PURPOSE
To plan, manage, and conduct ongoing review of the undergraduate curriculum. Reviews include the individual courses, modules, as well as the curriculum as a whole. The Program Evaluation Committee conducts such review through the lens of continuous quality improvement. The ongoing reviews fulfill accreditation standards while ensuring the constantly evolving curriculum adheres to the principles of the new curriculum.

REPORTING STRUCTURE
The UGME Program Evaluation Committee (the “Committee”) reports to the UGME Curriculum Executive Committee.

CHAIRPERSON AND MEMBERSHIP
The Chair of the Committee shall be appointed by the Associate Dean, UGME.

The membership of the Committee shall consist of:

Voting Members:
- Chair, In-Depth Course Review Lead, UGME
- Director Curriculum, UGME
- Chair, Clerkship Curriculum Committee, UGME
- Chair, Pre-Clerkship Curriculum Committee, UGME
- Chair, Clerkship Student Evaluation Committee, UGME
- Chair, Pre-Clerkship Student Evaluation Committee, UGME
- Associate Dean, Quality Improvement and Accreditation
- Two medical undergraduate students, appointed by MMSA
- One PGME resident, appointed by PARIM
- Director, Office of Educational and Faculty Development
- Research and Evaluation Lead, Office of Educational and Faculty Development
- Three members of faculty at large, involved in UGME curriculum but not in leadership positions, with at least one each from a basic science and from a clinical department

Non-voting members:
- Associate Dean, UGME
- Business Manager, UGME

Corresponding Members (attendance optional)
- Clerkship Directors
- Pre-Clerkship Directors
- Project Manager, Office of Quality Improvement and Accreditation
  - Voting member while Associate Dean of Quality Improvement and Accreditation is chair of committee

Other members may be invited to attend on an ad-hoc basis, at the discretion of the chair

Administrative support will be assigned by Business Manager, UGME

The College strives to achieve diverse membership on its committees in accordance with the Max Rady College of Medicine Diversity Policy, and this should therefore be considered when appointing committee members that are not ex-officio members.
FUNCTIONS OF COMMITTEE
The Committee is responsible for planning and managing the UGME Program evaluation, which includes without limitation:

- Set the goals and objectives for the program evaluation
- Plan, manage and assess the evaluation of UGME program to ensure objectives of the undergraduate program are met
- Collaborate with and support program leaders, curriculum developers, program staff, faculty, and students to establish priority areas for measurement
- Ensure specific accreditation standards under Standard 8 relating to the curriculum management, evaluation, and enhancement are met or exceeded [See specific list]
- Provide regular reports on its activities to Curriculum Executive Committee as well as the Pre-clerkship Student Evaluation Committee and the Clerkship Student Evaluation Committee.

Committee members shall serve as liaison persons with others in the areas from which they represent.

Committee members, individually and collectively, shall deal with matters before the Committee in such a way that the interests of the Max Rady College of Medicine take precedence over the interests of any of its constituent parts, should those interests conflict or appear to conflict.

5. TERM OF OFFICE
The term of office of each member shall be for the term the individual is in the position noted or in the case of delegates or representatives, for the term that the delegate/ or representative is appointed.

6. QUORUM
A quorum will be reached if a minimum of six voting members of the Committee are present.

7. NUMBER OF MEETINGS
The Committee shall meet monthly (10 times per year) or subject to the call of the Chair.

8. NOTICE OF MEETINGS
8.1 Agenda items must be sent to the Committee secretary at least 48 hours prior to scheduled meeting.

8.2 The agenda shall be prepared and distributed to the members of the Committee prior to the meeting.
Review Framework

Overview

The Program Evaluation Committee (PEC) is tasked to review the individual components and the aggregate undergraduate medical curriculum of the Max Rady College of Medicine. The PEC develops the assessment framework in collaboration with other stakeholders.

The function of the PEC will allow fulfillment of certain accreditation elements (see attached list)

Review of Individual Elements of UGME Curriculum

Each element of the UGME curriculum will be reviewed over a three-four year cycle (currently 30 elements with 10 meetings per year). Yearly mixture will include pre-clerkship, clerkship, and longitudinal components. Initial priority will be given to elements with substantive change since the last review or those with history of weaknesses or deficiencies. Reviews can be requested from the Curriculum Executive Committee

Individual Course Review Working Groups

The PEC course reviewer will lead the individual course reviews. An in-depth working group is assembled for each review and will include:

- Faculty content expert (appointed by the Course Director)
- Student representative (at least 1 of the student course representatives)
- Research and Evaluation Lead, Office of Educational and Faculty Development
- Additional members as requested by the PEC course review or the PEC

The in-depth working group is tasked with conducting the course review and writing the report presented to the PEC. The course review process will include reviewing what is being taught, who teaches, how it is taught, how well the students are learning and how the students are assessed. The written review will be in the format of an executive summary along with detailed course material used to generate the individual review.

