



Best Practices in Academic/Clinical Department Administration and Scholarship of Discovery

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Shout out to My Colleagues at Chicago State University



Best Practices in Academic/Clinical Department Administration and Scholarship of Discovery

Venue: University of Medical
Sciences, Ondo City

Date: July 9 and 10, 2018

12.30 – 1.30pm: Second Presentation

Comprehensive Assessment Plan For An Academic Department

1.30 – 2.00 pm: Discussion and Questions



Presentation Overview

Covers the following 4 major topics:

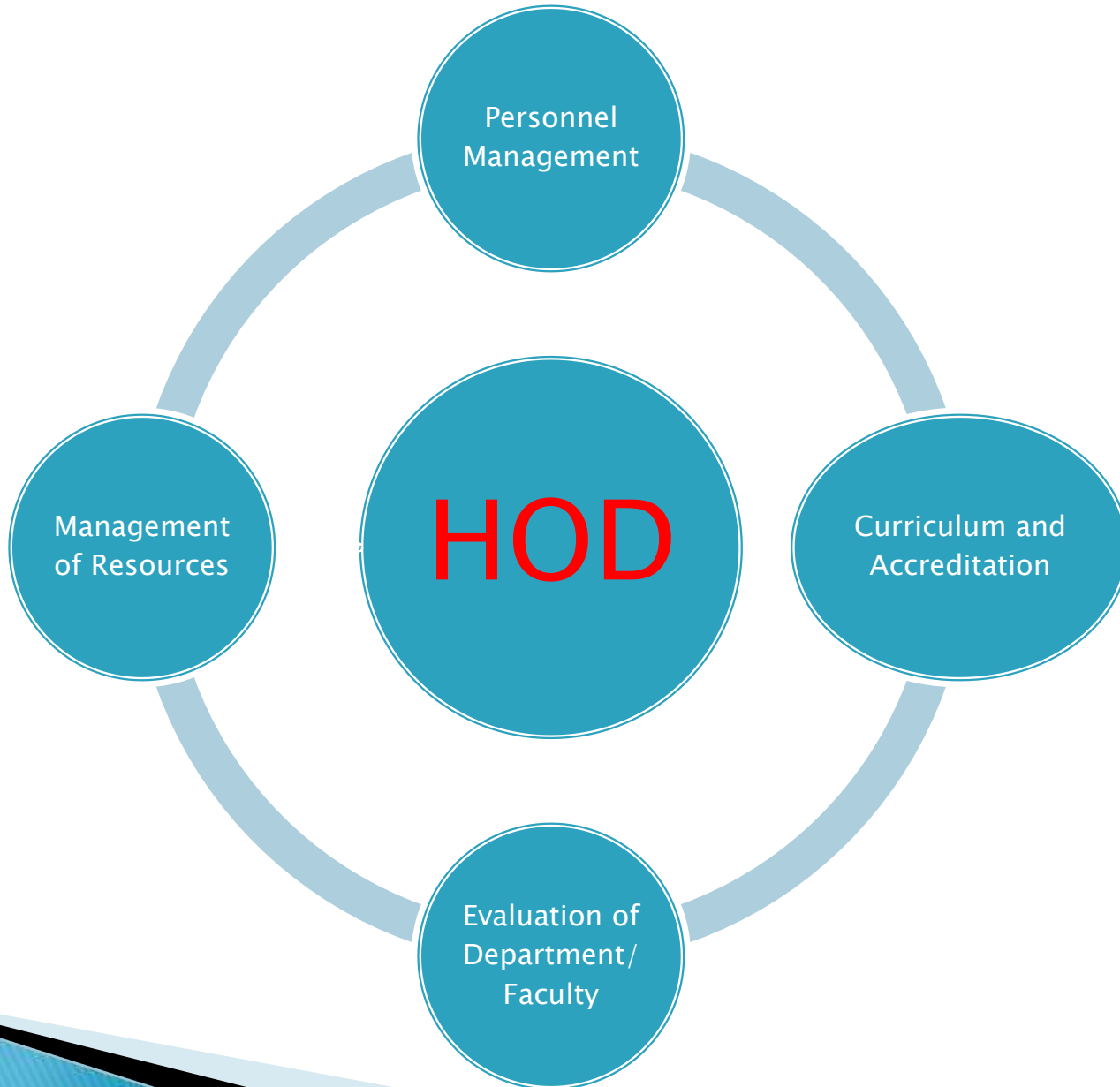
- **The HOD's Roles and Responsibilities**
- **Best Practices in the Assessment of an Academic/Clinical Department**
 - Evaluation of Student Learning
 - Evaluation of Department Effectiveness
 - Evaluation of Faculty Teaching Effectiveness
 - Evaluation of Faculty Scholarship Performance
 - Evaluation of Faculty Service Performance
- **Best Practices in Universities and Professional Programs Accreditation**
- **Benchmarking: Gauging Quality and Efficiency in Higher Education**



The HOD's Roles and Responsibilities



The Roles and Responsibilities of the HOD



The Roles and Responsibilities of the HOD

■ Personnel Management

- Adopt shared governance philosophy
- Supervision of staff and administrative tasks
- Coordinates instruction, research, and service
- Course scheduling
- Student organizations
- Faculty Hire- Advert, Search Committee
- Conflict Mediation
- Mentorship of new faculty in creating a research agenda
- Develop plan for Funding of Faculty Development
- Students - Recruitment, retention/graduation plans
- Grantsmanship - Federal/state professional, community agencies, legislators, donors, businesses, Foundations

Faculty Hire

- Hiring a cohesive and high quality member of the team is important to the future development of the department
- The hiring process should therefore be taken seriously
- Don't perpetuate **inbreeding culture** by hiring only lecturers trained in the department, without experience elsewhere; diversity of opinion and worldview is important
- Inbreeding is the antithesis of innovation and new ideas
- Develop department guidelines on expectations and what to look for when hiring a new lecturer.
- See sample next slide

Lecturers Academic/Professional Expectations

To attract and retain lecturers who:

Goal	Outcome Measures
1. Participate in one or more areas of scholarship: discovery, integration, practice, or teaching.	▪ Demonstrate a record of publications, presentations, and grantsmanship that is consistent with the university promotion and tenure requirements
2. Demonstrate excellence in teaching and/or clinical practice using evidence-based instructional strategies and clinical care.	▪ Demonstrate currency and competency in teaching and/or clinical practice in areas of expertise.
3. Engage in service activities that benefit the universities, community, and physical therapy profession.	▪ Provide leadership and other contributions to the university, professional organizations, and community.
4. Model ethical and professional behaviors for students.	▪ Serve as mentors and role models for students. ▪ Engage with students and other professionals in an interdisciplinary, collaborative, and reflective environment for practice, learning, and discovery

The Roles and Responsibilities of the HOD

- **Management of Resources**
 - Equipment audit
 - Financial Management (Budget planning)
 - Facilities Management - Space allocation, lab space, equipment
- **Design/Implementation and Assessment of Curriculum**
 - Coordinates Program Assessment
 - Coordinates Graduate Theses/Dissertations
 - Satisfaction Survey
 - Graduates (Annual at graduation)
 - Alumni (Bi-annual)
 - Employers (Bi-annual)

