

Foundation Committee Minutes

Date	August 24, 2020
Time	4:00pm-5:30pm
Location and/or connection info	https://uw-phi.zoom.us/j/255260274
Governance Website	http://blogs.uw.edu/somcurr4/committees/
Co-Chairs	Michael Ryan / Edith Wang
Attendees	<p>Executive Chair: Michael Ryan</p> <p>Voting members: Alyssa Stephenson-Famy, Bruce Silverstein, Chris Hague, Cindy Knall, Haya Jamali, Isabela Covelli, Karen McDonough, Mark Whipple, Matt Cunningham, Rebekah Burns, Sreejayan Nair (11)</p> <p>Guests: Kathy Young, Peter Fuerst, John Willford, Doug Schaad, Jeff Seegmiller, Maya Sardesai, William Sayres, Michael Campion, Kristen Hayward, Kelley Goetz, Meredith Pothoven, Martin Teintze, Julien Goulet, Karla Kelly, Marj Wenrich, Jaime Fitch, Raye Maestas, Maggie Tarnawa, Edith Wang, Nick Cheung, Esther Chung, Timothy Robinson, Teresa Jewell</p>
<input checked="" type="checkbox"/> QUORUM REACHED Quorum: >50%: 9	
Regrets	<p>Voting members: Bill Harris, Catrin Pittack, Cierra Dauenhauer, Craig McGowan, George Hodges, Ruxandra Ionescu</p>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT(S)	ACTION
1	Approve July Minutes	Michael Ryan	5 min	Attachment A	Decision
2	New Student Members (Isabela Covelli, Ruxandra Ionescu)	Michael Ryan	5 min	-	Announce-ment
3	Administrative and Academic Co-Chair	Michael Ryan	5 min	-	Announce-ment
4	Step 1 policy COVID disclaimer	Edith Wang	10 min	Attachment B, C	Decision
5	E&H Lessons Learned	Bruce Silverstein	20 min	Attachment D	Decision
6	PEAC Recommendations Update	Matt Cunningham	10 min	Attachment E	Discussion
7	E18 Foundations End-of-Phase report	Matt Cunningham	25 min	Attachment F	Discussion

1. Approval of July Minutes		
Discussion: The committee voted to approve the July meeting minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[11] VOTES FOR	[0] VOTES AGAINST
Decision: The committee approved the July meeting minutes.		

2. New Student Members
Discussion:
Isabela Covelli is an MS3 from the Seattle Foundations site. She is currently in Spokane on her first day of her OBGYN rotation.
Ruxandra Ionescu is an MS3 from the Spokane Foundations site.

3. Executive and Academic Co-Chair
Discussion:
Tim Chestnut has asked to withdraw from the committee and will no longer be the Academic Co-Chair. We need to replace him in this position.
Anyone who has served on this committee for at least one year is eligible. Please email Kellie Engle or Edith Wang if you are interested.
Edith Wang will be taking over as the Executive Co-chair. She is the Assistant Dean for Foundations. When she started in her role, the plan was for her to take over this position. With the start of the new academic year, we felt that this would be a good time to make that transition.

4. Step 1 policy COVID disclaimer
Discussion:
See updated Step 1 policies for details.
Proposal:
<ul style="list-style-type: none"> The Step 1 policy outlines a number of deadlines and requirements. Because of the uncertainties due to COVID, we'd like to add a disclaimer to the policy to indicate that timelines and procedures may be adjusted for individuals for AY 2020-2021. However, the disclaimer indicates that the successful remediation of any required Foundation Phase coursework prior to taking Step 1 remains in effect. We'd like the disclaimer to appear in both "E18 and prior years" version of the policy and the "E19 and subsequent classes" version.
Clarifications:
<ul style="list-style-type: none"> Who makes the decision on which students will delay Step 1? We will continue to use the CBSR process. This disclaimer is for the students who can't make their deadline (March 15th or CBSR deadline) due to reasons outside of their control. Assistant Dean for Foundations, Associate Dean

