Graduate Medical Education
New Program Director Orientation

Part 3 of 4
Why conduct a program evaluation?

- Annual program evaluation is required by ACGME

  V.C.1.d) The Program Evaluation Committee must evaluate the program’s mission and aims, strengths, areas for improvement, and threats.

  V.C.1.e) The annual review, including the action plan, must:

  V.C.1.e)(1) be distributed to and discussed with the members of the teaching faculty and the residents; and,

  V.C.1.e)(2) be submitted to the DIO.

- Implement continuous process improvement model
  - Address areas for improvement
  - Build on strengths

What will take my program to the next level?
Overview of Program Evaluation Process

- **Oct-Nov**: GME Survey
- **Feb-Apr**: ACGME Survey by Residents and Faculty
- **Apr**: GME Program Evaluation by Residents and Faculty
- **May-Jun**: Program Evaluation Committee (PEC)
- **Jun-Jul**: Annual Program Evaluation (APE)
- **Aug-Sept**: Annual WebADS Updates

**Program Quality Indices**

- **Program Improvement Planning**
- **Report Plan to ACGME**
GME Housestaff Survey – Program Quality #1

Purpose:
- "Early warning" for ACGME survey and report
- Data tool for program evaluation
- Internal
- More qualitative feedback

Annual
WebADS
Updates
Program Evaluation (APE)
Program Evaluation Committee (PEC)

ACGME Survey by Residents and Faculty
GME Survey by Residents and Faculty

Survey Report

PART 1
GME Housestaff Survey – Cont.

- Completely anonymous and confidential internal survey
- Your role is to encourage your trainees to complete the survey
- Reports are generated if program have 4 or more responses
  - Highlights areas your program excels and are deficient in
  - Qualitative comments provide context

- Your program will use the report to address areas for improvement or critical incidents, especially before ACGME Surveys are distributed.
ACGME Survey - Program Quality #2

Purpose: ACGME check in on program quality and another data tool (external) for your program evaluation

Your Role:

-- Ensure completion rate: resident 70%; faculty 70%
-- Ensure that residents and faculty understand survey is confidential
ACGME Survey – Cont.

- ACGME’s sends annually survey to trainees and faculty
- Completely anonymous and confidential
- Survey will be live typically from the end of February to mid-April

ACGME will generate 4 total reports from the survey:

1. ACGME survey by trainee
2. Wellness survey by trainee
3. ACGME survey by faculty
4. Wellness survey by faculty
ACGME Survey – Domains & Questions

- Resources
- Professionalism
- Patient Safety and Teamwork
- Faculty Teaching and Supervision
- Evaluation
- Educational Content
- Diversity and Inclusion
- Clinical Experience and Education
- Wellness
# ACGME Surveys

### Survey Summary
- **Survey taken:** January 2020 - February 2020
- **Residents Surveyed:** 28
- **Residents Responded:** 25
- **Response Rate:** 89%

### Residents' Overall Evaluation of the Program

<table>
<thead>
<tr>
<th>Program Mean</th>
<th>% Program Compliant</th>
<th>Program Mean</th>
<th>% Specialty Compliant</th>
<th>Specialty Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Negative</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Somewhat Negative</td>
<td>4%</td>
<td>99%</td>
<td>3.8%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>32%</td>
<td>99%</td>
<td>75%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Somewhat Positive</td>
<td>64%</td>
<td>63%</td>
<td>4.0%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Very Positive</td>
<td>0%</td>
<td>99%</td>
<td>69%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

### Resources

- Education compromised by non-physician obligations
- Impact of other learners on education
- Appropriate balance between education and patient care
- Faculty members discuss cost awareness in patient care decisions
- Time to interact with patients
- Time to participate in structured learning activities
- Able to attend personal appointments
- Access to mental health counseling or treatment
- Satisfied with safety and health conditions

### Professionalism

- Residents/fellows comfortable calling supervisor with questions
- Faculty members act professionally when teaching
- Faculty members act professionally when providing care
- Process in place for confidential reporting of unprofessional behavior
- Able to raise concerns without fear or intimidation
- Satisfied with process for dealing with problems and concerns
- Experiencing or witnessed abuse

