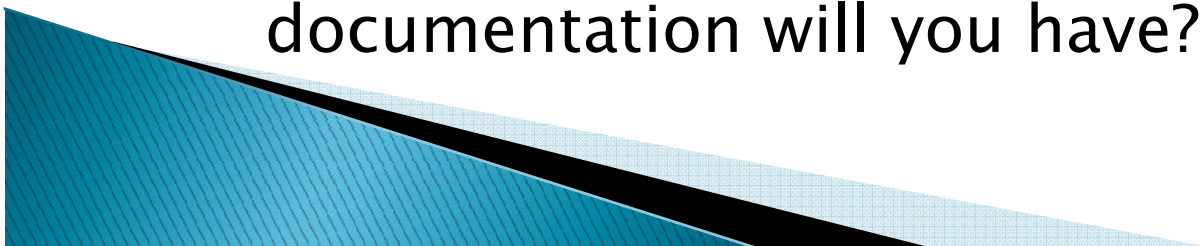
Step 4: Case Goal

- ▶ Goal: **Maintain or enhance student satisfaction.**
- ▶ Core Value Alignment:
 - Viability,
 - Diversity,
 - Integrity,
 - Student-centeredness.
- ▶ Strategic Plan Goal Alignment: Enhance enrollment management.



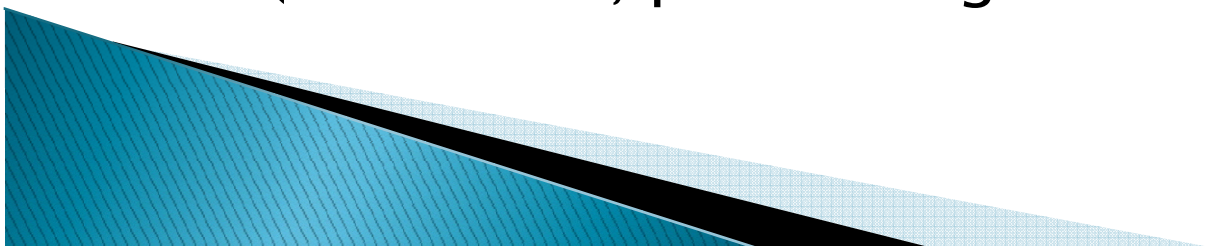
Step 5: Associate actions with goals.

- ▶ What specific actions will help you fulfill your goal?
 - Think about both effectiveness and efficiency.
 - Is the action within the scope of your department's control?
 - What's the ideal target level for the action?
 - What's an acceptable target level for the action?
 - What is the timeline?
 - What are the costs (monetary, hours, etc.)?
 - Who is responsible?
 - What is the priority level?
 - How will you prove the results? (What documentation will you have?)



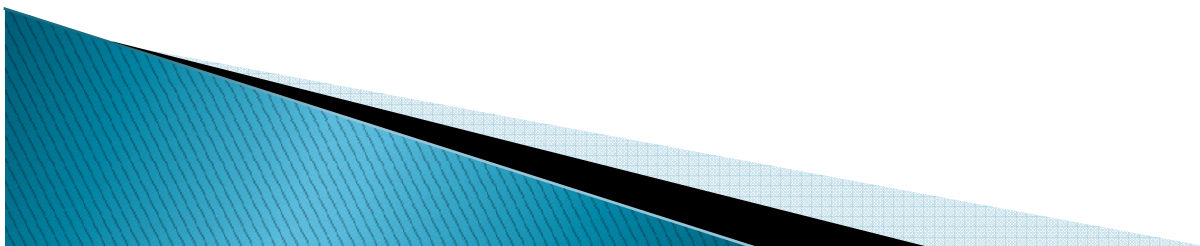
Step 5: Case Action

- ▶ Problem area: **Faculty grade turnaround.**
- ▶ How do we know it's a problem?
 - Tracking data regarding grade submission timeliness.
 - Feedback from 2009 Student Satisfaction Inventory.
- ▶ Within the scope of enrollment management, what can we control?
 - Do not directly manage faculty.
 - Can improve effectiveness and efficiency of processes related to collecting grades (reminders, publicizing deadlines).



