



Graduate Medical Education

How to Manage Your Program Data: What Do You Need for Your PEC?

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UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

OPENING QUESTIONS

What on earth is a Program Evaluation Committee?

How does it work?

Who leads the committee?



YOUR PROGRAM EVALUATION COMMITTEE

V.C.1. The program director must appoint the Program Evaluation Committee **to conduct and document the Annual Program Evaluation as part of the program's continuous improvement process.**

V.C.1.b) **Program Evaluation Committee responsibilities must include:**

V.C.1.b).(1) **acting as an advisor to the program director**, through program oversight;

V.C.1.b).(2) **review of the program's self-determined goals and progress** toward meeting them;

V.C.1.b).(3) guiding ongoing program improvement, including **development of new goals**, based upon outcomes; and,

V.C.1.b).(4) review of the current operating environment to **identify strengths, challenges, opportunities, and threats as related to the program's mission and aims.**

<https://www.acgme.org/globalassets/pdfs/program-director-guide---residency.pdf>



A MAJOR CAVEAT

- The GME Office has gathered an enormous amount of program-related data over the past decade...
- ... but this doesn't mean that we have everything!
- ... nor does it mean that GME data is the only important data!



FOUR IMPORTANT QUALIFICATIONS



ANONYMITY
COMES FIRST

INFORMATION
VS
INTERPRETATIO
N

THERE'S
ALWAYS A
STORY

INTENDED
AUDIENCE

FOUR IMPORTANT QUALIFICATIONS

**ANONYMITY
COMES FIRST**

Most of our data sources contain questions that respondents wouldn't be comfortable answering if they could be identified. Whenever we're in doubt, we make sure that individual responses can't be distinguished.

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Most of our data sources contain questions that respondents wouldn't be comfortable answering if they could be identified. Whenever we're in doubt, we make sure that individual responses can't be distinguished.

INFORMATION VS INTERPRETATION

Every dashboard strikes a balance between how much detail it contains and how easy it is to understand and interpret.

THERE'S ALWAYS A STORY

"The most accurate map possible would be the territory... perfectly accurate and perfectly useless."

INTENDED AUDIENCE

- Neil Gaiman

FOUR IMPORTANT QUALIFICATIONS

ANONYMITY
COMES FIRST

Data is a clue and a summary, but it's **NEVER** the whole story.

INFORMATION
VS
INTERPRETATION

Even less-than-positive results have important implications... and opportunities. Data is a starting place, not a goal.

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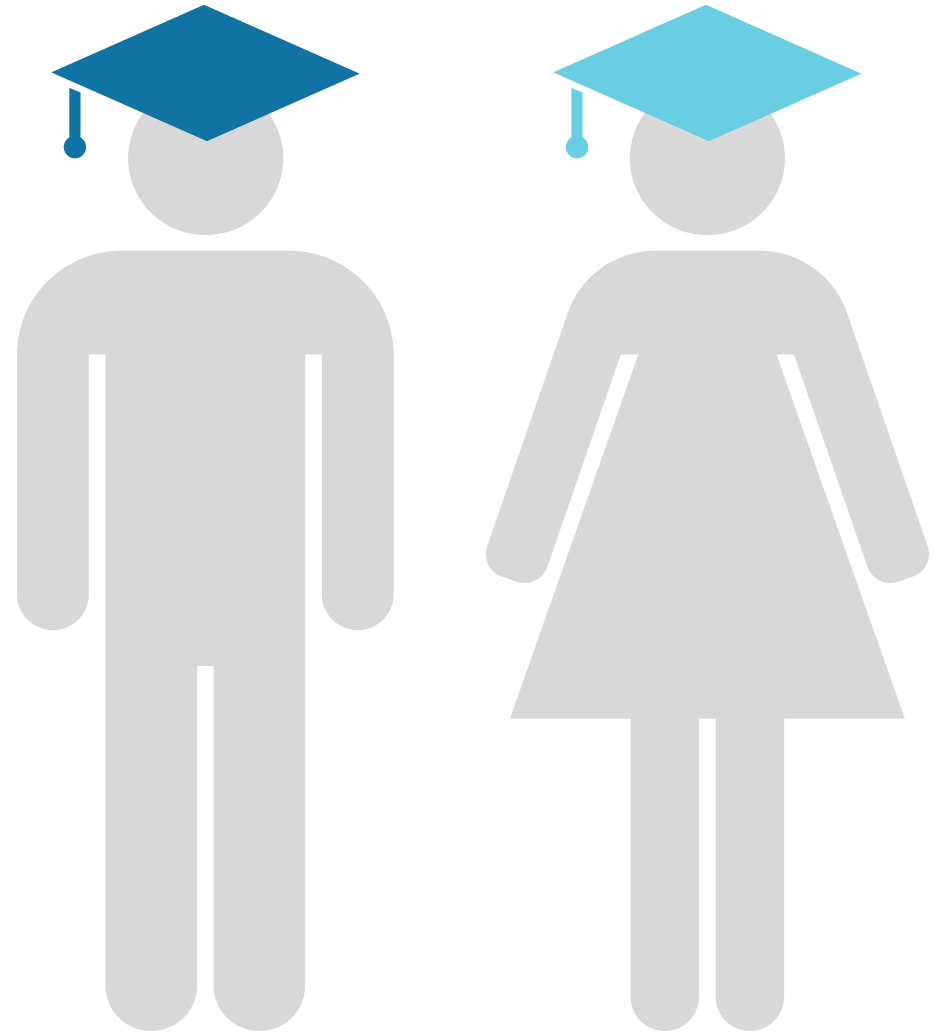
Some of our dashboards provide institution-wide data for deans; others display question-level information for individual departments.

