1. **LCME Self-Study** – Ms. Joyce Fried and Dr. Alan Robinson.

   The LCME is sponsored by the AAMC and the AMA. These organizations approve accreditation standards and empower the LCME to make decisions on accreditation. Accreditation seeks to determine:

   - Have we clearly established our mission, goals, and institutional learning objectives?
   - Are our curriculum and resources organized to meet the mission, goals, and objectives?
   - What is the outcomes data that we are achieving this and are likely to continue to do so in the future?

Because of the time and resources required to conduct a self-study, schools should give careful thought to other purposes that may be served by the process. A self-study process that serves multiple institutional purposes and involves multiple constituencies is more likely to have a productive outcome than one that is conducted solely to satisfy accreditation requirements."

As in the past, the process contains the following components:

- Data Base
- Self-study
- Student Input
- Site Visit

**Database**

- Organized in six sections
- Preliminary data gathered and distributed to committees
- Data updated before submission
- Final data set will encompass the time period of July 1, 2011 – June 30, 2012

**Self-Study**

- Each subcommittee will review database and generate report
- Reports will be synthesized into a self-study summary report
- Report will include a statement of institutional strengths and issues requiring attention to ensure future compliance with standards and to improve programmatic quality
- Develop committee structure
- Appoint Task Force
- Appoint subcommittee members
- Provide committees with data base
Committees conduct assessment
Committees write reports
Reports are synthesized into self-study by Task Force

Student Input
Students serve on Task Force and committees
Independent student organized analysis of the medical education program, student services, and the learning environment
AAMC Graduation Questionnaire results
Students meet with survey team

Standards are grouped into the following categories:
I. Institutional Setting (IS)
II. Educational Program for the MD Degree (ED)
III. Medical Students (MS)
IV. Faculty (FA)
V. Educational Resources (ER)

Assessment by Survey Team
Institutional strengths
Areas of partial or substantial noncompliance with accreditation standards
Areas requiring monitoring
  o Concern of future noncompliance
Outcome data not yet available

Conclusion of Survey Team
Survey team reports summary findings orally to dean and chancellor at exit interview
Survey team prepares draft report 2-3 months out
We will review report to correct any factual errors
LCME considers report and makes accreditation decision (June 2013)

Top 10 non-compliances from full surveys (n=104) reviewed October, 2005-June, 2011

10. ED-32 Narrative Feedback
9. ED-35 Curriculum subject to periodic faculty review & revision
8. ED-31 Mid-course & clerkship feedback
7. ED-24 Non-faculty teachers
6. MS-19 System to assist students’ career & electives choice and residency apps
5. ED-8 Comparability of educational experience and evaluation
4. ED-33 Integrated institutional responsibility
3. ER-9 Affiliation agreements
2. ED-2 Central oversight clinical objectives
1. **ED-30 Course and clerkship evaluation**

The LCME site visit is February 10-13, 2013.

2. **Graduation Competencies – Carl Stevens.** Educational Development and Research produced a detailed grid indicating where each item in the graduation competencies is being tested and evaluated in the curriculum. The goal was to ensure that all competencies were being covered at the process level. Dr. Stevens explained that although two competencies did not appear to be tested and/or evaluated, they were more likely an issue of understanding and interpretation, rather than a shortcoming in the curriculum.

The competencies will continue to evolve in the future, eventually incorporating objective measures on the outcomes of teaching and evaluating.

3. **Format for Course and Clerkship Reviews – Dr. Jonathan Hiatt**

As part of the LCME process, a formal and periodic review of all courses and clerkships is required. Dr. Wilkerson prepared a draft of the format, which includes:

A. Syllabus
B. Evaluation of Student Performance
   1. What evidence do you have that students have accomplished your course objectives?
   2. Report 3 years of final exam grades for first time testing
C. Student Evaluations and Commentary
   1. Course and faculty evaluation quantitative summary for 3 years with site comparisons, if applicable
   2. Discussion of themes from narrative comments
   3. If student feedback groups are used in any of the past 3 years, describe major issues discussed.
D. Quality Improvement
   1. Describe improvements made in the course over the past 3 years.
   2. Review and comment on relevant items from the AAMC graduation questionnaire and clinical program evaluation.

This format will be presented to HB&D and the Clerkship Chairs for suggested changes. A final version will be presented to the MEC in January 2012 for approval.

4. **Updates from UC Riverside and Drew – Drs. Craig Byus and Daphne Calmes**

UC Riverside - Creative funding strategies for the medical school will be presented to the Office of the President.

Drew – First-year students will be required to take a selective to help them better prepare for their senior thesis.