



## OCOM Comprehensive Assessment Plan

The Orlando College of Osteopathic Medicine (OCOM) mission forms the foundation for the overall assessment plan, which will ensure that the necessary requirements, outcome objectives, and goals are being met.

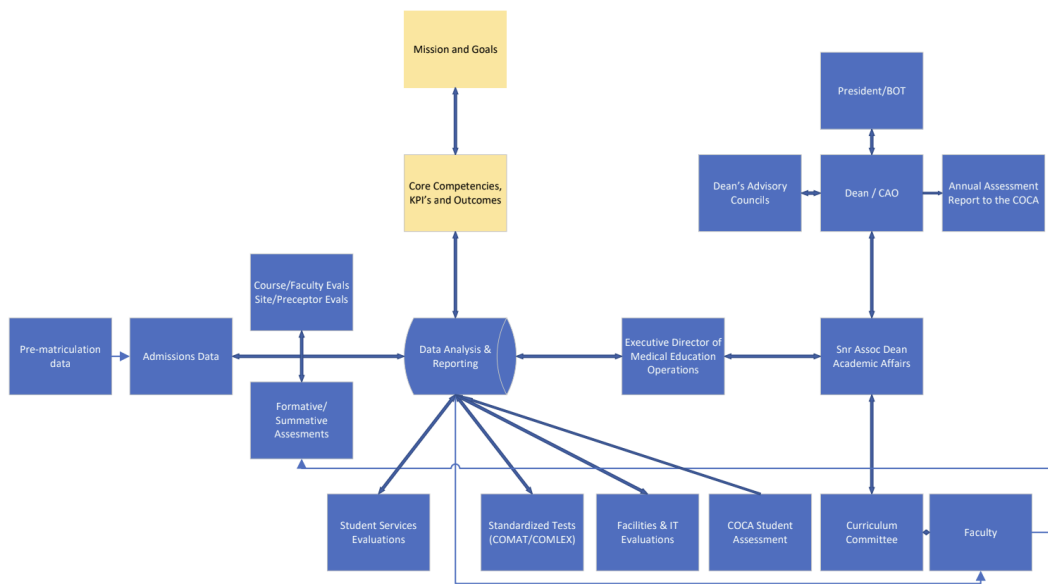
To facilitate this, it is necessary to have a comprehensive assessment plan based on the foundations of frequent and thoughtful evaluations of OCOM's performance against these goals which will serve as a benchmark of OCOM's success and to foster continuous mission-based quality improvement.

The assessments will cover both program level assessment as well as student outcomes assessment. These assessments will be presented to, and will be ratified by, the faculty working in the OCOM program.

The following chart shows the assessment cycle and how each element feeds back into the improvement process:



### OCOM Outcomes Assessment Plan





## **Program Level Assessment**

The program level assessment focuses on a continuous self-assessment of the key elements of the program learning objectives:

- Curriculum
- Faculty
- Facilities
- IT
- Student Services
- Clinical Sites

## **Curriculum**

The four-year curriculum is based on its educational objectives and designed to prepare student doctors for osteopathic graduate medical education. OCOM will employ a continuous self-assessment process that will determine the successful components of the curriculum as well as those where there are indications that modifications may be required.

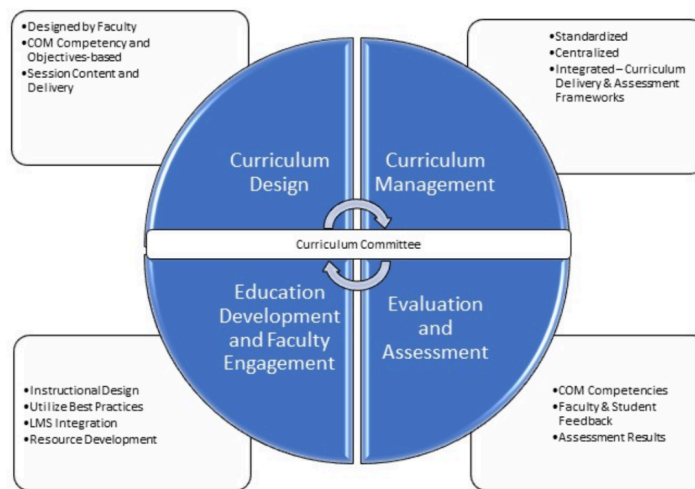
The curriculum is mapped to Program Learning Objectives which include American Osteopathic Association (AOA) Core Competencies, Core Entrustable Professional Activities (EPA) as well as other identified Key Performance Indicators (KPI). This mapping will also serve to indicate where there is successful integration of basic sciences with clinical components.

The data collected from the mapping and regular evaluations of course content and assessment performances will feed into the curricular development cycle which will be used to determine any necessary or desired modifications to the curriculum.

## Curriculum Development Cycle:



## OCOM Curriculum Development Cycle



Course content, assessments, and educational/clinical experiences will be mapped to each of the core competencies throughout the 4-year curriculum.

Students are expected to attain competency in the seven AOA Core Competency Domains and the Core Entrustable Professional Activities as listed below. During the 4-year curriculum, assessments will track the student's progress in attaining the competencies necessary for them to succeed in clinical residency.