INTENDED
AUDIENCE

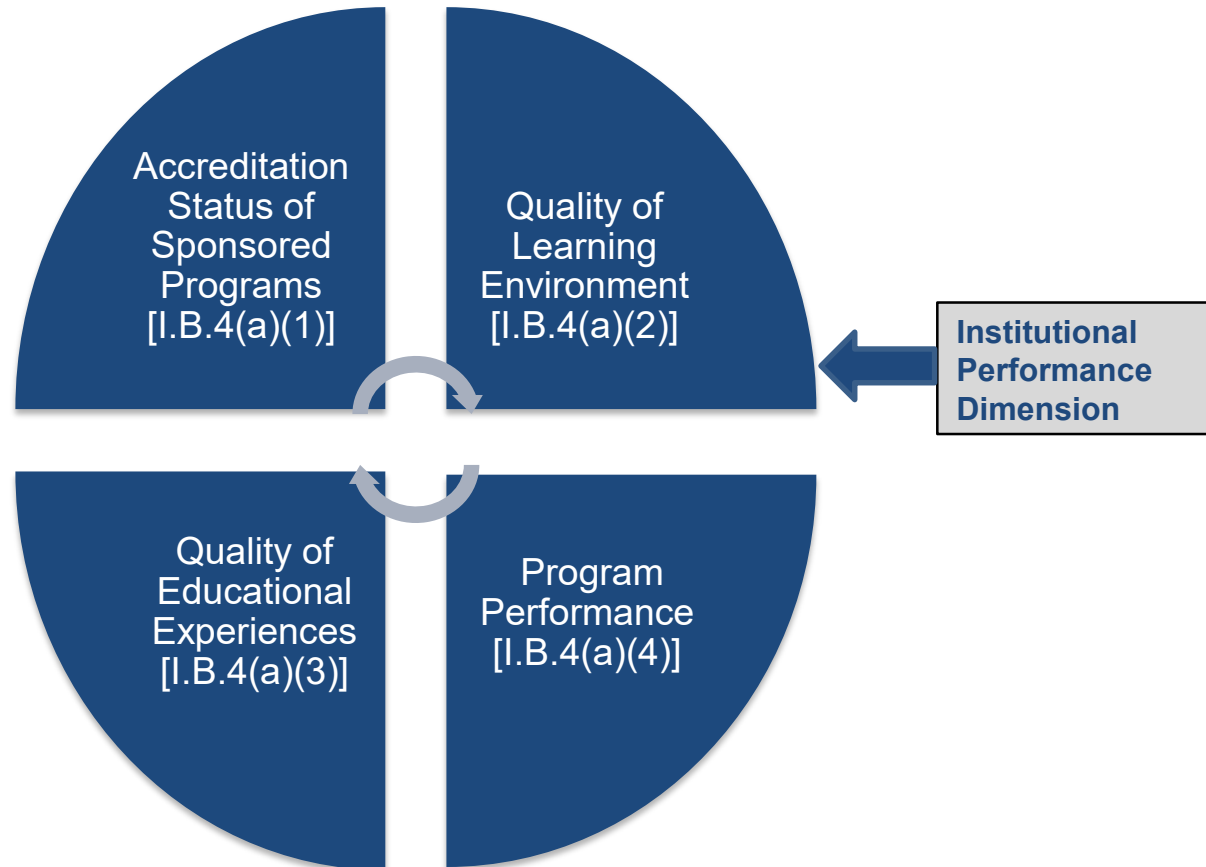
There's always something interesting in a dashboard, but not all dashboards are intended for all stakeholders.

