



Institutional Research, Evaluation, & Assessment's Role and Function

ITC Education Subcommittee

June 15, 2022

Presented by: Mary L Zanetti, EdD



Institutional researchers eat data for breakfast!





IREA's mission and goals



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The mission of the Office of Institutional Research, Evaluation, & Assessment (IREA) is to provide support to the Office of the Dean/Provost, Office of the Chancellor, and external reporting functionality to the University of Massachusetts President's Office as well as state and federal organizations.

The Office of IREA has 4 *primary* goals:

Goal 1: Responsible for gathering, analyzing, and reporting the data which supports numerous critical functions outlined in the UMass Chan Medical School's mission, including administrative reporting (e.g., educational performance measures and quality indicators for mission-based management), and accreditation for LCME, NECHE, and CCNE.

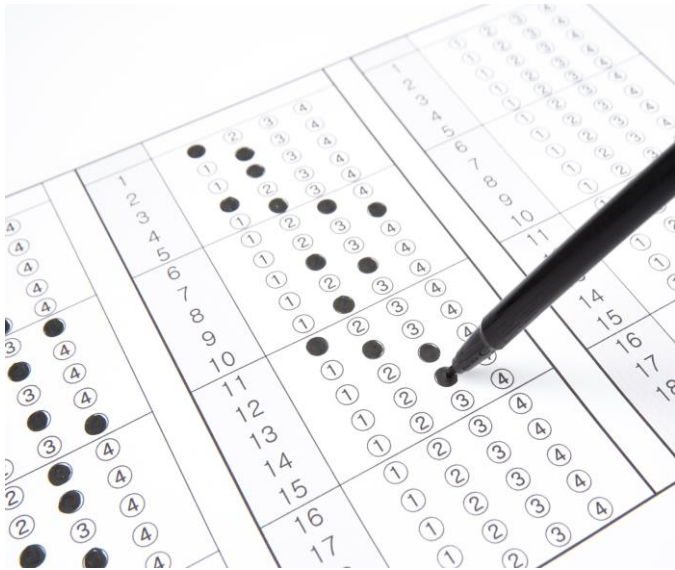


Goal 1: UMass Chan Mission Critical	
IR Tasks/Surveys	93.5
A&F Requests_Fall/Annual Enrollment by School (2 comprehensive data files)	2
AAMC Faculty Salary Survey	1
AAMC Tuition and Student Fees Questionnaire (SoM only)	0.5
Academic Program Inventory (Expanding Task)	1
Admissions & Enrollment Worksheet (President's Office)/CASA Fall Preliminary Admissions & Enrollment Report	1
Annual Data HC and FTE	1
Annual Indicators-Performance Measurement System	1
Board of Higher Education Department of Higher Education Early Enrollment Report	1
Continuing Disclosure Documentation - Appendix A	1
Completion/Graduation: <i>Annual UMass Chan; SOM, GSN, & GSBS completion tracking; and NECHE</i>	7
Enrollment: <i>Fall, Spring, Summer, & Annualized Snapshots</i>	16
Faculty Datasets: <i>June & September/October Rosters</i>	2
HEP Higher Education Directory Online Survey	1
IPEDs: <i>Fall IC Header, Fall IC, Fall Completion, Fall 12-month enrollment, Spring: Students, Library, & Financial Aid</i>	6
LCME Annual Survey <i>including internal calculation</i>	2

Goal 1: UMass Chan Mission Critical: IR Tasks/Surveys <i>Continued</i>	
NEASC Annual Survey <i>including internal calculation</i>	2
NSF - NIH Survey of Graduate Students	1
Petersons	4
PO Data Template: Part I & II	2
Review and Revise PeopleSoft Enrollment Queries Annually (3 per school)	9
Student Profile (Populated data from Data Template for IREA to validate)	1
Times Higher Education/Thomson Reuters	1
Worcester Consortium Data Request/HECCMA	1
US News Statistical Survey <i>including internal calculation</i>	2
Update PURCH student list based on Fall Enrollment Snapshot Annually	1
Multi Rank Survey	1
PO DataLab_ Enrollment: Fall, Spring, & Summer	3
GSN Distance Education (Fall, Spring, Summer and Annual)	4
PO DataLab_ Completion (Prior 5 years <i>and annually thereafter</i>)	5
Review and Revise PeopleSoft Completion Query Annually	1
Veteran Count	1
Education Effort Faculty List	1
Ad Hoc Requests	10
Accreditations (LCME, CCNE, NECHE)	<i>Not quantifiable</i>

