UC RIVERSIDE | School of Medicine

PROGRAM EVALUATION:
CONTINUOUS QUALITY IMPROVEMENT and
SITE COMPARABILITY SYSTEM

PRECLERKSHIP CURRICULUM SUBCOMMITTEE (PCCS)
CLERKSHIP CURRICULUM SUBCOMMITTEE (CCS)
MEDICAL EDUCATION COMMITTEE (MEC)
LACE SUBCOMMITTEE
OFFICE OF MEDICAL EDUCATION QUALITY (OMEQ)
OFFICE OF ASSESSMENT AND EVALUATION (OAE)
AY 2021-22
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Goal of the Program Evaluation and Curriculum Improvement

The UCR SOM program evaluation system:

- integrates actionable continuous quality improvement (CQI) approaches
- enables the institution to make curricular or resource decisions based on the competency-based outcomes of our medical students
- assesses and promotes clinical site comparability for clerkships and LACE 1, 2 and 3.

> Because the entire system is based on a CQI approach, this manual should be viewed as a living document that changes with the needs of learners, faculty, the medical school, and accreditation standards.

Educational Frameworks for the Program Evaluation and Curriculum Improvement System at UCR SOM

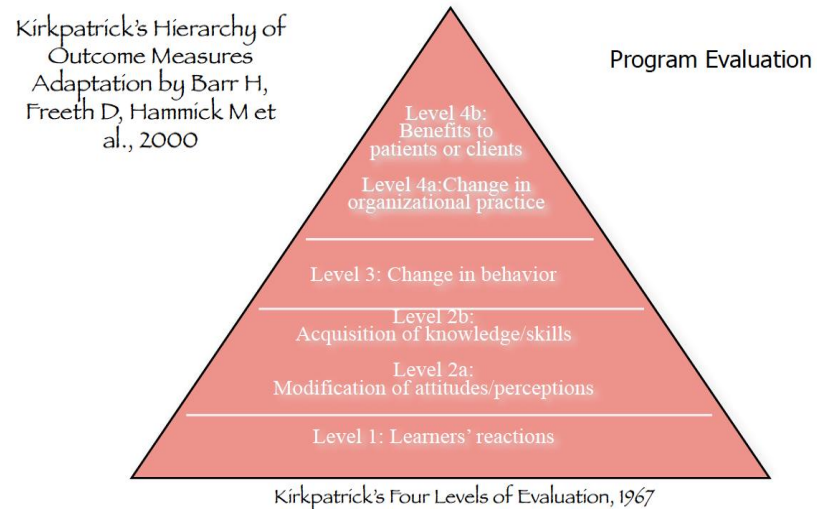The foundations of the program evaluation and curriculum improvement system at UCR SOM is based on <u>four</u> educational frameworks:

1) The Kern's Model of Curriculum Development
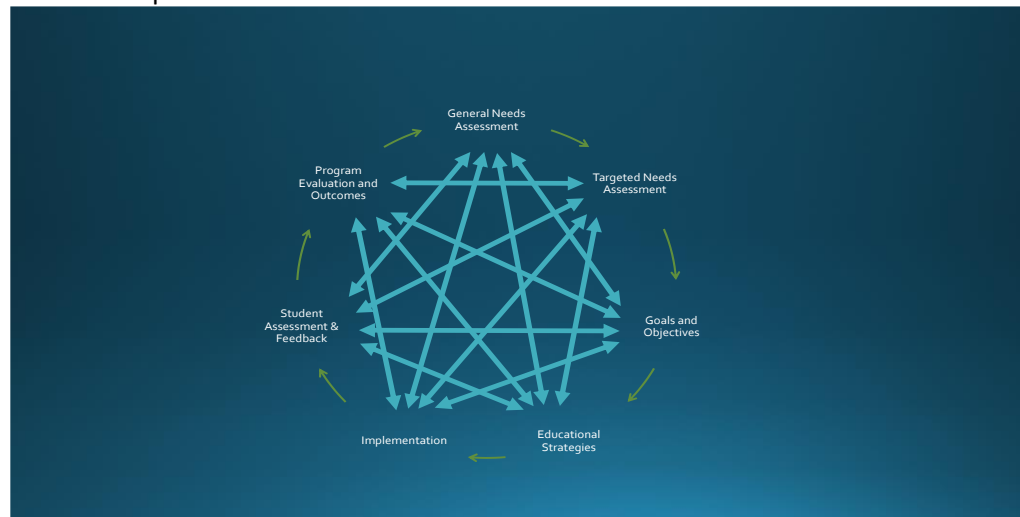
Drs. Patricia Thomas and David Kern introduced this classic framework in 1998 as a practical approach for the development, implementation, evaluation and continuous improvement of educational experiences in medicine.

2) Kirkpatrick's Four Levels of Program Evaluation

Kirkpatrick's Hierarchy of Outcome Measures Adaptation by Barr H, Freeth D, Hammick M et al., 2000

Program Evaluation

Level 4b: Benefits to patients or clients

Level 4a:Change in organizational practice

Level 3: Change in behavior

Level 2b: Acquisition of knowledge/skills

Level 2a: Modification of attitudes/perceptions

Level 1: Learners' reactions

Kirkpatrick's Four Levels of Evaluation, 1967

In the 1950s, Dr. Donald Kirkpatrick introduced a model for analyzing and evaluating training and educational programs. The Kirkpatrick Model has been revised and updated several times and tailored for the evolving aspects of modern medical education.

3) Continuous Quality Improvement (CQI)

CQI is a quality management approach that is based on the idea that most processes can be improved. CQI advocates for incremental, but ongoing changes that become a part of organization's everyday activities. It shifts the attention from the people of an organization to its processes and its outcome products, seeking ways to enhance satisfaction and performance of students, faculty and the overall program.

4) Competency-based Medical Education (CBME)
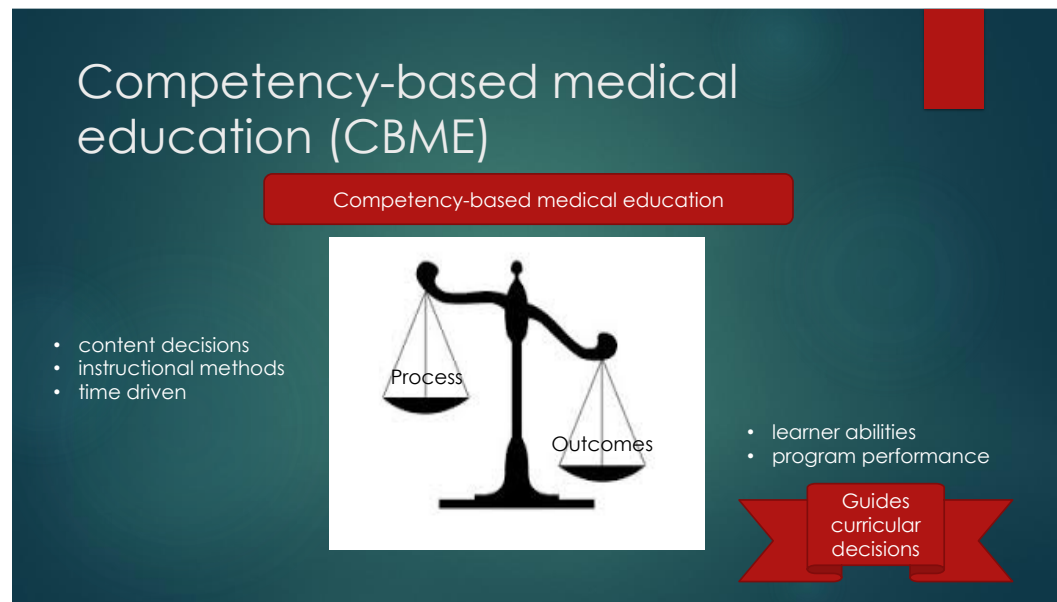
CBME is an outcomes-based approach to the design, implementation, assessment, and evaluation of medical education programs, using an organizing framework of competencies. Curricular decisions and resource allocation are based on the results of learner abilities and program performance.

POLICY FOR PROGRAM EVALUATION SYSTEM FOR UCR SOM

Responsible Officer:	Associate Dean for Medical Education Quality and Integration
Responsible Office:	Office of Medical Education Quality
Origination Date:	October 26, 2021
Date of Revision:	--
Scope:	All medical education program at UCR SOM

I. **Policy Summary**

The UCR SOM program evaluation system:
- integrates actionable continuous quality improvement (CQI) approaches for all courses, clerkships, and themes.
- enables the institution to make curricular or resource decisions based on the competency-based outcomes of our medical students.
- assesses and promotes clinical site comparability for clerkships and the Longitudinal Ambulatory Clinical Experience (LACE) 1, 2 and 3.

