



EVALUATION PLAN & RESEARCH TOOL

OU Health Sciences Interdisciplinary Programs

OFFICE OF THE VICE PROVOST FOR ACADEMIC AFFAIRS AND FACULTY DEVELOPMENT

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Office of Interdisciplinary Programs Program Evaluation Plan

Purpose

The Office of Interdisciplinary Programs (OIDP) and the Interprofessional Educators & Practitioners Association (IEPA) are committed to the development and expansion of a comprehensive, cohesive, competency and evidenced-driven menu of interdisciplinary experiences. Since 2017, the OIDP and IEPA have been implementing and growing a robust Interprofessional Education (IPE) Program. As the program has continued to expand the need for a formal evaluation plan that outlines the collection, analysis, and reporting of key metrics related to program impact has been identified as the next step for program growth.

The purpose of the document is to outline this official OIDP Program Evaluation Plan. This document is meant to serve as a guide to the OIDP Program Evaluation Team and the IEPA. It should be considered a working document that will evolve as the Interprofessional Education (IPE) Program Activities change and grow. The OIDP Program Evaluation Plan will be reviewed and updated annually. Consultation with the OIDP Program Evaluation Team is recommended to ensure that you are reviewing the most up-to-date version of the Program Evaluation Plan.

Definitions

1. **Office of Interdisciplinary Programs (OIDP):** The department in the Office of the Vice Provost for Academic Affairs & Faculty Development charged with the creation, implementation, operation, and evaluation of campus-wide interprofessional education activities offered to all students at the University of Oklahoma Health Sciences Center.
2. **Program Year:** The period starting on July 1 and ending on June 30 of the following year in which evaluation activities will occur and be categorized.
3. **Interprofessional Education (IPE) Program Activities:** Activities designated as official IPE Program Activities through the Office of Interdisciplinary Programs (OIDP).
4. **Independent IPE Program Activities:** Activities that occur only once during the IPE Program Year.
5. **Repeating IPE Program Activities:** Independent IPE Activities that are repeated during the IPE Program Year. These activities are offered more than once, but are designed to only be attended once over the course of the program year.
6. **Recurring IPE Program Activities:** Activities that occur multiple times over the course of the IPE Program Year. These activities are offered on a recurring basis and designed to be attended multiple times over the course of the program year.
7. **IPE Didactic Activities:** IPE Program Activities that are primarily lecture and/or discussion based. Activity may be independent, repeating, or recurring.

8. **IPE Simulation Activities:** IPE Program Activities that are primarily simulation and/or laboratory based. Activity may be independent, repeating, or recurring.
9. **IPE Service Learning Activities:** IPE Program Activities that are primarily service learning opportunities with community agencies. Activity may be independent, repeating, or recurring.
10. **IPE Clinical Activities:** IPE Program Activities that are primarily clinical based. Activity may be independent, repeating, or recurring.
11. **IPE Unity Series Activities:** IPE Program Activities that are part of the Unity Series of community-based programming for collaborative team preparation. Activity may be independent, repeating, or recurring.

Interprofessional Education (IPE) Program Activities

Interprofessional Education (IPE) Program Activities are activities that are officially supported by the Office of Interdisciplinary Programs (OIDP). There are currently 22 official IPE Program Activities (Table 1). Each of these activities will be evaluated as part of the IPE Program Evaluation reporting structure.

Table 1: Interprofessional Education (IPE) Program Activities

Course Name	Evaluation Identifier	Delivery Method(s)	Type of IPE Activity
IPE 1: Introduction to Interprofessional Education	1111	Online, 4 Clock Hours	Independent / Didactic
IPE 2: Interprofessional Grand Rounds	9112	Online, 2 Clock Hours	Independent / Didactic/ Unity
IPE 3: All Professions Day 1	1113	Online, 2 Clock Hours	Independent / Didactic / Unity
IPE 4: All Professions Day 2	1114	Online, 2 Clock Hours	Independent / Didactic / Unity
IPE 5: Unity in Health Symposium	9115	Online, 2 Clock Hours	Independent / Didactic / Unity
IPE 6: OUHSC Student Training Preparing for COVID-19 Volunteer Activities	9116	Online, 2 Clock Hours	Independent / Didactic
IPE 7: Introduction to Team-Based Telehealth	9117	Online, 2 Clock Hours	Independent / Didactic
IPE 8: Interdepartmental Collaborative Coursework	9118	Online, TBD Clock Hours	Independent / Didactic / Unity
IPE 9: Big Event	9219	In Person, 2 Clock Hours	Independent / Service Learning
IPE 10: Interprofessional Simulation Experience – Pilot/Generic A-Advocacy Simulation B-Neurology	23210 23210A 32310B	Varies, 4 Clock Hours Each, 8 Total	Repeating / Simulation
IPE 11: Community-Informed Simulations – Pilot/Generic A-Weight Bias B-Substance Use Disorders	23211	Varies, 2-4 Clock Hours Each	Repeating / Simulation / Unity

