



THE TRUTH IS OUT THERE

How Research Supports Continuous Quality Improvement

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Session Objectives

- Define support roles for Offices of Institutional Effectiveness, Research, and Planning in relation to continuous quality improvement
- Describe a process of systematic continuous improvement, using cycles of dialogue, repeated information gathering, sharing, and re-assessment
- Describe process of how Crafton Hills College Office of Institutional Effectiveness, Research, and Planning supports program review and shared governance
- Describe and discuss strategies for how Institutional Effectiveness Offices can support continuous quality improvement

Which of these statements best describes how involved researchers are in continuous quality improvement at your institution?

Respond at [PollEv.com/keithwurtz](https://www.poll-ev.com/keithwurtz) Text **KEITHWURTZ** to **22333** once to join, then **A, B, or C**

It's not researchers' role right now

A

8%

Researchers provide data

B

42%

Researchers facilitate the effort

C

50%

0% 10% 20% 30% 40%

Three General Support Roles for the Office of Institutional Effectiveness, Research, and Planning


- Providing data to inform evidence-based decision making
- Facilitate the development and implementation of processes
- Facilitate continuous quality improvement by promoting and coordinating planning and discussions

Providing Data to Inform Evidence-Based Decision Making

- Accurate
- Timely
- Accessible
- Actionable dashboards and reports
- Consumable and easy to understand

Facilitate the development and implementation of processes

- Organizational Handbook
- Provide group and one-on-one trainings on process
- Linking and integration of strategic planning, college goals, district goals, and institutional data
- Collaborate with faculty, administration, staff, and students to develop and implement processes for decision-making



Facilitate continuous quality improvement by promoting and coordinating...

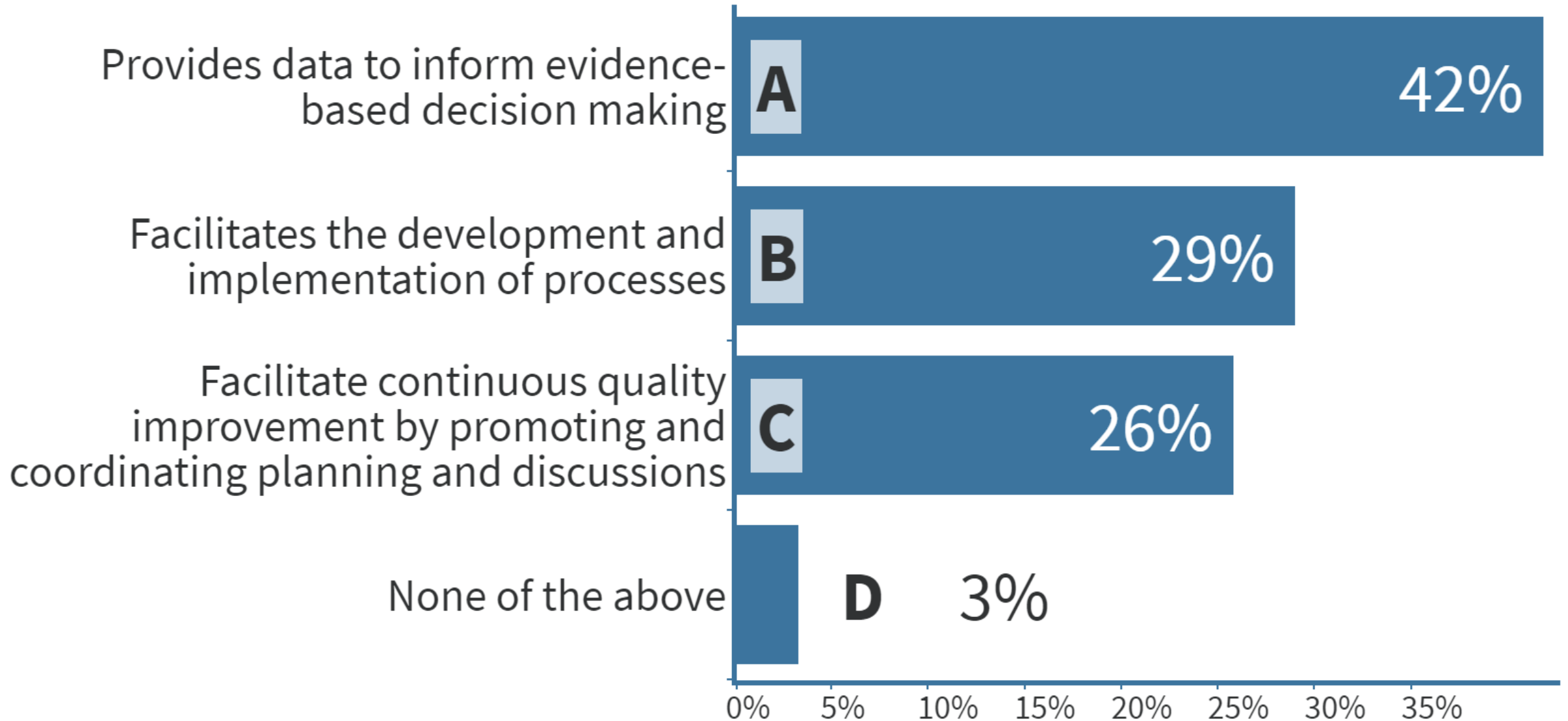
- Short and long range college-wide planning and decision-making
- Meaningful discussions of the college's purpose and performance

