

A Thousand Points of Data: Making Meaning Out of Competency Testing Results

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Session Objectives

- Identify important stakeholders who need meaningful reports of student performance for decision-making
 - Identify different formats of “report cards” for different stakeholders
 - Discussion
 - ◎ Questions for consideration:
 - ◎ Who are the audience’s stakeholders?
 - ◎ For what kinds of decisions would they use this information?
 - ◎ How can the data be reduce to accurately for the intended audiences?
 - ◎ What kinds of reports would be useful?
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Data...Data...Everywhere...

Student ID	CASE 1											
	Interactional				History-Taking				Physical Exam			
001	2	1	2	2	1	1	1	0	1	1	0	2
002	1	2	1	2	1	0	1	0	2	1	1	2
003	2	1	1	1	1	1	0	2	2	2	2	1
004	1	1	2	2	2	2	2	2	2	2	2	2
005	2	2	1	0	2	0	1	2	1	1	2	1
006	2	2	1	2	2	1	1	2	2	1	2	2
007	2	1	2	1	2	1	2	1	2	2	2	2
008	2	1	1	1	1	2	2	2	2	2	2	2
009	1	2	1	0	1	1	2	0	2	2	1	2
010	2	2	2	2	2	2	1	2	1	2	2	1

21,624
data points

- 8 cases
 - Comm, Hx & PE checklists (172)
 - Comm, Hx, PE & Total scores/case (28)
 - Comm, Hx, PE & Total aggregate skill scores (4)

Who Needs to Know What?


Student ID	CASE 1											
	Interactional				History-Taking				Physical Exam			
001	2	1	2	2	1	1	1	0	1	1	0	2
002	1	2	1	2	1	0	1	0	2	1	1	2
003	2	1	1	1	1	1	0	2	2	2	2	1
004	1	1	2	2	2	2	2	2	2	2	2	2
005	2	2	1	0	2	0	1	2	1	1	2	1
006	2	2	1	2	2	1	1	2	2	1	2	2
007	2	1	2	1	2	1	2	1	2	2	2	2
008	2	1	1	1	1	2	2	2	2	2	2	2
009	1	2	1	0	1	1	2	0	2	2	1	2
010	2	2	2	2	2	2	1	2	1	2	2	1