The Roles and Responsibilities of the HOD

Evaluation of the Department Effectiveness

Faculty Evaluation

- Faculty evaluation in three domains:
 - Teaching/Instruction
 - Scholarship
 - Service

Evaluation of Scholarship Productivity

- Subjective (Qualitative) measures
- Objective (Quantitative) measures
 - Numerical count of number of publications
 - H-index
 - Citation metrics

The Roles and Responsibilities of the HOD

- **Evaluation of Teaching Effectiveness**
 - HOD Evaluation of Classroom Teaching: Standard Form
 - Peer Evaluation of Classroom Teaching: Standard Form
 - Students' Evaluation of the Course and Effectiveness of the Instructor: Standard Evaluation Form
- **Evaluation of Service**
- **Oversight of Professional Program Accreditation**
 - Coordinates Accreditation Self Study
 - Coordinates Accreditation Team On-Campus Visitation
 - Coordinates Program Review Self Study





Best Practices in the Assessment of an Academic Department





Survey done for the 2nd Distinguished
University Guest Lecture

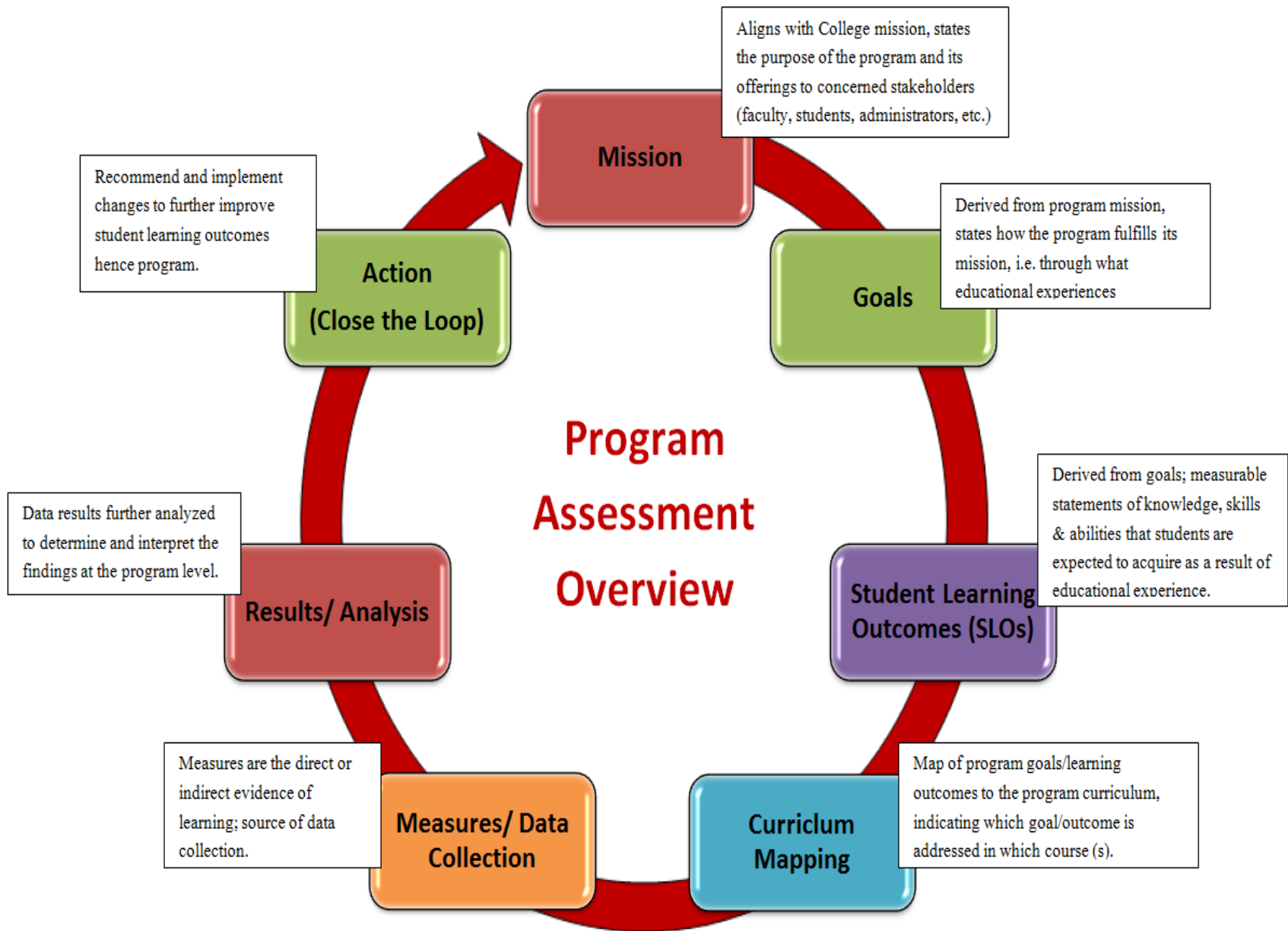
Do you undertake program assessment in your
university?

Responses From My Convenience Sample

- 100% “Yes”
- Unfortunately, all the faculty members erroneously equate program assessment with the accreditation process undertaken by the NUC or professional regulatory boards

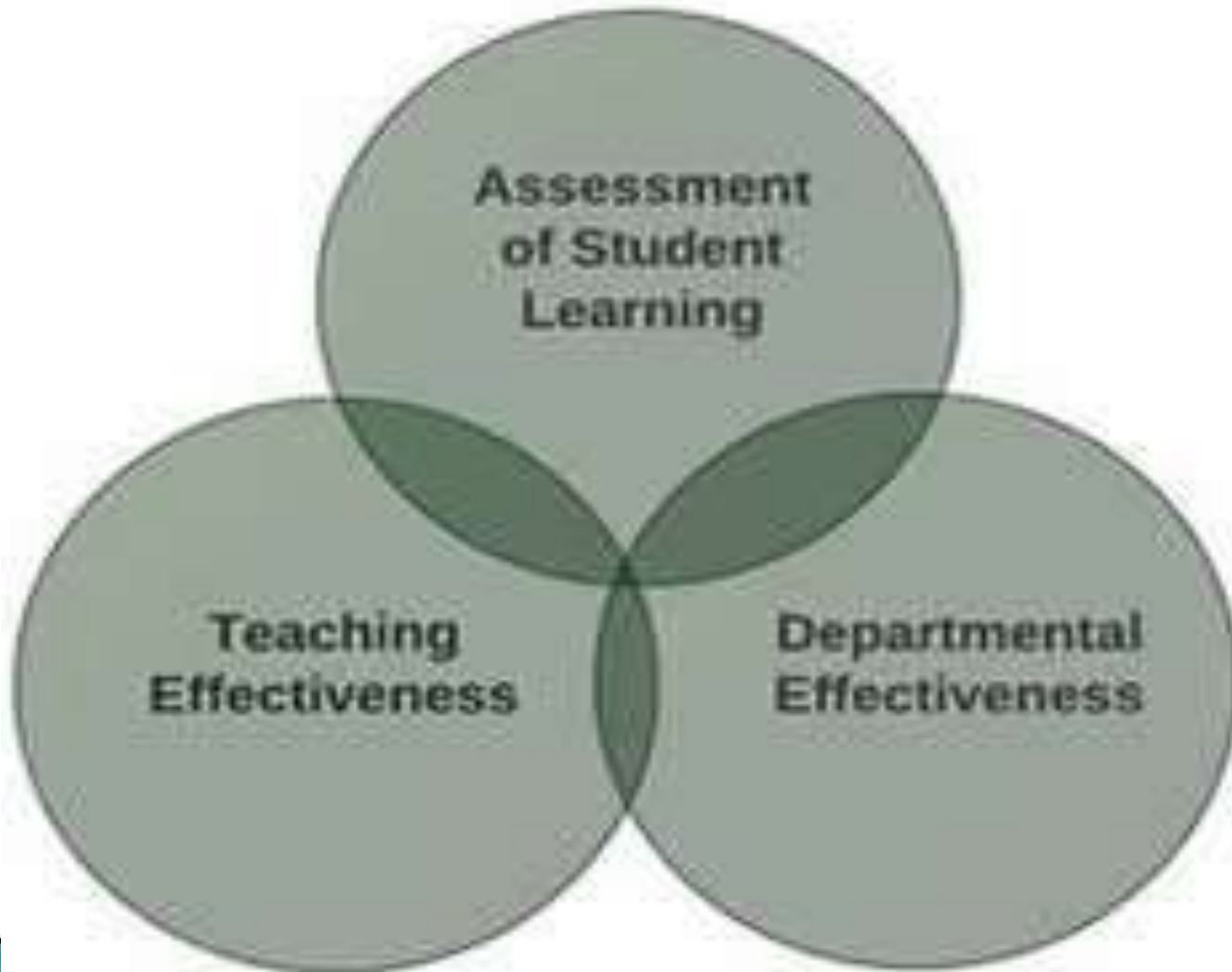
What is Program Assessment?

