

Student Assessment & Progress at UMass Chan

HEALL Education Grand Rounds
November 20th, 2025



T.H. Chan
School of Medicine

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Disclosures

We have no actual or potential conflict of interest in relation to this program/presentation.

Agenda – notes for Tony&Trish – finalize after slides complete:

- Discuss current assessment system in SOM & GSBS
 - How are advancement decisions made?
- Share metrics for our two schools re: progress through the curriculum (time, graduation rates, etc)
- Discuss potential for Competency Based Assessment
 - SOM to discuss our CBA system
- Breakout rooms and final discussions

Learning Objectives

After HEALL grand rounds, participants will be able to:

1. Describe the current assessment systems in SOM and GSBS and how they are used to make advancement decisions
2. Describe competency-based assessment and how it may apply to progress towards the MD or the PhD
3. Describe challenges in customization of completion timelines for medical and graduate students

Timing Breakdown

4:30-5:15pm

Presentation

5:15 – 5:35

Breakout Rooms (Electronic and Live)

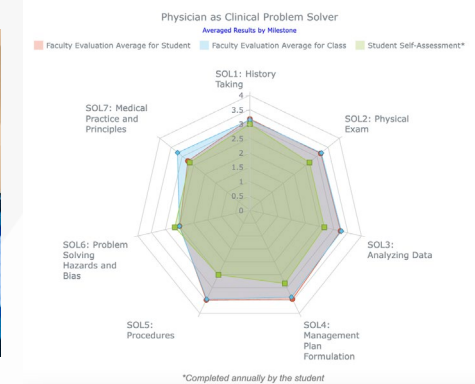
5:35-5:40

Bio-Break

5:45-6pm

Large Group Discussion

A History of Medical Student Assessment.....



Apprenticeship

- personal judgement of competency



Classrooms & Certification Exams

- objective measures of knowledge



Clinical Rotations

- Competency by "triangulation"



Simulation

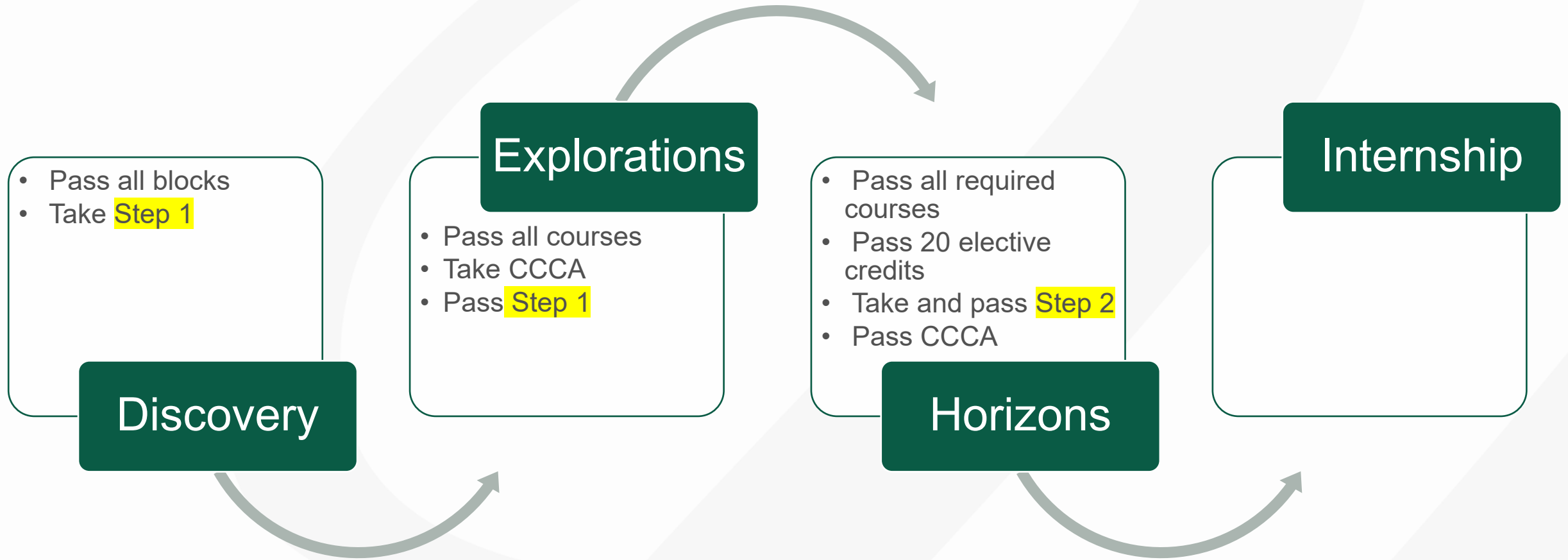
- Precision assessment of skills with low stakes

