



ROCKY MOUNTAIN UNIVERSITY
OF HEALTH PROFESSIONS

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

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Agenda

- » Institutional Effectiveness
Assessment & Continuous
Improvement
- Evidence-based Practice
What's the point?
- Getting Started
- Discussion & Questions

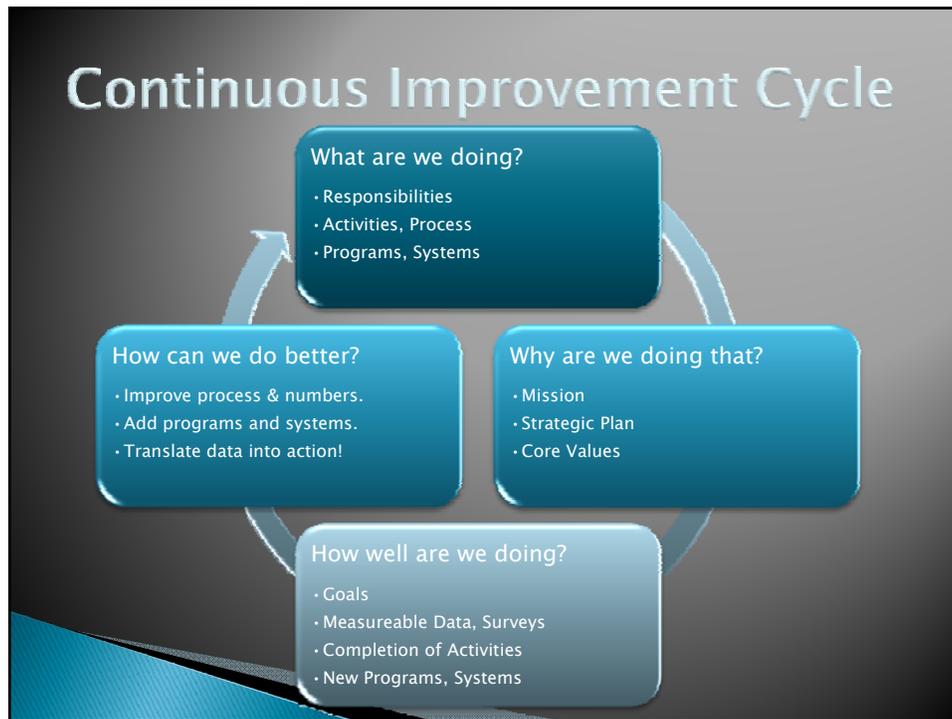
Institutional Effectiveness: What is it?

- ▶ Fulfillment of institutional mission.
 - Are we fulfilling the mission?
 - Are we fulfilling the mission effectively and efficiently?



Assessment and Continuous Improvement: What is it?

- ▶ What are we doing?
 - Outcomes
- ▶ Why are we doing it?
 - Institutional Alignment
- ▶ How well are we doing it? Prove it!
 - Assessment
- ▶ How can we do better?
 - Continuous Improvement
- ▶ It's a cyclical process!



What, exactly, are we supposed to be doing?

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



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

- ▶ Make decisions based on the best-available evidence.
 - Peer-reviewed literature.
 - Provider expertise.
 - Patient preferences.
- ▶ Healthcare Examples
 - Back Pain
 - Headache



Evidence-based Practice (EBP): Healthcare vs. Higher Education

- | | | |
|----------------------------|--------|---|
| ▶ Peer-reviewed Literature | —————▶ | ▶ Peer-reviewed Literature |
| ▶ Provider Expertise | —————▶ | ▶ Administrator Expertise |
| ▶ Patient Preferences | —————▶ | ▶ Institutional Policies, Strategic Plans |