Office of Institutional Effectiveness, Research, and Planning Vision Statement

The Crafton Hills College Office of Institutional Effectiveness, Research & Planning will facilitate Crafton Hills College becoming a "Learning College," which is the ultimate institutional effectiveness outcome. A "Learning College" is defined as a college which "becomes a true 'Learning' organization that grows and adapts through ongoing innovation tuned to current, emerging, and future needs." Further, it "celebrates a "culture of 'wonder'...where data-supported intelligence can be agreed upon so people can focus on being successful" ([Goben, 2007, p. 4](#)).

Which of the three does your institution do the best?

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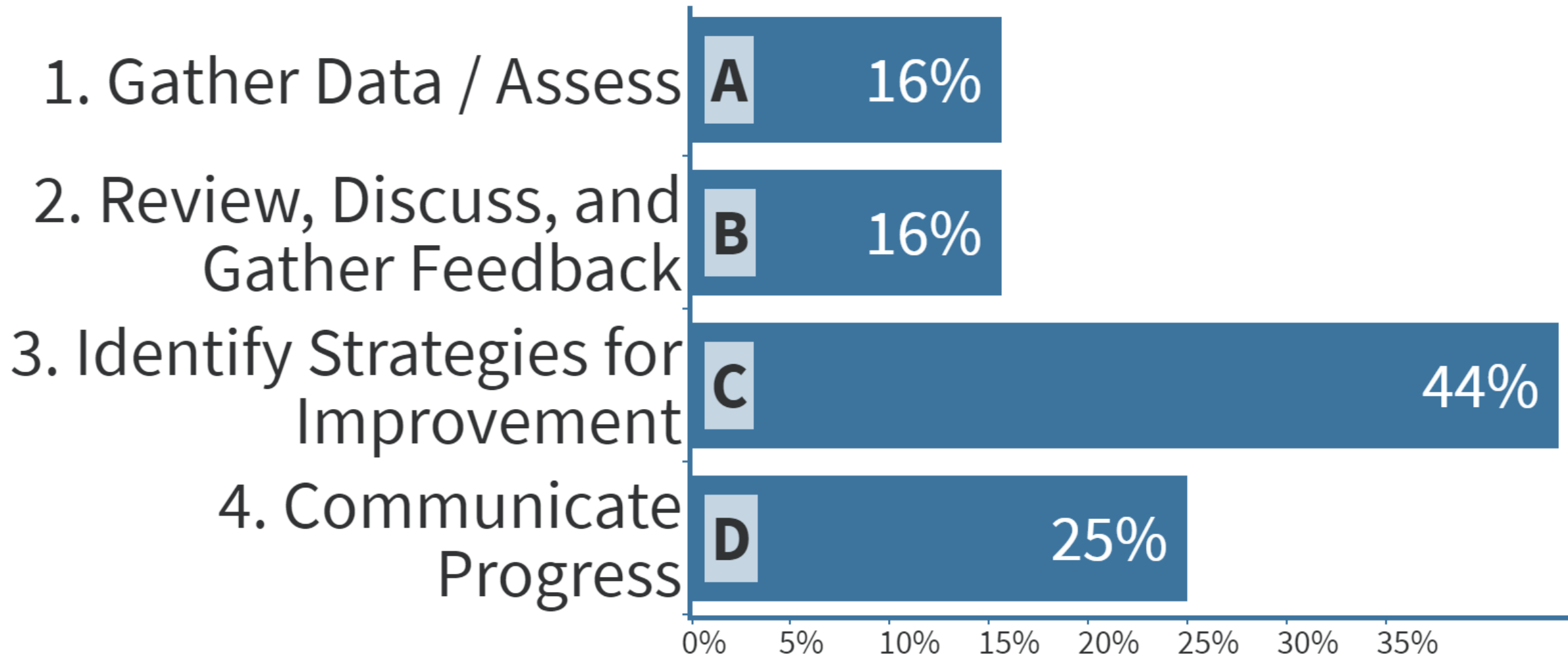