GME DATA DASHBOARDS

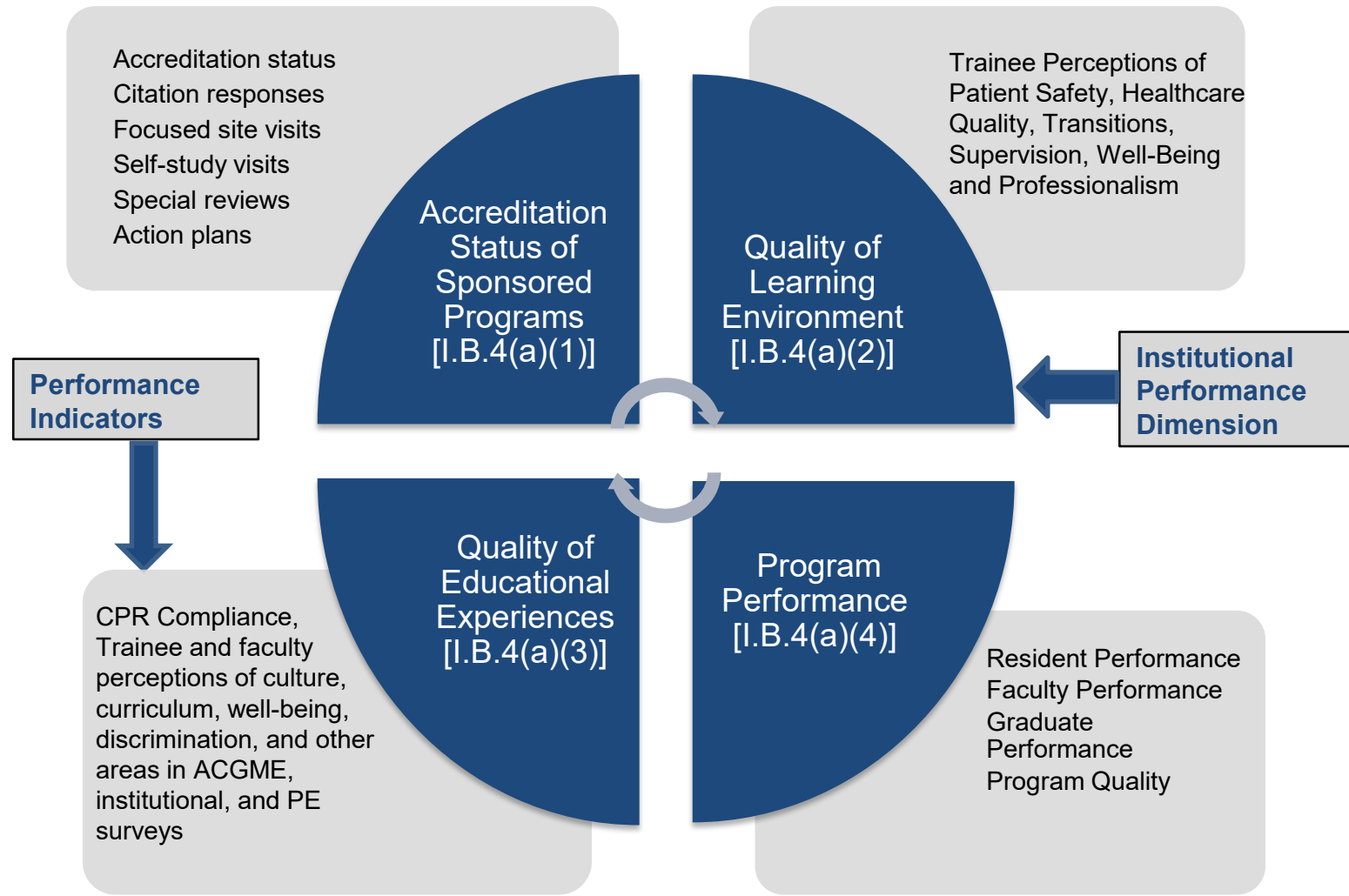
- The **PRIMARY** purpose of the GME dashboards is to allow our Institution to maintain oversight in four areas (to be discussed shortly).
- Specifically, the dashboards track **performance indicators** in **four institutional performance dimensions** that align with these oversight areas.



