

ABSTRACT: 2013 ELAM Institutional Action Project Poster Symposium

Project Title: Development and Implementation of an Electronic Student Portfolio to Describe the Scope and Depth of Experiences Outside the MD Curriculum

Name and Institution: Amy C. Fuchs, M.D., Drexel University College of Medicine (DUCOM)

Collaborators: Arnold Smolen, Ph.D., Barbara Schindler, M.D., Daniel Schidlow, M.D.

Background, Challenge or Opportunity:

The LCME requires that Medical Schools provide sufficient opportunities for students to participate in extracurricular activities including research, scholarship, and voluntary service- learning experiences. While medical schools assure that opportunities for extracurricular experiences exist, they may not have a comprehensive knowledge of the scope and depth of engagement of their student body.

Purpose/Objectives: The purpose of this project was to develop and implement an electronic student portfolio to provide a mechanism to collect, analyze, and describe the extent of student engagement in extracurricular experiences. The goals were to provide a method to: 1) Better assess whether student experiences are aligned with institutional missions, 2) Define and market strengths, 3) Identify needs, 4) Enhance student mentoring, 5) Improve the accuracy and efficiency of preparation of the Medical Student Performance Evaluation (MSPE) and 6) Assess the impact of student experiences on career and practice choices.

Methods/Approach: A multiphase approach was developed:

Phase 1: Defining the Data Elements and Program Design. A Portfolio Oversight Committee (POC), including Deans, Faculty, Students, and Staff, defined the pertinent data for capture, the reporting requirements, and the process for student and faculty access and utilization.

Phase 2: Program Development and Pilot Testing. Based on Phase I design requirements, the Associate Dean for Information Technology created the electronic portfolio platform with iterative feedback from the Principle Investigator. The system was further refined after pilot testing by members of the POC and other stakeholders.

Phase 3: Initial Implementation. The portfolio was rolled out to the rising 4th year class in March, 2013. Data will be utilized for preparation of the MSPE. Reviews of data reports will guide system refinements.

Phase 4: Full Implementation. The portfolio will be rolled out to all DUCOM classes in academic year 2013-2014.

Phase 5: Use of the portfolio for Mentoring. This will require additional planning including a) establishing mentoring goals and expectations, b) faculty development and c) assessing faculty time requirements for advising.

Phase 6: Soliciting Supervisor Feedback about Student Experiences. We will add data fields to capture feedback from supervisors regarding student performance to provide the COM a deeper understanding of students' engagement and to provide students with feedback.

Outcomes and Evaluation:

The development and initial implementation of a novel electronic Student Portfolio program was accomplished. Feedback from the POC was overwhelmingly positive. Based on data obtained from the initial implementation, we will assess the portfolio's impact on the accuracy and efficiency of the MSPE preparation process for the Class of 2014. Following full implementation, additional assessments will include impact on mentoring and utility of supervisor feedback. Summary data describing the scope of student engagement in extracurricular experiences will be analyzed to assess strengths, needs, mission alignment and impact on career and practice choice.

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Development and Implementation of an Electronic Student Portfolio to Describe the Scope and Depth of Experiences Outside the MD Curriculum



Amy C. Fuchs, MD: Drexel University College of Medicine



Collaborators: Arnold Smolen, PhD, Barbara Schindler, MD, Daniel Schidlow, MD, and the Portfolio Oversight Committee

Background, Challenges, Opportunities

- The LCME requires that Medical Schools provide sufficient opportunities for students to participate in extracurricular activities including research, scholarship, and voluntary service-learning experiences.
- While medical schools assure that opportunities for extracurricular experiences exist, they may not have a comprehensive knowledge of the scope and depth of engagement of their student body.



Purpose/Objectives

The purpose of this project is to develop and implement an electronic student portfolio to:

- Provide a mechanism to collect, analyze, and describe the extent of student engagement in leadership, community service, research and scholarly activities.
- Better assess whether student experiences are aligned with institutional missions..
- Enhance individual student mentoring by providing more comprehensive real-time information to advisors.
- Allow students a site to log their experiences on an ongoing basis throughout medical school.
- Improve the accuracy and efficiency of preparation of the Medical Student Performance Evaluation (MSPE).
- Assess the impact of student experiences on career and practice choices.

Methods

Phase 1: Defined Data Elements and Program Design

A Portfolio Oversight Committee (POC), including Deans, Faculty, Students, and Staff defined:

- Pertinent data for capture
- Reporting requirements
- Process for student and faculty access and utilization.

Phase 2: Program Development and Pilot Testing

- Associate Dean for IT created the electronic portfolio platform with iterative feedback from PI.
- Pilot testing by members of the POC and other stakeholders.
- Further refinement based on feedback.

Phase 3: Initial Implementation

- The portfolio was rolled out to the DUCOM Class of 2014 in 3/ 2013.
- Data will be utilized for preparation of the MSPE.
- Reviews of data reports will guide system refinements.

