Doing Things Right
Evidence-Based Practice in a Collaborative Organizational Learning Context

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Indiana University Bloomington
In Conclusion

- Participating in QEP is a great opportunity to attempt an evidence-based approach to improve student success, but...

- It is a waste of time unless you use that opportunity to build organizational capacity for continual, coordinated and collaborative enhancement that produces organizational learning
The CHE QEP - Goals

- Improving the quality of undergraduate educational provision
- Improving the number of quality graduates
- Developing a higher education system that is improving continuously as members of the higher education community collaborate to share good practices and solve shared problems
Sharing Good Practices

- Best practice
- Effective practice
- Proven practice
- High impact practice

**Promising practice**

- There are many things you can do, but nothing will work if you don’t do it well
My Focus Today

- Doing the right things (best practice)
  
  vs.

- Doing things right (implementation fidelity)
Redecorating a Metaphoric Room

- The house (university) exists
- You have reasonable or even excellent
  - …overall vision and plan
  - …supplies
  - …tools
- What could and would it look like?
A Piece of Furniture
What if You Had More Data?

- Analytics related to your progress in relation to the success endpoint
  - Analysis of your performance efficiency and effectiveness
- Diagnostic information to tell you when you are off course
What is Missing?

- Craftsmanship (or training thereof)
- Coordination (among craftspeople)
- Integration (across efforts to redecorate the rest of the house)
- Enterprise view
  - Thank globally, act locally
Using EBP to Support COL

- Evidence-Based Practice
- Collaborative Organizational Learning
The Practice of Evidence-Based Practice

- EBP – the most important practice to develop and share
- There are many things you can do to improve as indicated in the four QEP focus areas
- EBP allows you to sustain enhancement across all functions and programmes
Collaborative Organizational Learning

- Situated learning that derives from a network of integrated communities of practice
  - Inside institutions
  - Throughout the sector

- Learning generated from shared knowledge, reflective practice, engaging with diverse perspectives

- Collaboration as intentional focus on shared vision, goals, and objectives
HEIs and OADD

- (Organizational Attention Deficit Disorder)
- HEIs as “loosely coupled” organizations
- Professional bureaucracies
  - Give us the resources and get out of our way
- Works well for research and innovation
- Not so well for access, support and student success
HEI-OADD

- A lot of bright, busy people pursuing many objectives
- Even administratively, there is so much to attend to
- Need to silo, parse and seek accountability
  - Hire the right people and let them do their job
Consequences of OADD

- Staff in a variety of areas trying to find solutions to many of the same problems, but not together
  - Teaching and learning
  - Student support programs
  - Academic support programs
  - IT
  - Multiply by number of faculties

- Coordination and collaboration suffers from autonomy and decentralization

- But autonomy and decentralization critical for discovery and innovation
Is There an Alternative?

…that preserves core values and culture

Proposed approach

- Executive leadership with that “walks the talk”
- Distributed, empowered and coordinated leadership in faculties and programmes
- Collaborative inquiry powered by analytics applied to focused, integrated efforts
Walking the Talk

- Continuously convey the vision
- Recognize the difficulty
- Balance between drive and patience
- Be an active participant, not just a cheerleader
- Communicate continuously internally and externally
Distributed, Empowered Leadership

- Senior- and mid-level academic and administrative leaders must work as a team, be given an appropriate degree of autonomy and be accountable for their areas of autonomy.

- Student and faculty leaders must be engaged as important participants.
Where Does this Come From

A brief personal account

- The IUPUI experience
- Leading to Completion
- Work with UKZN
  - 2010 Research Access Programmes
  - 2014-15 Master Class on Analytics
The IUPUI Success Story

Trend in Student Completion at IUPUI

Year of Entry

1-Year Retention Rate

1996: 60%
1997: 58%
1998: 58%
1999: 66%
2000: 67%
2001: 62%
2002: 74%
2003: 72%

6-Year Graduation Rate

1996: 22%
1997: 26%
1998: 32%
1999: 35%
2000: 33%
2001: 42%
2002: 74%
2003: 72%
The IUPUI Success Story

