

Promoting Evidence-based Decisions in a Tertiary Education Setting:

Continuous Quality Improvement in an Academic Health System, MBRU



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جامعة محمد بن راشد
للطب و العلوم الصحية
MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES

Outline:



- MBRU
- Homegrown **Quality Assurance** and **Institutional Effectiveness** Framework
 - Foundations
 - Institutional Research
 - Continuous Quality Improvement
 - Innovative techniques
 - Examples from MBRU
 - Institutional development
 - Contributing to knowledge
 - Lessons Learned



“

Investment in **education**
means investment in the
lasting peace and security,
which **our people**
undoubtedly **deserve.**”

HH Sheikh Mohammed Bin Rashid Al Maktoum
UAE Vice President and Prime Minister, and Ruler of Dubai



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MBRU Values



RESPECT

For opinions and differences



INTEGRITY

Fostering honesty, openness, transparency and accountability



CONNECTIVITY

Building partnerships with local, regional and international organizations



GIVING

Creating a positive and happy relationship with our communities



EXCELLENCE

Embracing quality, motivation and creativity in our communications and services

Reflections...



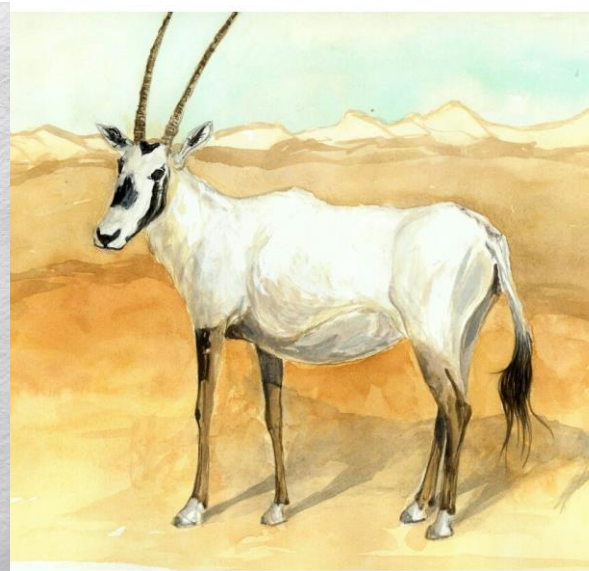
UAE Flag-
Respect



UAE Pearl-
Integrity



UAE Tree: Ghaf-
Connectivity



UAE Mammal: Oryx-
Giving



UAE Bird: Falcon-
Excellence

The MBRU Values stem from the UAE culture and heritage.

Our Brand



$$M + A = \infty$$

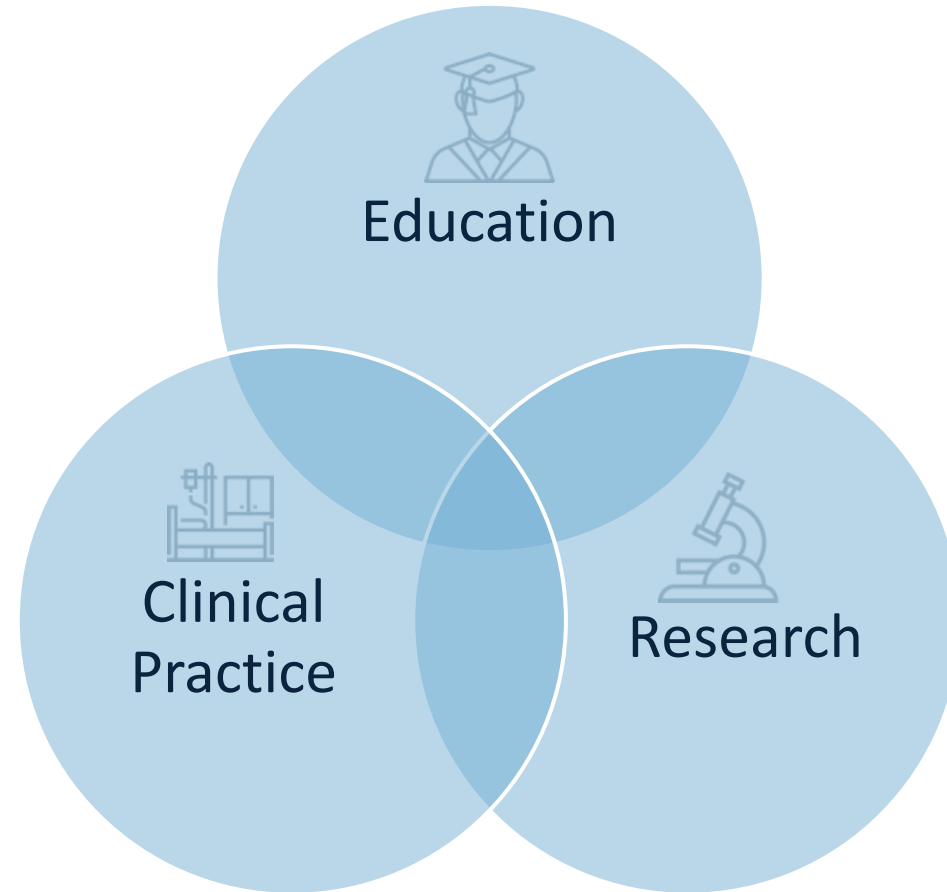
- Letter “M” which is the first letter of the name of His Highness Sheikh Mohammed bin Rashid Al Maktoum, in both English and Arabic connected to form the infinity logo.
- The logo represents continuity in the supply of qualified healthcare professionals for the needs of the country.
- Connecting Minds of the East and the West: Creating the Future

