Identifying Effective Measures and Targets

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Training Objective

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

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

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
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<tbody>
<tr>
<td>• Quantitative reports on service delivery</td>
<td>• Focus group discussions</td>
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<tr>
<td>• Quantitative reports on accuracy/efficiency/completion</td>
<td>• Job satisfaction surveys</td>
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<tr>
<td>• Performance evaluations/appraisals</td>
<td>• Client/student satisfaction surveys</td>
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<tr>
<td>• Contact hours with clients/students</td>
<td>• Observations</td>
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<td>• Financial reports</td>
<td>• Meeting discussions</td>
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</table>
More Measures for Administrative Units

Things you can measure:
Demand, Quality, Efficiency, Effectiveness, Perception of Services, Satisfaction

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

- Measures align well with the stated objectives/outcomes. In other words, measures are appropriate to document progress toward achieving the stated objectives/outcomes.
- A variety of measures are used.
- A concise and well-written description of each measure is provided.

## Avoid

- 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.
- Limited measures are used.
- Descriptions of measures that are limited, confusing, or excessive.
# Measures: Academic Programs

<table>
<thead>
<tr>
<th>ENSURE</th>
<th>AVOID</th>
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<tr>
<td>• Measures aligned appropriately with SLO’s (at least one measure per outcome)</td>
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<tr>
<td>• Indicative of learning at the program level</td>
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<tr>
<td>• Include a combination of direct and indirect indicators of student learning</td>
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</tr>
<tr>
<td>• Measures that do not align appropriately with SLO’s</td>
<td></td>
</tr>
<tr>
<td>• Indicative of learning at the course level</td>
<td></td>
</tr>
<tr>
<td>• Include mostly direct or mostly indirect indicators of student learning</td>
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TEXAS TECH UNIVERSITY HEALTH SCIENCE CENTER EL PASO
Office of Institutional Research and Effectiveness
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**
- All describe specific criteria for success
- Appropriately challenging and attainable in the given timeframe
- The context for each target is provided, as relevant
- Each measure has a related target

**AVOID**
- Vague or unclear criteria for success
- Targets that are minimally challenging or unattainable in the given timeframe
- Targets are incomplete or irrelevant
- 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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**Expected Outcome**
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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
• Assessment Manual for Academic and Administrative Support Services from Del Mar College:
  [http://www.delmar.edu/spir/effect.aspx](http://www.delmar.edu/spir/effect.aspx)