

Welcome

to the

IAMSE Webcast Audio Seminar

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Putting It Together: Planning an Effective Evaluation System

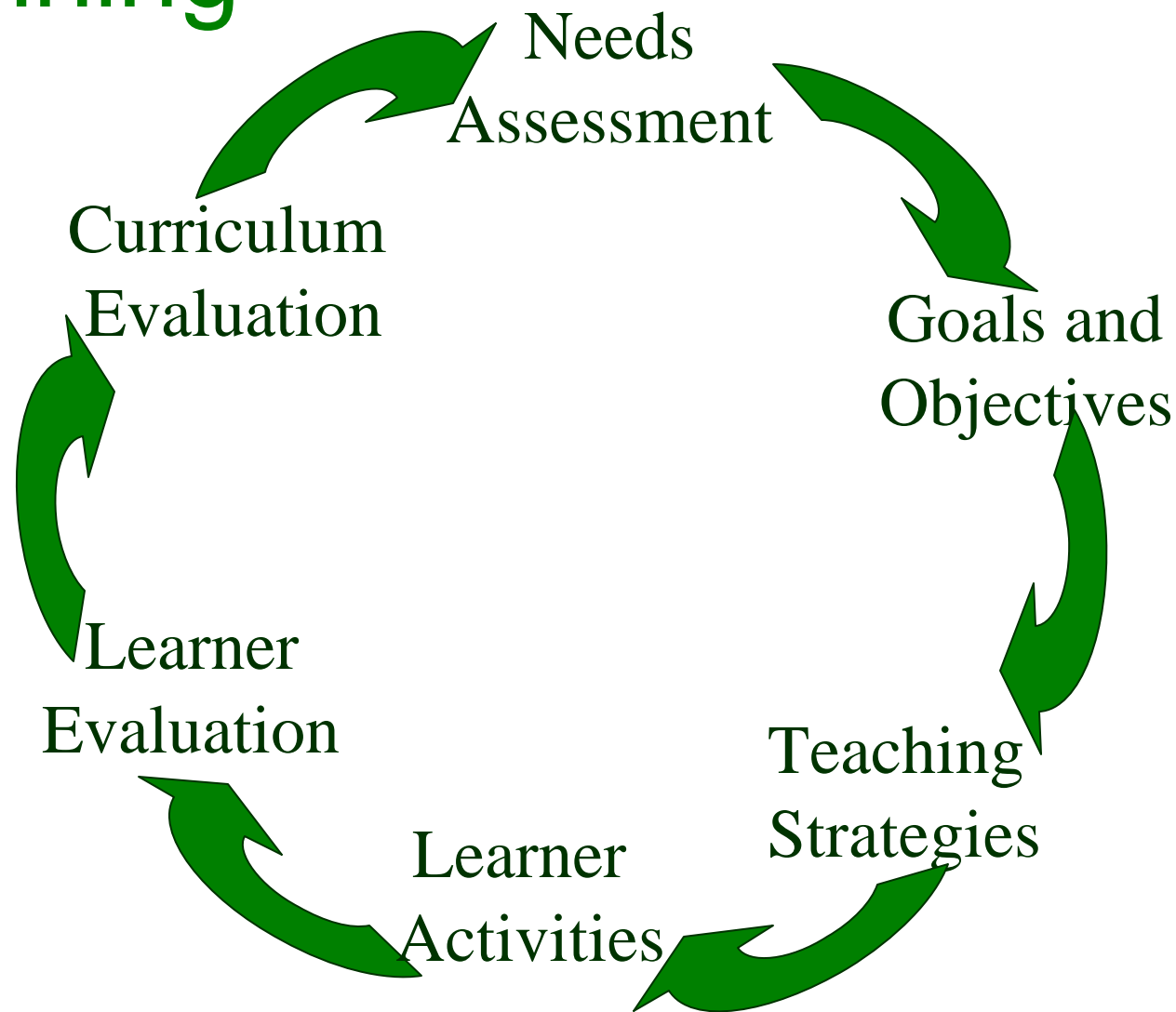
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Tools for Planning Program Evaluation

- ✍ The System Perspective
- ✍ A Hierarchy of Purposes
- ✍ Maturity of Program Being Evaluated
- ✍ Targets of the Evaluation
- ✍ Creating an Evaluation Data Base
- ✍ Decisions, Decisions, Decisions

