



## MEDICAL STUDENT EDUCATION COMMITTEE

### Minutes

Tuesday, May 20, 2025

4:00 PM - 5:00 PM

#### I. Welcome & voting items (5 mins)

Nersi Nikakhtar

##### A. [April Minutes](#)- [Voting link](#)

- The April minutes are **approved**

#### II. Announcements (10 mins)

##### A. [Annual Report](#) submitted for Faculty Assembly

Nersi Nikakhtar

##### B. Jess Blum as Assistant Dean for Foundational Curriculum

Betsy Murray

- Jess Blum has been appointed Assistant Dean of Foundational Curriculum, with Betsy transitioning to Assistant Dean for Clinical Curriculum.

##### C. Research Resources [website](#)

Jackie Gauer

- [z.umn.edu/mededresearch](https://z.umn.edu/mededresearch)
- Jackie reviews the new website with resources for those interested in conducting medical education, scholarship, and research.
- A suggestion is made to add financial resources for medical students presenting at conferences.

#### III. Policy Review & Approval (5 mins) - Element 9.9

Joe Oppedisano

##### A. Academic Progress and Graduation Policy (Legacy Curriculum)

- [Policy Review Summary](#)
  - a) The policy required minor updates, including clarifying the applicable class and updating contact information.
- [Policy](#)
- [Voting Link](#)
  - a) The policy is **approved**

- It's noted that the serve curriculum policy is still under development and will be discussed in the coming months.
- A question is raised regarding the process of ensuring these policies are enforced. It is explained that the academic advisors, in conjunction with the registrar, ensure students complete all requirements to graduate, while the Office of Learner Development provides various coaches to support students. Additionally, the Medical School Scholastic Standing Committee determines whether students are eligible to make academic progress.
- The extensive process of scheduling and tracking students' progress to ensure graduation requirements are met is discussed.

#### **IV. ACR update (15 mins)**

**Claudio Violato**

- The ACRs are being enhanced to improve content quality and process compliance with LCME requirements.
- The new system will incorporate instructor ratings, course assessment data, and Step 1 performance metrics alongside existing student evaluations.
- Claudio demonstrated a mock-up of the new ACR format for the fundamentals course, showing how various metrics would be presented and analyzed.
- Drs. Violato, Blum, Chipman, Murray and Joe Oppedisano have been working on the ACR enhancements thus far. They are seeking input from course directors, students, and other stakeholders.
- Changes to the clerkship ACRs would be seen, at the earliest, in Spring of 2026.
- Next step is to bring this to the Foundations Committee and the Clinical Education Committee

#### **V. Final [Match update](#) (10 mins)**

**Michael Kim**

- He noted that while the national match rate was 93.5%, UMN's rate was 95.1%, with 11 unmatched students, 5 of whom found matches through SOAP.
- There was a 100% Match in Primary Care

- Competitive specialties like OB/GYN and Psychiatry had some unmatched students, leading to discussions about improving advising and application strategies for these fields.
- The Flex 5 program continues to be a successful program for those who do not initially match.

**Next Meeting:  
June 17, 2025 (zoom)**

### **8.3 Curricular Design, Review, Revision/Content Monitoring**

The faculty of a medical school, through the faculty committee responsible for the medical curriculum, are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the responsible committee.

### **8.4 Evaluation of Educational Program Outcomes**

A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance the quality of the medical education program as a whole. These data are collected during program enrollment and after program completion.

### **9.9 Student Advancement and Appeal Process**

A medical school ensures that the medical education program has a single set of core standards for the advancement and graduation of all medical students across all locations. A subset of medical students may have academic requirements in addition to the core standards if they are enrolled in a parallel curriculum. A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.