



#### **POLICY TITLE**

Evaluation of School Competencies and Enabling Competencies

#### **PURPOSE AND SCOPE**

To establish the evaluation cycle of the School's Competencies, Enabling Competencies, and Learning Objectives.

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

Foundation, Application, and Individualization Phase committees and Education Committee on an annual basis.

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

LCME 6.1: Program and Learning Objectives

LCME 8.1: Curricular Management

LCME 8.3: Curricular Design, Review, Revision/Content Monitoring

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

Approved by Education Committee in January 2019.

Approved by Education Committee in February 2023.

Approved by Education Committee February 19, 2024.

#### **DEFINITION(S):**

Foundation Phase: The first 18 months of the medical school curriculum comprised of nine Medical Science courses (3 per semester), 3 semesters of Patient Centered Care, and 3 semesters of Social and Health Systems.

Application Phase: The 12-month phase dedicated to core clinical experiences, from March of one year to February of the following year consisting of 3 clinical courses: Care of Specific Populations, Community Based Longitudinal Care, and Hospital, Interventional, and Surgical Care and 1 longitudinal course: Social and Health Systems 4

Individualization Phase: The final 14 months of the medical school curriculum dedicated to the completion of graduation requirements and electives tailored to a student's career interest, from March of one year to May of the following year. Students are required to take 2 Acting Internships, 1 Critical Care Selective, 1 Advanced Clinical Selective, and 4 Electives along with 2 longitudinal courses: Science of Medicine and Social and Health Systems 5, and Transition to Residency at the end of the 14 months.

## **POLICY**

The following evaluation schedule is established for each phase of the curriculum to ensure the continual monitoring, reviewing, and revising of the School's Competencies, Enabling Competencies, and Learning Objectives. Evaluations also examine other key process measures required for accreditation and allow for annual goal setting. The schedule establishes a sequence that begins with evaluation of the smallest component of the curriculum - courses - and then progresses to phases and the full program.

### **Foundation Phase**

Below is the evaluation schedule for the Foundation Phase:

- **Medical Science Courses:** Each Medical Science course is reviewed approximately a month after completion. These meetings consist of phase, course, and coil directors along with others who supported the course. Results are reported to the Foundation Phase committee at the next meeting and then to the Education Committee.
- **Patient Centered Care Courses:** Patient Centered Care courses are evaluated at the end of each semester. PCC 1 and 3 occur each fall semester and PCC 2 occurs each spring semester. These meetings occur within a month after the completion of each course and consist of course and phase directors along with others who support the course. Results are reported to the Foundation Phase committee at the next meeting and then to the Education Committee.
- **Social and Health Systems Courses:** Social and Health Systems courses are evaluated at the end of each semester. SHS 1 and 3 occur each fall semester and SHS 2 occurs each spring semester. These meetings occur within a month after the completion of each course and consist of course and phase directors along with others who support the course. Results are reported to the Foundation Phase committee at the next meeting and then to the Education Committee.
- **Foundation Phase Review:** The entire Foundation Phase is reviewed on an annual basis, using the school's Competencies and Enabling Competencies as the basis of evaluation. Committee members use a variety of data sources, including course reviews, to assess efficacy and set goals. As soon as the Foundation Phase evaluation is complete, phase directors share results with the Education Committee.

### **Application Phase**

Below is the evaluation schedule for Application Phase:

- **Trimester Check-Ins:** Within a month of the conclusion of Trimester 1 and 2, course, phase, and campus directors review key process and outcome measures to facilitate appropriate action to issues. This allows course, phase, and campus directors to plan appropriate changes for the following academic year since full review data are not available before the next year begins.
- **Course Review:** Within 1.5 months of the conclusion of the phase, course, phase and campus directors will review each course. Results are reported at the next Application Phase committee meeting and then to the Education Committee.

- **Application Phase Review:** Within two months of the conclusion of the phase and after the completion of course reviews, all committee members evaluate the entire phase. Committee members use a variety of data sources, including course reviews, to assess efficacy and set goals. As soon as the Application Phase evaluation is complete, phase directors share results with the Education Committee.

### **Individualization Phase**

Below is the evaluation schedule for Individualization Phase:

- **Mid-Year Check-In:** At approximately the seventh month of the phase, course, phase, and campus directors review key process and outcome measures to facilitate appropriate action to issues.
- **Course Review:** Within two months of the conclusion of the phase, course, and phase directors will review each course. Final reviews are shared with the full Individualization Phase committee, including campus directors, and then reported to the Education Committee.
- **Individualization Phase Review:** Within three months of the conclusion of the phase and after all course reviews, all committee members evaluate the entire phase. Committee members use a variety of data sources, including course reviews, to assess efficacy and set goals. As soon as the Individualization Phase evaluation is complete, phase directors share results with the Education Committee.

### **Full Program Evaluation**

In August and September of every year and after the completion of Phase Reviews, the Education Committee reviews the efficacy of the School's curriculum, using the School's Competencies and Enabling Competencies as the basis of evaluation. Committee members use a variety of data sources, including course reviews, exam and OSCE results, standardized examination results (Shelf exams, Step 1, Step 2, etc), and internal and AAMC survey results.

### **PROCEDURE(S):**

Staff in the Office of Educational Effectiveness prepare reports based on course evaluation data and course results, prepopulate review forms, and facilitate in-person meetings according to the evaluation schedule within this document.

All completed course and phase review documents are placed in an official repository on SharePoint and posted to the School's learning management system to be shared with all committee members.