- Patient, dedicated, stable leadership
- Focus on evidence-based enhancement
- Vice Chancellor for Planning and Institutional Improvement
  - Information Management and Institutional Research
  - Student Learning Outcomes Assessment
  - Economic Model
- Chief Academic Officer vision, focus, and patience
- University College as Locus of UG Success
Finding Best Practice

- Critical Inquiry from Brooklyn College
- Supplemental Instruction from Ferris State
- Math Assistance Center from Virginia Tech
- Learning communities from Temple and other places
- Foundations of Excellence in the First Year
Figuring out How to Do it Right

- National Collaborations
  - Restructuring for Urban Student Success (RUSS) with Temple, Portland State
  - Urban University Portfolio Project with 6 others

- Faculty governed academic and student supports

- Extensive faculty involvement and development
  - Summer faculty fellows, faculty as administrators

- Intense formative evaluation and analytics
  - IMIR → OASDE
Center for Coordinated Initiatives

Championing the highest quality undergraduate experience for all students.

The Center for Coordinated Undergraduate Initiatives supports faculty and staff leaders in launching, assessing, scaling, and sustaining programs and services that enable students to make the most out of their undergraduate experience.
The Office of Student Data, Analysis, and Evaluation (OSDAE) provides accurate and timely information to support strategic planning decisions about student success and enrollment management. Using information from this office allows greater coordination and alignment of activities to achieve maximum impact in regard to IUPUI’s strategic vision, mission, values, and campus strategies related to the success and learning of students.

Visit OSDAE's Website

http://osdae.iupui.edu/

Quick Links

- Enrollment Management Dashboards
- Student Success and Learning Dashboards
- Student Survey Dashboards
- Student Analytics Reports
- Point-in-Cycle
OSDAE Evaluation Reports

- 21st Century Scholars Program
- Academic and Career Development
- Externship Program
- Faculty and Administrative Reviews
- Learning Communities
- New Student Orientation
- School Partnerships
- Summer Bridge
- Themed Learning Communities
- Bepko Learning Center
- Personal Development Plan
- First-Year Seminars
- Summer Success Academy
Leading to Completion

- **Overall objective of Planning Year**
  - To develop a service program that engages participating institutions in an institutional transformation around student success

- **Built around four principles**
  1. Intensive and sustained leadership involvement and development
  2. Engaging faculty, staff and students through inclusive processes and effective communication
  3. Selecting and implementing with fidelity a focused set of integrated initiatives that align with the institution’s culture and assets
  4. Evidence-guided, supported, and disciplined practice
Core Logic

- Minority serving institutions, as a group, perform as well as others in retaining students to completion
  - Differences in outcomes due to differences in student profile
    - low income, first generation, less academically well-prepared
  - Variation within group: some outperforming others

- To do better requires exceptional efforts
  - Well designed, integrated, focused transformation

- Higher education institutions do not do this well
  - Loosely coupled professional bureaucracy
  - Best practices disease and OADD
Actual and Predicted Grad Rates

Predictors
- Avg. SAT/ACT
- % Full-Time
- % Campus Res.
- % Age 25+
- % Pell Eligible

$R^2 = 0.84$
Core Logic

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Keys to Transformation

- Executive commitment and sustained involvement
  - Student success as THE core priority
  - Success defined as high quality learning leading to a valuable degree

- Distributed and empowered leadership responsibilities
  - Requires engagement of faculty, students and staff
  - Effective communications around core priority

- Selecting and implementing with fidelity a few integrated, well resourced strategies
  - Must be integrated across academic and student support domains
The University Teaching & Learning Office

Cordially invites you to attend a Training Workshop Series on

**Data Analytics in Higher Education**

**Workshop Series Overview**

To be conducted over a period of three years, this series comprises five scaffolded training workshops aimed at building **Institutional Research (IR)** and **Data Analytics** capacity at UKZN.

Using Institutional Research as the focus, and the Top 20 "Gateway" courses at UKZN as the lens, the training workshops will enable participants to apply the data analytics tools and practices to the real data-sets from various sources with the aim of obtaining actionable insights around institution-wide challenges.
Switching Gears

THE ROLE OF ANALYTICS
What is/are Analytics?