The Office of IREA's *primary* goals:

Goal 2: Provide assessment consultation on test construction, student examination scores and grading, conduct item and test analyses, and produce associated reports for students and faculty.



Goal 2: Assessment Consultation & Support

- ExamSoft: Subject matter experts (SMEs) pertaining to the assessment component (such as: category development, test construction, reliability and validity results, automated report understanding and best usage). Currently serving T. H. Chan School of Medicine and Tan Chingfen Graduate School of Nursing
- OASIS: Student Performance Evaluations (SPE) for all 3 schools
- CAE LearningSpace: OSCE, OSTI, Simulation, and IPE activities emanating from iCELS (internal and external)
- These services are delivered via individual and/or group and can be recorded for faculty development purposes



The Office of IREA's *primary* goals:

Goal 3: Deliver curricula evaluation support by providing instrument design and production services, data analyses, evaluation, interpretation of results, and course evaluation reporting.



Goal 3: Curricula & Program Evaluation

OASIS Program Evaluation Reports	Course Evaluations	Faculty Evaluations	Student Performance Evaluations (SPE)
T H Chan School of Medicine			
1st/2nd Year Required Courses	X	X	X*
3rd Year Required Clerkships	X	X	X
3rd Year Required FCEs	X	X	X
3rd Year Required Interstitials	X	X**	n/a
4th Year Required Courses	X	X	X
4th Year Electives	X	X	X

**only DCS I & II utilizes customized SPEs to meet curricula needs*

***open-ended comment*

Your ratings help us measure how much you understand and learn the course material.

The feedback you provide through this evaluation is an important component in improving the quality of medical education for you and future students. The results are rendered anonymous and reported in summary format. Please be sure to use appropriate, professional language when providing constructive feedback. * Required item

- 1.* Overall, how would you rate this course? (Scale 4-point: Poor, Fair, Good, Excellent)
- 2.* Course objectives were clearly defined (Scale 4-point: SD, D, A, SA)
- 3.* Materials and discussion in this course were free from bias
(Bias is defined as a disproportionate weight in favor of or against one thing, person, or group, usually in a way considered to be unfair.)
- 4.* Formative assessments (e.g., practice questions/quizzes, homework) reinforced learning
- 5.* Summative assessments (e.g., exams, assignments) adequately reflected objectives
- 6.* I was treated with respect
- 7.* Overall, how would you rate the virtual experience(s)? (Scale 5-point: N/A, Poor, Fair, Good, Excellent)

COURSE COMMENTS ONLY: *Please note that educator evaluations are separate.*

8. Please provide feedback regarding the online delivery of this course:

9. Please describe any opportunities for addressing bias or improving representation in the course content or instructional delivery.

10. Strengths and/or areas for improvement
(such as: technological components, educators as professional role models, course co-leaders & admins were available/helpful, independent student learning, content integration across courses; block integration within a course).

Goal 3: Curricula & Program Evaluation

OASIS Program Evaluation Reports	Course Evaluations	Faculty Evaluations	Student Performance Evaluations (SPE)
Morningside Graduate School of Biomedical Sciences*			
BBS, CTS, HSP, and UME-G	X	X	X (research courses only)
MDP 740A	X		
MDP 740B	X	X	X
MDP 744 (MDP mentor evaluations)		X	X
<i>*customized at course level to meet curricula needs</i>			

The feedback you provide through this evaluation is an important component in improving the quality of education for you and future students. The results are rendered anonymous and reported in summary format. Please be sure to use appropriate, professional language when providing constructive feedback.

