



RVU Institutional Learning Outcomes

January 2018

Definition: Institutional Learning Outcomes (ILOs) in our context refer to learning outcomes expected of all RVU students upon graduation from the University. They represent the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of RVU, including courses, programs, and student services.

RVU's Curriculum Mapping task force recommended piloting the seven RVU Core Values in 2018 to assess their utility as markers or key performance indicators for student and program success, and to discern if we are achieving our mission and strategic plan. RVU's leadership and Board of Trustees discussed and agreed to the pilot in October 2016.

The Core Values serve as guiding principles on which all our curricula are based and serve as parameters of success:

Integrity

The quality of living a unified life in which one's convictions are well-considered and match one's actions, demonstrating fairness, honesty, sincerity, professionalism, and a consistent commitment to our mission, vision, and values.

Collegiality

Mutual respect, collaboration, and the open exchange of ideas advance mutual goals and facilitate individual growth.

Compassion

The willingness to be engaged with the needs of others.

Diversity

An awareness of the dignity of all, regardless of culture, race, ethnicity, gender, religion, sexual orientation, physical ability, socioeconomic status, or individual life experiences.

Excellence

The commitment to exceed expectations in education.

Service

Through active service, we support one another and seek to meet the needs of the larger community.

Innovation

Delivering new and creative ways to provide healthcare education while consistently demonstrating compassion, integrity, and excellence.

The Strategic Continuous Assessment Leading to Excellence (SCALE) committee is a University team comprised of faculty and staff who develop, collect, track, distribute, and shepherd evaluation and assessment processes and information.

The Office of Institutional Effectiveness (IE) serves as a central hub for information and education about learning outcomes and assessment, and provides guidance on establishing and measuring outcomes to ensure University and program goals are met.

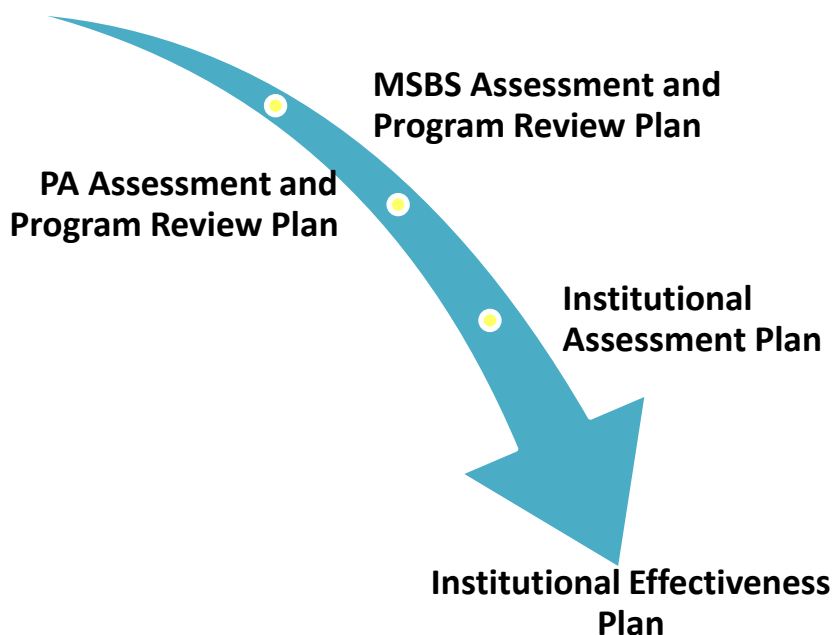
The IE Office also provides documents and plans that guide the institution with strategic planning, assessment processes, and quality improvement initiatives. Plans and reports are slated to be housed in one repository, the IE Plan, in 2018. This document will provide information and instructions related to assessing the institution and program performance.

RVU Institutional Assessment Documents and Plans

| Document | Purpose | Owner(s) | Review Cycle |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------|
| Institutional Effectiveness Plan | Plan that collectively identifies processes in which college and university officials demonstrate how well they succeed in accomplishing the institution’s mission and meet goals. | IE Office | Annual |
| Institutional Assessment Plan | Plan that identifies data collection points, processes, cycles, measures, and reports necessary to ensure improvement in academics, operations, and administration. | SCALE Team | Annual |
| COM Assessment and Program Review Plan | A plan that includes the program’s self-determined benchmarks and whether or not they have been met in the following areas: resident performance, faculty development, student performance, and program quality. | DOCC, RVU Faculty Council, Deans Council | Annual |
| MSBS Assessment and Program Review Plan | A plan that includes the program’s self-determined benchmarks and whether or not they have been met in the following areas: resident performance, faculty development, student performance, and program quality. | MSBS Faculty Council, RVU Faculty Council, Deans Council | Annual |

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|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------|
| PA Assessment and Program Review Plan | A plan that includes the program’s self-determined benchmarks and whether or not they have been met in the following areas: resident performance, faculty development, student performance, and program quality. | PA Faculty Council, RVU Faculty Council, Deans Council | Annual |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------|

COM Assessment and Program Review Plan



Commencing in 2018, ILOs will be tracked through the curriculum mapping system (Curriculum IQ) and reported to the various RVU academic and operational committees and leadership on a quarterly basis. Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) will also be tracked through this system and reported through the same process.

A three-year cycle will be adopted to evaluate the achievement of ILOs. The SCALE team selected two ILOs in December 2017 to assess in 2018 – ***Integrity*** and ***Excellence***.

ILO (RVU Core Values) Evaluation Cycle

| | |
|------------------------|-------------|
| 1. Integrity | 2018 |
| 2. Excellence | |
| 3. Compassion | 2019 |
| 4. Diversity | |
| 5. Collegiality | 2020 |
| 6. Service | |

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|----------------------|--|
| 7. Innovation | |
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Numerous examples of learning activities and assessments that could serve as effective indicators or direct measures of ILOs emerged from the SCALE team’s December 2017 discussion including specific course activities and co-curricular assignments such as service learning and inter-professional simulations. Three COM courses in particular emerged as utilizing direct measures of student performance that weave SLOs through PLOs and ILOs (see table below). MSBS courses and activities are currently being examined by faculty and student affairs.

RVU College of Osteopathic Medicine

| Core Value/ (ILO) | Program Learning Outcome (PLO) | Course | Student Learning Outcome (SLO) | Assessment | Direct Measure of Success | Strategic Plan Goal |
|-------------------|-------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------|
| Excellence | Medical knowledge; Clinical Competence | OM 1020 Principles of Clinical Medicine II (PCM II) | Successfully demonstrate abdominal case presentation | 1. Standardized Clinical Skills Checklist (formative) 2. Pass OSCE Exam (summative) | Required Pass >70% demonstrated competency | Domain 1: Academics Goal 1: Student Success Strategies: 1.b, 1.c |
| Integrity | Critical Thinking | OM 1012 Molecular and Cellular Mechanisms (MCM) | Successful Standardized Patient (SP) encounter to include communication with and treatment of SP | 1. Video review of interactive skills (formative) 2. Faculty review and grading of SOAP notes | Required Pass >70% demonstrated competency | Domain 1: Academics Goal 1: Student Success Strategies: 1.b, 1.c |
| Excellence | Lifelong Learning; Critical Thinking | OM 2013 Renal System II | Ability to effectively conduct a differential diagnosis | 1. Designated student assignment (DSA) 2. IPSE Checklist | Required Pass >70% demonstrated competency | Domain 1: Academics Goal 1: Student Success Strategies: 1.b, 1.c |