MBRU Mission



To advance health in the UAE and the region, through an innovative and integrated academic health system, that is nationally responsive and globally connected, serving individuals and communities

Academic Health System



MBRU Vision



A global hub for innovative and integrated healthcare education and research at the service of humanity

MBRU



College of Medicine



**Hamdan Bin Mohammed
College of Dental Medicine**



**College of Nursing
and Midwifery**

Accredited by
Commission for Academic Accreditation, Ministry of Education – Higher Education Affairs

Programs



- Current (AY2020-2021):
 - College of Medicine
 - Bachelor of Medicine and Bachelor of Surgery (MBBS)
 - Master of Biomedical Sciences
 - Hamdan Bin Mohammed College of Dental Medicine
 - Master of Science (Endodontics, Prosthodontics, Pediatric Dentistry, Orthodontics, and Periodontics)
 - College of Nursing and Midwifery
 - Master of Science in Clinical Nursing- Cardiovascular Pathway and Pediatric Pathway
- Planned:
 - AY2021-2022-
 - Master of Science in Clinical Nursing- Mental Health and Cancer Care
 - Master of Science in Midwifery
 - Master of Science in Clinical Pharmacy (College of Pharmacy)
 - AY2022-2023-
 - Master in Public Health
 - Doctor of Philosophy in Biomedical Sciences

Additional information:



- Academic Partner: Queen's University Belfast
 - Quality Assurance
 - Governance
 - Development of College of Medicine
- MBRU Team: 152 (60 Faculty) + ~300 Adjunct Faculty
- MBRU Student Body: 259 Continuing Students and 88 Alumni
- MBRU Prospective Students' Capacity (for AY2020-2021): Around 140



Strategy and Institutional Excellence

Planning

**Institutional
Research**

**Quality
Assurance**

**Continuous
Quality
Improvement**

**Institutional
Effectiveness**

Institutional Research

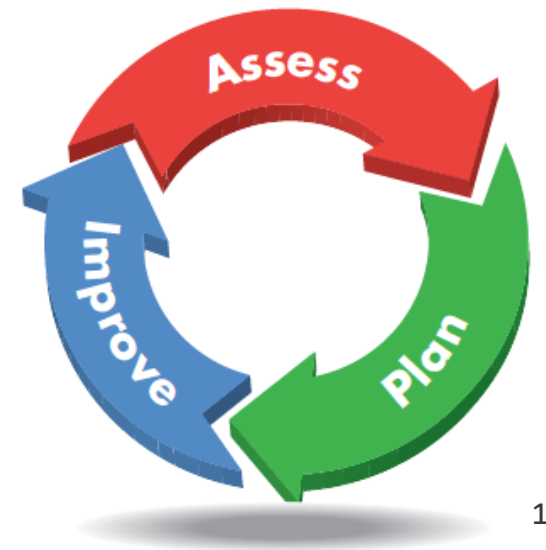


- Cameron Fincher (1987): “IR as Organizational Intelligence.”
- Joe Saupe (1990): “IR as decision-support: a set of activities that provide support for institutional planning, policy formation, and decision-making.”
- Pat Terenzini (1993): “Three tiers of Organizational Intelligence:
 - Technical and analytical,
 - Issues intelligence, and
 - Contextual intelligence.”
- Association for Institutional Research: “Research lending to improved understanding, planning, and operating of institutions of postsecondary education.”

Continuous Quality Improvement (CQI):



- A structured, evidence driven process that continually reviews and improves performance
- It is an ongoing cycle of employee engagement and positive change
- Its ultimate objective is to increase quality (efficiency and effectiveness) and reduce waste



