Student Assessment Sub-Committee
Minutes

Wednesday, January 25, 2023, 4:00 pm
via WebEx

Attendees (in alphabetical order): L. Butler, H. Coombs, V. Curran, T. Hearn, M. Najafizada, S. Pennell, S. Reid, T. Snelgrove, M. Wahl, K. Zipperlen

Regrets (in alphabetical order): S. Drodge, R. Elliott, A. Gou, C. Langmead, P. Pike

Topic	Details	Action items and person responsible
Introduction and Welcome	V. Curran welcomed the group.	Call to order at 4:06PM
Agenda review - Review for COI - Confirmation of Agenda	No conflict of interest was declared and the agenda was approved.	
Review and approval of November 23, 2022 minutes.	Quorum was not met to approve the November 23, 2022 minutes. K. Zipperlen will email members to obtain approval.	**ACTION**: K. Zipperlen to follow up with voting members regarding approval of the November 23, 2022 meeting minutes.
	V. Curran thanked Carol Pye for her help and commitment to the Student Assessment Sub-Committee over the years.	
1. Business arising		
1.1 Review of action items from November 23, 2022		
2.3.3 Phase Lead response for Phase 3 assessment reports Action: K. Zipperlen to follow-up with B. Kerr regarding accreditation requirement for peer assessment. Update: K. Zipperlen followed up with B. Kerr and will provide an update on peer assessment later in the meeting (agenda item 3.3).		**ACTION**: Complete
2. Standing Items		
2.1 Phase 1-4 assessment updates		
Phase 1: P. Pike not present to report. **Phase 2:** T. Snelgrove reported that the first Phase 2 exam will take place on Monday, January 30, 2023. Did not receive questions from one instructor, but otherwise things are going as planned. **Phase 3:** Written report from S. Drodge: No concerns raised during our weekly meetings at this time/ staff are for the most part replying promptly to emails sent after exams. **Phase 4:** S. Reid reported that the comprehensive review is coming up in February after the progress exam. S. Reid and K. Zipperlen have formed a new NBME exam committee and have had success with recruiting people from different disciplines. They are in the early stages of setting up this new exam product.		

2.2 Learner Matters	
Phases 1-3: A. Gou not present to report. **Phase 4:** C. Langmead not present to report. **Post Grad:** R. Elliott not present to report.	
2.3 Assessment monitoring and evaluation	
2.3.1 Exam Blueprint Phases 1 and 3	
K. Zipperlen presented report on the last two summative exams (Themes 3 and 4) for both Phases 1 and 3.	
2.3.2 Phase Lead response for Phase 2 assessment reports	

K. Zipperlen presented responses from Dr. A. Fowler, Phase 2 Lead, and noted the following:
• Anatomy portfolio: there will be 2 practical anatomy exams (versus 3 in the previous year).
    o M. Wahl said Phase 1 anatomy exam results were better this year than previous years.
• Clinical Skills II: low response rate for program evaluation surveys, but no concerns regarding assessment.
• Physician Competencies II: number of Lifelong Learning assignments reduced from two to one; CMPA assignment to be removed; moving some due dates to earlier in the phase so not as many near end of phase.
• Community Engagement II: lower rating for the Community Visit Essay
    o To address this evaluation, Community Health and Humanities has formed a task force with Family Medicine to revisit the Community Visit structure and related assignment.	

2.3.3 Report on summative assessment marks (Phases 1-3)	
K. Zipperlen presented report on grade statistics and historical trends for 2017-2022. Phase 1 (Classes 2021-2025): • Score distributions are normal across Patient I, Physician Competencies I, and Community Engagement I. • K. Zipperlen noted that it is difficult to compare classes because of curriculum changes over the years; however, Hofstee/Burr pass scores have been fairly similar across classes. Phase 2 (Classes 2021-2025): • Patient II: scores generally lower than Patient I o Pandemic may have impacted some of the scores (i.e., no invigilation)	**Action:** K. Zipperlen to provide executive summary on summative assessment marks to V. Curran for UGMS.

• Distributions were normal for Physician Competencies II and Community Engagement II o Community visits were impacted by pandemic restrictions • Hofstee pass scores vary across classes. Phase 3 (Classes 2020-2024): • Score distributions are normal across Patient III, Physician Competencies III, and Community Engagement III. • Hofstee pass scores are similar across classes; however, changes to curriculum make it difficult to compare classes.	
2.3.4 Report on learner satisfaction with assessment (Phases 1-4)	

K. Zipperlen presented report on program evaluation data over five years (2017-2022). It was noted that response rates were low over the last couple of years, making it difficult to interpret data.
 	