Process for Continuous Quality Improvement

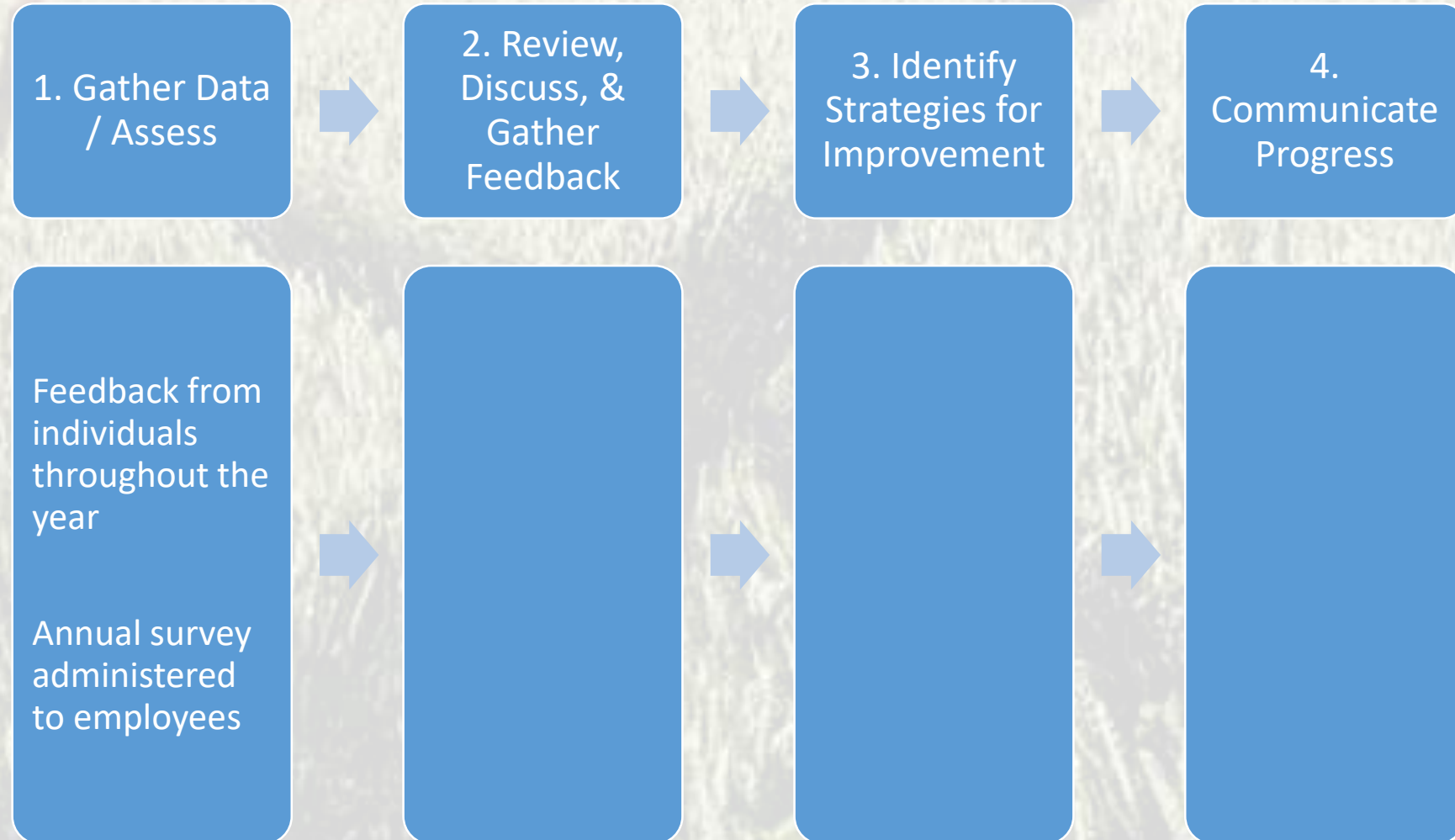


What is the most challenging step for your college in the continuous quality improvement process?

