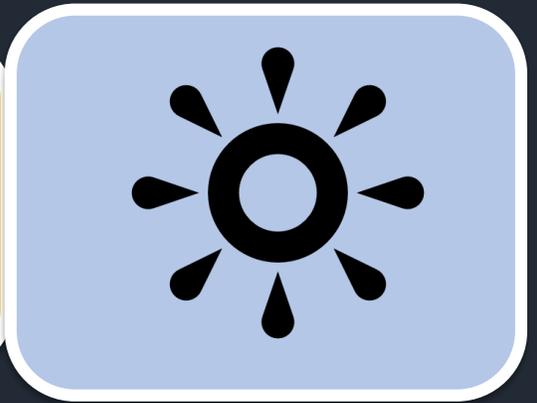
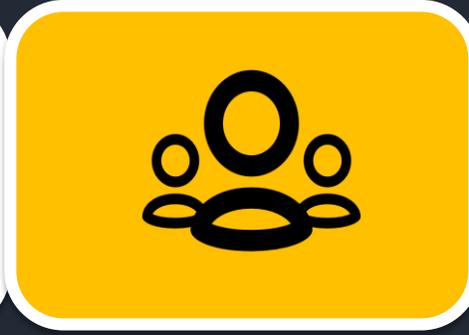
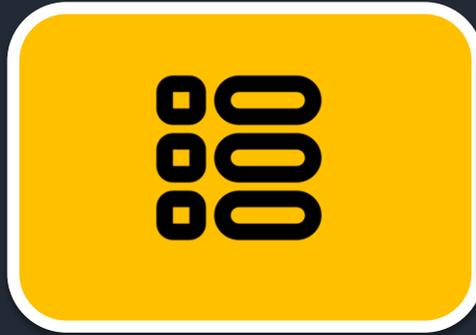


"[W]e don't make decisions as autonomous individuals. Our decisions are influenced by those we have relationships with... We are entangled in network of relationships" – Patton (2011)