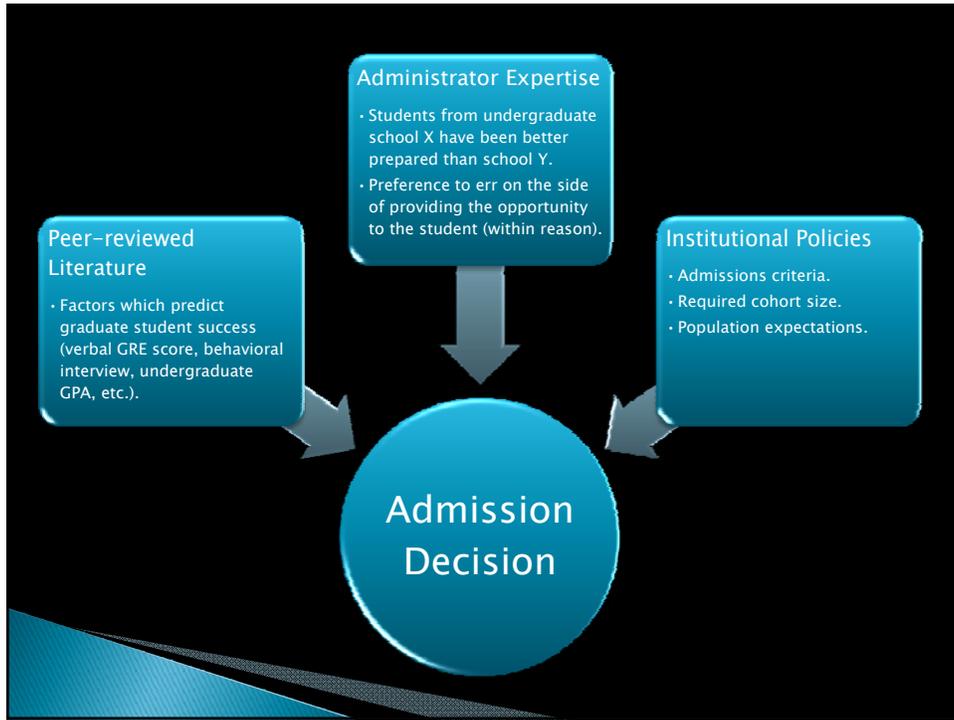
Healthcare

Higher Education

EBP in Higher Education: Case Examples

- ▶ Admissions
 - Using evidence-based practice principles, **how can I best determine who do admit into a degree program?**

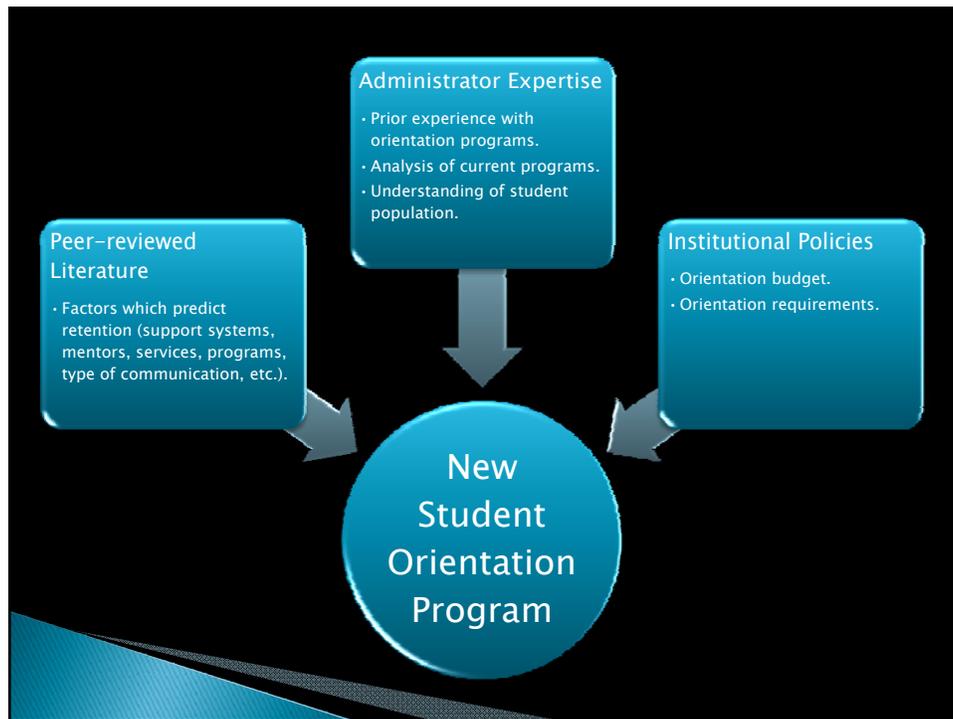




EBP in Higher Education: Case Examples

- ▶ Student Services
 - Using evidence-based practice principles, **how can I best determine what type of new student orientation would be most impactful in long-term student retention?**





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.
 - Document, document, document!
- ▶ Know the institution's expectations, goals, and plans.
- ▶ Consider your own experience and expertise; seek mentorship opportunities with those more knowledgeable and experienced.



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.