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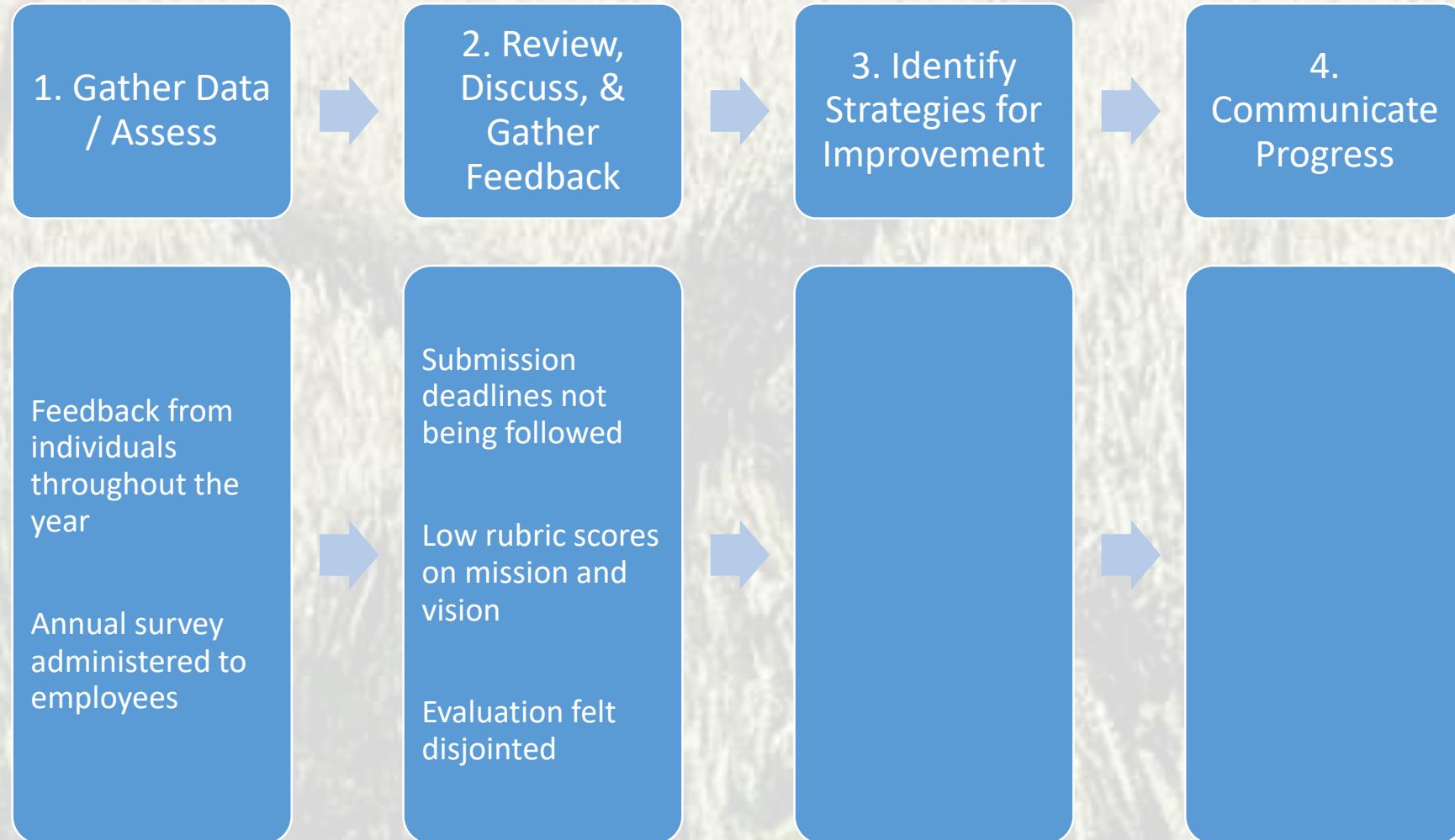
Planning and Program Review



Step 1: Gather Data / Assess

- Direct feedback from individuals throughout the year
- Annual survey of employees to evaluate the process
 - Participation & collaboration
 - Clarity
 - Effectiveness
 - Tool's ease of use
 - Recommendations for improvement