Phases 1-3:
• Patient Courses (Classes 2021-2025):
    o Overall high ratings.
    o Slightly low rating for the Phase 1 Anatomy Portfolio (Class of 2025), but working on improvements.
        ▪ H. Coombs mentioned that low mean could be greatly impacted by low response rate.
• Clinical Skills (Classes 2021-2025):
    o Overall high ratings.
• Physician Competencies (Classes 2021-2025):
    o Overall high ratings.
    o Slightly lower rating for Phase 3 Peer Assessment (Class of 2024). K. Zipperlen to provide update on this later.
• Community Engagement (Classes 2021-2025):
    o Ratings have improved over the last couple of years.
        ▪ Lower ratings may have been impacted by COVID.
        ▪ Lower rating for Phase 2 Community Visit Essay (Class of 2025). Task force has been implemented.
 	
Phase 4:
• Core Experiences (Classes 2019-2023):
    o Generally good responses.
• Clinical Skills IV (Classes 2018-2022):
    o Could not go ahead for the last three years due to pandemic restrictions.
    o Plan is to have OSCEs and Mandatory Procedures back up and running this year.
	Action: K. Zipperlen to provide executive summary on learner evaluation of assessment to V. Curran for UGMS.

• Electives and Advanced Practice Integration (Selectives) (Classes 2018-2022):
    ○ Overall high ratings.
• Physician Competencies IV (Classes 2018-2022):
    ○ Ratings around benchmark, which is 3.5.	

2.3.5 Updated Clinical Skills IV assessment plans (Class of 2023 and Class of 2024)	
K. Zipperlen shared the Clinical Skills IV assessment plan for Class of 2023 and Class of 2024. The following changes were recommended: • Removal of ECG formative assessment and reference to session assessment (pending UGMS approval). • Addition of statement to course success criteria that learners must attend all sessions as per course requirements (pending UGMS approval).	
2.3.6 Updated Community Engagement III assessment plan (Class of 2025)	

K. Zipperlen shared updated Community Engagement III assessment plan for Class of 2025:
• Instructor not yet in place for Indigenous Health and Community Health & Humanities division have insufficient resources to grade assignment; therefore, recommendation to remove Indigenous Health assignment for this current year.
    ○ Sessions are still mandatory for learners.
    ○ Need to communicate this change with class, and anyone who feels they are negatively impacted will need to be accommodated.
 	
*It was **MOVED** by S. Reid and **SECONDED** by M. Wahl to recommend the removal of the Indigenous Health assignment from the Community Engagement III assessment plan for the Class of 2025. K. Zipperlen will email members to obtain approval.*
	Action: T. Hearn to share this change in the assessment plan to Class of 2025 at next MedSoc meeting. K. Zipperlen to provide T. Hearn with summary of change.
	
	Action: K. Zipperlen to email voting members for approval.

3. New Business	
3.1 New AI technologies	

S. Pennell presented on new AI technology called ChatGPT:
• It can be a great learning tool, but it is not perfect and can be prone to misinformation and bias.
• It also has the potential to greatly impact assessment (i.e., academic integrity).
    ○ M. Wahl shared a link to QuillBot, which can detect whether a piece of writing was created by ChatGPT.
• S. Pennell recommended that everyone get an account and try it out so that they understand how it works.
    ○ S. Pennell warned not to share sensitive information when using this technology.
• V. Curran suggested that we consult with the Phase Management Teams on including an AI technology statement in course assessment plans.
	Action: K. Zipperlen to consult with Phase

o The current university wide statement being used for course syllabi is as follows: "Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted."	Management Teams on AI technology–related statement to be used for course syllabi.
3.2. Accreditation update	

T. Hearn shared an update on UGME accreditation:
• Full accreditation through 2030
• Several elements flagged and a follow-up report is due August 2024. Assessment-related elements that require action and/or monitoring include the following:
    o Element 9.7: Timely Formative Assessment and Feedback
    o Element 9.8: Fair and Timely Summative Assessment
• Search ongoing for a new faculty accreditation lead	

3.3 Peer assessment update	
K. Zipperlen and M. Simms met with Dr. J. Quinlan, Physician Competencies Lead, to review the delivery of peer assessment. There will be more information to share at the next meeting.	
Next Meeting: February 22, 2023	**Adjourned at 5:28PM**