

**HSC School of Medicine Program State of Assessment Report
2013-2014 Assessment Period**

Overview:

Our programs were asked to review their three year plan to make sure it was current. All programs complied and have mentioned that they were amazed at the difference in the plan if they had not reviewed it for a few years. All agreed that the process was useful. The culture of continuous assessment is a staple for all of our professional degrees on the Health Sciences Campus. The only challenge we have is finding the time to assess the data that we collect from our students and implementing this important information every year. This year we have decided to put to use the Tk 20 platform for our program to help monitor and support this culture of outcome assessment. This will involve the education of all of the staff into the world of Tk 20. To additionally help with the emphasis on Outcomes and Assessment, we have instituted meetings every quarter to support this environment and to keep us aware of the importance of this field. Because we are professional programs and are turning out students who go directly into the workforce in the healthcare field, we are obligated to make sure that our product (trained students) are ready to be competent employees. At the Health Sciences Center, we have 10 programs that offer 19 different degrees/certificates. It is a challenge to make sure that we are current in this vital area of healthcare education assessment.

Academic Program Maturity Rubric Scoring and Evaluation:

From the excel spreadsheet, it is obvious that we are all very competent in our academic program assessment. Over the past 5 years, we have succeeded in bringing all of the programs to a very high level in this field. One important area that we have found this year is that follow-up on suggestions to the programs needs to be better captured and explained in our reports. Therefore, quarterly meetings will bring this home to us in the next year. On the following pages, you will see comments from our program/department heads that reinforces the state of assessment here on the Health Sciences Campus.

School of Medicine Health Sciences Center Summary
Annual Progress Reports on Program Assessment of Student Learning

Academic year: 2013-2014

College: School of Medicine

Department chairs: Loretta Cordova de Ortega, Gary Cuttrell, Deborah Helitzer, Martha McGrew, Michael Richards, Robert C Schenck, Paul McGuire, Phillip Wiest, and Douglas Clark

Date submitted: 12/12/2014

Percent submitted: 100 %

Number of annual progress reports: 21

Number of annual progress report summaries: 21/21

Important note: We have combined the yearly assessment with the plans in order to make sure that the plans are updated every year. Therefore, we have done away with one of the documents for the CARC committee to deal with. This should help with the amount of paperwork that is done every year. Next year, we intend to join main campus and access the Tk 20 website for our program evaluations. We are also instituting quarterly meetings to remind all of the importance of continuous assessment.

1. Summarize the Annual Progress Reports on Program Assessment of Student Learning in a short paragraph for each degree program.

BSGP (PhD/MS):

Biomedical Sciences Graduate Program enjoyed great success with its students this year. These results included: 15 PhD graduates and 6 MS graduates. For the quantitative measures, 93% of first year students passed their qualifying exams; 93% of students that took their comprehensive exam passed their exam. In total there were 49 peer-reviewed publications with student authors, 19 of those with the student as first author. The comprehensive exam review and the curriculum review in 2011 have resulted in program revisions, and our students continue to meet and exceed the program standards. The BSGP Steering Committee implemented several changes for the 2013-2014 year including a revised Research Rotation Evaluation that achieved greater consistency and better highlighted student strengths and weaknesses. Additionally the rotation symposia have been re-branded as “Lightning Talks” and will occur after each first year rotation. These modifications should continue the process of improving the level of training that the students receive and will also increase the expectations for student performance in coursework and on rotations. Overall, the BSGP is a strong program that is meeting or exceeding its stated goals.

MD/PhD Program:

This is a combined degree between the Biomedical Sciences PhD and the MD degree. Learners complete their PhD after year two of the MD curriculum and return to the MD program between 4 and 6 years later. SLOs to appropriately apply the knowledge and skills necessary to conduct independent research and to identify funding sources, write grant applications and manuscripts were measured by

direct measures (passage of the qualifying, comprehensive and final defense exams), numbers of publications, numbers of successful grant applications. The MD/PhD program is still young. The first class of MD/PhD students graduated in May of 2007. All but one of the students from these MD/PhD cohorts are still pursuing residency training; the remaining student is an advanced postdoctoral trainee who is slated to begin as Assistant Professor on the tenure track at Washington University in St Louis. We will continue to monitor the progress of MD-PhD program graduates as they complete residencies and other training programs. During the 2013-14 academic year, a total of 10 students were enrolled in the MD/PhD program. All MD/PhD students met academic performance expectations in the MD and/or PhD curricula, with the majority of them exceeding these expectations in several respects. We consider this to be a small, but very successful and integral program to the educational missions of the HSC.