- Program assessment is a systematic process that forces faculty to ask tough programmatic related questions such as: **How did our graduates perform on the licensing exam or other standardized tests relative to the students from the other programs? - benchmarking**
 - Is each faculty member effective in the classroom?
 - Is the productivity of our department better than other departments?
 - Is the research output of our faculty more impactful than the other department?
 - Are the program graduates contributing significantly to the development of their community, and the nation?
 - Are the program graduates practicing ethically and meeting the needs in the health care system?



Components of Program Assessment

Program Assessment





Evaluation of Student Learning

How did our graduates perform on the licensing exam or other standardized tests relative to the students from the other programs? - benchmarking

Evaluation of Student Learning

- **Direct Measures:** Preferred
 - Non-standardized (Teacher's made) Tests (course or comprehensive/exit exams) – They lack reliability/validity, item discrimination, questionable readability and results are confined to the individual schools
 - Standardized Tests- Allow comparability with other schools
- **Indirect Measures** include student exit survey, alumni and employers' survey and focus group discussion

Focus Group Discussion

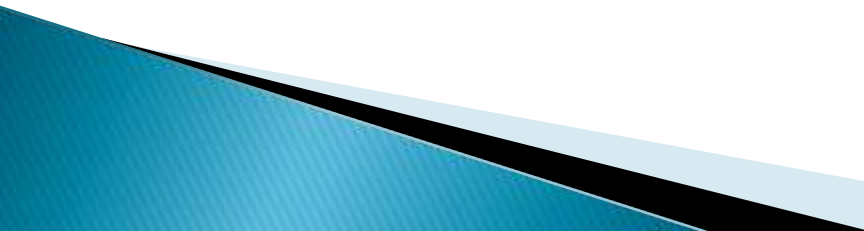
Formative (qualitative) evaluation

- How do you feel now that you are in the process of completing the first year of the ----- curriculum?

Summative (qualitative) evaluation

- How do you feel now that you are in the process of graduating with a ---degree?

Assessing Students Learning with Standardized Tests

- Standardized tests are designed to ensure that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, consistent, or "standard", manner.
 - Examples: GCE, WASC and JAMB
 - Use of standardized tests is nonexistent at the university level education in Nigeria
 - Are they needed?
- 

Examples of Standardized Tests in the US

- **IQ Tests**
 - Stanford-Binet Intelligence Scales (SB5)
 - Wechsler Adult Intelligence Scale (WAIS)
 - Wechsler Intelligence Scale for Children (WISC)
 - Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
 - Otis-Lennon School Ability Test
 - Differential Ability Scales (DAS)
 - Woodcock-Johnson Tests of Cognitive Abilities (WJ)

- **High School Level Tests**
 - General Educational Development (GED) tests a person who has not received a high school diploma has academic skills at the level of a high school graduate.
 - California Achievement Test
 - Iowa Test of Basic Skills (ITBS)
 - PSAT/NMSQT - Preliminary SAT/National Merit Scholarship Qualifying Test
 - Stanford Achievement Test

Standardized Admissions Tests

- Admissions tests are used for admission into elite and selective colleges and universities
- They are used to predict the likelihood of a student's success in an academic setting.
- ▶ **Secondary/College Admissions tests**
 - ISEE - Independent School Entrance Examination
 - SSAT - Secondary School Admission Test
 - HSPT - High School Placement Test
 - **SAT** - Scholastic Aptitude Test
 - **ACT** - American College Test
- ▶ **Graduate/Professional Schools**
 - Allied Health Professions Admission Test (AHPAT)
 - Dental Admission Test (DAT)
 - Graduate Management Admission Test (GMAT)
 - Graduate Record Examination (GRE)
 - Law School Admission Test (LSAT)
 - Miller Analogies Test (MAT)
 - Medical College Admission Test (MCAT)
 - Optometry Admission Test (OAT)
 - Pharmacy College Admission Test (PCAT)
 - Veterinary College Admission Test (VCAT)


Examples of Professional Certification Exams in the US

- Practice Standardized Tests for Licensing Exams - <https://www.practicequiz.com/>
- Professional Certification/Licensing Exams
 - Certified Public Accountant (CPA) for Accountants
 - Examination for Professional Practice in Psychology (EPPP)
 - Fundamentals of Engineering (FE)
 - Multistate Bar Examination (MBE)
 - NAPLEX, required licensure as a Pharmacist
 - NCLEX-PN for Licensed Practical Nurses
 - NCLEX-RN for Registered Nurses
 - National Certifying Exam for Physician Assistants (PA)
 - PRAXIS for Teacher Certification
- Uniform Combined State Law Examination
- Fellowship and Board or Specialist Exams

Need for Norm-Referenced Standardized Tests in Nigeria

- Graduates of the professional programs in Nigeria are not subjected to any form of standardized testing after the internship program
- How do we know if the UI medical school products is better than CMUL or OAU graduates?
- Use of norm-referenced standardized tests will allow such comparison and is much needed.

