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TO: Anthony Carruthers, PhD
CC: Tricia Doane
FROM: Moya Pemberton
DATE: February 25, 2016

RE: GSBS – CTS 735: Introduction to Implementation Science: Moving Research into Practice in Healthcare and Community Settings
Course Evaluation Report – Semester 1 AY15/16

Attached are the course evaluation reports for **CTS 735: Introduction to Implementation Science: Moving Research into Practice in Healthcare and Community Settings** for Semester 1 AY15/16 (9/8/15 – 12/19/15).

The information contained within this report is privileged and for the purposes of monitoring and maintaining educational quality of the academic program(s) for which you are responsible. Accordingly, it is understood that sharing of this information will be at your discretion, and as required for carrying out the responsibilities of your designated role. *Keep in mind, the Institutional Research, Evaluation, & Assessment office is unable to provide additional copies to you, but as an academic leader, feel free to maintain an electronic file of all reports as well as make and distribute copies as needed.*

Please note that outcomes from these surveys are only one of a number of measures which can be used to evaluate courses and educational quality, and that these are self-report data, which are subject to the same limitations as all self-report data. As with any institutional data that may be used for research purposes, any further use beyond curriculum evaluation must receive prior approval from the Institutional Review Board (IRB) in the Office of Research. To discuss the IRB review process, contact the IRB Office at x65324.

Please let me know if you have any questions.

UMass Worcester Graduate School of Biomedical Sciences

Course Performance

Course: Graduate School of Biomedical Sciences CTS 735: Intro. Implementation Science

Evaluation Type: Course Evaluation

Time Period: 09/08/2015 to 12/19/2015

Time Period Type: Time Frame Start

Report Date: 02/25/2016

1. Overall quality of the course

Average Score		Minimum Maximum	Applicable Answers	Scale
3.88		3 4	8	1 to 4
Answer Value		Answer Choices	Answer Count	Percent of All Answers
0			0	0.00%
1		Poor	0	0.00%
2		Fair	0	0.00%
3		Good	1	12.50%
4		Excellent	7	87.50%

2. Range of topics presented

Average Score		Minimum Maximum	Applicable Answers	Scale
3.75		3 4	8	1 to 4
Answer Value		Answer Choices	Answer Count	Percent of All Answers
0			0	0.00%
1		Poor	0	0.00%
2		Fair	0	0.00%
3		Good	2	25.00%
4		Excellent	6	75.00%

3. The relative emphasis on individual areas

Average Score		Minimum Maximum	Applicable Answers	Scale
3.63		3 4	8	1 to 4
Answer Value		Answer Choices	Answer Count	Percent of All Answers
0			0	0.00%
1		Poor	0	0.00%
2		Fair	0	0.00%
3		Good	3	37.50%
4		Excellent	5	62.50%

4. Organization of the course

Average Score		Minimum Maximum	Applicable Answers	Scale
3.75		3 4	8	1 to 4
Answer Value		Answer Choices	Answer Count	Percent of All Answers
0			0	0.00%
1		Poor	0	0.00%
2		Fair	0	0.00%
3		Good	2	25.00%

4	Excellent	6	 75.00%
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5. Grading structure

Average Score	Minimum Maximum	Applicable Answers	Scale
3.75	3 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Poor	0	0.00%
2	Fair	0	0.00%
3	Good	2	 25.00%
4	Excellent	6	 75.00%

6. The learning objectives for the course were clear throughout

Average Score	Minimum Maximum	Applicable Answers	Scale
3.75	3 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Agree	2	 25.00%
4	Strongly Agree	6	 75.00%

7. Success in this course required me to enhance my critical thinking skills

Average Score	Minimum Maximum	Applicable Answers	Scale
3.88	3 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Agree	1	 12.50%
4	Strongly Agree	7	 87.50%

8. This course challenged me to improve my communication skills

Average Score	Minimum Maximum	Applicable Answers	Scale
3.63	3 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Agree	3	 37.50%
4	Strongly Agree	5	 62.50%

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

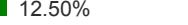
Average Score	Minimum Maximum	Applicable Answers	Scale
3.50	3 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%

1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Agree	4	 50.00%
4	Strongly Agree	4	 50.00%

10. The workload for the course is appropriate

Average Score	Minimum Maximum	Applicable Answers	Scale
3.63	3 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Agree	3	 37.50%
4	Strongly Agree	5	 62.50%

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

Average Score	Minimum Maximum	Applicable Answers	Scale
3.88	3 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Agree	1	 12.50%
4	Strongly Agree	7	 87.50%

12. I had the appropriate background knowledge for this course

Average Score	Minimum Maximum	Applicable Answers	Scale
3.50	2 4	8	1 to 4
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	1	 12.50%
3	Agree	2	 25.00%
4	Strongly Agree	5	 62.50%

13. Please indicate your assessment of the number of lectures in this course:

Answer Count	Answer Choices	Percent of All Answers
0	1 . Not Enough	0.00%
8	2 . Appropriate	 100.00%
0	3 . Too Much	0.00%

UMass Worcester Graduate School of Biomedical Sciences

Course Comments

Course: Graduate School of Biomedical Sciences CTS 735: Intro. Implementation Science

Evaluation Type: Course Evaluation

Time Period: 09/08/2015 to 12/19/2015

Time Period Type: Time Frame Start

Report Date: 02/25/2016

[To Activity Performance](#)

What aspects of the course contributed most to your learning experience?	
Course: CTS 735: Intro. Implementation Science	Kudos to the instructors for managing to pull off a team taught course well! I really liked the guest instructors who were chosen as well and thought they contributed greatly to the course.
Course: CTS 735: Intro. Implementation Science	I got the most out of classes that combined a lecture with a meaty class activity. I felt those really drove concepts home. I also think the final projects (and assignments leading up to it) did a great job of teaching me about implementation science by making me put concepts "into practice."
Course: CTS 735: Intro. Implementation Science	The group discussion and case studies/activities presented. The application of the material to potential projects or problems was a wonderful facilitator to learning the material.
Course: CTS 735: Intro. Implementation Science	The lectures were the most effective avenue for communicating new material, followed by in-class activities and small group work. I enjoyed reading seminal works in the field of implementation science and got a very good introduction to this nascent research area.
Which aspects of the course need improvement?	
Course: CTS 735: Intro. Implementation Science	I felt that having the final assignment be the equivalent of the science section for a grant made sense for the fellows in the class but was a bit much for everyone else who were for the most part talking about projects that we would not be able to complete as part of a PhD.
Course: CTS 735: Intro. Implementation Science	It might be beneficial for students to complete sections of the final grant proposal throughout the semester. The other assignments helped us think about our final proposal, but actually completing different sections and getting feedback would be beneficial.
Course: CTS 735: Intro. Implementation Science	Pace was a little slow. I don't think PhD students and fellows should have the same level of course requirements in terms of the final paper.
Course: CTS 735: Intro. Implementation Science	Future classes may benefit from more papers of studies that actually use the frameworks, models and theories introduced in this class, rather than conceptual papers.