

# Evaluating the Evaluators: How do Competence Committee Members Perceive and Use an Assessment Tracking System?

Robert Malinowski, PhD, DVM, MA



**SHARED DISCOVERY  
CURRICULUM**

**MICHIGAN STATE  
UNIVERSITY**

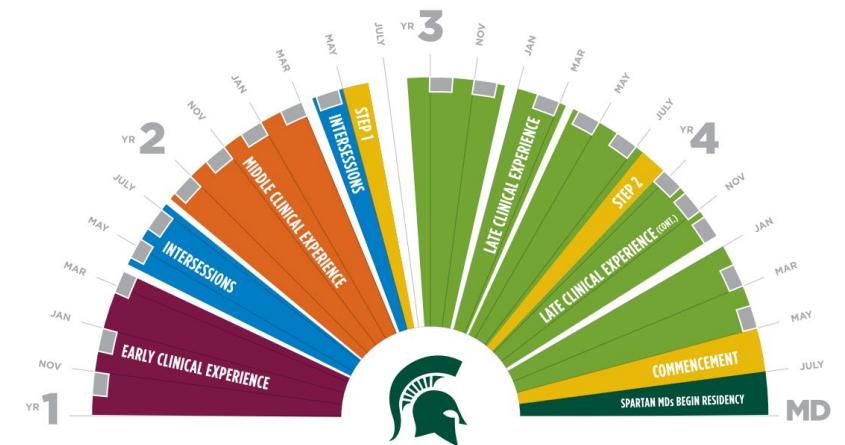
College of  
Human Medicine



## Shared Discovery Curriculum

- **Competency-based**
- Organized around patient **Chief Complaints and Concerns (C3)**
- **Integrated** courses
- **Multiple** instructional methodologies
- **Early clinical experiences**
- Assessment
  - **SCRIPT** taxonomy
  - **Progress testing**
  - **Student Portfolios**

<https://www.justintimemedicine.com/>





## Student Competence Committee

- Consists of 49 faculty (elected and appointed)
  - Organized into 4 sub-committees
- Meets at the end of each semester
- Reviews student performance data and portfolios
- Makes recommendations for grades and promotion
- Reviews 800 students/semester (as of Fall 2019)



## COMMITTEE REVIEW DASHBOARD

Committee Review		Review Grade Appeals	Final Review		
Review	Student	Reviewer Name	Reviewer Recommendation	Committee Recommendation	Submitted
Review	Clark Kent	Murphy Brown Leonard Hofstetter	Pass Pass	Pass	Dec 11, 201
Review	Diana Prince	Lucas Sinclair Peik Lin Goh	Pass Pass	Pass	Dec 11, 201



# Just in Time Medicine

**Overview**      Comments (37)      Attendance      Supplemental Documents (0)

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<b>S</b> 	<b>C</b> 	<b>R</b> 	<b>I</b> 	<b>P</b> 	<b>T</b> 
No Data	On Track 87%	Needs Attention 45%	Needs Attention 50%	Needs Attention 53%	Needs Attention 73%

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- ▼ C1 - Kindness & compassion (worth 10% of total) 100%
- ▼ C2 - Collects complete & accurate data (worth 30% of total) 100%
- ▼ C3 - Synthesizes data (worth 15% of total) 75%
- ▼ C4 - Incorporates patient values (worth 25% of total) 80%
- ▼ C5 - Communicates effectively (worth 15% of total) 70%
- ▼ C6 - Counsels & educates patients (worth 5% of total) 100%