formative feedback
summative feedback

curricular feedback
program evaluation
educational scholarship

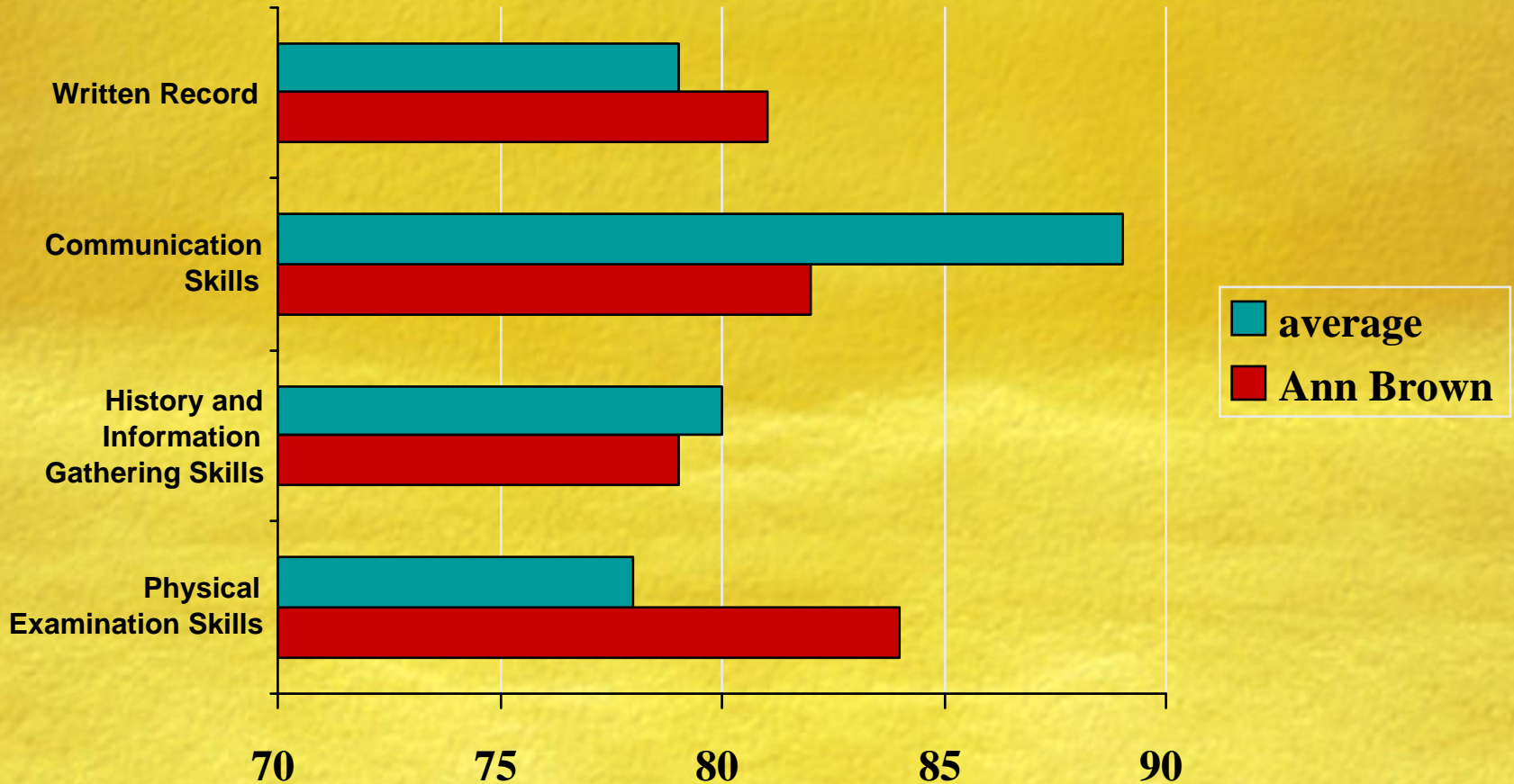


One Size Doesn't Fit All

- Setting pass/fail standards
 - by case
 - by event
 - Performance patterns
 - by case
 - by skill
 - Report cards
 - students
 - faculty
 - Event feedback & evaluation
 - Scholarship
- 