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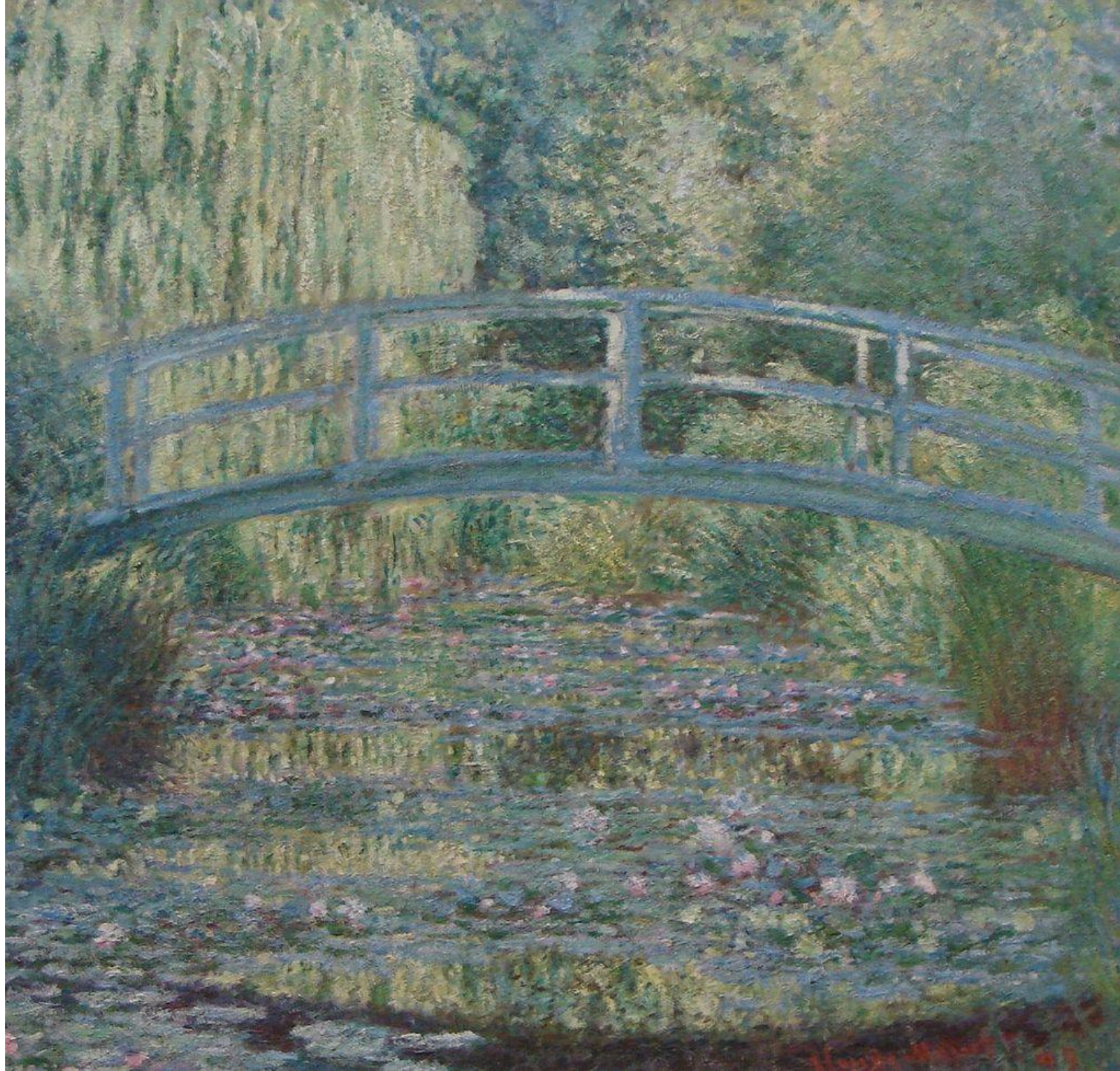
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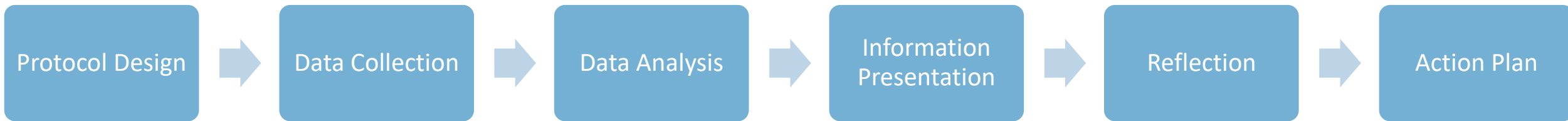


CQI at MBRU:



First Layer:

Revolves around making sense of the data generated from the Institutional Research function (e.g., a course evaluation) and planning for evidence-driven improvements.



Second Layer:

Data generated, from differing sources, is appraised and analyzed (in a scientifically-sound way) to assess the situation, and in turn, identify strengths and opportunities to capitalize upon, and weaknesses and challenges to circumvent.



Data-driven Action Plan- Example



ID	Action Point	Question Number	Question	Name of Tool	Data Owner	Responsibility	Deadline	Status
01	Communicate clearly the grading criteria to the students from the very beginning of the course.	4	What could be improved in this course?	HBMCDM Courses' Evaluation (All Programs)	Professor Zaid Baqain	All Program Directors	May 2019	Complete
...

Your Voice is Heard- Example



We listened to your voice	And acted upon it
Communicate clearly the grading criteria to the students from the very beginning of the course.	The grading criteria for all courses are mentioned in the course syllabi.
...	...
...	...