II. **Definitions**

Clerkship Curriculum Subcommittee (CCS)
Office for Assessment and Evaluation (OAE)
Office for Medical Education Quality (OMEQ)
Pre-clerkship Curriculum Subcommittee (PCCS)

III. **Policy Text**

A. **Evaluation of MS1 and MS2 Block Courses including Doctoring 1 & 2 and Clinical Skills 1 & 2, MS3 Clinical Foundations 3 (CF3), MS3 Community-based Experience (CBE), MS4 Radiology, MS4 Back to Basics.**

1. "Course CQI Reports" are compiled and produced by OAE and OMEQ for these courses annually.

2. Quality benchmarks for a variety of measurable outcomes are set by the PCCS and published annually in the manual entitled "Program Evaluation: Continuous Quality Improvement and Site Comparability System". Measurable outcomes include student evaluation of courses (e.g., program quality, learning environment, mistreatment, etc.), student evaluation of teaching, learner performance evaluation data, and timeliness of grades, etc.

3. These course director(s) review their Course CQI Reports with their faculty for discussion and planning.

4. The directors complete a written "Course Directors' CQI Strategic Response Form" and return it to the Associate Dean for Pre-clerkship Medical Education, OMEQ and OAE.

5. These directors also present of their CQI Strategic Plans to the PCCS for discussion, input, and ratification.

6. The members of the PCCS and the Associate Dean for Pre-clerkship Medical Education identify themes across courses, can commission working groups to study challenges and solutions in depth, can recommend student focus groups or interviews when data needs clarification, and may identify challenges that need SOM, clinical affiliate, or leadership interventions.

B. **Evaluation of MS3 Clerkships, MS4 Critical Care Medicine Selective, MS4 Sub-internship Selective and LACE 1, 2 & 3**
1. "Clerkship CQI/Site Comparability Reports" are compiled and produced by OAE and OMEQ for each MS3 Clerkship, MS4 Critical Care Medicine Selective and MS4 Sub-internship Selective at the 6 month point and 12 month point of each academic year. LACE 1, 2 and 3 receive a CQI/Site Comparability Report at the end of each academic year.

2. Quality and comparability benchmarks for a variety of measurable outcomes are set by the CCS and published annually in the manual entitled "Program Evaluation: Continuous Quality Improvement and Site Comparability System". Measurable outcomes include student evaluation of clerkships (e.g., program

quality, learning environment, mid-clerkship feedback, etc.), student evaluation of teaching, required clinical encounter patient logs, work hour logs, learner performance evaluation data, and timeliness of grades, etc.

3. All clerkship, Critical Care Medicine, Sub-internship and LACE director(s) review their Clerkship CQI/Site Comparability Reports with their site leaders for discussion and planning.

4. These directors complete a written "Clerkship/Selective Directors' CQI/Site Comparability Strategic Response Form" and return it to the Associate Dean for Clinical Medical Education, OMEQ and OAE.

5. The directors also present of their CQI/Site Comparability Strategic Plans to the CCS for discussion, input, and ratification. The LACE Director presents the CQI/Site Comparability Strategic Plans for LACE 1, 2 and 3 to the LACE Subcommittee for discussion, input, and ratification.

6. The members of the CCS and the Associate Dean for Clinical Medical Education identify themes across clerkships, can commission working groups to study challenges and solutions in depth, can recommend student focus groups or interviews when data needs clarification, and may identify challenges that need SOM, clinical affiliate, or leadership interventions.

C. Evaluation of MS3 Selectives and MS4 Electives
1. MS3 selectives and MS4 electives are reviewed by the Electives Subcommittee.
2. The CQI process for these programs can be found in policy 950-06-025 Vetting and Monitoring of MS3 and MS4 Electives.

D. Evaluation of Emphases and Threads
1. All curricular threads and designated emphases are reviewed by the Subcommittee on Emphases and Curricular Threads (SECT).
2. This subcommittee has a conflict of interest policy.

E. Evaluation of Curricular Phases

1. The Pre-Clerkship Curriculum Subcommittee (PCCS) conducts an annual curricular phase review for the pre-clerkship phase (years 1 and 2) and submits the curricular phase report to the Medical Education Committee (MEC).
2. The Clerkship Curriculum Subcommittee (CCS) conducts an annual curricular phase review for the clerkship phase (years 3 and 4) which includes detailed site comparability data, then submits the curricular phase report to the Medical Education Committee (MEC).
3. The MEC reviews and approves the annual curricular phase reviews, both for the pre-clerkship phase and for the clerkship phase.

IV. **Forms/Instructions**
Program Evaluation: Continuous Quality Improvement and Site Comparability System
Course Directors' CQI Strategic Response Form
Clerkship/Selective Directors' CQI/Site Comparability Strategic Response Form

CQI EVALUATION OF PRE-CLERKSHIP COURSES AND RADIOLOGY, CBE & BACK TO BASICS

PART 1: STUDENT EVALUATION OF COURSE

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
In my experience, this course…			
• Provided clear learning objectives, expectations at the start of the course.	6.1 Program and Learning Objectives 8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of course form allows targeted initiatives in the course Time period of report: - At the end of each block course during MS1 and MS2 years
• Provision of clearly defined grading criteria at the start of the course.	6.1 Program and Learning Objectives 8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Provision of course materials was prompt.	6.1 Program and Learning Objectives	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Topics were presented in a clear an organized manner.	6.1 Program and Learning Objectives	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Commitment of the course director to student learning and development.	3.5 Learning Environment 6.1 Program and Learning Objectives	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Responsiveness of course director to student concerns.	3.5 Learning Environment	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Effectiveness of the required instructional sessions (e.g., conferences, lectures, small group sessions) and resources (e.g. readings, online modules, point of care	8.3 Curricular Design Review & Monitoring	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
tools) in helping you acquire new knowledge.			
• Grading was fair, based on accurate assessment of my performance and free of bias.	8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• The course director provided a positive learning experience.	3.5 Learning Environment	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• The course overall fostered your growth and development as a physician.	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For course: "Cumulative rating of <3.0 on any item" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
Instructions: Please rate this rotation in the following areas:			
• Was this course beneficial?	8.5 Medical Student Feedback	For course: "<100%" stating yes is flagged for concern.	Scale Yes / No Time period of report: - At the end of each block course during MS1 and MS2 years
• Would you recommend this course?	8.5 Medical Student Feedback	For course: "<95%" stating yes is flagged for concern.	Scale Yes / No Time period of report: - At the end of each block course during MS1 and MS2 years
• All faculty, staff, students, trainees, and patients were treated equitably and respectfully during this rotation no matter	3.5 Learning Environment	For course: "<100%" stating yes is flagged for concern.	Scale Yes / No Cumulative performance scores on each item on evaluation of course

their race, ethnicity, country of origin, disabilities, gender, age, sexual and gender identification, religion, or economic background.			form allows targeted initiatives in the course. Time period of report: - At the end of each block course during MS1 and MS2 years
• Please provide comments about the **climate of respect and equity** during this rotation:	N/A		Narrative comments
• At any time during this course did you experience possible mistreatment?	3.5 Learning Environment 3.6 Student Mistreatment	For course: "<100%" stating yes is flagged for concern.	Scale Yes / No Cumulative performance scores on each item on evaluation of course form allows targeted initiatives in the course. Time period of report: - At the end of each block course during MS1 and MS2 years
If you did experience mistreatment, please indicate in which way(s) and explain in the comment box below (Examples: Belittled or humiliated; Spoke sarcastically or insultingly to me; Subjected me to offensive sexist remarks or names; Engaged in discomforting humor; Denied me training opportunities because of my gender; Denied me training opportunities because of my ethnicity; Denied me training opportunities because of my sexual orientation; Required me to perform personal services (i.e. babysitting, shopping); Threw instruments/bandages, equipment, etc.; Threatened me with physical harm (e.g. hit, slapped, kicked); Created a hostile environment for learning.	N/A		Narrative comments
• Please provide comments about any mistreatment during this rotation:	N/A		Narrative comments

• What were the greatest strengths of this course?
      8.3 Curricular Design Review & Monitoring
      8.5 Medical Student Feedback
	N/A		Narrative comments

• If you were the course director, what changes would you make to this course?
      8.3 Curricular Design Review & Monitoring
      8.5 Medical Student Feedback
	N/A		Narrative comments

PART 2: AGGREGATED STUDENT EVALUATION OF TEACHING IN COURSES

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
• On a scale of 1-5, I would rate my experience with this teacher as: _____ **(Global Rating Question)**	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 (Bottom two quintiles – Bottom 40% of teachers) on global rating item" is flagged for concern.	Scale Poor (1) to Excellent (5); N/A (0)

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course.
			Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students.
			Time period of report: - At the end of each block course during MS1 and MS2 years
This teacher:			
• conveyed their expectations to students.	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)
			Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course.
			Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students.
			Time period of report: - At the end of each block course during MS1 and MS2 years
• demonstrated interest in teaching and allotted time for it	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)
			Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course.
			Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students.

