
CCNM

1255 Sheppard Ave E.
Toronto, ON

ADNSA Meeting Minutes

March 26, 2018

Attendance

Jonathan Tokiwa, Cindy Beernik, Mitchell Zeifman, Aidanne MacDonald-Milewski, LaToya Lewis, Greg Nasmith, Ashley Kennedy, Sonya Drouin, Lauren McKinney, Max Crispo, Valerie Kremer, Carly McLarty

Previous Minutes

- Motion to pass – Lauren. 2nd – Valerie. All in favor, no opposed.

CCNM Residency (Max)

- 4th year class looking for more information on CCNM Residency
 - **Action: follow up with Dr. Carino**

Exam Bank (Lauren)

- What happens to questions that are removed?
 - Faculty has access to their own questions in the data bank, and they are responsible for deleting questions that have been removed for statistical reasons after review
- All instructors are responsible for reviewing exams
- There are different checkpoints that exams go through before being approved to be administered. ie, Dr. Cindy Beernink reviews some exams briefly but does not read through every question.
- When exams moved to Yardstick and Databank, the peer-review system fell out of place.
- Would be ideal to implement the same rigor in terms of peer review before exams are approved
 - Currently there are no formal guidelines for faculty in terms of how often or when to go through exam question bank so that it is up-to-date
 - Many reasons as to why exam questions are eliminated after an exam. Not always reason to remove it from databank, but reflect on how material is taught in course.

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- Exam quality assurance happens after every exam is written and before exams grades are posted.

Quality Assurance / Statistical Analysis of Exams (Carly)

- Could it be possible for students to see their grades before the analysis is done, or can students who get the question right still have it count towards their grade if it is dropped?
 - Quality assurance distinguishes the high performers from low performers on the exam, and does not aim to negatively affect student grades
 - Most students benefit from the quality assurance. Very few grades are negatively affected by this process.

Feedback for Professors (LaToya)

- If negative feedback is received about a professor, is this investigated or validated? (Specifically BAS118J)
 - Constructive feedback can be received from many avenues (surveys, meetings, etc). Like to see more than one source of negative feedback
 - Academic faculty are able to look at the feedback that comes back from surveys and have an opportunity to reflect. Survey feedback goes in to faculty performance review.
- Issues such as “teaching style” need some time and coaching, guidance to improve
 - If administration decides that a class is not performing as they should in the course, there are different ways to respond:
 - Drop-in sessions with other professors or teaching faculty
 - Meetings between faculty with Dr. Tokiwa to determine how improve delivery of material to students
- First year students are concerned leading up to finals and first OSCE that they are not prepared to succeed in these exams
 - It has been suggested that CCM help coach students on how to approach self-directed learning
 - **Action: Dr. Tokiwa to follow-up with Dr. Shapoval**
- Valerie: last year a group of students met weekly or bi-weekly with Dr. Shapoval; she was very open to feedback and how to improve the experience and learning of the course
- Dr. Tokiwa looks at the feedback keeping in mind if the student needs are different each year. Each year the basic core competencies of each course are reviewed to see if they are aligning with the needs of the class
- Is there a way to align content of first year courses – ie BAS120 and BAS118. Second year courses flow nicely between each other and have good synchronicity.

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- Previously when courses were year-long, the alignment was more possible. Moving to semester-long courses has limited the ability to fully integrate and align material
 - Dr. Lumsden gave one NAS class providing a concept map which was really appreciated by the 1st year January class. Possible to provide another review class like this before finals?
 - Prerequisite courses – should these be looked at to ensure that students will meet the expected standard of the Clinical Physiology courses?
 - Academics role is to ensure that teaching is not beyond what these expectations are. Peer tutoring is a great way of addressing individual needs

Mitchell

- Reviewing exam & resit schedules:
 - Will need to have a correction sent out to 3rd year class.
 - Clinic entry exams and resits will occur 1 week after final exams. Grades need to be ready by May 7/8 for students starting clinic on May 9.
 - 3rd year students can write 1 supplemental exam for 1 failed course. Supplemental will be written 3rd week of May. If more than 1 course is failed, then there will be remediation over the summer and the student will not enter clinic in May