

**University of Illinois College of Medicine
College Committee on Instruction and Appraisal
Annual Report AY 2009–2010**

The College Committee on Instruction and Appraisal (CCIA) is the College of Medicine standing committee responsible for the effectiveness of the educational program leading to the MD degree as well as for assuring that the curriculum meets LCME accreditation standards. The LCME accreditation survey took place November 15-19, 2009. Members of the ad hoc survey team visited all four campuses during that time. It represented the culmination of an extraordinarily active 18-month period of intense preparation and evaluation of all aspects of the educational program. Although many other faculty, students, administrators, and staff had vital roles on the various LCME committees, the CCIA functioned as the LCME Task Force. Under the expert leadership of Senior Associate Dean LJ Sandlow, the College fared very well earning the maximum allowable accreditation term of eight years.

Curriculum Renewal

The process of preparing for the LCME site visit presented an excellent opportunity to revisit the content, management, instructional methods, assessment, and evaluation of the entire curriculum. The survey team noted that opportunities for active learning and independent study were present but sparse in courses during the basic science years at all campuses. Standards mandate that the curriculum must include instructional opportunities for active learning and independent study to foster the skills necessary for lifelong learning. The Dean has deemed this to be a foundational element of the curricular renewal effort underway to improve the educational program.

The survey team also noted several cross-campus variations in the organization and objectives of pre-clerkship courses, and in assessment of student performance in those courses. They observed that although comparability is more apparent in clerkships, there are variations in grade distributions at different campuses. Conversations have occurred at all the site curriculum committees, the Education Coordinating Committees, the UPR Retreat, and the CCIA to begin to address this concern. CCIA will continue to work with the Interim Senior Associate Dean for Educational Affairs, Saul Weiner, to ensure there are comparable educational experiences and equivalent methods of evaluation across all instructional sites within a given discipline.

A first step in the effort to reduce variations in clerkship grade distributions among campuses occurred at the May CCIA meeting, when the policy on clerkship grading was reaffirmed. Valid assessments of clinical performance are based on accurate observations of clinical performance. A clinical evaluation reflects a judgment about how well the student's performance corresponds to the performance objectives. Evaluation of performance leading to the assignment of the final clinical grade, involves critical reflections of observations made during the clerkship. Clinical grades must be determined without prior knowledge of the scores students achieve on the end of clerkship examinations.

The last LCME citation relating to education concerned the delay in providing students timely feedback about their performance. Several clerkships in Chicago were cited as having been unable to provide final clerkship grades to students within the recommended four to six week period at the end of the clerkship. The policy on clerkship grading also stipulates that clinical grades and narrative comments should be submitted to the designated office at each site within four weeks or less of the end of the clerkship experience. The clinical grades and examination grades will then be combined in the central location to determine the final grade, according to the approved formula. Once the final grade has been determined, the rotation roster will be sent to the clerkship directors for their information and future reference if necessary.

ECC Related Discussions

Many other discussions occurred throughout the year, such as the review and consideration of student performance on the end of clerkship subject examinations and the required passing levels. The Surgery ECC modified its evaluation form using the Internal Medicine and Obstetrics/ Gynecology forms as models. The new assessment form is now consistent with the competency-based goals and objectives introduced prior to the last academic year that are outcomes-oriented and measurable. All the ECCs are considering additional ways in which to assure more comparability among instructional sites.

Conjoint CCIA/CCSP Retreat

A joint retreat with the CCSP is planned for the fall during which several key areas and future directions will be discussed.

Respectfully submitted,

George T. Kondos, MD
Chair, College Committee on Instruction and Appraisal