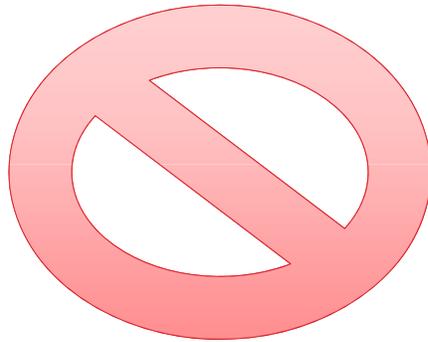
▶ Systematic Accountability.

- 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.



Evidence-based Assessment & Continuous Improvement Process

1. Collect Background Information
2. Review or Create the Mission
3. Set Outcomes
4. Assess Yourself
5. Create Improvement Plans to Measure Outcomes
6. Do It
7. Document and Publish Your Findings
8. Start Over

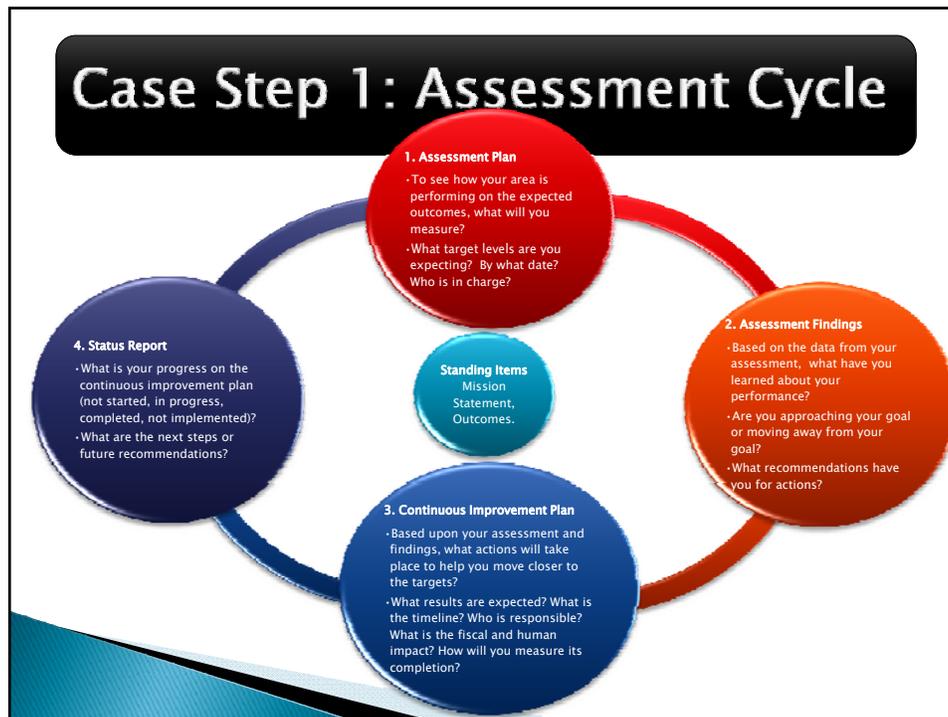
Case Example: Enrollment Management

Step 1: Collect 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)

Case Step 1: 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.



Step 2: Review (or Create) the 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.

Case Step 2: 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: Set Outcomes.

- ▶ Now that you have a mission statement...
 - How do you achieve that mission?
- ▶ Set departmental outcomes.
 - Consider both short- and long-term outcomes.
 - Be realistic – Focus on no more than 3–8 key departmental outcomes.
 - Think “Big Picture” when setting outcomes (little details come later!).
 - Evaluate “to what end” does your department function.
 - Align outcomes with institutional/departmental mission, core values, and strategic plan.

Case Step 3: Outcomes

- ▶ Enrollment Management:
 - Achieve enrollment, retention, and graduation goals.
 - Cultivate a sense of community.
 - Maintain or enhance student satisfaction.
 - Increase viability and sustainability.



Case Step 3: Outcome Alignment

- ▶ Outcome: **Cultivate a sense of community.**
- ▶ Core Value Alignment:
 - Viability,
 - Diversity,
 - Integrity,
 - Student-centeredness.
- ▶ Strategic Plan Goal Alignment: Enhance enrollment management.



Step 4: Assess yourself!

- ▶ What information do you need to know to determine how effective your department is achieving its outcomes?
 - 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!
 - Don't forget peer-reviewed literature!
- ▶ Hold departmental meetings.
 - Create an environment conducive to feedback.
 - Determine how you would like to collect, analyze, and use the data.
 - Document all suggestions.
 - Review data findings; look for themes and opportunities.

