



was called to order at 8:01 am

**Attended:** K. Diebel, J. Boulger, R. Christensen, A. Johns, K. Haas (TC), K. Nordgren, A. Greminger, G. Simmons, P. Fernandez-Funez, J. Pearson, E. Onello, A. Shaw, M. Statz, G. Trachte, R. Westra, N. Jauss. **Absent:** R. Harden

### Welcome:

Dr. Boulger entertained a motion to approve the meeting minutes of June 8<sup>th</sup>. Dr. Pearson requested an edit regarding the Healer's Art origination date from 20 years to 14 years. Dr. Westra seconded the motion: All in favor of approval: non-opposed.

### Follow-Up from AY 2016-17

#### Pass/Fail Grading:

- The Pass/Fail Grading Policy is in effect for both campuses with the incoming Class of 2021. The Class of 2020 will be the last class where students are eligible for Honor grades.
- The 70% course and 70% final exam are still the benchmarks students must meet to pass a course.

#### Case Based Mini Retreat:

- Dr. Johns indicated 126 cases were collected Google form.
- The cases are stored in a Google Drive with faculty access only. Dr. Johns and Dr. Diebel are the administrators of the file and are the contacts for access. Dr. Diebel will review faculty access and make necessary updates.
- Students will not have access.
- The entered cases are searchable and include the topics, authors, where and when presented in the curriculum, format of the cases, learning objectives, disciplines, systems, etc.
- A downloadable version of the case is located at the bottom of the page in Google form.
- Cases are intellectual property and faculty wishing to use a case should be contacting the authors for approval.
- The majority of the cases were in case-based learning (50%) followed by problem-based learning (20%). Dr. Johns provided a document to members on the world-wide literature review and use of case-based learning for review. One area we can improve on is ensuring facilitators know the mechanisms and concept mapping. Problem-based and SIM cases could be enhanced by adding ethics content. The article indicated cases are best used when students has some fundamental knowledge prior to doing a case.

### Student Updates:

- No Updates to Report. (MS I Representative has not been identified at this time. MS II Representative, Megan Conlon has not officially started school).

### Review of CUMED Charge:

- Dr. Diebel presented the [CUMED Charge and Members](#) for AY 2017-18. The [Medical School Curriculum Committee Structure](#) (page 4) was provided and the Duluth Representation on TC Campus Committees. The Education Council has two working groups: Education Steering Committee and a Committee on Assessment. These committees are assigned tasks and requested to make recommendations back to the Education Council
- Summary:
  - Members are composed of DU Course Directors, Course Directors of Integrated Education (Foundational Sciences \*TC Campus) and two student representatives, Associate Dean for Medical Education & Technology, DU Course Manager/ExamSoft coordinator and Administrative Staff.
  - Reviews curriculum integration and evaluation
  - Oversees annual course reports

- Make curriculum recommendations to Ed Council
- Creates ad-hoc task force groups to review the curriculum across both campuses
- Resources for Medical Education can be found in Blackbag under the “Resources for Course Directors, Faculty & Staff”.

**Elective Course Designation:**

- Dr. Johns would like members to consider dedicated time in the curriculum for student elective courses. Currently, elective courses search for open times within the curriculum calendar. One afternoon is a dilemma because of outside participation.
- The TC elective courses are held in the evening or on Saturdays.
- Dr. Westra is a dominate Course Director for elective courses (OB, Leadership, MEDS, RAL).

*Challenges:*

- MEDS must be on a Friday afternoon 12:15 – 1:15 pm for the School of Pharmacy to participate.
- RAL has the HOPE Clinic every Tuesday afternoon.
- When electives are planned, required courses are not always planned. It’s complicated to coordinate elective course didactics ahead of time.
- Dr. Boulger would like to see two afternoons a week to be considered free time from required courses. There is an opportunity to have other electives, including research times.
- Dr. Onello indicated this conversation regarding dedicated elective time is from local preceptors and need. With larger class sizes, the small groups have increased. By having free time set, these times can be filled with elective courses, research or clinical experiences. Local Preceptor don’t have set days either. Having predictable times is something to look at.
- Dr. Diebel indicated with the gross lab is scheduled 2-3 times a week with only half to 1/3 of the class is in gross lab. It should be possible to optimizes course scheduling to accommodate other parallel activities.
- Dr. Nordgren indicated providing students with the free afternoons is a great idea. There are challenges in the second year, i.e. CRRAB I is a 5-week course and when setting up the first 4 weeks of didactics, Thursday and Friday afternoons are already blocked. HOPE Clinic is Tuesday afternoon so Tuesday was the only ideal spot to place active learning sessions. Even with the challenges to schedule parallel activities with the students, it gives additional flexibility to cover material. By having a consistent day for electives will make it easier for basic science Course Director.
- Dr. Fernandez-Funez has some of the same challenges and the curriculum is dense in Neuro. He has cut 16 hours from Neuro for AY 17-18.
- Dr. Johns reviews the curriculum to see how much time students actually spend in class activity vs. course time.
- Dr. Pearson indicated HOPE Clinic only has a handful of students, CCM on Thursday is only 1/3 of the class.
- Dr. Westra indicated having a dedicated day/time does not work for electives. There are many variables to actually determine a day.
- Dr. Johns will work on a concept and report back to the group.