**Narrative**  
+  
**Math (review)**  
=  
**Recommendation**

S	C	R	I	P	T
					
No Data	On Track 87%	Needs Attention 45%	Needs Attention 50%	Needs Attention 53%	Needs Attention 73%
▼ C1 - Kindness & compassion (worth 10% of total)				100%	
▼ C2 - Collects complete & accurate data (worth 30% of total)				100%	
▲ C3 - Synthesizes data (worth 15% of total)				75%	
PCSE - Standard Exam Achieved 75% of a maximum 75%					
▲ PCSE - Pre/Post Encounter Tasks Scaled Score: 100   Take Best   Weighted at 45%					
Assessment Details	Date	Raw Score ( <a href="#">View Rubric</a> )	Contributes to Score		
<a href="#">View Assessment</a>	2/25/19	65	Yes		
▼ SP - Hypothesis-driven history gathering Scaled Score: 100   Take Best   Weighted at 30%					
Portfolio - Completion of scholar group presentation   HM 556 Achieved 0% of a maximum 25%					
▼ Completed Required Scholar Group Presentations No data to score   Take Best   Weighted at 25%					

Displaying 13 of 24 Assessments

Filter assessments without comments **Clinical Preceptor Evaluation | HM 555**

There are no assessments with comments

**Faculty fellow "coach" 1:1 | HM 555**

Comment 1 - Nov 16, 2017([View Assessment](#))

FACULTY FELLOW "COACH" 1:1 | HM 555

**Comments**

The student is doing well. He/she is pushing herself/himself to participate more in WSG. One time, he/she pushed herself to initiate a discussion/opinion that was counter to what a colleague had to offer. I thought that this was a big step for the student. She/he is also pushing herself/himself to think of an assessment and plan for her patients. The student is well on their way to being a competent advanced second year student and early third year student.

**Non-clinical preceptor evaluation | HM 555**

Comment 1 - Oct 1, 2017([View Assessment](#))

NON-CLINICAL PRECEPTOR EVALUATION | HM 555

**Areas for growth by student**

The student could work to show classmates her/his level of preparedness by picking out objectives he/she would like to take the lead on.

**Strengths**

The student remains relatively quiet, but makes a nice effort to ask clarifying questions about material we are covering.



Student may respond to data and feedback, or provide reflection and explanation



▲ R1 - Identifies strengths weaknesses & develops learning plans (worth 40% of total)	80%
End of semester self assessment Achieved 20% of a maximum 20%	
▼ Select how you believe you performed overall in the course Scaled Score: 100   Take Best   Weighted at 20%	
Faculty fellow "coach" 1:1   HM 555 Achieved 30% of a maximum 30%	
▼ Identifies personal strengths and weaknesses and develops ongoing individual learning plans Scaled Score: 100   Average   Weighted at 15%	
▼ Demonstrates insight into current performance as demonstrated on summative and formative assessments Scaled Score: 100   Average   Weighted at 15%	
Non-clinical preceptor evaluation   HM 555 Achieved 30% of a maximum 30%	
▼ Admits when s/he does not know the answer to a question Scaled Score: 100   Average   Weighted at 15%	
▼ Self corrects if provides misinformation in academic work Scaled Score: 100   Average   Weighted at 15%	
Portfolio - Portion of individual learning plan   HM 555 Achieved 0% of a maximum 20%	
▼ Portion of the ILP No data to score   Take Best   Weighted at 20%	



- **Process:** How are members using JIT in their evaluations?  
What improvements can be made?
- **Confidence:** How confident are the committee members in their ability to make summative judgements based on the assessment data presented in JIT?



- **Holism:** Does JIT give SCC members a multi-dimensional view of each student?
- **Training:** What faculty development methods can be utilized to teach physician-faculty to improve their appraisal of student competence?



- Survey
  - Sent to all Student Competence Committee members
  - Expanded existing end-of-semester survey
  - 46 respondents (95.8%)
  - 38 respondents for (new) confidence questions (79.2%)
- Focus groups
  - Invited all Student Competence Committee members (48)
  - 10 participants in two sessions



- **Overall, JIT facilitates my summative judgements on student performance across multiple competencies.**



■ Strongly agree (55%)   ■ Somewhat agree (45%)



- The way JIT presents the **SCRIPT** dashboard facilitates my summative judgements on student performance.



