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Partnering with Your Program Evaluation Committee to Ensure a Robust Program Review

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Upon completion of this learning activity, participants should be able to:

1. compile and produce the necessary data for the PEC meeting;
2. produce an outline to document the discussed education components and action items;
3. and develop a more active role in the PEC annual review process.

Why should there be an annual program evaluation?

Just like a **report card**, the PEC will assess what your program is doing well and where it needs to improve.

- Report on the four components dictated by the ACGME common program requirements:
 - ✓ Graduation Performance
 - A-
 - ✓ Resident Performance
 - B+
 - ✓ Program Quality
 - B+
 - ✓ Faculty Development
 - C+
- Assess improvements since last year
- Report on progress of identified deficiencies from last year
- Create improvement **action plans**




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Preparing for the PEC meeting

What is our role?

We wear many hats...



- Librarian
- Historian
- Organizer
- Researcher
- Analyzer
- Problem Solver

...and we have to put on all of them to help the committee prepare for the annual program evaluation meeting.

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Preparing for the PEC meeting

- When should the meeting be scheduled?**
 - Ideally in **June** before the graduates leave
 - Faculty and residents should complete a confidential **internal education program evaluation** in May (PR).
 - Create an anonymous evaluation form in New Innovations or similar program
- Who should attend?**
 - At least **two faculty** and at least **one resident (PR)**
 - The PD appoints the PEC (PR).
 - Program Director or APD should attend.
 - Committee Chair
 - This is likely a faculty member from the Education leadership
 - Residents/Fellows
 - At least one resident from each class
 - Coordinator/Administrator
 - Records discussion points and action items

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Preparing for the PEC meeting

Additional ACGME program requirements (PR)


- The PEC must have a written description of its responsibilities (*example provided in future slide*)
- The PEC should participate actively in:
 - planning, developing, implementing, and evaluating educational activities of the program;
 - reviewing and making recommendations for revision of competency-based curriculum goals and objectives;
 - addressing areas of non-compliance with ACGME standards; and
 - reviewing the program annually using evaluations of faculty, residents, and others
- The PEC, must document formal, systematic evaluation of the curriculum at least annually, and is responsible for rendering a written, annual program evaluation.
- Residents and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually

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Preparing for the PEC meeting


Additional ACGME program requirements (PR)- *continued*

- The program must use the results of residents' and faculty members' assessments of the program together with other program evaluation results to improve the program
- The PEC must document progress on the previous year's action plan(s).
- The PEC must prepare a written plan of action to document initiatives to **improve performance in one or more of the four areas**, as well as delineate how they will be measured and monitored
- The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes



Preparing for the PEC meeting


What information and documents do we need to obtain?



Librarian/Historian

We have to collect and compile a lot of information:

1. ABA Basic Exam results
2. ABA ITE results
3. ABA certification rates
4. Number/Percentage of graduates doing academics, private practice and fellowships
5. ACGME Resident and Faculty surveys results
6. Results from the internal evaluation of the Education Program by residents and faculty
7. Citations and areas for improvement (AFI) from annual accreditation notification letter
8. Results from the GME internal review, if applicable
9. A list of professional development courses, lectures, retreats that your faculty attended




Preparing for the PEC meeting

ACGME Component- Resident Performance

- Document how the residents performed on exams
 - Basic
 - ITE
 - *How do the scores compare from previous year(s)?*
- Document scholarly activity
 - Presentations at regional and national meetings
 - The number of residents doing research rotations
 - *How does the output compare to previous year(s)?*
- Include citations ,AFI, and survey results relating to resident performance
 - *Did any survey scores improve compared to the previous year?*
- *What other data could we include?*

Describe plan of action to make improvements and how they will be monitored in at least **one** item from above (PR)




Preparing for the PEC meeting

ACGME Component- Graduate Performance

- Document board certification rates of graduates
 - At least 70% of a program's graduates who are eligible for board certification, averaged over five years, should pass on the first attempt (PR).
 - Access certification data on ABA RTID
 - *How do the percentages compare from previous year(s)?*
- Document categories of post graduate employment
 - Number of academic positions
 - *What is the total percentage from the last 3-5 years?*
 - Number of private practice positions
 - Number of fellowship positions
 - *How many graduates went to top 25 (competitive) programs?*
- Include citations, AFI, and survey results relating to graduate performance
 - *Did any survey scores improve compared to the previous year?*
- *What other data could we include?*

Describe plan of action to make improvements and how they will be monitored in at least **one** item from above (PR)




Preparing for the PEC meeting

ACGME Component- Program Quality

- Document educational components of the program and policy changes
 - Didactic (lecture schedule) changes
 - Rotation changes
 - Competency-based goals and learning objective changes (PR)
 - QI and Patient Safety changes
 - Wellness changes
 - Duty hour changes
- Include citations ,AFI, and survey results relating to graduate performance
 - *Did any survey scores improve compared to the previous year?*
- *What other data could we include?*

Describe plan of action to make improvements and how they will be monitored in at least **one** item from above (PR)




Preparing for the PEC meeting

ACGME Component- Faculty Development

- Document components relating to faculty performance
 - Professional development
 - *What courses, lectures, retreats did your faculty as a whole attend?*
 - *What is the faculty evaluation completion/compliance rate?*
 - *How do the percentages compare from previous year(s)?*
- Include citations, AFI, and survey results relating to graduate performance
 - *Did any survey scores improve compared to the previous year?*
- *What other data could we include?*


Describe plan of action to make improvements and how they will be monitored in at least **one** item from above (PR)



Preparing for the PEC meeting

Before the meeting occurs...