Implication of Standardized Testing

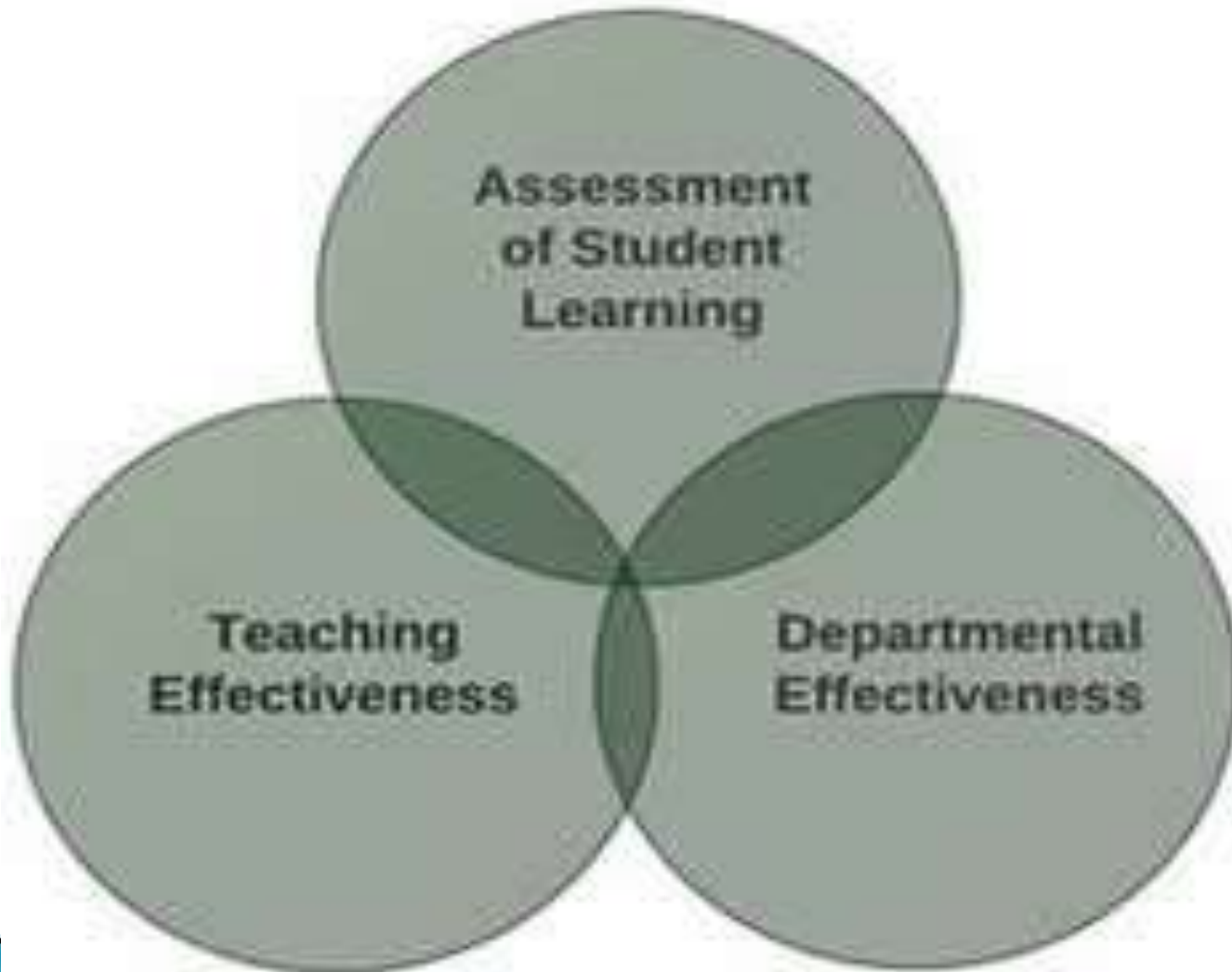
- Availability of different standardized tests will enable lecturers to constantly, at all levels of education and post-graduation, assess the competency of their students/graduates against their peers from other programs – benchmarking
 - Use of standardized tests will spur competition among schools/programs
 - Competition among schools/programs will lead to high quality education
- 



Program Assessment



Program Assessment



Sparkling Eyeballs



Evaluation of Department Effectiveness

Is the productivity of our
department better than
other departments?

Evaluation of Department Effectiveness

Tracking of the following **Key Performance Indicators (KPI)**:

- Number of faculty in the department
- Number of students enrolled each year
- The student-lecturer ratio
- Number of students retained at the end of the year
- Number of students graduated at the end of the 4th year of enrollment
- Number of students graduated at the end of the 6th year of enrollment
- Number of graduates produced each year
- Faculty scholarship productivity- H-index, citation metric comparison

Evaluation of Department Effectiveness

Examples of KPI Goal Setting at the Beginning of the Year:

- Increase by 5% the number of new students enrolled; effective Fall ---
- Increase by 5% the number of graduates produced; effective from Fall -----.
- Increase by 5% the number of refereed publications by faculty and staff; effective fall 2009.
- Increase by 5% the number of graduate students majoring in ----- who are providing service in the community; effective fall -----
- Increase by 10% graduate satisfaction
- Increase 10% employee satisfaction
- Increase faculty research output by 5%



PowerPlugs

Templates for PowerPoint



Faculty Evaluation in the Three Assessment Domains:

Teaching, Scholarship and Service



Figure 1: Program Assessment Process



Evaluation of Faculty Teaching Effectiveness (Scholarship of Teaching and Learning)

Is each faculty member effective in
the classroom?

Evaluation of Teaching Effectiveness

- ▶ Classroom evaluation of teaching are undertaken by peers and chair every semester
- ▶ Students complete evaluations for all courses at the end of the semester
- ▶ These evaluations are reviewed by the respective faculty and chair
- ▶ Outcomes are used to improve the faculty teaching effectiveness within the department .
- ▶ Examples of tools used to evaluate teaching effectiveness are :
 - Peer/Chair Evaluation of Faculty Teaching Form
 - Students' Course Evaluation Form

Sample Student Course Evaluation Form

- ▶ Rate your instructor on a Likert scale from 1 to 5 (Highest) the following statements
- This course challenged me to learn and develop new skills.
- This class provided a positive learning environment
- I have become more competent or knowledgeable in this area since taking this course
- The instructor was well prepared to teach this course
- The instructor was genuinely interested in the students' progress
- Overall, this instructor was an effective teacher.

