

TEMPLATE EVALUATION PROPOSAL PROGRAM EVALUTION WORKSHOP
UCSF Developing Medical Educators of the 21st Century Course

BACKGROUND

Please describe briefly the background of your educational intervention, program, or curriculum. Why was it needed? What is the merit, worth, and need of the program? What gap in education is it filling? Who will enroll and how long the program will be?

PURPOSE OF THE EVALUATION

What do you hope to achieve by evaluating the program? Are you trying to improve the program, determine what the next steps are or make decisions about the viability of the program? Are you trying to document successes and outcomes? Will there be any other outcomes, not currently a part of the objectives, likely to be impacted via your program?

E.g. The purpose of the overall team based learning (TBL) evaluation is to: 1) ensure that the TBL objectives are achieved, 2) provide information necessary for each of the four TBL session programs to make specific programmatic improvements to each session, 3) provide overall trends and progress as well as address issues common to all the TBL sessions. The goal of this evaluation is to help document the progress and positive outcomes of the programs as well as identify areas for further improvement.



EVALUATION USERS

Who, besides yourself, will be using your evaluation findings? Please list all parties, including external evaluators, who will use the evaluation findings to recommend changes to the program and/or make a decision about it.

EVALUATION FRAMEWORK

What model of framework will you use to guide your evaluation plan and methods?

If your evaluation framework is based on combining an outcome evaluation with a process evaluation? An outcome evaluation attempts to determine the extent to which a program's specific objectives have been achieved. On the other hand, the process evaluation focuses on the fidelity of the program implementation and the short-term outcomes.

Are there any other components that you will be considering in your evaluation (e.g. needs assessment, documenting work with collaborators, program developers). If so, please describe the additional components that will be influencing your framework.

Include in this section a description a summary of relevant literature about your program or studies on program similar to yours. Please describe if you are considering any of these elements in your evaluation plan? (e.g. will you be designing something that is built of what is already known about existing outcomes? Will you be using previously validated instruments to measure your program's outcomes?).

Table 2 – Additional Processes or Outcomes of Educational Intervention, program or curriculum

No	Other Processes or Outcomes	Method	Frequency	Standard	Responsible Person
1	<i>Faculty perceptions of the value and support provided by the institutional leadership to prepare them for their advising role</i>	1. Survey	1. Mid-point	1. Aggregate ratings of > 4 on 5 point scale indicating satisfaction with advisors	Course director Evaluator

FOR WORKSHOP PARTICIPANT FUTURE REFERENCE

EVALUATION INSTRUMENTS

Start to draft your instruments here. Take the list of instruments you have included in the tables above and select one to further develop during the session. As a part of development, include how you will pilot test your instrument.

*E.g. **Faculty facilitator evaluation:** The role of the facilitator in TBL is to summarize key concepts, provide additional guidance and insight into the topic, and facilitate a discussion with balanced contributions from teams. We will pilot test the survey with a group of 5 faculty facilitators to ensure that the instrument is addressing each of the goals for the facilitators and adjust the instrument accordingly. Individual faculty will be evaluated following each session via the following items (scale: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent):*

1. *Rate the facilitator's ability to summarize key concepts*
2. *Rate the facilitator's ability to facilitate discussion that includes balanced contributions from teams*
3. *Rate the overall effectiveness of the facilitator*
4. *Please comment on the strengths of this instructor and make constructive suggestions for improvement. Please be thoughtful, professional, and specific.*

EVALUATION TIMELINE

Please use the following table to designate the timeline for the administration, reporting and subsequent decision making for the evaluation plan:

1. Administration Date. Date on or by which instruments will be administered.
2. Instrument. Methods or instruments used to evaluate program (Taken from aforementioned Table 1 and 2 in Evaluation Objectives, Processes, and Outcomes section).
3. Processes & Outcomes Addressed. Objectives, goals, processes, outcomes addressed (Taken from aforementioned Table 1 and 2 in Evaluation Objectives, Processes, and Outcomes section).
4. Mode. Medium by which instrument will be administered (e.g. via paper, online survey tool, research assistant)
5. Reporting. Timeline for reporting your results to stakeholders including decision makers. Timeline for reporting should take into account time required to make recommended changes to subsequent iteration of the program.
6. Decision Impacted. Decisions that will be made such as changes adopted, programs discontinued, etc. as a results of evaluation findings.

Administration Date	Instrument	Processes & Outcomes Addressed	Mode	Reporting Timeline	Decision Impacted
<i>E.g. 6/17/2012</i>	<i>Student Survey</i>	<i>Obj. 1 a</i>	<i>UCSF online survey tool</i>	<i>6/1/2013</i>	<i>Which advisors to retain Which activities and timings to alter</i>

REFERENCES

Please list relevant references that either discuss evaluation of programs similar to yours, educational theory, or other relevant literature.