



Practical Strategies for Engaging Faculty in Evaluation and Assessment Completion

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SAAAPM AAPAE

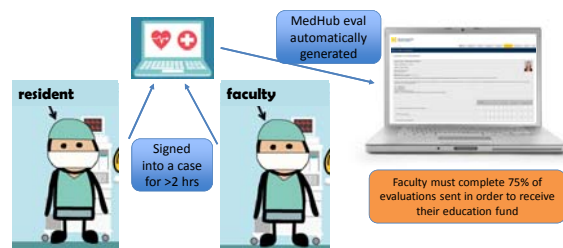
Disclosures

- I have nothing to disclose

Objectives

- Describe how motivation theory can help inform strategies for engaging faculty in evaluation and assessment
- Identify the benefits and risks of different strategies to engage faculty in evaluation and assessment

Our Process



How to improve completion rates?

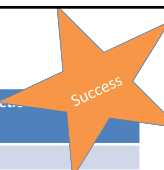
- Automated electronic reminders (Blum, 2006; Rusa, 2009; Shah, 2007)
- Financial compensation (Studies??)
- Education – Training (Mitchell 2017)

Completion Rate

Evaluations Sent
July 2018 – September 2018
2,638



Completion Rate
38.9%



About the Data

Measure	Data
Average Days to Complete	6.71
Maximum Days to Complete	63.0
% with Average >5 Days to Complete	52%

56% (1827/3101)
No comments to residents



Quantity vs. Quality

- “There was no overall correlation between the number of evaluations per resident and the residents' perception of feedback from faculty”

-Blankush, 2017



Pros and Cons: Quantity

assessment is to **INCREASE** quality.

evaluation is to **JUDGE** quality.

- Data helps CC
- Useful to see
- Necessary do

help residents (ty) t gaps



Self-Determination Theory (Deci & Ryan)

- Intrinsic (vs.) Extrinsic Motivation
- Different amounts and different kinds of motivation
 - Level of motivation
 - Orientation of motivation
- **Quality of experience and performance** very different when one is behaving for intrinsic vs. extrinsic reasons



Motivation Definitions

- **Intrinsic:** You do it because you like it
 - Facilitate intrinsic motivation: Positive Feedback, Feeling competent, Autonomy
- **Extrinsic:** You do it for some outside goal
 - Money



Amotivation	Extrinsic Motivation				Intrinsic Motivation
	External Regulation	Introjection	Identification	Integration	
Perceived non-contingency	Saliency of extrinsic reward or punishment	Ego involvement	Conscious valuing of the activity	Hierarchical synthesis of goals	Interest / Enjoyment
Low perceived confidence		Focus on approval from self or others			
Non relevance	Compliance/Reactance				
Non intentionality					
"I don't care"	"I have too" "I do it for \$"	"I want the PD to like me" "I want to residents to like me"	"I agree that feedback is important for residents"	"As a faculty member, giving high quality feedback is a major part of my professional identity"	"I just like giving people feedback. I really enjoy it."

Why motivation matters



Take home points

- Electronic reminders help
- Be careful how you incentivize
- Nothing beats a faculty group that believes in the importance of evaluation and feedback