### Patient Safety and Teamwork

- Information not lost during shift changes or patient transfers
- Culture emphasizes patient safety
- Know how to report patient safety events
- Interprofessional teamwork skills modeled or taught
- Participate in adverse event analysis
- Process to transition care when fatigued
Well-Being Surveys

2019-2020 ACGME Resident/Fellow Survey  
Survey taken: January 2020 - February 2020

Well-Being Survey Questions

*National data has been omitted from this administration of the survey based on complications resulting from the COVID-19 pandemic.*

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. These results are NOT used by the ACGME in the accreditation process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Program Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find my work to be meaningful.</td>
<td>58.3%</td>
<td>41.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.6</td>
<td>N/A</td>
</tr>
<tr>
<td>I work in a supportive environment.</td>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.8</td>
<td>N/A</td>
</tr>
<tr>
<td>The amount of work I am expected to complete in a day is reasonable.</td>
<td>20.8%</td>
<td>58.3%</td>
<td>20.8%</td>
<td>0.0%</td>
<td>3.0</td>
<td>N/A</td>
</tr>
<tr>
<td>I participate in decisions that affect my work.</td>
<td>58.3%</td>
<td>37.5%</td>
<td>4.2%</td>
<td>0.0%</td>
<td>3.5</td>
<td>N/A</td>
</tr>
<tr>
<td>I have enough time to think and reflect.</td>
<td>25.0%</td>
<td>54.2%</td>
<td>16.7%</td>
<td>4.2%</td>
<td>3.0</td>
<td>N/A</td>
</tr>
<tr>
<td>I am treated with respect at work.</td>
<td>70.8%</td>
<td>29.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.7</td>
<td>N/A</td>
</tr>
<tr>
<td>I feel more and more engaged in my work.</td>
<td>29.2%</td>
<td>50.0%</td>
<td>20.8%</td>
<td>0.0%</td>
<td>3.1</td>
<td>N/A</td>
</tr>
<tr>
<td>I find my work to be a positive challenge.</td>
<td>29.2%</td>
<td>66.7%</td>
<td>4.2%</td>
<td>0.0%</td>
<td>3.3</td>
<td>N/A</td>
</tr>
<tr>
<td>I find new and interesting aspects in my work.</td>
<td>33.3%</td>
<td>58.3%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>3.3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Program Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often feel emotionally drained at work.</td>
<td>12.5%</td>
<td>50.0%</td>
<td>20.8%</td>
<td>16.7%</td>
<td>2.6</td>
<td>N/A</td>
</tr>
<tr>
<td>After work, I need more time than in the past in order to relax.</td>
<td>4.2%</td>
<td>50.0%</td>
<td>33.3%</td>
<td>12.5%</td>
<td>2.5</td>
<td>N/A</td>
</tr>
<tr>
<td>I feel worn out and weary after work.</td>
<td>8.3%</td>
<td>33.3%</td>
<td>50.0%</td>
<td>8.3%</td>
<td>2.4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*This report is confidential and not for further distribution. Please do not publish or share these results outside of your Sponsoring Institution.*
ACGME Surveys – Purpose and Accreditation

- ACGME surveys are another tool for your program evaluation process
- ACGME reviews surveys to assess your program
- Non-compliance (<70% response rate or <80% scoring) is a deficiency and can result in a citation
Understanding the Report

- Your program uses the ACGME survey to address deficient areas and is a guiding datapoint in the annual program evaluation (APE)

- ACGME uses the ACGME survey to evaluate your program
  - Concerning programs are further monitored and can result in a citation or site visit

- GME uses the ACGME survey to measure your program’s performance
  - Additionally, GME creates the 5-year trend analysis report to review longitudinal data. The 5-year trend analysis is a dashboard overview of your program’s performance every year
GME Program Evaluations – Program Quality #3

Purpose:
- Annual evaluate program from both trainee and faculty perspective.
- More narrative questions

Delivery & Reporting:
- GME distributes (via MedHub), aggregates, and generates reports for your program

