

Assessment Subcommittee:

Charter

Purpose

The Curriculum Committee would like to ensure high quality student assessment across our curriculum. A subcommittee focused on assessment quality will help in monitoring outcomes and assuring equity, validity, and transparency in both knowledge-based and performance-based assessments.

Composition/Reporting

The subcommittee will be led by two faculty--the Medical Director of the Standardized Patient Program and the Director of Assessment--who will organize its activities and take responsibility for its work. Subcommittee members will be recruited by the chairs and CCES, or through self/peer-nomination, and should include:

- Faculty members who are active and experienced educators in the School of Medicine, particularly those with experience in the assessment of clinical skills and knowledge, including:
 - At least one Foundations course director or content lead
 - At least one Clerkship director
 - At least one faculty without a leadership role in the curriculum
- At least one staff member with assessment experience/expertise
- At least three medical students, ideally from different years, at least one of whom should be a Curriculum Committee student representative

The committee should utilize as consultants, or include as members, individuals who have expertise in psychometrics/statistics, as appropriate.

Medical students will be recused from deliberation on assessment items, to protect the sensitivity of that work.

[For more information on subcommittee membership, see the Curriculum Committee Subcommittee Membership Assignment Procedure.]

Activities

The Assessment subcommittee will:

1. Meet weekly to discuss operations, such as
 - a. Updates/edits to OSCEs
 - b. Progress testing (timing, selection of instruments, use, etc.)
 - c. process and outcome measures
 - d. assessment/evaluation/grading
2. Make recommendations for policies/procedures related to formative and summative assessments, in collaboration with curriculum leaders
3. Set standards for criterion-based grading thresholds in the Foundations phase (and collaborate with Clerkship Directors on setting thresholds in that phase)
4. Approve items for Foundations phase summative assessments
5. Recommend approaches to formative knowledge assessments in Foundations
6. Recommend approaches to and assist faculty with implementation of learner remediation, particularly in Foundations
7. Help develop recommendations on item mapping across assessment instruments
8. Review student performance data and other data about OSCE performance, including
 - a. Clinical Competency Assessment (CCA) outcomes
 - b. OSCE/Standardized Patient outcomes
 - c. Other data points, provided by OMED and/or the CCQI subcommittee
9. Grade the post-encounter stations of the CCA in a timely fashion
10. Make recommendations on changes to OSCEs across the curriculum as needed, and track outcomes of those changes
11. Assist with planning and executing faculty development around assessment, to help curriculum leaders (and subcommittee members)
12. Meet at least annually with Curriculum Committee to discuss issues/concerns related to assessment
13. Help determine whether UPSOM program objectives are being adequately met, collaborating with CCQI and other program evaluation processes

The Assessment Subcommittee will focus the majority of their work on assessment issues in the Foundations phase of the curriculum, as well as ongoing oversight of performance-based assessment throughout. Over time, the group is expected to collaborate with the Clerkship Directors Subcommittee to consider issues related to overall learner assessment in that phase—such work will be shared.

Originally approved by the Curriculum Committee on August 5, 2019; revision approved March 6, 2023.

Approved by the Curriculum Committee 3/20/23.