- Business intelligence in the corporate world
  - To increase sales (bottom line)
- Mine data from IT systems to learn about customer behavior
- Anticipate customer demand based on trends in prior purchasing
Analytics in Higher Education

- Using data to improve the bottom line(s)
  - Enhance student success
  - Recruit suitable students
  - Increase faculty grant awards
  - Increase charitable giving
Learning Analytics

- Specifically using analytics to improve...
  - Learning within classes
  - Student success across classes
  - Student progress and degree completion
### Learning and Academic Analytics

<table>
<thead>
<tr>
<th>Type of Analytics</th>
<th>Level or Object of Analysis</th>
<th>Who Benefits?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Analytics</strong></td>
<td><em>Course-level</em>: social networks, conceptual development, discourse analysis, “intelligent curriculum”</td>
<td>Learners, faculty</td>
</tr>
<tr>
<td></td>
<td><em>Departmental</em>: predictive modeling, patterns of success/failure</td>
<td>Learners, faculty</td>
</tr>
<tr>
<td><strong>Academic Analytics</strong></td>
<td><em>Institutional</em>: learner profiles, performance of academics, knowledge flow</td>
<td>Administrators, funders, marketing</td>
</tr>
<tr>
<td></td>
<td><em>Regional (state/provincial)</em>: comparisons between systems</td>
<td>Funders, administrators</td>
</tr>
<tr>
<td></td>
<td><em>National and International</em></td>
<td>National governments, education authorities</td>
</tr>
</tbody>
</table>
### Analytics and Optimizing Student Success

<table>
<thead>
<tr>
<th>Type of Reporting, Query &amp; Analytics</th>
<th>Focus</th>
<th>Decision Making &amp; Action Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optimization</strong></td>
<td>What’s the best that can happen?</td>
<td>Overall management and orchestration of analysis/query/reporting</td>
</tr>
<tr>
<td><strong>Predictive Modeling</strong></td>
<td>What will happen next?</td>
<td>Embed predictive analytics in processes</td>
</tr>
<tr>
<td><strong>Forecasting/Extrapolation</strong></td>
<td>What if these trends continue?</td>
<td>Create “what if” capacity</td>
</tr>
<tr>
<td><strong>Statistical Analysis</strong></td>
<td>Why is this happening?</td>
<td>Understand “why”</td>
</tr>
<tr>
<td><strong>Alerts (Real Time)</strong></td>
<td>What actions/interventions are needed?</td>
<td>Intervene</td>
</tr>
<tr>
<td><strong>Query/Drill Down (Real Time)</strong></td>
<td>Where exactly is the problem?</td>
<td>Target problem groups, individuals or processes</td>
</tr>
<tr>
<td><strong>Ad Hoc Reports (Real Time)</strong></td>
<td>How many, how often, where?</td>
<td>Conduct special analyses to gain fresh perspectives</td>
</tr>
<tr>
<td><strong>Standard Reports (Real Time)</strong></td>
<td>What happened?</td>
<td>Continuous review, standard metrics</td>
</tr>
</tbody>
</table>

**Data Governance and Stewardship Perspective:** Improve quality and availability of data for optimizing student success.

*Source: Adapted from Davenport and Harris 2007*
Austin Peay State- Degree Compass

- A course recommendation tool
- **Access** to a student’s previous grades
- **Match** with students in common
- **Predict** grades
- **Recommend** courses
  - Based on predicted grade and class’ importance
Figure 1. Degree Compass

**BIOL 1010: Principles of Life**

Course Description: A course for non-science majors. Topics covered include scientific methodology, the nature of living organisms, cell structure and function, cell chemistry and division, nature of heredity and gene action, the theory of evolution and principles of ecology. BIOL 1010 will not serve as a prerequisite of upper level biology courses.

Note: To add any of the sections below to your class schedule, return to the main OneStop window, click on the “Web Self Service” tab, then “Student”, then “Registration”, then “Add or Drop Classes”. You'll also want to make note of the CRN for the course you wish to register for as this will make finding the class in the registration system easier.