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			Time period of report: - At the end of each block course during MS1 and MS2 years
• encouraged students to formulate and pursue learning goals.	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course. Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: - At the end of each block course during MS1 and MS2 years
• consistently demonstrated how to perform clinical skills and gave students adequate supervision.	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course. Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: - At the end of each block course during MS1 and MS2 years
• actively engaged students in discussion.	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item on teaching evaluations to

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			allow targeted initiatives in the course.
			Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students.
			Time period of report: - At the end of each block course during MS1 and MS2 years
• asked students questions aimed at increasing their understanding.	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course. Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: - At the end of each block course during MS1 and MS2 years
• gave frequent constructive feedback	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course. Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			- At the end of each block course during MS1 and MS2 years
• showed support and respect for students and all others.	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course. Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: - At the end of each block course during MS1 and MS2 years
• created a safe learning environment	3.5 Learning Environment 8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item on teaching evaluations to allow targeted initiatives in the course. Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: - At the end of each block course during MS1 and MS2 years
• served as a role model of a health professional students would like to become.	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance on each item in teaching evaluations to

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			allow targeted initiatives in the course.
			Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students.
			Time period of report: - At the end of each block course during MS1 and MS2 years

PART 3: TIMELINESS OF GRADES*

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
1. Timeliness of Grades	9.8 Fair and Timely Summative Assessment	All grades and narrative assessment returned prior to 6 weeks after the course has ended.	Time period of report: - At the end of each block course during MS1 and MS2 years

*Students are not graded in CBE.

CQI EVALUATION OF CLINICAL SKILLS 1&2 and DOCTORING 1&2

PART 1: STUDENT EVALUATION OF CLINICAL SKILLS/ QUALITY COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
In my experience, this clerkship…			
• Provided clear learning objectives, expectations, and grading criteria at the start of the course.	6.1 Program and Learning Objectives 8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of course form allows targeted initiatives in the course Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Provided a course director who was committed to student learning and responded to student concerns.	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Provided a course coordinator who was committed to student learning and responded to student concerns.	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Ensured that I was treated like a valuable member of the group. (DOCTORING 1 & 2 only)	3.5 Learning Environment	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Assigned me work tasks relevant to patient care and course learning objectives. (DOCTORING 1 & 2 only)	3.5 Learning Environment 6.1 Program and Learning Objectives	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Made sure that I had clinical supervision whenever I needed it. (CLINICAL SKILLS 1 & 2 only)	9.3 Clinical Supervision of Students	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of course form allows targeted initiatives in the course
• Integrated relevant basic science content (i.e., pharmacology, biochemistry, anatomy, physiology, pathology, etc.) into the course.	8.3 Curricular Design Review & Monitoring	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
• Graded me fairly, based on accurate assessment of my performance and free of bias.	8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Fostered my growth and development as a physician-in-training. **(Global Rating Question)**	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
In my experience, this clerkship gave me opportunities to…			
• Improve my clinical skills (e.g., history, physical). (PCRS: Patient Care) (CLINICAL SKILLS 1&2 only)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Improve my history taking skills (PCRS: Patient Care) (DOCTORING 1&2 only)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Expand my knowledge of core topics in this field. (PCRS: Knowledge for Practice) (DOCTORING 1&2 only)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Improve my clinical reasoning (e.g., differential diagnosis, diagnostic/ management plans). (PCRS: Practice-based Learning and Improvement)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of course form allows targeted initiatives in the course Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Improve how I exchange information to effectively collaborate with patients, their families, and health professionals. (PCRS: Interpersonal and Communication Skills)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Carry out professional responsibilities and adhere to ethical principles.	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
(PCRS: Professionalism) (DOCTORING 1&2 only)		on any item" is flagged for concern.	
• Learn about the larger context and system of health care. (PCRS: Systems-based Practice) (DOCTORING 1&2 only)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• Develop the qualities required to sustain lifelong personal and professional growth. (PCRS: Personal and Professional Development)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Course: "Cumulative rating of <3.0 on any item" is flagged for concern.	
• I am confident that I am acquiring the skills necessary to perform an appropriate physical examination in a clinical setting. (CLINICAL SKILLS 1 only)	8.5 Medical Student Feedback	No benchmark this year. Baseline data will be collected AY21-22 to set benchmark for AY22-23.	SD (1), D (2), N (3), A (4), SA (5) Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• I am confident that I have acquired the skills necessary to perform an appropriate physical examination in the clinical setting of the third-year clerkships. (CLINICAL SKILLS 2 only)	8.5 Medical Student Feedback	No benchmark this year. Baseline data will be collected AY21-22 to set benchmark for AY22-23.	
• I am confident that I am acquiring the communication skills necessary to interact with patients and perform a medical history in a clinical setting. (DOCTORING 1 only)	8.5 Medical Student Feedback	No benchmark this year. Baseline data will be collected AY21-22 to set benchmark for AY22-23.	
• I am confident that I have acquired the communication skills necessary to interact with patients and perform an appropriate medical history in the clinical setting of the third-year clerkships. (DOCTORING 2 only)	8.5 Medical Student Feedback	No benchmark this year. Baseline data will be collected AY21-22 to set benchmark for AY22-23.	

ITEMS FOR CLINICAL SKILLS 1&2

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
Instructions: Please rate this rotation in the following areas:			
• I was provided feedback during the teaching sessions and after the Mock OSCE.	9.7 Formative Assessment and Feedback	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Mid-course Feedback is required by LCME for MS3 clerkships. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• The person who provided the feedback had direct knowledge of my performance.	9.7 Formative Assessment and Feedback	For Course: "<95%" stating yes is flagged for concern.	Scale Yes / No / n/a – I did not receive feedback UCR SOM policy strongly recommends that the faculty member who conducts the feedback session has direct knowledge of student performance or gathers information from those who do Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Please provide a comment about the feedback:		N/A	Narrative comments
• I was observed performing the relevant portions of a patient history and physical examination by faculty and or patient instructors.	9.4 Assessment System	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Please provide a comment about the feedback you received.		N/A	Narrative comments
• All faculty, staff, students, trainees, and patients were treated equitably and respectfully during this rotation no matter their race, ethnicity, country of origin, disabilities, gender, age, sexual and	3.5 Learning Environment	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Cumulative performance scores on each item on evaluation of course form

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
gender identification, religion, or economic background.			allows targeted initiatives in the course. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Please provide comments about the **climate of respect and equity** during this rotation:	N/A	Narrative comments
• At any time during this clerkship, did you experience mistreatment by a faculty member, by another institution employee or staff member, or by a fellow student? (Please do not include behaviors exhibited by patients.)	3.5 Learning Environment 3.6 Student Mistreatment	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Cumulative performance scores on each item on evaluation of course form allows targeted initiatives at sites or overall course. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
If you did experience mistreatment, please indicate in which way(s) and explain in the comment box below (Examples: Belittled or humiliated; Spoke sarcastically or insultingly to me; Subjected me to offensive sexist remarks or names; Engaged in discomforting humor; Denied me training opportunities because of my gender; Denied me training opportunities because of my ethnicity; Denied me training opportunities because of my sexual orientation; Required me to perform personal services (i.e. babysitting, shopping); Threw instruments/bandages, equipment, etc.; Threatened me with physical harm (e.g. hit, slapped, kicked); Created a hostile environment for learning.	N/A	Narrative comments
• Please provide comments about any mistreatment during this rotation:	N/A	Narrative comments

• What were the greatest strengths of this course?
    8.3 Curricular Design Review & Monitoring
    8.5 Medical Student Feedback
	N/A	Narrative comments

• If you were the clerkship director, what changes would you make to this course?
    8.3 Curricular Design Review & Monitoring
    8.5 Medical Student Feedback
	N/A	Narrative comments

