

## YEAR 1 AND 2 STUDENT COURSE EVALUATION REVIEW PROCESS

First- and second-year student review panels are to be convened yearly to review core courses and discuss overall issues concerning years 1 and 2. The student review panel process should be timed to allow for student review panels to be held according to the timeframes outlined in Attachment 1.

### Student Recruitment and Participation

Class Board members will be responsible for convening student panels and contacting Course Coordinators to begin the review process. This will be done using a standardized email template (Attachment 2) and sign-up form (Attachment 3). The second-year Central Curricular Authority (CCA) Student Representative will be expected to provide support to their Class Board as needed. If additional support is needed with student recruitment, course leadership can help select up to two (2) students for the course review panel.

The student review panel for each course will be composed of three (3) to five (5) student volunteers and one (1) Class Board member. Within an academic year, students should limit their service to one panel with the exception of Class Board members who may serve on two panels.

### Review Panel Process

Student review panels will cover all required courses and will follow a standardized process as outlined below.

#### 1. Introduction and planning

The Class Board members will be responsible for establishing communication with all review panel participants with the goal of outlining the student review panel process. The second year CCA Representative will provide support as needed.

#### 2. Independent feedback review

Students assigned to a course review panel will meet to review and discuss the course evaluation reports. Independent review of student feedback must be completed prior to student review panels. *Course evaluation reports are highly confidential documents that will not leave the Educational Affairs office and will need to be returned to the Course Coordinator after having been reviewed.*

Students should focus on identifying areas of strengths of and opportunities for improvement in their assigned course, plus actionable suggestions for addressing areas for improvement. Topics of interest to be aware of are listed below:

- Course organization
- Course leadership
- Course content
- Lectures and lecturers
- Small group discussions/activities
- Workshops, simulations, and clinical skills
- Learning resources
- Exams and Grading
- Course delivery (synchronous/asynchronous)
- Q&A/Review Sessions

#### 3. Course leadership meetings

Class Board members will be responsible for coordinating student review panel(s) for their assigned course(s). Their

responsibilities will include setting the meeting agenda, facilitating the meeting, and developing a summary report draft during the meeting.

The meeting agenda should be communicated to the Course Director, Assistant Course Director, Course Coordinator, and student volunteers before the meeting occurs. Generally, the meeting should begin with strengths of the course followed by discussion of constructive feedback. The goal of the meeting, and its agenda, should be to provide important, prioritized feedback that can be utilized for quality maintenance and improvement of the course.

The summary report draft for each meeting will follow a pre-determined format (Attachment 4) and must be emailed to the Course Director, Assistant Course Director, and Course Coordinator within 48 hours after the meeting. From the time of receipt, the course leadership will have 10 days to create a finalized summary report. The Course Coordinator is then responsible for emailing the original summary report draft and the finalized summary report to the assigned Class Board member, the CCA student member (if applicable), and Year 1 or 2 Curricular Year Director.

#### **4. Curricular Year Director meeting**

The Class Board members and CCA Student Representative (when applicable) will arrange a meeting with the Year 1 or 2 Curricular Year Director to discuss common strengths and concerns that arose throughout the student review panel process relating to the first or second year. Topics to consider include: scheduling of courses and exams, workload, content integration across courses, and specific strengths that could be adopted by other courses.

The Curricular Year Director will be responsible for reviewing the course summary reports, discussing them at a CCA meeting, and following up on the reports when reviewing annual Inventory for Proposed Changes documents.

**Attachment 1: COURSE REVIEW TIMEFRAMES**

<b>Course</b>	<b>Student Review Panel Timeframe</b>
Behavioral Medicine and Development	Within the first 6 weeks of Semester 2
Molecular Cell Biology and Genetics	Within the first 6 weeks of Semester 2
Health Systems Science	Within the first 6 weeks of Semester 2
Structure of the Human Body	Within the first 6 weeks of Semester 2
Function of the Human Body	Within the first 6 weeks of Semester 3
Host Defense	Within the first 6 weeks of Semester 3
Host Pathogens	Within the first 6 weeks of Semester 3
Patient Centered Medicine I – Semester 1 and 2	Within the first 6 weeks of Semester 3
Mechanisms of Human Disease I	Within the first 6 weeks of Semester 4
Mechanisms of Human Disease II	During the 1 <sup>st</sup> or 2 <sup>nd</sup> PCM3 day
Pharmacology and Therapeutics I and II	During the 1 <sup>st</sup> or 2 <sup>nd</sup> PCM3 day
Patient Centered Medicine II – Semester 1 and 2	During the 1 <sup>st</sup> or 2 <sup>nd</sup> PCM3 day

## Attachment 2: EMAIL TEMPLATE

SUBJECT: Invitation to Join: [Year]-Year Curricular Review Team

Dear [first year/second year] students,

Your feedback is integral to the continued strengths and improvement of the Stritch SSOM curriculum. Likewise, we are reaching out to request your participation on the [calendar year] Curricular Review Team. Student review panels are part of a long-standing tradition in which students have the opportunity to meet with course leadership to provide constructive, prioritized feedback that can be utilized for quality maintenance and improvement of the [first-year/second-year] curriculum.

As a member of the [First/Second]-Year Curricular Review Team, you will join a small group of classmates in reviewing feedback provided by your peers through course evaluations. The Curricular Review Team will then be responsible for identifying themes in student feedback and developing prioritized, actionable recommendations to discuss with the course leadership in a one-time feedback session.

Participation on the [First/Second]-Year Curricular Review Team offers several benefits to you, including:

- Participation in a short-term, high-impact leadership opportunity in academic medicine which can be included on your CV and in your Dean's letter for residency applications at your request
- Development of skills in academic medicine, including the construction of a meta-analysis of course feedback synthesized into actionable recommendations, communication with faculty leadership, and the ability to work as an effective team member in an academic setting
- The opportunity to share your passion for improving medical education for the next generation of Stritch SSOM medical students

Please [fill out this form] if you are interested in participating.

Thank you for your thoughtful consideration,

The Class of [year] Class Board [and Central Curricular Authority Representative (of year 2)]

### **Attachment 3: SIGN-UP FORM**

*The sign-up form is to be created in Google forms. Number of course choices should reflect the number of courses that need to be reviewed for a given semester.*

Name: *[short answer]*

Email: *[short answer]*

First choice course: *[select one: list of courses to be reviewed that semester]*

Second choice course: *[select one: list of courses to be reviewed that semester]*

*[...]*

I participated in a prior review panel: *[multiple choice: Yes / No]*

**Attachment 4: REVIEW PANEL SUMMARY REPORT**

**Review Panel Summary Report**

Course name: \_\_\_\_\_

Course leadership in attendance: \_\_\_\_\_

Assigned student review panel members: \_\_\_\_\_

Additional persons in attendance: \_\_\_\_\_

-

Area addressed:

Strengths/concerns/opportunities:

Proposed change(s), if applicable:

Course response:

-

Area addressed:

Strengths/concerns/opportunities:

Proposed change(s), if applicable:

Course response:

-

[...]