



SOM OP: 30.14, **Curriculum Evaluation**

PURPOSE: The purpose of this School of Medicine (SOM) policy and procedure is to explain procedures for evaluation of the medical school curriculum to include the review of individual blocks, courses and clerkships, phases of the curriculum and the curriculum as a whole.

REVIEW: This SOM Policy and Procedure shall be reviewed within each even-numbered fiscal year by the Curriculum and Educational Policy Committee. Revisions will be forwarded to the Office of the Dean for publication.

POLICY/PROCEDURE:

1. **General.** This policy is intended to provide guidelines for procedures for evaluation of the medical school curriculum. It has been developed to help ensure the SOM maintains compliance with Liaison Committee on Medical Education elements 8.3 and 8.4.
2. **Purpose:** To ensure excellence in the educational program based on continuing review and revision of curricular courses and phases.
3. **Expectations:** The School of Medicine will collect and use outcome data, to include student performance and feedback, faculty participation and comparisons to national norms, to describe student achievement of education program objectives. The collected data include information collected prior to matriculation, during program enrollment and after completion of the medical education program.

Three standing subcommittees of the CEPC (the Education Operations Committee, The Electives and Distinction Subcommittee and the Clinical Education Operations Committee) are charged with completing ongoing curricular reviews as described above and reporting findings to the CEPC for approval and action. The CEPC is responsible for setting targets for achievement in each course and phase and reviewing reports to determine if these goals and targets have been met.

The CEPC will carry out an annual program evaluation, which includes a review of program objective use, integration and mapping of content, integrity of the learning environment and sufficiency of human and physical resources. This annual review informs the establishment of annual and long-term goals for the educational program, including informing the ongoing development and achievement of the SoM strategic plan.

Phase 1 Evaluation

Curricular Element	Timing	Process	Content	Outcome/Data
Curricular Plan – Phase 1	Annual, prior to each semester	Review by EOC, Approval by CEPC	Learning objectives for each course, horizontal and vertical integration, teaching methods, Student time measures	Updated objectives, linkage to EPOs, assessment methodologies, coordination of schedules
Electives	Annual, prior to each semester	Review by CEPC Subcommittee, Approval by CEPC	Availability/over-availability of electives, learning objectives	Number/variety of electives, learning objectives

Block Evaluations

Curricular Element	Timing	Process	Content	Outcome/Data
Phase 1 blocks (Excluding P3 and ICM)	Following completion of each block	Review by EOC, Approval by CEPC	Use of Program Objectives to drive block design and organization,	Current objectives linked to EPOs with linked assessment methodology,
			variety of assessment methods, advancement	student performance outcomes
			Achievement of learning objectives	Breakdown of internal and external exam performance
			Student work hours, self-directed learning	Hourly breakdown by week
			Teaching quality	Student reviews
			Course effectiveness	Student reviews
Phase 1 blocks (P3)	Mid-year and following completion of each block	Review by EOC, Approval by CEPC	Use of Program Objectives to drive block design and organization,	Current objectives linked to EPOs with linked assessment methodology,
			Teaching quality	Student reviews

			Course effectiveness	Student reviews of each week
Phase 1 blocks (ICM)	Mid-year and following completion of each block	Review by EOC, Approval by CEPC	Use of Program Objectives to drive block design and organization,	Current objectives linked to EPOs with linked assessment methodology,
			variety of assessment methods, advancement	student performance outcomes
			Achievement of learning objectives	Breakdown of internal and external exam performance
			Clinical Skills education	OSCE performance
			Teaching quality	Student reviews
			Course effectiveness	Student reviews of each week
Phase 1 Review				
Curricular Element	Timing	Process	Content	Outcome/Data
Phase Evaluation	Annual	Review by EOC, Approval by CEPC	Use of Objectives, integration, distribution of teaching methods and Assessments	Curriculum Map, highlighting linkage to EPOs
			Student achievements	NBME exam performance, advancement, Clerkship Clinical Examination performance
			Student progression	Preparation for Step 1/ Phase 2
			Achievement of competencies	Y2Q, GQ, Step 1 performance

			Student Work hours	Compilation of all scheduled and required time
			Quality of instruction	Compilation of faculty evaluations across Phase 1
			Sufficiency of faculty	Block Director review of needs
			Formative assessment review	Completion/correlation data
			Learning environment sufficiency of facilities/resources	Y2Q, mistreatment reports, student/faculty feedback
			Grade Release	Timestamp for all grade releases (6 weeks or less)

Phase 2 Evaluation

Curricular Element	Timing	Process	Content	Outcome/Data
Curricular Plan – Phase2	Annual, prior to each semester	Review by CEOC, Approval by CEPC	Learning objectives for each course, horizontal and vertical integration, teaching methods, Student time measures	Updated objectives, linkage to EPOs, assessment methodologies, coordination of schedules
Clerkship Evaluation	After each pair of clerkships	Review by CEOC, Approval by CEPC	Clerkship Quality of Education	Clerkship Questionnaire
			Direct Observation	Clerkship Questionnaire, Clerkship records
			Student Duty Hours	MRFA, CQ
			Required Clinical Encounters	MedHub Reports, CQ, Clerkship Records

