



Cleveland Clinic Lerner College of Medicine
of
Case Western Reserve University



Portfolio Approach to Competency-Based Assessment System

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Assessment System

“The goal of the Cleveland Clinic Lerner College of Medicine (CCLCM) assessment system is to help students become reflective practitioners of medicine and science whose drive for lifelong learning is complemented by a critical approach to self-assessment and self-improvement.”

2004

Assessment Principles

Assessment to enhance student learning

Competency-based

- Performance standards

- Progressive and cumulative

Ongoing cycles of self - assessment and advising to ensure competence

Assessment System

Assessments formative

Document performance in 9 competencies

Student-centered

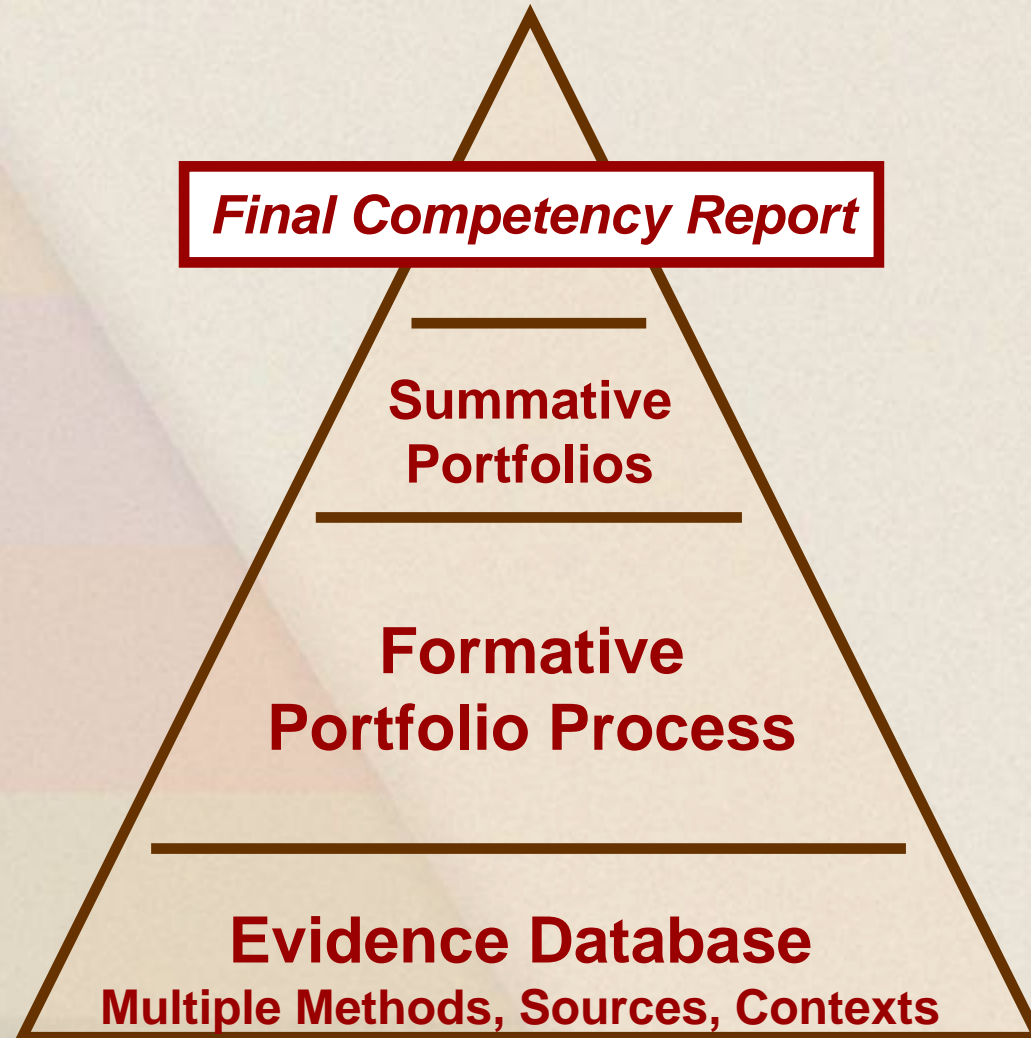
Robust mentoring

Why a Portfolio Approach?