Curriculum & Evaluation Planning





Evaluation Drives Learning



Phases of Evaluation

<u>Phase</u>	<u>Evaluation Activity (Example)</u>
Pre-implementation	Needs assessment; task analysis; goal setting
Accountability	Document accomplishments and activity Process evaluation
Program Refinement	Formative evaluation; Feedback for revision
Achieving Objectives	Immediate/short term/intermediate outcomes
Program Impact	Overall effectiveness; summative evaluation; measuring change

Jacobs, F. 1988

"The Five-Tiered Approach to Evaluation in Evaluating Family Programs"

H.B. Weiss, ed. Hawthorne, NY, Aldine



Evaluations With Different Purposes

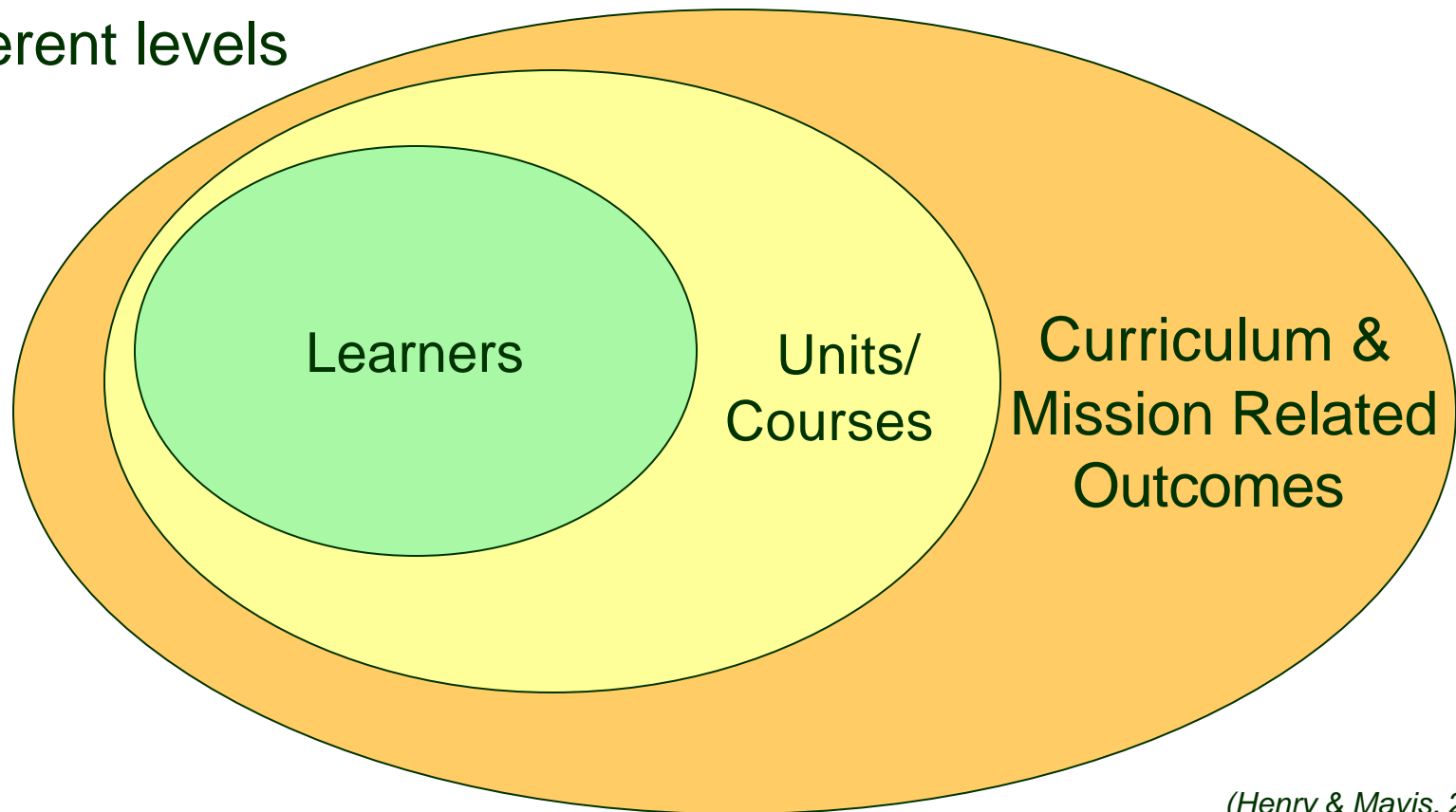
	Individual	Program
Formative	<i>Mid Course Progress Feedback Rating Forms</i>	<i>Curriculum Revision Goal Revision</i>
Summative	<i>Graduation Promotion Licensure</i>	<i>Accreditation Decisions About Resources Dissemination</i>