MSCR-CTS:

The Masters of Science in Clinical Research is a competency-based program designed for learners with a terminal degree (MD, PharmD, PhD, etc.). This is a two year program. The first year focuses on the competency in 16 domains and successful completion results in a Certificate in Translational Science. The second year focuses on independent Level 2+ studies and the thesis research and defense. Of note, the MSCR is a concentration within the Biomedical Sciences program but shares no coursework with the BSGP; it has its own Steering Committee, Student Progress Committee and Admissions Committee. In 2013-2014, 6 (100%) in the cohort achieved level 1 competency for all 16 domains. Students from previous cohorts are completing their level 2+ coursework and working on their research. Since the last CARC cycle, 6 students have graduated with an MSCR degree and 6 with an MSCR/CTS. Instructors continue to measure progress through collection of course grades, post-course instructor evaluations, interviews with course directors and mentors, and in-class observation. Students received positive evaluations suggesting that they have demonstrated professional, ethical, responsible and culturally competent behavior throughout the program. We conclude that the program provides adequate training and support for translational research and provides support and role modeling for professional, responsible, culturally competent, ethical behavior.

ASERT:

The University Science Teaching Certificate Program is designed to give biomedical sciences students and post-doctoral trainees training in education pedagogy, course design, assessment, outcomes measurement, and hands-on teaching experience. Learning outcomes are evaluated through formative (student, peer and faculty evaluations; oral and written feedback) and summative (course grades, teaching portfolio) measures. Each student completes 15 credit hours, encompassed in four required courses (BIOMED 525, 540, 542, and 543). The courses provide skill development in lecturing, small group discussion leadership, course development, as well as approaches to effective teaching. The certificate was approved in 2009. Three certificates were in progress during the reporting period. Two trainees are completing independent projects. One trainee opted to graduate with a MS and completed all except the independent project component. This MS graduate was able to capitalize on the training and was appointed at the ASK Academy (Rio Rancho) to teach biology, biomedical sciences and anatomy/physiology at this STEM Charter school. For 2013-2014 school year, there were four graduate students and 3 post-doctoral fellows enrolled for credit in certificate program courses. There are

currently no PhD students actively working on completion of the full certificate program in parallel with their degree requirements, although 17 incoming graduate students completed the first year-long course requirement for the certificate program. Eight BSGP students have completed the certificate program since 2007. Eighty-five trainees completed one or more certificate program courses for credit during 2011-2013. Thus, many trainees selectively use the training and career development opportunities afforded by the certificate program.

Medicine MD Program

Successful learning outcomes in the MD program are based on measures of a students' ability to demonstrate competency in meeting the goals and objectives of the MD program as determined by the School of Medicine Curriculum Committee. Students are assessed broadly in the areas of Medical Knowledge, Patient Care, Practice-based Learning and Improvement, Communications Skills, Professionalism and Ethics and Systems-based Practice using a variety of direct and indirect methods. The majority of students in the MD program continue to meet faculty-identified goals for assessment of competency within the curriculum. Performance on national licensing examinations remains consistent in terms of first time passing rates and scores relative to the national average, but efforts will be made by the Curriculum Committee in the near future to implement processes and programs to move the first time passing rate closer to 90-95% for these exams. This will be particularly important as competition for national residency positions increases in the next few years. Academic support programs are in place to work with students in need of or desiring additional help in meeting standards of achievement on both internal and external assessments. The MD program has an ongoing continuous quality improvement process managed by the School of Medicine Curriculum Committee that includes opportunities to review, revise and improve the various assessment practices.