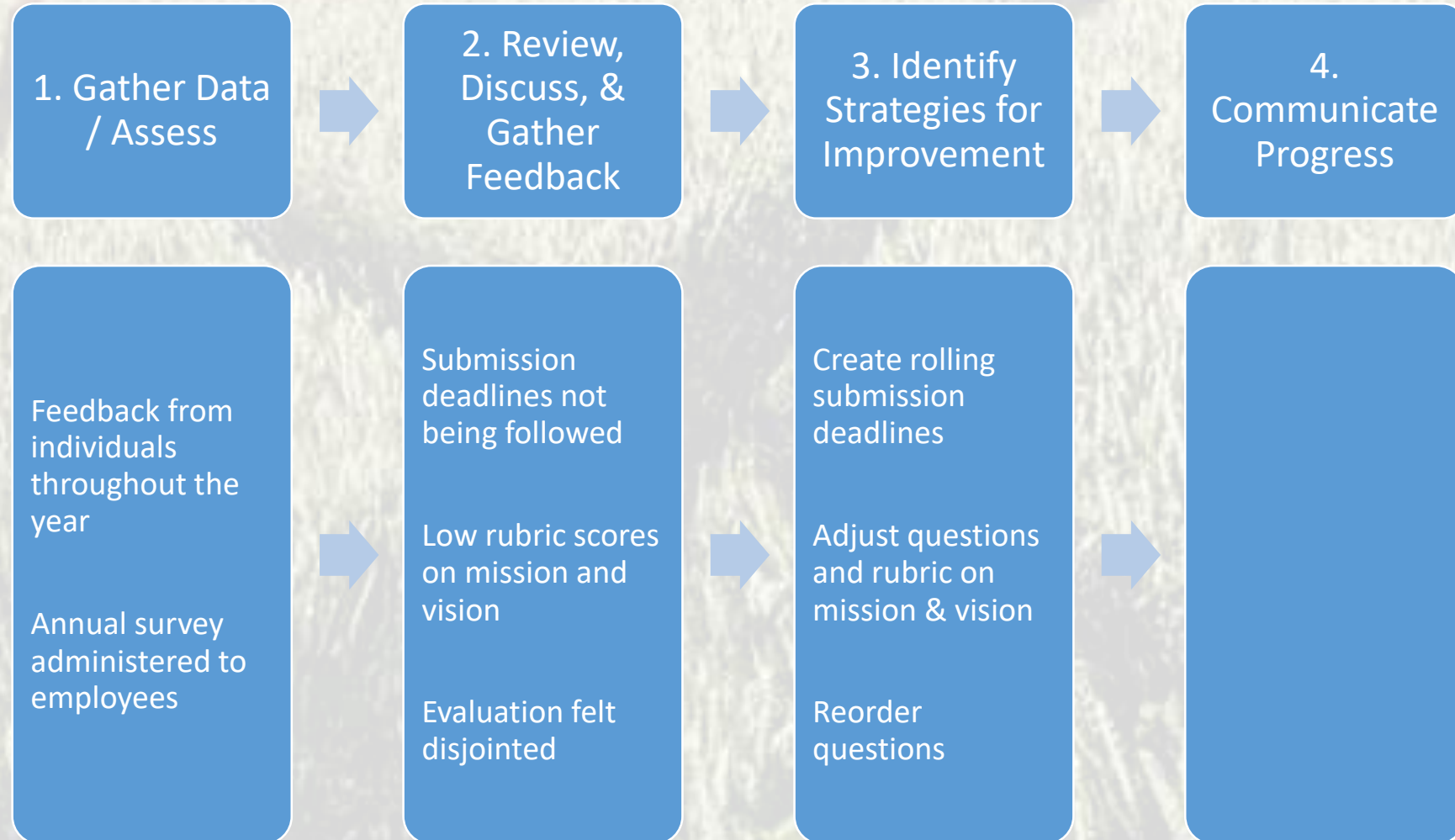
Planning and Program Review



Step 2: Review, Discuss, & Gather Feedback

- Facilitate committee conversation on improvements
 - Submission deadlines not being followed by units
 - Low rubric scores on mission and vision alignment
 - Evaluation narrative felt disjointed

