

HHMI

HOWARD HUGHES MEDICAL INSTITUTE

MIG Evaluation Update

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Goal of Evaluation

- 1. To determine the effectiveness of the program strategies:**
 - WHY are these strategies effective?
 - WHY are these strategies NOT effective?
- 2. To disseminate “lessons learned” to the graduate education community**
- 3. To demonstrate the effectiveness of your program to 3rd parties (HHMI, NIH, your institution)**
- 4. To demonstrate the effectiveness of the MIG *initiative* to 3rd parties (HHMI management, NIH)**

Evaluation Plan Components (see page 37)

Inputs	what goes in
Strategies	how
Outputs	how many
Outcomes	what comes out (short term)
Impact	what comes out (long term)

**But how can we tell what's working?
How do we measure success?**

Strategy 1: Clinical co-mentoring

Clinical co-mentor's role:

- facilitate and monitor meaningful clinical experiences
- serve on thesis committee
- research co-mentor or collaborator
- “is” the clinical experience (students shadow, etc)
- help student learn about potential roles and opportunities

Strategy 1: Clinical co-mentoring

Anticipated Outcomes:

- Develop partnerships and collaborations between biomedical scientists and physician scientists
- Increase the amount of medically-relevant research conducted by Ph.D. researchers
- Increase the understanding of the language, culture, and practice of medicine by Ph.D. students
- Develop a cadre of Ph.D. researchers who select careers at the interface of the basic science and clinical medicine.

Strategy 1: Clinical co-mentoring

Measures of successful outcomes:

- Medical relevance of Ph.D. thesis
- Journals students read
- Degrees and departments of collaborators
- Degrees and departments of paper co-authors
- Journals to which papers are submitted
- Meetings students attend (both at their institution and professional society meetings)
- Selection of postdoc project and mentor

Strategy 2: Curriculum development

Develop core courses to provide critical knowledge base
(Molecular Medicine, Biostats??)

- Create new courses for MIG program
- Modify existing med/grad school courses for MIG program
- Integrate existing med/grad school courses into MIG program

Strategy 2: Curriculum development

Anticipated Outcomes:

- Increase the knowledge and skills necessary to understand pathobiological principles, pose medically-relevant questions
- Develop a set of successful approaches for training Ph.D. scientists in medicine and pathobiology
- Increase the number of entering Ph.D. candidates who state an interest in a career at the interface of the basic sciences and clinical medicine

Strategy 2: Curriculum development

Measures of successful outcomes:

- Increased # of applicants note interest in medically-relevant research, or said MIG program influenced decision to apply
- New/modified courses now required courses or electives for non-MIG Ph.D. programs
- Ph.D. students participate in more optional but medically-relevant journal clubs, seminars, courses, etc., med school
- Other non-MIG schools learn from/emulate MIG curriculum
- Institutional support and sustainable funding

How do we measure your success?

- APRs
- Site visits
- Student Surveys (eventually faculty surveys?)

With a survey administered by HHMI: CoursEval

- Questions developed by HHMI and PD's
- Student responses disseminated to all PD's
- Ability to follow students long term

Next steps:

- One last look at the survey questions by institutions
- You provide us with student emails (annually)
- HHMI will send survey to students (annually)
- HHMI will provide results (annually)
- Site license and training for the CoursEval survey tool if you so choose