

## RISE Fellowship Project Proposal: Idea Development Rubric

Domain for Assessment	Guiding Question: CIPP Evaluation Model <sup>4</sup>	Stage of Idea Development			
		1 – Underdeveloped Idea	2 – Developing Idea	3 – Important Idea	4 – Innovative Idea
Strategic Prioritization <sup>1</sup>	<b>CONTEXT:</b> Does project address a strategic priority for addressing health issue(s) facing society?	Project <i>does not</i> clearly address a health issue facing society.	Project addresses health issue(s) facing society of <i>minor</i> concern and/or relevance.	Project addresses <i>potentially important</i> health issue(s) facing society but not one that aligns with strategic priorities.	Project addresses <i>major</i> health issue(s) facing society that also aligns with strategic priorities.
Level of Innovation <sup>2</sup>	<b>INPUT:</b> Does project propose use of innovative education intervention(s) to address major health issue?	Project <i>does not</i> propose a new or different education process.	Project proposes an <i>adjustment</i> to a current process.	Project proposes <i>modification</i> of a system.	Project proposes <i>transformation</i> of a system.
Translational Medical Education <sup>3</sup>	<b>PROCESS:</b> Does project outline a coherent and ambitious process for translating innovation in medical and/or graduate education to impact health outcomes?	Project <i>does not</i> outline a plan for translating innovation to any clinical relevance.	Project outlines plan 1) to transfer knowledge, skills, attitudes, and other attributes from the education environment into the clinical setting.	Project outlines plan 1) to transfer knowledge, skills, attitudes, and other attributes from the education environment into the clinical setting <i>and</i> 2) to improve health care practices.	Project outlines plan 1) to transfer knowledge, skills, attitudes, and other attributes from the education environment into the clinical setting, 2) to improve health care practices, <i>and</i> 3) to impact health outcomes.
Potential for Impact <sup>2</sup>	<b>PRODUCT:</b> Does project have the potential for significant impact on a major health issue (i.e. produce real outputs)?	Project <i>does not</i> have potential to impact a major health issue.	Project has <i>some</i> potential to make <i>reasonable</i> improvements to existing resources or processes— but <i>does not</i> produce anything new.	Project has potential to make <i>significant</i> improvements to the process, performance, or quality of an <i>existing</i> health output.	Project has potential to <i>breakthrough and disrupt</i> existing processes or systems to make a revolutionary, systemic impact on a health output.

1. Michigan Medicine Community: Innovation in Medical and Graduate Education Culture Survey; results from initial data collection Feb 14-Mar 7, 2019.
2. Serdyukov, P. Innovation in education: What works, what doesn't, and what to do about it? J Innov Teach Learn. 2017;10:4-33.
3. McGaghie, WC. Medical education research as translational science. Sci Trans Med. 2010;2:19.
4. Stufflebeam DL, Zhnag G. *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Publications; 2017.