IPE 12: SAME/FAME Intellectual and Developmental Disabilities Exposure	23212	1 X Month	Repeating / Simulation / Unity
IPE 13: LGBTQ Exposure	23213	1 X Month	Repeating / Simulation / Unity
IPE 14: Palliative Care/Breaking Bad News Team Communication	23214	24 X Semester	Repeating / Simulation
IPE 15: Trauma Simulation Exposure to Continuity of Care for Team Members	23215	1 X Year	Repeating / Simulation
IPE 16: Poverty Simulation	23216	1 X Month	Repeating/ Simulation / Unity
IPE 17: Social Determinants of Health & Health Literacy Simulation	23217	1 X Month	Repeating/ Simulation / Unity
IPE 18: Interprofessional Clinical Experience – General/Pilot	24318	Clinical and/or Telehealth, 24 Clock Hours Minimum	Recurring / Clinical
IPE 19: Unity Clinic(s) at Primary Care/Keys	24319	Clinical and/or Telehealth, 24 Clock Hours Minimum	Recurring / Clinical / Unity
IPE 20: Unity Clinic(s) at Community Outreach A-Vaccine Clinics B-School Based Outreach C-Church Based Outreach D-Community Agency Based Outreach E-City/County/State Health Departments F-Other	24220 24220A 24220B 24220C 24220D 24220E 24220F	Clinical and/or Telehealth, 2 hours Minimum	Repeating / Clinical / Unity
IPE 21: Interprofessional Elective or Pilot Activities A-Graduate College Professional Development Series B-Bridges to Access Conference C-Reproductive Health Symposium	99121 99121A 99121B	Varies, 2 Clock Hours	Repeating / Didactic
IPE 22: Interprofessional Synthesis Experience A-Great Symposium B-GREAT Debate C-Poster Hall	99122 99122A 99122B	Varies, 4 Clock Hours	Independent / Didactic

Table 2: Evaluation Identifier Key

Year in Program	Type of Activity	Occurrence	Menu Number	Sub-Menu
1-First Year Experience	1-Didactic/Awareness	1-Independent	See IPE Curriculum Menu	
2-Second Year Experience	2-Service Learning	2-Repeating		
9-Any Year in Program	3-Simulation	3-Recurring		
	4-Clinical/Practicum			
	9-Other or N/A			

For each Evaluation Identifier the first number represents the Year in Program, the second represents the Type of Activity, and the third represents the Occurrence of the activity.

IPE Program Evaluation

Overview

The Evaluation of IPE Program Activities will include the collection and reporting of metrics associated with: 1) process, 2) impact, and 3) outcome evaluation.

- 1) **Process Evaluation:** Process evaluation is focused on systematically gathering information during the program implementation. Process evaluation is used to describe and evaluate participation in the program (e.g. who is engaged in the activities), perceptions of the program quality (e.g. satisfaction with activities), barriers to program implementation (e.g. external influences on activity engagement), and any deliverables that result from the program (e.g. new curricula, publications).¹
- 2) **Impact Evaluation:** Impact evaluation is focused on measuring the immediate effects of the program and the extent to which the program objectives related to the priority population are met. Impact evaluation is used to describe the impact on the priority population (e.g. learners, faculty), and is the most common type of program evaluation because it allows for reporting of short-term results.¹
- 3) **Outcome Evaluation:** Outcome evaluation is focused on the long-term outcomes of the program and is a natural extension of the impact evaluation. For ongoing programs outcome evaluation can be used to report summative results across multiple years and/or return on investment of resources.¹

Evaluation Plan

Annual evaluation of metrics, key performance indicators, and objective key results will be gathered regarding curriculum offerings outlined in this evaluation plan. Data is retained by OIDP and available for all stakeholders. Revisions to this plan will be made if/when revisions to the Strategic Plan are implemented at the direction of the IEPA or Office of the Vice Provost for Academic Affairs & Faculty Development.

