

Guidelines for College/School Outcome Assessment Report
for the
Case Faculty Senate

School of Medicine

- Brief – target for 3-4 pages maximum plus supplemental information (if any)
- Summarize existing and ongoing assessment activities conducted at the college/school level

Activities are reported depending on whether they are utilized to measure outcomes during matriculating in the School or post graduation.

During Matriculation

Year 1 Comprehensive Examination: This examination assesses the Core Academic Programs that form the curriculum of the first year and a passing score is one of the requirements necessary to advance to year 2. Performance on this comprehensive examination is then compared to the USMLE Step 1 (below) where this comparison provides a useful assessment of the core programs within the first year as well as it has been shown to predict success on the USMLE Step 1. Analyses conducted by the Director of Curricular Evaluation since 1995 have found correlations between the scores on the Year 1 comprehensive exam and Step 1 consistently greater than 0.8.

United States Medical Licensing Examination (USMLE) Step 1: Students take this national examination at the end of year 2. This exam is the first step in the overall USMLE process for determining appropriate knowledge base to become a licensed physician. Many state medical boards accept passing the series of three steps (see below) as evidence for satisfactory competence to secure a medical license with the addition of documentation of successful completion of at least one year in an approved training program. Score for the school's students (with consent) are compiled by National Board of Medical Examiners (NBME) and reported to Case allowing comparison to previous years' performance and the national group of examinees. Passage of this examination is one of the requirements for promotion to year 3.

USMLE Step 2 Clinical Knowledge (CK): The USMLE CK examination focuses on the level of clinical knowledge attained by the student. Comparison of performance with previous years' classes and the national group is possible.

USMLE Step 2 Clinical Skills (CS): Starting with students graduating in 2005 and later a new component of USMLE Step 2 becomes a part of the licensure requirement. The new CS component of Step 2 is a performance examination of clinical skills using standardized patients. This type of testing has been used for many years as a means of measuring skills of graduates of foreign medical schools who wish to enter the US for training. Hence, this is a well-tested outcome measure but a new process for USMLE. Recently the School's Committee on Medical Education approved the requirement that

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students must sit for, but not necessarily pass the USMLE Step 2 CS prior to graduation. The success rate of the school's students will be carefully monitored as the CS is implemented to determine the optimal way for the School to utilize this outcome in the future.

Objective Structured Clinical Examination (OSCE): Use of the OSCE format for both learning and testing has expanded in the SOM since the initial use in 1985. Individual departments have used OSCE formats as a partial means for testing outcomes of individual clerkships. Especially now with the advent of the USMLE Step 2 CS, the School is expanding the use of these methods to be sure that our students are well prepared for the USMLE high stakes examination requirement.

SOM student feed-back efforts: The Dean of the SOM has frequent dinners with students during which critical input is sought. The Dean reviews this input with education leadership in the School. In addition, students are well represented on various curricular and medical education committees. There is a weekly meeting with students and faculty to specifically critique curriculum.

American Association of Medical Colleges (AAMC) Medical School Graduation Questionnaire: The AAMC annually solicits information from fourth year students at all US medical schools using a standard questionnaire. The tool is distributed by the school but the results are returned and compiled by the AAMC. The Association then analyzes the data and sends each institution a detailed report bench marked to all other schools and to Case's prior two classes as well. Demographic data, student evaluation of both pre-clinical and clinical education, required and elective experiences, evaluation methods and campus life are measured. The student response rate is also reported and has been increasing over the past several years to over 50%.

Post Graduation

Graduate Medical Education: The specific specialty and center for each of our graduates is reported. The *match program* provides feedback to the school to determine overall success on the initial match process. Students rank their choices as part of the program and the school receives data on the percentage of our students that achieve their highest ranked program. The quality of the programs, as measured by various reports is reviewed for the schools graduates as well.

USMLE Step 3: The final examination in the USMLE process for licensure is the Step 3 multiple choice and computer-based case simulation that is taken post-graduation by all candidates for licensure. The pass rate and overall scores for the School's graduates are reported to Case and comparison data are available from previous years and the national group.