ITEMS FOR DOCTORING 1&2

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
Instructions: Please rate this rotation in the following areas:			
• I was provided feedback in a written form at the end of the Block.	9.5 Narrative Assessment	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• I was observed performing the relevant portions of a patient history and received feedback on my performance.	9.4 Assessment System	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Please provide a comment about the feedback you received.		N/A	Narrative comments
• All faculty, staff, students, trainees, and patients were treated equitably and respectfully during this rotation no matter their race, ethnicity, country of origin, disabilities, gender, age, sexual and gender identification, religion, or economic background.	3.5 Learning Environment	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Cumulative performance scores on each item on evaluation of course form allows targeted initiatives in the course. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• Please provide comments about the **climate of respect and equity** during this rotation:		N/A	Narrative comments
• At any time during this clerkship, did you experience mistreatment by a faculty member, staff member, or by a fellow student? (Please do not include behaviors exhibited by patients.)	3.5 Learning Environment 3.6 Student Mistreatment	For Course: "<100%" stating yes is flagged for concern.	Scale Yes / No Cumulative performance scores on each item on evaluation of course form allows targeted initiatives at sites or overall course. Time period of report: -At the end of each Block Course during MS1 and MS2 Year

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
If you did experience mistreatment, please indicate in which way(s) and explain in the comment box below (Examples: Belittled or humiliated; Spoke sarcastically or insultingly to me; Subjected me to offensive sexist remarks or names; Engaged in discomforting humor; Denied me training opportunities because of my gender; Denied me training opportunities because of my ethnicity; Denied me training opportunities because of my sexual orientation; Required me to perform personal services (i.e. babysitting, shopping); Threw instruments/bandages, equipment, etc.; Threatened me with physical harm (e.g. hit, slapped, kicked); Created a hostile environment for learning.	N/A		Narrative comments
• Please provide comments about any mistreatment during this rotation:	N/A		Narrative comments

• What were the greatest strengths of this course?
    8.3 Curricular Design Review & Monitoring
    8.5 Medical Student Feedback
	N/A		Narrative comments

• If you were the clerkship director, what changes would you make to this course?
    8.3 Curricular Design Review & Monitoring
    8.5 Medical Student Feedback
	N/A		Narrative comments

PART 2: AGGREGATED MS3 STUDENT EVALUATION OF TEACHING – CLINICAL SKILLS AND DOCTORING TEACHING / QUALITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
• On a scale of 1-5, I would rate my experience with this teacher as: _____ **(Global Rating Question)**	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 (Bottom two quintiles – Bottom 40% of teachers) on global rating item" is flagged for concern.	*Scale Poor (1) to Excellent (5); N/A (0)* -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
This teacher:			
• conveyed their expectations to students.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			-Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• demonstrated interest in teaching. (DOCTORING 1&2 only) • demonstrated interest in teaching and allotted time for it. (CLINICAL SKILLS 1&2 only)	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• encouraged students to formulate and pursue learning goals.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			-At the end of each Block Course during MS1 and MS2 Year
• consistently demonstrated how to perform clinical skills. (CLINICAL SKILLS 1&2 only)	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• actively engaged students in discussion.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• asked students questions aimed at increasing their understanding.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course.

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
			-Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• gave frequent constructive feedback	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• showed support and respect for students and all others.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• created a safe learning environment	3.5 Learning Environment	Clerkship and Site:	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
	8.5: Use of Student Evaluation Data in Program Improvement	"Cumulative rating of <3.0 on any item" is flagged for concern.	-Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year
• served as a role model of a health professional students would like to become.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at course. -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time period of report: -At the end of each Block Course during MS1 and MS2 Year

PART 3: TIMELINESS OF GRADES/ QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMMENTS
1. Timeliness of Grades	9.8 Fair and Timely Summative Assessment	Course: All grades and narrative assessment returned prior to 6 weeks after the rotation has ended.	Time period of report: -At the end of each Block Course during MS1 and MS2 Year

CQI EVALUATION OF LACE 1 and 2

PART 1: STUDENT EVALUATION OF LACE 1 and 2 / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
In my experience, this clerkship…				
1. Provided clear learning objectives, expectations, and grading criteria at the start of the rotation.	6.1 Program and Learning Objectives 8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
2. Oriented me to how the clinical site(s) worked during this clerkship and clarified to me my role as a student at the site(s).	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.1 Program and Learning Objectives 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
3. Provided a site faculty leader who was committed to student learning and responded to student concerns.	5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
4. Provided a clerkship / LACE director who was committed to student learning and responded to student concerns.	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
5. Provided a clerkship / LACE coordinator who was committed to student learning and responded to student concerns.	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
6. Ensured that I was treated like a valuable member of the team.	3.5 Learning Environment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
7. Assigned me work tasks relevant to patient care and clerkship learning objectives.	3.5 Learning Environment 6.1 Program and Learning Objectives	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
8. Made sure that I had clinical supervision whenever I needed it.	9.3 Clinical Supervision of Students	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
9. Integrated relevant basic science content (i.e., pharmacology, biochemistry, anatomy, physiology, pathology, etc.) into the clerkship.	8.3 Curricular Design Review & Monitoring	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
10. Graded me fairly, based on accurate assessment of my performance and free of bias.	8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
11. Ensured that my assigned clinical site(s) provided a positive learning experience.	5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
12. Fostered my growth and development as a physician-in-training. **(Global Rating Question)**	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
In my experience, this clerkship gave me opportunities to…				
13. Improve my clinical skills (e.g., history, physical, procedures) and care for my patients independently. (PCRS: Patient Care)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
14. Expand my knowledge of core topics in this field. (PCRS: Knowledge for Practice)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
15. Improve my clinical reasoning (e.g., differential diagnosis, diagnostic/ management plans). (PCRS: Practice-based Learning and Improvement)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
16. Improve how I exchange information to effectively collaborate with patients, their families, and health professionals.	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for	"A mean score for a clinical site that is ≥0.5 points *below* the	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
(PCRS: Interpersonal and Communication Skills)		concern.	entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)
17. Carry out professional responsibilities and adhere to ethical principles. (PCRS: Professionalism)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or
18. Learn about the larger context and system of health care. (PCRS: Systems-based Practice)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
19. Develop the qualities required to sustain lifelong personal and professional growth. (PCRS: Personal and Professional Development)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
Instructions: Please rate this rotation in the following areas:				
20. A faculty member provided me with **mid-clerkship feedback** during this clerkship.	9.7 Formative Assessment and Feedback	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No Mid-clerkship Feedback is required by LCME for MS3 clerkships. Time period of report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Two 6-month reports are issued per academic year
21. If I did receive mid-clerkship feedback, the faculty member who conducted the feedback session had direct knowledge of my performance.	9.7 Formative Assessment and Feedback	For Clerkship and Site: "<95%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No / n/a – I did not receive feedback UCR SOM policy strongly recommends that the faculty member who conducts the feedback session has direct knowledge of student performance or gathers information from those who do Time period of report: -Two 6-month reports are issued per academic year
22. Please provide a comment about the mid-clerkship feedback:		N/A	N/A	Narrative comments
23. All faculty, staff, students, trainees and patients were treated equitably and respectfully during this rotation no matter their race, ethnicity, country of origin, disabilities, gender, age, sexual and gender identification, religion or economic background.	3.5 Learning Environment	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
24. Please provide comments about the **climate of respect and equity** during this rotation:		N/A	N/A	Narrative comments

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
25. At any time during this clerkship, did you experience mistreatment by a faculty member, by another institution employee or staff member, or by a fellow student? (Please do not include behaviors exhibited by patients.)	3.5 Learning Environment 3.6 Student Mistreatment	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
If you did experience mistreatment, please indicate in which way(s) and explain in the comment box below (Examples: Belittled or humiliated; Spoke sarcastically or insultingly to me; Subjected me to offensive sexist remarks or names; Engaged in discomforting humor; Denied me training opportunities because of my gender; Denied me training opportunities because of my ethnicity; Denied me training opportunities because of my sexual orientation; Required me to perform personal services (i.e. babysitting, shopping); Threw instruments/bandages, equipment, etc.; Threatened me with physical harm (e.g. hit, slapped, kicked); Created a hostile environment for learning.		N/A	N/A	Narrative comments
27. Please provide comments about any mistreatment during this rotation:		N/A	N/A	Narrative comments
28. What were the greatest strengths of this clerkship? 8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback		N/A	N/A	Narrative comments
29. If you were the clerkship director, what changes would you make to this clerkship? 8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback		N/A	N/A	Narrative comments

PART 2: AGGREGATED MS3 STUDENT EVALUATION OF CLINICAL TEACHING –OUTPATIENT TEACHING / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
• On a scale of 1-5, I would rate my experience with this teacher as: _____ **(Global Rating Question)**	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 (Bottom two quintiles – Bottom 40% of teachers) on global rating item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	***Scale Poor (1) to Excellent (5); N/A (0)*** -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at <3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
This teacher:				
• conveyed their expectations.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.).