**Spring Semester 2011**

**Class Section:** 01
- **Class CRN:** 1135
- **Instructor:** Finlay, Mack
- **Credit Hours:** 3
- **Time:** 08:00 am - 08:55 am
- **Days:** MWF
- **Campus:** Austin Peay SU, Main Campus
- **Location:** Sundquist Science Complex E104A
- **Instructional Method:** Conventional Methodology
- **Start Date:** 13-JAN-11
- **End Date:** 06-MAY-11
- **Capacity:** 99
- **Seats Open:** 98
- **Seats Filled:** 1

**Courses You Should Consider:**

- **BIOL1010 - Principles of Life**
- **BIOL1010 - Principles of Life Lab**
- **BIOL1010 - Principles of Life Lab**
- **GEOI1041 - Physical Geology Lab**
- **GEOI1040 - Physical Geology Lab**
- **BIOL2011 - Human Anat and Phys Lab**
- **GEOI1040 - Physical Geology Lab**

Filter: MATH, ENGL, etc.

These suggestions are courses in which other students similar to you have made successful progress in your program of study. You should always consult your advisor when planning your schedule.
Purdue University - Signals

- Early warning dashboard
  - How students are doing in their courses

- Automated messages send to students
  - Tips on improving their grades
  - Encouraging words
  - via e-mail or text messages

- Student contact instructors
Student View – Mobile Version

Mary Major
Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Int 1</th>
<th>Int 2</th>
<th>Int 3</th>
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<tr>
<td>BIOL 101</td>
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<td>COM 150</td>
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</table>

John Doe
Fall Semester

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<tr>
<th>Course</th>
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<th>Int 2</th>
<th>Int 3</th>
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<tr>
<td>ENGL 110</td>
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<tr>
<td>CHEM 121</td>
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<tr>
<td>STAT 303</td>
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<tr>
<td>IT 247</td>
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Predicting First Year Risk at IU

Three domains of variables

- Academic
- Demographic/enrollment
- Financial status and aid
Academic Background

- Direct admit status
- H.S. GPA
- H.S. rank
- Entry exam type
- Entry exam score
- H.S. diploma type
- Pct transfer grades C or lower
- H.S. math units
- H.S. language units
- H.S. science units
- H.S. English units
- H.S. social science units
- H.S. DF grades
Demographics/Enrollment

- Gender
- Age
- Race
- Military Status
- First generation Status
- Number in family
- Number of family members in College
- Pct. Under-rep. minority at high school
- Pct. Free/reduced lunch in high school
- Welfare or free/reduced lunch
- Semester (Fall/Spring)
- Mode of Entry (FTB, Transfer)
- Timing of application
- Transfer credits
- First semester credit load
- Housing (On, Off w/Pars, Off on own)
- Residency Status (In, Recip, Out)
Financial Status/Aid

- Applied for FAFSA status
- Family income
- Estimate family contribution
- Need amount
- Pct. need met with gift aid
- Pct. need met with gift and loans
- Total grant aid
- Pell grant amount
- SSACI grant amount
- 21th C. Scholar grant amount
- IU private Aid
- IU gift aid
- Total loans
- Federally subsidized loans
- Federal Perkins loans
- Non-need loans
## Academic Variable Set

<table>
<thead>
<tr>
<th>Location</th>
<th>Grades - Academic</th>
<th>Retention - Academic</th>
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<td>TP</td>
<td>FP</td>
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<td>Bloomington</td>
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<td>Indianapolis</td>
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<td>18%</td>
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<td>Columbus</td>
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<td>Southeast</td>
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## Multiple Flags – All Predictors on Grade Outcome

<table>
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<tr>
<th>City</th>
<th>All Vars</th>
<th>At Least 2/6 Flags</th>
<th>At Least 3/6 Flags</th>
<th>At Least 4/6 Flags</th>
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</table>
What Do We Do With It?