- 1) Collect process metrics for learners, faculty, and other program participants at every IPE Program Activity. See Process Evaluation section for more information.
- 2) Collect impact metrics at every IPE Program Activity including implementing the JTOG at every team-based IPE Program Activity. See Impact Evaluation section for more information.
- 3) Develop program objectives (aligned with the OIDP Strategic Plan). See Program Objectives section for more information.

Program Objectives

Program objectives are outlined in the [OIDP Strategic Plan](#). These objectives outline specific components of the program that will be assessed to ensure that program goals are met. Objectives will be defined as: 1) process objectives, 2) impact objectives, and 3) outcome objectives.

- 1) **Process Objectives:** Process objectives are used to evaluate progress in the implementation of the program. For example, in the beginning of a program process objectives may focus on tasks that must be completed to develop program activities, while a more established program may develop process objectives related to growth or innovation.¹
- 2) **Impact Objectives:** Impact objectives are used to evaluate the impact of a program on the program participants. For example, changes in knowledge, attitudes, beliefs, behaviors, etc.¹
- 3) **Outcome Objectives:** Outcome objectives are used to evaluate the long-term accomplishments of the program, which would include the long-term goals of the program.¹

Objectives for the program are designed to ensure that the OIDP Program Evaluation is able to capture impact and outcomes for all learners based on the number of program years for each type of learner. For example, some learners will only be eligible to participate in IPE activities for 14 months, while others may be eligible for up to 7 years due to the specific programs engaged in the IPE Program.

Description of OIDP Program Evaluation Activities

The Evaluation of IPE Program Activities will include the collection and reporting of metrics associated with process, impact, and outcome evaluation. This section will describe the different components of the evaluation including the: 1) program metrics, 2) program objectives, and 3) analysis plan for each component. See Table 3 for an overview of IPE Program Activities and program metrics.

Table 3: IPE Program Activities & Program Metrics

Course Name	Evaluation Identifier	Evaluation Method(s)/Timing	Process Metrics Collected	Impact Metrics Collected
IPE 1: Introduction to Interprofessional Education	1111	Knowledge Based Testing Post-Training	Learner Data	Knowledge Based Testing Post-Training
IPE 2: Interprofessional Grand Rounds	9112	Knowledge Based Testing Post-Training	Participant Data	Knowledge Based Testing Post-Training
IPE 3: All Professions Day 1	1113	Knowledge Based Testing Post-Training JTOG Distributed Online Post-Training	Activity Assessment Learner Data Faculty Data	JTOG, Knowledge & Attitude Based Testing Post-Training
IPE 4: All Professions Day 2	1114	Knowledge Based Testing Post-Training JTOG Distributed Online Post-Training	Activity Assessment Learner Data Faculty Data	JTOG, Knowledge & Attitude Based Testing Post-Training
IPE 5: Unity in Health Symposium	9115	TBD by Committee	Learner Data Faculty Data	TBD by Committee
IPE 6: OUHSC Student Training Preparing for COVID-19 Volunteer Activities	9116	Knowledge Based Testing Post-Training	Learner Data Faculty Data	Knowledge Based Testing Post-Training
IPE 7: Introduction to Team-Based Telehealth	9117	Knowledge Based Testing Post-Training	Learner Data Faculty Data	Knowledge Based Testing Post-Training
IPE 8: Interdepartmental Collaborative Coursework	9118	Knowledge Based Testing Post-Training	Activity Assessment Learner Data	Knowledge Based Testing Post-Training
IPE 9: Big Event	9219	TBD by Committee	Learner Data Faculty Data	TBD by Committee
IPE 10: Interprofessional Simulation Experience – Pilot/Generic A-Advocacy Simulation B-Neurology	23210 23210A 32310B	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG
IPE 11: Community-Informed Simulations – Pilot/Generic A-Weight Bias B-Substance Use Disorders	23211	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG
IPE 12: SAME/FAME Intellectual and Developmental Disabilities Exposure	23212	IRAT/TRAT JTOG Distributed Online Post-Training	Learner Data Community Participant Data Faculty Data	JTOG