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• demonstrated interest in teaching and allotted time for it	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
• encouraged students to formulate and pursue learning goals.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• consistently demonstrated how to perform clinical skills and gave students adequate supervision.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.).

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• actively engaged students in discussion.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• asked students questions aimed at increasing their understanding.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site:	"A mean score for a clinical site that is ≥0.5 points **below** the overall	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

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ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
		"Cumulative rating of <3.0 on any item" is flagged for concern.	clerkship mean score" is flagged for concern.	-Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• gave frequent constructive feedback	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• showed support and respect for students and all others.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• created a safe learning environment	3.5 Learning Environment 8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points below the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• served as a role model of a health professional students would like to become.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points below the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students.

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				Time Period of Report: -Two 6-month period reports are issued per academic year

PART 3: LACE 1 and 2 REQUIRED CLINICAL ENCOUNTER LOGS / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Required Clinical Encounter (RCE): Monitoring Student Completion of Logging By End of Clerkship	8.6: Monitoring of Completion of Required Clinical Experiences	Clerkship and Site: "1 or more students did not log either a live patient or alternate experience for a specific requisite" is flagged for concern.	N/A	A green check mark means that all students met the requisite during the time period. A red number depicts the # of students who did not log either a live patient or an alternate experience for that requisite yet still was assigned a "passing grade or higher" during the time period. Time period of report: -6-month and 12-month period reports are issued per academic year
2. Required Clinical Encounter (RCE): Monitoring Required Clinical Experiences for the Clerkship and Each Site	8.6: Monitoring of Completion of Required Clinical Experiences	Clerkship "≤ 75% of all students reported encountering a live patient with this condition/procedure" is flagged for concern. Site	Same as quality benchmark	LCME DCI definition: "Provide all required clinical encounters/skills for each listed clerkship that were satisfied with alternative methods by 25% or more of students in the most recently-

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ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
		"≤ 75% of all students reported encountering a live patient with this condition/procedure" is flagged for concern.		completed academic year, and describe what the alternative methods were (e.g., simulations, computer cases). " Time period of report: -6-month and 12-month period reports are issued per academic year

PART 3: LACE 1 and 2 LEARNER EVALUATION SUMMARY / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Grade distribution by LACE clerkship and site	8.7: Comparability of Education/Assessment	AY21-22: All clerkships have normative grading except EM and Neurology. CCS, OMEQ and OAE will collect data for AY21-22 from pilots in EM and Neurology to determine how to set quality and comparability benchmarks.	AY21-22: All clerkships have normative grading except EM and Neurology. CCS, OMEQ and OAE will collect data for AY21-22 from pilots in EM and Neurology to determine how to set quality and comparability benchmarks.	AY21-22: All clerkships have normative grading except EM and Neuro. Expected to change to criterion-based for all clerkships AY22-23. Time period of report: -6-month and 12-month period reports are issued per academic year
1. Instructor Assessment of Student Clinical Performance	8.7: Comparability of Education/Assessment	For Clerkship and Site: "Cumulative rating of <3.0" is flagged for concern.	"≥ ±15% variation in the reported mean scores at a clinical site from the overall clerkship mean" is flagged for concern."	Scale: 1 = Needs improvement, 2 = Developing, 3 = Meeting Expectations, 4 = Exceeding Expectations, 5 = Exceptional Time period of report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-6-month and 12-month period reports are issued per academic year
2. Percentage of Students Passing Clerkship	8.7: Comparability of Education/Assessment	For Clerkship and Site: "<90%" passing is flagged for concern.	Same as quality benchmark	Time period of report: -6-month and 12-month period reports are issued per academic year

PART 4: TIMELINESS OF GRADES/ QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Timeliness of Grades	9.8 Fair and Timely Summative Assessment	Clerkship and Site: All grades and narrative assessment returned prior to 6 weeks after the rotation has ended.	Same as quality benchmark	Time period of report: -6-month and 12-month period reports are issued per academic year

CQI EVALUATION OF MS3 CLERKSHIPS and LACE 3

PART 1: STUDENT EVALUATION OF MS3 CLERKSHIPS / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
In my experience, this clerkship…				
20. Provided clear learning objectives, expectations, and grading criteria at the start of the rotation.	6.1 Program and Learning Objectives 8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
21. Oriented me to how the clinical site(s) worked during this clerkship and clarified to me my role as a student at the site(s).	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.1 Program and Learning Objectives 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	
22. Provided a site faculty leader who was committed to student learning and responded to student concerns.	5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	
23. Provided a clerkship director who was committed to student learning and responded to student concerns.	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
24. Provided a clerkship coordinator who was committed to student learning and responded to student concerns.	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship.
25. Ensured that I was treated like a valuable member of the team.	3.5 Learning Environment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
26. Assigned me work tasks relevant to patient care and clerkship learning objectives.	3.5 Learning Environment 6.1 Program and Learning Objectives	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Time period of report: -Two 6-month reports are issued per academic year
27. Made sure that I had clinical supervision whenever I needed it.	9.3 Clinical Supervision of Students	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
28. Integrated relevant basic science content (i.e., pharmacology, biochemistry, anatomy, physiology, pathology, etc.) into the clerkship.	8.3 Curricular Design Review & Monitoring	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
29. Graded me fairly, based on accurate assessment of my performance and free of bias.	8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for	"A mean score for a clinical site that is ≥0.5 points *below* the	Scale 1 (Unsatisfactory) to 4 (Excellent)

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
		concern.	entire clerkship mean score" is flagged for concern.	N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship.
30. Ensured that my assigned clinical site(s) provided a positive learning experience.	5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
31. Fostered my growth and development as a physician-in-training. **(Global Rating Question)**	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Time period of report: -Two 6-month reports are issued per academic year
In my experience, this clerkship gave me opportunities to…				
32. Improve my clinical skills (e.g., history, physical, procedures) and care for my patients independently. (PCRS: Patient Care)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
33. Expand my knowledge of core topics in this field. (PCRS: Knowledge for Practice)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
34. Improve my clinical reasoning (e.g., differential diagnosis, diagnostic/ management plans). (PCRS: Practice-based Learning and Improvement)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
35. Improve how I exchange information to effectively collaborate with patients, their families, and health professionals. (PCRS: Interpersonal and Communication Skills)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship.

Time period of report: -Two 6-month reports are issued per academic year |
36. Carry out professional responsibilities and adhere to ethical principles. (PCRS: Professionalism)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
37. Learn about the larger context and system of health care. (PCRS: Systems-based Practice)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
38. Engage in an interprofessional team that optimized safe, effective patient- and population-centered care. (PCRS: Inter-professional Collaboration)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
39. Develop the qualities required to sustain lifelong personal and professional growth. (PCRS: Personal and Professional Development)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
Instructions: Please rate this rotation in the following areas:				
21. A faculty member provided me with **mid-clerkship feedback** during this clerkship.	9.7 Formative Assessment and Feedback	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No Mid-clerkship Feedback is required by LCME for MS3 clerkships. Time period of report: -Two 6-month reports are issued per academic year
22. If I did receive mid-clerkship feedback, the faculty member who conducted the feedback session had direct knowledge of my performance.	9.7 Formative Assessment and Feedback	For Clerkship and Site: "<95%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No / n/a – I did not receive feedback UCR SOM policy strongly recommends that the faculty member who conducts the feedback session has direct knowledge of student performance or gathers information from those who do Time period of report: -Two 6-month reports are issued per academic year
23. Please provide a comment about the mid-clerkship feedback:		N/A	N/A	Narrative comments
24. I was observed performing the relevant portions of a patient history and physical examination during the required **observed clinical encounter** (OCE) during this clerkship.	9.4 Assessment System	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No An OCE of each student is required by LCME for MS3 clerkships.