- Should we give student risk information to
  - Advisors?
  - Instructors?
  - Students?
Current Efforts

- Office of Completion and Student Success
- Assisting advisors, faculty, and ultimately students in using analytics to improve student success
- Core applications
  - FLAGS Early Warning System
  - EAB Course Advising System
Early Outcomes of FLAGS inquiry

<table>
<thead>
<tr>
<th>Instructor Use (3yrs)</th>
<th>Class GPA</th>
<th>% DFW</th>
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<tbody>
<tr>
<td>Never Used FLAGS</td>
<td>2.74</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes Used FLAGS</td>
<td>2.31</td>
<td>22%</td>
</tr>
<tr>
<td>Always Used FLAGS</td>
<td>2.34</td>
<td>24%</td>
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</table>

Does Flagging a student as a “risk” create an expectation that the student then lives up to?
Should We Drop FLAGS or Improve It?

- First we need to explore the finding
  - Artifact of who teaches?
  - Artifact of who takes?
  - Change over time showing promise?

- Using **Implementation Fidelity** to close the loop
Implementation Fidelity

- Adherence – Have we done what we were supposed to do?
- Exposure – Are we getting to the right number and type of people?
- Delivery – Are we executing processes faithfully and effectively
- Responsiveness – is it having intended effect?
- Differentiation – Can we tell what aspects of the program are essential to the outcome?
Organizational Development for EBP

- Using an action-inquiry or action-research paradigm
- Staffing and structural considerations
Linking Research and Action

- **Who does what?**
  - Decides what actions are taken?
  - Is responsible for effective implementation?
  - Can devise appropriate evaluation protocols?
  - Has access to or can collect appropriate evidence?
  - Reviews the results and decides what to do?

- **What can be done to get these people to work together and in concert?**
How to Build Effective <insert type> Programs: The Simple Answer

- Put the best minds together to brainstorm an approach
  - Those familiar with the "literature"
  - Local knowledge of history and context
  - Hands-on experience
  - Leadership and political savvy
  - Evaluation specialists

- Try it out
- Learn from it
- Improve and try again
  - or abandon and try something else
- Keep it going along several fronts
Staffing and Structure

- Galvanize leadership around EBP
- Inculcate staff through organization with action-inquiry method
- Hire a cadre of technical assistants as appropriate
  - Evaluation research
  - Statistical/Data mining
  - Quality enhancement
- Consider a central “brokering” function
- Engage faculty / staff with expertise
Getting Started

- Levels of need
- Deciding what to do
- Doing and improving
Maslow’s Hierarchy of Needs (adaptation)

- Breathing and w/pulse
- Food and shelter
- Basic growth and development
- Advanced growth and enhancement
HEI Levels of Need

- **Operational**
  - Day-to-day operations must go on with limited and strategic disruption

- **Tactical**
  - Improving the obvious – basic IT systems, infrastructure, registration, placement

- **Strategic**
  - Focused, collaborative, integrated enhancements for priority goals and objectives
Deciding What To Do

- Understand your culture
  - Culture bending (George Kuh)
- Identify and amplify your assets
- Find promising practices for your context
Doing Less with More

- Focus on a set of a few strategic signature efforts for high priority enhancements
  - Engage with colleagues
- Devote appropriate resources
- Train staff
- Allow time and be patient
- Emphasize formative assessment
Formative Assessment

- How do you think it works?
- What short-term changes do you expect?
- How will you know whether those changes resulted from your actions?
- Should you, and if so how can you adjust your action theory or your practice?
Implementation Fidelity

- Adherence – Have we done what we were supposed to do?
- Exposure – Are we getting to the right number and type of people?
- Delivery – Are we executing processes faithfully and effectively
- Responsiveness – is it having intended effect?
- Differentiation – Can we tell what aspects of the program are essential to the outcome?
Final Note on Performance Assessment

- Current practices limited by lack of formative assessment of systematic and collaborative development

- Can’t judge a person’s or unit’s performance if the role, activities, and processes have not been effectively designed and formatively assessed
Performance Measures as the Tip of the Evidence-Based Practice Iceberg

- Plan
- Implement
- Assess
- Improve

Vertical (hierarchical) alignment

Performance measures

Evidence Based Practice

Horizontal (cross-unit) alignment