CQI Second Layer:



Triangulation of Data Sources

Examples:

-> Happiness and Satisfaction Survey (Students, Staff, and Faculty)

-> One-to-one Semi-structured Interview with Key Opinion Leaders



Applying Situational Assessment Tools

Examples:

-> Ecological Model

-> SWOT

-> Fish-bone analyses

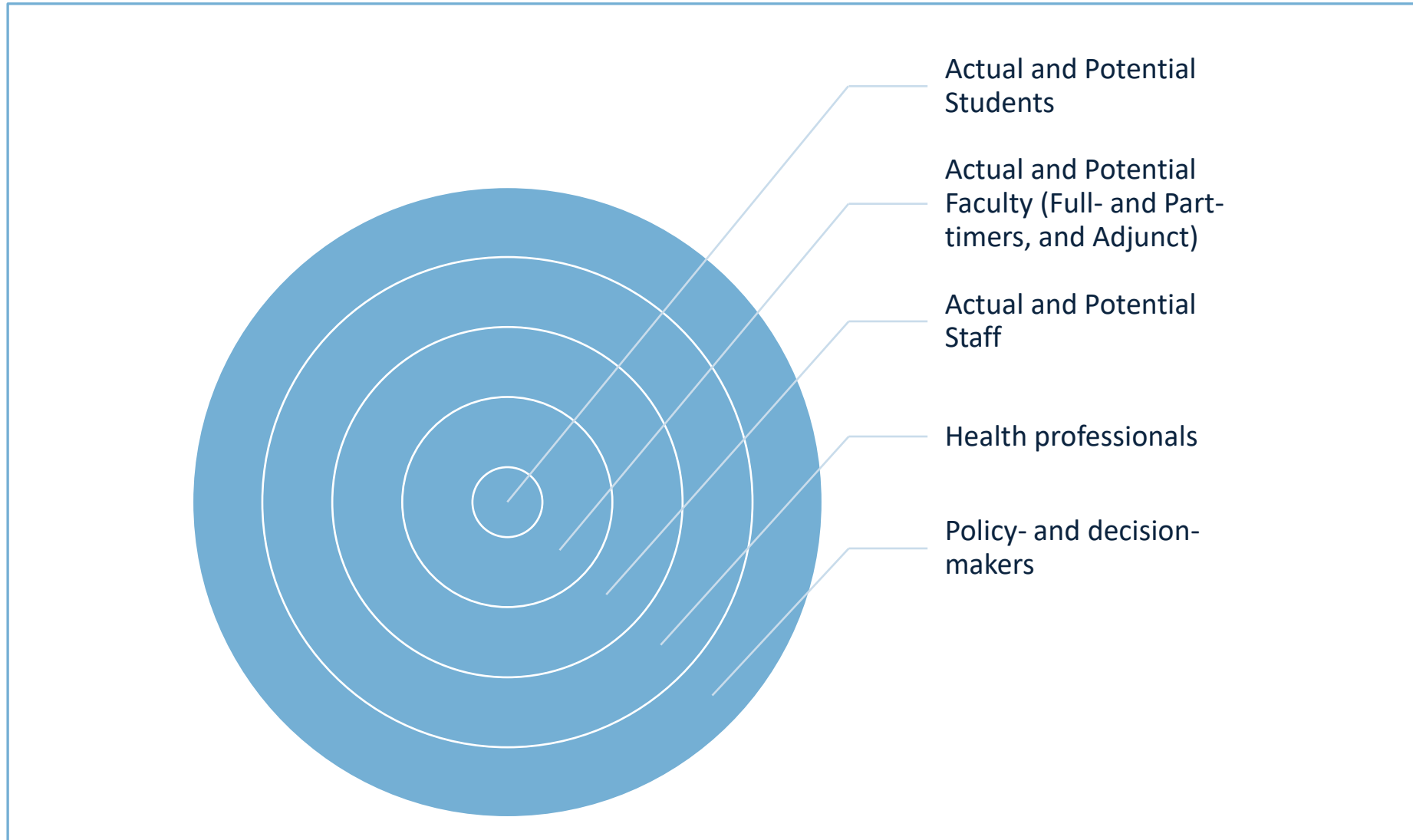


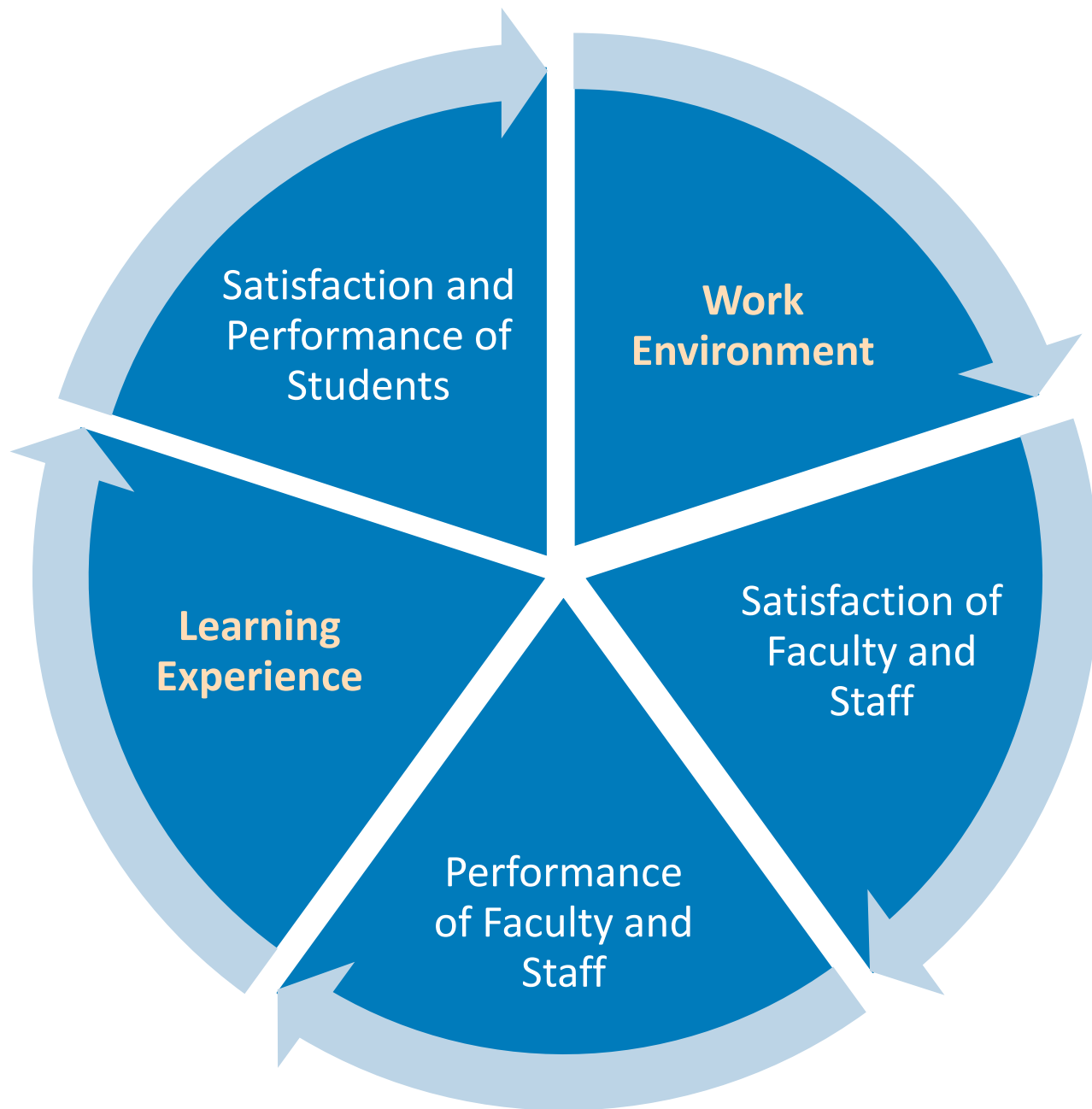
Identification and Prioritization of Challenges