Presentation of Review

The individual course review will be presented at PEC for discussion and revision. Once the review is approved, the PEC Committee Chair will write a letter to course director highlighting the findings of the review and asking for the course director’s input on errors, omissions, clarifications and input. The Course Director is requested to submit a written reply within 6 weeks. The reply is submitted to the PEC committee for review. A follow-up letter to the Course Director will be requested every 6 months after the review asking on progress addressing the weaknesses identified in the review.

Both the review and follow-up reports will be submitted to the Curriculum Executive Committee.
Review of Modules and Curriculum as Whole

Members of the PEC Committee will be tasked to review the various modules, integration and transition of the modules to each other, the pre-clerkship curriculum, the clerkship curriculum and the curriculum as a whole. Such assessments will include the monitoring and evaluation of the following Medical Education Program outcome indicators:

- Results of the MCCQE Part 1
- Results of the MCCQE Part 2
- Performance in required learning experiences (i.e. NBMEs)
- Performance-based assessment of clinical skills (i.e. OSCEs)
- Student responses on the AAMC CGQ and AFMC GQ
- Student advancement and graduation rates

The yearly review will result in a Balanced Scorecard displaying the adherence to the 10 principles of the new curriculum:

1. Physicians for the 21st century – fulfills UGME global objectives, FMEC recommendations and AFMC/CACMS accreditation standards
2. Full integrated spiral scaffold curriculum throughout 4 years
3. Fewer lectures, lecturers, and more small group/interactive/self-directed sessions in a consistent looking curriculum
4. Person to community centred instead of focused on organ system or department based
5. Builds on existing or potential strengths
6. All individual courses have a separate evaluation
7. Ensure life cycle covered within each module course
8. Innovative – utilizing evolving technology
9. Iterative and transparent process
10. Address governance and faculty recognition
CACMS Standards Addressed by PEC


The faculty of a medical school engages in curricular revision and program evaluation activities to ensure that medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences and settings.

8.1 Curriculum Management
The faculty of a medical school entrust authority and responsibility for the medical education program to a duly constituted faculty body, commonly called a curriculum committee. This committee and its subcommittees or other structures that achieve the same functionality, oversee the curriculum as a whole and have responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.

8.1c Responsibility for the overall design, management, integration, evaluation and enhancement of a coherent and coordinated medical curriculum

8.2 Use of Medical Educational Program Objectives
The faculty of a medical school, through the curriculum committee, ensure that the formally adopted medical education program objectives are used to guide the selection of curriculum content, to review and revise the curriculum, and to establish the basis for evaluating program effectiveness. The learning objectives of each required learning experience are linked to the medical education program objectives.

8.2b The ‘curriculum committee’ ensures that the medical education program objectives are used to evaluate the effectiveness of curriculum.

8.3 Curricular Design, Review, Revision/Content Monitoring
The faculty of a medical school are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required learning experience, and instructional and assessment methods appropriate for the achievement of those objectives.

The curriculum committee oversees content and content sequencing, ongoing review and updating of content, and evaluation of required learning experiences, and teacher quality.

The medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the curriculum committee to ensure that the curriculum functions effectively as a whole such that medical students achieve the medical education program objectives.

8.3e The overall quality and outcomes of required learning experiences are reviewed by the directors of each required learning experience and others with responsibility for the educational program and steps are taken to address areas in need of improvement. The ‘curriculum committee’ reviews the data and ensures program improvement occurs.

8.3g The reviews of required learning experiences are thorough and useful in identifying areas of strengths and areas in need of improvement
8.4 Program Evaluation
A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving the medical education program objectives and to enhance the quality of the medical education program. These data are collected during program enrollment and after program completion.

8.5 Medical Student Feedback
In evaluating medical education program quality, a medical school has formal processes in place to collect and consider medical student evaluations of their required learning experiences, teachers, and other relevant aspects of the medical education program.

8.5c The ‘curriculum committee’ (or its subcommittee) uses evaluation data to identify problem areas related to required learning experiences or to curriculum structure and/or delivery and takes effective steps to address these identified problems.