**ExamSoft:**

- This past summer, there has been a number of changes with course support staff. The BioMedical Science Department has one support person and the previous Course Manager located in the IT area for ExamSoft took another position. Natasha will be doing ExamSoft half time. With the reduced support, Dr. Diebel would like help from members to convince in-house faculty to use ExamSoft for inputting their questions rather than using other software.
- Dr. Pearson is concerned with too many working in ExamSoft and the potential for errors. Last year, Course

Directors and faculty would sit with the Course Manager to keep things standardized. Course Directors experiences multiple questions by email from faculty, someone is duplicating the work anyway. Faculty should type directly into ExamSoft. Where the support is really needed is in the tagging of the questions (or for the off-campus faculty).

- Dr. Boulger questioned how all Course Directors handle incoming exam questions from involved faculty. Dr. Diebel stated in the ideal world, an exam would be done days in advance so Course Directors would have appropriate time to look at each question and determine how the question performed in previously exams, look at grammar, review of attachments etc. Course Directors still need to vet their exam; however, the most common issue has been the front entry process of getting a question into ExamSoft. This is very time consuming.
- Dr. Diebel would like to propose:
  - Natasha, Course Manager, pull previous exam question reports by author.
  - Send the reports to the question authors.
  - Exam author to determine questions that will be reused this coming year. These questions can then be tagged with AY 2017-18. (Rolling of exam questions is quick and easy. Faculty are able to batch edit tagging, i.e. add the year tag of 2017-2018).

The past/current process of inputting the exam question, tagging the questions etc. can take several minutes per question by a Course Director. If faculty gave a Course Director the ExamSoft question number, it takes seconds to put the question into an exam. The proposed process would save considerable time for Course Directors. We have used ExamSoft for 3 years. There is currently 12,000+ exam questions in ExamSoft. In 2016-17, 9000+ exam questions were used across both years.

- Members were provided with an [ExamSoft Production Guide](#) and [ExamSoft Question Submission Guide](#) with links and ExamSoft login details. The guides provide details on question submission and the process of passing on a question to a Course Director. Exam questions do not need to be tagged at the time a question is passed on. The first step is to have access to the questions to use on an exam. Faculty only need to provide the most current exam question ID number in ExamSoft to a Course Director to build the exam.
- The DMed Tech area (114 Med, [DMEDHelp@d.umn.edu](mailto:DMEDHelp@d.umn.edu)) is available as a resource for this process.
- Keep in mind when an exam question is modified, the revised question is given a different ExamSoft ID. Dr. Diebel will put together a guide on the process of revising questions. Only the latest revision ExamSoft ID number should go on an exam. The most common reason for a revision was because of student challenge.
- In June, Brenda Doup attended the ExamSoft Conference. The conference focused on the migration from the current platform to the new platform, Examplify. At this time, there is not automation to do batch imports, especially those that have an attached image. Kelaine Haas (TC) indicated TC is still in the planning phase to use ExamSoft. TC will use the new platform; however, the vendor is working on fixes within Examplify.
- Duluth is currently on the old platform and will be migrating to the new platform in the summer - July 2018. Although the new platform has a new look, the migration will not be on the faculty or students. Functionality will be similar if not the same. The difference will be in the stability of the product.
- Dr. Shaw added that investing faculty time into a product that will be used for a number of years is worth faculty effort to learn.

**Summary:**

1. Natasha will be supporting ExamSoft with additional support of DMEDIT.
2. Dr. Diebel will set-up multiple training sessions for faculty.
3. ExamSoft does have a resource library online.
  - Students on a delayed program will need to be identified. Course Directors are asked to work with Natasha.

Meeting adjourned at 8:56 am. Next CUMED meeting: Sept. 12<sup>th</sup> @ 8am (165 Med).  
*Minutes transcribed by Brenda Doup and reviewed by Dr. Diebel (Chair) & Dr. Johns (ex-Officio)*