

Assessing “Soft Skill” Development

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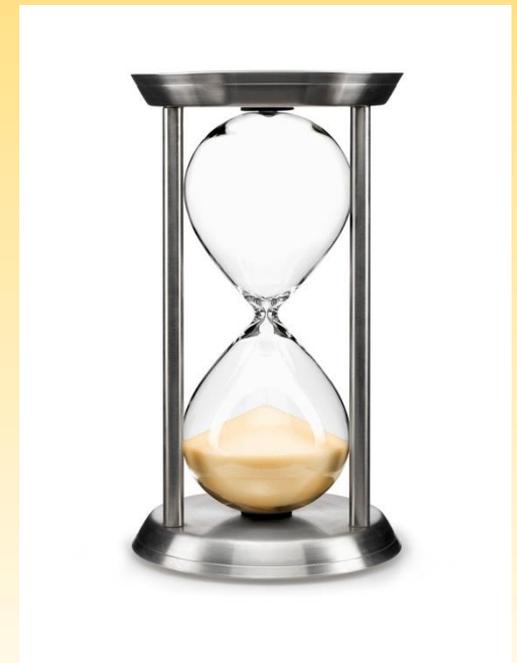


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The Journey



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



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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.