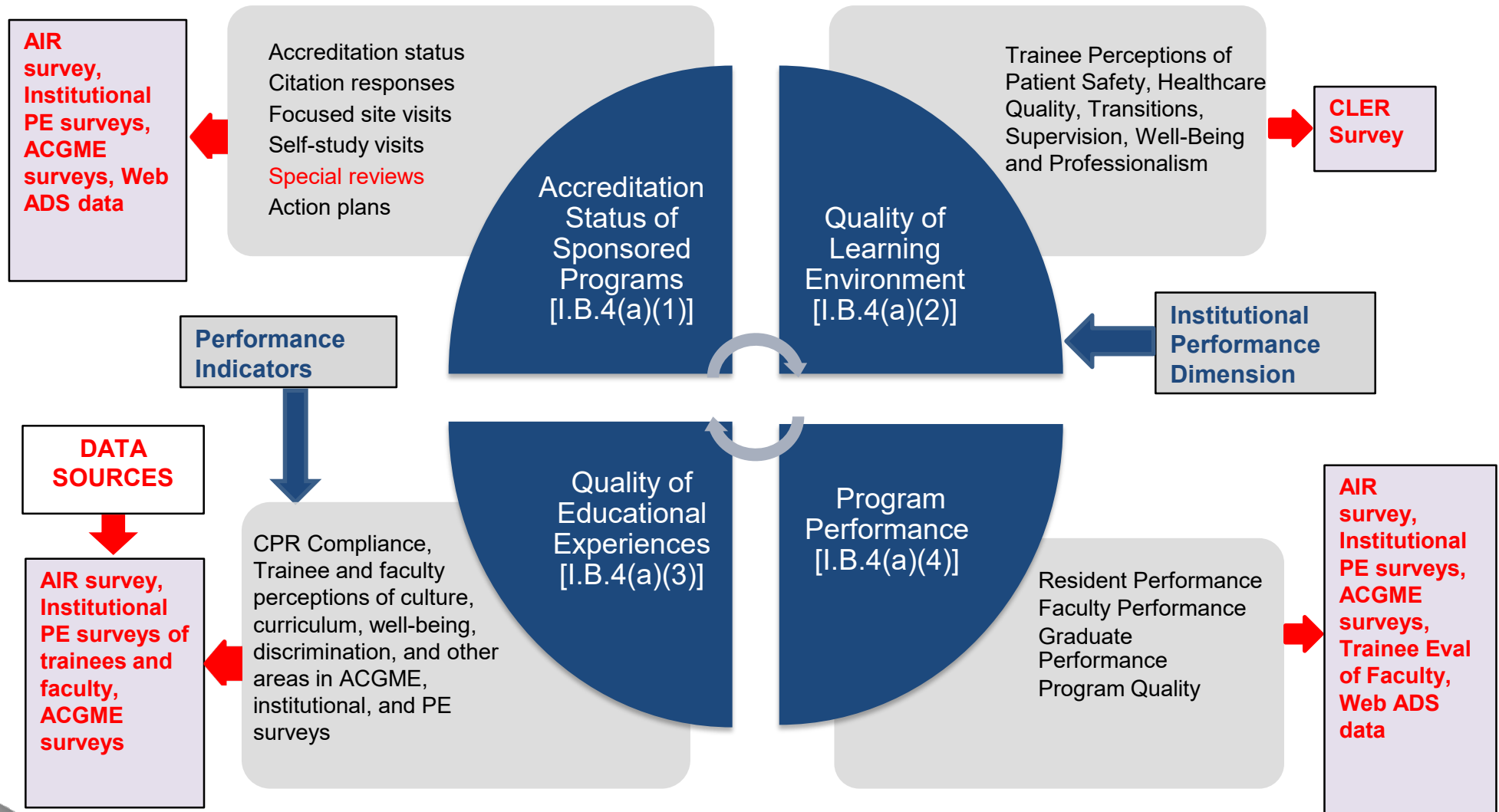
GME DATA DASHBOARDS



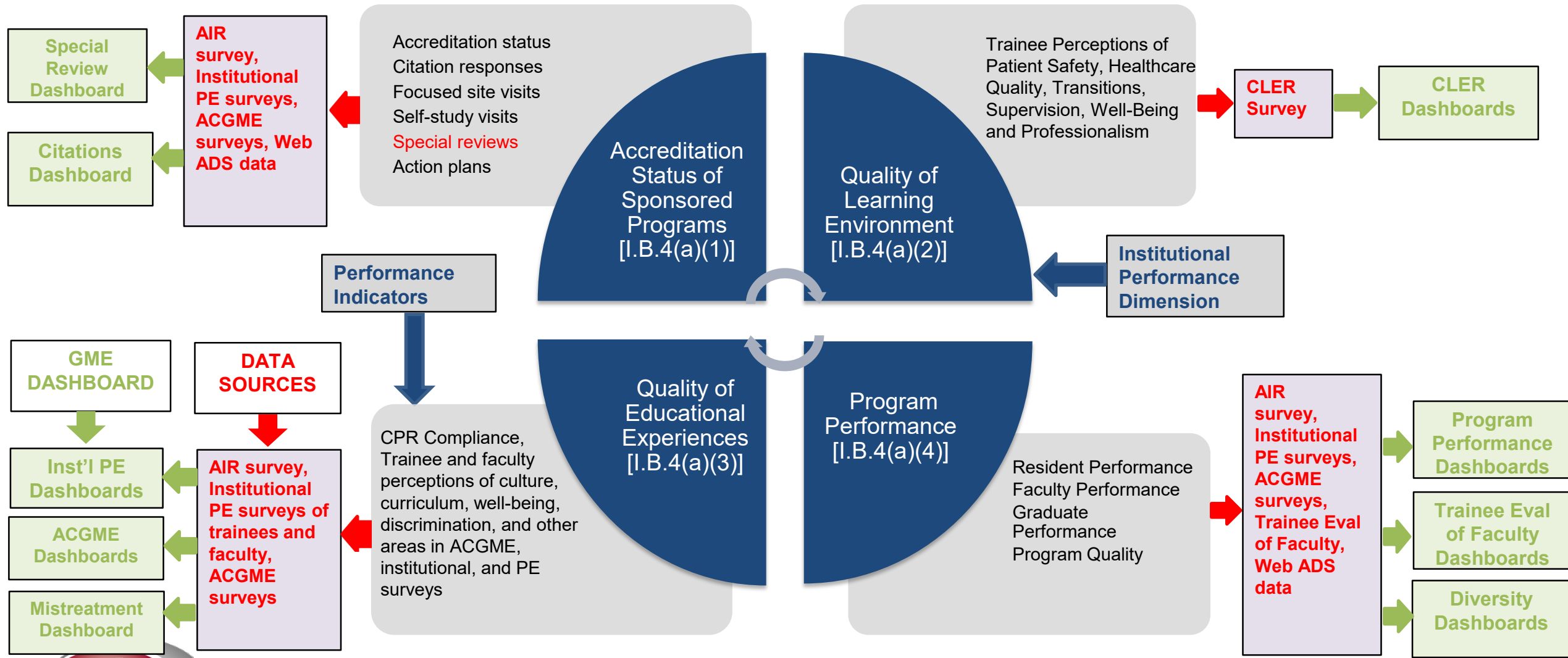
GME DATA DASHBOARDS



GME DATA DASHBOARDS



GME DATA DASHBOARDS



ONE FINAL REASSURANCE

Dashboards, dashboards everywhere

- The GME Reporting Site?
- Dashboard Navigation!?



Don't Panic

- We will include a list of resources and references at the end of this presentation



WHERE TO BEGIN?

The Annual Institutional Review (AIR) Survey is *the single best GME resource* for helping you navigate your Program Evaluation Committee meeting.

(Other internal program evaluation data will also be very helpful; we just don't have line of sight to these data sources)



WHERE TO BEGIN?

