

Data Analysis

Findings reflect self-reported evaluation data from a single accredited provider and should be interpreted within the known limitations of retrospective self-assessment and organizational context. The results informed a structured crosswalk to map evaluation questions to intended outcomes, identify gaps, and guide revisions to strengthen alignment between expectations and measurement.

RSS Learner Evaluation Analysis

Findings from the learner evaluation analysis demonstrated high internal consistency but limited sensitivity to behavior-level change, particularly for items intended to reflect implementation or practice modification. Differences across RSS types further suggested misalignment between item framing and series-specific objectives. Key takeaways included the following:

- High reliability ($\alpha = 0.986$); moderate validity ($r = 0.601$), indicating misalignment
- Nonclinical series scored lower than all other types, suggesting item-intent misalignment
- Practice-change items scored lower, limiting sensitivity to KP Level 3
- High scores with limited variability suggest ceiling effects.
- Evaluation data infrequently accessed or used for continuous improvement

Course Director Survey Analysis

Course director survey findings revealed widespread expectations for performance, team-based, and system-level outcomes that were not adequately captured by existing evaluation tools. A total of 575 surveys distributed, yielding a 46% response rate.

Key takeaways included the following:

- Performance (82%) and patient outcomes (85%) were commonly identified as expected outcomes, indicating expectations beyond knowledge acquisition.
- Expected outcomes varied by RSS type, supporting the need for different outcome pathways across series types.
- Overall, 73% reported that outcomes were expected but not currently assessed, pointing to technology and data-access gaps.
- High expectations were reported for improving coordination across teams and improving systems or processes, particularly for Committee series, aligning with Kirkpatrick Level 4a (organizational practice).
- Evolving care delivery models were the most frequently cited broader system focus, while regulatory and CMS-related changes were emphasized primarily by Committees.

Key Takeaways

- Course directors view RSS as intended to influence practice, patient outcomes, and systems of care, not just learner satisfaction or knowledge.
- The current evaluation tool is more closely aligned with lower-level outcomes than with intended higher-level outcomes.
- A persistent expectation - measurement gap exists, where intended outcomes exceed what current evaluation processes capture.
- Strengthening evaluation requires both improved design and intentional strategies to promote access to and use of results.