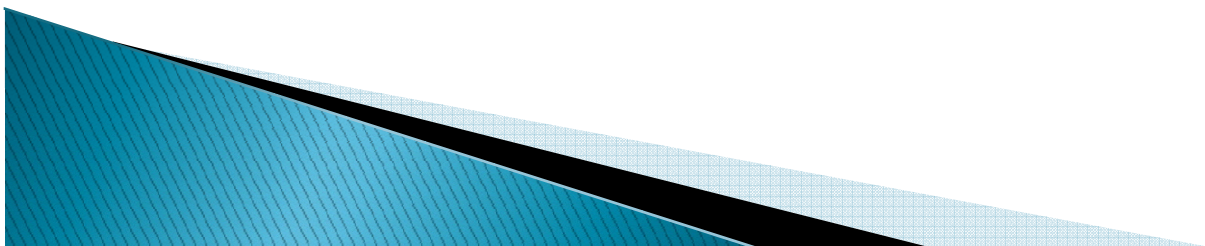
Step 5: Case Action (Continued)

Goal 3. Maintain or enhance student satisfaction. (Core Values: Viability, Diversity, Integrity, Student-centeredness; Comprehensive Strategic Plan Goal Alignment: 2)								
Action Number	Action Details	Acceptable Target Level	Ideal Target Level	Implementation Plan (Timeline) and Time Commitment (Estimate in Hours)	Key/ Responsible Personnel	Supporting Materials (i.e., Documents, websites)	Priority Level	Budget Considerations
3.1	Improve course grades turnaround time <i>(by implementing new reminder and deadline publication processes)</i> .	85% Course grades turned in on time.	95% Course grades turned in on time.	<ul style="list-style-type: none"> •Completed by December 2009 •15 hours to create new processes. •One hour per week for Apr, Aug, Dec. 	<ul style="list-style-type: none"> •Registrars •VPEDM 	<ul style="list-style-type: none"> •Grade Reporting Data •Student Satisfaction Data. 	High	None



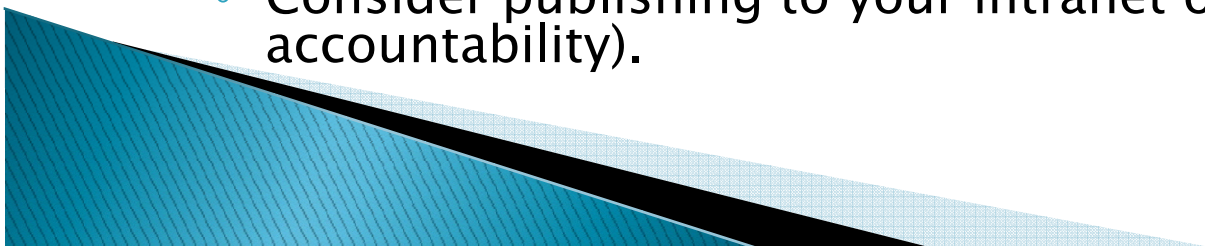
Step 6: Do it.

- ▶ Follow-through on the actions.
 - Leaders should set an example.
 - Hold employees accountable for assessment processes.
- ▶ Regularly review the action status and reason for the status:
 - Not Started, In Progress, Completed, Not Implemented/Postponed
 - Why or why not?
- ▶ Document your progress.



Step 7: Document and publish your findings.

- ▶ What actions occurred?
- ▶ What were the results?
- ▶ Did you achieve your goals (effectiveness and efficiency)?
- ▶ What did you learn from the experience?
- ▶ How does the current assessment cycle inform the next cycle?
- ▶ Share your information with others!
 - You might have found a “best practice.”
 - Your actions impact others’ actions – communicate!
 - Consider publishing to your intranet or internet (transparency, accountability).



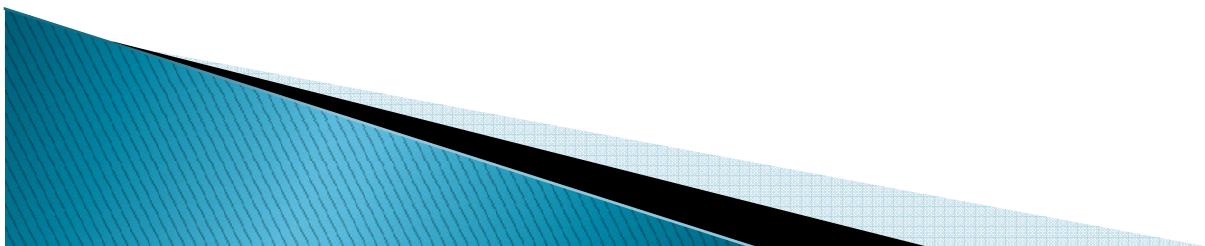
Step 8: Start over!

- ▶ Create new goals and action items for your next assessment cycle.
- ▶ Continue existing goals and actions, when applicable.
- ▶ Keep at it – this is a process!
- ▶ Assess your assessment process.
 - Does it work for your department and institution?
 - If not, change it!



Let's chat.

- ▶ Small Groups (3–4)
- ▶ Trade business cards! These people are valuable resources!
- ▶ Discuss:
 - Describe one process related to effectiveness or efficiency that your department is reviewing, changing, or adding.
 - How did you know a change was necessary?
 - What do you hope this will accomplish?
 - How are you measuring the results?



Questions?

» Jessica Egbert
jegbert@rmuohp.edu
801.734.6812