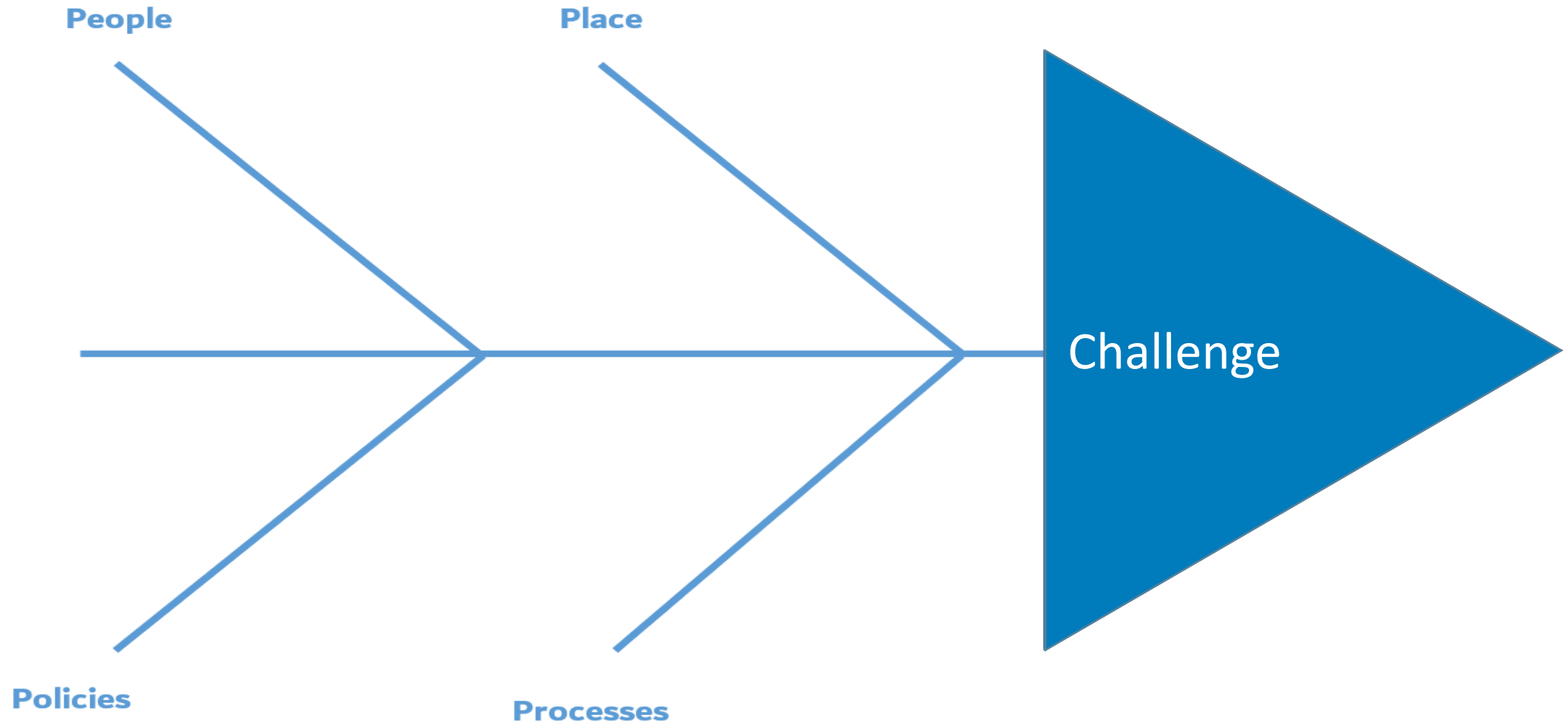
Action Plan

Output of Situational Assessment:





Ishikawa Diagram (Fish-bone diagram or Cause-effect analysis)



Student Engagement

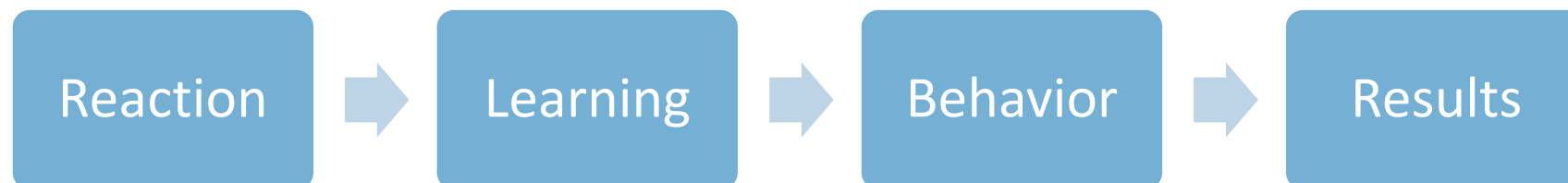


- Emphasis on involving students in andragogical planning
- Feedback from undergraduate and postgraduate students is appraised and assembled
- A university's CQI system to pinpoint the FD needs, based on which professional development opportunities are devised

