

EXECUTIVE SUMMARY ASSESSMENT PLAN

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 104 students each year for the four year academic program. Medical students are rigorously assessed on both their factual knowledge and on their behaviors, habits, and attitudes. Factual knowledge is assessed via the multistep, multiyear National Board of Medical Examiners processes. 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.

Oversight 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 Committee, the senior associate dean for medical education, Faculty, fellow, and 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.

The scientifically focused graduate programs at the School of Medicine and Dentistry are divided into health sciences programs and biomedical sciences programs. These research-based offerings include one master of arts program, one master of public health program, nine master of science programs, twelve doctor of philosophy programs, and the MD/PhD program. MD/PhD students pursue the PhD portion of their training within one of these twelve programs. Training faculty are in a mixture of basic science and clinical departments, with many graduate programs supported by federal (e.g., NIH, NSF) training grants.

Learning assessment at the graduate level is embedded in many aspects of training students to become future scientists, practitioners, and professionals. Some graduate programs are accredited by specialized accreditors, including the American Academy of Microbiology, the American Association for Marriage and Family Therapy, and the Council on Education for Public Health. Additionally, all programs undergo continuous and rigorous internal and external review of their structure, content, and assessment of student learning. For example, full circle assessment of student success is a necessary aspect of obtaining and sustaining federally funded graduate- and postgraduate-level training grants for 34 programs.

Oversight of assessment is on three levels: at the program level, each program performs annual reviews of individual students and of the program as a whole; at the school level, the Office for Graduate Education and Postdoctoral Affairs; and at the University level, where biannual reports on the learning assessment processes for the graduate programs are submitted to the Office of the Provost.

All graduate programs at the School of Medicine and Dentistry has an assessment plan in place, and they are all being actively evaluated. Assessment plans are fluid; programs seek constant improvement and use information garnered from regularly meeting and from annual evaluations to implement changes to student learning. While assessment for master's students is primarily managed at the program level, the Office for Graduate Education and Postdoctoral Affairs (GEPA) evaluates PhD students at the school-wide level via multiple mechanisms. The graduate programs have several well-functioning mechanisms in place related to assessment and continue to develop additional means to accurately assess student learning, particularly at an aggregate level.

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