Course Name	Evaluation Identifier	Evaluation Method(s)/Timing	Process Metrics Collected	Impact Metrics Collected
IPE 13: LGBTQ Exposure	23213	Knowledge Based Testing Post-Training JTOG Distributed Online Post-Training	Learner Data Community Participant Data Faculty Data	JTOG, Knowledge Based Testing Post-Training
IPE 14: Palliative Care/Breaking Bad News Team Communication	23214	Knowledge Based Testing Post-Training JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG, Knowledge Based Testing Post-Training
IPE 15: Trauma Simulation Exposure to Continuity of Care for Team Members	23215	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG
IPE 16: Poverty Simulation	23216	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG
IPE 17: Social Determinants of Health & Health Literacy Simulation	23217	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG
IPE 18: Interprofessional Clinical Experience – General/Pilot	24318	JTOG Distributed Online Post-Training	Learner Data Community Participant Data Faculty Data Clinician Data	JTOG
IPE 19: Unity Clinic(s) at Primary Care/Keys	24319	JTOG Distributed Online Post-Training	Activity Assessment Learner Data Community Participant Data Faculty Data Clinician Data	JTOG
IPE 20: Unity Clinic(s) at Community Outreach A-Vaccine Clinics B-School Based Outreach C-Church Based Outreach D-Community Agency Based Outreach E-City/County/State Health Departments F-Other	24220 24220A 24220B 24220C 24220D 24220E 24220F	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG

Course Name	Evaluation Identifier	Evaluation Method(s)/Timing	Process Metrics Collected	Impact Metrics Collected
IPE 21: Interprofessional Elective or Pilot Activities A-Graduate College Professional Development Series B-Bridges to Access Conference C-Reproductive Health Symposium	99121 99121A 99121B	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG
IPE 22: Interprofessional Synthesis Experience A-Great Symposium B-GREAT Debate C-Poster Hall	99122 99122A 99122B	JTOG Distributed Online Post-Training	Learner Data Faculty Data	JTOG

Process Evaluation

Process evaluation is focused on systematically gathering information during the program implementation. Process evaluation is used to describe and evaluate participation in the program (e.g. who is engaged in the activities), perceptions of the program quality (e.g. satisfaction with activities), barriers to program implementation (e.g. external influences on activity engagement), and any deliverables that result from the program (e.g. new curricula, publications).¹

Process Evaluation Metrics

The process evaluation will incorporate key metrics related to the implementation of the program. These metrics will be collected and reported for each IPE Program Activity each IPE Program Year. Overall reporting will provide the following information: 1) the number and type of IPE Program Activities; 2) Learner Engagement; 3) Faculty Engagement; 4) Community Impact; 5) Research/Scholarly Work; and 6) Program Administration (Table 4).

Table 4: Process Evaluation Metrics

Process Evaluation Metric	Details
Number/Type of IPE Program Activities	Planned, Implemented, & Completed
Learner Demographics	Year in Program, College, Degree, Number of Activities Attended
Learner Engagement Overall	Enrolled, Attended, & Completed
Learner Engagement by College	Enrolled, Attended, & Completed

Faculty Engagement Overall	Committee, Program Activity, & College
Faculty Engagement by College	Committee & Program Activity
Community Impact	Partners Engaged, Community Members Served, Clinical Activities, & Patients Served
Research/Scholarly Work	Funded Projects, Presentations, & Publications
Program Administration	Budgets, Funding, Return on Investment, Staffing, Productivity, & Meetings Facilitated

Process Evaluation Objectives

Process objectives are used to evaluate progress in the implementation of the program. For example, in the beginning of a program process objectives may focus on tasks that must be completed to develop program activities, while a more established program may develop process objectives related to growth or innovation.¹

Process objectives are tied to the [OIDP Strategic Plan](#).