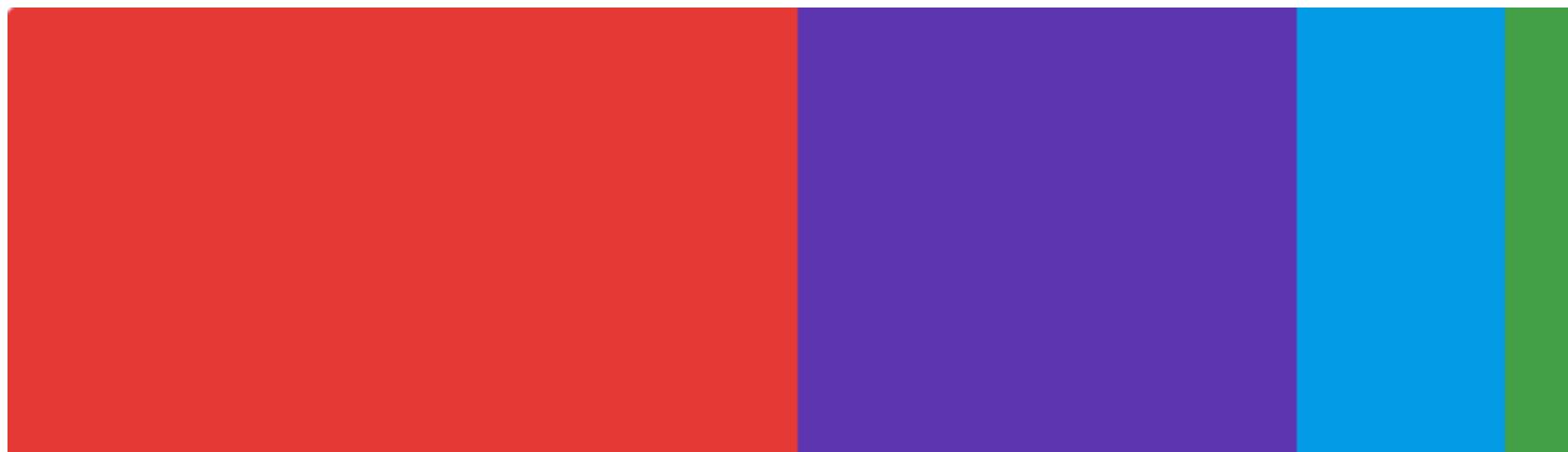
■ Strongly agree (53%)

■ Somewhat agree (45%)

■ Neither agree nor disagree (3%)



- The way JIT presents **Written Comments** facilitates my summative judgements on student performance.



■ Strongly agree (50%)

■ Somewhat agree (32%)

■ Neither agree nor disagree (13%)

■ Somewhat disagree (5%)



- The way JIT presents **ILPs** facilitates my summative judgements on student performance.

