

Assessment of Student Performance

The Program conducts and documents frequent objective assessments of student performance related to Program Learning Outcomes and Graduate Competencies for the purpose of monitoring and documenting student progress in a manner that promptly identifies deficits in knowledge and/or skills and establishes means for remediation. All assessments are based on the instructional objectives, found in course syllabi and materials for other learning activities, which guide student achievement of Program Learning Outcomes and Graduate Competencies.

Types of Assessments

The Program utilizes formative assessments that support student achievement of Program Learning Outcomes and Graduate Competencies to monitor student progress in meeting instructional objectives for each course. These assessments may be for the purpose of student self-assessment or may be recorded for a grade. Formative assessments may be administered in several forms, including but not limited to multiple choice questions, written assignments, and observation of performance in simulated patient encounters. Formative assessments allow faculty to support each student's academic success by providing ongoing feedback on areas of strength and weakness related to course-specific instructional objectives.

The Program utilizes comprehensive assessments to assess student achievement of Program Learning Outcomes at the end of a course component. These graded assessments may be administered in several forms, including but not limited to multiple choice questions and physical examination and clinical procedure skills assessments. Comprehensive assessments allow faculty to provide students with periodic feedback on areas of strength and weakness related to course-specific Learning Outcomes.

The Program utilizes cumulative assessments to assess student achievement of Program Learning Outcomes at the end of a course during the Didactic Phase and at the end of the Didactic and Clinical Phases. These graded assessments may be administered in several forms, including but not limited to multiple choice questions, physical examination skills assessments, and clinical procedure skills assessments. Cumulative assessments allow faculty to provide students with feedback on areas of strength and weakness related to Program Learning Outcomes for the Didactic and Clinical Phases.

The Program utilizes the Summative Evaluation to assess student achievement of Program Graduate Competencies. The format for the Summative Evaluation is described below.

Methods of Assessment

The Program utilizes many methods (including but not limited to the methods listed below) to assess student learning. The methods used for formative, comprehensive, and cumulative assessments are listed in course syllabi and in materials for other learning activities.

- Assignments (e.g. patient case studies, documentation of patient care, e-learning modules)
- Written examination (e.g. multiple-choice questions, essay, short answer)
- Physical examination and clinical procedure skills assessments
- Simulated patient encounters
- Oral case presentations (e.g. standardized rubrics)
- Small group exercises (e.g. standardized rubrics)
- Clinical Preceptor evaluations of student performance (e.g. standardized rubrics)
- Professional Conduct Development and Assessment form (Student Handbook)
- Student self-evaluation (e.g. practice multiple choice questions)