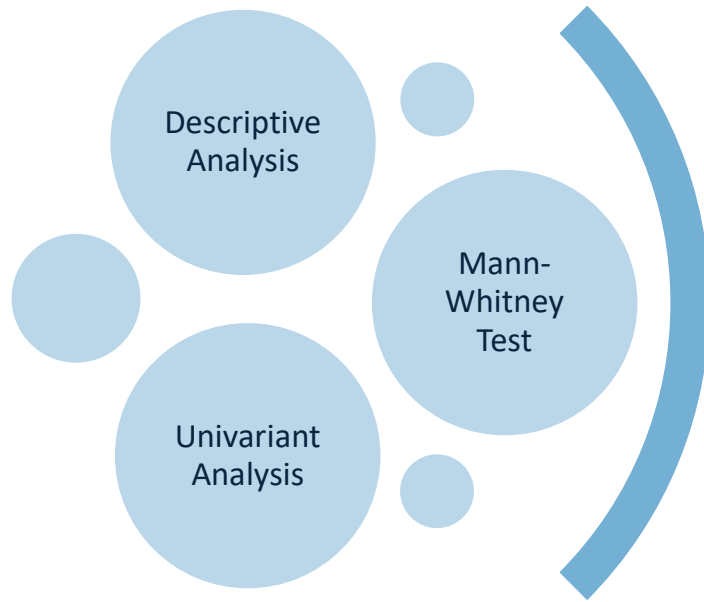
Faculty Development



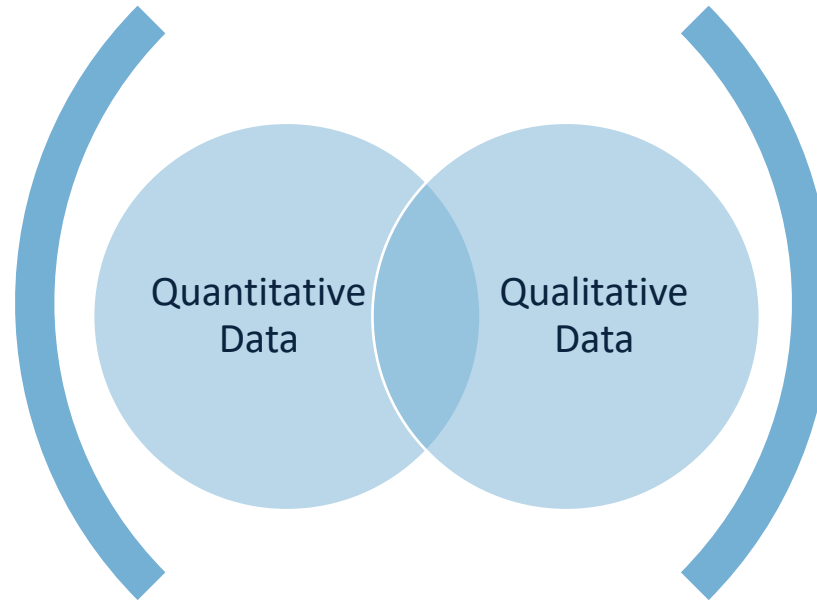
- Faculty members are the most important resource in universities
- **Faculty Development**
- **Evaluation of Teaching Effectiveness (Kirkpatrick Model)**
- The ultimate receivers: the students
- Using student feedback to enhance teaching



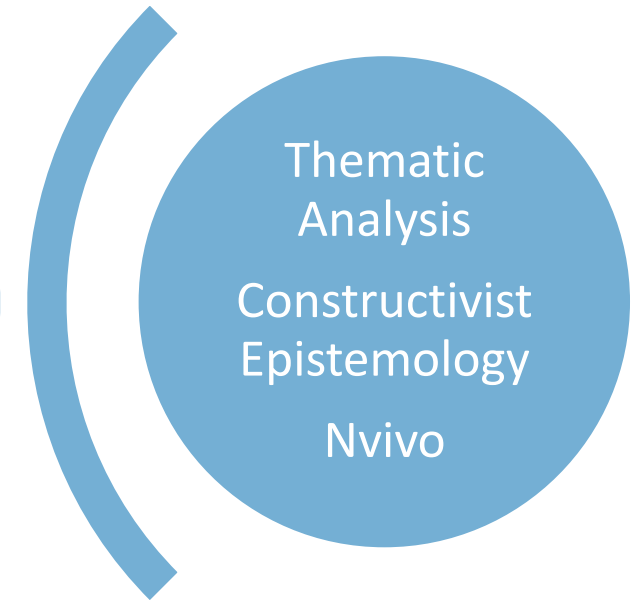
Method



Quantitative Analysis



Mixed-methods Study



Qualitative Analysis

Output



- Communication is the most prominent opportunity for improvement
- Students want to be more engaged in their own learning process
- Students are requiring more academic support (suggesting for that to happen via strengthening the advising skills of the instructors)
- Undergraduate and postgraduate students offer differing yet complementary perspectives



Reflections



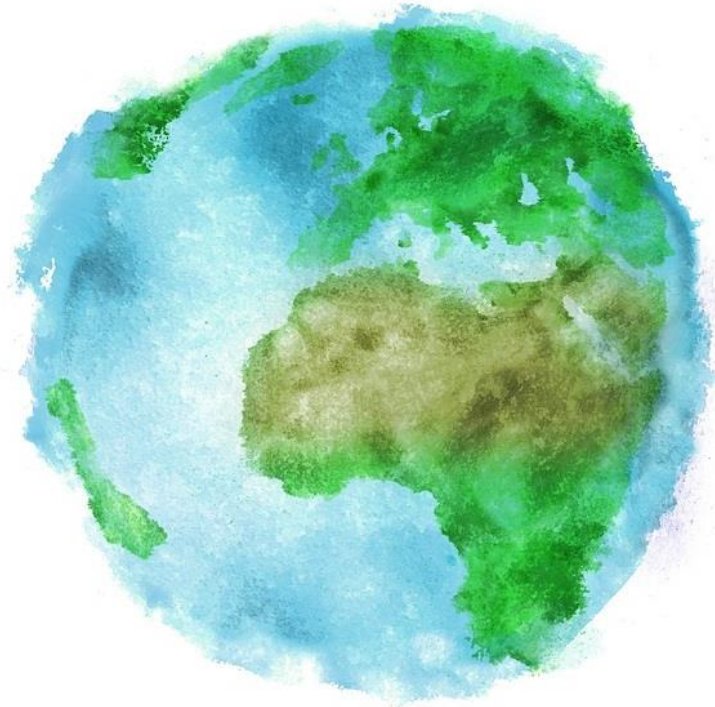
- There is added value in capturing and effectively assembling the learners' perception of faculty performance
- Capturing the learners' perception of faculty performance enables tackling all four levels of the Kirkpatrick model, which is expected to raise the reliability of the adapted evaluation framework
- Such an evidence-driven CQI system has the potential of improving the rigor of faculty development initiatives
- The high level of perceived respect and support can be attributed to the opportunities that the students are offered to express their opinions

