

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in FY 2012 Annual Report
GRADUATE PROGRAMS

DEPARTMENT: Office of Medical Education

DATE: April 12, 2013

PROGRAM(S) COVERED IN REVIEW: MD Program

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Paul Drechsel and Bradley Myers

1. STUDENT LEARNING GOALS

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

Comments: The department identified six student learning goals with specific objectives regarding competencies to be demonstrated by conclusion of the degree program. Assessment information was collected on five of the six goals.

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> x </u> | NO <u> </u> | QUALIFIED Y/N <u> </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: Specific assessment methods are well referenced, and these methods are aligned with individual goals. Examples of assessment methods used and a summary of results and findings were provided in the annual report.

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> x </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES <u> x </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were the results tied to goals for student learning? | YES <u> x </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Specific data was reported in the annual report and the Office of Medical Education routinely collects data about the effectiveness of the curriculum and uses that data to identify areas of improvement. As improvements are introduced, data is collected to ascertain the effectiveness of the changes and how additional improvements can be made. As an example, student feedback indicated that the problem-based learning process in our PCL small groups did not change over the course of the first two years and that students became frustrated and disengaged from the learning process. Team-Based Learning has been introduced into the second year of the curriculum, replacing one of the PCL sessions each week. Both student satisfaction scores and course exams indicate an improvement in student performance as a result of this change.

4. CLOSING THE LOOP

- | | | | |
|---|------------------|------------------|-----------------------------|
| Were any actions taken on the basis of assessment results reported? | YES <u> x </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
|---|------------------|------------------|-----------------------------|

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES x NO QUALIFIED Y/N

Comments: Each June a one day retreat is held with all of the major participants in the curriculum for the purpose of identifying major issues and to develop action items that can be used to address those issues. Documentation of program changes is minimal to document closing the loop has occurred.

SUMMARY

Strengths

- x A specific plan for assessment is in place.
- x 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.
- Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- No specific plan for assessment is in place.
- 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.
- Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

It is evident the Office of Medical Education places a high value on assessment and regularly engages in assessment activities. The documentation of the assessment methods and results are very thorough while documentation of program changes is minimal. The Office of Medical Education has made a significant improvement when documenting assessment results. There appears to be a culture of assessment that involves the faculty and students

MATERIALS REVIEWED

- x Annual report
- Appendices (cited in annual report)
- Other (please describe)
- x Assessment plan (as posted)
- x Previous assessment review

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Section 1: Y Section 2: Y Section 3: Y Section 4: Y

Coding Key:

- Y = yes, this is done appropriately and well (*bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years*)
- 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