**Evaluate No Program
Before It's Time**

Levels of Evaluation

Evaluation questions can focus on (or bridge) different levels



(Henry & Mavis, 2002)



Determine What to Evaluate

- ✍ Principle of shame
- ✍ Accountability
- ✍ Errors/problems
 - ✍ Most serious
 - ✍ Most frequent
- ✍ Relevance to real life practice
- ✍ Pressure from professional organizations
- ✍ Resources and support
- ✍ Institutional Culture and Values



Evaluating Curriculum

Curriculum Evaluation Plan

COMPONENTS	QUESTIONS		
	WHAT	WHO	HOW
CONTENT			
PROCESS			
PARTICIPANTS			
OUTCOMES			

Anderson 1999



Evaluating Curriculum

Components of Curriculum Evaluation

1) Content

- ✍ **Complete**
- ✍ **Current**
- ✍ **Relevant**
- ✍ **Organization**

2) Process

- ✍ **Objectives attainable**
- ✍ **Methods appropriate**
- ✍ **Sufficient resources**
- ✍ **Coherent process**
- ✍ **Faculty involvement**



Evaluating Curriculum

Components of Curriculum Evaluation Cont.

3) Participants

- ✍ Impact
- ✍ Satisfaction
- ✍ Participation
- ✍ Stress
- ✍ Learner performance

4) Outcomes

- ✍ Objectives achieved
- ✍ USMLE Step II
- ✍ Residency selection
- ✍ Cost effective



Evaluating Curriculum

Curriculum Evaluation Process

Step 1: WHAT

What questions will be asked for each of the four components?

Step 2: WHO

Who will be asked each question?

Step 3: HOW

How (what methods) will the questions be asked?



Evaluating Curriculum

Curriculum Evaluation Process Cont.

STEP 1: WHAT

Sample Questions

Content: Is the content current?

Process: Are the instructional methods appropriate for the objectives?

Participants: Did the learners learn?

Outcome: Were the learner objectives achieved?



Evaluating Curriculum

Curriculum Evaluation Process Cont.

STEP 2: WHO

Sample Sources: learners, faculty, staff,
subject matter experts, USMLE

STEP 3: HOW

Sample Methods: rating forms, interviews,
direct observation, logbook, exam
performance, evaluation forms, OSCE