Divide and Conquer

It's very easy to become overwhelmed by the sheer amount of data available
As well as the complexity of evaluating *every aspect* of a program

By breaking down the program into smaller categories of performance – and by asking increasingly focused questions – the path becomes clearer

What are the most important questions on your mind
regarding your program?



THE KEY QUESTIONS – A POTENTIAL SAMPLE

- 1) How is my program doing overall?
- 2) How do trainees experience my program?
- 3) How do faculty experience my program?
- 4) Is my program complying with all ACGME's (and other accreditation bodies') mandatory directives?
- 5) Are there any specific, acute problems that need to be addressed?

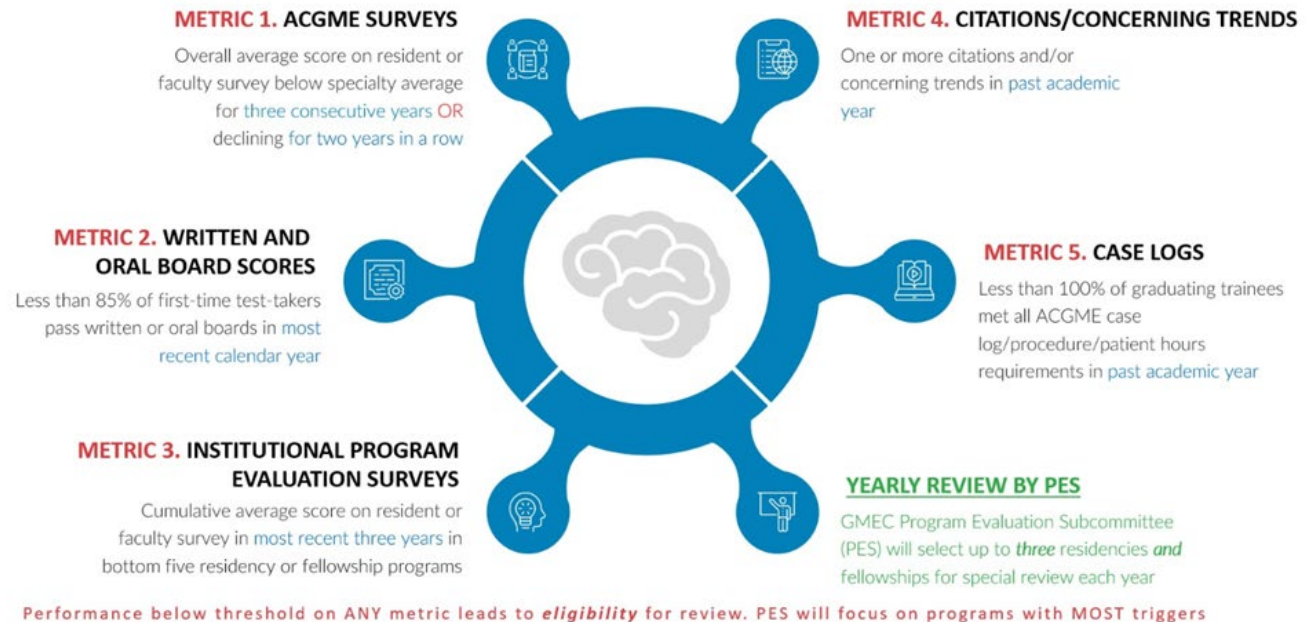


THE KEY QUESTIONS – A POTENTIAL SAMPLE

How is my program doing overall?

- Special Review & Clinical Education Points Dashboard: A high-level summary of some of the most important indicators
- Data is one year behind – more current data can be found in our other dashboards
- Diversity Dashboard: At the department level, what are my program’s trainees like?

Special Review & Education Points Metrics



THE KEY QUESTIONS – A POTENTIAL SAMPLE

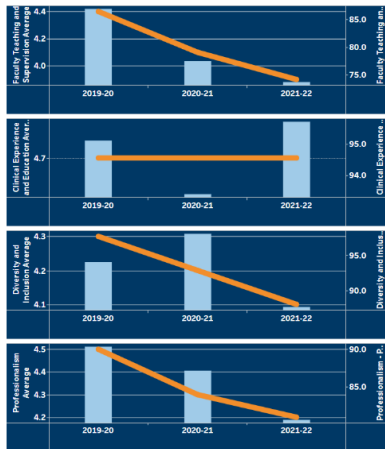
How do *trainees* experience my program?

