Assessing “Soft Skill” Development

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The Journey
The Investment
Traditional measures of “progress” and performance are not enough
Sharing Our Experience

• Background Paper Addresses Examples of:
  – Leadership
  – Professionalism
  – Continuing Professional Development
Unique Curricular Goals

Colleges/Schools should find their unique points of pride & have a plan in place to assess them.
Assessing Leadership

Challenge: New Area (for us)
Consider Existing and New Instruments

Take a scholarly approach:
• Draw on the literature
• Pilot existing instruments
• Build new instruments selectively
Assessing Professionalism

Challenge: Problems with existing instruments.
Collaborate to Address Assessment Challenges

• Maximize impact
  – e.g. Pool collective expertise

• Accelerate progress
  – e.g. expanded numbers to facilitate validation
Assessing Learning

Challenge: Students must shift from directing own studying to directing own learning.
A System of Self and Instructor Assessment During Repeated Measures Over a Year
The Next Standards
Recommendations

• **Expand Areas of Assessment**
  – Assessments beyond traditional knowledge and performance should be used.

• **Consider Existing and New Assessment Instruments**
  – Existing instruments should be piloted and validated in pharmacy.
  – Development of new instruments may be warranted and should be selectively undertaken.
Recommendations

• **Strengthen Assessment Practices**
  – Benefit to the student and college/school should be examined.
  – Self-assessment, peer assessment and the role of multiple assessors should be explored.
  – Repeated measures should be considered, in order to better understand student development over time.
  – Efforts to triangulate data with other quality sources of input should be undertaken, in order to identify areas for maximizing and enhancing student learning.
  – Data from assessments should be systematically aggregated, interpreted and disseminated to those that can monitor trends and take action based on the data.

• **Develop a Supportive Assessment Community**
  – Colleges/schools should collaborate to address assessment challenges.
  – Scholarship in assessment should be supported and rewarded.