



CUMED 11/12/2018

Meeting was called to order at 3:02 pm

**Attended:** J. Boulger, K. Diebel, P. Fernandez-Funez, Rachel Hansen, B. Holbrook, R. Michaels, K. Nordgren, A. Seip, A. Shaw, G. Simmons, C. Violato

**Absent:** R. Christensen, A. Greminger, R. Harden, K. Nelson (TC), E. Onello, M. Owen, M. Patregnani, J. Pearson, A. Skildum, S. Stover (many absent due to OSCEs)

### Welcome:

- Dr. Shaw entertained a motion to approve the October 8, 2018 meeting minutes.
  - Clarification was made to minutes, based on Dr. Onello's feedback.
  - Dr. Nordgren seconded the motion: All in favor of approval, none opposed.

### Student Updates:

#### **MS I (R. Hansen)**

- Discussion about mixed directions for different groups in lab, around dissection, which led to difficulties with quizzes
- Overall, students liked the pacing of the Intro to Rural Family Medicine & Native American Health courses, as it provided a nice break from Foundations of Medicine.
  - Final exam, however, was very stressful due to the vast amount and variety of information being tested. Students felt it was a lot of memorizing dates and numbers. Rachel suggested having a written reflection instead, and perhaps incorporating Turning Point questions at the end of sessions to increase attendance

#### **MS II (B. Holbrook)**

- Question whether Clinical Pathology Conference (CPC) would be continued this year. Dr. Diebel explained that Dr. Greminger, Dr. Wallace, and Dr. Lacher, are reworking it for next year, but high priority cases may be woven into course blocks for this year.
  - Suggestion to make other cases available to students, to work through independently, as a form of non-graded assessment.

### Around the Room

- Dr. Claudio Violato, Assistant Dean for Assessment and Evaluation discussed potential grading policy change ([link to full proposal](#)) for the Medical school that was reviewed and approved by the Assessment Committee on October 23, 2018. Intention is to increase student engagement, effort, and long-term learning and retention, while decreasing anxiety and burnout.
  - **Proposal:** Every basic science course has a minimum of 4 components and no component can be worth more than 40% of the total grade. Students still required to achieve  $\geq 70\%$  overall in the course, but would not need to achieve  $\geq 70\%$  on the Final Exam in order to pass the course.

- Each student score below 70% but within one standard error of measurement should be reviewed by an ad hoc committee (2 course directors plus Assessment & Evaluation representative) to determine final decision about Pass/Fail based.
- Dr. Shaw proposed putting together a sub-committee to discuss the implications of this policy on the Duluth campus, further. Goal of sub-committee is to develop a statement that would be voted on at the next CUMED on Dec 10, 2018. Depending on what is decided, that statement would then be forwarded to the Assessment Committee and Education Council, before the Education Council votes on the policy in December.

### **CRRAB I Course Report** ([full report here](#))

- Focuses on cardiovascular component of the Cardiovascular, Respiratory, Renal, Acid-Base systems curriculum.
- All students passed without needing remediation this year, and course average was 4 points higher this year.
- Course evaluation ratings slightly lower in some areas this year, such as clarity of course objectives, and graded assessments appropriately testing course objectives. However, there was a rating increase for adequate opportunities for non-graded self-assessments
- Students felt communication was confusing and chaotic, so for CRRAB II have been keeping student updates/emails to a minimum, what is deemed to be not urgent is collected throughout the week and sent out in a single announcement. If something is time-sensitive, that is sent out separate.
  - Dr. Shaw mentioned the Scientific Foundations Committee developed a standard for communicating with students that was circulated at the meeting last week. You can view their standard here: ([link](#))
- To address issues with graded-assessments, they have been doing exam previews with faculty in course.
- Students liked addition of graded assignments and PBL that took pressure of exam performance and allowed additional opportunities to demonstrate understanding.
- Developed Guided Discovery Learning format to address student frustrations with PBL and faculty objective release.
- Implemented new ultrasound workshop that was a success.
- Dr. Nordgren announced she would not be the Course Director for CRRAB I next year, to allow her to focus on teaching, Course Directing CRRAB II, and other obligations.
  - A replacement has not yet been identified.