Phase 4: Full Implementation

- July, 2013: The portfolio will be rolled out to all DUCOM classes in academic year 2013-2014.

Phase 5: Use of the Portfolio for Mentoring

Additional planning required:

- Establish mentoring goals and expectations
- Faculty development
- Assess time required for faculty advising.

Phase 6: Solicit Student Feedback of Experiences

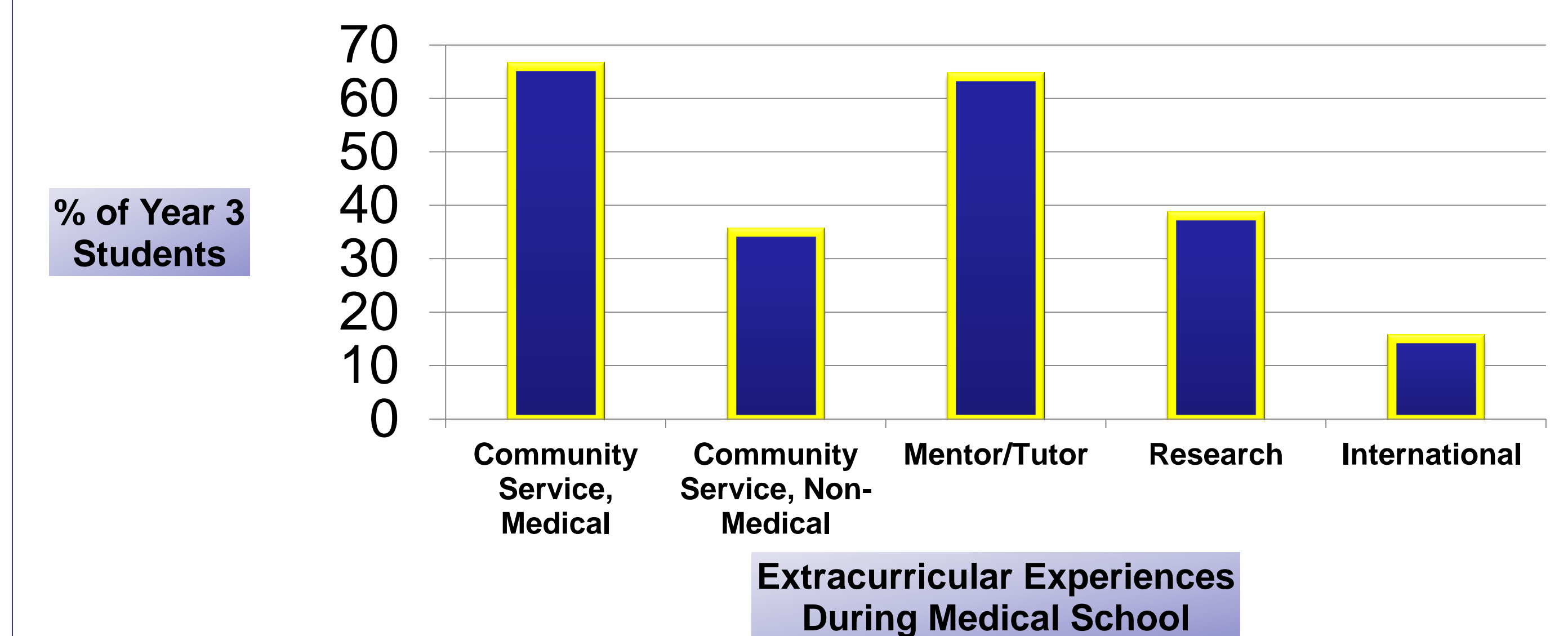
- Add data fields to capture student feedback on their experiences.

Phase 7: Solicit Supervisor Feedback of Students

- Add data fields to capture feedback from supervisors regarding student performance

Outcomes and Evaluation

- A novel electronic Student Portfolio program, *MyPortfolio*, was developed and initial implementation was completed.
- Feedback from POC was overwhelmingly positive.
- Student feedback indicated website was easy to use.
- MyPortfolio* generated MSPEs with greater efficiency and accuracy.
- MyPortfolio* generated summary reports that provided novel insights into the scope of DUCOM student engagement in extracurricular experiences.



Discussion

Challenges:

- Staff resistance to changing the existing MSPE process
- Student compliance during full implementation
- Faculty time/development to utilize portfolio for mentoring
- Effective communication with all site supervisors

Potential Impact:

- Ability to assess whether students are engaged in experiences that are aligned with institutional missions
 - Define and market strengths
 - Identify areas for change and/or new experiences
- Development of a catalogue of available experiences
- More accurately match students to scholarships and awards.
- Understand how experiences influence career choice

Next Steps

- Implementation of Phases 4, 5, 6 and 7
- Full assessment of the portfolio's impact on the accuracy and efficiency of the MSPE preparation process
- Following full implementation, comprehensive analysis of data to assess strengths, needs, mission alignment and impact on career and practice choice