Policy Title	Formative Feedback in Essentials Core and Longitudinal Courses

Policy Intent

This policy seeks to ensure that student have sufficient opportunities to assess their learning prior to the end of a required course such that they are able to make adjustments as needed to pass the course.

Policy Definitions

"Required courses" are defined as those courses in which students receive a course grade and are required for all students in the University of Colorado School of Medicine, MD program.

Policy

All required courses in the Essential Core (Phases I and II) and the Longitudinal Curriculum (Phases I – IV) that are more than 2 weeks in length, including Essentials Core blocks and Longitudinal courses, shall provide students with formative feedback, such that a student can measure his or her learning progress, to allow them to take steps to remediate any deficiencies.

The methods and frequency of formative feedback will be monitored in the Essentials Core block or Longitudinal curriculum CQI reports and reviewed by the relevant curriculum committees. The minimum frequency of formative feedback is at the mid-point of each course/block.

Methods of formative feedback include, but are not limited to: face to face feedback, audience response sessions, case studies with questions and answers, practice questions, quizzes, interactive review sessions, case-based small group exercises, SNAPP questions written by students for use by their peers and reviewed by faculty, team based learning, flipped classrooms incorporating problem solving exercises, and narrative feedback.

Students who have failed an exam or major assignment (defined as an assignment constituting more than 30% of the grade for the course) are required to meet with Course/Block Directors to attempt to determine the potential reasons the student was not successful, make recommendations for learning strategies, and to help the student identify areas of strengths and weaknesses. Any student scoring between 70 and 75% on an exam will receive an email strongly suggesting they meet with the Course Directors. Additionally, any individual student may request to meet and discuss formative feedback with Course/Block Directors.

Information Related to Policy Implementation

Related Policy
For Phase III, see related policy requiring the provision of mid-point feedback for required courses and clerkships, Section 3.3.8 in the "University of Colorado School of Medicine Policies and Procedures, MD Program" document (aka White Book), http://www.ucdenver.edu/academics/colleges/medicalschool/education/studentaffairs/studentresources/Documents/StudentHandbook.pdf

Implementation Guidelines
Process and procedures to provide academic support are being updated. Questions regarding academic support can be directed to the Office of Student Life or the Assistant Dean of the Essentials Core.

Policy Title	Formative Feedback in Essentials Core and Longitudinal Courses
Policy Summary	Required courses of longer than 2 weeks duration must provide student feedback on their performance, at least by the mid-point of the course, in order to enable students the opportunity to adjust performance in order to pass the required course.
Policy Scope	Required Essentials Core Blocks in Phases I & II and Longitudinal Courses in Phases I through IV, longer than 2 week in length.
Effective Date	Upon approval at the Curriculum Steering Committee.
Target Review Period	Annual
Primary Governance Cmte	Essentials Core Block Directors Committee, Longitudinal Curriculum Committee, Curriculum Steering Committee
Unit or People Involved in Implementing the Policy	Individual course directors of Essentials Core Blocks and Longitudinal Courses, the Assistant Dean, Essentials Core and Assistant Dean, Longitudinal Curriculum.
CUSOM Website Location	TBD

Authorization/Change History of Policy	
Date	*Description of Action Taken*
Oct. 5, 2016	Approved by the Curriculum Steering Committee
Sept. 27, 2016	Reviewed and approved by the Essentials Core Block Directors Committee
Sept. 23, 2016	Reviewed and approved by email by the impacted required Longitudinal Courses.