In terms of relationships with faculty?

- ACGME Survey Dashboard
- Discrimination/Mistreatment Dashboards

In terms of relationships with administration staff?

- Institutional Program Evaluation (IPE) Dashboards



In terms of their learning & working environment?

- Institutional Program Evaluation (IPE) Dashboards
- Clinical Learning Environment (CLER) Dashboards
- ACGME Survey Dashboard

In terms of their academic & scholarly work?

- Institutional Performance Dashboard



THE KEY QUESTIONS – A POTENTIAL SAMPLE

How do *faculty* experience my program?

In terms of relationships with trainees?

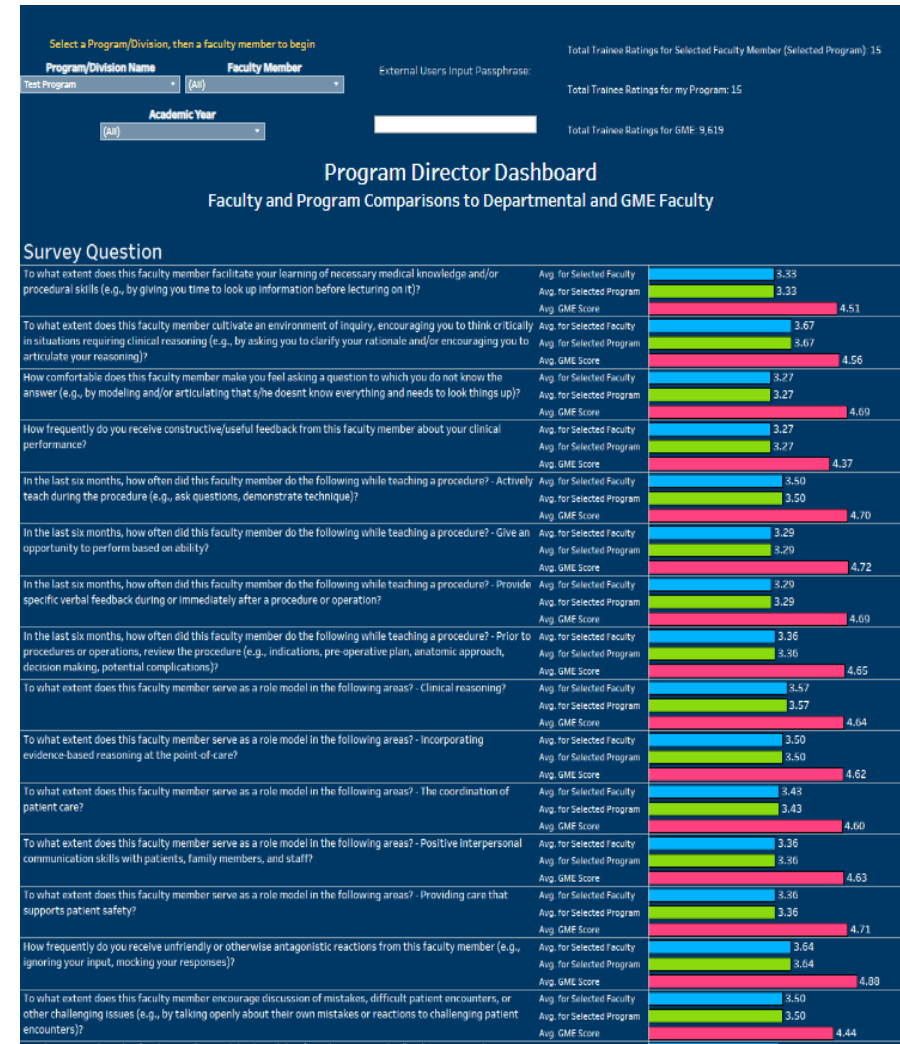
- ACGME Survey Dashboard
- Discrimination/Mistreatment Dashboards

In terms of relationships with administration staff?

- Institutional Program Evaluation (IPE) Dashboards

In terms of their scholarly activity and teaching?

