

Why Assessments?

Improvement!

...of instruction

...of testing

...of curriculum



How to Assess

Use of questionnaire or survey

Typically obtain both quantitative and qualitative data

Quantitative Data

more easily analyzed with statistics
or the setting of acceptable values

Qualitative Data

comments more difficult to analyze
unprofessional comments
negative impact on receiving faculty

Methods of Handling Qualitative Comments

attempt to quantify comments
send raw comments to faculty
send edited comments to faculty
omit comments from assessment

VCOM approach to analyzing assessment data

Use of CQI circles

**Medical Education
assigns comments to
student representatives**

**At least 75% of
students electronically
complete assessments**

**Representatives
individually formulate
suggestions based on
assigned comments +
quantitative data**

**Improved instruction
and curricular changes**

CQI Circle

CQI Circle
First 45 minutes:
representatives
discuss/finalize
suggestions
Next 30 minutes:
representatives present
suggestions to faculty

**Associate Dean and Curriculum
Committee review Assessment
Report, faculty action plans
from recommendations, and
Peer Reviews**

**Suggestions and assessment data
to Assessment Committee >>
formulate recommendations and
finalize Assessment Report**

What we measure

- Textbooks
- Course organization
- Tests and quizzes
- Faculty
 - Goals and objectives
 - Teaching material
 - Test questions
 - Intellectual content
 - Availability

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Directions on Formulating Suggestions

- Unprofessional comments to be ignored.
- Remove personal views.
- Suggestions must be supported by quantitative data
- Suggestions must recommend a corrective action

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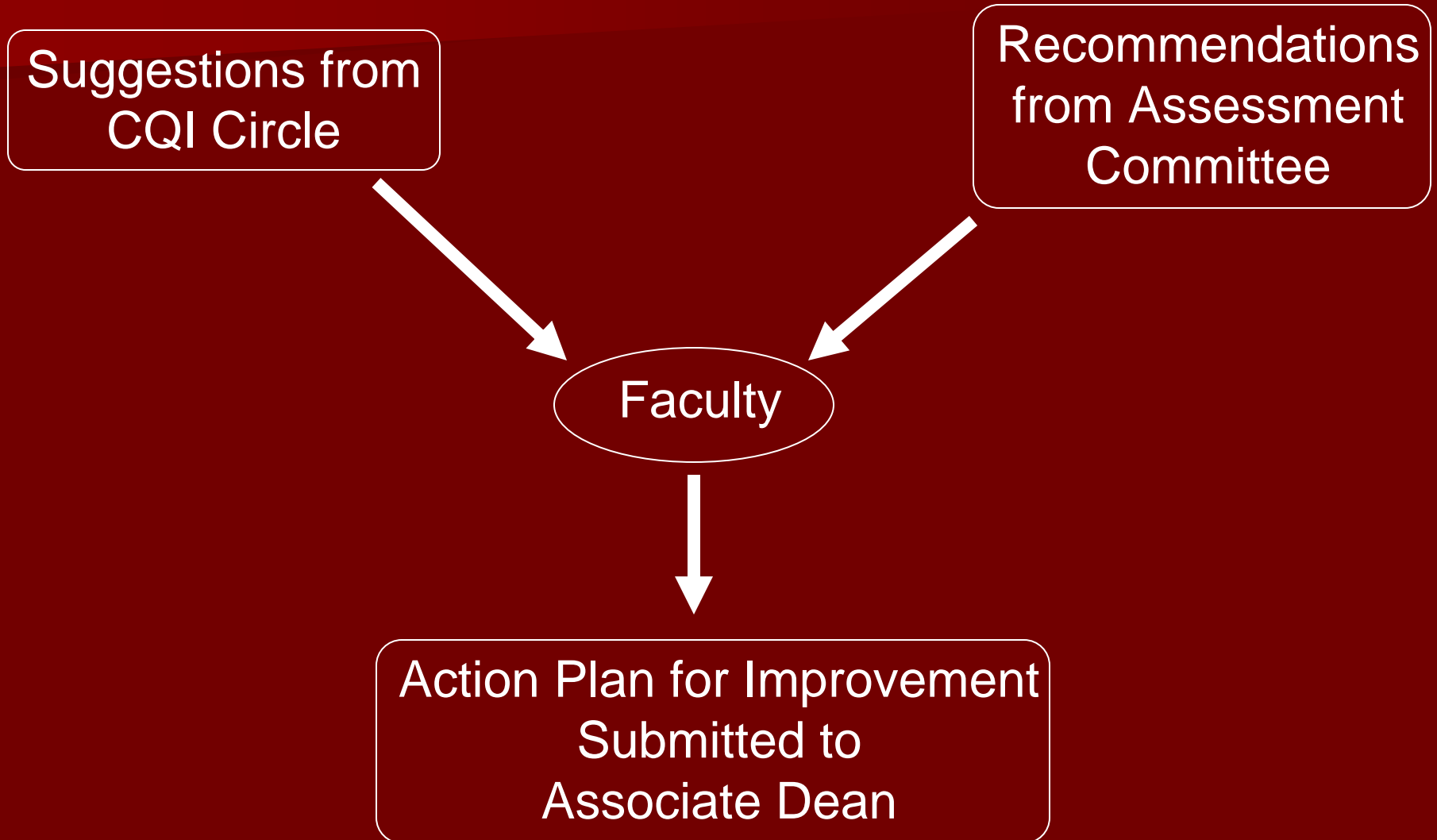
Assessment Input to Faculty

Suggestions from
CQI Circle

Recommendations
from Assessment
Committee

Faculty

Action Plan for Improvement
Submitted to
Associate Dean



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Advantages of the CQI Assessment Model

provides for both macro and micro improvement
allows better analysis of qualitative data
minimizes barrier between students & faculty
provides for student training in CQI

***types of
essential
questions***

***hypothetical
questions***

***organizing
questions***

***probing
questions***

***subsidiary
questions***

***clarification
questions***

***elaborating
questions***

***planning
questions***

***irrelevant
questions***

***unanswerable
questions***

***irreverant
questions***

***divergent
questions***

***provocative
questions***

***strategic
questions***

***inventive
questions***