Your Role:
- Remind faculty and trainees to complete the evaluations
# GME Program Evaluations - Reports

## Aggregate Evaluation Report - Faculty Evaluation Of Program/hospital

Generated: 04/29/2020 4:03pm PDT

To facilitate the evaluation and continual improvement of your program, we ask that you please answer the following questions. Your responses are confidential. Thank you.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Slightly Disagree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Strongly Disagree</th>
<th>Medically</th>
<th>Agreed</th>
<th>Average</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The educational resources available to the training program are adequate.</td>
<td>12.50%</td>
<td>67.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.88</td>
<td>0.3</td>
</tr>
<tr>
<td>2. The administrative support available to the training program is adequate.</td>
<td>26.00%</td>
<td>74.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.85</td>
<td>0.4</td>
</tr>
<tr>
<td>3. The program allows me to maintain an educational environment conducive to educating residents in each of the ACGME Core Competency areas.</td>
<td>12.50%</td>
<td>87.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.88</td>
<td>0.3</td>
</tr>
<tr>
<td>4. I have sufficient time allotted to me to fulfill my supervisory responsibilities.</td>
<td>25.00%</td>
<td>75.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.75</td>
<td>0.4</td>
</tr>
<tr>
<td>5. I have sufficient time allotted to me to fulfill my teaching responsibilities.</td>
<td>25.00%</td>
<td>75.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.75</td>
<td>0.4</td>
</tr>
<tr>
<td>6. I am able to regularly participate in organized clinical discussions, rounds, journal clubs, and conferences.</td>
<td>12.50%</td>
<td>87.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.75</td>
<td>0.7</td>
</tr>
<tr>
<td>7. The program allows me to maintain an environment of inquiry and scholarship with an active research component.</td>
<td>25.00%</td>
<td>75.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.75</td>
<td>0.4</td>
</tr>
<tr>
<td>8. There are a sufficient number of faculty with appropriate qualifications to supervise all the residents in the program.</td>
<td>25.00%</td>
<td>75.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>5.75</td>
<td>0.4</td>
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<td><strong>ACGME Survey</strong></td>
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<tr>
<td>Sufficient Supervision</td>
<td>Survey</td>
<td>97%</td>
<td>85%</td>
<td>90%</td>
<td>98%</td>
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<tr>
<td>Sufficient Instruction</td>
<td>Survey</td>
<td>88%</td>
<td>64%</td>
<td>69%</td>
<td>68%</td>
<td></td>
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<tr>
<td>Faculty/Staff Create</td>
<td>Survey</td>
<td>80%</td>
<td>60%</td>
<td>72%</td>
<td>70%</td>
<td></td>
<td></td>
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<tr>
<td>Environment of Inquiry</td>
<td>Survey</td>
<td>86%</td>
<td>63%</td>
<td>62%</td>
<td>53%</td>
<td></td>
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<tr>
<td>Satisfied with Process for</td>
<td>Survey</td>
<td>83%</td>
<td>71%</td>
<td>75%</td>
<td>58%</td>
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<tr>
<td>Problems and Concerns</td>
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<tr>
<td>Climate Where Residents</td>
<td>Survey</td>
<td>80%</td>
<td>63%</td>
<td>62%</td>
<td>53%</td>
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<td>Can Raise Concerns Without</td>
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<td>Fear</td>
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<tr>
<td>Overall Eval of the Program</td>
<td>Survey</td>
<td>89%</td>
<td>83%</td>
<td>85%</td>
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<td>Current Number of ACGME</td>
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<td>Citations</td>
<td>ACGME</td>
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<td>Board Pass Rates</td>
<td>ABMS</td>
<td>93%</td>
<td>83%</td>
<td>Pending</td>
<td>Pending</td>
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<tr>
<td><strong>GME Survey</strong></td>
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<tr>
<td>Overall Satisfaction with</td>
<td>RESIDENT</td>
<td>90%</td>
<td>89%</td>
<td>90%</td>
<td>82%</td>
<td>83%</td>
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<tr>
<td>Program</td>
<td>GME-Survey</td>
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<tr>
<td>Program Organized to Meet</td>
<td>GME-Survey</td>
<td>77%</td>
<td>73%</td>
<td>65%</td>
<td>76%</td>
<td>83%</td>
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<tr>
<td>Educational Needs</td>
<td>GME-Survey</td>
<td>71%</td>
<td>49%</td>
<td>49%</td>
<td>52%</td>
<td>90%</td>
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<tr>
<td>Service Over Education</td>
<td>GME-Survey</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>96%</td>
<td>72%</td>
<td></td>
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</tr>
<tr>
<td>Encouraged to Ask Questions</td>
<td>GME-Survey</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
<td>83%</td>
<td>97%</td>
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<tr>
<td>on a Regular Basis</td>
<td>GME-Survey</td>
<td></td>
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</tr>
<tr>
<td>Residents Can Be Open and</td>
<td>GME-Survey</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
<td>83%</td>
<td>97%</td>
<td></td>
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<tr>
<td>Honest with Faculty</td>
<td>GME-Survey</td>
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</tr>
<tr>
<td>Residents Would Recommend</td>
<td>GME-Survey</td>
<td>96%</td>
<td>86%</td>
<td>88%</td>
<td>96%</td>
<td>79%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Program</td>
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<tr>
<td>Faculty Overall Evaluation</td>
<td>FACULTY</td>
<td>8.73</td>
<td>7.72</td>
<td>7.78</td>
<td>9.09</td>
<td>pending</td>
<td></td>
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<td></td>
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<tr>
<td>Program</td>
<td>Pgm Eval</td>
<td>Mean Score/10</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Resident Overall Program</td>
<td>RESIDENT</td>
<td>8.39</td>
<td>7.51</td>
<td>8.18</td>
<td>8.46</td>
<td>pending</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td>Pgm Eval</td>
<td>Mean Score/10</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>&gt;80 Violations / AY</td>
<td>PROGRAM</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Unreviewed Duty Hr Periods</td>
<td>MedHub Duty Hr Rpt</td>
<td>0</td>
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**KEY**