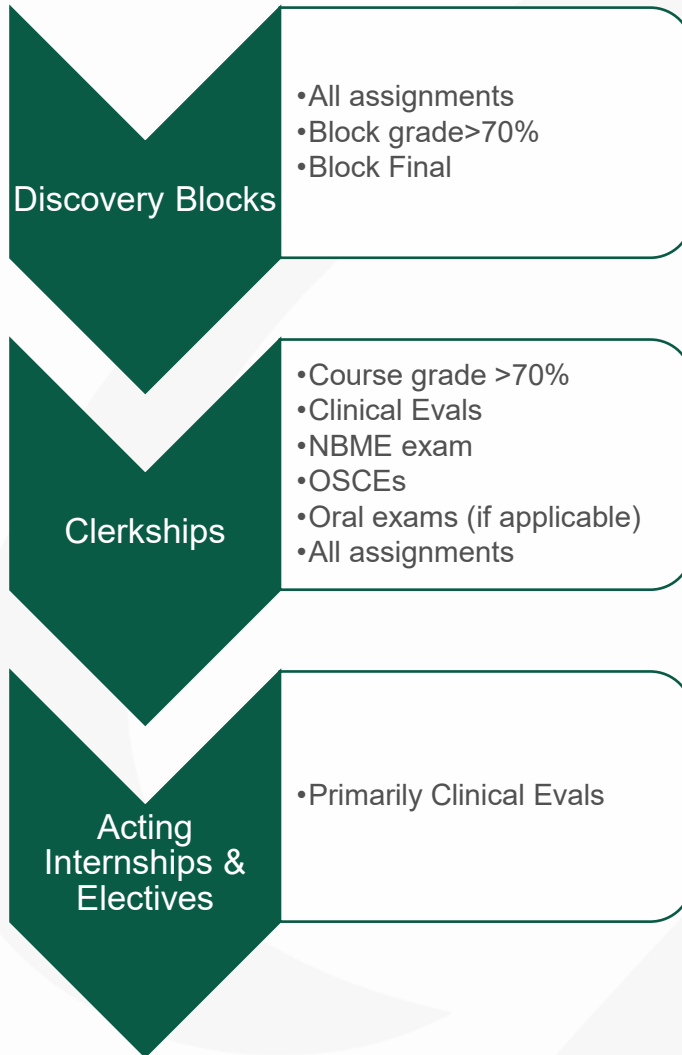


Data-Driven, aggregated assessment

- WBAs, portfolios

School of Medicine, Current State





Passing Courses in the SoM

GSBS Current State – Add slides as you like here

Progress & Graduation Data

SOM

- 98% graduate
- 25% delay step 1
- 15-23% students take > 4 years to graduate
- 1-2% per year can graduate in 3 years

GSBS

Accelerated MD at UMass Chan



Three-Year Medical Degree

The program enables eligible students to complete their medical degree in just three years, accelerating their path to practice.



Early Residency Entry

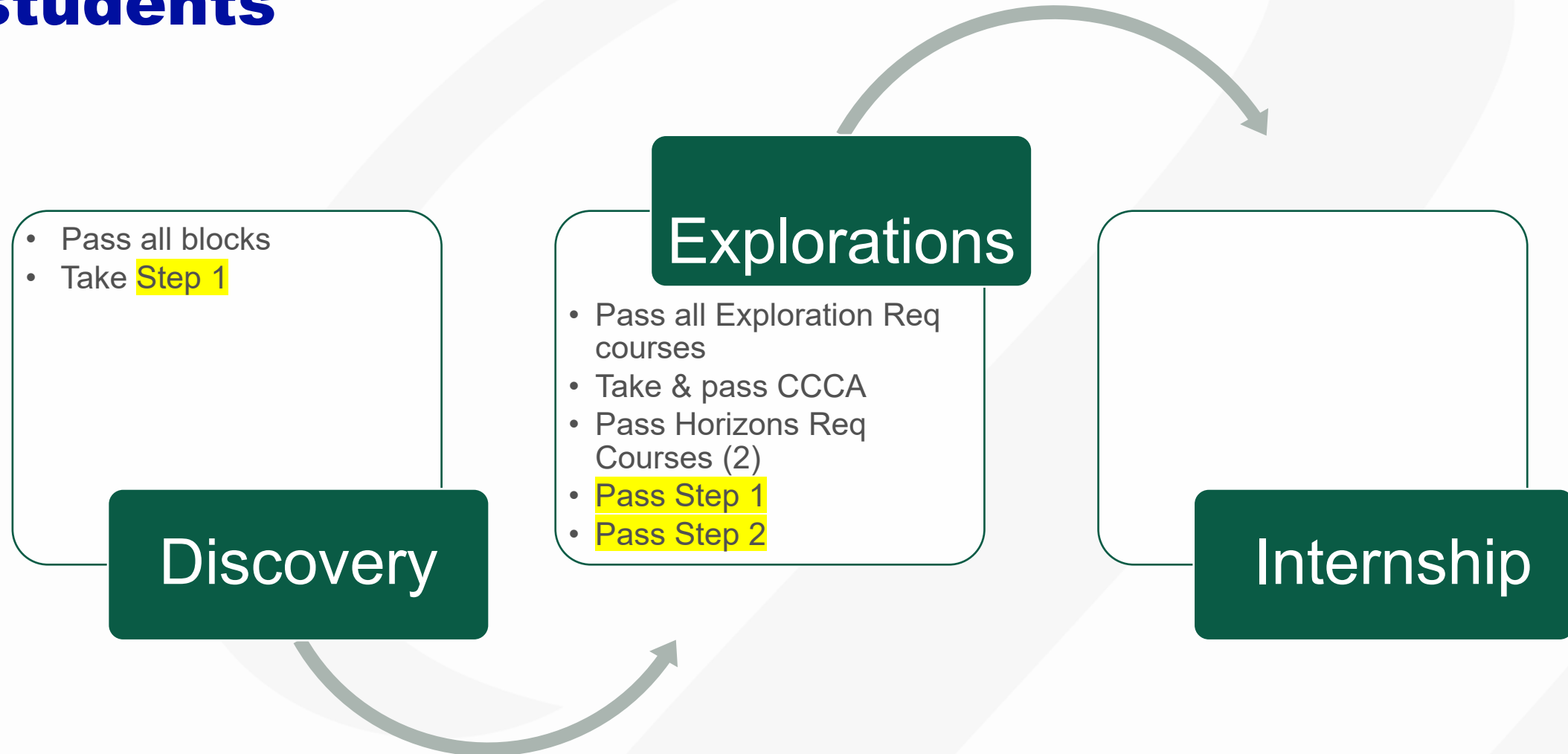
Highly motivated students can enter residency programs sooner, focusing on careers in pediatrics, internal medicine and family medicine.



