

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2004-2005 Annual Reports

DEPARTMENT Obstetrics/Gynecology DATE Sept 2006

COMMITTEE MEMBER(S) CONDUCTING REVIEW Renee Mabey; Elizabeth Bjerke

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|-------------------|--------------------|-----------------------------|
| • Were any goals referenced? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

All comments relate to students enrolled in the Medical School, with the Obstetrics/Gynecology Department focusing its report on the 3rd year, 8 week clinical OB/GYN clerkship.

The report indicates that the school “continues to make progress towards stated ‘strategic’ goals” of the Strategic Plan. Progress includes standardized requirements during clerkships, with consistency of requirements analyzed through preceptor evaluations, student evaluations, clinical patient encounters, departmental examinations, NBME shelf examinations and presentations. Goals are continually being refined and evaluated.

Student learning goals are not stated in their 2004-5 report. Based upon the data collected and its use, it would seem goals are available elsewhere.

2. ASSESSMENT METHODS

- | | | | |
|--|---------------------|------------------|-------------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

As goals were not stated, alignment of goals and assessment methods cannot be addressed.

Assessment methods include preceptor evaluations (students are rated in seven areas), student evaluations of clerkships, student evaluations of didactic material, clinical patient encounters, departmental examinations, NBME shelf examinations, and student presentations (oral and written). Students must achieve a 75 or above to pass the 8 week clinical clerkship in Obstetrics/Gynecology

3. ASSESSMENT RESULTS

- | | | | |
|--|---------------------|--------------------|-------------------------------|
| Were any assessment results reported? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |
| • Were the results tied to goals for student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |

Comments:

“Our students, on all campuses, have National Board of Medical Examiners test scores well above the national average. Furthermore, we continue to attract 12-15% of each graduating class into the specialty of Obstetrics and Gynecology.”

Fifty students graduated with a Doctor of Medicine degree in May 2005, with 7 of these graduates pursuing a career in Obstetrics and Gynecology.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES _____ NO X QUALIFIED Y/N X

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES _____ NO _____ QUALIFIED Y/N _____

Comments:

Connections between the results of assessment and decisions for retention or revision within the program or curriculum were not identified in the Annual Report.

SUMMARY

Strengths

____ A specific plan for assessment is in place.
____ Student learning goals are well-articulated.
X Assessment methods are clearly described.
X Assessment methods are appropriately selected.
X Assessment methods are well-implemented.
X Direct and indirect methods are implemented.
X Results are reported. (*Limited results were reported by the department.*)
____ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

____ No specific plan for assessment is in place.
X Student learning goals are not well-articulated.
____ Assessment methods are not clearly described.
____ Assessment methods are not appropriately selected.
____ Assessment methods are not well-implemented.
____ A single type of assessment methods predominates.
____ No results are reported.
X Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Several methods for the assessment of student learning and for the program are in place. Few results of the assessments are reported; results that are reported are global in nature, in that students graduate and do well on NBME examination.

Student learning goals, the alignment of learning goals with experiences and assessment strategies, and 'closing the loop' activities are not addressed within the Department's Annual Report. These omissions may very well be due to a lack of clarity in the original request for information within the annual report.

Based upon comments elsewhere in the Annual Report, it would seem the Department is committed to providing quality learning experiences through faculty development, networking, technological supports, and consistencies of clerkships. The report states: 'the department continues to provide outstanding clerkships in Obstetrics and Gynecology.'

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Section 1: NA Section 2: Y Section 3: ? Section 4: NA

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done