

SEP

- Consideration of 3-year curriculum review cycle policy
- Consideration of annual evaluation report policy
- Assignment of course and clerkship review 3-person teams

OCT

- Confirm that course and clerkship teams are active/on-task
- Discussion of “curriculum as a whole” review in the context of the PGOs
- Assignment of PGO review teams (all at regular meeting, 10/10/16)

NOV

- Course and clerkship reports 11/7/16, 12/5/16 (special meeting)
- Further clarification of “curriculum as a whole” review (expected products, outcome tracking)
- Distribution of PGO course/clerkship and assessment linkages

DEC

- Regular meeting, 12/12/16: Knowledge for practice (2.1-2.6), and personal and professional development (8.1-8.5) -- Presenters: Blunk/Perry/Piskurich & Pfarr/Janssen/Padilla

JAN

- Regular meeting, 1/9/17: Patient care (1.1-1.9), and interprofessional collaboration (7.1-7.4) – Presenters: Cashin/Gest/Uga & Francis/Cervantes/Kassar
- Special meeting, 1/30/17: Practice-based learning and improvement (3.1-3.5), and professionalism (5.1-5.7) – Presenters: Blunk/Perry/Piskurich & Pfarr/Janssen/Padilla

FEB

- Regular meeting, 2/13/17: Systems-based practice (6.1-6.4), and interpersonal and communication skills (4.1-4.4) – Presenters: Francis/Cervantes/Kassar & Cashin/Gest/Uga
- Any remaining ‘catch-up’ tasks, and review of outcomes and tracking plan -- **special meeting(s) if necessary**

# Course/Clerkship Review Teams

COURSE/CLERKSHIP:	TEAM MEMBERS:
IM-PSYCH EM	PADILLA, KASSAR, GEST
OB/GYN-PEDI CC + SUB-I	UGA, PFARR, CASHIN
SURG-FM NEURO	BLUNK, CERVANTES, FRANCIS-MK
SPM	PERRY, UGA, GEST
SCI	PFARR, ^HOGG, *WOODS
MED SKILLS	PADILLA, CASHIN, *HTAY, BLUNK
COLLOQUIUM	^LACY, PERRY
SARP	KASSAR, ^FRANCIS- MN
ICE/PICE	CERVANTES, FRANCIS-MK

\*Not a member of the CEPC (special thanks for their service!)

^Ex Officio

# Course/Clerkship Review Teams

- Process:
  - Evaluations to be based on:
    - The Course/clerkship syllabi
    - The Annual Program Evaluation Report
    - Course/clerkship reviews
    - Reports regarding objective and assessment linkages as collated by Dr. Lacy's office
    - Other data as available and identified by the teams or the OME
  - Review teams to perform a structured analysis based on the following questions (each member to perform an independent review, followed by team discussion and generation of a consensus report):
    - **Does the course/clerkship content (the learning objectives and instructional methods) fulfill the course goals/objectives as stated in the syllabus?**
    - **Does the student assessment plan (formative and summative) fulfill the course/clerkship goals/objectives as stated in the syllabus? Are assessments performed – and outcomes reported – in a timely manner (consistent with educational program policy)?**
    - **Would the course director know if a student had substantial deficiencies in any of the course/clerkship content domains or major components? If so, how, and by what point?**
    - **At the point that student deficiencies in a course/clerkship content domain or major component can be identified, are there sufficient mechanisms for remediation that allow the student to remain 'on track'?**
    - **Would it be possible for a student to pass the course/clerkship with substantial deficiencies in any of the course/clerkship content domains or major components?**
    - **Are the program outcomes associated with the course/clerkship goals/objectives at or exceeding national or otherwise standardized benchmarks for student achievement? Are there apparent course/clerkship factors potentially contributing to either exceptional or less-than-hoped-for program performance?**
  - As a team, identify and prioritize course/clerkship strengths and weaknesses.
  - Provide recommendations for improvement and tracking of identified weaknesses (think CQI...plan-do-study-act cycles)

# PGO Review Teams

Educational Program Goals:		TEAM MEMBERS:	
<ul style="list-style-type: none"> <li>• Knowledge for practice</li> <li>• Practice-based learning &amp; improvement</li> </ul>	BLUNK, PERRY, *PISKURICH	<ul style="list-style-type: none"> <li>• SWOT analysis for each element</li> <li>• Identify/prioritize critical issues</li> <li>• Recommendations (including tracking)</li> </ul>	
<ul style="list-style-type: none"> <li>• Patient care</li> <li>• Interpersonal and communication skills</li> </ul>	CASHIN, GEST, UGA	<ul style="list-style-type: none"> <li>• SWOT analysis for each element</li> <li>• Identify/prioritize critical issues</li> <li>• Recommendations (including tracking)</li> </ul>	
<ul style="list-style-type: none"> <li>• Systems-based practice</li> <li>• Interprofessional collaboration</li> </ul>	CERVANTES, FRANCIS-MK, KASSAR	<ul style="list-style-type: none"> <li>• SWOT analysis for each element</li> <li>• Identify/prioritize critical issues</li> <li>• Recommendations (including tracking)</li> </ul>	
<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Personal and professional development</li> </ul>	PFARR, *JANSSEN, PADILLA	<ul style="list-style-type: none"> <li>• SWOT analysis for each element</li> <li>• Identify/prioritize critical issues</li> <li>• Recommendations (including tracking)</li> </ul>	

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# PGO Review Teams

- Process:
  - Evaluations to be based on:
    - The Annual Program Evaluation Report
    - Course/clerkship reviews
    - Reports regarding objective and assessment linkages as collated by Dr. Lacy's office
    - Other data as available and identified by the team or the OME
  - Review teams to perform a structured analysis based on the following questions (each member to perform an independent review, followed by team discussion and generation of a consensus report):
    - **Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?**
    - **Does the educational program adequately assess each goal and its objectives?**
    - **Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?**
    - **Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?**
    - **For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?**
  - As a team, identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.
  - Provide recommendations for improvement and tracking of identified weaknesses (think CQI...plan-do-study-act cycles)