**Unique
Networks**

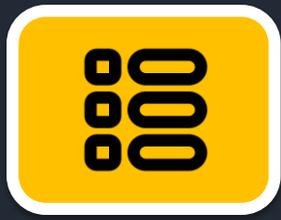
Feedback



**Communication
Protocol**

Engagement

**User
Experience**



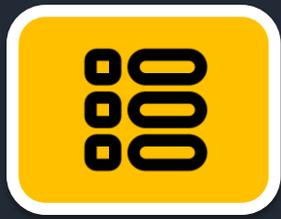
Communication Protocol

① Intentional

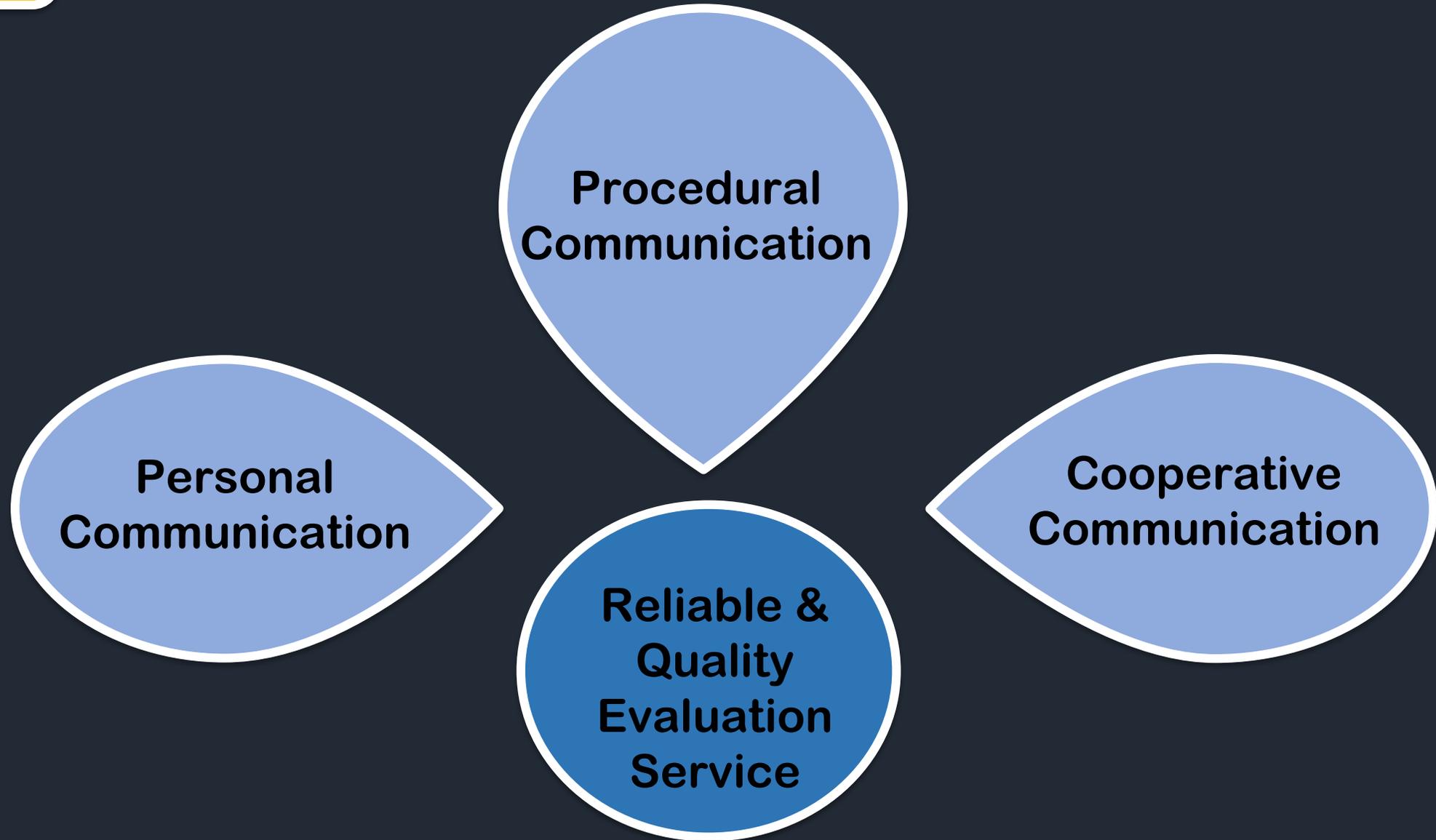
① Purposeful

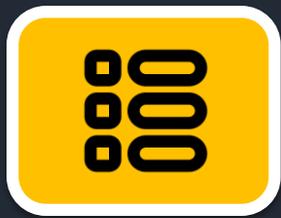
① Timely Organized

① Structured Interaction



Communication Protocol





Communication Protocol

Procedural Communication

University of Kentucky CCTS 1

SKELETON EVALUATION PLAN

TRAINING, EDUCATION & MENTORSHIP

AIM 1

The first aim of this core is to **expand the number of CTS scholars in basic biomedical and clinical sciences through successful careers in CTS.** (UK CCTS AIM: Education)

AIM 1 ACTIVITIES

To achieve this aim, TEAM team members:

- **ACTIVITY 1:** Provide indicators of program expansion and quality of coursework for the certificates, masters and PhD programs
- **ACTIVITY 2:** Provide indicators of the quality of scholars trained for the certificates, masters and PhD programs

THE QUESTION

Therefore, TEAM asks of itself, **to what extent did the TEAM core expand the number of high quality CTS scholars?**

THE PATH TO THE ANSWER

To answer this question, TEAM team members do the following:

ACTIVITY 1: Provide indicators of program expansion and quality of coursework
(Instrument or source, if applicable: *Excel spreadsheet*)

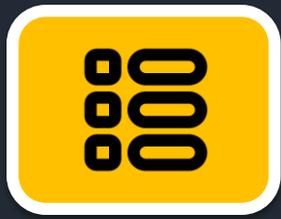
- Number of individuals trained (graduated, currently enrolled)
- Number of applications
- Educational background
- Course evaluations
- Time to program completion
- Drop-out rates