AOA Core Competency	Core EPA's
Osteopathic Principle and Practices	Gather a History and Perform a Physical Examination
Medical Knowledge	Prioritize a Differential Diagnosis Following a Clinical Encounter
Patient Care	Recommend and Interpret Common Diagnostic and Screening Tests
Interpersonal and Communication Skills	Enter and Discuss Orders and Prescriptions
Professionalism	Document a Clinical Encounter in the Patient Record
Practice-based Learning and Improvement	Provide an Oral Presentation of a Clinical Encounter
Systems-based Practice	Form Clinical Questions and Retrieve Evidence to Advance Patient Care
	Give or Receive a Patient Handover to Transition Care Responsibility
	Collaborate as a Member of an Interprofessional Team
	Recognize a Patient Requiring Urgent or Emergent Care and Initiate Evaluation and Management
	Obtain Informed Consent for Tests and/or Procedures
	Perform General Procedures of a Physician
	Identify System Failures and Contribute to a Culture of Safety and Improvement



These measures will gauge the extent to which the curriculum is successfully achieving its desired learning outcomes and preparing graduates for GME. Longer-term measures will be needed to assess the success in the areas of the positive impact to healthcare access and quality in Florida.

## **Faculty**

OCOM will use the student evaluation of instruction as an important and integral element for the ongoing evaluation process. Secure, online evaluation forms are used to collate student perceptions of courses and learning modalities utilized in course instruction, including, but not limited to, classroom lectures, small group activities, clinical labs, anatomy labs, simulation activities, and clerkships. In addition, individual faculty instruction is also included in the evaluation. The results of these are used to contribute to improving the curriculum design and instruction as well as how well OCOM is achieving its stated mission, goals, and objectives.

Evaluation forms are made available to students, along with completion criteria and completion date requirements at the end of each course, session, or semester as appropriate for the subject being evaluated. It will be necessary for students to complete the course and, as such, the evaluation from within 72 hours after course completion.

Data from the evaluations are compiled and forwarded to the proper faculty, faculty group or committee who review them for evidence of teaching effectiveness and prepare suggestions for the improvement of teaching, delivery, course content, and the learning environment.

Students on clinical rotations are required to complete evaluations of both their preceptors and their clinical rotations, including the site facilities. These evaluations, along with COMAT and COMLEX-USA results provide feedback for continual quality improvement in the clinical curriculum and rotation experience.

## **Facilities & IT**

The evaluation of facilities, IT support, and applications, while an ongoing exercise, will be the subject of an annual evaluation completed by all students, faculty, and staff. In addition to the annual evaluation, reports from the IT & Facilities ticketing system are reviewed and used to ensure that any issues are identified and dealt with. This data is also used to feed into the annual evaluation so that the questions can be tailored to relevant as well as generic topics.



Results from the evaluations are compiled and action plans are created, assigned, and publicized to ensure that students, faculty, and staff are aware of what actions are planned to address concerns raised.

The results and action plans are reported to the Commission on Osteopathic College Accreditation (COCA) through the self-study report.

### **Student Services**

The department of student services will conduct evaluations throughout the recruitment, application, and matriculation process. The results of these evaluations will be used to determine the efficacy of these processes and will direct any changes to improve the recruitment, selection, interview, and student support processes for the future.

### **Clinical Sites**

Students on clinical rotations are required to complete evaluations of both their preceptors and their clinical rotations, including the site facilities. These assessments form part of the completion of their rotation and are expected to be completed within 72 hours of the end of the rotation.

In addition, the annual facilities and IT evaluation includes each clinical site so that all the OCOM's learning spaces are included.

Results from these evaluations are used to determine if any changes are required at each site.

### **Student Outcomes Assessment**

To measure the educational success of the OCOM, metrics used to track the initial and successive graduating classes include: COMLEX-USA Level 1 and COMLEX-USA Level 2 pass rates; percentage of graduates obtaining licensure; geographic area of practice; obtaining and completing postdoctoral programs; and percentage of graduate achieving AOA or ABMS board certification. The COM is utilizing the AACOM Osteopathic Core Competencies for Medical Students as the outcome measure for graduates.



#### AACOM Competency Domains:

1. Osteopathic Principles and Practice
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems-based Practice

With a goal to improve the access to quality, compassionate physicians for people throughout Florida and beyond, desired outcomes also include:

- Increased numbers of graduates practicing in primary care or other areas of specialty.
- Increased numbers of graduates practicing in areas of need such as rural, medically underserved, and areas with a healthcare professional shortage.
- Increased numbers of graduates remaining in Florida.
- Improved physician supply and healthcare access in Florida (e.g., number of active physicians per capita and primary care physicians per capita).
- Improved health status measures for Florida

Measures used to ensure standards are met include, but are not limited to:

#### Years 1 & 2

- Quizzes and Exams
- Peer and faculty evaluations
- Comprehensive Exams
- Evaluated Standardized Patient Encounters
- OMM Practical Exams
- Objective Structured Clinical Exams (OSCE's)
- COMAT exams
- NBOME COMSAE Exams
- COMLEX-USA Level 1 Exams
- Entrustable Professional Activities (EPA's) progress

#### Years 3 & 4

- COMAT End of Rotation Exams
- Competency-based evaluations
- COMLEX-USA Level 2 CE Exam
- Entrustable Professional Activities (EPA's) progress



- Graduation and Post-graduation Surveys

## **Longitudinal Assessment**

As part of a comprehensive assessment plan, students will be assessed as part of a longitudinal study starting with pre-matriculation information through to Board certification and beyond. Key elements that will be tracked include:

### Undergraduate Data

- Student demographics (from AACOMAS application)
- Academic achievement (including GPA, class rank, COMLEX-USA scores, etc.)
- Student Organization involvement
- Research participation
- Service events
- Residency/specialty choices
- Residency match rate
- Student satisfaction surveys

### Postgraduate Data

- Geographic location of residency
- Performance ratings
- COMLEX-USA level 3 scores
- Residency completion
- Fellowship choice

### Practice Data

- Board certification
- Practice demographics

This comprehensive assessment plan provides a full review of the OCOM with specific data points identified throughout the four years of the curriculum and beyond. This assessment process provides for continuous quality improvements as students matriculate and progress through their educational experiences at OCOM.