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				Time period of report: -Two 6-month reports are issued per academic year
25. Please provide a comment about the Observed Clinical Encounter (OCE):		N/A	N/A	Narrative comments
26. All faculty, staff, students, trainees and patients were treated equitably and respectfully during this rotation no matter their race, ethnicity, country of origin, disabilities, gender, age, sexual and gender identification, religion or economic background.	3.5 Learning Environment	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No\n\nCumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship.\n\nTime period of report: -Two 6-month reports are issued per academic year
27. Please provide comments about the **climate of respect and equity** during this rotation:		N/A	N/A	Narrative comments
28. At any time during this clerkship, did you experience mistreatment by a faculty member, by another institution employee or staff member, or by a fellow student? (Please do not include behaviors exhibited by patients.)	3.5 Learning Environment\n3.6 Student Mistreatment	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No\n\nCumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship.\n\nTime period of report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Two 6-month reports are issued per academic year
If you did experience mistreatment, please indicate in which way(s) and explain in the comment box below (Examples: Belittled or humiliated; Spoke sarcastically or insultingly to me; Subjected me to offensive sexist remarks or names; Engaged in discomforting humor; Denied me training opportunities because of my gender; Denied me training opportunities because of my ethnicity; Denied me training opportunities because of my sexual orientation; Required me to perform personal services (i.e. babysitting, shopping); Threw instruments/bandages, equipment, etc.; Threatened me with physical harm (e.g. hit, slapped, kicked); Created a hostile environment for learning.	N/A	N/A	Narrative comments
29. Please provide comments about any mistreatment during this rotation:	N/A	N/A	Narrative comments

30. What were the greatest strengths of this clerkship?
   8.3 Curricular Design Review & Monitoring
   8.5 Medical Student Feedback
	N/A	N/A	Narrative comments

31. If you were the clerkship director, what changes would you make to this clerkship?
   8.3 Curricular Design Review & Monitoring
   8.5 Medical Student Feedback
	N/A	N/A	Narrative comments

PART 2: AGGREGATED MS3 STUDENT EVALUATION OF CLINICAL TEACHING – INPATIENT AND/OR OUTPATIENT TEACHING / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
• On a scale of 1-5, I would rate my experience with this teacher as: _____ **(Global Rating Question)**	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 (Bottom two quintiles – Bottom 40% of teachers) on global rating item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	*Scale Poor (1) to Excellent (5); N/A (0)* -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at <3.0 to reflect general over

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
This teacher:				
• conveyed their expectations.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• demonstrated interest in teaching and allotted time for it	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
			clerkship mean score" is flagged for concern.	-Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• encouraged students to formulate and pursue learning goals.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• consistently demonstrated how to perform clinical skills and gave students adequate supervision.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• actively engaged students in discussion.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• asked students questions aimed at increasing their understanding.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students.

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				Time Period of Report: -Two 6-month period reports are issued per academic year
• gave frequent constructive feedback	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• showed support and respect for students and all others.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• created a safe learning environment	3.5 Learning Environment 8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points below the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Two 6-month period reports are issued per academic year
• served as a role model of a health professional students would like to become.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points below the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year

PART 3: MS3 REQUIRED CLINICAL ENCOUNTER LOGS / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Required Clinical Encounter (RCE): Monitoring Student Completion of Logging By End of Clerkship	8.6: Monitoring of Completion of Required Clinical Experiences	Clerkship and Site: "1 or more students did not log either a live patient or alternate experience for a specific requisite" is flagged for concern.	N/A	A green check mark means that all students met the requisite during the time period.

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				A red number depicts the # of students who did not log either a live patient or an alternate experience for that requisite yet still was assigned a "passing grade or higher" during the time period. Time period of report: -6-month and 12-month period reports are issued per academic year
2. Required Clinical Encounter (RCE): Monitoring Required Clinical Experiences for the Clerkship and Each Site	8.6: Monitoring of Completion of Required Clinical Experiences	Clerkship "≤ 75% of all students reported encountering a live patient with this condition/procedure" is flagged for concern. Site "≤ 75% of all students reported encountering a live patient with this condition/procedure" is flagged for concern.	Same as quality benchmark	LCME DCI definition: "Provide all required clinical encounters/skills for each listed clerkship that were satisfied with alternative methods by 25% or more of students in the most recently-completed academic year, and describe what the alternative methods were (e.g., simulations, computer cases). " Time period of report: -6-month and 12-month period reports are issued per academic year

PART 4: MS3 STUDENT WORK HOUR LOGS / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
3. Student report of meeting work hours regulations	8.8: Monitoring Student Workload	Clerkship and Site: Any clerkship site or clerkship reporting >80 work hours per week by one or more students is flagged for concern.	"≥ ±15% variation in the reported mean hours per week at a clinical site from the overall clerkship mean" is flagged for concern."	Time period of report: -Two 6-month period reports are issued per academic year

PART 5: MS3 LEARNER EVALUATION SUMMARY / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Grade distribution by clerkship and site	8.7: Comparability of Education/Assessment	AY21-22: All clerkships have normative grading except EM and Neurology. CCS, OMEQ and OAE will collect data for AY21-22 from pilots in EM and Neurology to determine how to set quality and comparability benchmarks.	AY21-22: All clerkships have normative grading except EM and Neurology. CCS, OMEQ and OAE will collect data for AY21-22 from pilots in EM and Neurology to determine how to set quality and comparability benchmarks.	AY21-22: All clerkships have normative grading except EM and Neuro. Expected to change to criterion-based for all clerkships AY22-23. Time period of report: -6-month and 12-month period reports are issued per academic year
4. SHELF Exam Score (if applicable) or other knowledge assessment exam score	8.7: Comparability of Education/Assessment	% of class passing SHELF at first attempt	"≥ ±15% variation in the reported mean scores at a clinical site from the overall clerkship mean" is flagged for concern."	Time period of report: -6-month and 12-month period reports are issued per academic year
5. Instructor Assessment of Student Clinical Performance	8.7: Comparability of Education/Assessment	For Clerkship and Site: "Cumulative rating of <3.0" is flagged for concern.	"≥ ±15% variation in the reported mean scores at a clinical site from the overall clerkship mean" is flagged for concern."	Scale: 1 = Needs improvement, 2 = Developing, 3 = Meeting Expectations, 4 = Exceeding Expectations, 5 = Exceptional Time period of report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-6-month and 12-month period reports are issued per academic year
6. Percentage of Students Passing Clerkship	8.7: Comparability of Education/Assessment	For Clerkship and Site: "<90%" passing is flagged for concern.	Same as quality benchmark	Time period of report: -6-month and 12-month period reports are issued per academic year

PART 6: TIMELINESS OF GRADES/ QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Timeliness of Grades	9.8 Fair and Timely Summative Assessment	Clerkship and Site: All grades and narrative assessment returned prior to 6 weeks after the rotation has ended.	Same as quality benchmark	Time period of report: -6-month and 12-month period reports are issued per academic year

CQI EVALUATION OF CRITICAL CARE MEDICINE (CCM) and SUB-INTERNSHIPS

PART 1: STUDENT EVALUATION OF MS4 CCM and SUB-I / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
In my experience, this clerkship...				
1. Provided clear learning objectives, expectations, and grading criteria at the start of the rotation.	6.1 Program and Learning Objectives 8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
2. Oriented me to how the clinical site(s) worked during this clerkship and clarified to me my role as a student at the site(s).	3.5 Learning Environment 5.5 Resources for Clinical Instruction 6.1 Program and Learning Objectives 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
3. Provided a site faculty leader who was committed to student learning and responded to student concerns.	5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
4. Provided a clerkship director who was committed to student learning and responded to student concerns.	5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
5. Ensured that I was treated like a valuable member of the team.	3.5 Learning Environment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship.

Time period of report: -Two 6-month reports are issued per academic year |
6. Assigned me work tasks relevant to patient care and clerkship learning objectives.	3.5 Learning Environment 6.1 Program and Learning Objectives	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	
7. Made sure that I had clinical supervision whenever I needed it.	9.3 Clinical Supervision of Students	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	
8. Integrated relevant basic science content (i.e., pharmacology, biochemistry, anatomy, physiology, pathology, etc.) into the clerkship.	8.3 Curricular Design Review & Monitoring	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	
9. Graded me fairly, based on accurate assessment of my performance and free of bias.	8.3 Curricular Design Review & Monitoring 9.8 Fair and Timely Summative Assessment	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	
10. Ensured that my assigned clinical site(s) provided a positive learning experience.	5.5 Resources for Clinical Instruction 6.4 Inpatient / Outpatient Experiences	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points **below** the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
11. Fostered my growth and development as a physician-in-training. **(Global Rating Question)**	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
In my experience, this clerkship gave me opportunities to…				
12. Improve my clinical skills (e.g., history, physical, procedures) and care for my patients independently. (PCRS: Patient Care)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
13. Expand my knowledge of core topics in this field. (PCRS: Knowledge for Practice)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
14. Improve my clinical reasoning (e.g., differential diagnosis, diagnostic/ management plans). (PCRS: Practice-based Learning and Improvement)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
15. Improve how I exchange information to effectively collaborate with patients, their families, and health professionals. (PCRS: Interpersonal and Communication Skills)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
16. Carry out professional responsibilities and adhere to ethical principles. (PCRS: Professionalism)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for	"A mean score for a clinical site that is ≥0.5 points *below* the	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
		concern.	entire clerkship mean score" is flagged for concern.	Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship.

