EXECUTIVE SUMMARY ASSESSMENT PLAN

UNIVERSITY OF ROCHESTER
School of Medicine and Dentistry

The Medical Education program at the School of Medicine and Dentistry leads to the doctor of medicine (MD) degree. The program admits approximately 104 students each year for the four year academic program. Medical students are rigorously assessed on knowledge, clinical skills, and behaviors. Students’ knowledge is assessed via course examinations, National Board of Medical Examiners (NBME) subject examinations, and the United States Medical Licensing Examination (USMLE) Step examinations. Students are referred to their respective advisory deans, who work with the students individually to develop a tailored learning plan to address deficiencies.

Accreditation by the Liaison Committee on Medical Education requires medical schools to collect and use a variety of outcome and evaluation data to assess program quality, as well as to monitor and confirm that the educational objectives for the MD degree are being met by the overall curriculum. To this end, the Curriculum Steering Committee has required that a periodic comprehensive review of each individual course and clerkship be done at an interval not to exceed three years, with annual review by the Office of Curriculum and Assessment. In addition to meeting accreditation requirements, this process is also intended to provide feedback to course and clerkship faculty by outlining strengths and areas for improvement. Reviewing one-third of programs each year, the School of Medicine and Dentistry completed two full review cycles for the 27 courses and clerkships and is undergoing the third review cycle.

Oversight and monitoring of learning assessment resides in multiple locations. The Office of Curriculum and Assessment continues to refine current methods to assess student learning, as well as the quality of the curriculum, as does the Curriculum Steering Committee, the Instructional Committees, the senior associate dean for medical education, Faculty, clerkship directors and student representatives are involved in these processes. Institutionally, the School of Medicine and Dentistry representative submits biannual reports on the learning assessment processes to the Office of the Provost. The student learning assessment systems in place at the School of Medicine and Dentistry are working effectively, driven by strong internal and external processes. The assessment results of the first and now ongoing comprehensive evaluation process have led to clear improvements in the program and promise more as the process becomes even more a part of the culture.