School of Medicine Performance as PGY-1s: In 2001 a questionnaire was developed and sent to all graduates of the class of 2000. The questions were designed to compare the

performance of the School's graduates compared to PGY-1s from other schools in the same program. The program director was the assigned data source. Graduates were asked to request the director to fill out the survey and return to the school. Overall the response was good and generated data on 73% of the graduates. A variety of measures were used to determine the competency of the school's graduates. The performance overall was good and the school will be deciding on the future use of this assessment tool. There is strong consideration for administering the study on a periodic basis and not annually.

- Summarize and describe existing and ongoing assessment activities being performed at the department/programmatic level

The individual department measures are divided also into pre and post graduation assessment.

During Matriculation

Individual departments including Internal Medicine and Family Medicine have for many years used the OSCE format for learning and assessment activities (see above).

Curriculum Evaluation: The Education program within the SOM has created multiple opportunities for students to provide direct feedback to individual departments on the learning experience provided. Individual courses in the pre-clinical years and clinical clerkship training are critiqued by students as they finish the experience. This feedback is reviewed by the education leadership in the individual departments. Students also have opportunity to meet with curricular oversight committees within the school on a regular basis.

NBME Subject Examinations: During year 3, six core clerkships administer NBME Subject Examinations as part of the assessment of clinical knowledge. These clerkships are Family Medicine, Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry, and Surgery. Keyword analyses report performance data for the Case students and the national group that gives these departments important input on their curriculum.

Post Graduation

United States Medical Licensing Examination (USMLE) Step 3: NBME reports overall scores to Case with comparison scores at a national level. Also the number of students who have to retake the exam is reported. The success of Case students is monitored for indications of poor outcomes as the success is very much related to the quality of education provided by the individual clinical departments. Most recently the pass rate was 98%.

Post-Graduate Education: Individual clinical departments have access to the National Match results for the School's students choosing to pursue careers in the respective specialty. This allows departments to evaluate their success in teaching students in their respective fields.

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- Comments on the effectiveness of the existing outcome assessment efforts

The multiple opportunities for dialogue among students, faculty and leadership provide substantial qualitative feedback during the four years in school. Quantitative data for both students' acquired knowledge base and impact on career selection and success is provided through the standardized assessments at a national level where pertinent benchmark data also results.

Assessments in which both national organizations and the SOM engage post graduation provide both qualitative and quantitative outcome measures but the response rates due to the voluntary nature of the solicitation are often low.

- Discussion of plans to implement any new assessment activities (or to phase out existing methods)

The advent of the USMLE Step 2 CS examination has provided the impetus for the School to develop better internal measures of clinical skills assessment. Over the next several years this method of outcome measurement will be incorporated into a variety of experiences for the School as a whole and for individual clinical departments.

The SOM Performance as PGY-1 study was a measure of our graduates' ability to function as trainees and provided valuable feedback to education leadership. The goal will be to analyze the questionnaire tool and potentially repeat the assessment for the class of 2004.

The SOM is developing a new track within the School called the Lerner College of Medicine that is creating a unique five-year curriculum. The first class will enter in September and many new assessment tools are still in the formative stage for this program.

- Provide any comments on the perceived readiness of the college/school to be evaluated (NCA accreditation) on formal outcome assessment activities

The Liaison Committee on Medical Education (LCME) is the major accreditation body for schools of medicine. The review occurs generally every seven years. Prior to the last review in 2002 a nearly two year process of self-study was undertaken by the SOM. This process provides numerous opportunities for assessment of student outcomes as well as the strength of faculty and leadership within the School. The self-study document contains descriptions of curriculum review, reports on student achievement and career choices, faculty evaluations, and critiques of leadership. The success of the self-study was documented by the "perfect" LCME accreditation that followed.

- Describe any continuing issues (e.g., lack of resources, disinterest of faculty, confusion about the need for assessment and how to perform assessment, etc.) or opportunities for better utilization of assessment

Selection of assessment activities must always be cognizant of budgetary constraints. The financial reality does at times reduce the optimal design of an assessment exercise. Overall the faculty in the SOM are extremely supportive and keenly aware of the

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importance of outcome measures. There is special interest in the Lerner College program and the opportunity for development of innovative approaches to outcome assessment.