Time period of report:
-Two 6-month reports are issued per academic year |
17. Learn about the larger context and system of health care. (PCRS: Systems-based Practice)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
18. Engage in an interprofessional team that optimized safe, effective patient- and population-centered care. (PCRS: Inter-professional Collaboration)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	
19. Develop the qualities required to sustain lifelong personal and professional growth. (PCRS: Personal and Professional Development)	8.3 Curricular Design Review & Monitoring 8.5 Medical Student Feedback	For Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the entire clerkship mean score" is flagged for concern.	

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
Instructions: Please rate this rotation in the following areas:				
20. A faculty member provided me with **mid-clerkship feedback** during this clerkship.	9.7 Formative Assessment and Feedback	For Clerkship and Site: "<80%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No

Mid-clerkship feedback is strongly encouraged in CCM and Sub-I but not required.

Time period of report: |

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Two 6-month reports are issued per academic year
21. If I did receive mid-clerkship feedback, the faculty member who conducted the feedback session had direct knowledge of my performance.	9.7 Formative Assessment and Feedback	For Clerkship and Site: "<80%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No / n/a – I did not receive feedback *Mid-clerkship feedback is strongly encouraged in CCM and Sub-I but not required.* Time period of report: -Two 6-month reports are issued per academic year
22. Please provide a comment about the mid-clerkship feedback:	N/A	N/A	Narrative comments
23. I was observed performing the relevant portions of a patient history and physical examination during the required **observed clinical encounter** (OCE) during this clerkship.	9.4 Assessment System	For Clerkship and Site: "<80%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No *OCE is strongly encouraged in CCM and Sub-I but not required.* Time period of report: -Two 6-month reports are issued per academic year
24. Please provide a comment about the Observed Clinical Encounter (OCE):	N/A	N/A	Narrative comments

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
25. All faculty, staff, students, trainees and patients were treated equitably and respectfully during this rotation no matter their race, ethnicity, country of origin, disabilities, gender, age, sexual and gender identification, religion or economic background.	3.5 Learning Environment	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year
26. Please provide comments about the **climate of respect and equity** during this rotation:	N/A	N/A	N/A	Narrative comments
27. At any time during this clerkship, did you experience mistreatment by a faculty member, by another institution employee or staff member, or by a fellow student? (Please do not include behaviors exhibited by patients.)	3.5 Learning Environment 3.6 Student Mistreatment	For Clerkship and Site: "<100%" stating yes is flagged for concern.	Same as quality benchmark	Scale Yes / No Cumulative performance scores on each item on evaluation of clerkship form allows targeted initiatives at sites or overall clerkship. Time period of report: -Two 6-month reports are issued per academic year

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
If you did experience mistreatment, please indicate in which way(s) and explain in the comment box below (Examples: Belittled or humiliated; Spoke sarcastically or insultingly to me; Subjected me to offensive sexist remarks or names; Engaged in discomforting humor; Denied me training opportunities because of my gender; Denied me training opportunities because of my ethnicity; Denied me training opportunities because of my sexual orientation; Required me to perform personal services (i.e. babysitting, shopping); Threw instruments/bandages, equipment, etc.; Threatened me with physical harm (e.g. hit, slapped, kicked); Created a hostile environment for learning.	N/A	N/A	Narrative comments
28. Please provide comments about any mistreatment during this rotation:	N/A	N/A	Narrative comments

29. What were the greatest strengths of this clerkship?
      8.3 Curricular Design Review & Monitoring
      8.5 Medical Student Feedback
	N/A	N/A	Narrative comments

30. If you were the clerkship director, what changes would you make to this clerkship?
      8.3 Curricular Design Review & Monitoring
      8.5 Medical Student Feedback
	N/A	N/A	Narrative comments

PART 2: AGGREGATED MS4 STUDENT EVALUATION OF CLINICAL TEACHING – INPATIENT TEACHING / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
• On a scale of 1-5, I would rate my experience with this teacher as: ____ **(Global Rating Question)**	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site "Cumulative rating of <3.0 (Bottom two quintiles – Bottom 40% of teachers) on global rating item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points below the overall clerkship mean score" is flagged for concern.	*Scale Poor (1) to Excellent (5); N/A (0)* -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at <3.0 to reflect general over inflation of positive

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				teaching evaluations by students.

Time Period of Report:
-Two 6-month period reports are issued per academic year |
| This teacher: | | | | |
| • conveyed their expectations. | 8.5: Use of Student Evaluation Data in Program Improvement | Clerkship and Site: "Cumulative rating of ≤3.0 on any item" is flagged for concern. | "A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern. | Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

-Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.).

-Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students.

Time Period of Report:
-Two 6-month period reports are issued per academic year |
| • demonstrated interest in teaching and allotted time for it | 8.5: Use of Student Evaluation Data in Program Improvement | Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern. | "A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern. | Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) |

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• encouraged students to formulate and pursue learning goals.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				teaching evaluations by students.

Time Period of Report:
-Two 6-month period reports are issued per academic year |
| • consistently demonstrated how to perform clinical skills and gave students adequate supervision. | 8.5: Use of Student Evaluation Data in Program Improvement | Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern. | "A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern. | Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

-Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.).

-Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students.

Time Period of Report:
-Two 6-month period reports are issued per academic year |
| • actively engaged students in discussion. | 8.5: Use of Student Evaluation Data in Program Improvement | Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern. | "A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern. | Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0)

-Cumulative performance on each |

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• asked students questions aimed at increasing their understanding.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students.

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				Time Period of Report: -Two 6-month period reports are issued per academic year
• gave frequent constructive feedback	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• showed support and respect for students and all others.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year
• created a safe learning environment	3.5 Learning Environment 8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report:

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				-Two 6-month period reports are issued per academic year
• served as a role model of a health professional students would like to become.	8.5: Use of Student Evaluation Data in Program Improvement	Clerkship and Site: "Cumulative rating of <3.0 on any item" is flagged for concern.	"A mean score for a clinical site that is ≥0.5 points *below* the overall clerkship mean score" is flagged for concern.	Scale 1 (Unsatisfactory) to 4 (Excellent) N/A (0) -Cumulative performance on each item on teaching evaluations to allow targeted initiatives at sites or clerkship (e.g., feedback, setting mutual expectations, etc.). -Benchmark set at ≤3.0 to reflect general over inflation of positive teaching evaluations by students. Time Period of Report: -Two 6-month period reports are issued per academic year

PART 3: MS4 REQUIRED CLINICAL ENCOUNTER LOGS FOR CCM ONLY / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Required Clinical Encounter (RCE): Monitoring Student Completion of Logging By End of Clerkship	8.6: Monitoring of Completion of Required Clinical Experiences	Clerkship and Site: "1 or more students did not log either a live patient or alternate experience for a specific requisite" is flagged for concern.	N/A	*Applies to CCM only.* A green check mark means that all students

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				met the requisite during the time period. A red number depicts the # of students who did not log either a live patient or an alternate experience for that requisite yet still was assigned a "passing grade or higher" during the time period. Time period of report: -6-month and 12-month period reports are issued per academic year
2. Required Clinical Encounter (RCE): Monitoring Required Clinical Experiences for the Clerkship and Each Site	8.6: Monitoring of Completion of Required Clinical Experiences	Clerkship "≤ 75% of all students reported encountering a live patient with this condition/procedure" is flagged for concern. Site "≤ 75% of all students reported encountering a live patient with this condition/procedure" is flagged for concern.	N/A	LCME DCI definition: "Provide all required clinical encounters/skills for each listed clerkship that were satisfied with alternative methods by 25% or more of students in the most recently-completed academic year, and describe what the alternative methods were (e.g., simulations, computer cases). " **NOTE: Site comparability monitoring is not required for a selective**

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
				requisite, but log is strictly for student use and benefit in CCM. Time period of report: -6-month and 12-month period reports are issued per academic year