Lessons learned



- People-centeredness
- **Engagement**
- Multiple perspective
- Deep trust in the process
- Continuous improvement
- Command and control, versus sense and steer
- Zoom in/ out
- Deploy both paradigms: analysis and synthesis
- **System thinking**

Opportunities to co-create...



We are all in this together!



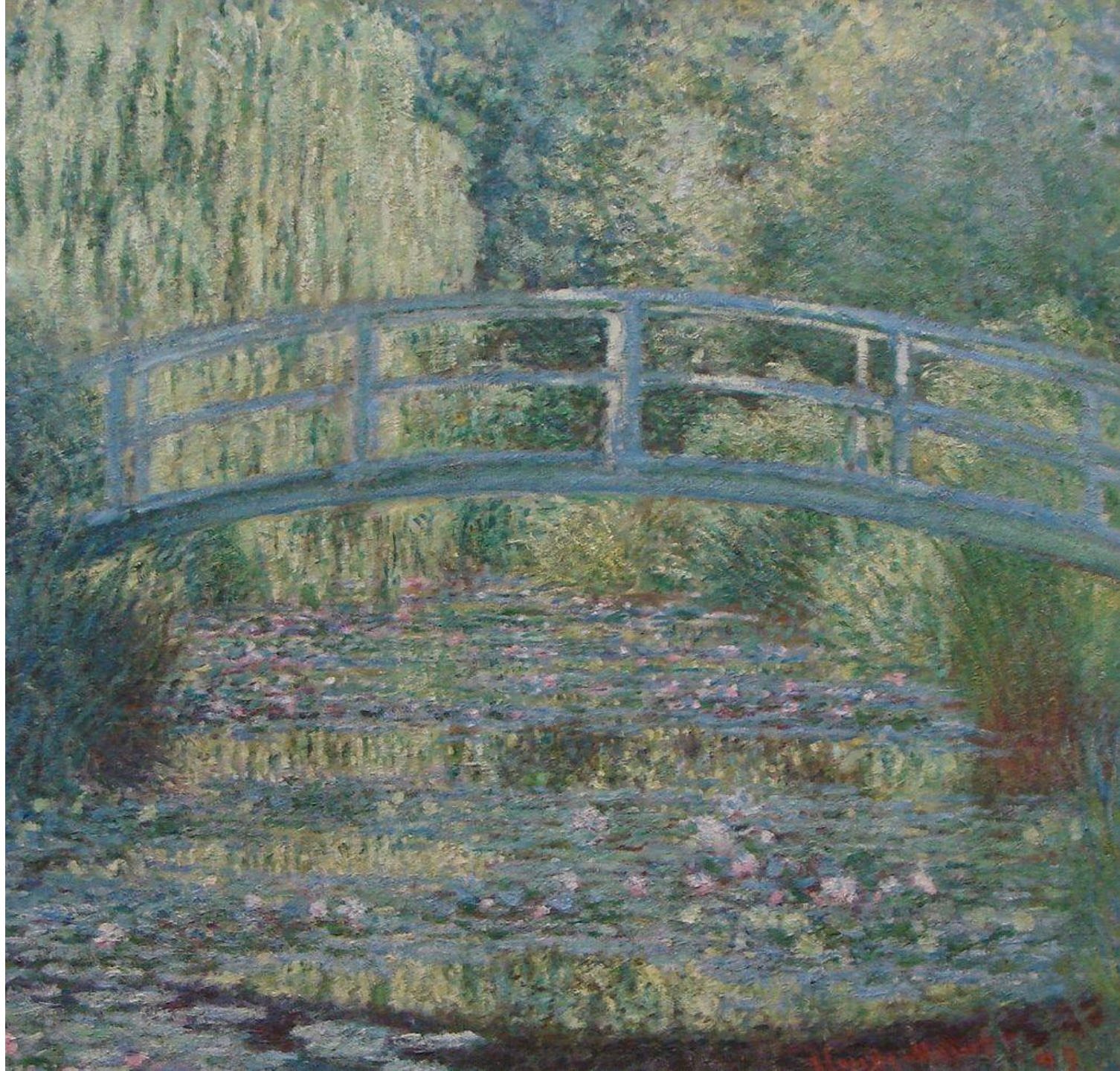
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Thank you!