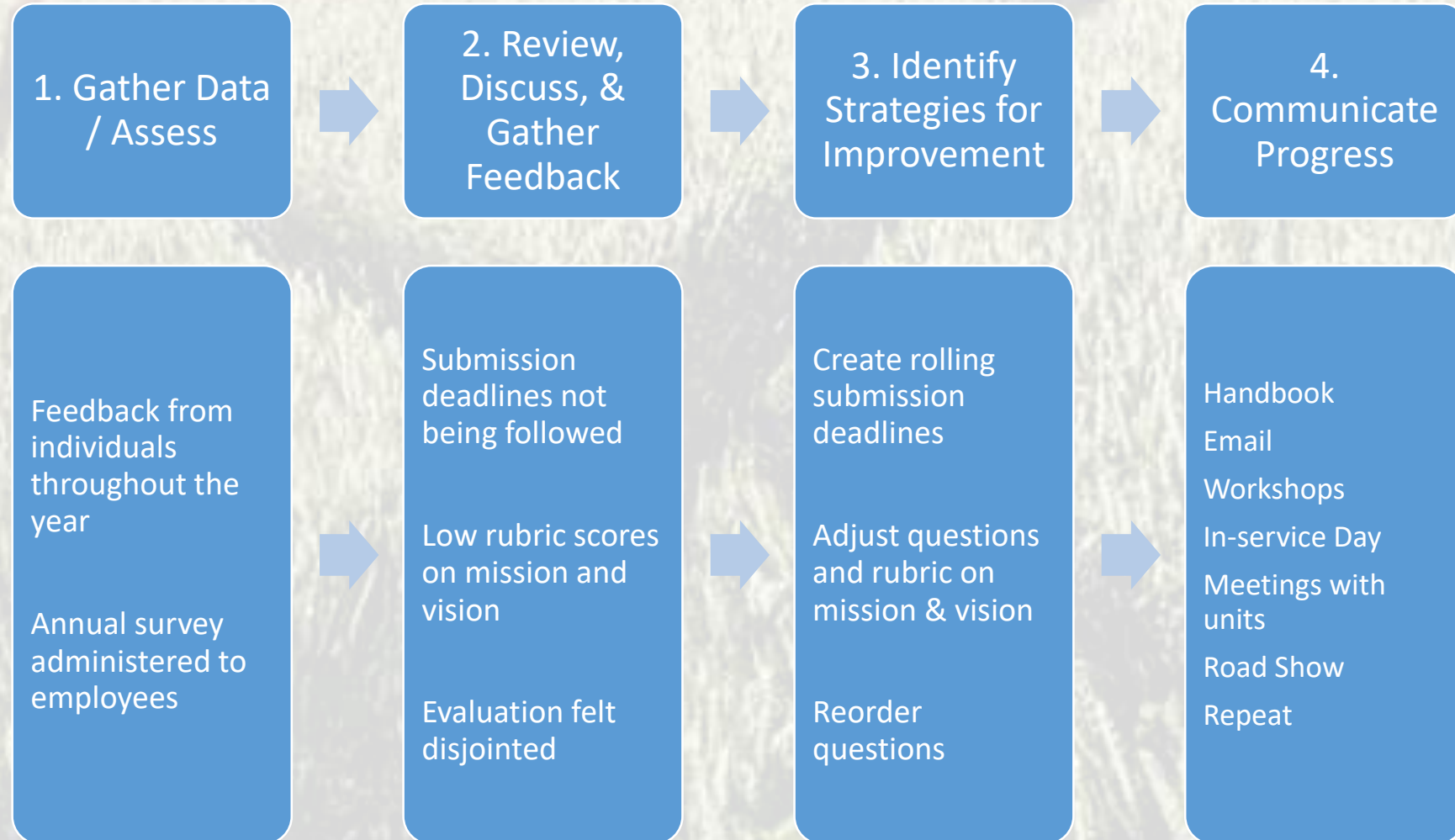
Planning and Program Review



Step 3: Identify Strategies for Improvement

- Gain consensus on prioritized improvements
 - Timeline – Create rolling submission deadlines
 - Process – Adjust mission & vision alignment questions and rubric
 - Web tool – Reorder questions for more coherent evaluation

Planning and Program Review



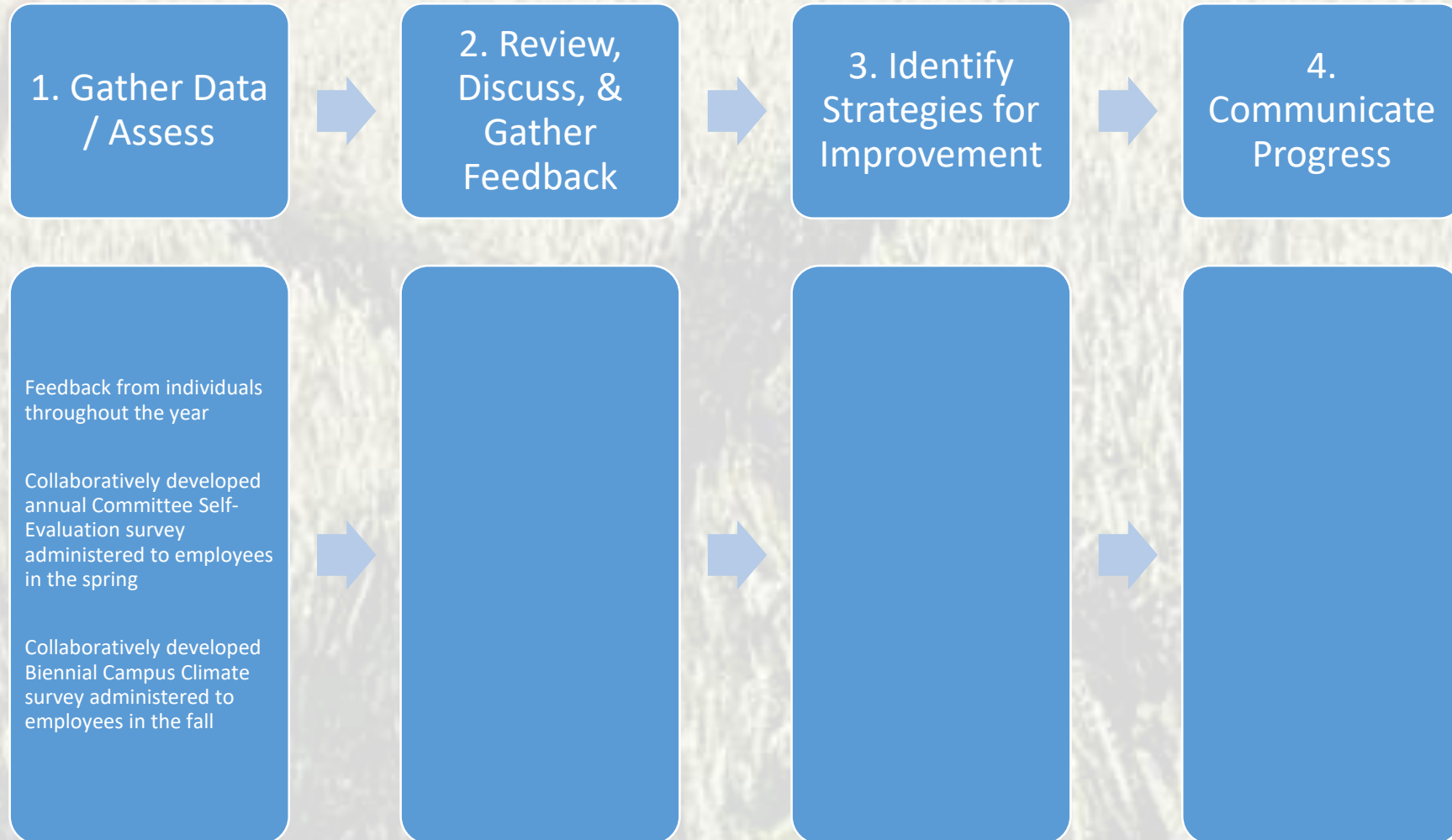
Step 4: Communicate Progress

- Implement and document decisions
 - Changes recorded in Planning & Program Review Handbook
 - Emails to unit leaders at beginning of next cycle
 - Workshops for units
 - In-service day discussion
 - Meetings with units
 - Road show to various shared governance bodies
 - Rinse, lather, repeat