<p>for Student Affairs have had discussions with students about this with input from Academic Learning Specialists from across the regions and Foundations Deans.</p> <ul style="list-style-type: none"> The “E18 and prior years” version indicates that a mandated Step 1 delay is required to delay Step 1. This is not mandated in the “E19 and subsequent classes” version. Neither version should require a mandate. <p>Action: Review the E18 policy to determine whether to update language to remove the required mandate.</p>		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[11] VOTES FOR	[0] VOTES AGAINST
Decision: The committee approved the disclaimer update for both versions of the Step 1 policies.		

<p>5. E&H Lessons Learned</p> <p>Discussion: See E&H Lessons Learned slides for details.</p> <p>Unclear why small groups weren’t as highly rated, especially because across the region, small group instructors were rated very high.</p> <ul style="list-style-type: none"> In Idaho, other hours were also via Zoom, so the students would have had 4 hours of Zoom including small groups. The timing of the small groups was also inconsistent which caused some frustration among students. “Small Group” survey results are actually “large groups” for Seattle and for small and large groups in the regions. <p>In a block, if objectives and assessments are the same across regional sites, regions can choose the method of delivery that works best for them.</p> <p>Highest value time with students is interactive time.</p> <p>Action: E&H objective changes need to be approved once they are available.</p>		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[11] VOTES FOR	[0] VOTES AGAINST
Decision: The committee approved E&H changes for 2021.		

<p>6. PEAC Recommendations Update</p> <p>Discussion: See PEAC Recommendations – Summary of Curriculum Committee votes for details.</p>		
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<p>7. E18 Foundations End-of-Phase report</p> <p>Discussion: See E18 Foundations End of Phase report for details. See E18 Foundations End of Phase slides for summary of key points from the report.</p> <p>Block grades:</p> <ul style="list-style-type: none"> Differences across sites are relatively small. 		
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- Scores across blocks are not inconsistent.
- The graph has smoothed out since E15s. For the E15s, block scores have really bounced up and down. This current graph has smoothed out a bit.
- There are more students who fail to achieve mastery in threads than there are block fails.
- There is some inconsistency between our grading standards and Step 1s. For example, there is a student who has performed more than two standard deviations below the mean in 5 of the last 7 blocks. This student will likely struggle on Step 1s, but has not failed a block or a thread.
 - There are new resources and a plan to monitor and reach out to these students.
 - In Wyoming, they performed a regression on Step 1 scores and found that block grades were the best predictor of Step 1 performance.
 - School wide, analysis showed that the two best predictors for Step 1 performance is average block grades and the CBSE.

FCM Evaluations:

- How do we address students who meets 4 out of 8 milestones? These students pass and continue to clerkships, but how do we address the gaps to help these students be successful?

Course evaluation response rates:

- Looking at the response rates over the course of the phase, it seems like the decrease could correspond with evaluation fatigue.
- When students get to clerkships, the response rates go up to close to 100%.
- It's challenging to have low response rates with very strong opinions. Some blocks consider making changes to address the strong opinions, but they are only opinions from the low response rates.
- Student suggests that students fill out evaluations because they want to see their grades.
- Student suggests that the Foundations evaluations be required, that way students understand from the beginning that they are expected to complete the evaluations.
- There is a suggestion for some form of award for students who complete a certain percentage of evaluations that students could put on their CV as a testament to their citizenship, responsibility, and ability to provide feedback.
- Suggestion that positive reinforcement is not what works because students only complete evaluations because they want to see their clerkship grades.
- Consider handing this issue to PEAC for further discussion.

LCME wants to know what we've been doing for students who are not achieving program objectives at the levels we want them to meet. As you look through the details of the report, if you see notable areas for low performance, please reach out to Matt Cunningham to further discuss.

Adjourn: 5:30 PM PST