

Using Measured Learning Outcomes to Ensure Efficacy in Instructor Led Training

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Cancer Center
NCI-DESIGNATED COMPREHENSIVE
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Background

At the CU Cancer Center, the Operations Learning and Development team conducts Instructor-Led Trainings for research staff.

Measuring learning outcomes for these courses is an essential piece to efficacy. Many staff facing trainings fail to measure learning outcomes and therefore lack data to inform improvements and demonstrate their importance.

An opportunity was recognized to define and measure learning outcomes to ensure course efficacy and provide data to support course improvements over time.

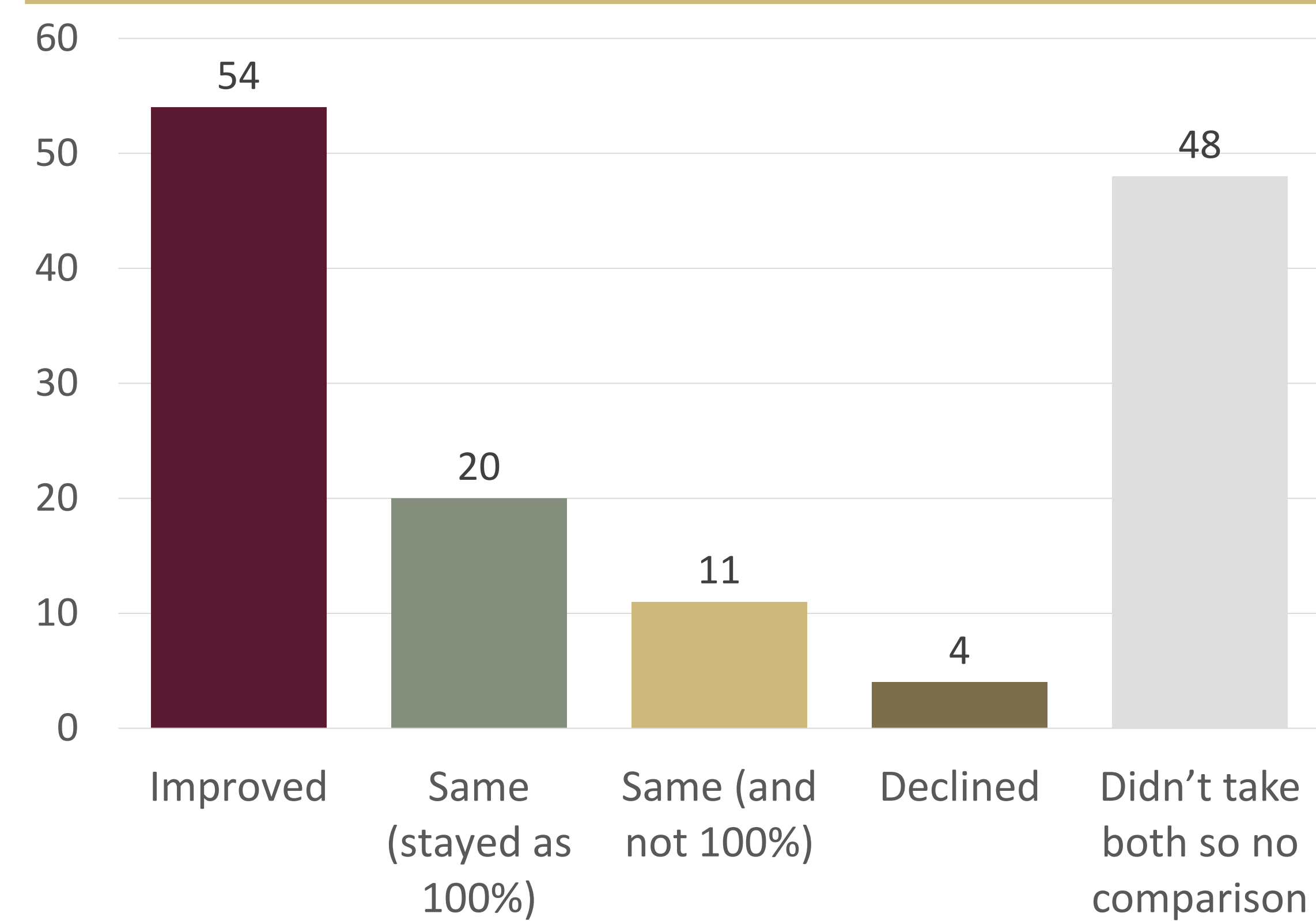
Goals

The main objective in establishing and measuring learning outcomes is to create a system where course efficacy can be evaluated and improved. Collecting data informs instructors if research staff members are learning the skills and information necessary to be successful in their roles.

