



# EDUCATIONAL QUALITY IMPROVEMENT STRATEGIC PLANNING COMMITTEE

## Meeting Minutes

**Date & Time:** August 1, 2024 PST | 4:00 PM - 5:30 PM PST

**Location:** Zoom <https://uw-phi.zoom.us/j/5962096962>

**EQISPC Webpage:** <https://education.uwmedicine.org/eqi/educational-quality-improvement-strategic-planning-committee-eqi-spc/>

**Minutes Taken By:** Rhea Fagnan

<p><b>Attendees:</b> Darryl Potyk (Co-Chair), Mark Whipple (Co-Chair), Sara Kim (ex-officio), Cindy Hamra, Michael Campion, Tania Bardyn, Kiran Gill, Sam Fredman, Heather McPhillips, Dorothy Lu</p> <p><b>Regrets:</b> Mike Spinelli, Kristen Hayward, Ali Ravanpay, Karen Segerson, Matt Lumsden, Bessie Young, David Sherman, Davia Loren, Maggie Phillips, Leonida Radford, Skyler Smith, Sarah Busch</p> <p><b>Staff:</b> Rhea Fagnan, Jung Lee</p>
<p><b>Quorum:</b>      Yes <input type="checkbox"/>      No <input checked="" type="checkbox"/>      (A quorum is 50%+1 of the voting membership or 10)</p>
<b>Committee Business</b>
<p><b>Meeting Minutes:</b>          Quorum was not met. June meeting minutes will be circulated for an e-vote.</p> <p>Dorothy Lu, the new Educational Quality Improvement Program Analyst was welcomed to the group.</p>
<b>EQI Updates</b>
<p>Dr. Kim shared the following updates:</p> <ul style="list-style-type: none"> <li>• <b>Committee Finalization and Kickoff Event:</b> The EQI team is finalizing six committees that will lead the accreditation process. The kickoff event is scheduled for September 18th at Urban Horticulture and approximately 150 individuals, including students and residents, were invited.</li> <li>• <b>Orientation and Self-Study Process:</b> Meetings with the co-chairs of each self-study committee will begin this month to orient them to their roles and objectives. The self-study process will span 12 months from September 2024 to September 2025. LCME Secretariat Dr. Veronica Catanese will participate in the kickoff event, and arrangements are being made for her to meet with each committee.</li> <li>• <b>Independent Student Analysis (ISA) Committee:</b> An ISA committee has been formed, led by five student leaders from various cohorts and campuses, working with 16 other medical students. The ISA committee's primary roles include administering the independent student analysis survey in October, which is crucial for LCME accreditation. Dr. Matt Cunningham will be their official point of contact during this process.             <ul style="list-style-type: none"> <li>○ <b>Survey Details:</b> The survey will consist of 75 mandatory questions specified by the LCME. Previously, the student group added about 250 additional questions in 2016. Efforts are being made to balance the need for comprehensive data with the risk of survey fatigue.</li> <li>○ <b>Student Engagement and Incentives:</b> Faculty and staff will work to ensure students understand the importance of the survey and the terminology used, aiming for a high response rate (70%) for each cohort. Incentives such as gift cards and snacks will be provided to encourage participation.</li> <li>○ <b>Communication Strategies:</b> EQI is partnering with the UWSOM communication team to finalize communication strategies that inform students about the accreditation process and the significance of the</li> </ul> </li> </ul>

survey. Periodic updates and input from student leaders will be sought to ensure effective communication and engagement.

- **Regular Student-Led Surveys:** The committee discussed the possibility of regular, student-led surveys to prevent the need for adding numerous questions during the accreditation survey. They also considered ways to educate faculty about the accreditation process and risk areas, ensuring that data and risk areas are shared widely.
- **Inclusion of ISA Committee Chairs:** There was a suggestion of including ISA committee chairs in the steering committee, which currently only includes co-chairs from all committees. This idea was tabled for further consideration.
- The discussion concluded with an emphasis on the importance of proactive and strategic communication and intervention to ensure the success of the accreditation process and the effectiveness of the self-study committees.

