



#### **TITLE OF POLICY**

Curriculum Evaluation Policy

#### **PURPOSE AND SCOPE**

This policy outlines the frequency, content/data, and approval process of curriculum evaluation established by the Education Committee.

#### **RESPONSIBLE PARTY AND REVIEW CYCLE**

Education Committee

#### **LCME REFERENCE(S)**

LCME 8.3: Curricular Design, Review, Revision/Content Monitoring  
LCME 8.4: Program Evaluation

#### **HISTORY OF APPROVALS AND UPDATES**

Approved by Education Committee December 2019

#### **POLICY**

Per accreditation standards set by the Liaison Committee for Medical Education, the UNC School of Medicine (SOM) collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance medical education program quality. These data are collected during program enrollment and after program completion.

At the SOM, there are three standing curriculum subcommittees that represent the three phases of the TEC curriculum: Foundation, Application, and Individualization Phases, all of which report directly to the Education Committee. The Education Committee requires the three subcommittees to carry out evaluations of courses and the phase at established intervals to monitor compliance with accreditation standards, review outcome measures, and set goals based on evaluation findings. The Education Committee requires subcommittees to present evaluation findings and goals for courses and the phase for feedback and formal approval. Further, the Education Committee ensures accountability by requiring subcommittees to carry out approved goals and report progress on those goals at curriculum subcommittee and Education Committee meetings.

At a whole program level, the Education Committee conducts a yearly program evaluation, which reviews use of program objectives, vertical and horizontal integration, competency achievement, learning environment, and teaching sufficiency/quality based on a variety of data sources. The annual program evaluation is the mechanism by which the Education Committee sets its annual goals, which are informed, in part, by subcommittee evaluations of phase effectiveness. The Education Committee charges subcommittees or task forces to carry out annual goals, as well as to report progress on goals and present final outcomes.

Specified below is the frequency and content of evaluations.



**Foundation Phase**

The Foundation Phase conducts:

- Block reviews within four weeks of the conclusion of the block.
- Course reviews at the conclusion of every semester
- Phase evaluation conducted annually

<b>FOUNDATION PHASE EVALUATION SCHEDULE</b>				
<b>Evaluation Type</b>	<b>Frequency</b>	<b>Process</b>	<b>Content</b>	<b>Data/Measures</b>
<b>PROSPECTIVE PLANS</b>				
<b>PROSPECTIVE CURRICULAR PLAN</b>	Prior to each semester	Reviewed by Foundation Phase  Approved by Education Committee	Objectives, Curricular content, methods of teaching/learning; methods of student evaluation  Vertical and horizontal integration  Monitoring of Student Time	Course objectives, teaching methods, student evaluation methods  Week-by-week curricular plans for each of the three concurrent courses (MSC, PCC, and SHS)
<b>PROSPECTIVE ELECTIVE PLAN</b>	Prior to each semester	Reviewed by Foundation Phase  Approved by Education Committee	Objectives, Curricular content, methods of teaching/learning; methods of student evaluation  Availability of electives in Foundation Phase	Review of Policy on Electives. Number and type of electives.
<b>BLOCK REVIEWS</b>				
<b>MEDICAL SCIENCE BLOCK REVIEW</b>	Within 4 weeks of end of block	Reviewed by Foundation Phase  Approved by Education	Use of program objectives, assessments, and teaching methods. Variety of appropriate assessments.	Current learning objectives linked to school programs, along with assessments and methods. Grade Breakdown.