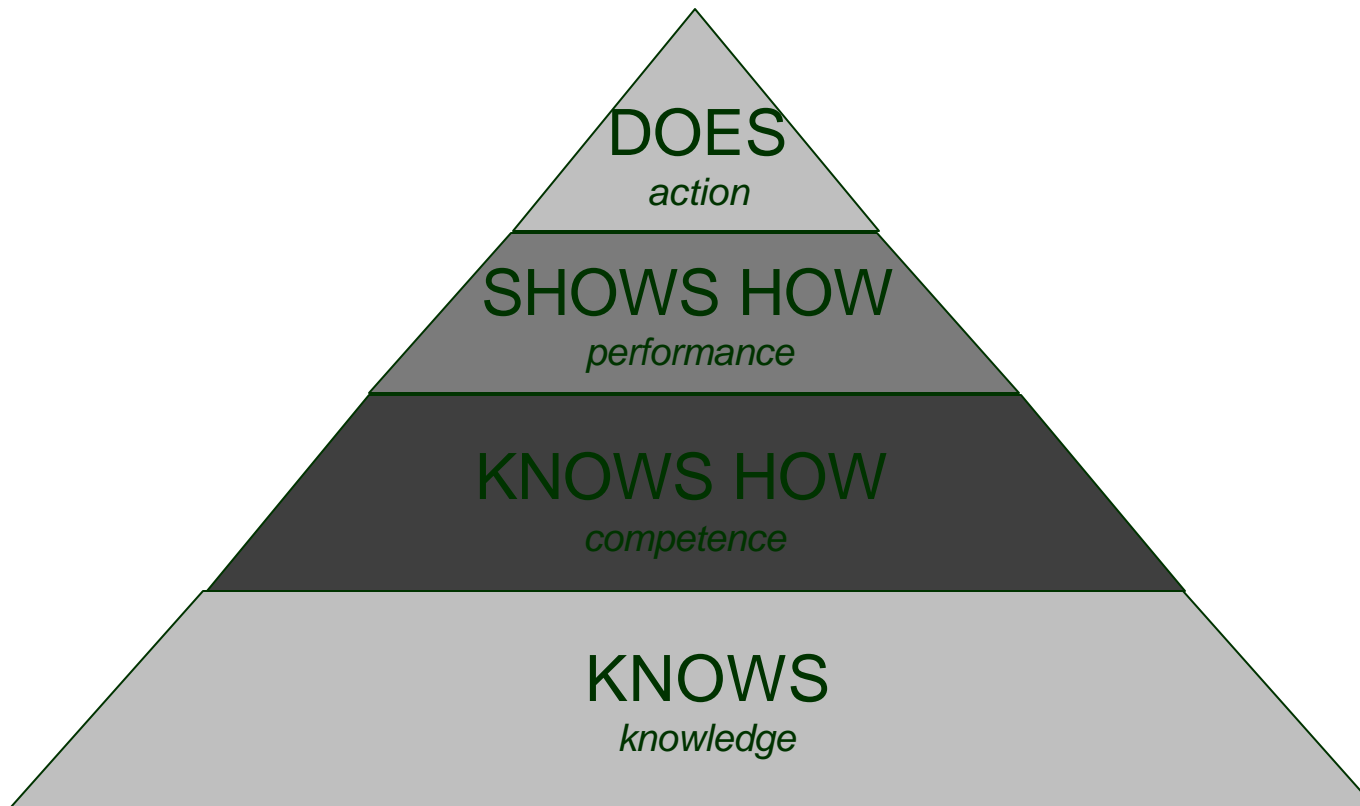
Evaluating Curriculum

Curriculum Evaluation Plan

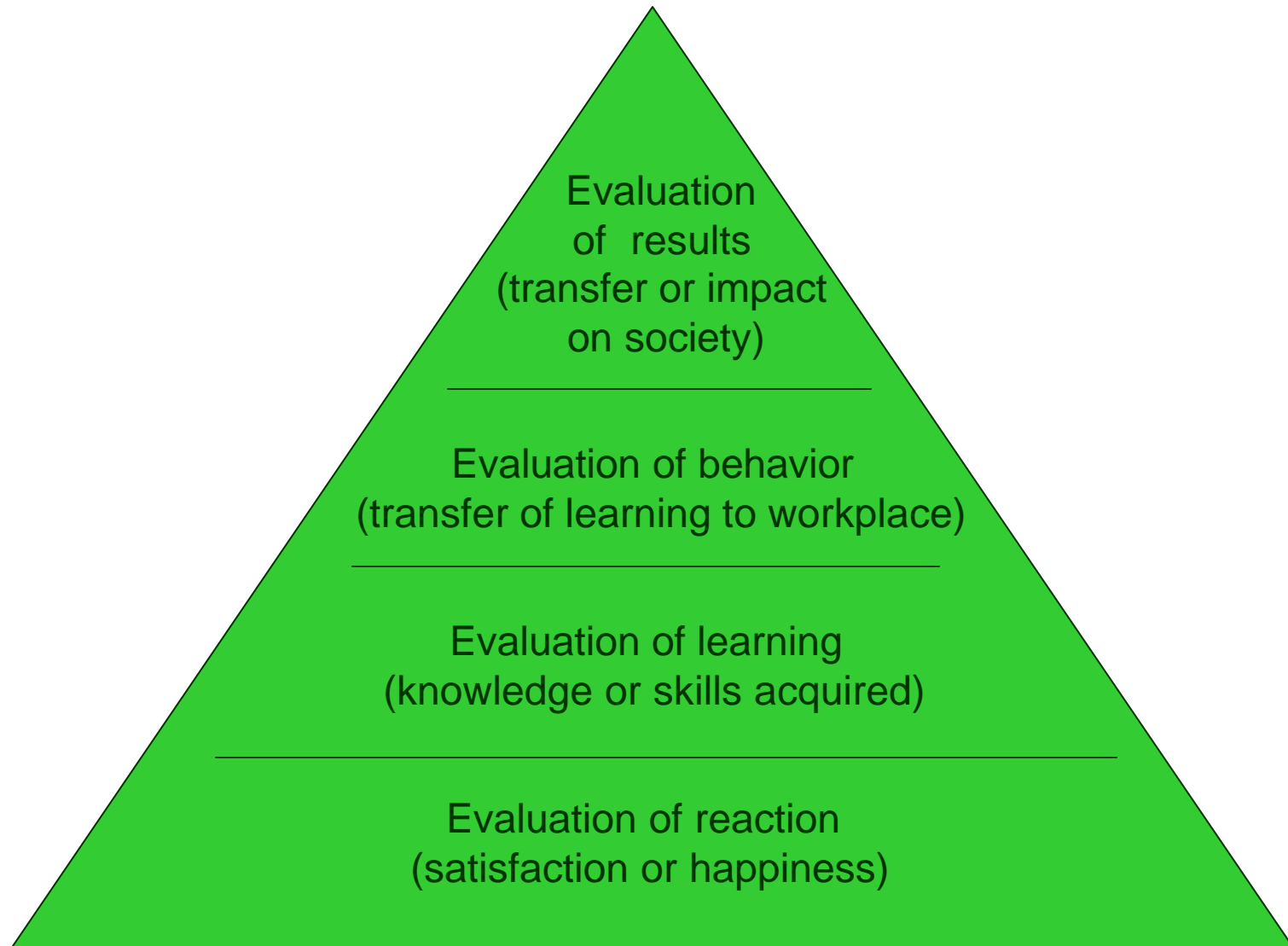
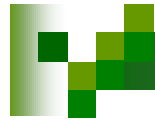
COMPONENTS	QUESTIONS		
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CONTENT			
PROCESS			
PARTICIPANTS			
OUTCOMES			