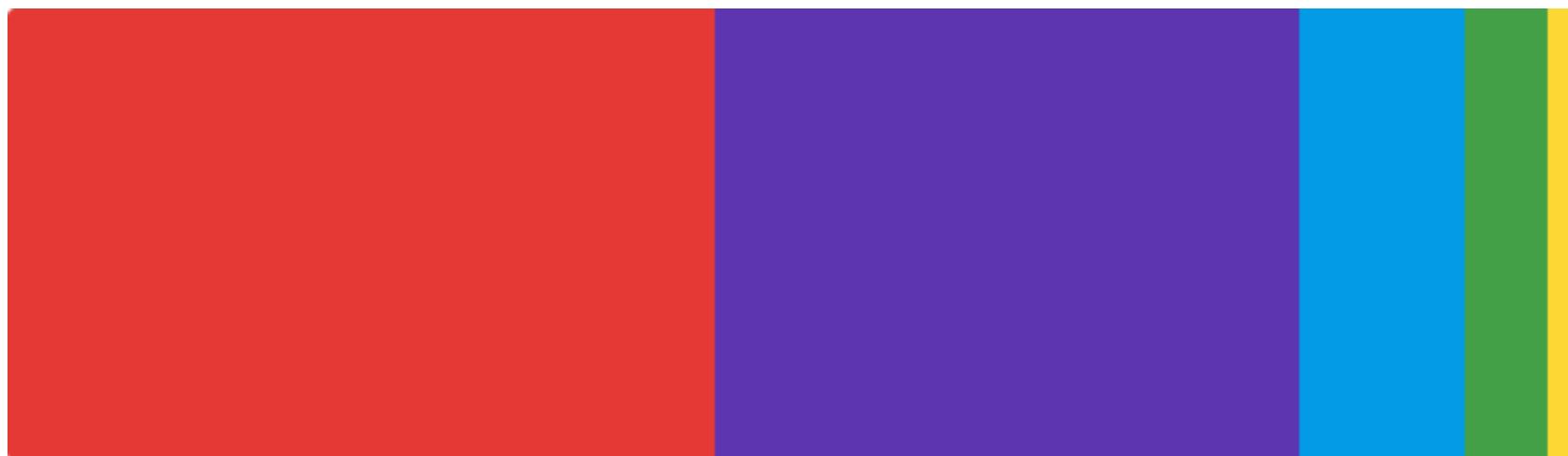


■ Strongly agree (24%)   ■ Somewhat agree (29%)   ■ Neither agree nor disagree (21%)

■ Somewhat disagree (24%)   ■ Strongly disagree (3%)



- The way JIT presents **Attendance** data facilitates my summative judgements on student performance.



■ Strongly agree (45%)

■ Somewhat agree (37%)

■ Neither agree nor disagree (11%)

■ Somewhat disagree (5%)

■ Strongly disagree (3%)



- **SCRIPT dashboard**
  - “Looks good, I am very comfortable with it now.”
  - “Very easy to navigate. The dashboard is a great fundamental tool.”
- **Process**
  - “Avoid last minute instruction changes.”
  - “Double jeopardy from one assignment counting for multiple categories”
  - “Have all of the data in one spot.”



- **Written comments**

- “Presentation of comments is clear and concise.”
- “I don't think we are anywhere near capturing meaningful, constructive feedback on our students. EVALUATORS NEED TO GIVE ACTUAL FEEDBACK!!”
- “We had multiple fellows that just didn't give any comments and students as well. They just didn't fill them out.”



- **Individual Learning Plans (ILPs)**

- “JIT does not present ILPs or I do not know how/where to find them.”
- “It is a bit hard to find the ILP, and you can only see if the student uploaded additional information by clicking on the assessment. It would be nice if this was easier to see.”
- “I think the idea was that they would have a working document throughout the semester that they started writing at the beginning and then they'll revise in the middle and then they have a final document at the end and then they compare with how they did. But that's not what happens with all the students.”



- **Attendance data**
  - “Hope attendance data are accurate.”
  - “There's a lot of inequality in how that gets reported.”
  - “Let's just define late and absent, right? We don't have a good definition.”
  - “The role and/or utility of this data to assessing student's performance is problematic for me.”
  - “At the 10,000 foot view, I'd like to just not even worry about it at all.”



