



DARTMOUTH'S PROGRAM EVALUATION

CEPH Technical Assistance Meeting

November 1, 2015

AGENDA

- Why the program evaluation?
- Process used
- Incorporation into CEPH Self-Study

TDI Education Program Goal: To equip the best and brightest students with the knowledge and skills they need to excel as leaders in health care improvement and research.

The Instigator:

Decreased enrollment...which threatens sustainability but also stimulated us to look closely at the ***quality*** and ***direction*** of the program.

The Assessment Process:

Extensive review of competing programs, surveys, interviews with wide ranging stakeholders from students to faculty to administration to alumni to employers; financial analysis

The Assessment Findings:

Main Reasons for Cited for Decreased Enrollment

- **Tuition**—2nd highest, no scholarships
- **Competition** from 16 other 1 year MPH programs
- **Messaging**—mismatch/failure of accurate, adequate marketing

Perceived Concerns Cited Related to Quality

- **Educational experience**—instructors/instructional methods/projects/experiences vary in effectiveness and value
- **Marketable skills**—we do not market our program well to potential employers.

Perceived Concerns Cited Related to Direction

- **TDI Distinction**—current content includes items that are not our focus (classic MPH) and fails to fully leverage our unique strengths

Other Perceived Concerns

- **Alumni support**—minimal, inadequate
- **Leadership & Organization**—unclear commitment, uncertain responsibilities
- **Program Logistics**—location, calendar, FT/PT
- **Financial** analysis—can we afford a redesign effort? Can we afford to not do it?

EVALUATION OBSERVATIONS: WHERE KNOWLEDGE INFORMS CHANGE

- Focus improvements on education purpose - accelerating change in health and health care
 - Combine great raw material (students) with the learning experience and strong placements for maximum impact
- Create a distinctive program, leveraging TDI and Dartmouth identities
 - Base content on TDI attitudes, knowledge and skills, matched to student needs and wants
 - Apply contemporary educational methods including experiential learning
 - Take advantage of Dartmouth College scholar-educator model
 - Place alumni in roles with opportunity for impact
 - Build a strong alumni network for referrals, internships, continuing education and philanthropy

- Student enrollment was down and threatened the sustainability of the program...
 - Why?
 - What can/should we do about it?
- What we already knew before the project started
 - 16 one-year MPH programs open to recent college graduates...so we're no longer unique
 - TDI is 2nd most expensive MPH, with no scholarships

PROJECT CHARGE

Develop an operational plan for the MPH and MS education programs to meet three goals:

1. Establish a program **that leverages the distinctive characteristics**, intellectual strengths and insights that Dartmouth brings to **maximize the impact of our educational program** on the challenges of health care transformation;
2. **Align the curriculum** and teaching methods to the benefit of other related educational programs on campus, including the College, the Medical School and the evolving distance learning opportunities;
3. Operate in a cost-effective, sustainable manner while continuing to attract a **high caliber cohort of students** committed to improving both health and health care.

PROJECT CHARGE (CONT.)

Answer a number of important questions, including:

- **Content:** What aspects of Dartmouth knowledge and competencies are distinctive and relevant for target matriculants?
- **Audience:** Who is interested in enrolling in a Dartmouth master program because of TDI mission, program content and learning experience?
- **Marketing:** How do we position our programs to reach our target audiences of people committed to changing the health system and capable of having an impact?
- **Recruiting:** How do we attract and enroll extraordinary, high potential learners?
- **Methods:** What's the best format (schedule, flipped classroom, experiential projects) to deliver an optimal and cost-effective program that incorporates the "Dartmouth" learning experience?
- **Distance Learning Integration:** How do our residential and low-residential programs fit together?
- **Dartmouth Integration:** How do the residential MPH and MS programs align with and complement other programs at the college (i.e. A&S, Geisel, HCDS, Tuck, etc.)?
- **Sustainability:** How do we assemble a business model that will work in a modified residential program?

“SINGLE TEXT” RAPID-DESIGN PROCESS

Data collected from a number of sources, including:

- Alumni surveys
- Admissions data (incl. who were accepted but chose to go elsewhere)
- 35+ key stakeholder interviews:
 - Students
 - Alumni
 - Faculty
 - Staff
 - Employers
 - Partners (D-H, VA, etc.)
 - Dartmouth College
- Document reviews
- Competitor programs
- Faculty and staff who volunteered ideas

Feedback along the way:

- Team of 8 advisors
- Education Committee
- Curriculum Committee
- Lots of conversations

Market Research:

- Potential online MPH development
- Messaging/Marketing

PRINCIPLE 1

Education programs will build on our strong tradition of using knowledge to inform change, by incorporating **new insights** and providing students with opportunities to meaningfully engage in **health system and community transformation.**

PRINCIPLE 2

We will attract, engage and enroll talented and motivated **students who are committed** to improving the health and health care of individuals and populations through their work.

PRINCIPLE 3

We will offer a **rigorous and demanding curriculum** to prepare students to inform, evaluate and lead improvements in health and health care; and we commit to continual evaluation and improvement of the curriculum and how we teach.

PRINCIPLE 4

Our students will **experience the best of Dartmouth**: a faculty comprised of exceptional teachers, leading researchers, and recognized thought leaders; a tightknit learning community with direct access to faculty; and effective teaching strategies that result in meaningful learning.

PRINCIPLE 5

The programs will be designed and implemented to benefit from and support the broader **Dartmouth community** by drawing on the strengths and resources of other College programs, and by providing educational opportunities for Dartmouth undergraduate and graduate students.

PRINCIPLE 6

The program will foster **long-lasting relationships** between students and Dartmouth via an explicit commitment to the student and alumni experience.

PRINCIPLE 7

The program will be **financially sustainable** through the efficiency with which it is delivered and the loyalty that graduates have to their school. It will do this while maintaining an attractive value proposition including competitive tuition and/or offering meaningful scholarships.

WHAT'S DIFFERENT?

1. Leveraging unique Dartmouth identity
 - Integrate Research & Engagement arms
2. Offering online MPH program
3. Targeting the right students and actively recruiting them
4. Changing the learning experience
 - Weaving content together better
 - Improving delivery (engage learners & meet them where they are)
 - Integrating Capstone/internship
 - Creating Office of Partners and Fellowships
5. Supporting faculty with resources & recognition. Show that leadership values education.

CEPH SELF-STUDY

1. Self-Study for re-accreditation due December 2015.
2. Site visit scheduled for May 2016.
3. How do we incorporate this major program evaluation and subsequent planned changes into the Self-Study?
 - A. Largely through the “Planned Improvements” sections throughout the Self-Study document but also in the appropriate sections in Criterion 1.2 (what we learned and what processes we have strengthened and are improving upon).

QUESTIONS?

Thank you!