Defining Competence



(Miller, 1990)



Kirkpatrick's hierarchy of levels of evaluation. Complexity of behavioral change increases as evaluation of intervention ascends the hierarchy.



Application of Kirkpatrick's Model

Evaluation Level	Focus	Measurement Methods
1. REACTION	<ul style="list-style-type: none">☞satisfaction☞usefulness☞motivation	<ul style="list-style-type: none">☞rating scales☞focus groups☞structured interviews
2. LEARNING	Acquisition of <ul style="list-style-type: none">☞knowledge☞skills☞attitudes	<ul style="list-style-type: none">☞pre- and post-tests☞multiple choice questions☞essay questions☞standardized patients
3. TRANSFER	Real life transfer of <ul style="list-style-type: none">☞knowledge☞skills☞attitudes	<ul style="list-style-type: none">☞chart reviews☞surveys☞observations
4. RESULTS	Real world outcomes	<ul style="list-style-type: none">☞chart reviews☞surveys☞observation

A decorative graphic on the left side of the slide. It features a vertical gradient bar on the far left, transitioning from light green at the top to dark green at the bottom. To the right of this bar is a cluster of overlapping squares in various shades of green, arranged in a roughly stepped pattern that suggests a staircase or a data visualization. The squares are in shades of light green, medium green, and dark green.

Data Bases

Graphic Representations of
Data Bases for Decisions



Performance Based Assessment in CHM 98-99			
	YEAR 1	YEAR 2	Clinical Curriculum Year 3