PART 4: MS4 STUDENT WORK HOUR LOGS IN CCM ONLY / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
7. Student report of meeting work hours regulations	8.8: Monitoring Student Workload	Clerkship and Site: Any clerkship site or clerkship reporting >80 work hours per week by one or more students is flagged for concern.	"≥ ±15% variation in the reported mean hours per week at a clinical site from the overall clerkship mean" is flagged for concern."	*Applies to CCM only.* Time period of report: -Two 6-month period reports are issued per academic year

PART 5: MS4 LEARNER EVALUATION SUMMARY IN CCM and SUB-I / QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Grade distribution by clerkship and site	8.7: Comparability of Education/Assessment	AY21-22: All MS3 clerkships have normative grading except EM and Neurology. *MS4 Year is criterion-based.* CCS, OMEQ and OAE will collect data for AY21-22 from pilots in EM and Neurology to determine how to set quality and comparability benchmarks.	AY21-22: All MS3 clerkships have normative grading except EM and Neurology. *MS4 Year is criterion-based.* CCS, OMEQ and OAE will collect data for AY21-22 from pilots in EM and Neurology to determine how to set quality and	AY21-22: All MS3 clerkships have normative grading except EM and Neuro. Expected to change to criterion-based for all clerkships AY22-23. *MS4 Year is criterion-based.* Time period of report: -6-month and 12-month period reports are

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
			comparability benchmarks.	issued per academic year
8. Instructor Assessment of Student Clinical Performance	8.7: Comparability of Education/Assessment	For Clerkship and Site: "Cumulative rating of <3.0" is flagged for concern.	"≥ ±15% variation in the reported mean scores at a clinical site from the overall clerkship mean" is flagged for concern."	Scale: 1 = Needs improvement, 2 = Developing, 3 = Meeting Expectations, 4 = Exceeding Expectations, 5 = Exceptional

Time period of report: -6-month and 12-month period reports are issued per academic year |
| 9.   Percentage of Students Passing Clerkship | 8.7: Comparability of Education/Assessment | Clerkship and Site: "<90%" passing is flagged for concern. | Same as quality benchmark | Time period of report: -6-month and 12-month period reports are issued per academic year |

PART 6: TIMELINESS OF GRADES/ QUALITY & SITE COMPARABILITY

ITEM ON EVALUATION FORM	LCME STANDARD(S)	QUALITY BENCHMARK	COMPARABILITY BENCHMARK	COMMENTS
1. Timeliness of Grades	9.8 Fair and Timely Summative Assessment	Clerkship and Site: All grades and narrative assessment returned prior to 6 weeks after the rotation has ended.	Same as quality benchmark	Time period of report: -6-month and 12-month period reports are issued per academic year

COURSE DIRECTOR'S CQI STRATEGIC RESPONSE FORM

MS1 / MS2 / MS3 / MS4 COURSE:

Director(s):

Period Dates:

Response Date:

Directions: Please complete all items in both sections of this CQI Strategic Response Form and return it to the Office of Medical Education, Office of Assessment and Evaluation and Office Medical Education Quality by the date specified in the email.

Your written response will be shared with the Pre-Clerkship Curriculum Subcommittee (PCCS).

You will present your responses to your CQI Program Evaluation Report to the PCCS. This subcommittee will discuss your plans, provide feedback, and will vote on your plan.

A. *QUALITY IMPROVEMENT PLAN (CQI TOOL)*

Course: Director(s): Date:

Directions: Please complete the CQI grid below using brief bullet points. Please address three program performance gaps in your course.

Step 1: Identify the new quality issue from your report which you are addressing **_or_** update the measurable outcomes of a previous issue you have addressed.	Step 2: Identify root causes for the quality issue.	Step 3: Identify what you changed and/or will change in the current process. What input from the PCCS would be useful?	Step 4: State the specific **measurable outcome(s)** you want to see next academic year.
Strategic Plan 1 Issue: ☐Past ☐New State Issue: Update Measurable Outcomes (as appropriate):			12 months:
Strategic Plan 2 Issue: ☐Past ☐New State Issue: Update Measurable Outcomes (as appropriate):			12 months:
Strategic Plan 3 Issue: ☐Past ☐New State Issue: Update Measurable Outcomes (as appropriate):			12 months:

B. *GENERAL QUESTIONS FOR ALL COURSE DIRECTORS*

Directions: Please respond to **all items** below. If any items are left unanswered this form will be returned to you for completion. If you are not sure how to respond or need advice, please contact the Office of Medical Education Quality.

1) Please add any other evaluation data you may wish to share with the PCCS or write "N/A".

2) How will you *specifically* maintain the strengths of the course?

3) Are there any challenges in your course that require more resources or support from either your department/division, the Office of Medical Education, or the broader medical school?

4) We encourage innovation. Please tell us about any new initiatives you are considering.

NOTE: If you would like to propose a major change in the course, please follow this policy, procedure and required documentation:
https://medschoolcompliance.ucr.edu/sites/g/files/rcwecm2771/files/2021-05/950-06-002_ucr_som_curricular_change_policy.pdf

CLERKSHIP/SELECTIVE/LACE DIRECTOR'S CQI STRATEGIC RESPONSE FORM

MS3 CLERKSHIP/MS4 SELECTIVE:

Director(s):

Period Dates:

Response Date:

Directions: Please complete all items in both sections of this CQI Strategic Response Form and return it to the Office of Medical Education, Office of Assessment and Evaluation and Office Medical Education Quality by the date specified in the email.

Your written response will be shared with the Clerkship Curriculum Subcommittee (CCS).

You will present your responses to your CQI/Site Comparability Program Evaluation Report to the CCS. This subcommittee will discuss your plans, provide feedback, and will vote on your plan.

A. QUALITY AND SITE COMPARABILITY IMPROVEMENT PLAN (CQI TOOL)

Clerkship / Selective: Director(s):   Date:

Directions: Please complete the CQI grid below using brief bullet points. Please address three program performance gaps in your clerkship/selective.

Step 1: Identify the new quality issue or site comparability gap from your report which you are addressing _or_ update the measurable outcomes of a previous issue you have addressed.	Step 2: Identify root causes for the quality issue _or_ site comparability gap.	Step 3: Identify what you changed and/or will change in the current process. What input from the CCS would be useful?	Step 4: State the specific **measurable outcome(s)** you want to see in 6 months and 12 months.
Strategic Plan 1 Issue: ☐Past ☐New State Issue: Update Measurable Outcomes (as appropriate):			6 months*: 12 months:
Strategic Plan 2 Issue: ☐Past ☐New State Issue: Update Measurable Outcomes (as appropriate):			6 months*: 12 months:
Strategic Plan 3 Issue: ☐Past ☐New State Issue: Update Measurable Outcomes (as appropriate):			6 months*: 12 months:

*LACE 1/2/3 only has an annual report.

B. GENERAL QUESTIONS FOR ALL CLERKSHIP DIRECTORS

Directions: Please respond to **all items** below. If any items are left unanswered this form will be returned to you for completion. If you are not sure how to respond or need advice, please contact the Office of Medical Education Quality.

5) Please add any other evaluation data you may wish to share with the CCS or write "N/A".

6) How will you *specifically* maintain the strengths of the clerkship?

7) Are there any challenges in your clerkship that require more resources or support from either your department/division, the Office of Medical Education, or the broader medical school?

8) We encourage innovation. Please tell us about any new initiatives you are considering.

NOTE: If you would like to propose a major change in the clerkship/selective, please follow this policy, procedure and required documentation:
https://medschoolcompliance.ucr.edu/sites/g/files/rcwecm2771/files/2021-05/950-06-002_ucr_som_curricular_change_policy.pdf

Appendices - Forms

- UCR SOM STUDENT EVALUATION OF PRE-CLERKSHIP COURSES
- UCR SOM STUDENT EVALUATION OF DOCTORING 1 & 2 and CLINICAL SKILLS 1 and 2
- UCR SOM STUDENT EVALUATION OF LACE 1 & 2
- UCR SOM STUDENT EVALUATION OF CLERKSHIPS AND LACE 3
- UCR SOM STUDENT EVALUATION OF CRITICAL CARE MEDICINE AND SUB-INTERNSHIPS
- UCR SOM STUDENT EVALUATION OF RADIOLOGY, CBE AND BACK TO BASICS

- UCR SOM STUDENT EVALUATION OF TEACHING (PRE-CLERKSHIP COURSES, CLERKSHIPS, SELECTIVES, CBE, RADIOLOGY, BACK TO BASICS, LACE 1, 2 and 3)
- UCR SOM STUDENT EVALUATION OF TEACHING (DOCTORING)
- UCR SOM STUDENT EVALUATION OF TEACHING (CLINICAL SKILLS)