Sample Departmental Discussion Topics

- ▶ 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?
- ▶ How well are we performing? How efficient? How effective?
- ▶ What does the literature indicate is effective?
- ▶ If processes changed, how would that impact workload (short- and long-term)?
- ▶ Are we compliant (with whatever regulations govern your compliance)?
- ▶ Are we moving forward, out of control, or stagnating? (Chaos Theory: Progress vs. Anarchy and Stability)

Case Step 4: Assessment

- ▶ Outcome: **Cultivate a sense of community.**
- ▶ What data do we have?
 - Student Satisfaction Survey
 - Student Graduation and Retention Rates
 - Admissions Data
 - Grade Submission Data
 - Alumni Surveys
 - Exit Interviews
 - Graduate Student Council Minutes
 - Demographics
 - Institutional Requirements
- ▶ What data could we collect that might inform the fulfillment of our Mission?
 - Project-based Data
 - Frequency Data (How often do X events occur?)
 - Time Management Data
 - Peer-reviewed Literature



Case Step 4: Application of Assessment

- ▶ Outcome: **Cultivate a sense of community.**
- ▶ Assessment Items:
 - Using the Student Satisfaction Survey, evaluate student perceptions regarding the RMUoHP community.
 - “Through interactions with University constituents, I feel a sense of belonging to the RMUoHP community.”
 - Acceptable Target: 4.0
 - Ideal Target: 4.5
 - Timeline: Complete by October.
 - Persons Responsible: IE, SS
- ▶ Assessment Findings:
 - Average Score: 4.32
 - Acceptable Target Achieved; Approaching Ideal Target
 - Recommendations for Action: Increase University, campus, and community-related information and resources provided to students.

Step 5: Create Improvement Plans to Measure Outcomes.

- ▶ What specific actions will help you fulfill your outcomes?
 - What is a description of the plan?
 - Is the action within the scope of your department's control?
 - How will you measure the plan?
 - 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?)

Case Step 5: Improvement Plans.

Outcome: **Cultivate a sense of community.**

Revise new post-professional student orientation.	Create Who's Who on Campus and Area Resources materials.	Diversify content and contributors for the quarterly newsletter.	Enrich content of website.	Improve commencement attendance.
<ul style="list-style-type: none"> • Complete by May 1. • SS is responsible. • No external costs. • Medium priority. • Evidence will be launch of new program. 	<ul style="list-style-type: none"> • Complete by May 1. • SS is responsible. • No external costs. • Medium priority. • Evidence is publication of document. 	<ul style="list-style-type: none"> • Complete by March 1. • SS is responsible. • No external costs. • High priority. • Evidence is publication of increasingly diverse newsletter. 	<ul style="list-style-type: none"> • Ongoing activity. • Enrollment Management personnel are responsible. • High priority. • Evidence is the addition or upgrading of new features. 	<ul style="list-style-type: none"> • Complete by August 1. • Registrar is responsible. • High priority. • Evidence is increased attendance over previous years.

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?
- ▶ 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).

Case Step 7: Document and Publish Findings

Revise new post-professional student orientation.

- Complete by May 1.
- SS is responsible.
- No external costs.
- Medium priority.
- Evidence will be launch of new program.
- **Results:** The University rolled out its first web-based new student orientation for post-professional students, which includes general University information, threaded discussion forums, and literature searching training. Feedback has been positive from both program directors and students.

Create Who's Who on Campus and Area Resources materials.

- Complete by May 1.
- SS is responsible.
- No external costs.
- Medium priority.
- Evidence is publication of document.
- **Results:** The Who's Who Employee Directory is completed and available through the University website.

Diversify content and contributors for the quarterly newsletter.

- Complete by March 1.
- SS is responsible.
- No external costs.
- High priority.
- Evidence is publication of increasingly diverse newsletter.
- **Results:** The Quarterly Newsletter was expanded to include regular contributions from Advancement, Institutional Effectiveness, Board of Trustees, Graduate Student Council, Institutional Review Board, Library and Resource Center, Press Releases, Registrar, photos, etc.

Enrich content of website.