<b>FOUNDATION PHASE EVALUATION SCHEDULE</b>				
<b>Evaluation Type</b>	<b>Frequency</b>	<b>Process</b>	<b>Content</b>	<b>Data/Measures</b>
<b>MEDICAL SCIENCE BLOCK REVIEW cont.</b>		Committee	Achievement of enabling competencies and learning objectives.	NBME Exam Performance.
			Instructional formats. monitoring student time.	Hourly breakdown of student scheduled and required time.
			Teaching effectiveness and quality.	Student Feedback and rating (block evals).
			Advancement.	Distribution of Final Block Scores (one45).
			Review of goals set prior year. Set new goals for next year.	
<b>COURSE EVALUATIONS</b>				
<b>COURSE EVALUATION</b>	At the end of each semester	Reviewed by Foundation Phase  Approved by Education Committee	Use of Program Objectives. Assessments. Teaching Methods.	Current learning objectives linked to school programs, along with assessments and methods.
			Achievement of Enabling Competencies and Learning Objectives.	NBME Exam Performance. OSCE Performance (CAE).
			Instructional Formats. Monitoring Student Time.	Hourly breakdown of student scheduled and required time.
			Self-Directed Learning.	Performance on SDL assignments (examsoft).
			Teaching effectiveness and quality.	Student Feedback (block evals).
			Learning Environment.	Student Feedback on learning environment (block evals). Number of mistreatment reports.
			Narrative Midcourse Feedback.	Completion rates (audit of eval system, one45).



<b>FOUNDATION PHASE EVALUATION SCHEDULE</b>				
<b>Evaluation Type</b>	<b>Frequency</b>	<b>Process</b>	<b>Content</b>	<b>Data/Measures</b>
<b>COURSE EVALUATION cont.</b>			Advancement.	Distribution of final grades (one45). Number of grade appeals (Student Affairs)
			Timeliness of Grades.	Timestamp audit of final grade release in eval system (one45).
			Review of last year's goals. Set new goals.	
<b>ELECTIVES REVIEW</b>				
<b>ELECTIVES REVIEW</b>	Annually	Reviewed by Foundation Phase	Use of Program Objectives. Assessments. Teaching Methods.	Current learning objectives linked to school programs, along with assessments and methods.
			Teaching effectiveness and quality.	Student Feedback (course evals).
		Approved by Education Committee	Learning Environment.	Student Feedback on learning environment (course evals). Number of mistreatment reports.
			Timeliness of Grades.	Timestamp audit of final grade release in eval system (one45).
			Review of last year's goals. Set new goals.	
<b>FOUNDATION PHASE EVALUATION</b>				
<b>PHASE EVALUATION</b>	Annually	Reviewed by Foundation Phase	Use of Program Objectives Assessments Teaching Methods Horizontal and vertical integration	Curriculum map of the delivery of enabling competencies across all Foundation Phase courses, as well as the assessments and teaching methods.
			Approved by Education Committee	Achievement of competencies



FOUNDATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
<b>PHASE EVALUATION cont.</b>				AAMC Y2Q Survey GQ data Internal Finish line survey data (one45) STEP 1 Performance
			Monitoring of Student Time	Calculated scheduled and required time.
			Quality of teaching	Mean student ratings on lecturers and small group Leaders (one45).
			Self-directed Learning	Review of SDL delivery and performance on SDL assignments (examsoft).
			Narrative midcourse feedback.	Completion rates (one45 audit).
			Narrative summative feedback.	Completion rates (one45 audit).
			Student advancement.	Final grade distributions.
			Timeliness of final grades.	Final grade release (timestamp audit in one45).
			Learning Environment. Student Mistreatment.	Student feedback (block and course evals). Number of mistreatment reports.
			Sufficiency of Faculty. Non-faculty preparation.	Number of faculty by department participating in the delivery of the preclinical curriculum.
			Electives opportunities.	Number and type of available electives in Foundation Phase.
			Sufficiency of facilities and infrastructure	Faculty and student feedback.



FOUNDATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Review last year's goals. Set new goals.	

**Application Phase**

The Application Phase conducts:

- Prospective curricular plans prior to each academic year.  
Trimester reviews at the end of Trimester 1 and 2.
- Course reviews at the conclusion of academic year.
- Phase evaluation conducted annually

APPLICATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
<b>PROSPECTIVE PLANS</b>				
<b>PROSPECTIVE CURRICULAR PLAN</b>	Prior to each academic year	Reviewed by Application Phase  Approved by Education Committee	Objectives, Curricular content, methods of teaching/learning; methods of student evaluation.  Vertical and Horizontal Integration.	Course objectives, teaching methods, student evaluation methods  Curriculum map of the delivery of enabling competencies across all Application Phase courses, as well as the assessments and teaching methods.
<b>TRIMESTER REVIEWS</b>				
<b>TRIMESTER REVIEWS</b>	At the end of Trimester 1	Reviewed by Application Phase	Teaching Quality.	Student feedback and ratings (rotation evals). Mean overall rating for the block (block eval).



APPLICATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
	and 2	Approved by Education Committee	Clinical Supervision.	Student feedback and ratings (rotation evals).
			Assessment (Direct Observation).	Student feedback and ratings on being observed doing an H&P (block eval).
			Clinical Log.	Completion rates, noting percentage completed via alternative method (one45).
			Monitoring Student Time.	Student estimates on weekly hours and whether they received required days off (block eval).
			Learning Environment. Mistreatment.	Student feedback and ratings (block eval). Number of mistreatment reports by type (block eval and Student Affairs).
			Midblock formative assessment.	Student feedback and ratings (block eval). Percent complete via evaluation system audit.
			Summative narrative assessment.	Percent complete via evaluation system audit.
			Competency Achievement.	NBME shelf exam performance. OSCE performance (CAE).
			Final grade distribution.	Final grade in evaluation system (one45).
			Timeliness of final grades.	Audit of the evaluation system (one45).
			Comparability.	All aforementioned metrics and data sources are provided for each campus as data are available.



APPLICATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Progress on goals set at the time of the prior academic year's course review.	
COURSE REVIEWS				
<b>COURSE REVIEWS</b>	End of each academic year	Reviewed by Application Phase  Approved by Education Committee	Use of program objectives, assessments, and teaching methods. Variety of appropriate assessments.	Current learning objectives linked to school programs, along with assessments and methods.
			Achievement of enabling competencies and learning objectives.	NBME Exam Performance. OSCE performance by category (CAE). Common assessment form data (one45). GQ data. Internal finish line data (one45).
			Teaching Quality.	Student feedback and ratings on resident and attending teaching (rotation eval). Mean overall rating for the block (block eval).
			Clinical Supervision.	Student feedback and ratings (rotation eval).
			Assessment (direct observation).	Student feedback and ratings on being observed doing an H&P (block eval).
			Clinical Log.	Completion rates, noting percentage completed via alternative method (one45).
			Monitoring Student Time. Inpatient / Outpatient Experiences.	Student estimates on weekly hours and whether they received required days off (block eval). Percentage of time spent in types of clinical settings.





APPLICATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Learning Environment. Mistreatment.	Student feedback and ratings (rotation eval). Number of mistreatment reports by type (rotation eval and Student Affairs).
			Midblock formative assessment.	Student feedback and ratings (block eval). Percent complete via evaluation system audit (one45).
			Summative narrative assessment.	Percent complete via evaluation system audit (one45).
			Final grade distribution.	Final grade pulled from the evaluation system (one45).
			Timeliness of final grades.	Audit of the evaluation system (one45).
			Comparability.	All aforementioned metrics and data sources are provided for each campus
			Review of goals set prior year. Set new goals for next year.	
APPLICATION PHASE EVALUATION				
<b>PHASE EVALUATION</b>	Annually	Reviewed by Application Phase	Use of Program Objectives. Assessments. Teaching Methods.	Current learning objectives linked to school programs, along with assessments and methods.
		Approved by Education Committee	Achievement of Enabling Competencies and Learning Objectives.	NBME Shelf Exam Performance. OSCE performance by category (CAE). Common assessment form data (one45). Step 2 CS and CK.



APPLICATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
				Internal finish line survey (one45). GQ data.
			Teaching Quality.	Student feedback and ratings (block eval). GQ data.
			Clinical Supervision.	Student feedback and ratings (rotation eval).
			Monitoring Student Time. Inpatient / Outpatient Experiences.	Student estimates on weekly hours and whether they received required days off. Percentage of time spent in types of clinical settings.
			Learning Environment.	Student Feedback on learning environment (rotation eval). Number of mistreatment reports (rotation eval and Student Affairs). GQ data.
			Variety of Appropriate Assessments.	Grade breakdowns.
			Assessment (Direct Observations).	Student feedback and ratings on being observed doing an H&P (block eval). GQ data.
			Clinical Logs.	Completion rates, noting percentage completed via alternative method (one45).
			Narrative Midcourse Feedback.	Student feedback (block eval). Completion rates (one45).
			Advancement.	Distribution of final grades (one45). Number of grade appeals (Student Affairs).
			Summative Narrative Comments.	Completion rates (one45).
			Timeliness of Grades.	Timestamp audit of final grade release in eval system (one45).



APPLICATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Comparability.	All aforementioned metrics and data sources are provided for each campus
			Preparation of faculty and residents.	Review of protocol
			Sufficiency of faculty.	Faculty feedback
			Sufficiency of facilities.	Review of lecture rooms, study areas, call rooms, computers, and secure storage at each campus.
			Review of last year's goals. Set new goals.	

**Individualization Phase**

The Individualization Phase conducts:

- Prospective curricular plans prior to each academic year.
- Midpoint course reviews.
- Course reviews at the conclusion of academic year.
- Phase evaluation conducted annually

INDIVIDUALIZATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
<b>PROSPECTIVE PLANS</b>				
<b>PROSPECTIVE CURRICULAR PLAN</b>	Prior to each academic year	Reviewed by Individualization Phase  Approved by	Objectives, Curricular content, methods of teaching/learning; methods of student evaluation.	Course objectives, teaching methods, student evaluation methods  Curriculum map of the delivery of enabling competencies across all Application Phase



INDIVIDUALIZATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
		Education Committee	Vertical and Horizontal Integration.	courses, as well as the assessments and teaching methods.
<b>PROSPECTIVE CURRICULAR PLAN FOR ELECTIVES</b>	Prior to each academic year		Objectives, Curricular content, methods of teaching/learning; methods of student evaluation.	Course objectives, teaching methods, student evaluation methods
			Sufficiency of elective opportunities.	Number, type, and capacity of electives.
MIDPOINT REVIEWS				
<b>MIDPOINT REVIEWS</b>	At midpoint of phase	Reviewed by Individualization Phase  Approved by Education Committee	Teaching Quality.	Student feedback and ratings (course evals). Mean overall rating for the block (block eval).
			Clinical Supervision.	Student feedback and ratings (course evals).
			Assessment (Direct Observation).	Student feedback and ratings on being observed doing an H&P (course eval).
			Monitoring Student Time.	Student estimates on weekly hours and whether they received required days off (course eval).
			Learning Environment. Mistreatment.	Student feedback and ratings (course eval). Number of mistreatment reports by type (course eval and Student Affairs).
			Midblock formative assessment.	Student feedback and ratings (course eval). Percent complete via evaluation system audit.
			Summative narrative assessment.	Percent complete via evaluation system audit (one45).



INDIVIDUALIZATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Final grade distribution.	Final grade in evaluation system (one45).
			Timeliness of final grades.	Audit of the evaluation system (one45).
			Progress on goals set at the time of the prior academic year's course review.	
ELECTIVE MIDPOINT REVIEW				
ELECTIVE MIDPOINT REVIEW	At midpoint of phase	Reviewed by Individualization Phase  Approved by Education Committee	Teaching Quality.	Student feedback and ratings (course evals). Mean overall rating for the block (block eval).
			Clinical Supervision.	Student feedback and ratings (course evals).
			Assessment (Direct Observation).	Student feedback and ratings on being observed doing an H&P (course eval).
			Monitoring Student Time.	Student estimates on weekly hours and whether they received required days off (course eval).
			Learning Environment. Mistreatment.	Student feedback and ratings (course eval). Number of mistreatment reports by type (course eval and Student Affairs).
			Midblock formative assessment.	Student feedback and ratings (course eval). Percent complete via evaluation system audit.
			Summative narrative assessment.	Percent complete via evaluation system audit (one45).
			Final grade distribution.	Final grade in evaluation system (one45).
ELECTIVE MIDPOINT REVIEW Cont.			Timeliness of final grades.	Audit of the evaluation system (one45).



INDIVIDUALIZATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Progress on goals set at the time of the prior academic year's course review.	
COURSE REVIEWS				
<b>COURSE REVIEWS</b>	End of each academic year	Reviewed by Individualization Phase  Approved by Education Committee	Use of program objectives, assessments, and teaching methods. Variety of appropriate assessments.	Current learning objectives linked to school programs, along with assessments and methods.
			Achievement of enabling competencies and learning objectives.	Common assessment data (one45).
			Teaching Quality.	Student feedback and ratings on resident and attending teaching (course eval). Mean overall rating for the block (course eval).
			Clinical Supervision.	Student feedback and ratings (course eval).
			Variety of Assessments. Assessment (direct observation).	Grade breakdown Student feedback and ratings on being observed doing an H&P (course eval).
			Monitoring Student Time.	Student estimates on weekly hours and whether they received required days off (course eval).
			Learning Environment. Mistreatment.	Student feedback and ratings (course eval). Number of mistreatment reports by type (rotation eval and Student Affairs). GQ data.
			Midcourse formative assessment.	Student feedback and ratings (course eval). Percent complete via evaluation system audit (one45).



INDIVIDUALIZATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Summative narrative assessment.	Percent complete via evaluation system audit (one45).
			Final grade distribution.	Final grade pulled from the evaluation system (one45).
			Timeliness of final grades.	Audit of the evaluation system (one45).
			Review of goals set prior year. Set new goals for next year.	
ELECTIVE COURSE REVIEW				
<b>ELECTIVE COURSE REVIEWS</b>	End of each academic year	Reviewed by Individualization Phase  Approved by Education Committee	Use of program objectives, assessments, and teaching methods. Variety of appropriate assessments.	Current learning objectives linked to school programs, along with assessments and methods.
			Achievement of enabling competencies and learning objectives.	Common assessment data (one45).
			Teaching Quality.	Student feedback and ratings on resident and attending teaching (course eval). Mean overall rating for the block (course eval).
			Clinical Supervision.	Student feedback and ratings (course eval).
			Variety of Assessments. Assessment (direct observation).	Grade breakdown Student feedback and ratings on being observed doing an H&P (course eval).
			Monitoring Student Time.	Student estimates on weekly hours and whether they received required days off (course eval).
			Learning Environment. Mistreatment.	Student feedback and ratings (course eval). Number of mistreatment reports by type



INDIVIDUALIZATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
				(rotation eval and Student Affairs). GQ data.
			Midcourse formative assessment.	Student feedback and ratings (course eval). Percent complete via evaluation system audit (one45).
			Summative narrative assessment.	Percent complete via evaluation system audit (one45).
			Final grade distribution.	Final grade pulled from the evaluation system (one45).
			Timeliness of final grades.	Audit of the evaluation system (one45).
			Review of goals set prior year. Set new goals for next year.	
INDIVIDUALIZATION PHASE EVALUATION				
<b>PHASE EVALUATION</b>	Annually	Reviewed by Individualization Phase  Approved by Education Committee	Use of Program Objectives. Assessments. Teaching Methods.	Current learning objectives linked to school programs, along with assessments and methods.
			Achievement of Enabling Competencies and Learning Objectives.	NBME Shelf Exam Performance. OSCE performance by category (CAE). Step 2 CS and CK. Internal finish line survey (one45). GQ data.
			Teaching Quality.	Student feedback and ratings (course eval). GQ data.
			Clinical Supervision.	Student feedback and ratings (rotation eval).
			Monitoring Student Time.	Student estimates on weekly hours and





INDIVIDUALIZATION PHASE EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
			Inpatient / Outpatient Experiences.	whether they received required days off. Percentage of time spent in types of clinical settings.
			Learning Environment.	Student Feedback on learning environment (rotation eval). Number of mistreatment reports (rotation eval and Student Affairs). GQ data.
			Variety of Appropriate Assessments.	Grade breakdowns.
			Assessment (Direct Observations).	Student feedback and ratings on being observed doing an H&P (course eval). GQ data.
			Narrative Midcourse Feedback.	Student feedback (course eval). Completion rates (one45).
			Advancement.	Distribution of final grades (one45). Number of grade appeals (Student Affairs).
			Summative Narrative Comments.	Completion rates (one45).
			Timeliness of Grades.	Timestamp audit of final grade release in eval system (one45).
			Preparation of faculty and residents.	Review of protocol
			Sufficiency of faculty.	Review of course demand versus capacity.
			Sufficiency of facilities.	Review of lecture rooms, study areas, call rooms, computers, and secure storage at each campus.
			Review of last year's goals. Set new goals.	