Integrated Training and Mentorship

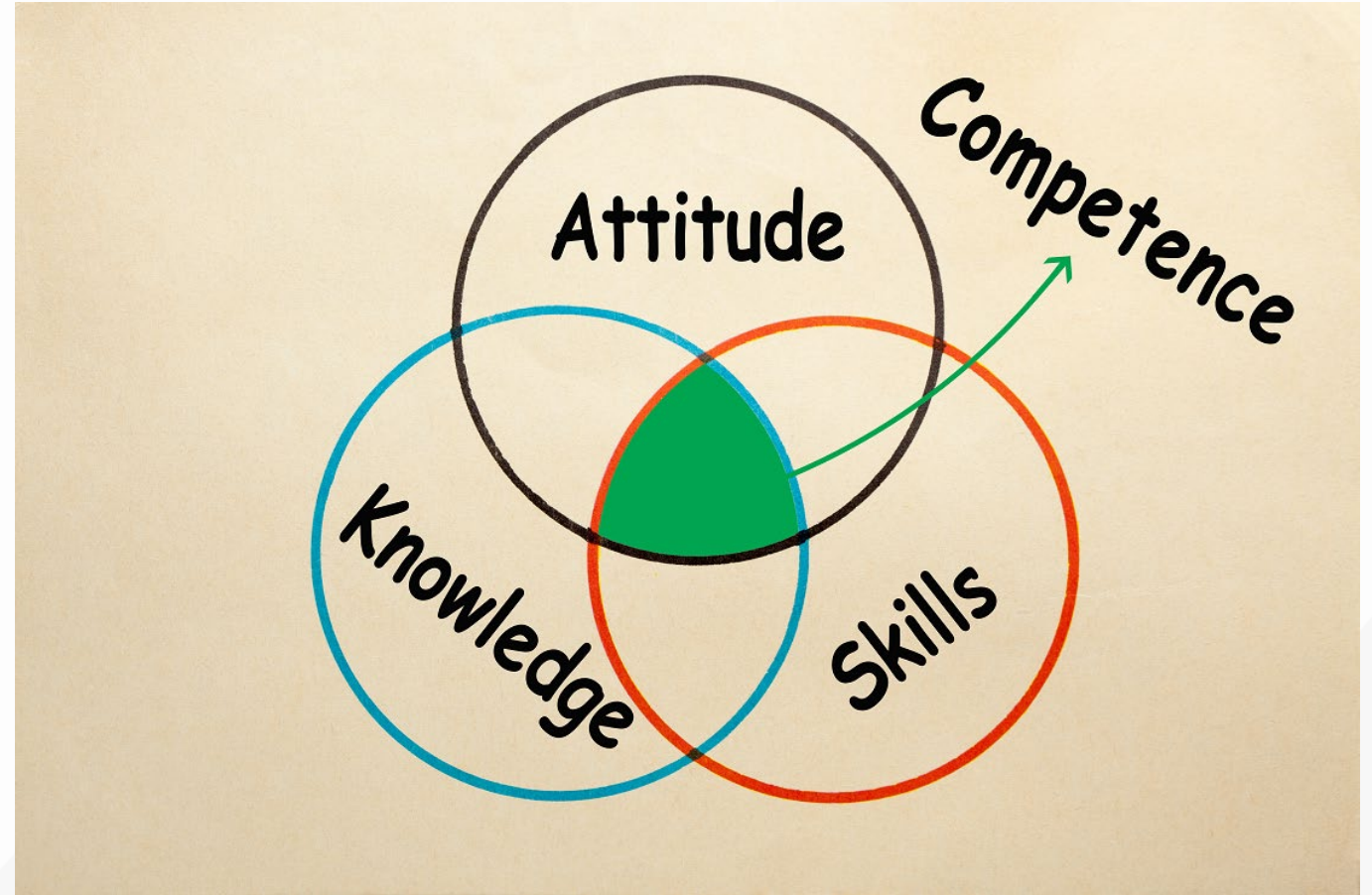
The curriculum combines hands-on clinical experience, an augmented curriculum and mentorship for a comprehensive medical education.