ACTIVITY 2: Provide indicators of the quality of scholars trained
(Instrument or source, if applicable: *"Annual Self-Assessment Survey" results where applicable*)

Productivity Measures

- Number of grant applications submitted
- Number of grants awarded
- Number of publications submitted
- Number of papers/articles published

- Formal



Communication Protocol

Personal Communication

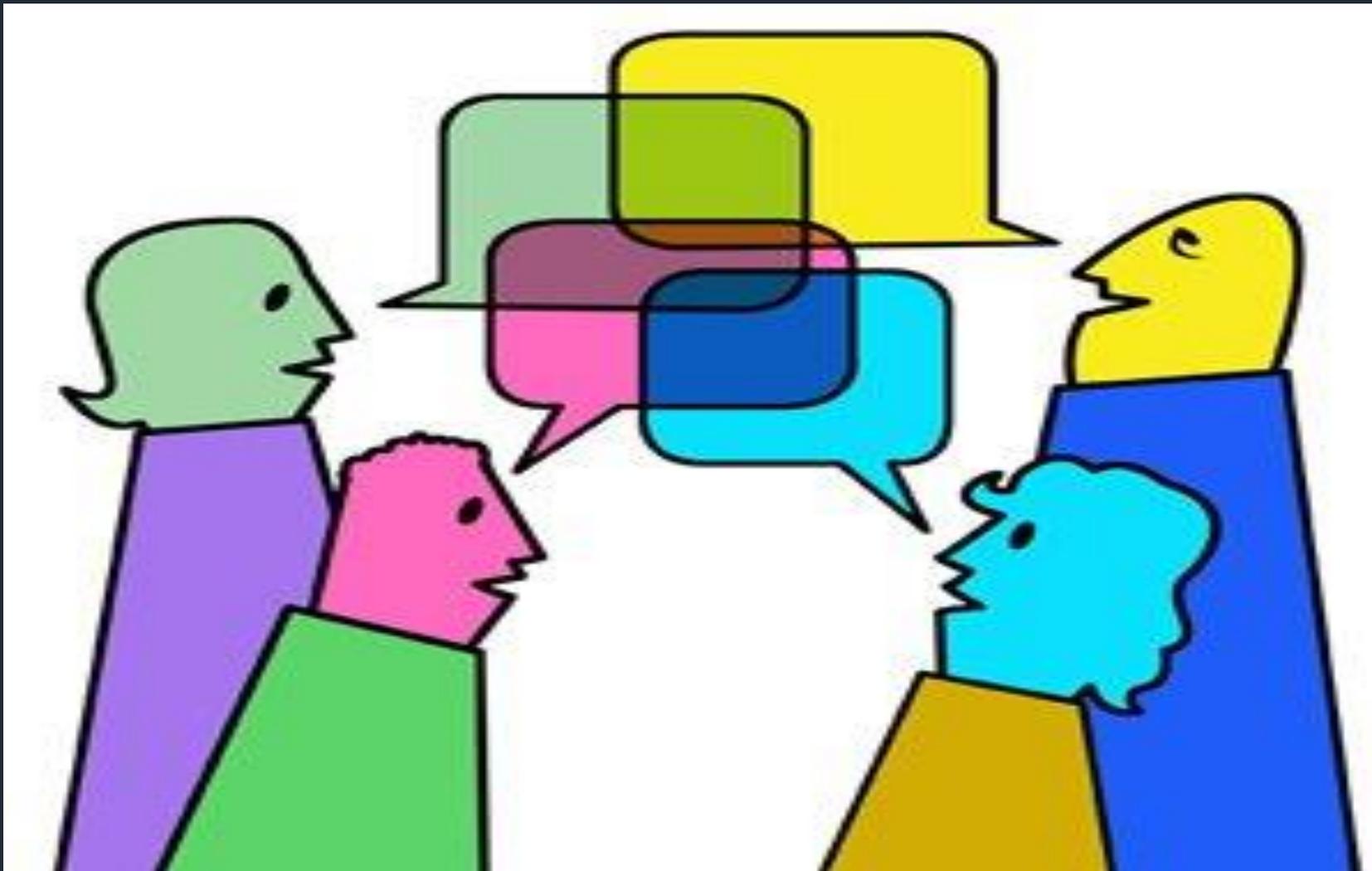
Informal

- *Is the evaluation question elegant?*
- *Do you love it?*
- *How would you change the evaluation question?*