Used as a tool, a portfolio can be designed to:

- Capture a rich array of what students know and can do in a broad range of competencies
- Promote reflective practice (learning from experience)
- Give students more responsibility
- Provide an autobiography of student growth
- Support both formative and summative assessment

Student Portfolio



Portfolio Timeline

Portfolios	Year 1	Year 2	Year 3	Year 4	Year 5
Formative	XXX	X X	X	X	
Summative	X	X			X x

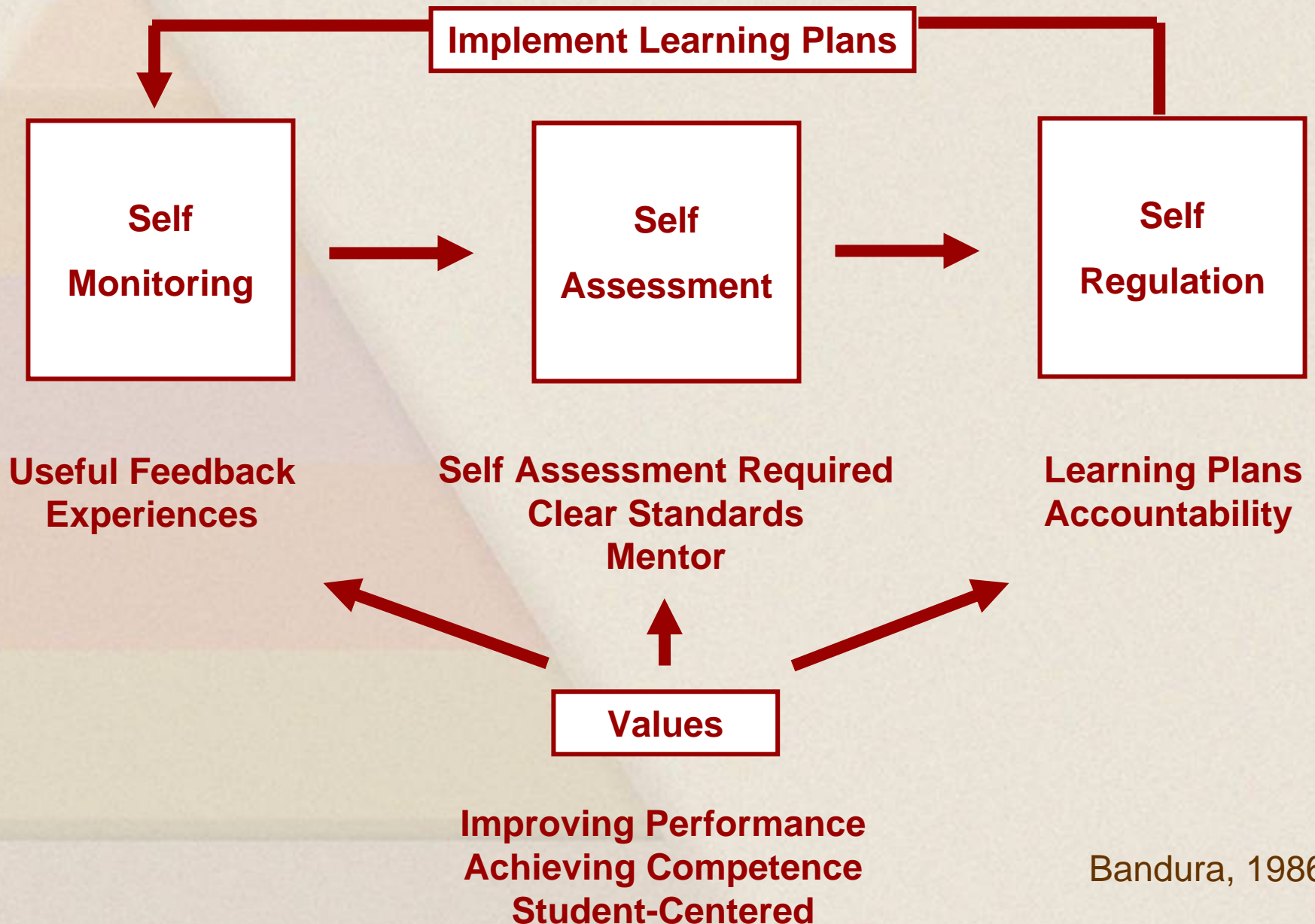
Formative Portfolio Process

- 1. Triangulate, Analyze, and Interpret Evidence**
 - Themes—strengths and weaknesses
 - Learning Needs
- 2. Formative Portfolio**
 - Reflective Essays
 - Progress in meeting competencies
 - Development as doctor and researcher
 - Student-selected evidence to support
 - Learning Plans
- 3. Submit and Review with Physician Advisor**
 - Mentor and Coach
 - Reality Check

Summative Portfolio Process

- 1. Student writes essay for each competency citing evidence to support achievement of standards.**
- 2. Physician advisor verifies that portfolio is:**
 - Authentic (student's own work)**
 - Representative (reflects performance across year)**
- 3. Promotions Committee reviews the summative portfolio (pass, pass with concerns, pass with remediation, repeat, or dismiss)**

Assessment System Supports Reflective Practice



Year 1 Student Feedback

Formative Portfolios (FPs)	2009	2010
My FPs encouraged me to reflect on my personal and professional development*	88%	83%
My FPs helped refine my ability to assess my performance accurately*	82%	84%
Please rate your overall satisfaction with the formative portfolio process**	64%	76%
Summative Portfolio (SP)		
Please rate your overall satisfaction with the summative portfolio process**	29%	72%
Physician Advisor		
Please rate your overall satisfaction with the Physician Advisor System	86%	97%
Emphasis in program		
Self-directed learning***	85%	100%
Motivation to learn***	86%	97%
Reflection on professional development***	86%	90%
