

'Results from the Clinical and Population Translational Sciences (CPTS) 2018 Alumni Survey to Inform Program Innovation'

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Background: As part of a program evaluation, the Clinical and Population Translational Sciences (CPTS) master's program, in conjunction with the Public Health Sciences Education Committee, administered a survey to program graduates in 2018, 10 years after the program began.

Objectives: The objectives of the survey included: assessing graduates' current job status, use of skills obtained from CPTS Program, program satisfaction, most and least helpful aspects of the curriculum, barriers to completion of the thesis, and topics to add to the CPTS curriculum.

Methods/Design: Current program competencies and course objectives and future topics under consideration were used to develop the questions regarding curriculum. Commonly cited barriers to thesis completion solicited from students informed questions regarding thesis completion. Questions regarding job status, program satisfaction, and use of skills were used to measure program success. The survey was administered via email using REDCap. We invited 45 of 50 total CPTS graduates for whom we could locate email addresses to participate.

Results: Of the graduates emailed, 23 (51.1%) responded to the survey. The majority of respondents (73.9%) held MD or equivalent degrees upon matriculation into CPTS. 100% of respondents reported working full-time; 70% were employed in academic or medical school settings. 86.4% of respondents used skills learned in the CPTS Program frequently. The most helpful topics reported included basic statistical procedures (100.0%), descriptive epidemiology (93.8%), and validity (73.3%). The least

helpful topics included research grant preparation (28.6%), developing a theoretical framework (23.8%), and writing a literature review (19.0%). Barriers to completion of the thesis included clinical responsibilities (73%), time involved (46%), and difficulty selecting a topic (27%). Suggested additions to the curriculum included clinical informatics (70.0%), and statistical programming in the R language (50.0%).

Conclusions: In general, alumni are satisfied with the program, and many graduates use the skills learned regularly. CPTS program evaluation should include consideration of literature review, theoretical framework, grant writing, and incorporating clinical informatics. Barriers to completing the thesis process should be addressed. These conclusions were vital to the implementing changes to the CPTS program, which will transition into the Translational and Health System Science program in 2020.