- **STRENGTH**
- **WEAKNESS**

**Program’s 5-Year Trend Analysis (Program Report Card)**
Overview of Program Evaluation Process

- **Oct-Nov**: GME Housestaff Survey
- **Feb-Mar**: ACGME Survey by Residents and Faculty
- **Apr**: GME Program Evaluations by Residents and Faculty
- **May-Jun**: Program Evaluation Committee (PEC)
- **Jun-Jul**: Annual Program Evaluation (APE)
- **Aug-Sept**: Annual WebADS Updates

**Program Quality Indices**

**Program Improvement**
What do you see when you look into the mirror?

Applicable and important for both ACGME and non-ACGME programs
Program Evaluation Committee

**Preparation Work**

- Form the committee and schedule the APE meeting
- Compile program quality indices (see data checklist), distribute prior to meeting
- Analyze the information gathered

Data gathering checklist found inside GME APE Guidebook

[https://med.stanford.edu/gme/program_portal/program/ape_pec.html](https://med.stanford.edu/gme/program_portal/program/ape_pec.html)
Annual Program Evaluation

GME Housestaff Survey

Oct-Nov

ACGME Survey by Residents and Faculty

Feb-Mar

GME Program Evaluation by Residents and Faculty

Apr

Program Evaluation Committee (PEC)

May-Jun

Annual Program Evaluation (APE)

Jun-Jul

Annual WebADS Updates

Aug-Sept

Actual Meeting

- Attend meeting, take meeting minutes
- Contribute to the discussion
- Get core faculty approval for action plan and guidebook
- Documentation

APE Guidebook will help track SWOT analysis and action plans for each year
https://med.stanford.edu/gme/program_portal/program/apepec.html
Prep Work (May – June)

Logistics

Data
Prep Work (May – June)

1. Logistics

1) Form a Program Evaluation Committee (PEC):

   Program director, associate program director(s), program manager or coordinator, site director, \((\text{at least one})\) core faculty member, \((\text{at least one})\) faculty member, division chief, director of education, department chair, \((\text{at least one})\) trainee.