## Discussion Items

### CQI Policy Review:

- Jung reviewed a summary of the proposed changes to the Continuous Quality Improvement (CQI) Policy to ensure alignment with updated accreditation standards and better reflect current practices. Detailed discussions were held about the purpose, scope, and other changes. The slides are available at the end of the minutes.

### Summary of Proposed Changes:

#### 1. Purpose and Scope:

- **Current:** The existing CQI policy does not mention the strategic plan.
- **Proposed:** Integrate the medical student education program's strategic plan, emphasizing the CQI culture throughout the program. This inclusion ensures that the CQI processes are in alignment with the strategic objectives.

#### 2. Procedural Guidelines:

- **Current:** Existing guidelines are long and based on past practices.
- **Proposed:** Streamline and update the procedural guidelines to reflect current practices, ensuring clarity and conciseness.

#### 3. CQI Criteria, Definitions, and Review Schedule:

- **Current:** The current policy includes outdated data and practices.
- **Proposed:** Update the criteria and definitions to match the current data collection and review processes. Ensure the schedule is flexible yet systematic.

#### 4. Data Collection:

- **Current:** The list includes data not currently collected.
- **Proposed:** Update the list of data to reflect what is actively collected and reported, including necessary updates to consist of, but not limited to, student board pass rates, match rates, and other relevant metrics.

#### 5. Reporting and Documentation:

- **Current:** Reporting and documentation processes are unclear.
- **Proposed:** Clearly define where data is reported and include additional communication methods such as newsletters (e.g., CQI Spotlight). Explicitly mention the inclusion of students and other stakeholders in the communication process.

### Key Discussion Points:

- **Governance and Reporting Structure:**
  - Clarify the relationship between the CQI unit and the EQISP committee to avoid implying a hierarchical structure. The CQI unit provides reports to the EQISP committee rather than reporting directly to it.
- **Student Involvement:**
  - Acknowledge the role of students in the CQI process by including them as recipients of reports and communication. Emphasize the importance of student feedback in continuous quality improvement efforts.
- **Data and Stakeholder Communication:**
  - Highlight the need for a comprehensive yet concise list of data sets to be reviewed. Include high-level data while ensuring the broader scope of data necessary for accreditation is considered.

**Action Items:**

- The EQI team will incorporate the feedback from this meeting into the revised CQI policy.
- The revised document will be shared with Drs. Potyk and Whipple for initial review before being distributed to the entire committee for further feedback.
- A final vote on the revised policy will be scheduled for the September meeting.

**Membership update:**

- Dr. Potyk reviewed the structure and membership terms as a standing committee in the School of Medicine (SOM). The Dean sends out a call for nominations, and we currently have nominations in our queue. We are in the process of reviewing current membership to determine how many new members can be accepted. This review is ongoing.

**Adjourned:** 5:30pm

# CQI POLICY & PROCEDURE REVIEW

## (08/01/24)

EDUCATIONAL QUALITY IMPROVEMENT OFFICE



## SUMMARY OF PROPOSED CHANGES (I)

### 1. Purpose & Scope:

- Updated the language, aligning the CQI policy with UWSOM Medical Student Education Program Strategic Plan (#4. Instill a continuous quality improvement culture throughout UWSOM's medical student education program.)

### 2. Procedures & Guidelines:

- Summarized the governance and reporting structure to provide a clear governance framework that outlines accountability and oversight responsibilities.

### 3. CQI Criteria, Definition, and Review Schedule:

- Reflecting the updated CQI review practices, CQI criteria, definitions, and review schedules have been simplified and updated to ensure the accreditation compliance.

## SUMMARY OF PROPOSED CHANGES (2)

### 4. An Updated List of Collected Data

- Updated a list of data that EQI will administer, analyze, and report to other units.

### 5. Reporting and Documentation:

- Updated requirements for reporting and documentation, including committees to report and additional mode of communication such as newsletter.

## SUMMARY OF PROPOSED CHANGES (1)

### **Purpose and Scope (2020)**

This policy with corresponding procedures and guidelines is intended to provide the framework for continuous quality improvement for the Medical Student Education Program and fulfills the requirement of LCME Element 1.1, ensuring effective systemic monitoring of the medical education program's compliance with accreditation standards.

