Were We Effective? A model for evaluating faculty (and student) development programs

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Goals of Presentation

• Describe a program evaluation model that can be used in a variety of contexts

• Demonstrate how that model allows assessment outcomes in a variety of programs and curricula
Issues

• Need to demonstrate “effectiveness” of programs

• Limited or no training in program evaluation; skills not in educator “toolbox.”

• Developing the program evaluation plan supports articulation of outcomes and assessments
Simple, flexible model

• Proposing a model that can be used to evaluate a variety of programs
  – educational research fellowship
  – teaching scholars fellowship
  – new faculty orientation program
  – Advanced Pediatrics elective for senior medical students
Components

• identify goals and objectives
• develop outcomes associated with those goals/objectives
• determine how to assess outcomes
• [specify outcome of assessment that would provide evidence for effectiveness of program]
# Educational Research Fellowship

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellows develop educational research skills</td>
<td>Develop thorough knowledge of background research in an area of health science education</td>
<td>Fellows will complete a literature review related to their project</td>
<td>Post-fellowship interview</td>
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<td>Understanding theory relevant to research question</td>
<td>Fellows incorporate theoretical concepts in literature review and project design</td>
<td>Portfolio: Literature review</td>
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<td>Design a health science education research project</td>
<td>Fellows will define a focused research question with a broader area of health science education</td>
<td>Portfolio: Research proposal</td>
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<td>Fellow career development</td>
<td>Fellows develop a self concept as a health science education researcher</td>
<td>Fellows develop plans for continued health science education research</td>
<td>Portfolio: Continuing Research Plan</td>
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<td>Fellows increase research self-efficacy</td>
<td>Self-assessment of research competence and confidence</td>
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Advanced Pediatrics (AP) Elective

**Goal:** Prepare students for a pediatric Sub-I and internship using the ACGME Core Competencies as a framework *(Outcome/Assessment methods?)*

**Objectives:**

<table>
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<tr>
<th>ACGME Competency</th>
<th>Objective</th>
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| **Patient Care**                       | 1. Recognize and initially manage respiratory distress, respiratory failure, and shock  
                                               2. Describe indications for and correctly perform procedures  
                                               3. Demonstrate clinical reasoning skills |
| **Medical Knowledge**                  | Discuss differential diagnosis and management of common conditions seen during internship |
| **Interpersonal and Communication Skills** | 1. Work collaboratively and effectively as a member of a team  
                                               2. Handover patient care to a colleague  
                                               3. Write effective discharge summaries  
                                               4. Demonstrate components of effective feedback  
                                               5. Discuss appropriate teaching strategies for particular situations |
| **Professionalism**                    | Discuss lapses in professionalism or ethics and determine ways to address them |
| **Practice Based Learning and Improvement** | 1. Develop goals to prepare for self-directed learning  
                                               2. Demonstrate skills in evidence-based practice |
| **Systems Based Practice**             | Design a performance improvement project |
# New Faculty Orientation Program

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<td>New faculty will develop a sense of community</td>
<td>Assist new faculty members to develop relationships with other faculty</td>
<td>New faculty members who participate in the orientation program will report more personal and professional relationships with colleagues than will new faculty members who do not participate in the program</td>
<td>Annual survey of all new faculty</td>
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<tr>
<td>Have new faculty members become active members of the university community</td>
<td>New faculty members who participate in the program will participate in more university events than will new faculty members who do not participate</td>
<td>Annual survey of new faculty</td>
<td></td>
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<tr>
<td>New faculty members will serve on more university committees than will nonparticipants by their second year than…</td>
<td>New faculty members who participate in the program will serve on more university committees than will nonparticipants by their second year than…</td>
<td>Archival data: Review of university committee lists Annual survey</td>
<td></td>
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<tr>
<td>New faculty will develop teaching skills</td>
<td>New faculty members will use a variety of teaching methods in their courses</td>
<td>New faculty members who participate in the program will use a wider variety of teaching methods in their courses than will those who do not participate</td>
<td>Annual survey Teaching portfolio</td>
</tr>
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Lessons from Experience

• Iterative process
  — “pilot” program before formalizing program evaluation plan

• Ideal
  — objectives → identification of content, expectation for outcomes

• Actual
  — Initial objectives → identification of content → delivery of content → refining objectives