Communication Protocol

Cooperative Communication





Unique Networks

**Each network is unique and pursues
its own function.**



Unique Networks





Unique Networks





Unique Networks





Engagement

Customized and Individualized Evaluation Engagement

What does this look like?



Engagement

Formal and Informal Communication at All Levels





Engagement

Consistent Messages

- Unique Situations
- Acknowledgment
- *Adaptation*



Feedback

Evaluation is OPEN for change!



Feedback

Regulatory Satisfaction



We want your feedback on the service you received.

Please select your level of agreement with the following statements about your satisfaction with the following services you may have received from the UK CCTS.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Receive
The regulatory support services I received were useful.	<input type="radio"/>				
The quality assurance audit I received was useful.	<input type="radio"/>				
The study review from the Data Safety Monitoring Board was useful.	<input type="radio"/>				
I received the regulatory services in an appropriate time frame.	<input type="radio"/>				
I was satisfied with the overall service.	<input type="radio"/>				

Additional Comments:

CTTS Evaluation Presentation

August 11, 2014

At the end of the Community Engagement portion:

What worked? *Good overview*

What didn't work?

*Colors on words - can't read
What are the colors in the communities verbal
Lots of examples - words only - HARD to follow
Summary - more is general / more punchy examples*

What would have liked more of?

What would you have liked less of?

At the end of the Education portion:

What worked?

Lots of creative ideas about presentation -> I had different ways of illustration

What didn't work?

*Again lots of verbiage at beginning of slides
Circle Diagrams w/ courses - confusing only few bullet points lots of words*

What would have liked more of?

What would you have liked less of?