Shared Governance

- Data Support: QEIs, map QEIs to committees
- Process Support: Handbook and trainings
- Improvement Support:
 - Survey to evaluate the process and how it is used to improve
 - Facilitating conversation on improvement from committee
 - Campus climate survey
 - Committee self-evaluations

Shared Governance



Step 1: Gather Data / Assess

- Direct feedback from individuals throughout the year
- Annual survey of employees to evaluate the process
 - Collaboration
 - Transparency
 - Evidence-Based
 - Effectiveness
 - Efficiency
 - Recommendations for improvement
 - Accomplishments
- Biennial Campus Climate Survey
 - Shared Governance Processes
 - Planning and Program Review
 - Integrated Planning & Resource Allocation

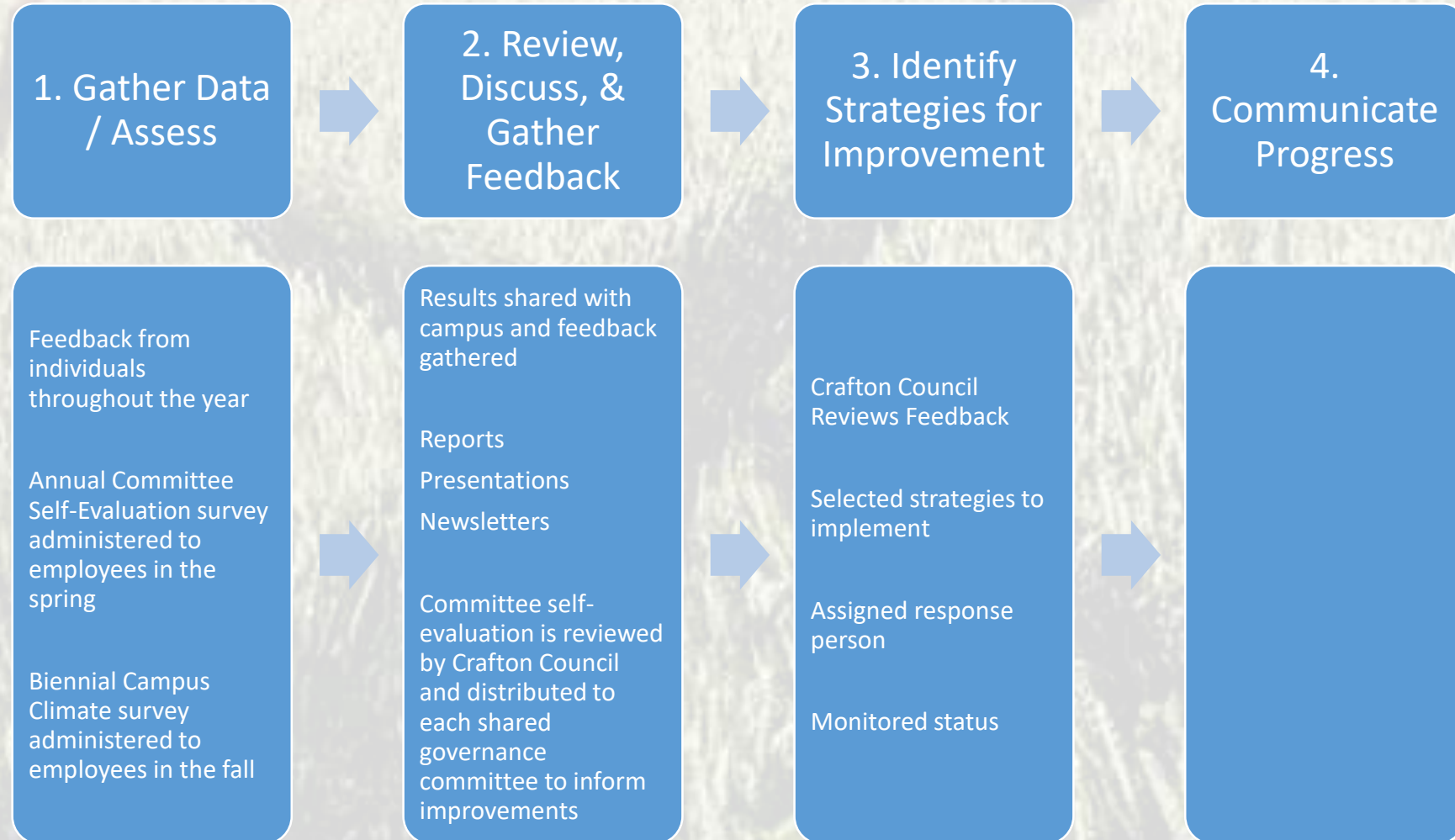
Shared Governance



Step 2: Review, Discuss, & Gather Feedback

- Facilitate committee conversation on improvements
 - High scores in all areas, but room for improvement in efficiency and effectiveness of shared governance committees
 - Lower scores on communication of information from constituency groups to committee and on communications from committee to campus
 - Lower scores on establishment of expectations of committee and adherence to established expectations