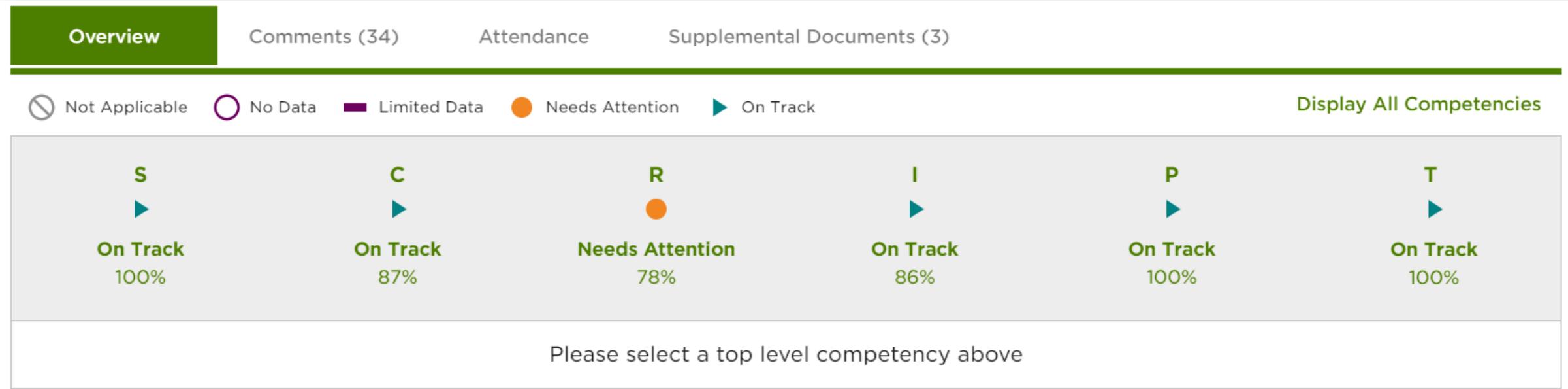
- **Training**
  - “Be more elaborate for the new people. Literally take them to JIT and do all this.”
  - “I zone out because I've heard it *so many times* and I'm not probably getting important information that is newer.”
  - “So maybe there could be like two buckets of training, someone who's totally new and who's never done it before and then the members who have been on there for a while, so any updates, any sorts of glitches.”



## Activity 1:

Review practice case #1

<https://bit.ly/2mgFPm9>





▼ C1 - Kindness & compassion (worth 10% of total)	100%	►
▼ C2 - Collects complete & accurate data (worth 30% of total)	100%	►
▼ C3 - Synthesizes data (worth 15% of total)	75%	●
▼ C4 - Incorporates patient values (worth 25% of total)	80%	►
▼ C5 - Communicates effectively (worth 15% of total)	70%	●
▼ C6 - Counsels & educates patients (worth 5% of total)	100%	►



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PCSE - Standard Exam		
Achieved 75% of a maximum 75%		
▼ PCSE - Pre/Post Encounter Tasks Scaled Score: 100   Take Best   Weighted at 45%		
▼ SP - Hypothesis-driven history gathering Scaled Score: 100   Take Best   Weighted at 30%		
Portfolio - Completion of scholar group presentation   HM 556		
Achieved 0% of a maximum 25%		
▼ Completed Required Scholar Group Presentations No data to score   Take Best   Weighted at 25%		
▼ C4 - Incorporates patient values (worth 25% of total)	80%	►
▼ C5 - Communicates effectively (worth 15% of total)	70%	●
▼ C6 - Counsels & educates patients (worth 5% of total)	100%	►



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▼ C2 - Collects complete & accurate data (worth 30% of total)	100%	►
▼ C3 - Synthesizes data (worth 15% of total)	75%	●
▼ C4 - Incorporates patient values (worth 25% of total)	80%	►
<b>▲ C5 - Communicates effectively (worth 15% of total)</b>	70%	●
PCSE - Standard Exam Achieved 70% of a maximum 70%		
▼ SP - Interactional skills Scaled Score: 100   Take Best   Weighted at 40%		
▼ SP - Counseling skills Scaled Score: 100   Take Best   Weighted at 30%		
Portfolio - Completion of scholar group presentation   HM 556 Achieved 0% of a maximum 30%		
▼ Completed Required Scholar Group Presentations No data to score   Take Best   Weighted at 30%		
▼ C6 - Counsels & educates patients (worth 5% of total)	100%	►



▼ R1 - Identifies strengths weaknesses & develops learning plans (worth 38% of total)	100%	►
▼ R2 - Receptive to feedback (worth 40% of total)	100%	►
▼ R3 - Assimilates scientific evidence (worth 22% of total)	No Data	○



▼ R1 - Identifies strengths weaknesses & develops learning plans (worth 38% of total)	100% 
▼ R2 - Receptive to feedback (worth 40% of total)	100% 
▲ R3 - Assimilates scientific evidence (worth 22% of total)	No Data 
Portfolio - Completion of scholar group presentation   HM 556 Achieved 0% of a maximum 100%	
▼ Completed Required Scholar Group Presentations No data to score   Take Best   Weighted at 100%	



## Faculty fellow “coach” 1:1 | HM 556

Comment 1 - Mar 25, 2019([View Assessment](#))

FACULTY FELLOW “COACH” 1:1 | HM 556

### Comments

Verbal feedback provided



## Non-clinical preceptor evaluation | HM 556

Comment 1 - Feb 6, 2019([View Assessment](#))

NON-CLINICAL PRECEPTOR EVALUATION | HM 556

### **Areas for growth by student**

I would not suggest changing anything at this time.