School of Medicine, Current State 3 year MD students



Competencies:

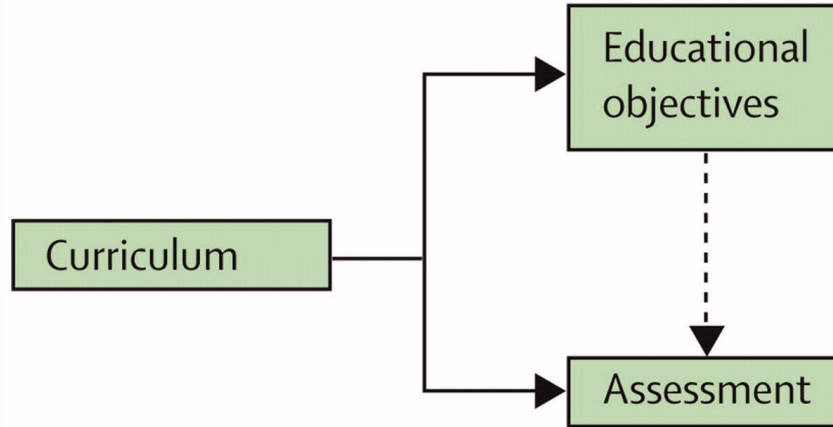
The **observable abilities** of an individual, integrating multiple components, such as knowledge, skills and attitudes.



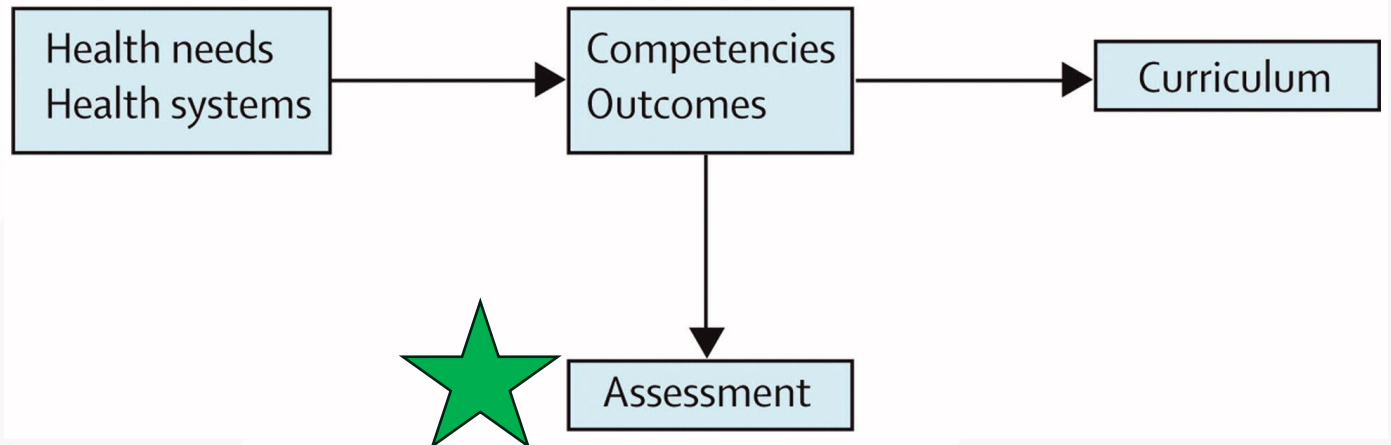
Competency Based Education

Outcomes *at the center*

Traditional model



Competency-based education model



Competency-Based Assessment Systems

Example Systems in UME

- Entrustable Professional Activities
- Physician Competency Reference Set → AAMC Foundational Competencies for UME
- Institutionally-specific

Example Systems in Graduate Ed

- If there are any
- If Tony chooses to include

Competency-Based Assessment System for the School of Medicine

Physician Competencies

1. Professional
2. Scientist
3. Communicator
4. Clinical Problem Solver
5. Patient & Community Advocate
6. Person
7. Health Systems Navigator

Broken into 35 subcompetencies and then further delineated by expectations during each phase of training (milestones)



32 Assessment Instruments

Vista Discovery Formative Assessments

Core Small Group (CSGF) Assessments

- MS1 CSGF Student Performance Evaluation
- MS2 CSGF Student Performance Evaluation

Early Clinical Learning (ECL) Assessments

- MS1 ECL Student Performance Evaluation
- MS2 ECL Student Performance Evaluation
- MS1 WBA | Hospital Sessions (HS)
- MS1 WBA | Longitudinal Preceptor Program (LPP) - Fall
- MS1 WBA | Longitudinal Preceptor Program (LPP) - Spring
- MS1 WBA | Physical Diagnosis (PD)
- MS2 WBA | Hospital Sessions (HS)
- MS2 WBA | Longitudinal Preceptor Program (LPP)
- MS2 WBA | Physical Diagnosis (PD)