### **Post-Exam Review Feedback**

- Several students have voiced frustration about not being able to go back and review previous exams as a group.
- Students get one formal exam review on their computers through ExamSoft system, which is limited by the software.
- Students in CRRAB have only been allowed to review the questions they got wrong, one-on-one with one of the Course Directors, or Phyllis Lindberg.
- The reason for change was exam reviews had gotten too liberal and a student posted an exam on social media. Question about whether the policy has gotten too strict.
- Question, what has been lost by this change? Response: Not learning of content, but reminders of processes and details that may have been forgotten.
- New recommendations for exam review were developed by CUMED last year ([link](#)). These recommendations are currently being followed in the MS1 class, so this will not be a problem in the future. The MS2 class is struggling with the exam review change, but course directors are only including some provisions of the recommendations for this class. Non-graded assessment questions were included in courses this year to provide opportunities for student learning.

## Blackbag to Canvas

- The Medical School is planning a transition away from Blackbag as the learning management system (LMS) to move to Canvas, the University-wide supported system for curriculum management on all UMN campuses.
- Discussions began in July, when Anne Pereira, Kevin Diebel, and Kelaine Haas were tasked with doing a feasibility study and report whether a transition from Blackbag to Canvas was possible. It did seem possible.
- Currently, support being invested in Blackbag allows for maintenance, but not to build out new components. Additionally, Blackbag runs on a unique and antiquated code language not widely known to software developers, and sitting on servers that run on operating systems that are being phased out for security patches, and the servers themselves are coming to their end of life for their usage.
- Possibility to move to an enterprise system where we can reallocate our support for Blackbag into building plug-ins for Canvas to get increased functionality.
- In October, Kendra Nordgren, Stephanie Appleby, and Brenda Doup were brought in to work on various logistics and are now looking at transitioning into implementation stage.
- Admissions will continue to run through Blackbag until a more permanent solution is in place, potentially in 2020.
- Question from Dr. Onello via Google Form: “Data banked on Blackbag--my concern is to ensure long-term faculty access for medical education research purposes to historical Blackbag information in context of new curriculum management system mentioned on agenda.”
  - Response: There may still be legacy components of Blackbag that remain, but curriculum and course management will be via Canvas. Components currently on Blackbag will continue to be available as long as possible and will be stored offline for consultation at later times.
- Building a shadow version of CRRAB II of Canvas to help everyone troubleshoot issues before going live in IHO, with plan to transition all courses to Canvas in Fall 2019.
- We welcome anyone who wants to be a part of this conversation and process to make sure pieces aren't left out that are essential to your courses. Dr. Diebel will send an email to faculty to invite them to be a part of this.
- Question: How different is Canvas from Blackbag? What will the learning curve look like?
  - Depends on the type of user you are. For Curriculum staff, there will be a lot of work to transition and workflow will be substantially different. Student interface and experience will be different. For session instructors and course directors, it may not be that different. There is a plug-in for ExamSoft that will automatically populate into Canvas gradebook.
  - Standardized documentation and centralized support for Canvas. UMD is hosting two Canvas training workshops in December. Participants must [enroll](#) via the UMN Training Hub by 5 p.m. Thursday, Nov. 29.
    - Thursday, December 6 from 12:30 - 4:00pm (Kirby Plaza 173)
    - Friday, December 7 from 9:30am - 1:00pm (Kirby Plaza 173)

## Aquifer

- Postponed until next CUMED meeting, December 10, 2018

Meeting adjourned at 4:38pm . Next CUMED meeting: **December 10, 2018 @ 3:00pm (55 Med)**  
*Minutes transcribed by Amy Seip and reviewed by Dr. Shaw, (Chair) & Dr. Diebel (ex-Officio)*