***Required item**

Please rate the course on the following (Scale 4-point: Poor, Fair, Good, Excellent):

- 1.*** Overall quality of the course
- 2.*** Range of topics presented
- 3.*** The relative emphasis on individual areas
- 4.*** Organization of the course
- 5.*** Grading structure

Please rate the extent to which you agree with the following (Scale 4-point: SD, D, A, SA):

- 6.*** The learning objectives for the course were clear throughout
- 7.*** Success in this course required me to enhance my critical thinking skills

8.* This course challenged me to improve my communication skills

9.* The course enhanced my understanding of the experimental foundations of biomedical science

10.* The workload for the course is appropriate

11.* The graded work (exams, assignments) facilitated my learning

12.* I had the appropriate background knowledge for this course

COURSE COMMENTS ONLY: *Please note that educator evaluations are separate.*

13. Please provide feedback regarding the remote delivery of this course:

14. What aspects of the course contributed most to your learning experience?

15. Which aspects of the course need improvement?

OASIS Program Evaluation Reports	Course Evaluations	Faculty Evaluations	Student Performance Evaluations (SPE)
Tan Chingfen Graduate School of Nursing			
Graduate Entry Pathway	x	x	x*
DNP Program: DNP Adult Gerontology Acute Care NP DNP Adult Gerontology Primary Care NP DNP Family NP DNP Psychiatric Mental Health NP	x	x	x*
Online Post Master's DNP	x	x	x*
PhD Program	x	x	n/a
Continuing Education	x	x	x*
Post Graduate Certificate: Psychiatric/Mental Health NP Adult Gerontology Acute Care NP Adult Gerontology Primary Care NP	x	x	x*
<i>*only clinical/practicum courses utilize customized SPEs to meet curricula needs</i>			

The feedback you provide through this evaluation is an important component in improving the quality of education for you and future students. The results are rendered anonymous and reported in summary format. Please be sure to use appropriate, professional language when providing constructive feedback.

Constructive feedback considerations in course and instructor evaluations

The Tan Chingfen Graduate School of Nursing faculty value both informal and formal course evaluation feedback by our Tan Graduate School of Nursing students as a necessary component to improve course delivery, content, and teaching. We encourage active participation in coursework and welcome an engaged student body. In the spirit of professionalism, however, we ask that the feedback be specific, focused, and respectful. There is no place in our learning community for unkind, hurtful, or derogatory comments.

***Required item**

Please rate the following components of this course: (Scale 5-point: Poor, Fair, Average, Above Average, Excellent)

1.* Syllabus

2.* Extent to which course objectives were met

3.* Course content

4.* Teaching methods

5.* Resources (books, articles, websites, etc.)

6.* Required assignments

7.* Overall rating of the course

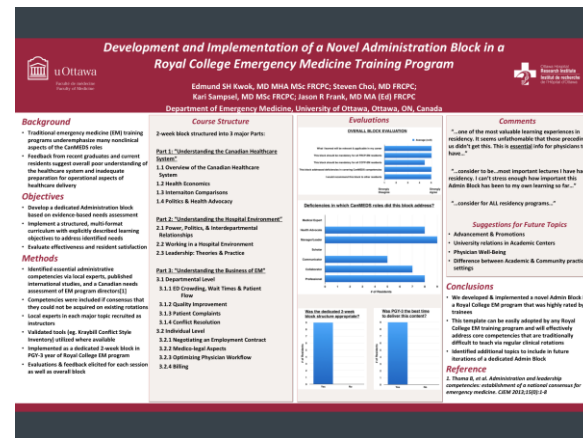
COMMENTS:

8. Strengths of this course:

9. Areas of improvement

The Office of IREA's *primary* goals:

Goal 4: Conduct research in healthcare education, as well as provide consultation on and assistance with research design, instrument design, data collection and analyses, interpretation of results, preparation of abstracts and papers for submission to journals and conferences, and outcomes to support centrally funded education grants and scholarly activity.



