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CLOSING THE LOOP IMPLEMENTING STRATEGIES FOR IMPROVEMENT

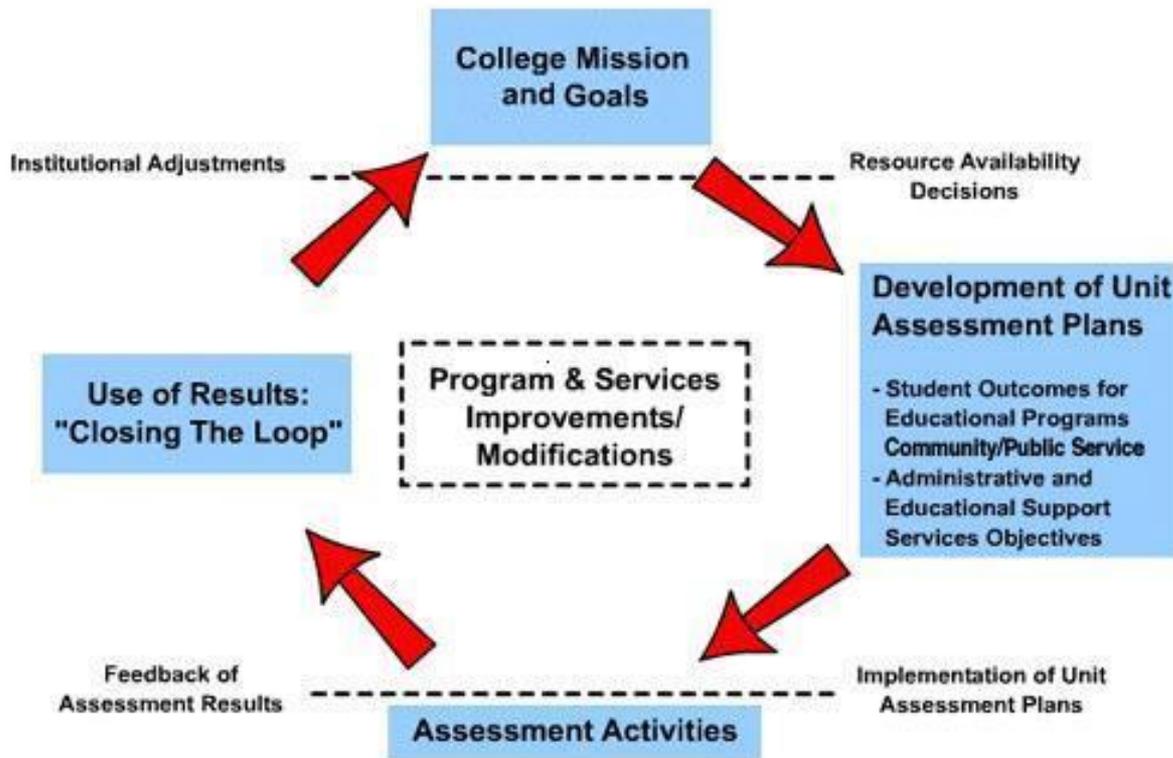


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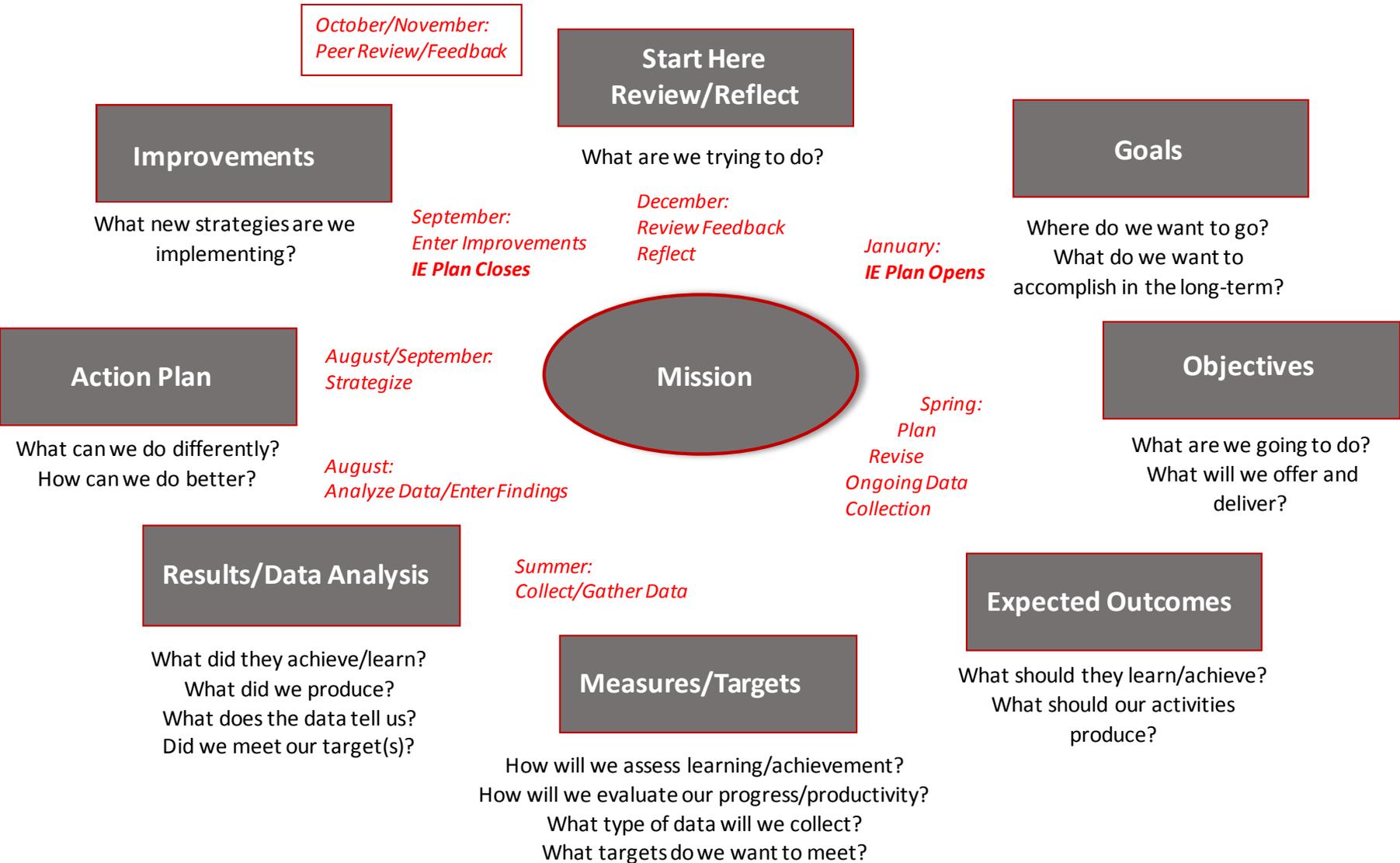
Office of Institutional Research *and* Effectiveness



