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