Goal 4: Conduct research and/or provide consultation in healthcare education research

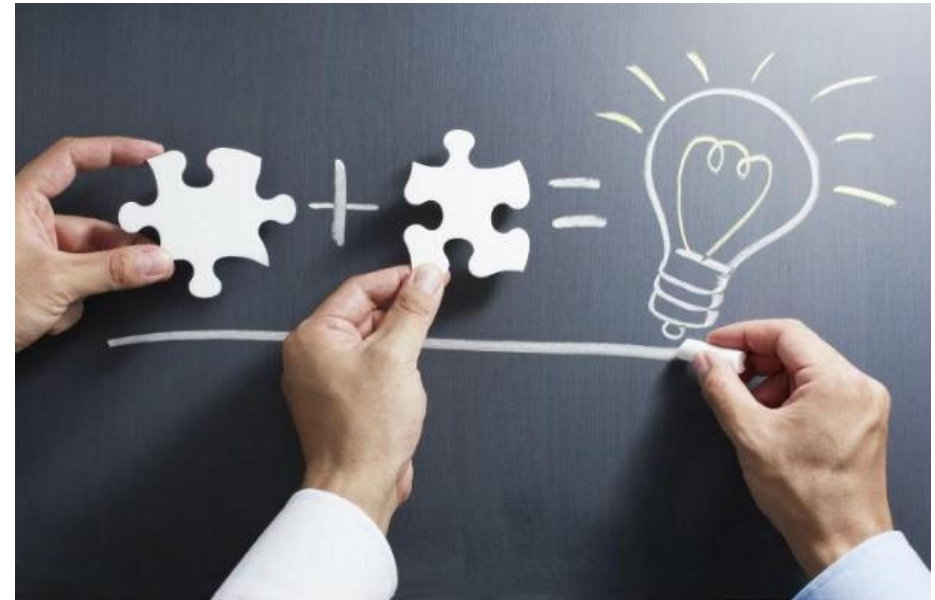
Grants in which IREA was involved from 2012 to present

AOA MMI Grant
ASPE Mindfulness
CBSSA Study (NBME-USMLE)
Consult BP
CORD Education Grant
CRIT. Chief Resident Immersion Training [under Reynolds]
DRIVE. Diversity, Representation, and Inclusion for Value in Education
ICELS Projects: Anatomage; Anesthesia FATE; Disclosure and Apology (D&A); Physician Patient Communication Improvement (PPCI); Teaching Effective Goals-of-Care Conversations; UMass Vascular Surgical Skills & Simulation Course (UVASC)]
IMAP/CIPC. IPE Interprofessional Education. Readiness for Interprofessional Learning Scale (RIPLS) Questionnaire
Innovative Strategies for Transforming the Education of Physicians (iSTEP)
Opioid and Safe Prescribing Training Immersion (OSTI) Program
Pfizer Sexual Health Curriculum
SAMHSA: Supplemental Waiver Training
Simulation-based Community-engaged Research Intervention for Informed Consent Protocol Testing and Training (SCRIIPTT)
STRIDE
Supplements for NIGMS training, research education, and career development awards. Medical Science Training Program (MSTP)\MSTP Validation and Reliability Process

2022 NECHE internal outcome

IREA has been and will continue to expand services to the nursing and biomedical schools.

More to come...



IREA team members

Susan Barrett, MS; Institutional Research Analyst II

Moya Pemberton; Institutional Research Analyst II

Brianna Robuccio; Institutional Research Analyst II

Ashlyn Roy; Institutional Research Analyst II

Michele Carlin; Institutional Research Analyst III

Michael O'Connor, MA; Institutional Research Analyst III

Wei Xia, MA; Institutional Research Analyst III

Vacant position; Institutional Research Analyst III

Mary L. Zanetti, EdD; Senior Director

