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From n/a to level 5 expert - how to develop productive evaluations that contribute to the measurement of learner growth

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As well as using an open ended Q and A method of gleaning where attendees are in their current evaluations systems/formats, I will utilize a group activity in which attendees view, discuss, and overhaul evaluations based on what we have already discussed.

Abstract

Basic purpose:

To share the process we have developed to create straightforward, productive evaluations for the benefit of both our program and our learners.

Objectives:

I will address the importance of including a representative group of educators in the development of evaluations to create buy-in for the whole process. I will share the basic step-by-step process for the development and dissemination of evaluations we have streamlined over time. To close, I will review the evolution of quantity and quality of data we have collected since updating our process.

Background:

Educational programs are required to evaluate learners in a way that measures their growth toward success post training. Evaluations that use subjective or undefined language, perhaps taken word for word from training requirements, can be difficult for preceptors to interpret without guidance. This leads to a wide range of responses that make it challenging to assess the learner's strengths or areas for growth at their current level. Short, preceptor-created evaluations based on observable skills specific to each learning activity will create a clear picture of the learner's current ability and allow program leaders to define the best individualized plan for the success of its trainees. Over the past few years, I and my program leadership have developed a basic structure and timeline to enable programs to improve evaluations from creation to completion

Methods and/or learning strategies:

If selected for an interactive workshop, I would include segments of audience participation to find out what kind of evaluations various programs are utilizing and how successful they are. After reviewing the process I propose for evaluation update, I will give small groups sample evaluations to review and update, following a quick version of the process to create an action plan together.

Results and/or Impact

Updating learner evaluations with clearly defined, observation-based questions has led to improved learner feedback that helps grow strengths and develop increased skill where needed. It has also guided program leadership to those areas of training that may benefit from an across the board overhaul, as evidenced by multiple trainees' lower scores in those areas. We have also used the opportunity to develop similar evaluations of preceptors for learners to complete on a semi-regular basis.

Learning Objectives

1. Educator buy-in is vital to the success of evaluation design and completion
2. Evaluations based on observable skills, using clearly defined terms, result in increased return rates and more productive feedback.
3. Working in collaborative groups in the session itself, attendees will gain experience reviewing and overhauling evaluations.