- Trainee Evaluation of Individual Faculty Dashboards
- Institutional Performance Dashboard



THE KEY QUESTIONS – A POTENTIAL SAMPLE

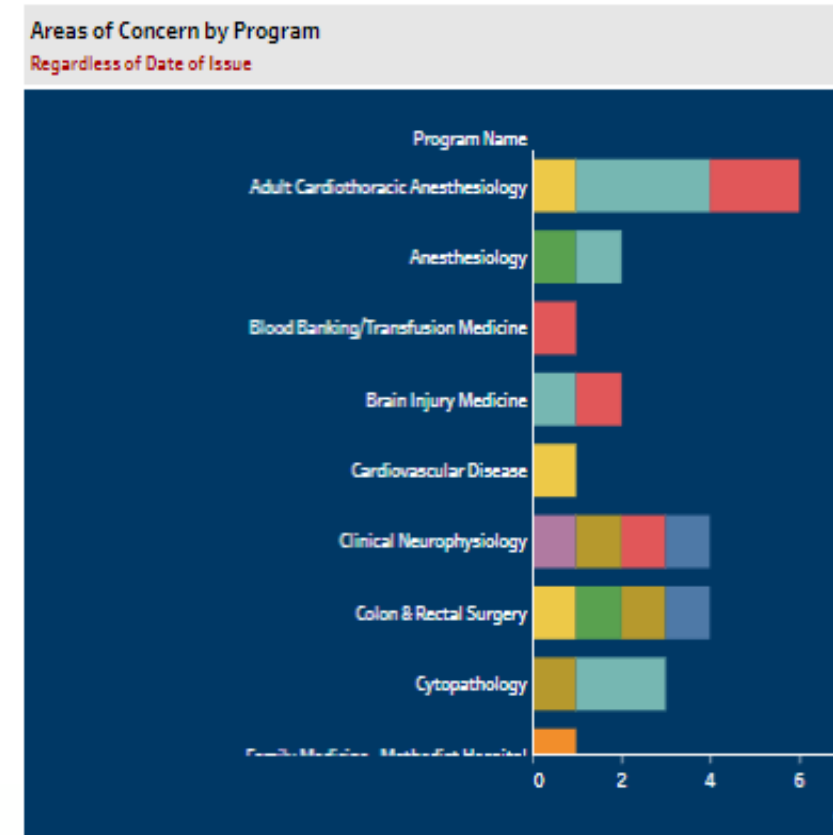
Is my program complying with all ACGME's (and other accreditation bodies') mandatory directives?

In terms of trainee clinical and educational work hours?

- Clinical & Educational Work Hours Dashboard

In terms of ACGME citations and areas for improvement?

- Citation Tracker Dashboard



THE KEY QUESTIONS – A POTENTIAL SAMPLE

Are there any specific, acute problems that need to be addressed?

Possible dashboards of interest:

- Special Review & Clinical Education Points Dashboard
- Citation Tracker Dashboard
- Discrimination/Mistreatment Dashboards
- Trainee Evaluation of Individual Faculty Dashboard

We're the Reference Librarians

- The GME Office manages a great deal of data – and not everything gets placed on a dashboard
- If you have a particular question and aren't sure that the data are available – ask us for help!

Discrimination by Patients



PREPARING FOR YOUR PEC MEETING

Step 0: Download Your Data

- At the very least, download your most recent AIR survey
- All dashboards can be downloaded from the GME Reporting Site

Step 1: Organize Information by Broad (and then Specific) Questions

- The broad questions direct the overall conclusions;
- The specific questions help identify the relevant data to be evaluated
- ***Your PEC isn't the only time when you can look at your data*** – having pre-meeting discussions to help organize topics is highly recommended

Step 2: Create an Action Plan

- The GME Office has templates available to help with this
- [Carolyn Hildebrandt](#) is available for listening sessions, [individual coaching](#), and [much more](#)

Step 3: Monitor Progress with Measurable Benchmarks



QUESTIONS?



Contact Michael Cullen, Director of Evaluation for GME, at (cull0061@umn.edu); or Ben Seltzer, Research and Data Analyst, at seltz044@umn.edu)



RESOURCES & LINKS

The GME Reporting Site

- [Introductory Video](#)
- [Instructional Video Archive](#)
- [Account Creation Guide for non-UMN Users](#)

ACGME

- [Program Directors & Coordinators Homepage](#)
- [Common Program Requirements PDFs](#)