The Institutional Effectiveness Model



Adapted from: A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation by James O. Nichols, Third Edition, 1995, Agathon Press, New York





Let's Review...

So far, we have:

- Adopted a mission statement.
- Defined our goals and objectives.
- Developed expected outcomes.
- Decided how we are going to measure those outcomes.
- Set targets we want to strive for.
- Collect data using our defined measures.
- Analyze data to determine if we have met our targets.



Consultant Recommendations

Expected Outcomes

- **5-7 Learning Outcomes** *for Educational Programs*

Data

- You need at least two data points
- Look at available data and work your way backwards
- Provide longitudinal data (historical) if available
- Go back 2 years or more
- **Show data that demonstrates improvement**



Use Past Survey Data

[OIPA Surveys](#)

TTUHSC Satisfaction Survey results available on OIPA website, showing data for:

Employees

Faculty

Staff

Student



Next: Closing the Loop

- Most important step in the IE cycle
- Involves modifying strategies as needed to better achieve outcomes
- Were changes made? That's what reviewers will look for.
- Change = Improvement





What does it mean and how do we do it?

Share: Disseminate assessment findings to colleagues/faculty and other stakeholders

Discuss: Provide structured opportunities for discussion of the assessment results. For example, you might make assessment a regular agenda item at meetings or have special IE sessions

Plan/Strategize: Develop ideas and proposals for revising processes, activities, learning goals and objectives, the program curriculum, teaching methods, assessment methods, etc.

******Clear assessment results can be used to support request for resources.***

Act: Implement new strategies for improvement



Examples of Changes/Strategies for Improvement

Curricular Changes

- adding/changing pre-requisites
- changing degree program requirements
- changing course sequence

Pedagogical Changes

- incorporating guest lectures
- adding organized small group activities
- adding web-based delivery of content

Student Support

- implementing peer-tutoring system
- organizing group study
- providing online resources/referrals

Faculty Support

- Faculty retreat
- professional development
- technology assistance
- online resources

Process Changes

- changing intake/communication procedures
- developing/revising forms
- going electronic
- creating work flow/charts
- Expanding a service
- Eliminating redundancy

Customer Service Changes

- developing communication protocols
- automated response/follow-up
- adding web-based services
- developing/revising handbooks/manuals

Employee Support

- Office retreat
- professional development
- trainings/workshops
- Technology assistance



What do we do in the following situations?

Results are difficult to interpret

Review the assessment method selected. It may be necessary to change the assessment instrument/tool (change the measure)

Results can be interpreted but do not provide sufficient detail to inform a meaningful decision

Additional measures may need to be added. It may be necessary to revise the measure to provide more meaningful information (i.e. change survey items).

The target was not achieved

Consider adding action steps (e.g., professional development, revision of course content) that increase the likelihood of attaining the desired outcome target. Adjust the target level if needed.

Target was achieved

Celebrate your achievement and determine if the target should be adjusted to a higher standard or if sustainability efforts should be put into place to maintain the level of performance noted.

Target is achieved consistently (over more than one cycle)

Consider removing the expected outcome from your IE plan and replacing with another outcome and corresponding new target



Documentation is Everything

If our activities/data/decisions/strategies and **resulting changes for improvement** are not documented...

...then SACSCOC will think they don't exist!



Things to Remember as you Document

- Results are reported in aggregate form
 - We do not report results for individuals
 - We do not report results for individual courses
- We focus on the unit (educational program, office)
- Anonymity of all participants has to be maintained - never identify anyone
- Clearly state how findings were reviewed
- Clearly state the changes implemented as a result of the findings



Additional Tips

- Schedule time to record data directly after completing the assessment/evaluation.
- Prepare a simple table or chart to record results.
- Think about the meaning of these data and write down your conclusions.
- Take the opportunity to share your findings with colleagues in your area as well in those in other areas.
- Share the findings with stakeholders, if appropriate.
- Report on the data and what you have learned at discipline and institutional meetings.



Most Importantly...

- We need to use our findings to:
 - Plan,
 - Strategize,
 - and ***Improve.***





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Please help us improve by taking our Survey

A link to the Survey has been sent to your email
Follow the link to complete the IE Workshop Evaluation 2016

