

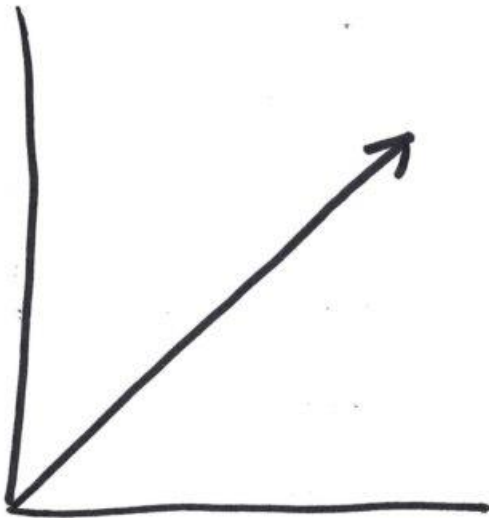
BUILDING A CULTURE OF EVIDENCE

Department of Institutional Effectiveness & Research

Professional
Development
Day - October
7, 2021

Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

SUCCESS



WHAT I THINK IT
LOOKS LIKE.



WHAT IT FEELS
LIKE.



WHAT IT REALLY
LOOKS LIKE.

ASSESSMENT IS EVIDENCE



WHAT KIND OF CULTURE DO YOU HAVE?

Culture of Good Intentions

- We mean well

Culture of Justification

- We can prove to you that we've done something

Culture of Strategy

- Our director has a plan

Culture of Evidence

- We can tell you what we're doing, why we're doing it, and how effective it is

DIMENSIONS OF A CULTURE OF EVIDENCE

Intentionality

Thoughtfulness in action or decision

Perspective

Relation to position, institutional role and general point of view

Critical Linkages

Connections that manage movement and relationships

DIMENSIONS OF A CULTURE OF EVIDENCE

Initiatives and Directions



Goals, programs, projects, and plans

Planning Processes



Strategic planning, goal setting, measuring outcomes

	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are <u>doing</u> (i.e. operational or procedural specificity).	People can describe what they are <u>accomplishing</u> (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People <u>know</u> that they are doing the right things and can <u>describe</u> why they are doing them, and what they are <u>accomplishing</u> through them.
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is <u>used retroactively</u> as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an <u>end in mind</u> . (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us <u>close the loop</u> on improvement processes and educational outcomes.
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment <u>conducted from a defensive posture</u> , especially related to questions of budgetary and operational efficiency.	Translucent. Assessment <u>understood and shared</u> , but <u>only with allies or key partners</u> . Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is <u>done only when asked for or required</u> .	Directors own and initiate assessment. Data describe the <u>current situation</u> .	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on “feel,” intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but <u>not planning-oriented</u> .	Organized, routinized, and localized. Data informs deliberate <u>cyclical or episodic strategic planning exercises</u> .	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into <u>continuous strategic thinking</u> .

Spurlock, R.S. & Johnston, A.J. (2012). Measuring a Culture of Evidence. In M. Culp & G. Dugny (Eds.), Building a Culture of Evidence (p. 65). Washington, DC: NASPA.

PARTNER
DISCUSSION
QUESTIONS

1. How/why did you rate your unit on each dimension?
2. What were your stronger areas?
Weaker?
3. Overall, which culture most fit your unit?

Make it . . .

- explicit
- habitual
- visible
- shared
- self-reinforcing

STRATEGIES
FOR
BUILDING
A CULTURE
OF
EVIDENCE

INDIVIDUAL
REFLECTION
QUESTION

Based on the principles discussed (*explicit, habitual, visible, shared, self-reinforcing*), identify two strategies for how you could advance a culture of evidence in your unit/program.



QUALITY DAY 2021

NAME

Wednesday, November 10th

Guest Speakers

Morning
Keynote: Dr.
Jason Simon,
University of
North Texas

Lunch Speaker:
Dr. Ruby
Stevens-
Morgan, Texas
Higher
Education
Coordinating
Board