CLASSROOM EVALUATION OF TEACHING EFFECTIVENESS FORM

Faculty Member: _____ Course _____ Date: _____

Nature of Evaluation: Retention ___ Tenure ___ Promotion to Rank of _____

Evaluator: Peer _____ Chairperson _____ Name of Evaluator _____

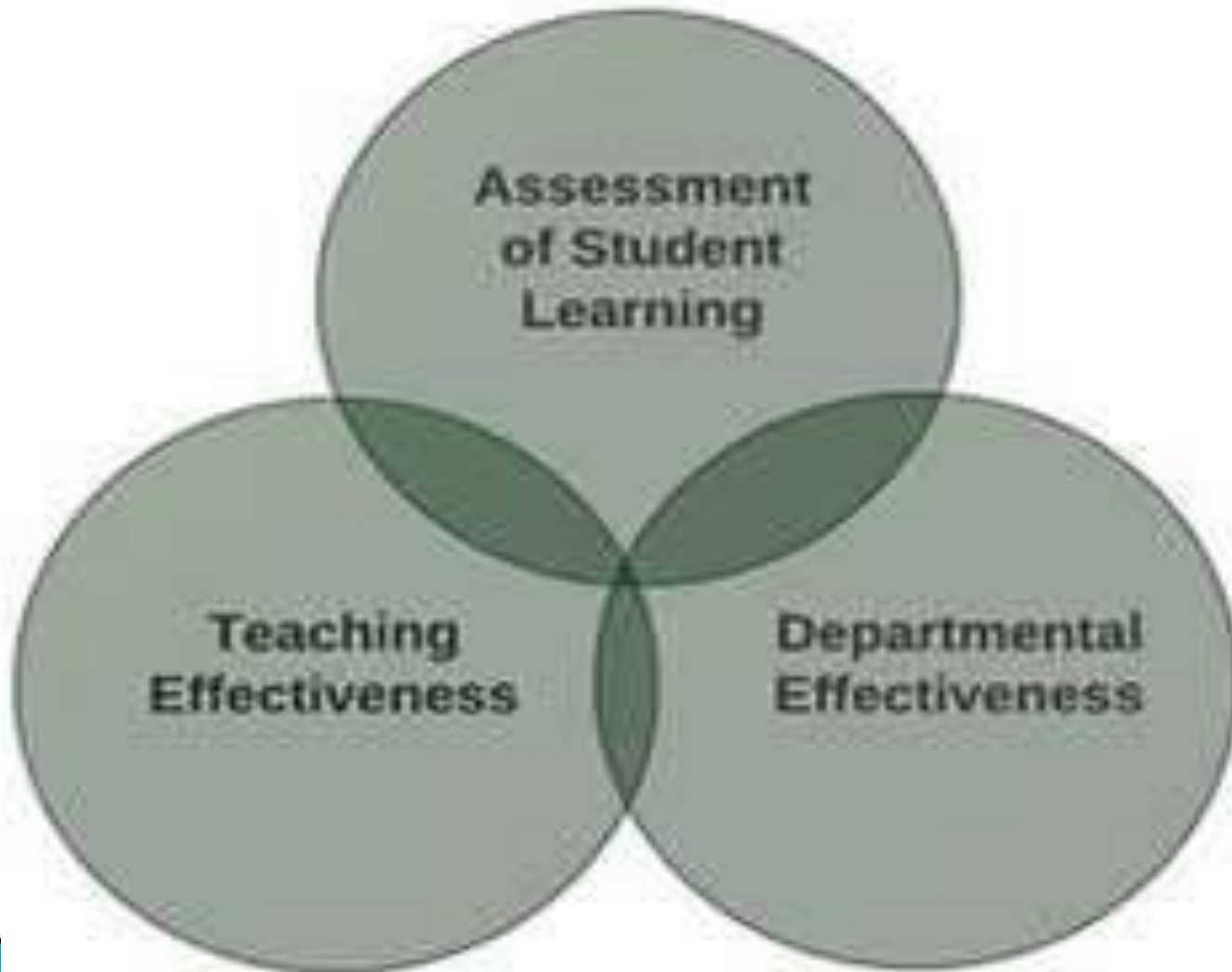
Directions: Please check your response to each criterion. Phrases in parentheses are guidelines for use in evaluating each criterion.

	Very Good 3	Good 2	SF 1	USF 0	Comments
Organization of materials: Begins on time; follows outline; introductory and closing statements; theme development; logical sequences					
Objectives for the class: Delineated at outset of class					
Knowledge of subject matter					
Verbal communication skills: Articulation; pronunciation' variation in pitch rate; effective use of pauses; extemporaneous delivery					
Nonverbal communication: Eye contact; body and facial expressions					
Classroom climate: Atmosphere' arrangement of room					
Use of media: Kind of media technology					
Responses to student(s): Flexibility; response to question; encourages participation					
Total Score					

Program Assessment



Program Assessment






Evaluation of Faculty Scholarship Performance (Scholarship of Discovery)

Is the research work of our faculty more impactful than the other department?

Faculty Expectations in the Scholarship Domain

- Engage in research
 - Publish research findings in high impact journals
 - Authorship of books, software programs
 - Grantsmanship
 - Funding for faculty development is critical
- 



Search for Individual Faculty Scholarship of Discovery

- Faculty publication profile can be obtained on the following databases:
 - Google Scholar (For Free)
 - Researchgate (For Free)
 - Mendley (For Free)
 - Academia (By Subscription)

Databases to Obtain Objective Quantitative Information on Publication Impact


■ Subscription Databases

- Citation Report via Web of Science or via Scopus
- Academia <https://www.academia.edu/>

■ Free Databases

- **Researchgate** - <https://www.researchgate.net/>
- **Google Scholar** - Download it into your computer from https://www.mat.unical.it/ianni/wiki/ScholarHIndexCalculator#Scholar_H-Index_Calculator_for_Google_Chrome_-_Official_documentation
- **Mendley** - <https://www.mendeley.com/>
- **Publish or Perish** software. Download and install the program onto your PC. It is free from Harzing.com: <http://www.harzing.com/pop.htm>.

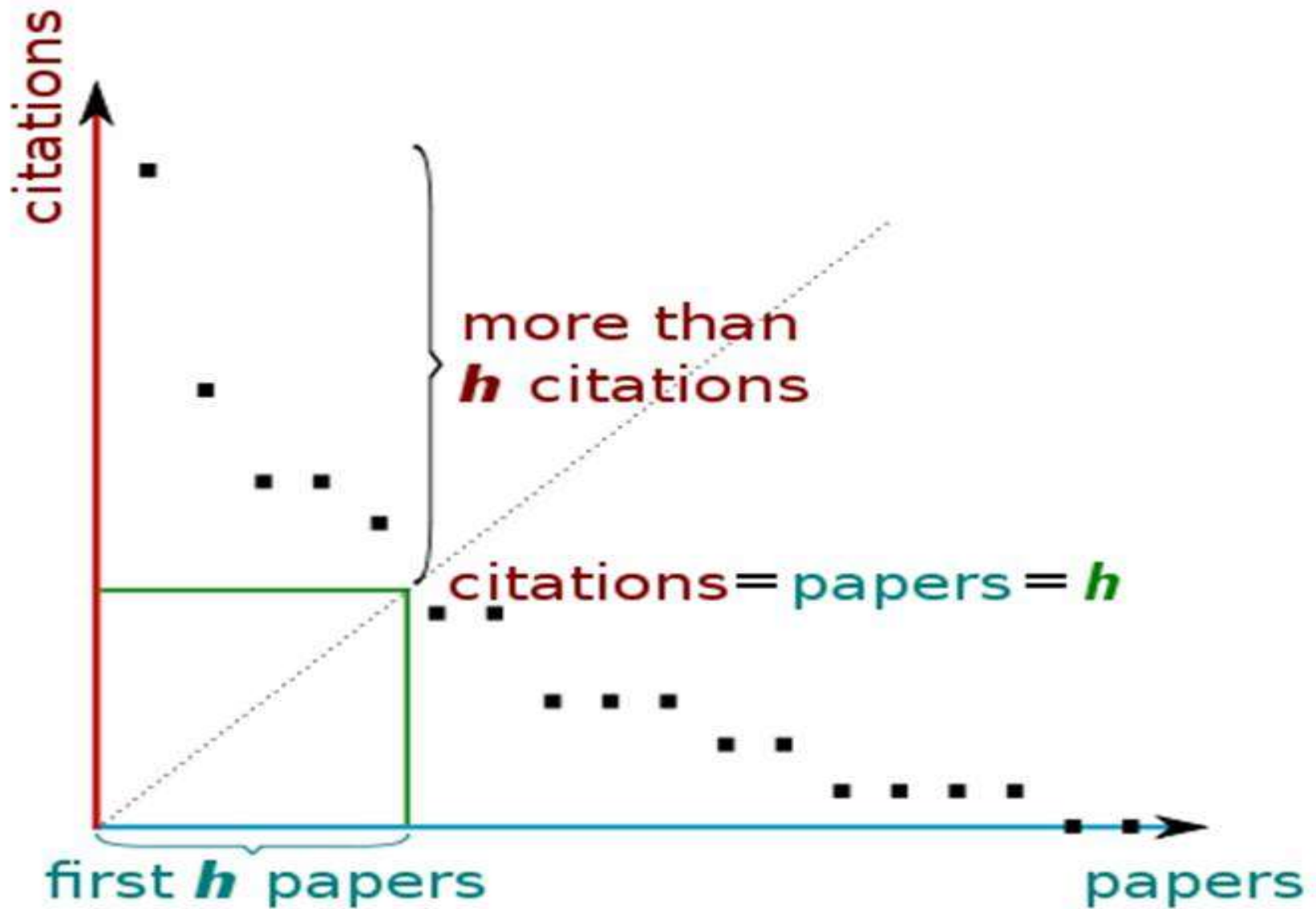
Evaluation of the Research Impact of a Lecturer