<p>* % Agreed/Strongly Agree ** % Satisfied/Strongly Satisfied *** % Moderate amount/A lot</p> <p>End-of-Year Questionnaire (Class Size: 2009 – 31 students; 2010 – 32 students) Consenting Students/Total Responding: Class of 2009 N=21/30; Class of 2010 N=29/29</p>		

Lessons Learned

- 1. Assessment culture**
- 2. Useful and sufficient feedback and learning experiences**
- 3. Standards to evidence and back again**
- 4. Trained advisors/mentors and reviewers**
- 5. ePortfolio**

References

- Bandura A. Social foundations of thought and actions: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall, 1986)
- Eva KW and Regehr G. Self-assessment in the health professions: a reformulation and research agenda. *Academic Medicine*. 2005;80:S45-54.
- Gordon MJ. Self-assessment programs and their implications for health professions training. *Academic Medicine*. 1992;67:672-679.
- Fishleder AJ, Henson LC and Hull AL. Cleveland Clinic Lerner College of Medicine innovation in approach to medical education and the training of physician investigators. (*Academic Medicine*, Spring 2007).
- Dannefer EF and Henson LC. Cleveland Clinic Lerner College of Medicine portfolio approach to competency-based assessment. (*Academic Medicine*, Spring 2007)

Student: “I found the formative portfolios provided an excellent and periodic opportunity for me to critically review and assess myself and the progress I was making.... and (I) made definite plans to improve.”

Physician Advisor: “From my standpoint, the series of portfolio assessments, culminating in the final summative portfolio, provided a concrete record of each of my student's improved ability to reflect and effect changes in their own learning experience.”

Promotions Committee Member: “I think it was very clear that the students benefited tremendously from this opportunity to continuously reflect on their own performance and receive feedback from others.....(and) that they learned and grew personally much more through this method than they would have through a conventional grading system.