   Think of it as a Program Retreat!

2) Set up a meeting time:

   • Reserve enough time for the meeting
   • Send out calendar invites as early as possible!
2. Data

1) Facilitate in data gathering

- **Trainee**
  - Milestone
  - In-training exam
  - Scholarly activity
  - Recruitment & retention
  - Well-being
  - Diversity
  - Quality improvement & patient safety

- **Faculty**
  - Scholarly activities
  - Recruitment & retention
  - Well-being
  - Diversity
  - Quality improvement & patient safety
  - Professional development

- **Graduates**
  - Board pass rate
  - Employment

- **Program**
  - GME survey
  - ACGME surveys
  - ACGME well-being surveys
  - GME Program evaluations
  - ACGME citations or areas of concern

Action plan from the previous year

Current program curriculum

APE Data Checklist:
https://med.stanford.edu/content/dam/sm/gme/gme_community/APE/APE_Prepared_Instructions_for_Program_Directors.pdf
2. Data

1) Facilitate in data gathering

2) Facilitate in data reviewing:

   Best practice: 1) PD (or the lead of PEC) prepares a presentation summarizing all key data points; 2) share the data with the committee before the meeting
APE Meeting (June – July)

Based on the data provided, meeting content should cover:

- Outcomes from prior APE
- Program’s mission and aims
- SWOT analysis
- Curriculum
- Programmatic issues (such as scores lower than 80%)
- A new action plan
Documentation (July – early August): GME APE Guidebook

2020-2021 APE Meeting - SWOT Analysis

<table>
<thead>
<tr>
<th>SWOT Analysis</th>
<th>Action Plan for Next Year</th>
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<tr>
<td><strong>Aim</strong></td>
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<td><strong>Strengths (Internal)</strong></td>
<td><strong>Opportunities (Internal)</strong></td>
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<td>2. Risk</td>
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<td>3. Action</td>
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<td>5. Feedback</td>
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<tr>
<th>Threats (Internal)</th>
<th><strong>Problems (External)</strong></th>
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<td>1. Challenge</td>
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<tr>
<th><strong>Strategic Goals</strong></th>
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<td>3. Values</td>
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<td>4. Objectives</td>
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<td>5. Strategies</td>
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<th>2020-2021 APE Meeting - Action Plan for Next Year</th>
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<td><strong>Issue Summary</strong></td>
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Note: The SWOT Analysis is a tool for analyzing a program's internal and external factors. It helps in identifying strengths, weaknesses, opportunities, and threats to inform decision-making and strategic planning.

https://med.stanford.edu/gme/program_portal/program/ape_pec.html
Documentation (July – early August)

- Documentation! Documentation! Documentation!
  - xyz

- GME staff and Ann Dohn (DIO and GME Director) review all APEs every year and provide comments and feedback.
Overview of Program Quality Evaluation Process

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Program Quality Indices

Program Improvement
Accreditation Data System (ADS)

- At the beginning of the academic year, ACGME requires program to complete an WebADS update.

- This is one tool ACGME uses to monitor program changes.
Components of ADS

ADS update covers:

- Program mission & aim
- Diversity & recruitment
- Major changes since last ADS and responses to citations
- Participating sites
- Faculty roster and scholarly activities
- Trainee roster and scholarly activities
- Other program specific information & updates
Significance of ADS

- ACGME’s Review Committee will check for compliance in ADS
  - Example:
    - Faculty qualification
    - Information are current
    - Follow-up from citations/areas of concern

Your program can & will receive citations if review committee find errors in the ADS
How to submit a successful ADS

- Refer to GME’s WebADS Updates Manual

https://med.stanford.edu/gme/program_portal/program/ads.html

- Work with your GME PM and Ann Dohn for ADS update review

Program sends first ADS draft to GME

→ GME reviews and returns ADS with notes

→ Program sends second draft ADS to GME

→ GME gives final notes & approval for submission

→ Program sends ADS to ACGME before deadline

→ DIO approves ADS submission

30 days before deadline