TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Office *of* Institutional Research *and* Effectiveness

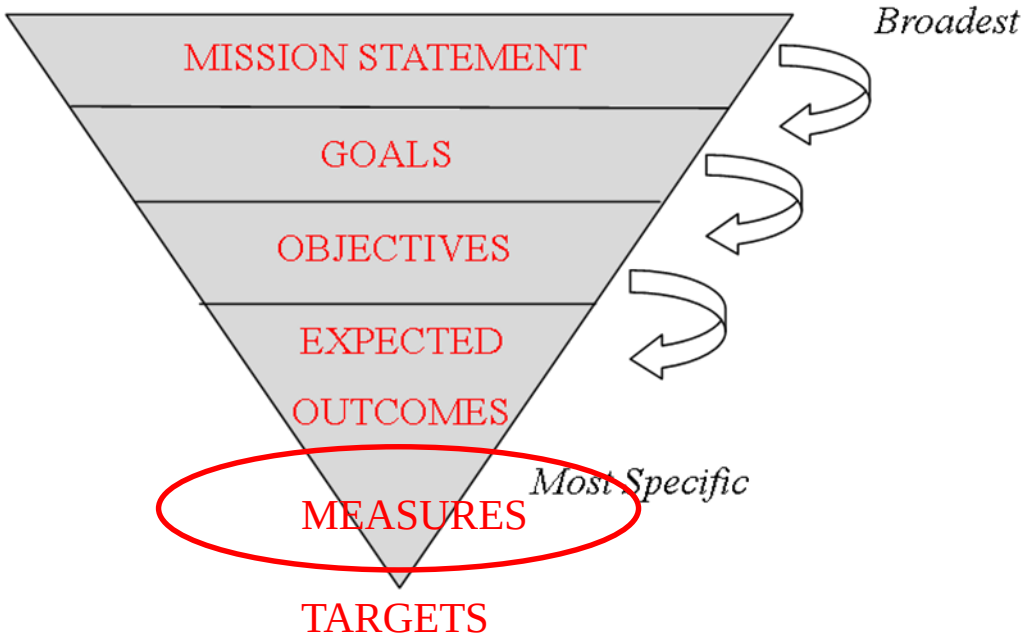
Identifying Effective Measures and Targets

Christiane Herber-Valdez, Ed.D.

Training Objective

This training session is designed to assist faculty and staff in developing effective measures and targets for their Institutional Effectiveness plans

Structure of Unit Planning: Measures



- After expected outcomes are established, even more specific measures and targets should be developed
  - Measures and targets should align with each outcome, so that you end up with an upside-down pyramid scheme that is all aligned and cohesive

Measures

- Measures identify methods we will use to determine whether we are achieving our expected outcomes
- Measures provide evidence that documents the progress we have made toward achieving our objectives and expected outcomes
- When expected levels of achievement are not met, measures help us identify areas for improvement
- Examples include:
  - Certification/licensing exam pass rates, students entering health careers, satisfaction surveys, training/workshop surveys, compliance reports, etc.
- Process indicators can also be used as measures
    - Number of workshops offered, number of students interviewed, number of people trained, etc.
    - Such activities are often documented with office procedures/documents, i.e. sign-in sheets, consultation logs, etc.

Direct vs. Indirect Measures

Direct Measures involve actual performance or direct demonstration of learning or efficacy.

- Direct measures are powerful because they provide data that correlate exactly with the objective and expected outcome

Indirect measures involve a report on perceived learning or efficacy, rather than a direct demonstration.

➢ Therefore no IE plan should consist of indirect measures only

Direct and Indirect Measures: Examples for Academic Programs

Direct Measures	Indirect Measures
• Comprehensive exams	• Entrance/Exit interviews
• Publications or conference presentations	• Focus groups
• Performance evaluations	• Job/graduation placement statistics
• Internship/Portfolio evaluation	• Graduation and retention rates
• Pass rates on certification or licensure exams	• Alumni surveys
• Capstone project, senior thesis or performance	• Observations

Direct measures require that learners display the extent of their learning by doing something, such as responding to a test question or completing an assignment.

Direct and Indirect Measures: Examples for Administrative Units

Direct Measures	Indirect Measures
• Quantitative reports on service delivery	• Focus group discussions
• Quantitative reports on accuracy/efficiency/completion	• Job satisfaction surveys
• Performance evaluations/appraisals	• Client/student satisfaction surveys
• Contact hours with clients/students	• Observations
• Financial reports	• Meeting discussions

More Measures for Administrative Units

Things you can measure:

Demand, Quality, Efficiency, Effectiveness, Perception of Services, Satisfaction

Examples	
• Student/Staff satisfaction surveys	• Number of users
• Count of program/event participants	• Growth in participation
• Number of complaints/suggestions	• Average wait or service time
• Comparisons to professional organization's best practices	• Statistical reports
• Number of applications	• Staff training hours and staff trained
• Processing time for requests	• Opinion/satisfaction surveys
• External review	• Focus groups
• Number of staff/students served	• Dollars raised, dollars saved

