

Learning Assessment Worksheet

1. Please describe your program's specific learning goals (list as many as appropriate; use 1-2 sentences to describe each):

Goals of the Master's Program in Clinical Epidemiology and Health Services Research

To produce trainees who are:

1. Understand the theoretical and conceptual foundations for clinical epidemiologic and health services research
2. Master critical evaluation of the literature
3. Become adept at quantitative and qualitative data collection and analysis
3. Conduct own independent research project
4. Develop productive multidisciplinary interactions
5. Improve management skills
6. Understand how to conduct responsible human research
7. Develop technical writing and presentation skills
8. Professional development
9. Provide program evaluation and feedback

2. Does your program have a process in place to assess whether the students meet the defined learning goals? If so, please describe this learning assessment process, including who is involved, frequency of the assessment, and how the information is used:

The students' performance in courses, seminars and conferences is graded Honors, High Pass, Low Pass, or Fail. Almost all of the courses require a written paper and/or an oral presentation; the colloquia require consistent participation. Each student's performance is reviewed by the program directors, who are also responsible for insuring the successful completion of the projects

The students present the status of their projects at least once every four to six weeks in the Advanced Seminar and the faculty mentors and program directors are at their presentations

3. Does your program currently systematically collect, store, and/or use for learning assessment at the program level any of the following outcome measures:

	Collect systematically (Y/N)	Electronically or paper stored (E/P)	Use for learning assessment (Y/N)
Direct measures:			
• Results of exams/tests for individual courses	Y	both	Y
• Quality of dissertations (e.g., by sampling identify trends)	N	N	N
• Number of student publications and abstracts	Y	E	Y
• Students' presentations	Y	E	Y
• Other (please describe):			

See below			
Indirect measures:			
• Student feedback			
○ Student surveys	Course evaluations	E	Y
○ Focus groups	Y	E	Y
• Alumni survey	Y	E	Y
• Career tracking	Y	E	
• Other (please describe): See below			

4. Does your program regularly review and adjust (1) the program's specific learning goals, and/or (2) the manner in which outcomes are measured and how the information is used? If so, please describe how this is done:

FORMATIVE EVALUATION

Review of the curriculum and research experience

The review of the curriculum includes evaluation of evaluations from the students for each course, focus groups that are conducted to summarize the students overall experience, and a discussion of the faculty as a whole. We also conduct focus groups with former fellows to guide changes in our program.

Written Evaluations: At the end of each course, the students are required to complete a structured evaluation of the seminar and of the teacher (or teachers). The evaluation of the specific *courses* are summarized – the quantitative ratings and the comments, to preserve anonymity. The evaluations of the students are given to the specific faculty at the end of the semester, after they have graded the students.

Focus Groups: After the students complete their individual written evaluations, a faculty member not involved in teaching the courses conducts a focus group with all the students to provide an overall evaluation of the seminars and the curriculum.

The evaluations of the courses are then distributed to the entire faculty; however, the evaluations of specific teachers are given only to them (and to the program directors). These evaluations are used to modify the content and organization of the seminar for the following year.

The focus groups are also an important evaluation strategy, because they provide the ability to synthesize feedback across the semester's whole curriculum. This is the basic mechanism for monitoring and reviewing of the didactic curriculum. The program directors' responsibility includes following up to insure that the changes are implemented.

Faculty meetings: Every year, faculty members participate in a meeting designed to review the overall program. Faculty members review the strengths and weakness of their courses, the evaluations of their seminar by participants, and outline their proposed revisions for the next year. At this time, the overall curriculum is also reviewed to determine if there are new units or sessions that should be added to the core curriculum. This system has worked well to target changes in the curriculum sequence, and changes required in specific courses. The meetings also review the faculty's evaluations of the students (in the aggregate), and the progress of the trainees overall. This has been an exceedingly efficient and effective method of identifying and resolving issues with the fellowship and for providing advice and

guidance to the program directors.

Focus groups and evaluations from former fellows: In addition, we have surveyed former fellows about the curriculum, the specific courses and the fellowship to identify specific strengths of the fellowship as well as weaknesses.