- The impact of a publication is the degree to which the researcher's work has been built upon by others
 - The impact of a publication codifies the quality of the work
 - Impact is measured in various ways:
 - Qualitative: Peer review & expert survey
 - Quantitative methods – Next slide
 - Both methods have limitations and the results should be interpreted with a dose of caution.
- 

How to Measure the Publication Productivity and Impact of a Lecturer

- Publication productivity is evaluated on:
 - The **raw count** of number of publications
 - The number of “**reads**” and **citations** his/her publications have attracted
 - The **impact/quality** of the journals in which his/her publication appears –
 - **The h-index** is used to evaluate a scientist impact - developed in 2005 by Jorge E. Hirsch to denote the research productivity of physicists based on the number of publications and citations that his/her publications have attracted. Today, the h-index is used in other research disciplines

H-index



Source: Wikipedia Commons

The Most Cited Scientists in the World

- The top 2,610 highly cited researchers with h-index >100 according to their Google Scholar Citations public profiles as of April, 2018
- <http://www.webometrics.info/en/node/58>
- Top 1,000 Researchers according to the number of Citations in Google Scholar public profiles August, 2017
- <http://www.webometrics.info/en/node/186>

Impact of Articles

- **Citation counts:** How often is the publication cited?
 - Use database that provides “time cited” information –
 - Researchgate
 - Google Scholar
 - Mendley,
 - Academia
- **Other Measures**
 - Views or downloads - # of "**Reads**" or downloads
 - Twitter links
 - Mentions in blogs or social media platforms

Evaluation of Faculty Service Performance (Scholarship of Engagement)

Evaluation of Performance in the Service Domain


Committee Assignment/Tasks at the:

- Department Level
- College Level
- University Level
- Unpaid Consultancy at:
 - Community Level
 - National/International Level
 - Professional Organization – Office holder; Journal Reviewer/Editorial Board member; Fund Raising

Faculty Performance Evaluation Process



Promotion/Tenure/Retention Assessment Criteria or Standards

- Faculty assessment is made using well defined academic benchmarks.
 - Evaluation in the three assessment domains (teaching, scholarship and service) must be guided by the College or University promotion/tenure/retention assessment criteria or standards
 - The criteria/standards must be widely published and made available to each faculty member
- 

Faculty Evaluation Process

Board of Trustees

President

Provost

University DPC

College Dean

Department Chair

Chair, Department Personnel Committee (DPC)

Faculty Prepares a Dossier or Portfolio

Frequency of Faculty Evaluation

Tenure Vs. Non-Tenure/Clinical Track

Tenure Track

- Annually

Tenure Track

- Year 6 Due for Tenure Review

Tenure track

- Post Tenure Review – Controversial

What is Tenure?

- Tenure is a common academic practice in the USA
- Tenure is the fundamental right to due process that faculty members have and cannot be contractually fired without presenting evidence that he/she is incompetent or behaves unprofessionally or that an academic department or program needs to be closed if the university is in severe financial difficulty.
- Tenure is attained after a probation period of 5-6 years on the job and following demonstration of acceptable performance after a rigorous peer review process in the teaching/scholarship/service domains.
- The term “confirmation” is used in Nigeria, but the process is less rigorous and the probationary period is only 2-3 years of employment.

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Super effective ways

to get your

STUDENTS'
ATTENTION

without Raising Your Voice



Implications of Program Assessment: Continuous Improvement Loop



Best Practices in Universities and Professional Programs Accreditation



Accreditation

- Accreditation is the oldest and most pervasive process used to evaluate the quality of higher education and validation of the legitimacy of colleges, universities and healthcare organizations
- The standards for certification are determined by a peer review board consisting of faculty from various accredited colleges and universities.
- New institutions or programs seeking accreditation must meet the general standards set by the peer review accreditation boards.
- Accreditation stakeholders are the faculty, students, administrators and the **general public**
- Accreditation is a potent signal to students and the public that they can have confidence in a college or university.

Is International Accreditation the Future For Validating Quality?

- ▶ A growing number of **universities** and professional **programs** (computer science, engineering, MBA, nursing) across the Arab world are pursuing and receiving accreditation by external agencies from the **UK, Germany and USA**
- ▶ The goal of the universities seeking such accreditation is to **raise educational quality, enhance the value of the degrees they offer, and claim prestige.**
- <https://www.al-fanarmedia.org/2018/01/internationally-accredited-schools-and-institutions/>
- <https://www.al-fanarmedia.org/2015/03/a-growing-number-of-arab-universities-seek-international-accreditation/>

Accreditation Service For International Schools, Colleges & Universities (ASIC)

<https://www.asicuk.com/university-accreditation/>

- The purpose of ASIC accreditation is to “assure the public, students, parents and other stakeholders as to the **quality** of an institution and its commitment to **high standards** through a system of continuous improvement.”
- ASIC accreditation confirms the commitment of a university to “internationalization and, in particular, commitment to supplying exemplary services to international students.”
- ASIC evaluates universities in the following 8 key performance areas:

ASIC Accreditation Standards

1. Premises, and Health and Safety
2. Governance, Management and Staff Resources
3. Learning, Teaching and Research Activity
4. Quality Assurance and Enhancement
5. Student Welfare
6. Awards and Qualifications
7. Marketing and Recruitment of Students
8. Systems Management and Compliance with Immigration Regulations

Evaluation Standards are prescriptive

- <https://www.asicuk.com/documents/ASIC-International-Handbook.pdf>
- <https://www.asicuk.com/documents/ASIC-Standards-for-Accreditation-Int-Universities.pdf>
- <https://www.asicuk.com/university-accreditation/>

ASIC Accreditation Process

- Accreditation **does not require self study** but 2 site visits:
- Stage 1 visit focuses on **inspection of** the premises, health and safety, education facilities, courses and their delivery, student welfare, and marketing and recruitment,
- Stage 2 visit focuses on **review** of management, faculty qualifications and meetings with faculty that delivers the academic program, meetings with students, compliance with immigration requirements, together with a meeting with the owners and senior managers.
- A single visit may be arranged which lasts 1-2 days, and undertaken by 2 ASIC inspectors.
- Visits will be undertaken following receipt of completed Application Form and supporting documentation and payment of application fees £1,000 - excluding inspection

