

**Meeting Minutes:**

- Dr. J. Prunuske made a motion to accept the CUMED minutes of the December 2015 & January 2016, Dr. M. Walls motioned to move, Dr. A. Prunuske second the motion. All approved, Non opposed.

**Couse Evaluation Update:**

- Student participation is up on all course evaluations. The average response was 60%.
- All CoursEval faculty evaluations will be sent to the individual faculty. Course Directors and Department Heads will be sent the entire course evaluation by the Course Manager. All faculty will still have access to CoursEval.
- Faculty will need to note the point scale used on their evaluations when completing their yearly evaluations until standardized scale is used.
- Dr. van den Hoovenhof and Dr. Johns will be meeting with Dr. Steer, Associate Dean for Faculty Affairs to discuss faculty evaluations and what should be on student evaluations.
- Annual Course Reports will be requested by paper until a standard automated process is developed for Duluth and TC.

**Blackbag Update:**

- The AHC Developer has been working on audit issues.
- Melissa Jokela, AHC Developer will be here on February 12<sup>th</sup> to give a presentation on the current status of Blackbag development. Questions are encouraged from faculty and the student representatives.
- David Hallberg remains the point of contact for Melissa when a “report an issue” is put through Blackbag.

**ExamSoft Update:**

- ExamSoft exams and reviews can be difficult due to computers issues. During exam reviews it is not easy to find were you are in an exam, exam questions in ExamSoft could not open up: i.e. opening a PDF. The issues are not knowing scores but more computer/system quirks.
- Support staff attend exam reviews and do not have a laptop to do question edits, taking notes that leads to missed edits.
- The Course Manager has met with support staff to go over ExamSoft training. The flow was reviewed for best practices.
- The Course Manager will meet with Course Directors and course support staff prior to a course to set a plan of action with timetables. This will provide standardization and the Course Manager can provide experiences with other courses, expertise and challenges.
- The TC Course Directors do the exam set up and edits.
- Duluth has engaged faculty and Course Directors. If a Course Director would like to take on the exam from set up to reviews/edits, that is fine. The Course Manager is available with questions.
- In ExamSoft, Course Directors must set the exam review before the exam is given in order for students to review results of an exam. Dr. Trachte indicated it was easier to do an exam review in Blackbag.
- Joel Soma, MSII has not had any issues in ExamSoft, however, he has noticed more students leaving the exam for computer issues.

**Exam Questions Grading:**

- Joel Soma, MSII indicated the process of dropping exam questions or accepting multiple answers is ambiguous. Students like multiple choice questions and points given if there are multiple correct answers. Students do not feel they should lose points.
- There is variability of quality of questions overall. Faculty tell students different things. Multiple choice format is for “best” answer.
- The Course Manager, just started sending individual faculty ExamSoft reports on how the class performed on their exam questions. Course Directors and Department Heads receive the full report. With faculty seeing

student performance on their questions, this should help them identify issues with their questions. Once an exam is finalized by the Course Director, the Course Manager will transfer grades to Blackbag.

- Writing explanations to correct answers helps write better exam questions. Joel Soma, MSII, indicated very few faculty write justifications for a correct answer. If faculty would do this, it would help students understand better.
- There are issues with using old questions that were bad. A clear system of flagging those questions needs to be developed so they are not reused without revision. The Course Manager will work with the ExamSoft Rep to determine a best method here.
- Beginning with the Neuro course, the Course Manager provided each participating faculty with how students performed on last years' course exam questions and ask them to complete an exam question submission form for this years exam. This provides an opportunity for them to revise exam questions, add new questions and tagging options. The questions then went to the support staff for set up of the exam.
- Students want fairness and faculty want solid questions that discriminate to tell the difference between an honor student and a passing student. Exam questions should have a 70-90% range. The challenge is when something is hard, students grumble. The part of the assessment is to create the curve that is best for the student. If everyone received high marks, they would have issues matching to clerkship sites. We need to write discriminating questions to challenge students who then become successful.
- There are structural flaws that make a question invalid. To say we will always drop or accept multiple answers we must take into account there is individuality to a question and situations of different faculty/opinions/perspectives. We appreciate the student concerns and it can be frustration but the best thing based on this conversation is we need as faculty the ability to individualize this decision based on the exam question and situation. This may be unsatisfying to students.

#### **Curriculum Mapping Update:**

- Course Directors have been contacted to update the course objectives. Bio Behavioral is still pending. Dr. Johns has been mapping the PCRS educational objectives for most courses. July 31<sup>st</sup> is the deadline for this mapping. This mapping is different than the previous university objectives set themselves. PCRS is the national mapping.
- The Medical Education Department on the TC is asking their Course Directors to map the learning objectives of their sessions to the Course Learning Objectives. Dr. Johns will send an email out to all faculty regarding this mapping. Faculty (content experts) need to use their medical judgement for this mapping.
  - Within Blackbag, faculty will go under the "MyTeaching" and then go into the "CurriculumMapping" for this process.
- Dr. Johns requested members to review and update session objectives that will be then mapped to the course objectives. The session objectives should be broad and sessions at this time is limited to 8 objectives. If faculty want very "detailed" objectives beyond that to help students learn the session material, they should include an additional attachment.
- Keep in mind we have Administration need and more specific student need. We are working with the current ability of Blackbag. As the Blackbag search capability improves, the detailed session attachments will be searchable.

Meeting adjourned at 8:42 am. Next CUMED meeting: March 8, 2016 @ 8am.

*Minutes transcribed by Brenda Doup and reviewed by Dr. J. Prunuske (Chair) & Dr. Johns (ex-Officio)*