Emergency Medical Services (BS)

The Emergency Medical Services Academy for the academic year (Fall '13 and Spring '14 semesters) consistently measured eight of their plan-identified student learning objectives with direct and indirect assessments. In academic year 2013-14, 218 students were enrolled in the Bachelor of Science in EMS program, 143 enrolled in University College – EMS and 75 enrolled in School of Medicine – EMS. In addition, 22 students were enrolled in the paramedic education section of the BS program. Two students withdrew the program at the end of the first semester, one to pursue a non-medical degree and the other due to personal reasons. One student was academically eliminated in the second semester for not completing his first clinical course. The remaining 22 students completed all the learning outcomes. This resulted in 22 students or 86% of students successfully completing all learning outcomes and continuing to graduation. The Committee on Accreditation of EMS Programs (CAAHEP) sets forth a benchmark of 70% passing (30% attrition) which we exceeded.

In academic year 2013-14, the members of the faculty and staff evaluated each other's exams for validity, evaluated paperwork submitted by students and by professional evaluators to accurately evaluate the acquisition of knowledge of learning outcomes required of students. Professional evaluators submitted evaluations and critiques of student knowledge, activity and performance of skills. Exams were evaluated each semester and updated to reflect current teaching and professional trends.

We implemented an internal comprehensive exam for the final examination testing in this academic year. The internal validated exam was a great success. This exam meets the accredited requirement for EMS medical education. This question bank is similar to the National paramedic licensing examination in length and difficulty. All of the items in the internal exam have been subject to intensive review and analysis. We plan to continue assessment activities over academic year 2014-15, using the above-described tools. Lab performance and in-field preceptorships will continue to be evaluated using the existing instruments. Student performance as evaluated by the Internal Paramedic question bank will be tracked, and correlated to performance on the national licensing examination. In addition, we intend to internally validate all of our test banks for each course exam and create our own internally validated comprehensive exam to be given in conjunction with the National Paramedic Exam.

Physician Assistant Program, MS Degree

The UNM Physician Assistant Program became a MS degree-granting program in 12/2009. The second class of students graduating with a Master's Degree occurred in August of 2014.

PA Students are assessed on the following three broad areas: Medical Knowledge, Interpersonal and Communications Skills, Patient Care, Professionalism, Practice-based Learning and Improvement, Systems-based Practice. Assessment modalities include direct methods, such as formative and summative MCQ exams, objective structured clinical exams (OSCE), case and patient presentations-both oral and written, tutorial assessment, mock board exams, and capstone projects including a final research project and indirect methods, such as faculty observations, preceptor evaluations, student course satisfaction surveys, community involvement, employer surveys, and exit interviews. The measure of a successful outcome includes graduate board scores, job placement, and length of employment. After being placed on probation in 2012, the PA Program very successfully achieved full accreditation after their follow-up site visit in April of 2014. Under the leadership of a new Director, Dr. Leggott and with the support of faculty, staff, students, and leadership from the SOM we were able to successfully demonstrate the high quality of education we provide to our learners in this program. We received only one minor citation that was quickly addressed.

Through 2013 the UNM program first time taker 5-year pass rate for the Physician Assistant National Board Examination is 93% which matches the national average. We are awaiting the 2014 scores.

Public Health, MPH

The Master of Public Health (MPH) Program measured all nine of their student learning objectives for the 2013-14 academic year. These were assessed primarily by direct measures, such as course level grades (core courses and capstone integrative experience course), master's professional paper and examinations, practicum completion rates, and practicum report (student and preceptor) assessment. Additional indirect measures were more global in nature and encompassed all of the SLOs. This assessment period, the indirect measures included an annual review of all students in the program to identify at-risk students (those with a low GPA or not on-schedule, numbers dropping out or not graduating, exit interviews one year post graduation, and meeting with DOH to determine if students are prepared for work in that setting). This year we were at our goal of having 10% or less students drop out (10.5% this year compared to 15% last year). The assessments were completed both in the classroom

and during practicum experiences at remote settings. All students who were actively enrolled in the MPH program were included in the analysis. Non-degree students or students from other graduate programs were not included. Ninety-six percent of students maintained a 3.0 or better GPA, and 100% passed the master's examination. All enrolled students also successfully completed all of the core courses with a B or better; the criterion for success was 80%. This year, only 45% of 11 students completed their practicum within one year and the goal is 100%. The program is exploring the reasons this may have occurred. This program received an excellent report from CEPH in their last accreditation cycle and continues to make a yearly report to this body with adjustments as needed to maintain the high quality of the program.