### **Strengths**

you have received great feedback from your clinical rotations, keep up the excellent work.

Comment 2 - Apr 9, 2019([View Assessment](#))

NON-CLINICAL PRECEPTOR EVALUATION | HM 556

### **Areas for growth by student**

Consider engaging more in discussions when appropriate - much to offer

### **Strengths**

Nice reflections in writing assignments



## Peer evaluation | HM 556

Comment 1 - Feb 5, 2019([View Assessment](#))

PEER EVALUATION | HM 556

### **Areas for Growth**

No comments

### **Strengths**

Always positive and ready for class

Comment 2 - Feb 5, 2019([View Assessment](#))

PEER EVALUATION | HM 556

### **Areas for Growth**

No comments

### **Strengths**

Always puts the group in a good mood and is well prepared



### Comment 3 - Feb 6, 2019([View Assessment](#))

PEER EVALUATION | HM 556

#### **Areas for Growth**

Keep it up

#### **Strengths**

Hard worker.

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### Comment 4 - Feb 6, 2019([View Assessment](#))

PEER EVALUATION | HM 556

#### **Areas for Growth**

Continue to actively participate when you have something to say, you have great contributions!

#### **Strengths**

Always prepared and very well-read!

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### Comment 5 - Feb 6, 2019([View Assessment](#))

PEER EVALUATION | HM 556

#### **Areas for Growth**

Keep up the great work!

#### **Strengths**

Your curiosity to understand the "why" at the biochemical level keeps you engaged! Whatever field you chose, you will be a great physician!

[Overview](#)[Comments \(44\)](#)[Attendance](#)[Supplemental Documents \(5\)](#)

Activity	Present	Late-Arrival / Left-Early	Absent	Total
Clinic	19	0	1	20
Anatomy Lab	1	0	0	1
Large Group Activity	47	0	2	49
Sim Lab	11	0	1	12
Rotational Small Group	8	0	0	8
Weekly Scholar Group	8	0	0	8
NBME Exam	2	0	0	2
All Activities	96	0	4	100



### Portion of the ILP

Additional materials to respond to constructive or critical multi-source feedback, etc. File must be a PDF or image that is less than 4 MB in size

#### Uploads

HM556 Scholar Group Presentation Reflection.pdf

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#### Feedback: No Credit (0%)

Additional information for review by SCC

Heather Laird-Fick • Apr 14, 2019, 12:53:10 PM

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#### Comments

If needed, a brief explanation of files supporting the portfolio requirements

[Close](#)

**Reflection letter is acceptable**

RE: Student

Dear Student Competence Committee:

The scholar group presentation rubrics were due by email on March 1 at 5:00 p.m.



**College of Human Medicine**

Office of Assessment

East Fee Hall  
965 Fee Road, Room  
A106  
East Lansing, MI 48824

(517) 355-0264  
Fax: (517) 355-0342  
[www.chm.msu.edu](http://www.chm.msu.edu)

Student submitted the rubrics by email on March 26, 2019 at 3:06 p.m.

The student has no direct way to upload the rubrics to Justin time. Therefore this letter serves as verification.