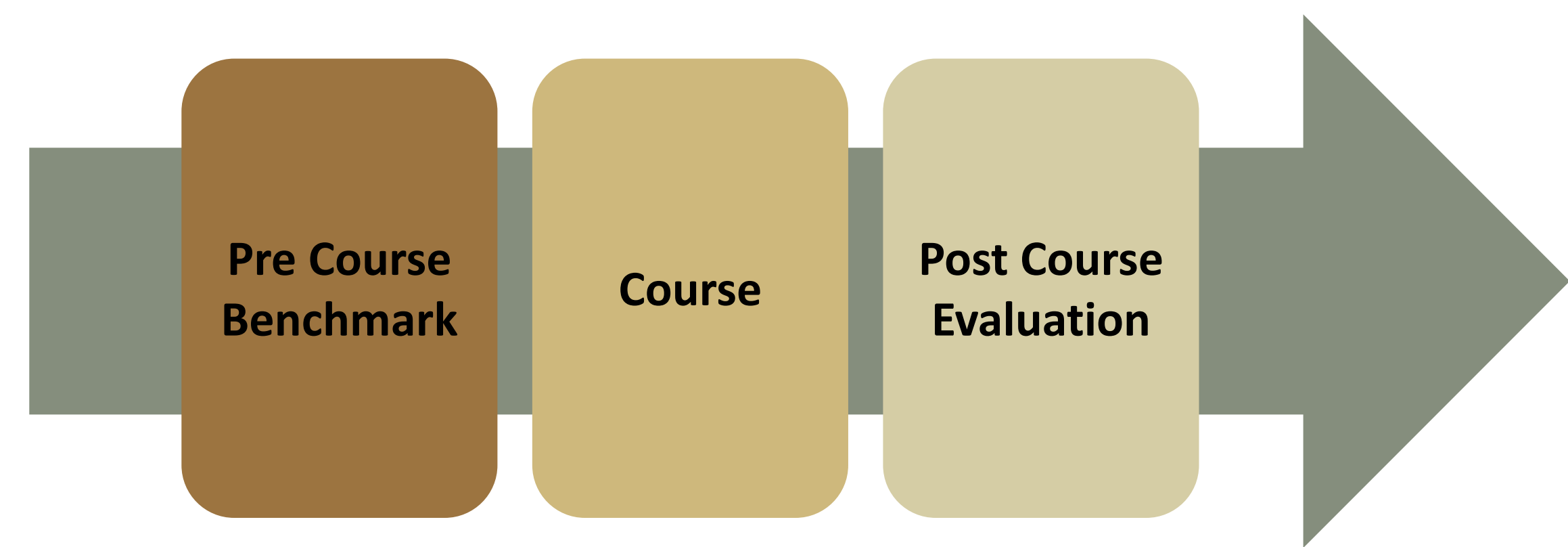
Methods

- Learning outcomes were established to highlight essential information for learners.
- Data-informed learning outcomes were used to teach necessary information and prevent recurring issues.
- Pre-course quizzes were created to measure learners' baseline knowledge.
- Post-course quizzes were designed to assess learners' knowledge after completing the course.
- Quizzes provide direct data on whether learning outcomes are being met.

ILT Pre and Post Quiz Comparisons as a Measure of Course Efficacy



The Instructor Led Training courses using pre and post course quizzes to measure efficacy are on topics of Adverse Events, Data Quality, and Informed Consent.



Results

- ✓ 54 of the 137 staff members improved their score
- ✓ 20 maintained a perfect score in their pre- and post-course assessments
- ✓ 11 participants did not see a change in their scores
- ✓ 4 saw a decline in their scores from their pre-course assessment.

Lessons Learned and Future Direction

Data showed that 35% of participants (48 out of 137) did not complete both pre- and post-course quizzes, resulting in no usable data.

As a response to this, pre- and post-course quizzes were moved from a pre/post course email and are instead administered the beginning and end of live courses. Completion rates have improved with this adjustment providing more usable data.

As more data becomes available, an in-depth examination of additional variables will be possible. A closer analysis of the most frequently missed questions will guide adjustments in teaching methods, and a clear plan will be developed to evaluate and update learning outcomes to better align with the needs of the Cancer Center staff.