Table 5: Example Process Objectives

Type of Objective	Examples Process Objectives
IPE Program Growth Objectives	<i>By the end of Program Year [DATE-DATE], X% of students from each health professions program will be participating in at least X IPE Activities.</i>
	<i>By the end of Program Year [DATE-DATE], X% of students from each biomedical sciences program will be participating in at least X IPE Activities.</i>
	<i>By the end of Program Year [DATE-DATE], X% of students from any other participating program will be participating in at least X IPE Activities.</i>
IPE Program Innovation Objectives	<i>By the end of Program Year [DATE-DATE], IPE Faculty and Staff will have developed X new IPE Activities for IPE Learners.</i>
	<i>By the end of Program Year [DATE-DATE], IPE Faculty and Staff will have implemented X new IPE Activities for IPE Learners.</i>
IPE Program Dissemination Objectives	<i>By the end of Program Year [DATE-DATE], IPE Faculty and Staff will have presented X times at IPE and/or discipline specific conferences.</i>
	<i>By the end of Program Year [DATE-DATE], IPE Faculty and Staff will have published X pieces of scholarly work.</i>

Process Evaluation Analysis

Process evaluation is primarily descriptive. Descriptive data primarily describe, show, or summarize the collected data in a meaningful way. The process evaluation analysis will primarily rely on basic descriptive data (numbers, percentages, etc.) that can be presented through tables, graphs, etc. This type of analysis can be performed using any number of data analysis platforms (e.g. Microsoft Excel, SPSS).

Process Evaluation Reporting

Process evaluation reporting will occur annually. Program reports that outline the process evaluation metrics (See Table 4) will be generated by the ODIP at the end of the program year and shared with stakeholders each July. Additional reporting may be requested through the OIDP.

Impact Evaluation

Impact evaluation is focused on measuring the immediate effects of the program and the extent to which the program objectives related to the learners are met. Impact evaluation is used to describe the impact on the priority population (e.g. learners, faculty), and the most common type of program evaluation used because it allows for reporting of short-term results.¹ For the IPE Program Evaluation, impact will be measured annually by program year.

Impact Evaluation Metrics

The impact of the team-based IPE Program Activities will primarily be measured by the Jefferson Teamwork Observation Guide (JTOG). The JTOG is a real-time 360-degree competency-based team-based skills and behavior assessment designed to evaluate collaboration by teams and individuals in both educational and practice settings.² JTOG questions map to the four Core Competencies for Interprofessional Education Collaborative (IPEC) Practice (Table 6) either via a primary linkage or a secondary linkage.²

The four core IPEC competencies are as follows:

Competency 1: Work with individuals of other professional to maintain a climate of mutual respect and shared values. (*Values/Ethics for Interprofessional Practice - VE*)

Competency 2: Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (*Roles/Responsibilities - RR*)

Competency 3: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner

that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (*Interprofessional Communication - C*)

Competency 4: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (*Teams and Teamwork - TT*)

Table 6: JTOG/IPEC Competencies

JTOG Questions Linked to IPEC Competencies	Primary Linkage	Secondary Linkage
1. One member led and coordinated the team	L	C, TT
2. The leader facilitated discussion rather than being too dominant or passive	L	C, TT, VE
3. Team members came prepared to discuss the situation	TT	None
4. Team members participated in discussion	None	C, TT, VE
5. Team members relied on each other appropriately given their roles and responsibilities	RR	C, TT, VE
6. Team members had respect, confidence and trust in one another	VE	C, TT
7. Team members listened and paid attention to each other	C	TT, VE
8. Team members added supporting pieces of information from their professional perspectives	RR	C, TT
9. Team members valued each other's opinions	VE	C, TT
10. Team members participated in discussing opposing ideas	None	C, TT, VE
11. Team members offered to help one another	TT	C, VE
12. Team members engaged in friendly interaction with one another	None	C, TT, VE
13. Team members respected the wishes of the patient and their caregiver(s) about the patient's care	P-C	TT

L = Leadership, C = Interprofessional Communication, TT = Teams & Teamwork, VE = Values/Ethics for Interprofessional Practice, RR = Roles/Responsibilities, P-C = Patient Centeredness²

In addition to the JTOG, other impact metrics will be collected based on the IPE Program Activity. For example, many team-based and all of the non-team based activities will have an impact assessment that may include knowledge-based assessments focused on assessing increases in knowledge as a result of the activity or attitudes-based assessments focused on participant satisfaction regarding the IPE Activity (See Table 3).

