Faculty Evaluation of Student Portfolio Presentations of a Seven-Week Clinical Competency-Based Curriculum Pilot

R. Brent Stansfield, Casey White, Joseph Fantone, Ken Pituch, Larry D. Gruppen, Rajesh Mangrulkar
University of Michigan Medical School, Ann Arbor, MI, USA

The ENCORE pilot was:
6 Students: between 1st and 2nd year
only 5 presented
7 Weeks of: independent study
individual clinical experiences
Outcomes-Driven: students worked to meet explicit outcomes

The Portfolio Presentation was:
At the end of the pilot
Students' opportunity to demonstrate achievement
20 minutes:
+10 minutes for questions at the end

Presentations were rated twice:
Individual ratings:
Live observation by 7 faculty raters
Consensus ratings:
Reviewed on video and rated by a consensus panel:
2 faculty who had observed them live
1 additional faculty member
5 item rating form: 5 point scale with detailed anchors

Achievement of learning objectives
Clinical skills
Self-regulated learning
Accountability for learning
Quality of presentation

Individual ratings were unreliable:
Items correlated meaningfully
Accountability and self-regulated learning are highly related
Clinical skills and quality of presentation are not very related

Inter-rater reliability was unacceptable
Inter-rater reliability was low for:
Learning objectives ICC = .6
Clinical skills ICC = .4
Self-regulated learning ICC = .6
Quality of presentation ICC = .6
Inter-rater reliability was high for:
Accountability ICC = .9

Consensus ratings seem better
Consensus ratings use the rating scale more broadly
Individual raters are more generous and less discriminating

Student feedback:
Presentations were valuable
All students rated the exercise 5 on a 5-point scale
Presentations were difficult to prepare
“It took me a long time to make mine”
“It is hard to go over what we had done over the past 6 weeks and say this is good evidence and this is maybe something I don’t want to put in there because you don’t know what you are aiming for.”
Better development tools would help
“If the LMS [the computer-based learning management system] was a little better developed it would probably be able to generate graphs of things.”

Conclusions:
Students can demonstrate their academic accomplishments in formal presentations.
Evaluation of student performance is difficult due to poor inter-rater reliability.
Consensus ratings may help
Students want more time and better tools to help develop presentations.