Physical Therapy, DPT

The Physical Therapy Program continues to accept students into its clinical doctorate program, the third doctoral class graduated in 2014. Due to classroom size limitations, the class size has been maintained at 30 students. There has been some discussion about increasing class size to 36 students once larger classrooms are realized. The main measures of program performance are the licensing board exam pass rate, student performance during clinical affiliations and student retention once enrolled in the program. The Physical Therapy Program performs assessments in these three areas every year. Recent data relating to all of the aforementioned measures indicates the Physical Therapy Program is performing at a high level. The overall pass rate on the licensure exam continues to be greater than 92%, which surpasses the 80% three-year rolling average required to maintain accreditation. The pass rate during clinical affiliations exceeds 95%, indicating students are well prepared for clinical practice. Finally, the matriculation rate for students accepted into the program exceeds 95% in the past 3 years, again, surpassing the 80% average required to maintain accreditation. The Physical Therapy Program has recently undergone major faculty changes, Dr. Burke Gurney has taken over as Chief as of 4-2014. The four open faculty positions have all been filled. The Program will undergo its 10 year accreditation next year, Dr. Gurney and his faculty have been busily preparing for the submission of the self-study, which occurs in January, and the on-site visit, which occurs in March. Dr. Gurney is confident of a successful 10 year re-accreditation.

Medical Laboratory Sciences, B.S. Degree

The Medical Laboratory Sciences Bachelor Degree program measures student learning outcomes in five areas while students are enrolled in the program. The student's progress in the program is assessed by using direct measures such as exam scores, course grades, and scores on skills and professional development evaluations. The program's "criteria for success" is a 90% pass rate of C or better on first attempt in a course. We are currently at a 98-99% pass rate. The ASCP-Board of Registry test is used as an assessment of the program by the National Agency for the Accreditation of Clinical Laboratory Science Programs (NAACLS). During the Academic Year 2013-2014, fifteen students attempted the test within six months of completing the program. Three students did not pass the first attempt giving the program an overall pass rate of 80%. The second attempt pass rate for students taking the Board Registry test is at a 90%. To improve these numbers, we have scheduled review sessions throughout the program to help the students assimilate course information. And additionally, we have instituted a

program exit exam requiring a mandatory passing score that will hopefully improve the first-time pass rate on the Board of Registry test scores for our students that complete our program.

Clinical Laboratory Science Master's Program

The Clinical Laboratory Science Master's Program graduated one student in May 2014. Two students are currently in the program and one student is on an educational leave of absence till spring 2015. The CLS graduate program now has a CLS Graduate Forms Check List which will keep the student on track to complete the program and also serves as a guide for the department in meeting the necessary deadlines for the student to graduate. The Skills evaluation was modified to address the different project concentrations available to the student (education, management or research). Both the Skills Evaluation and Professional Development Evaluation are to be completed each semester the mentor is working with the student. Feedback from the evaluations will help the department to guide the graduate student in improving weaker areas. Scoring of the evaluations will aid the department in tracking and meeting the 80% or better required score as the established criteria for success. As of May 2014, graduate students will now be given a CLS Graduate Student Program Survey at the end of their graduate program. This survey will provide feedback on the graduate program. Future changes to the existing program will be based on feedback received from the CLS end of program surveys.