- Ongoing activity.
- Enrollment Management personnel are responsible.
- High priority.
- Evidence is the addition or upgrading of new features.
- **Results:** The following areas were either added or enhanced: Registrar's Frequently Asked Questions, Online Application Payment, Online Applications, Housing, Area Resources, Study and Scientific Writing tips, Who's Who, Area Resources, Voter Registration Information, LMS Support, Learning Disabilities and Physical Challenges Information, etc.

Improve commencement attendance.

- Complete by August 1.
- Registrar is responsible.
- High priority.
- Evidence is increased attendance over previous years.
- **Results:** Additional use of Facebook, physical and virtual event information, and increased preliminary communications resulted in significant commencement attendance increase.

Step 8: Start Over!

- ▶ For your next Assessment and Continuous Improvement Cycle:
 - Evaluated adequacy of outcomes.
 - Review completed cycle for follow-up assessment and improvement items.
 - Continue to communicate with department.
- ▶ Keep at it – this is a process!
- ▶ Assess your assessment process.
 - Does it work for your department and institution?
 - If not, change it!

Case Step 8: Start Over

Revise new post-professional student orientation.	Create Who's Who on Campus and Area Resources materials.	Diversify content and contributors for the quarterly newsletter.	Enrich content of website.	Improve commencement attendance.
<ul style="list-style-type: none"> - Complete by May 1. - SS is responsible. - No external costs. - Medium priority. - Evidence will be launch of new program. - Results: The University rolled out its first web-based new student orientation for post-professional students, which includes general University information, threaded discussion forums, and literature searching training. Feedback has been positive from both program directors and students. <p>- Next Steps: Assess effectiveness of new orientation. Review literature regarding student retention.</p>	<ul style="list-style-type: none"> - Complete by May 1. - SS is responsible. - No external costs. - Medium priority. - Evidence is publication of document. - Results: The Who's Who Employee Directory is completed and available through the University website. <p>- Next Steps: Update publication as necessary.</p>	<ul style="list-style-type: none"> - Complete by March 1. - SS is responsible. - No external costs. - High priority. - Evidence is publication of increasingly diverse newsletter. - Results: The Quarterly Newsletter was expanded to include regular contributions from Advancement, Institutional Effectiveness, Board of Trustees, Graduate Student Council, Institutional Review Board, Library and Resource Center, Press Releases, Registrar, photos, etc. <p>- Next Steps: Assess need for additional regular newsletter features.</p>	<ul style="list-style-type: none"> - Ongoing activity. - Enrollment Management personnel are responsible. - High priority. - Evidence is the addition or upgrading of new features. - Results: The following areas were either added or enhanced: Registrar's Frequently Asked Questions, Online Application Payment, Online Applications, Housing, Area Resources, Study and Scientific Writing tips, Who's Who, Area Resources, Voter Registration Information, LMS Support, Learning Disabilities and Physical Challenges Information, etc. <p>- Next Steps: Assess website functionality and user-friendliness. Use literature regarding website effectiveness.</p>	<ul style="list-style-type: none"> - Complete by August 1. - Registrar is responsible. - High priority. - Evidence is increased attendance over previous years. - Results: Additional use of Facebook, physical and virtual event information, and increased preliminary communications resulted in significant commencement attendance increase. <p>- Next Steps: Assess enrollment management practices which contribute to desire to attend commencement.</p>

Let's chat.

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

Summary

- ▶ Use assessment and continuous improvement processes to evaluate, inform, and improve.
- ▶ Use the institutional and/or departmental mission, core values, and strategic plan to guide outcomes.
- ▶ Be realistic – don't try to eat the whole elephant at once!
- ▶ Include the entire team in the assessment process.
- ▶ Use principles of evidence-based practice.
- ▶ Prove it and publish it! Close the loop!
- ▶ Take advantage of external tools – don't reinvent the wheel!
 - AACRAO Publications
 - Peer-reviewed Research
 - Content Experts
 - Software (TaskStream's AMS)

Bottom line?

- ▶ Just like everything else we do, the end result is for the...

STUDENTS





Questions?

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The image shows a photograph of a Rocky Mountain University building with a blue roof and stone facade. The building is set against a backdrop of large, rugged mountains. The text 'Rocky Mountain University' and 'OF HEALTH PROFESSIONS' is visible on the building's facade. The photograph is tilted and placed on a dark grey background that has a reflection of the building below it. To the right of the photograph, the word 'Questions?' is written in a light blue font. Below this, the name 'Jessica Egbert', email address 'jegbert@rmuohp.edu', and phone number '801.734.6812' are listed in white text. A blue textured shape is visible in the bottom-left corner of the slide.