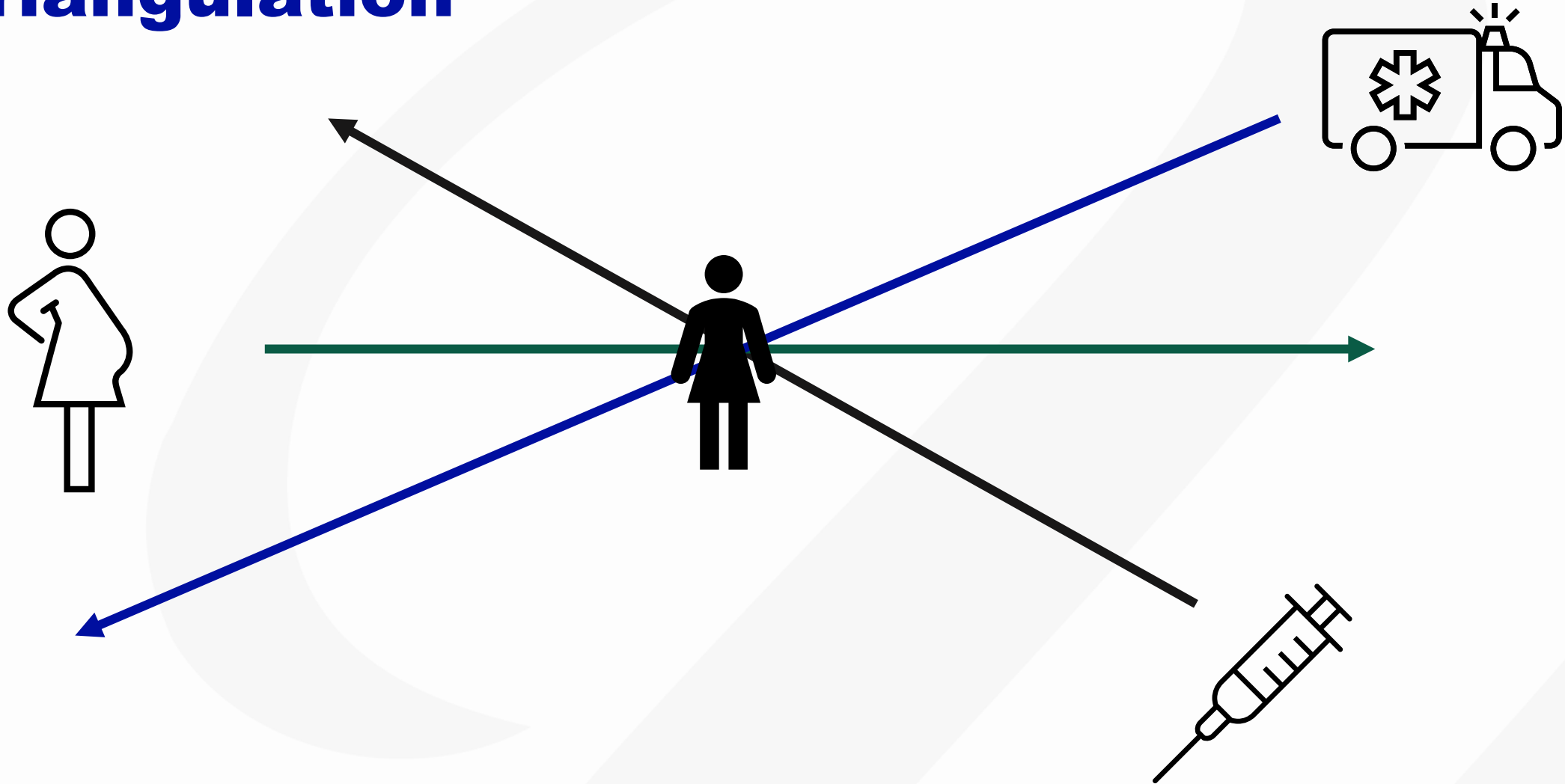
Explorations

- Exploration Student Performance Evaluation
- Radiology Clerkship Student Performance Evaluation
- Explorations WBA | *Case Based Discussion*
- Explorations WBA | *Counseling-Motivational Interview*
- Explorations WBA | *Documentation of an Encounter*
- Explorations WBA | *H&P or Problem Based Observed E*
- Explorations WBA | *Health Care Maintenance Encount*
- Explorations WBA | *Oral Presentation*
- Explorations WBA | *Procedural Skills*