Measures in IE Planning

Guidelines for Developing Measures/Metrics:

- Develop **at least one measure** for every expected outcome
- You can have multiple measures per outcome
- You might have one measure that aligns with multiple outcomes
- Be sure measures are **appropriate** and **align with outcomes** and objectives
  - Do the chosen measures provide data on what you need to know?
- Utilize a **variety of measures**
  - Some of it you may already be collecting…
  - Build an inventory of existing evaluation and assessment activities

Common Mistakes to Avoid

- Simply restating the outcome/objective as a measure
- Not aligning the measure with expected outcomes
- Inserting actions (activities) in place of measures
- Utilizing measure that do not measure what you need to know to determine progress
  - Measures need to provide useful, meaningful data

Measures: Administrative Units

ENSURE	AVOID
• Measures align well with the stated objectives/outcomes. In other words, measures are appropriate to document progress toward achieving the stated objectives/outcomes	• Measures do not align well with the stated objectives/outcomes. In other words, some measures are not appropriate to document progress toward achieving the stated objectives/outcomes
• A variety of measures are used	• Limited measures are used
• A concise and well-written description of each measure is provided	• Descriptions of measures that are limited, confusing, or excessive

Measures: Academic Programs

ENSURE	AVOID
• Measures aligned appropriately with SLO's (at least one measure per outcome)	• Measures that do not align appropriately with SLO's
• Indicative of learning at the program level	• Indicative of learning at the course level
• Include a combination of direct and indirect indicators of student learning	• Include mostly direct or mostly indirect indicators of student learning

Structure of Unit Planning: Targets

- For each measure, an achievement target must be established; in other words, **how or when will you know if you've been successful?**
- Targets communicate clearly the expected level of accomplishment for the measure

Targets

- Targets must specify something quantifiable (a number, percent, rating, score, or level of proficiency)
- Targets can offer directionality (an increase or decrease)
- Targets should change to reflect improvement over time
- Sometimes an anticipated date for completion can be a target, if no other targets seem appropriate

When Setting Targets for Both Academic and Administrative Units…

ENSURE	AVOID
• All describe specific criteria for success	• Vague or unclear criteria for success
• Appropriately challenging and attainable in the given timeframe	• Targets that are minimally challenging or unattainable in the given timeframe
• The context for each target is provided, as relevant	• Targets are incomplete or irrelevant
• Each measure has a related target	• Targets are not provided for some measures

Examples from Academic Programs

- At least 80% of students will pass the National State Board of Nursing Exam (NCLEX)
- The average first time pass rate on the USMLE Step One will be at or above the national average
- Students will achieve at or above the 6th percentile on each of the 6 NBME Shelf Exams
- The average rating will be above average or outstanding (4 or above) on employer/supervisor evaluations

Examples from Administrative Units

- Eighty-five percent (85%) of new TTUHSC employees hired will have completed the required Institutional Compliance Orientation training within 60 days of hire
- Development of required state THECB reports will be completed prior to the submission deadline and submitted on or before the deadline on an annual basis
- On August 31, 2015, 100% of required Conflict Management Plans for TTUHSC researchers will be up-to-date and on file with the Research Office

Example: Office of Institutional Research and Effectiveness:

Goal

To promote institutional effectiveness through ongoing, systematic planning, evaluation and assessment efforts in order to support faculty and staff in achieving the institutional mission.

Objective

To support TTUHSC El Paso units with training and guidance related to IE planning and to IE plan development.

Expected Outcome

Each TTUHSC El Paso unit will develop and utilize an effective evaluation/assessment plan for annual IE planning.

Measures

Review of assessment plans: All assessment plans will be reviewed using a **locally developed rubric**. Rubric criteria will relate to the effectiveness of each unit's Mission Statement, objectives, outcomes, measure/target levels, findings, and analysis.

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Target

All assessment for educational programs and administrative units will be reviewed on an annual basis by a cross-disciplinary group of peers. On a scale of 0 to 21, the average **score will be at least 15**. (Using the rubric designed for these reviews, 12-17 points corresponds with an Acceptable ranking.)

Common Mistakes to Avoid When Developing Targets

- Simply restating the outcome/objective as a target
- Failing to put targets in context for the reader
- Combining a target with a measure description

Remember…

- Measures and targets need to be meaningful to us
- They need to help us gather data we can use to evaluate and assess our efforts
- They need to help us improve our services

References

- Office of Institutional Research and Planning (OIPA), TTUHSC, Lubbock, TX
- Office of Institutional Research and Effectiveness (OIRE), TTUHSC El Paso, El Paso, TX
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