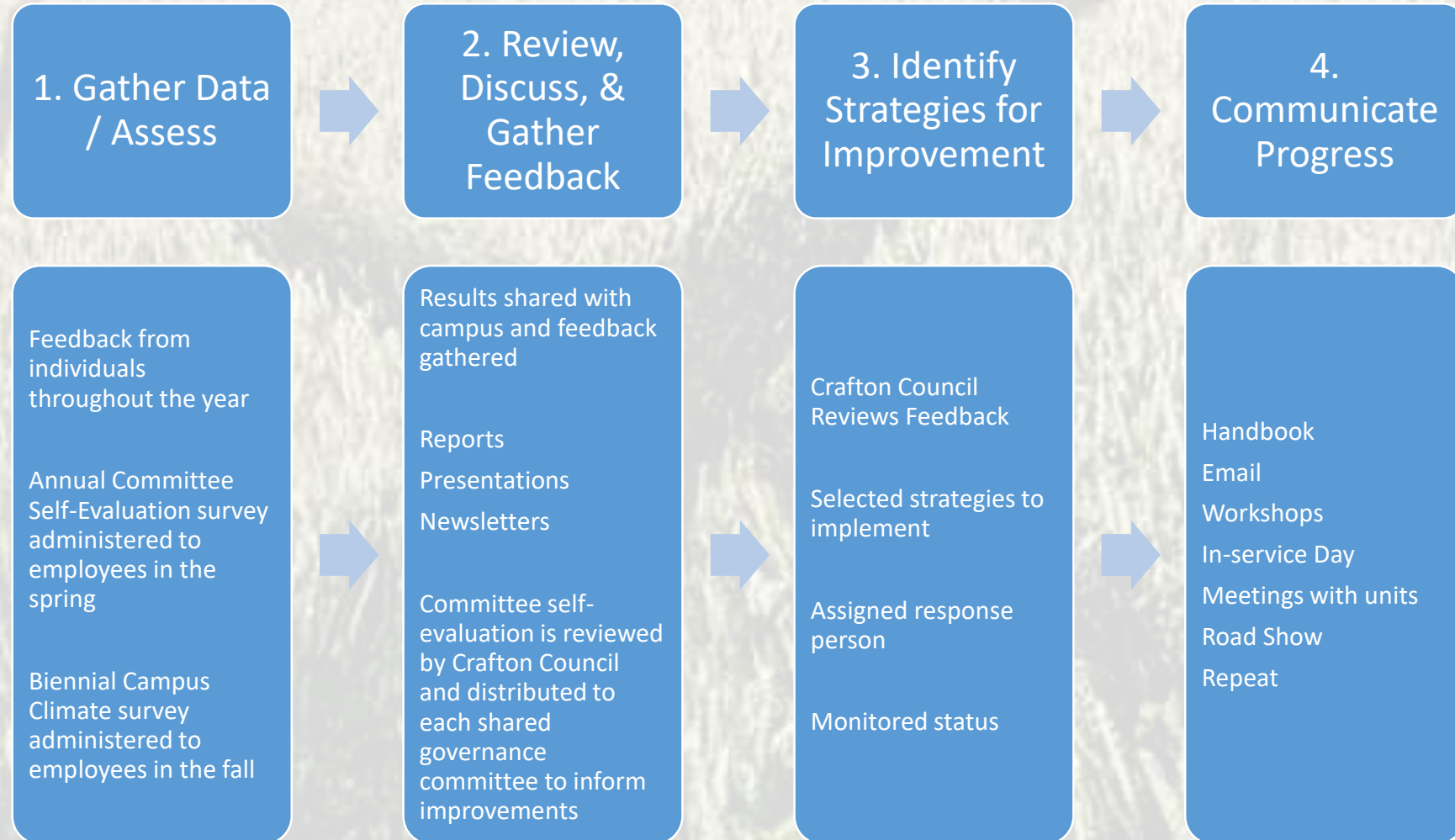
Shared Governance



Step 3: Identify Strategies for Improvement

- Developed annual training for committee chairs
- Focused on communication strategies and the development of expectations for the committee

Shared Governance



Step 4: Communicate Progress

- Implement and document decisions
 - Changes recorded in Organizational Handbook
 - Communication needs to happen often, occur in as many formats as possible, and be repeated over and over again
 - In-service day discussion
 - Meetings with units
 - Road show to various shared governance bodies
 - Rinse, lather, repeat

Questions / Comments