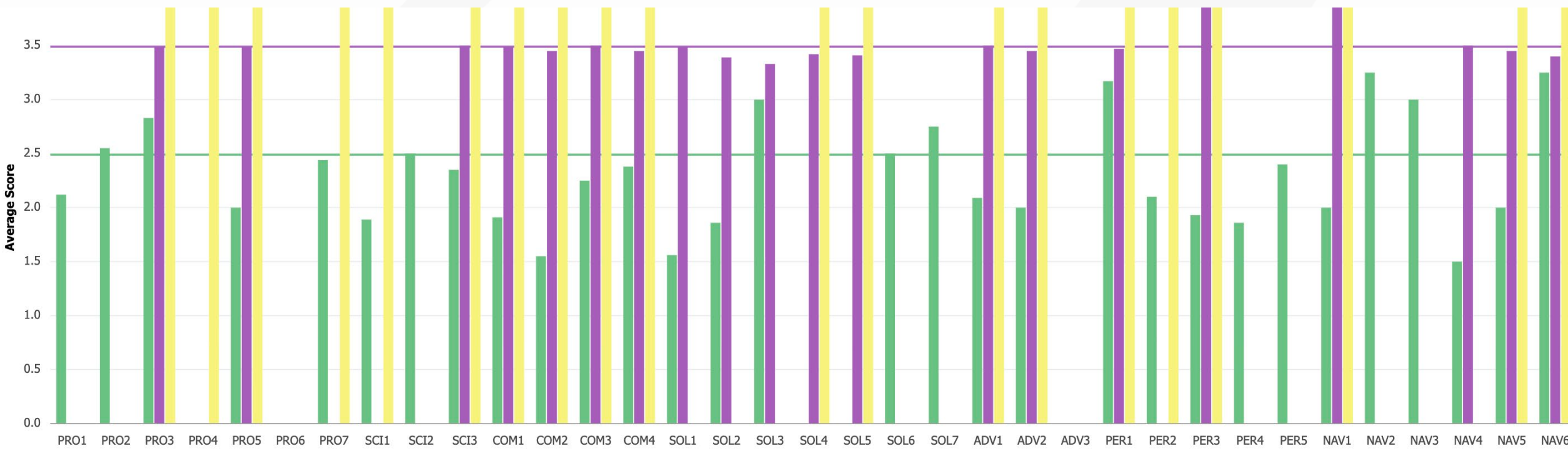
Horizons

- Horizons Acting Internship Student Performance Evaluation
- Horizons Clinical Problem Solver Student Performance Evaluation
- Horizons Medically Oriented Clinical Elective
- Horizons Procedurally Oriented Clinical Elective
- Horizons Advocacy and Community Health Elective
- Horizons Healthcare Enrichment Elective
- Horizons Education-Oriented Elective
- Horizons Research Elective
- Horizons WBA | *Treatment Discussions & Shared Decision Making*
- Horizons WBA | *Handoffs*
- Horizons WBA | *Obtaining Consent*
- Horizons WBA | *Difficult Conversations/End of Life Discussions*