Occupational Therapy (MOT)

The Occupational Therapy Graduate Program measured four plan-identified student learning objectives for the 2013-2014 academic year (Fall '13 and Spring '14 semesters). These objectives were assessed by direct measures including written and performance competency examinations, fieldwork (clinical) performance evaluation, and masters research projects. The assessments were completed in the classroom, testing centers, learning laboratory, and fieldwork sites. Results are as follows: 1) All students (including re-takers) passed the National Licensure Examination. 2) One hundred percent of those eligible successfully completed the research project requirement in the reporting time frame. 3) One hundred percent of students passed the OTSPA comprehensive examination although 35% had to resubmit the written documentation portion of the examination before passing. 4) A fieldwork performance evaluation instrument was utilized to capture student professional behavior and 96% met or exceeded standards (one student failed fieldwork for reasons that were specific to her situation).

Two indirect measures including graduate surveys and employer satisfaction surveys were implemented as well. The online graduate survey was administered in Spring 2014 to graduates from 2012 and 2013. Unfortunately there was only a 29% response rate. Alumni who responded general gave positive ratings to their educational experience. The employer satisfaction survey was administered to 10 clinical sites in 2014, but only 3 actually completed the survey. Each identified different strengths and weaknesses of our graduates, which speaks to the fact that different specialty areas require very different educational preparation, and our program is designed to prepare students generically for entry level practice. Based on overall positive evaluation results, our only plan for revision and improvement associated with SLO outcomes is to increase curricular attention to written documentation to improve performance on the student competency examination.

Radiologic Sciences, BSRS

The Radiologic Sciences program measured four student learning outcomes (SLOs) for the 2013-2014 academic year (summer 2013 through summer 2014). The SLOs were assessed by direct measures for scaffolding of knowledge and skills leading to a final writing assignment, presentation or cumulative examination. These assessments were completed in the classroom and/or electronically utilizing distant learning assessment tools. Data gathered from SLOs assessments demonstrated a need for implementation of formatting tools and development of a Radiologic Sciences HSC library website to assist students in writing/research at the undergraduate level. Upon completion of a collaborative project with HSC library staff (2012-2013), students report the increase use of course/website tools in writing and research. Rubrics for grading, utilized by faculty, demonstrate an increase in research writing skills. Review of students' academic performance and successful completion of course work demonstrated a need and desire by both faculty and students to offer in the future Departmental Honors which is waiting final approval before implementation. Revision to the BSRS pathway for Nuclear Medicine will promote students to complete the curriculum before completing the Nuclear Medicine clinical courses. This curriculum revision offers the students the opportunity to graduate with the bachelor's degree and clinically prepared to sit for the national certification. Through these revisions in the BSRS pathway for Nuclear Medicine, students will be able to complete the degree/certification in four years of coursework, instead of five years.

Radiologic Sciences Certificate Programs (4)

Certificates in CT, MRI, and Nuclear Medicine are currently being offered. The PET-CT certificate does not have students enrolled for the 2013-2014 academic year. Proposed is the removal of the PETCT certificate which resulted from past graduate assessments including exit interviews and tracking of returning students which demonstrated a lack of interest in the PETCT certificate vs strong interest in MRI or CT certification by Nuclear Medicine students. Ongoing revisions in the certificate curriculums follow the national curriculum guidelines and qualify these certificate students to be eligible to complete the national examinations. The 2013-14 students demonstrated 100% pass rate nationally. The faculty members teaching the certificate programs continue to assess participants through direct measures of SLOs utilizing examinations within courses, mock registry examinations as well as course outcome assessments reviewed each semester by faculty. Comprehensive assessments include students' mastery of competency through performance of diagnostic medical images. Tracking of graduates' employment is being gathered through the use of face to face and electronic surveys. This data is reviewed by the program faculty. All of this data gathered will be part of the Nuclear Medicine self-study proposed to be completed in 2015 through JRCNMT programmatic accreditation.

Dental Hygiene, BS

The Dental Hygiene BS program has program goals and Student Learning Objective driven by the clinical competencies necessary to pass the licensure exam and enter clinical practice at an entry level. Students are assessed through examinations, papers, clinical observations by trained instructors, and surveys of patients they have treated. The program tracks students' performance on the national licensure examinations, the Western Regional Case Board examination, and patient satisfaction surveys, The Division of Dental Hygiene program goals and objectives are reviewed evaluated and revised on an

annual basis. All 24 students enrolled in the program successfully completed all board examinations. Assessment activities and a formal assessment plan (curriculum management plan) are reviewed annually, and changes are made appropriately. The program goals are reviewed, evaluated, and revised annual by the faculty of the Division of Dental Hygiene in the Department of Dental Medicine. A faculty retreat is conducted annually to evaluate the program goals and how they related to the dental hygiene curriculum. The program is currently accredited by the American Dental Association through the Commission of Dental Accreditations.