Impact Evaluation Objectives

Impact objectives are used to evaluate the impact of a program on the program participants. For example, changes in knowledge, attitudes, beliefs, behaviors, etc.¹

Table 7: Example Impact Objectives

Type of Objective	Examples Impact Objectives
IPE Learner Impact Objectives	<i>By the end of Program Year [DATE-DATE], XX% of IPE Learners will score XX or higher on IPEC Competency 1 (Values/Ethics for Interprofessional Practice)</i>
	<i>For each Independent and/or Repeating IPE Program Activity in IPE Program Year [DATE-DATE], at least XX% of IPE Learners will demonstrate competency (indicated by a score of XX or higher) in the values and ethics of interprofessional practice (IPEC Competency 1).</i>
IPE Faculty Impact Objectives	<i>By the end of Program Year [DATE-DATE], XX% of IPE Faculty will score XX or higher on IPEC Competency 1 (Values/Ethics for Interprofessional Practice)</i>
	<i>For each Independent and/or Repeating IPE Program Activity in IPE Program Year [DATE-DATE], at least XX% of IPE Faculty will demonstrate competency (indicated by a score of XX or higher) in the values and ethics of interprofessional practice (IPEC Competency 1).</i>
IPE Other Team Member Impact Objectives	<i>By the end of Program Year [DATE-DATE], XX% of Other IPE Team Members will score XX or higher on IPEC Competency 1 (Values/Ethics for Interprofessional Practice)</i>
	<i>For each Independent and/or Repeating IPE Program Activity in IPE Program Year [DATE-DATE], at least XX% of Other IPE Team Members will demonstrate competency (indicated by a score of XX or higher) in the values and ethics of interprofessional practice (IPEC Competency 1).</i>

Impact Evaluation Analysis

The impact evaluation for JTOG and the other assessments is still under development. Most of the data collected will be quantitative data. Quantitative data describe quantities, amounts, or ranges of collected data.¹ The impact evaluation analysis will likely rely on quantitative analysis

that can be presented through tables, graphs, etc. This type of analysis can be performed using any number of data analysis platforms (e.g. Microsoft Excel, SPSS).

For the JTOG, the creators of the tool have provided the OIDP with an implementation guide that details a number of ways to score and interpret the response. For example, they suggest that scores can be computed across items using simple summation or averaging procedures and that generally items do not need to be weighted. There is also guidance for assessing particular competencies and for interpreting the scores. This information will be used to develop the IPE Program JTOG scoring system for the evaluation.³

Impact Evaluation Reporting

Impact evaluation reporting will occur annually. Program reports that outline the impact evaluation metrics will be generated by the ODIP at the end of the program year and shared with stakeholders each July. Additional reporting may be requested through the OIDP. Additionally, the OIDP is working with stakeholders to develop additional reporting such as transcript notation for learners who participate in IPE Activities, and a dashboard for students to track their IPE participation.

Outcome Evaluation

Outcome evaluation is focused on the long-term outcomes of the program.¹ The primary purpose of the IPE Program is to produce graduates who already possess the skills to work productively on an interprofessional team (i.e. “team-ready” graduates). Therefore, the primary outcome of interest is whether the IPE Program is producing “team-ready” graduates. There are two secondary outcomes of interest: 1) is the IPE program engaging faculty who are skilled at producing “team-ready” graduates, and 2) is the IPE Program supporting activities that are producing “team-ready” graduates. Additionally, the OIDP has multiple long-term goals related to strategic growth, innovation, and dissemination of IPE Program Activities including the level of student engagement, program reach, and the development of new program activities. These items will be assessed through the Process Evaluation.

Outcome Evaluation Metrics

Outcome evaluation metrics will be determined once the process, impact, and outcome objectives are finalized.

Outcome Evaluation Objectives

Outcome objectives are used to evaluate the long-term accomplishments of the program, which would include the long-term goals of the program.²

Outcome Evaluation Analysis

Outcome evaluation analysis is reviewed annually by OIDP, IEPA, and the Office of the Vice Provost for Academic Affairs & Faculty Development.

Outcome Evaluation Reporting

Reporting of outcomes is made available annually on the [OIDP Annual Report](#) website.

References

1. Fertman, Carl I & Allensworth, Diane D. (2017). *Health Promotion Programs, From Theory to Practice Second Edition*. Jossey-Bass.
2. Sicks, Shoshana, Umland, Elena, Koch, Amanda, Hass, Richard W. & Tenpa, Jasmine (2021): Measuring interprofessional education and collaborative practice competencies: a content validity study of the Jefferson Teamwork Observation Guide®, *Journal of Interprofessional Care*, DOI: 10.1080/13561820.2021.1972946
3. Thomas Jefferson University. Jefferson Teamwork Observation Guide (JTOG) Implementation Document. (2021). Unpublished.