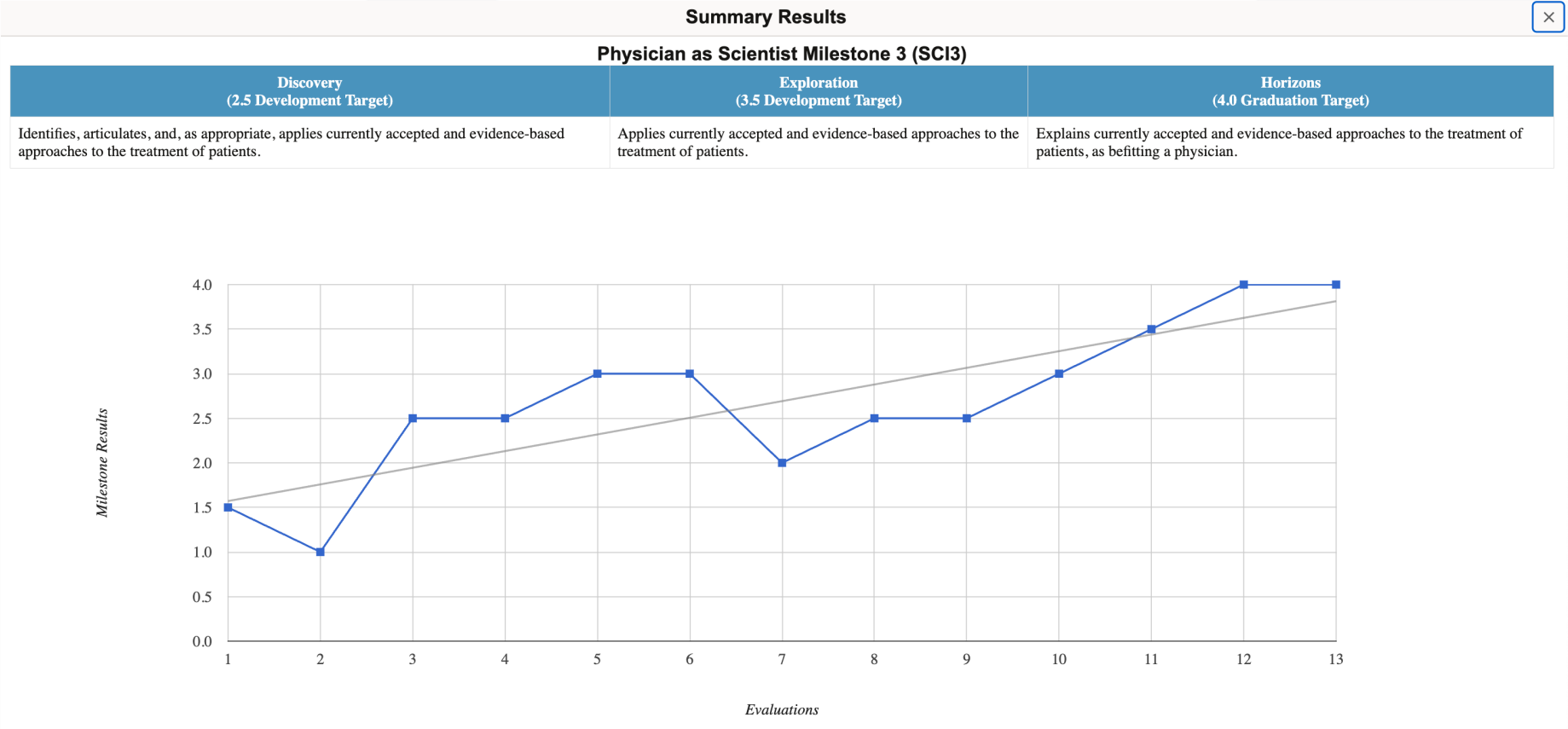
Triangulation



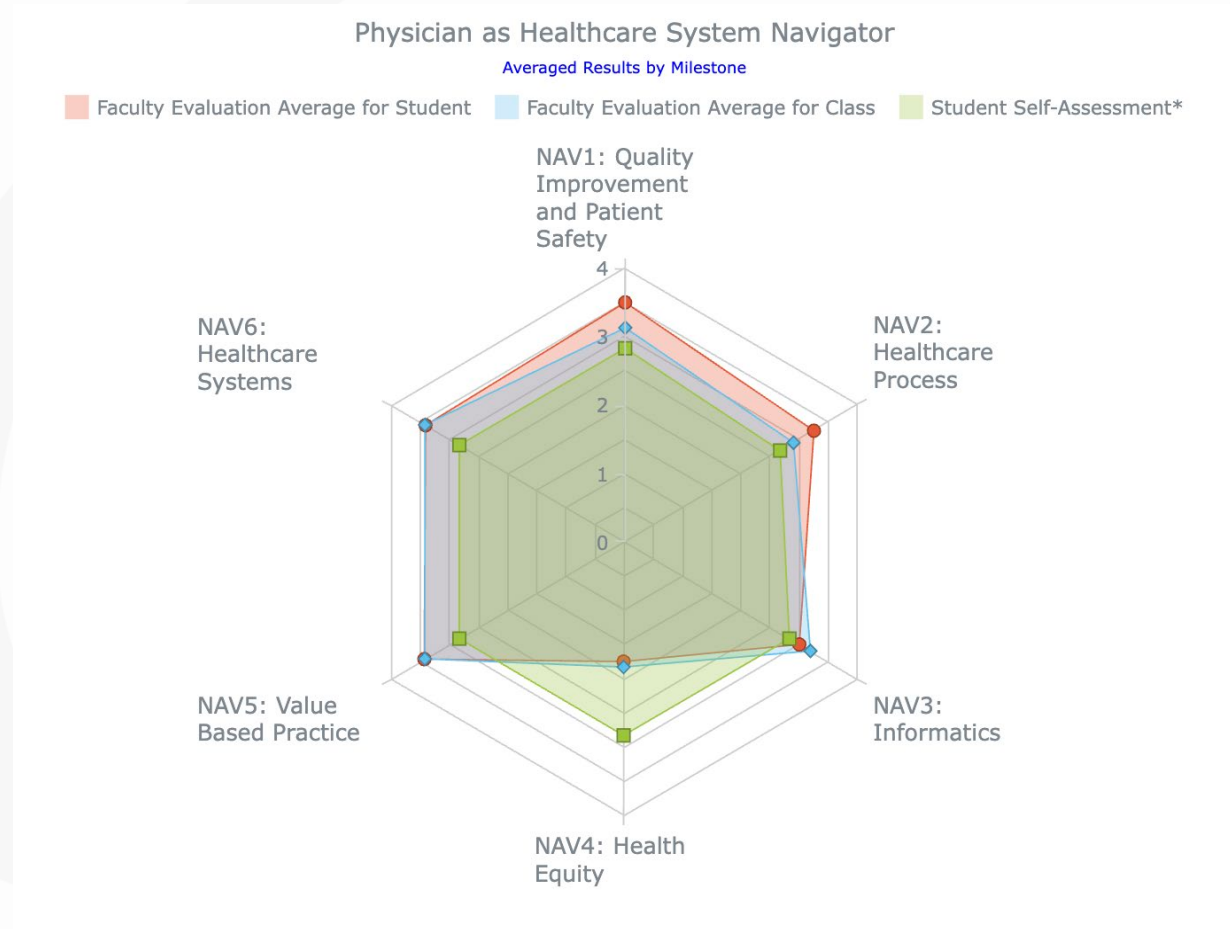
Average per subcompetency by phase



Single Competency Over Time



Grouped by competency and comparative



SOM Process & Status of CBA system



Design



Use Collection
Tools (Collect
Data)