Yours truly,

Amy Pohl



## Activity 2:

Review practice case #2

<https://bit.ly/2kRgChN>

## STUDENT PROGRESS REPORT

Term

Course

Taxonomy  
SCRIPT

Scholar Group  
All My Groups

Student



Scholar Group

Campus

Term

Course

Taxonomy

**Overview**

Comments (10)

Attendance

Special Documentation (0)

Not Applicable

No Data

Limited Data

Needs Attention

On Track

**Display All Competencies**

**S**



**On Track**

100%

**C**



**On Track**

100%

**R**



**On Track**

96%

**I**



**On Track**

92%

**P**



**On Track**

92%

**T**



**On Track**

100%

Please select a top level competency above



Overview

**Comments (10)**

Attendance

Special Documentation (0)

Number of Assessments with Comments: **10** | Total Number of Assessments: **10**

### **Faculty fellow “coach” 1:1 | HM 553**

Comment 18 ([View Assessment](#))

FACULTY FELLOW “COACH” 1:1 | HM 553

#### **Comments**

Good progress.

## Non-clinical preceptor evaluation | HM 554

Comment 1 - [\(View Assessment\)](#)  
NON-CLINICAL PRECEPTOR EVALUATION | HM 554

**List at least 1 area for additional growth by student**

Find the time and structure to maintain self-care and wellness activities in the future.

**List at least 1 thing student does well**

No comments

**Other comments**

No comments

Comment 2 [\(View Assessment\)](#)  
NON-CLINICAL PRECEPTOR EVALUATION | HM 554

**List at least 1 area for additional growth by student**

Written work was well developed.

**List at least 1 thing student does well**

Speak up more.

**Other comments**

No comments.

Comment 3 [\(View Assessment\)](#)  
NON-CLINICAL PRECEPTOR EVALUATION | HM 554

**List at least 1 area for additional growth by student**

Needs to work on inter-personal skills.

**List at least 1 thing student does well**

No comments.

## Peer evaluation | HM 554

Comment 1 [\(View Assessment\)](#)  
PEER EVALUATION | HM 554

**Comments**

Spends most of the time on his cell phone

**List at least ONE area for additional growth by this student**

Needs to participate more.

**List at least ONE thing this student does well**

No comments

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Comment 2 [View Assessment](#)  
PEER EVALUATION | HM 554

**Comments**

He's been really rude to a couple members of the group.

**List at least ONE area for additional growth by this student**

Show up on time for once.

**List at least ONE thing this student does well**

No comments

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Comment 3 [\(View Assessment\)](#)  
PEER EVALUATION | HM 554

**Comments**

Frequently late to small group, but usually seems to get away with it.

**List at least ONE area for additional growth by this student**

Stop interrupting others in the group.



Comment 4

[\(View Assessment\)](#)

PEER EVALUATION | HM 554

**Comments**

No comments

**List at least ONE area for additional growth by this student**

You're a smart guy, share your thoughts more!

**List at least ONE thing this student does well**

No comments

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Comment 5

[\(View Assessment\)](#)

PEER EVALUATION | HM 554

**Comments**

No comments

**List at least ONE area for additional growth by this student**

Step out of your comfort zone, try to be an active participant.

**List at least ONE thing this student does well**

No comments

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Comment 6

[\(View Assessment\)](#)

PEER EVALUATION | HM 554

**Comments**

No comments

**List at least ONE area for additional growth by this student**

N/A

**List at least ONE thing this student does well**

No comments.



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Sim Lab	6	0	0	6
Rotational Small Group	10	2	0	12
Weekly Scholar Group	3	0	0	3
<b>All Activities</b>	<b>53</b>	<b>2</b>	<b>3</b>	<b>58</b>



- JIT is an essential component of the curriculum
- Easy to use, high level of confidence in most JIT data
- Attendance
  - Inequality for definitions (late, absent) and reporting
  - Confusion over what role it plays
- Portion of the Individual Learning Plan
  - Difficult to find
  - Use has evolved from original intent



- Written Comments
  - Oftentimes do not contain useful feedback
  - Students need additional training for peer feedback
- Committee Member Training
  - Two levels of training (new vs. experienced)
  - More practice cases would be useful
- Processes
  - Avoid last minute changes
  - Clarity on role of Attendance data and Individual Learning Plan



# Questions?

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