Dental Hygiene, MS

The Dental Hygiene Master's program prepares students for leadership roles in the field of Dental Hygiene. Students are assessed through examinations, papers, clinical observations by trained instructors, and performance on a summative scholarly project. This academic year, five students graduated from the program. At present, there are over 15 students enrolled in the program. The Division of Dental Hygiene program goals and objectives are reviewed, evaluated and revised on an annual basis. Assessment activities and a formal assessment plan (curriculum management plan) are reviewed annually, and changes are made appropriately. The program goals are reviewed, evaluated, and revised annually by the faculty of the Division of Dental Hygiene in the Department of Dental Medicine. A faculty retreat is conducted annually to evaluate the program goals and how they relate to the dental hygiene curriculum.

Summary and future plans:

2. Analyze and provide general comments on the Annual Progress Reports for your school. For example: What common elements do you observe, e.g., measures used, forms of evidence? Did the assessment measures seem appropriate for the learning outcomes assessed? What are the general findings - for some programs without specific results, describe the general progress these programs have made on the initiatives included in the approved assessment plans. What issues emerge? What improvement might be needed?

All of the programs reporting this year have been especially vigilant in the assessment of student learning outcomes. Above and beyond this statement, it has been noted by many who participated that this process of yearly evaluations of the original plan review and the annual assessment has been very beneficial for planning and strategies for next year. The 'closing of the loop' in the programs have been exceptionally well done this year. The programs are generally using multiple assessment measures that are very appropriate for the learning outcomes that are being assessed and there is an emphasis on direct measures. Issues that emerged were:

- o The annual summary from the department chairs is still a work in progress; perhaps a workshop on how to do the annual summary may be helpful for the department chairs
- o These reports have helped the faculty, directors and the department chairs look critically at on-going curriculum changes to make sure that they are linked to the annual reporting process, student feedback and accreditation requirements.

- Because the annual assessments come at a good time for our budget cycle, this has help justify increased faculty needs and support issues.
 - Because of the paper trail these CARC reports give each program, directors of each program appreciated this plan and reporting process as it added value to extant external accreditation processes and yearly assessments of G&Os (goals and objectives). I am sure that the Tk 20 will be a great success
 - Both the Med Lab Sciences and Radiologic Sciences have moved toward increased online learning and this has increased enrolment numbers without using additional space or resources here at the University. We are making sure that these assessments track the changes in the delivery of our material and whether this is a detriment to the students. This begs the assessment of 'student learning styles'. We should use this opportunity to assess our student needs and be willing to adjust our teach styles appropriately.
3. Summarize the actions taken (or proposed) by degree programs in response to assessment results.
- Because of the continuous feedback due to the many assessment measures that we use, curricular changes are made more rapidly in response to student preference than in the past.
 - Most programs have not made major changes for a variety of reasons: economy, student needs and faculty assessment. Programs seem ready to hold the course for now.
4. Identify best practices on degree program assessment Annual Progress Reports.
- In many programs the use of national examinations, local assessments and employer surveys build a multifaceted portrayal of how well students are learning.
 - Change in traditional style of teaching, moving toward active learning and on-line presentation, seems to benefit the university in two ways: first, the cost of on-line teaching is less and the programs can do 'more with less' and secondly this is an excellent way to reach out to the rural areas of our state and the southwest to help provide certified and educated professionals to these areas.
5. How can the Office of Assessment support the assessment process in your college?
- It would be helpful to have more direction about the amount of data that should be included in the departmental summary.
 - We are looking forward to joining the main campus in utilizing the Tk 20 software this coming year. Training provided by the office of assessment would be very helpful.