PBA² Events

SKILL AREA¹



Basic Questions for Any Program Evaluation

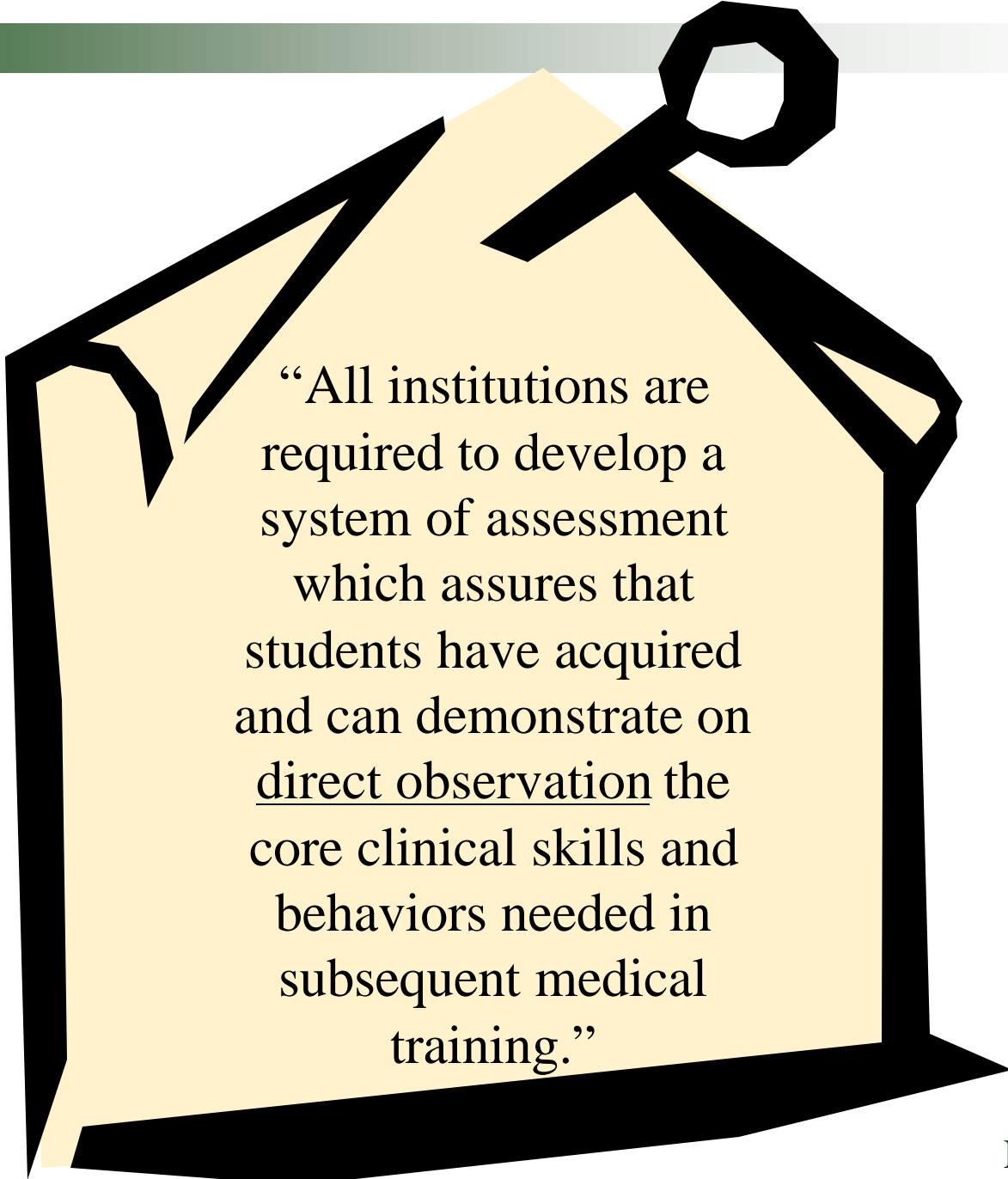

- What are your goals – what do you need to know?
- Who will use the results of the evaluation?
- What information do you need and from whom?
- How will you collect the information?
- How will you analyze, interpret and report the information?



Internal Needs


Evaluation can be driven by **internal** needs:

- ✍ What do we value?
- ✍ Who needs to know the answers?
- ✍ Who gets to pose the questions?
- ✍ How are the answers made known?



“All institutions are required to develop a system of assessment which assures that students have acquired and can demonstrate on direct observation the core clinical skills and behaviors needed in subsequent medical training.”

LCME, 1997

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Questions for our own evaluation system



Assessment of Current Evaluation System A Checklist (continued)

	YES	NO
9. Our system balances evaluation priorities across all phases of the program.	—	—
10. Our evaluation system uses both objective and subjective data sources.	—	—
12. Our evaluation system has explicit protections for student privacy and confidentiality	—	—
13. Our evaluation system permits monitoring across learners and competencies	—	—
14. Our evaluation system identifies essential processes and outcomes for learning	—	—
15. We regularly examine our evaluation system's benefit to our program	—	—
16. We have multiple sources of data for important components of the evaluation.		



References

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2. Henry,R. and MavisB. A Strategy for Developing Education Evaluations for Learner, Course an Institutional Goals. J of Vet Med Ed. 2002; 29(3) 147-156
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6. Rossi,P.H. and Freeman,H.E. 1987 Evaluation: A Systematic Approach. Beverly Hills, CA. Sage Publications