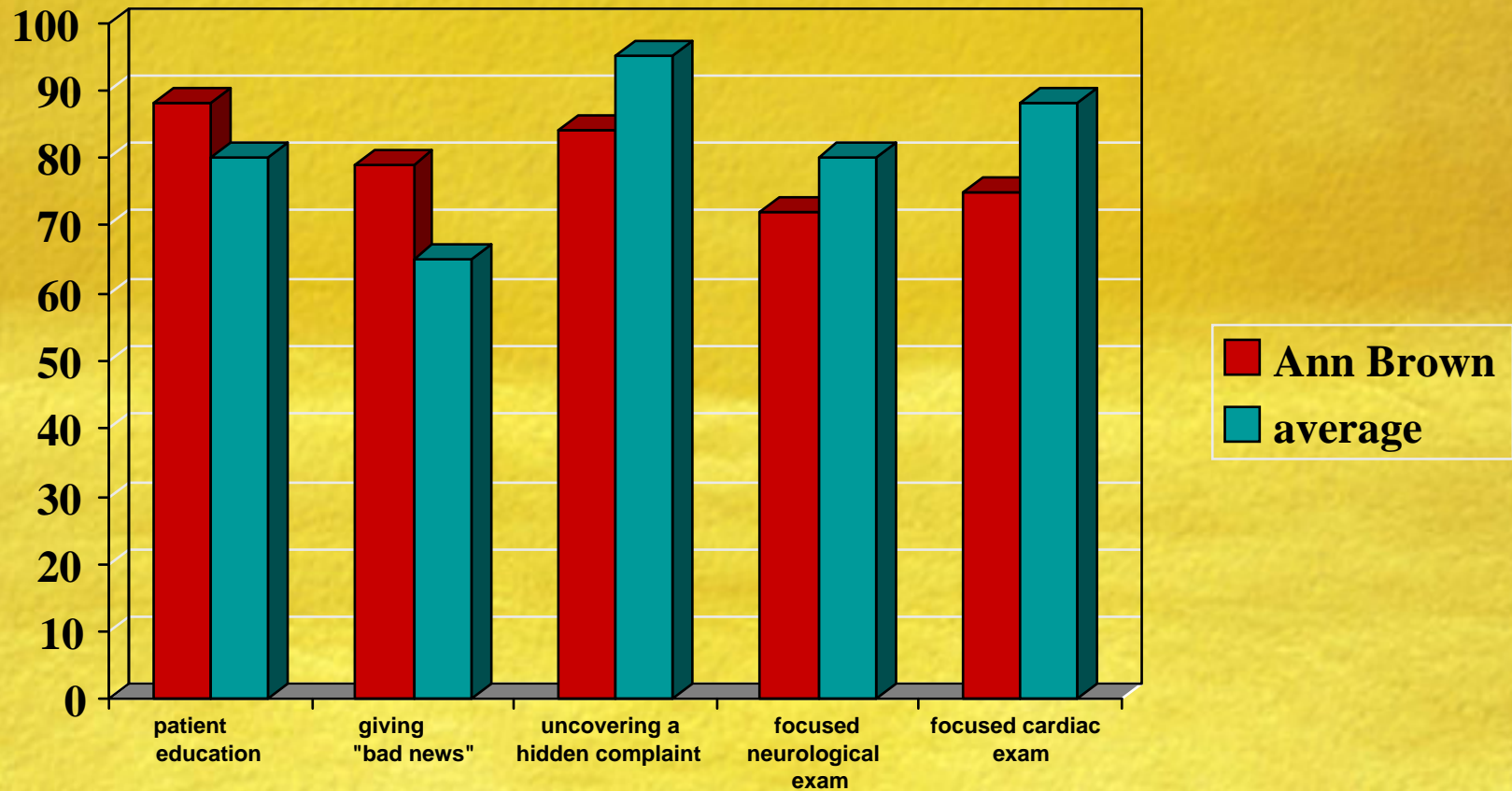
Sample Report Card: Ann Brown

Competency Domains



Sample Report Card: Ann Brown

Specific Skills



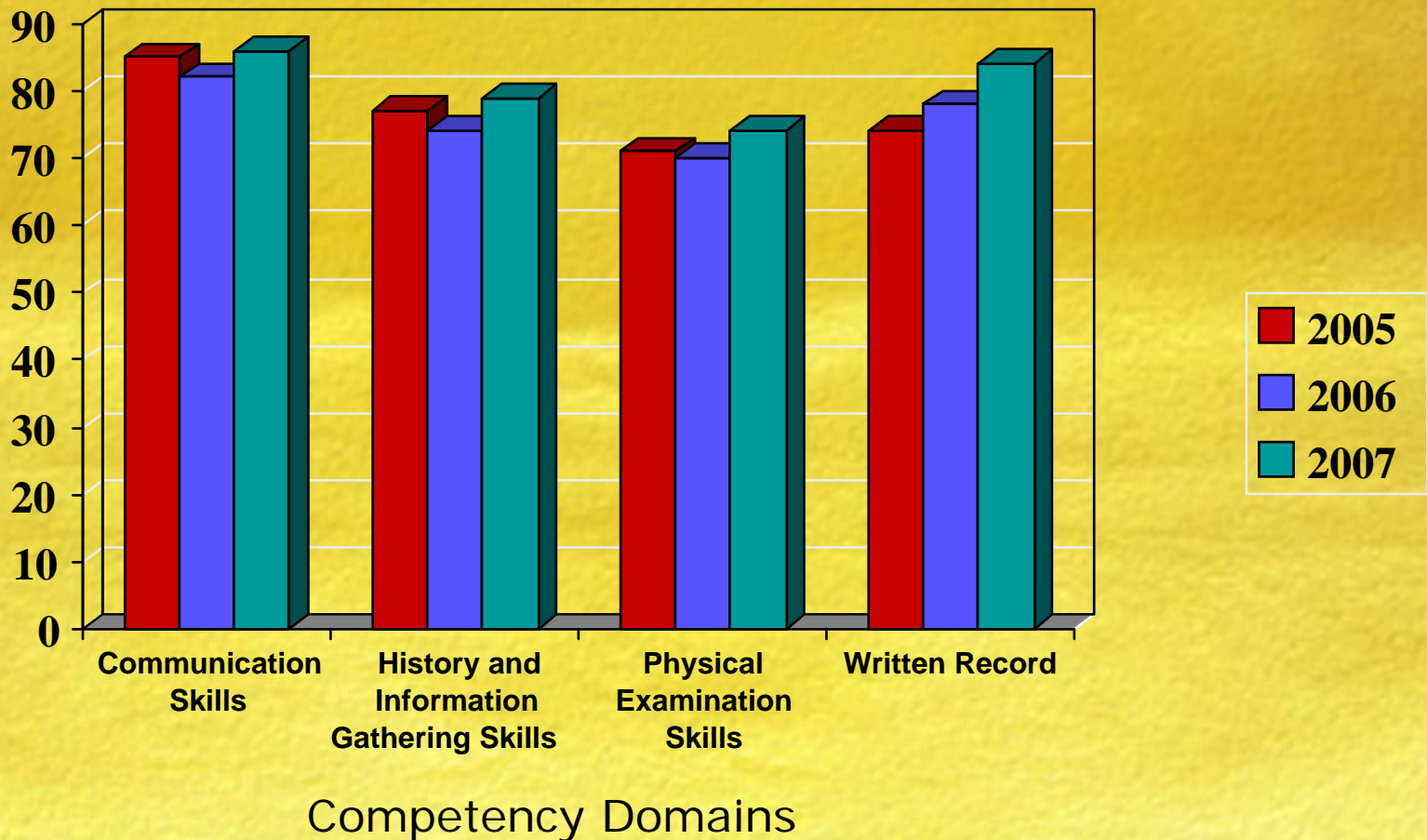
Sample Report Card: Year 3 Committee and Course Directors

Frequent Clinical Skills Errors

Communication	Frequency
Little or no use of open ended questions	17
Approach lacks flow or transitions	15
Didn't relate to the patient during patient exam	10
History	
Inadequate characterization of HPI: problem/symptom dimension	15
Inability to focus data gathering/time management	14
Inadequate data gathering to rule out other possible diagnoses	12
Physical Exam	
Approach lacks structure or order	12
Required elements missing	11
Examined patient over gown	9
Professionalism	
Did not dress appropriately	12
Treated sp as diagnostic problem not person with feelings	9
Did not introduce self to patient	8

Report Card to Year 3 Committee and Course Directors

Gateway Performance Summary



Report Card to Year 3 Committee and Course Directors

Class Pass Rate