CCTS Evaluation Input

University of Kentucky CCTS

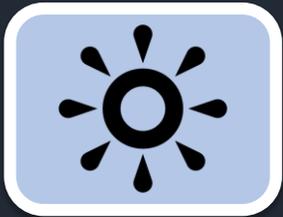
META EVALUATION

Assessing and Strengthening this Core's Evaluation

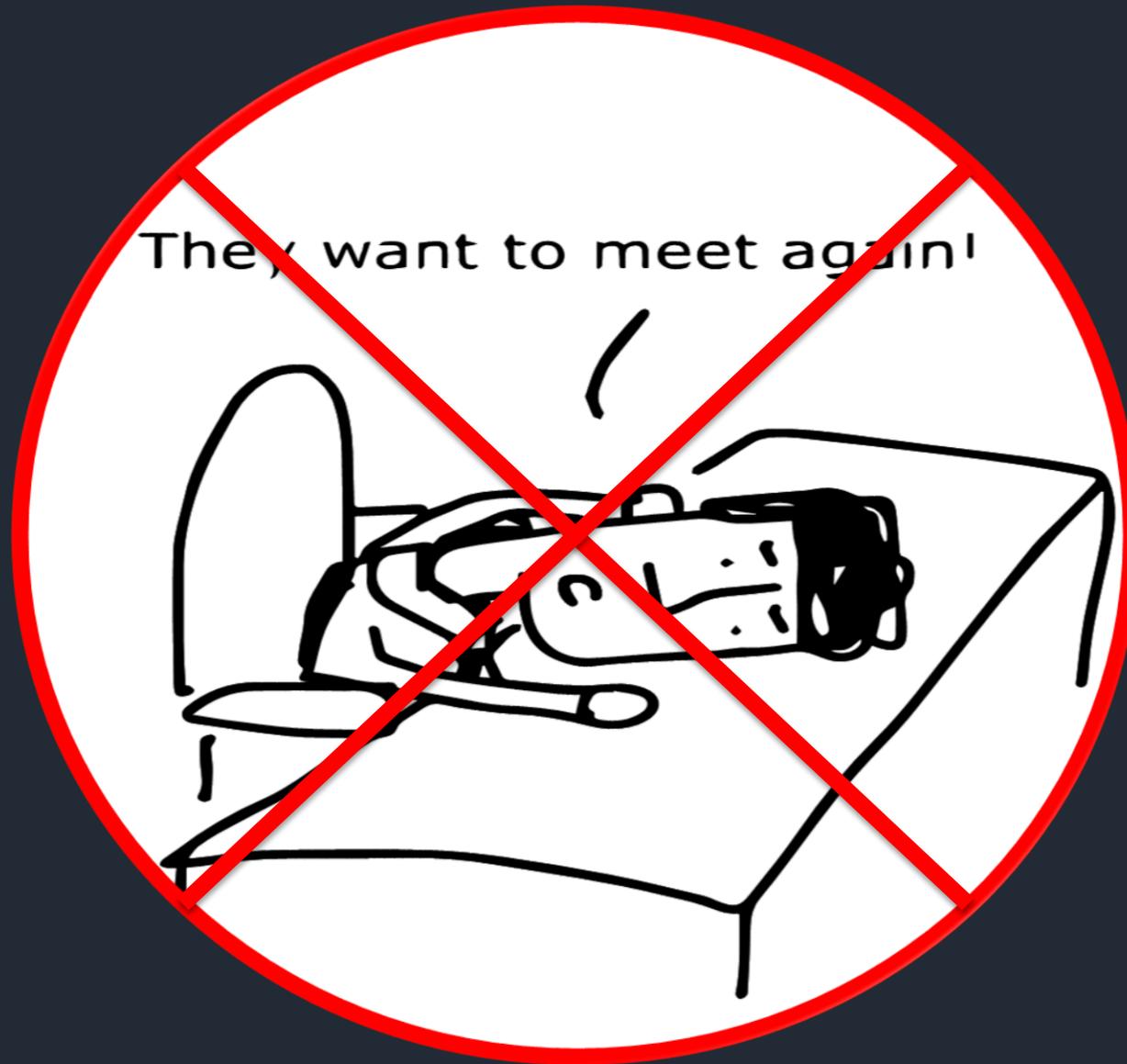
Dear Reader: Use this guide to inform your conversation with the core staff. In your opinion, how well does the evaluation of this core meet the following quality criteria?

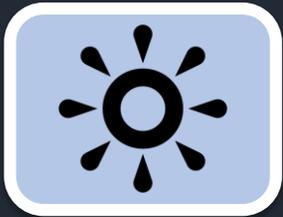
0=Never, 1=Seldom, 2=Sometimes, 3=Often, 4=Almost always

1. Are the indicators selected consistent with current and previous practices for determining the quality of a core such as this?	0-1-2-3-4
2. Will the indicators be comparable and consistent data across sites within this core?	0-1-2-3-4
3. Are the indicators available over time?	0-1-2-3-4
4. Is the burden of data collection (human and fiscal) excessively high?	0-1-2-3-4
5. Are the amount of resources (e.g., funds, personnel, time) needed for data collection, analysis, and use of data or findings reasonable?	0-1-2-3-4
6. Do the indicators, taken as a whole, reflect the success of this aim accurately?	0-1-2-3-4
7. Are the indicators derived from data that is reliable and valid?	0-1-2-3-4
8. Do the indicators allow for documentation of unexpected or unintended aspects of the program?	0-1-2-3-4
9. Is it clear who will use data collected?	0-1-2-3-4
10. Do the indicators help address the evaluation questions? <i>If an indicator does not clearly contribute to answering the evaluation questions, one should carefully consider whether or not to use the indicator at all.</i>	0-1-2-3-4



User Experience





User Experience

I used the data for...



Thank You!