- Build the PEC outline (*see future slide for outline example*)
 - Because you should already know the meeting date, who is attending, the exam scores, graduation outcomes, and faculty professional development activities, add this information to the **draft of the PEC outline**
- Add ACGME and GME (action) items to the respective four categories of the outline
 - Include ACGME areas of non-compliance: citations, areas for improvement, and survey result components with a score of less than 75%.
 - Northwestern's GME requests action on scores of less than 80%, so your program may have a different threshold to reach.
 - Include GME internal review findings
- Send outline and hard copies/pdfs of supporting documentation to PEC Chair
- Ask the PEC Chair to identify 2-4 areas for improvement from the internal education program evaluation and add them as action items to the outline under the respective four categories
- Send final draft outline to PEC members in order to review before the meeting



The PEC Evaluation and Improvement Meeting


During and after the meeting...

During

- The committee reviews the draft of the outline highlighting discussion points and areas for improvement in the four categories
- The committee provides an action plan and how it will be monitored for each item (PR)
- The committee reviews the action plan from the previous year and documents progress or resolution of each item (PR)
- The committee makes recommendations for revisions of competency-based curriculum goals and objectives (PR)
- The coordinator records any information to be added to the outline

After

- The coordinator incorporates new items, action plans, and progress report into the outline.
- The coordinator sends draft to PEC Chair to review, edit, and finalize.
- The PEC Chair and PD signs the final action plan outline.
- The coordinator forwards the signed copy to the other PEC members.



Annual Program Evaluation and Plan of Action Meeting

Program: Anesthesiology
Date:

Purpose

To evaluate the Anesthesiology Program at McGaw Medical Center of Northwestern University, the Program Director and PEC Chair reviewed and assessed with key program faculty the following areas of outcomes: resident performance, graduate performance, program quality and faculty development. A written improvement plan was developed in response to the ACGME annual surveys, citations, areas for improvement and faculty and resident evaluation of the education program.

Time Period of Evaluation
July 2016 - June 2017


Review Participants (Must include at least one trainee)

Residents:
Faculty:

Discussion and Action Report

A. On Resident Performance

1. a. Plan of Action and monitoring:
2. a. Plan of Action and monitoring:



A. On Graduate Performance and Certification Exam

1. a. Plan of Action and monitoring:
2. a. Plan of Action and monitoring:

A. On Program Quality


1. a. Plan of Action and monitoring:
2. a. Plan of Action and monitoring:

A. On Faculty Development

1. a. Plan of Action and monitoring:
2. a. Plan of Action and monitoring:

Progress on Previous Year's Action Plans

- 1.




Education Program Evaluation Checklist (for meeting minutes)

- The educational effectiveness of the program was evaluated on 6/13/2017.
- The committee chair, representative faculty, and at least one resident were present.
- Potential changes to competency-based goals and objectives were reviewed.
- Comments, from the faculty, regarding the quality of the program were reviewed.
- The most recent report from the GMEC (Internal Review) was reviewed, if applicable.
- The most recent accreditation letter(s) from the RRC were reviewed, if applicable.
- Any recent communications from the ACGME or RRC were reviewed, if applicable.
- The results from the most recent ACGME resident survey were reviewed.
- Confidential written evaluations of the program submitted by the residents and faculty were reviewed.
- Resident/fellow performance and outcome assessment were used in the evaluation of the educational effectiveness, including but not limited to performance on certification exams.
- A specific Plan of Action to address areas for improvement was reviewed and approved by the faculty.

I hereby certify that all requirements have been met.

Associate Program Director Signature _____ 6-20-17 _____

Committee Chair Signature _____ 6-20-17 _____



The Program Evaluation Committee (PEC) Responsibilities -Evaluation and Improvement-


The PEC will actively plan, develop, implement, and evaluate the educational activities of the program; review and make recommendations for revision of competency-based curriculum goals and objectives; address areas of non-compliance with ACGME standards; and review the program annually using evaluations of faculty, residents, and others.

The PEC will document formal, systematic evaluation of the curriculum at least annually, and is responsible for rendering a written and Annual Program Evaluation. The PEC is comprised of faculty and resident members.

The PEC will make sure that the program monitors and tracks resident performance, faculty development, program quality, progress on the previous year's action plan(s), and graduate performance, including performance of program graduates on the certification examination (As part of the overall evaluation of the program, the PEC will take into consideration the information provided by the ABA regarding resident performance on the certifying examinations over the most Anesthesiology recent five-year period. The Review Committee will also take into account noticeable improvements or declines during the period considered. Program graduates should take the certifying examination, and at least 70% of the program graduates should become certified).

The PEC will make sure that residents and faculty have the opportunity to evaluate the program confidentially and in writing at least annually. The PEC will use the results of residents' and faculty members' assessments of the program together with other program evaluation results to improve the program.

The PEC will prepare a written plan of action to document initiatives to improve performance in one or more of the above areas as well as delineate how they will be measured and monitored. The action plan will be reviewed and approved by the teaching faculty and documented in meeting minutes.



In Conclusion

1. It requires a lot of time to collect, analyze, and prepare the documents for the PEC information, so make sure you give yourself plenty of time to work on it.
2. Your current role or input in the PEC may be minimum currently, but hopefully after viewing this presentation, you understand the importance of taking a more active role in the process.
3. Taking more ownership of the process is an opportunity for professional development and to impress your Committee Chair and PD.

