

CQI STEERING COMMITTEE

Minutes

Tuesday, October 8, 2019

10:00AM-11:00AM

Mayo B633

In attendance: Ali Niesen, Austin Calhoun, Amanda Termuhlen, Bob Englander, Dimple Patel, Joe Oppedisano, Mark Rosenberg, Susan Culican, Tami Brown, Tom Hays

Not present: Ezgi Tiryaki, Robin Michaels

I. **Committee Purpose**

Why was the group formed?

- Element 1.1: motivation for the CQI Steering group to provide ongoing monitoring past the LCME site visit, setting priorities on an annual basis.
- Primarily in preparation for the LCME accreditation visit/address accreditation standards (post-site visit, focus may shift)
- Working groups will be identified to address priorities
- Address areas and items that weren't cited but that are identified as priorities and require focus/policy

II. **Outcomes of the Self-Study Process**

Overview of the DCI and ISA

- Data Collection Instrument (DCI) will be submitted to Wright Consulting for review and feedback in the next two weeks
- Independent Student Analysis (ISA) is a separate report that informs part of the DCI. Responses informed by 84% response rate from the student body.
- Executive Summary is third element for submittal to LCME - 35 page summary document

Identification of the Action Items

- The following "[Big Ticket](#)" risk areas have been identified through compilation of the Data Collection Instrument, the Independent Student Analysis, or from LCME Sub-Committees.

III. **Strategic thinking**

Identification of strategic priorities

- What criteria would you use?
- What would you want to prioritize highly?
 - Scalability across the continuum
 - Timetable of progress
 - Feasibility

- Resources
- Any issues previously cited - recurrent/long standing
- Direct impact on students
- Impact of ultimate outcome
 - Preparing exceptional physicians - aligns with mission statement
- Rare High-Impact
- Impact on accreditation

Application Exercise

Narrowing the focus of "Big Ticket" Items - high priority

- Institutional Strategic Plan = 4
- Diversity Pipeline Programs = 2
- Faculty Remediation = 1
- DU/TC transitions = 1
- 1st Year Curriculum = 2
- Educational Comparability = 6
 - Focused on campus and site comparability
 - Common question databank that show our tests are the same--most of the outcomes are test scores
- Assessment Years 3 and 4 = **5**
 - Assessment Committee
- Debt Management = 1
- Career Counseling = 3
- Mistreatment Reporting = **7**
 - Highest priority/includes public humiliation, sexism
 - Policy awareness, reporting
- Facilities = 4

The list below includes items that have the highest correlation with a severe action decision by the LCME **and** are one of our big ticket items.

- 3.3 - Diversity/Pipeline Programs
- 3.6 - Student Mistreatment
- 5.11 -Study/Lounge/Storage Space/Call Rooms
- 8.3 - Curricular Design, Review, Revision/Content Monitoring
- 8.7 - Comparability of Education/Assessment
- 9.7 - Formative Assessment and Feedback
- 9.1 - Preparation of Resident and Non-Faculty Instructors
- 9.5 - Narrative Assessment
- 9.8 - Fair and Timely Summative Assessment
- 11.2 - Career Advising
- 12.1 - Financial Aid/Debt Management Counseling/Student Educational Debt

IV. Next Steps

Review of DCI by Wright Medical Education Consultants within a week or two; a week for turnaround, feedback, and discussion of any areas of concern

Identification of additional members (residents, students); some members of LCME Executive Task Force will also transition to this committee

Consider recommendations for membership to the working groups

Bi-monthly meetings to be scheduled