### **Purpose and Scope (2024)**

This policy, along with corresponding procedures and guidelines, is intended to provide the framework for continuous quality improvement (CQI) for the Medical Student Education Program. Guided by the UWSOM Medical Student Education Program Strategic Plan, this policy directs the UWSOM Medical Student Education Program's implementation of CQI initiatives and processes, contributing to the outcomes of the strategic priorities. Additionally, it addresses the requirement of LCME Element 1.1 Strategic Planning and Continuous Quality Improvement by ensuring effective systemic monitoring of the medical education program's compliance with accreditation standards.

## SUMMARY OF PROPOSED CHANGES (1)

### Policy Statement (2020)

It is the policy of the University of Washington School of Medicine to engage in continuous quality improvement of its Medical Student Education Program policies, processes and practices in order to achieve its mission, goals and values in accordance with the Medical Student Program Strategic Plan and in compliance with the Liaison Committee on Medical Education accreditation standards.

### Policy Statement (2024)

The University of Washington School of Medicine engages in data-driven and systemic continuous quality improvement of its Medical Student Education Program to achieve two outcomes: (1) its mission, goals, and values in accordance with the Medical Student Program Strategic Plan; and (2) compliance with the Liaison Committee on Medical Education accreditation standards.

## SUMMARY OF PROPOSED CHANGES (2)

### 2. Procedures & Guidelines:

- Summarized the governance and reporting structure to provide a clear governance framework that outlines accountability and oversight responsibilities.

#### 1. CQI Governance and Responsible Individuals

At UWSOM, CQI monitoring and review are governed by the Educational Quality Improvement Strategic Planning (EQISP) Committee. The Educational Quality Improvement (EQI) Office, the administrative office to the committee, reports concerns to EQISPC regularly the CQI status updates involving the implementation of improvement interventions.

Led by an associate dean with a team of three staff members, the EQI office fulfills the following responsibilities:

- Conduct systematic CQI reviews:
  - Collecting, reviewing, analyzing data, and disseminating data reports
  - Identifying CQI priorities and reporting them to the responsible individuals and curriculum and learning environment committees
  - Monitoring progress of CQI initiatives
- Partner with the responsible individuals across academic and regional affairs to plan, execute, and monitor CQI initiatives within their domain of responsibility.
- As a CQI clearinghouse, serve as resource for CQI planning and monitoring as well as communicating to all stakeholders evolving accreditation standards that affect CQI.

## SUMMARY OF PROPOSED CHANGES (3)

### 3. CQI Criteria, Definition, and Review Schedule:

- Reflecting the updated CQI review practices, CQI criteria, definitions, and review schedules have been simplified and updated to ensure the accreditation compliance.

Category	Definition	Review Schedule
<b>Tier 1</b>	Elements that are currently cited or pose high risks of citation based on data metrics, including previously cited elements.	Biannual review: <ul style="list-style-type: none"><li>• Phase 1 Review: Data review and identifying CQI priorities</li><li>• Phase 2 Review: Monitor progress of CQI action plan implementation</li></ul>
<b>Tier 2</b>	Elements that require monitoring of student data.	Annual review
<b>Tier 3</b>	All other elements not designated as Tier 1 or Tier 2	Annual review

## SUMMARY OF PROPOSED CHANGES (4)

### 4. An Updated List of Collected Data

- Updated a list of data that EQI will administer, analyze, and report to other units.
  - External:
    - Association of American Medical College (AAMC) Year-2-Questionnaire (Y2Q)
    - Association of American Medical College (AAMC) Graduation Questionnaire (GQ)
  - Internal:
    - End-of-Phase Survey
    - Independent Student Analysis Survey

## SUMMARY OF PROPOSED CHANGES (5)

### 5. Reporting and Documentation:

- Updated requirements for reporting and documentation, including committees to report and additional mode of communication such as newsletter.

### 3. Regular CQI Communication

The EQI Office is responsible for presenting key CQI datasets with recommendations for improvement to all major committees in the medical school including the EQISP Committee, various Curriculum Committees, and Learning Environment Committee. Follow-up reports on the status of action plans are made to the appropriate committees. An additional mode of communication is the bi-monthly CQI Spotlight series featuring priority CQI activities in the medical student education program.