WHOLE PROGRAM EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
<b>PROGRAM EVALUATION</b>				
<b>PROGRAM EVALUATION</b>	Annually	Reviewed by Education Phase  Approved by Education Committee	Use of Program Objectives. Assessments. Teaching Methods. Horizontal and vertical integration.	Curriculum map of the delivery of enabling competencies across all Foundation Phase courses, as well as the assessments and teaching methods.
			Achievement of Competencies: Medical Knowledge	Foundation Phase NBME Final Exam Performance, 2017-18. UNC Midpoint/Post Foundation Survey, 2016-18. Step 1 Delays, 2018-2019. Step 1 Performance Data, 2015-18. Application Phase Common Assessment Form, 2018-19. Application Phase Shelf Exam Performance, 2015-19 Individualization Phase Common Assessment Form, 2017-19 UNC Finish Line Survey, 2017-18 AAMC Graduation Questionnaire, 2014-18
			Achievement of Competencies: Patient Care	UNC Midpoint Survey, 2016-19 Application Phase Shelf Exam Performance, 2015-19 Application Phase OSCE Performance, 2016-19 Individualization Phase Common Assessment Form, 2017-19 UNC CPX Performance, 2017-19



WHOLE PROGRAM EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
				Step 2 Clinical Knowledge and Clinical Skills Exam Performance, 2016-19 UNC Finish Line Survey, 2017-19 AAMC Graduation Questionnaire, 2015-19 Residency Match Data, 2013-19
			Achievement of Competencies: Communication and Interpersonal Skills	Foundation Phase <ul style="list-style-type: none"> <li>• Patient Centered Care Course Performance Data on Communication Skills, 2018-19.</li> <li>• UNC Midpoint Survey/Post Foundation Phase Survey, 2017-2019</li> </ul> Application Phase <ul style="list-style-type: none"> <li>• Application Phase Common Assessment Form Performance Data on Communication Skills, 2018-19.</li> <li>• Application Phase OSCE Performance for Communication Skills, 2016-19</li> <li>• Post Application Phase Survey, 2017-2019</li> <li>• Step 2 Clinical Skills Exam, Assessment Criterion Performance, 2016-19</li> </ul> Individualization Phase <ul style="list-style-type: none"> <li>• Individualization Phase Common Assessment Form, 2017-19</li> </ul>



WHOLE PROGRAM EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
				<ul style="list-style-type: none"> <li>• UNC Finish Line Survey, 2017-2019</li> <li>• AAMC Graduation Questionnaire, 2014-2019</li> </ul>
			Achievement of Competencies: Professionalism	UNC Midpoint Survey/Post Foundation Phase, 2017-2019 Application Phase Common Assessment Form, 2018-19 Individualization Phase Common Assessment Form, 2017-19 UNC Finish Line Survey, 2017-2019 AAMC Graduation Questionnaire, 2015-2019
			Achievement of Competencies: Lifelong Learning	Foundation Phase Self-Directed Learning Mean Grades, 2018-19. Midpoint/Post Foundation Phase Survey, 2017-2019. Application Phase Common Assessment Form, 2018-19. Individualization Phase Common Assessment Form, 2018-19. UNC Finish Line Survey, 2017-2019.
			Achievement of Competencies: Social and Health Systems	UNC Midpoint/Post Foundation Phase Survey, 2017-2019 Application Phase Common Assessment Form, 2018-19 Individualization Phase Common Assessment



WHOLE PROGRAM EVALUATION SCHEDULE				
Evaluation Type	Frequency	Process	Content	Data/Measures
				Form, 2017-19 UNC Finish Line Survey, 2017-2019 AAMC Graduation Questionnaire, 2014-2018
			Quality of Teaching	Aggregated ratings on lecturers and small group facilitators in Foundation Phase. Course and rotation evals (one45) in Application and Individualization Phases. GQ data
			Learning Environment. Student Mistreatment.	Student feedback (rotation, block, and course evals). Number of mistreatment reports (Student Affairs and rotation, block, and course evals). GQ data.
			Review last year's goals. Set new goals.	



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