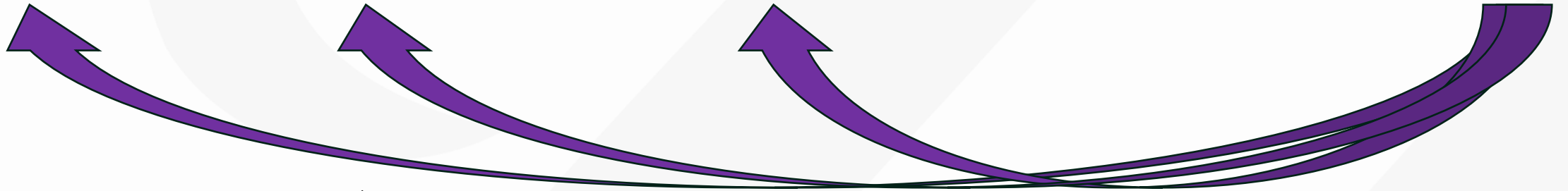
Aggregate &
Display



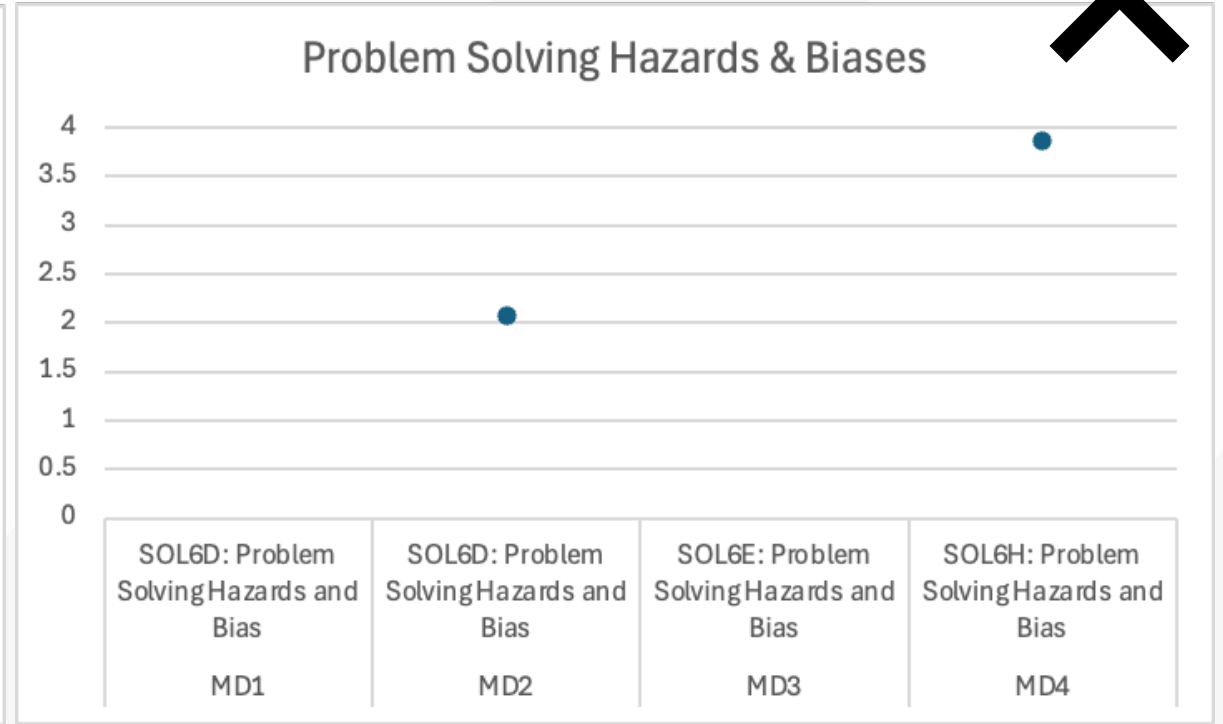
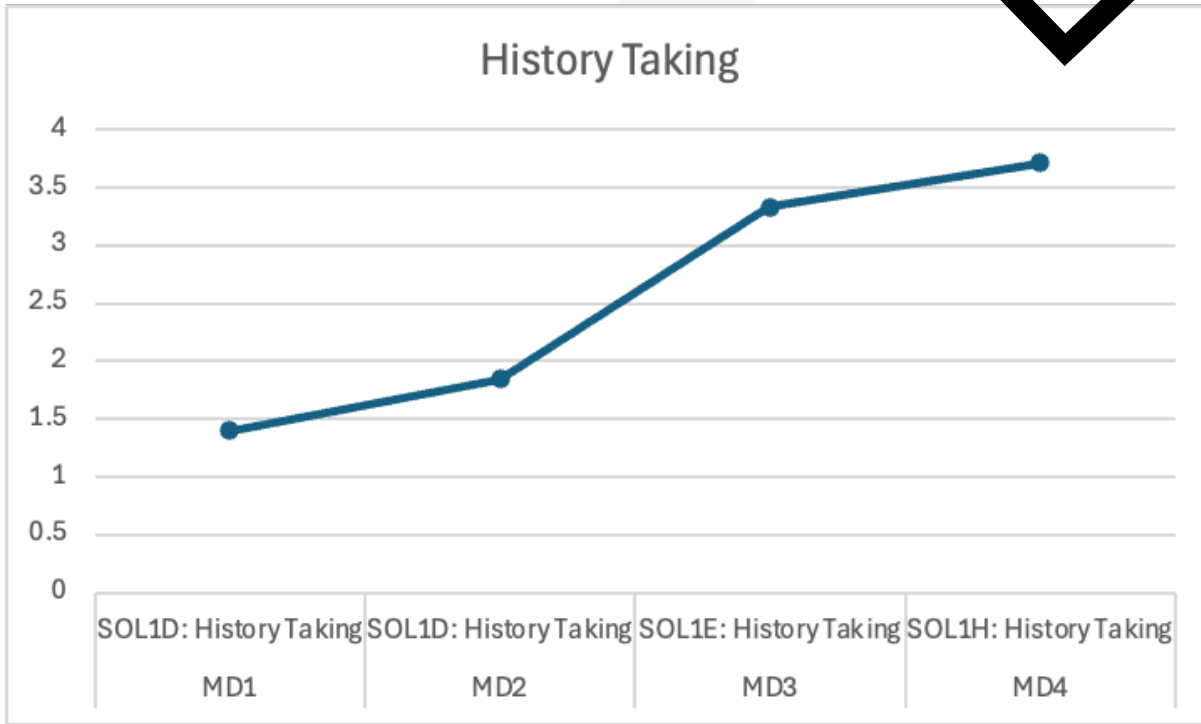
Use Data for
something



Analyze the
system
• Validate



SOM Subcompetencies





**Reframe: time as a
resource not a constraint**

Breakout Rooms

Discussion

Thank you!