Accreditation Process in the US and UK

- The British Accreditation Council (BAC) was established in 1984 by the British Council and the Department of Education with the charge to oversee standards in higher education
- Today BAC accredits more than 230 institutions across 17 countries. <http://www.the-bac.org/>
- Both US and UK (British Accreditation Council) requires a self-study (evaluation) followed by an onsite inspection process
- The rigorous accreditation process in both countries no doubt contributes to their universities high world ranking

Six Regional Accreditation Agencies in the USA

Northwest Accreditation Commission
Canada, Russia

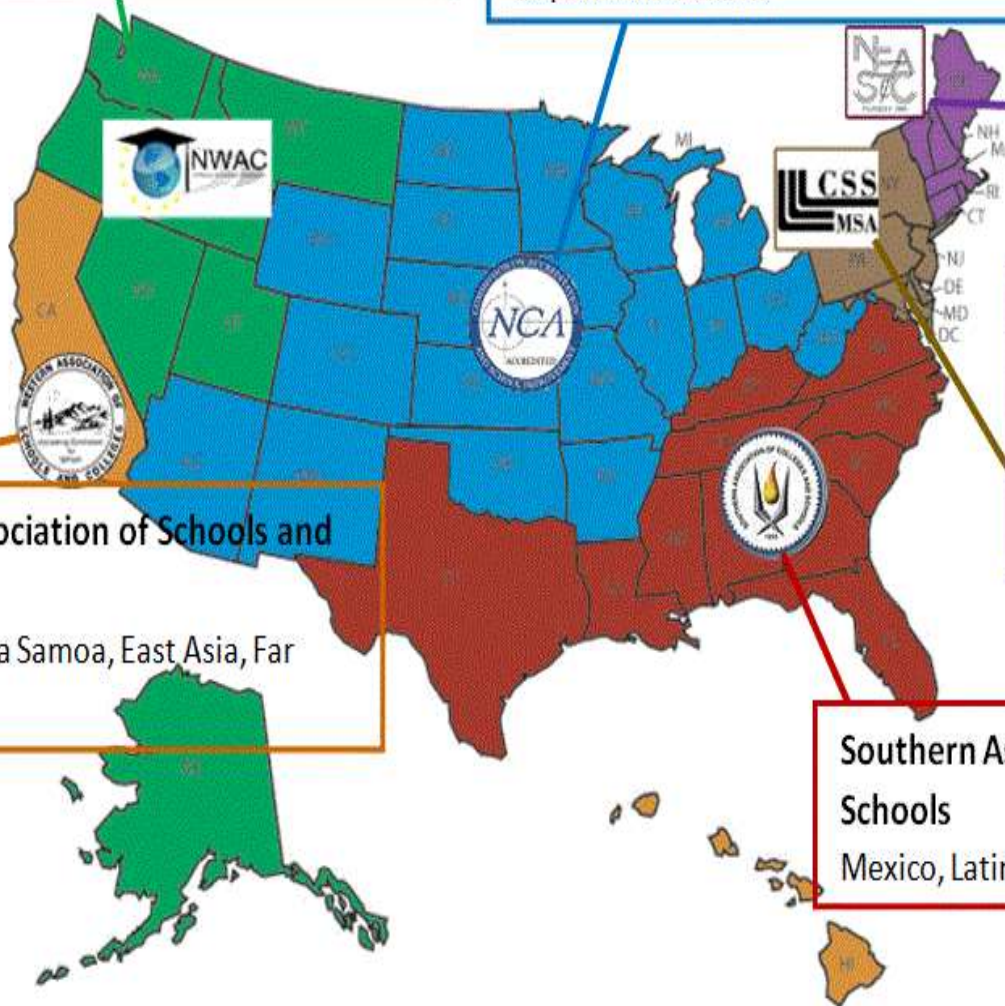
North Central Association of Colleges and Schools
Department of Defense Overseas
Dependent Schools

New England Association of Schools and Colleges
Africa, Europe, Middle East, Asia


Middle States Association of Colleges and Schools
District of Columbia, Canal Zone, Puerto Rico, Virgin Islands, Africa, Europe, Near East

Western Association of Schools and Colleges
Guam, American Samoa, East Asia, Far East

Southern Association of Colleges and Schools
Mexico, Latin America



Six Regional Accreditation Agencies in the USA

- Middle States Association of Colleges and Schools
 - New England Association of Schools and Colleges
 - North Central Association of Colleges and Schools
 - Northwest Commission of Schools and Colleges
 - Western Association of Schools and Colleges
 - Southern Association of Colleges and Schools
- 

Accreditation Is Serving The Public Interest

Accreditation is committed to:

- The **public interest**, serving students, government, business and the public as well as higher education.
- The **protection** of students and the **public** through ongoing and thorough scrutiny of colleges, universities, and programs.
- Greater rigor by establishing more demanding accreditation standards, requiring that all criteria be fully met to achieve and sustain accreditation, and tightening quality improvement requirements and timetables.

Accreditation Is Serving The Public Interest

Accreditation is committed to:

- **Public accountability and transparency**, by
 - Routinely providing information from institutions about what happens to students: completion of educational goals, employment, graduation, and transfer
 - Regularly giving information from accrediting organizations about how well institutions meet accreditation standards and any limitations institutions may need to address.
- **Public involvement in the accreditation process is limited in Nigeria**

Best Practice Accreditation Standards

- Institution submits a **self study report** on the following criteria:
 - **1. Mission:** The institution's mission is clear and articulated publicly; it guides the institution's operations.
 - **2. Integrity: Ethical and Responsible Conduct** - The institution acts with integrity; its conduct is ethical and responsible.
 - **3. Teaching and Learning: Quality, Resources, and Support** - The institution provides high-quality education, wherever and however its offerings are delivered.
 - **4. Teaching and Learning: Evaluation and Improvement** - The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
 - **5. Resources, Planning, and Institutional Effectiveness** - The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Comparative Analysis of the Accreditation Process in Nigeria and the US

For this presentation, I reviewed the NUC, MRTB and Medical and Dental Council of Nigeria accreditation standards document to evaluate how it compares in rigor to the US system

- Accreditation process in Nigeria concentrates on inspection of resources (physical, human, equipment and lab.) and evaluation of the adequacy of the curriculum content
- No **self-study** of the university's operations is required in Nigeria
- Consequently, the universities have no mechanism to objectively examine their **strengths and weaknesses** that will allow them to develop corrective action plans for **continuous quality improvement** (COI)

Comparative Analysis of the Accreditation Process in Nigeria and the US

- No assessment is undertaken to demonstrate that the universities are meeting their stated **mission**
- No evidence is provided to show the universities act with **integrity** and conduct their business **ethically and responsibly** as demonstrated by number of grievances and law suits from stakeholders/public
- No assessment is conducted to validate if the universities provide **high-quality education** and ethically **manage their funds and research operations**
- No evaluation of **student learning** through processes designed to promote continuous improvement (benchmarking) is undertaken

Stakeholders involvement in accreditation is limited

Sample Accreditation Self Study Reports

University

- <http://www.clarke.edu/wp-content/uploads/Clarke-University-HLC-Self-Study-Report.pdf>
- <https://accreditation.wsu.edu/documents/2015/10/spring-2009-wsu-comprehensive-self-study-report-for-reaffirmation-of-accreditation-to-nwccu.pdf/>
- <http://www.marquette.edu/accreditation/documents/Self-StudyReport-Website.pdf>
- <https://www.csu.edu/IER/documents/HLCSelfStudy.pdf>