			Learning Environment, student mistreatment	CQ, Online reporting system
			Formative Feedback (MRFA and non-MRFA)	CQ, MRFA documents in MedHub, MRFA tracking by Clerkship Coordinators
			Competency Assessment	NBME Subject Exam Clerkship Clinical Examination
			Timeliness of Summative Grades	Banner Report
			Number of Assessors	MedHub Report
			Cross-campus comparability	All above except performance measures

Phase 2 Review

Curricular Element	Timing	Process	Content	Outcome/Data
Clerkship Evaluation	Annual	Review by CEOC, Approval by CEPC	Student Progress	PR Grades, repeating students
			Teaching Quality	CQ, faculty and resident reviews
			Inpatient/outpatient distribution, student duty hours	Student reports on CQ, Clerkship schedules
			Numbers of assessors	MedHub reports
			Student performance reports	NBME subject exams, including competency breakdown, Clerkship Clinical Examination. Performance dashboard. Final grade distribution

			Required clinical encounters, observed H&Ps, patient notes	MedHub, clerkship reports. Use of alternative methods for RCEs
			Formative Assessment	MRFA completion, formative feedback, practice exam completion on time and impact, usefulness of feedback
			Timeliness of final grades	Banner report
			Narrative assessments	Release of final clerkship narratives
			Cross-campus comparability	All items from above, including performance measures, reported by campus

Phase 2 Final Review

Curricular Element	Timing	Process	Content	Outcome/Data
			Use of Program Objectives to develop curriculum	Linkage of clerkship objectives to EPOs
			Achievement of performance competencies	USMLE Step 2CK Longitudinal Clinical Skills Examination
			Educational quality – clerkship	CQ, written feedback
			Sufficiency of faculty	Departmental feedback, faculty:student ratios

			Sufficiency of facilities/resources	Review of changes in facility availability (classrooms, call rooms, study space, simulation centers, secure storage space, IT resources)
Phase 3 Review				
Curricular Element	Timing	Process	Content	Outcome/Data
Curricular Plan – Phase 3	Annual, prior to each semester	Review by CEOC, Approval by CEPC	Learning objectives for each course, horizontal and vertical integration, teaching methods, Student time measures	Updated objectives, linkage to EPOs, assessment methodologies, coordination of schedules
Rotation Evaluation			Quality of Educational Experience	Rotation Questionnaire
			Timeliness of Grade Assignment	Banner Report
			Formative Assessments	Mid rotation completion rates
Whole Program Evaluation Schedule				
Curricular Element	Timing	Process	Content	Outcome/Data
Program Evaluation	Triennial	Review and Approval by CEPC	Use of Program Objectives throughout curriculum	Curriculum Map

			<p>Achievement of Competencies: Medical Knowledge</p>	<p>NBME Exam performance summary (3 years)</p> <p>Step 1 performance (3 years)</p> <p>Step 1 Delay</p> <p>Step 2CK performance</p> <p>Phase 2 Assessment Form</p> <p>Graduation Questionnaire</p> <p>Resident Readiness Survey</p> <p>ACGME Competency Reports</p>
			<p>Achievement of Competencies: Patient Care</p>	<p>Phase 1 OSCE Performance</p> <p>Phase 2 Clerkship Clinical Examination Performance</p> <p>LCSE Performance</p> <p>Phase 2 Assessment Form</p> <p>Graduation Questionnaire</p> <p>Resident Readiness Survey</p> <p>ACGME Competency Reports</p>

			Achievement of Competencies: Communication and Interpersonal Skills	<p>Phase 1 OSCE Performance</p> <p>Introduction to Clinical Medicine (previously DOCS) grade review</p> <p>Phase 2 Clerkship Clinical Examination Performance</p> <p>LCSE Performance</p> <p>Phase 2 Assessment Form</p> <p>Graduation Questionnaire</p> <p>Resident Readiness Survey</p> <p>ACGME Competency Reports</p>
			Achievement of Competencies: Professionalism	<p>Phase 1 Professionalism reports</p> <p>Phase 2 Professionalism reports</p> <p>Graduation Questionnaire</p> <p>Resident Readiness Survey</p> <p>ACGME Competency Reports</p>
			Faculty Teaching	<p>Aggregate reports</p> <p>Turnover</p> <p>Graduation Questionnaire</p>

			Learning Environment/Student Mistreatment	Year 2 Questionnaire Graduation Questionnaire Clerkship Questionnaire Summary Longitudinal Student Mistreatment Report
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This process will conclude with a review of previous goals and setting of goals for the upcoming year.