

<b>NEOMED ACADEMIC POLICY</b>	Policy No: 3349-AC-407
ACADEMIC POLICY TITLE: Formative and Mid-course Feedback	EFFECTIVE DATE: July 1, 2018
RESPONSIBLE DEPARTMENT: Office of the Dean, College of Medicine	Approval Authority: Senior Associate Dean for Academic Affairs Responsible Office: Office of the Dean, College of Medicine

**(A) PURPOSE**

To ensure that medical students are provided with feedback sufficiently early in each applicable course to allow sufficient time to improve identified knowledge and skills deficits in accordance with the Liaison Committee on Medical Education (LCME). LCME requires that “the medical school’s curricular governance committee ensures that each medical student is assessed and provided with formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which a medical student can measure his or her progress in learning.” (*LCME Functions and Structure of a Medical School*, effective July 1, 2018, Element 9.7)

**(B) SCOPE**

This Policy applies to all required and elective credit-bearing courses in the College of Medicine in which a grade is assigned to the student and appears on the student’s official transcript. The course must be of sufficient length to allow the opportunity for formative and/or mid-course feedback and corrective action for deficits to occur in order for this Policy to apply.

**(C) DEFINITIONS**

- (1) **Credit-bearing Course:** A course offered by the College of Medicine in which a student is enrolled, the course appears on the student’s official transcript with either contact hours or credit-bearing acknowledgment, and a grade is assigned.

**(D) POLICY STATEMENT**

- (1) The Curriculum Management and Assessment Committee (CMAC) is responsible for ensuring that all courses provide formative feedback sufficiently early in the course to allow time for student remediation, and that those courses that are of

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sufficient length to provide formal mid-course formative performance feedback to individual students include intentional plans for doing so as part of the course student assessment strategies. This formative feedback and formal mid-course formative feedback are intended to be for student learning, and thus, should not contribute to the student's final grade in the course.

- (a) Formative and formal mid-course formative feedback may take the form of verbal or written performance feedback based on observation and/or assessments such as quizzes, practice tests, study questions, examination reviews, and/or formative clinical skills assessment.
  - (b) It is assumed that all applicable courses will provide formative feedback to students early enough in the course, and no later than mid-point, to allow sufficient time for remediation. If the course is unable to do so, it will be indicated in the course syllabus.
  - (c) Course directors will report about the type of formative and/or formal mid-course formative feedback provided as part of the course review process. If the course does not provide the opportunity for formative and/or formal mid-course formative feedback, as applicable, the reason(s) for the inability to do so will be indicated.
- (2) The annual internal Independent Student Analysis and internal annual curriculum evaluations will include questions asking about student satisfaction with the amount and quality of formative feedback and formal mid-course feedback in the first/second years and third/fourth years using the standardized scale suggested by the LCME.
  - (3) The course director is responsible for on-going monitoring of the provision of formative and/or formal mid-course formative feedback for applicable courses with oversight by the appropriate CMAC sub-committee and the Associate Dean for Medical Education.

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- (a) Results from internal course evaluations and the annual Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ) will be provided to course directors and committees.

(4) Policy and Procedures as Applied to Courses

- (a) Internal course evaluations will include questions asking students about:
  - (i) the receipt of mid-course/mid-clerkship/mid-elective formative feedback, as applicable, using the standardized scale suggested by the LCME, and
  - (ii) the student’s satisfaction with “the amount and quality of formative feedback and formal mid-course formative feedback” using the standardized scale suggested by the LCME.

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**REFERENCES**

**APPROVAL INFORMATION:**

**Initial Approval:** Curriculum Management and Assessment Committee (03/13/18)  
M1/M2 Curriculum Committee (endorsed 01/18/18)  
M3/M4 Curriculum Committee (endorsed 11/21/17)

**Next Scheduled Review:** May 2019

**Subsequent Approval:**