Programs (Medicine/MPH/Nursing)

- https://www.jhsph.edu/about/school-at-a-glance/accreditation/_docs/JHSPH-Self-Study-Report-Prepared-for-CEPH-2015-03.pdf
- https://medicine.wright.edu/sites/medicine.wright.edu/files/page/attachments/2012%20Self%20Study_0.pdf
- <http://sph.berkeley.edu/sites/default/files/SPH-Accreditation-Self-Study-Final-Report-August-2015.pdf>
- <https://www.google.com/search?q=sample+self+study+report+for+college+of+medicine&oq=sample&aqs=chrome.1.69i57j69i59j69i60j69i59l2j0.4209j0j7&sourceid=chrome&ie=UTF-8>
- <https://www.med.emory.edu/about/documents/EMORY%20UNIVERSITY%20SCHOOL%20OF%20MEDICINE%20FINAL%20SELF-STUDY%20REPORT.pdf>
- http://publichealth.uic.edu/sites/default/files/public/documents/about-sph/pdf/FINAL%2CMaster%2CSelf-Study_02242015.pdf

Benchmarking: Gauging Quality and Efficiency in Higher Education

<http://www.hefce.ac.uk/data/ukpi/>

<http://www.oecd.org/education/skills-beyond-school/benchmarking-higher-education-systems-performance.htm>

http://www.planning.salford.ac.uk/_data/assets/pdf_file/0020/20657/Examples-of-Benchmarking-Reports-in-Higher-Education-Membership.pdf

<http://unesdoc.unesco.org/images/0011/001128/112812eo.pdf>

<https://asiasociety.org/education/international-benchmarking>

Purpose of Benchmarking

- Benchmarking in higher education is a process of **comparing** the **performance** of a university or program output **against peer** institutions or programs or against the **best** universities or programs
- By comparing your institutional performance against peers or the best institutions, it allows institutions to **understand what makes superior performance possible**, and can appropriately **implement reforms** that will yield significant improvements in the operations
- Benchmarking allows institutions to identify **efficiencies, control costs** and learn from areas of **good practice**.
- It allows institutions to identify **opportunities for continuous improvement**.

Benchmarking Colleges and Universities in the US

- The Integrated Postsecondary Education Data System (**IPEDS**) is an annual survey conducted by the U.S. Dept of National Centre for Education Statistics (NCES).
- Collects information in the following 7 areas from every institution that participates in the federal student financial aid programs
 - **Institutional Demographics** such as types of programs, and admissions requirements.
 - **Institutional Cost** - tuition and fee, estimated student budgets for living on-campus or off-campus.
 - **Enrolment** (Fall) for First-Time Students and Age Data
 - **Student Financial Aid**: The number who receive different types of student financial aid
 - **Degrees and Certificates Conferred**

Benchmarking Colleges and Universities in the US

- **Student Persistence and Success:** First–Year Retention Rates and Graduation Rates:
- **Institutional Resources:**
 - Employees by assigned position
 - Salaries (the number of faculty by rank, gender, and length of contract/teaching period; total salary outlay; and fringe benefits; and Staff
 - demographic and occupational characteristics for staff at institutions.
 - https://www.hesa.ac.uk/files/International-Benchmarking_2011.pdf

The national licensing exam is the most viable metrics for benchmarking the performance of professional programs

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4640898/>

Measure of Quality: Student-to-Lecturer Ratio

- Universities with **more lecturer per student** have a good chance of creating an engaged and interactive teaching environment.
- A **lower student-to-lecturer** ratio can help students to cultivate closer relationships with their lecturers, have quicker access to essay feedback, and get involved in more interactive seminars and discussions.
- A 2016 survey done by World university Ranking revealed that the **top 100 universities with the best student-to-staff ratios** are predominantly US colleges, closely followed by Japanese institutions.
- Not a single UK university appears in the list, which includes institutions across 23 countries in North America, Europe, Asia and the Middle East.
- In 2018, the top **100 universities** with the best student-to-lecturer **ratios** data ranged from **0.6 to 8.5**

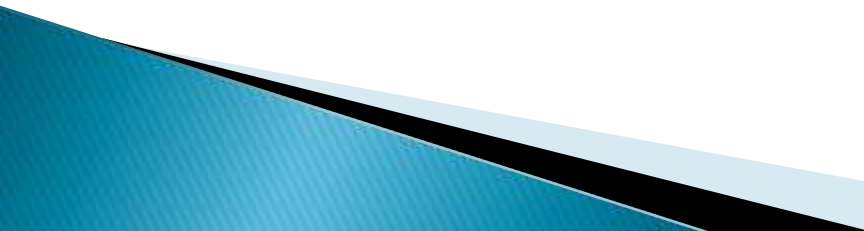
International Benchmarking

- In the second half of the **20th century**, the US sets the **world standard of excellence**.
 - It was the first country to pursue and achieve mass secondary education and mass higher education.
 - As a result, it has the **largest supply of highly qualified people in its adult labor force of any country in the world**.
 - This stock of human capital has helped the US become the dominant economy in the world and take advantage of the globalization and expansion of markets.
- ▶ <https://asiasociety.org/education/international-benchmarking>

The World is Changing.....There is hope for Nigeria

- Although the US has a strong higher education system compared with most other countries, other countries are passing the US in the **% of students completing college**.
- In 1995, US ranked **second**; by 2006, it ranked 13th among 24 countries with comparable data
- US lagged behind Australia, Iceland, New Zealand, Finland, Denmark, Poland, the Netherlands, and Italy—and, for the first time, even behind the OECD average.
- In the US, only 54% of those who enter college complete a degree, compared with the OECD average of 71% and Japan's impressive 91%.
- **Lessons is that strong performance and improvement are always possible**
- **Disadvantaged socioeconomic background** does not necessarily result in lower performance in school

What are the Determinants of Academic Excellence?

- **Set High Universal Standards:** It raises aspiration and define educational excellence, make educational objectives transparent to students
 - **Accountability and Autonomy**
 - **Strengthen Teachers Professionalism:** Singapore is an excellent example of best practices. It recruits teachers from the top 30% of each high school class, provides financial support for their initial training, gives teachers 100 hours per year of **professional development**, and offers a choice of three career paths—master teacher, content specialist, or principal
 - **Personalized Learning**
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1.30 – 2.00 pm: Discussion and Questions



Feel free to contact me by email at jbalogun@csu.edu

Workshop Learning Objectives

At the end of the training, the learner will be able to:

- ▶ Create an academic culture of using evidence to make administrative decisions within their department.
 - ▶ Design and implement a comprehensive assessment program for an academic department.
 - ▶ Articulate evidence-based teaching strategies and recipe for high quality education.
 - ▶ Construct measurable course objectives, and student learning outcomes for an academic program.
 - ▶ Discuss different types of research approaches, experimental designs and quantitative data analysis, testing for the assumptions of parametric and non-parametric statistics.
 - ▶ Discern areas of weakness in published manuscripts.
 - ▶ Identify inappropriate use of statistics.
 - ▶ Determine the clinical significance of an intervention study.
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