



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

LCME Process Changes: The Whats, Whens and Whys

April 6, 2023

1:30 pm – 3:00 pm ET

Welcome!

**Thank you for joining us for today's webinar. The program will begin shortly.
You will not hear audio until we begin.**

If you have technical questions, please email aamc@commpartners.com.

Roadmap (the session title, and more)

- LCME process changes facilitated by the pandemic and sustained afterward
- High-level view: did the number and/or nature of citations change during the pandemic period?
- Moving forward: accreditation standard and element reviews (e.g., Standards 6 and 7); LCME ad hoc groups (e.g., student satisfaction data, Element 3.3)



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LCME Survey Process Changes since June 2020

1. Earlier team review and discussion of the school's submitted documents
2. More "customized" survey visits as a result of #1
3. Shortened institutional self-study (ISS) which places more emphasis on analysis and synthesis rather than on individual answers to DCI-linked questions
4. Survey visit starts on Monday morning with the meeting with the dean
5. Survey visit ends with a brief thank you to the dean; exit report sent to the dean within a week after the conclusion of the survey visit
6. Standard approach for schools with LCME actions that include indeterminate term, "warning," or probation: Secretariat consultation, briefing book submission, limited survey
7. Limited surveys, all Secretariat consultations (including LCME "kick-off events"), and survey prep workshops done virtually



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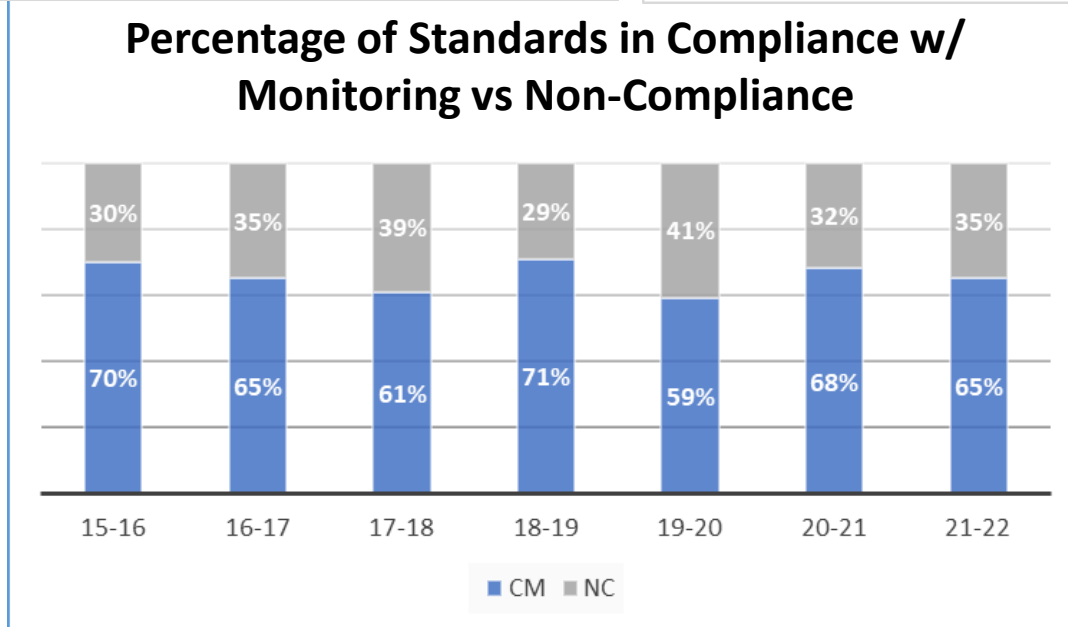
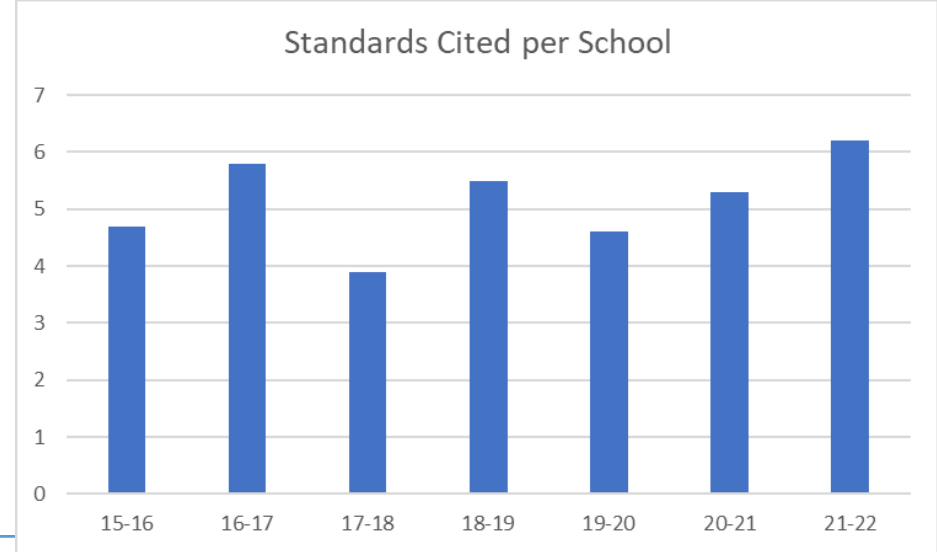
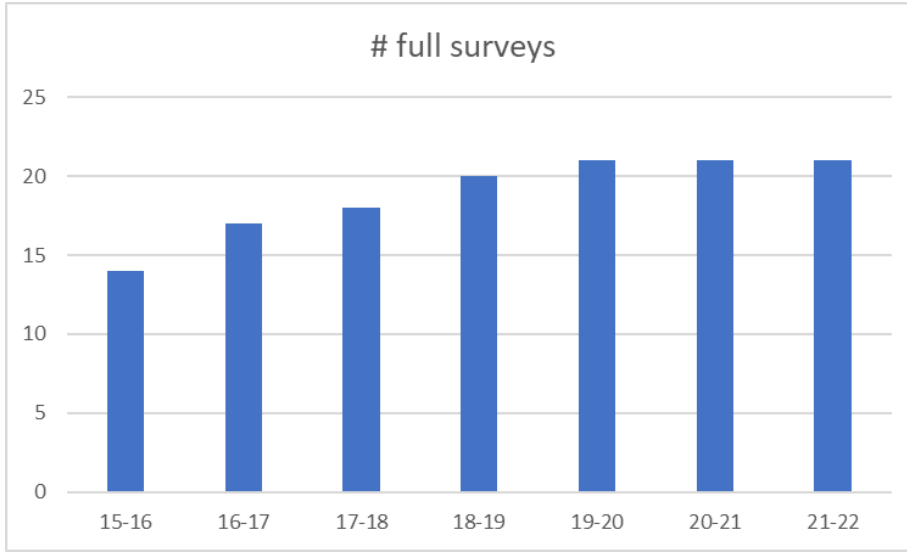
Data Across the Pandemic Era

- “Lockdown” began March 2020
- Programs reviewed in 2018-19 and 2019-20 were surveyed in person and reviewed pre-pandemic with in-person LCME meetings
- Programs reviewed in 2020-21 and 2021-22 were surveyed virtually and reviewed by the LCME in virtual meetings



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Data Across the Pandemic Era

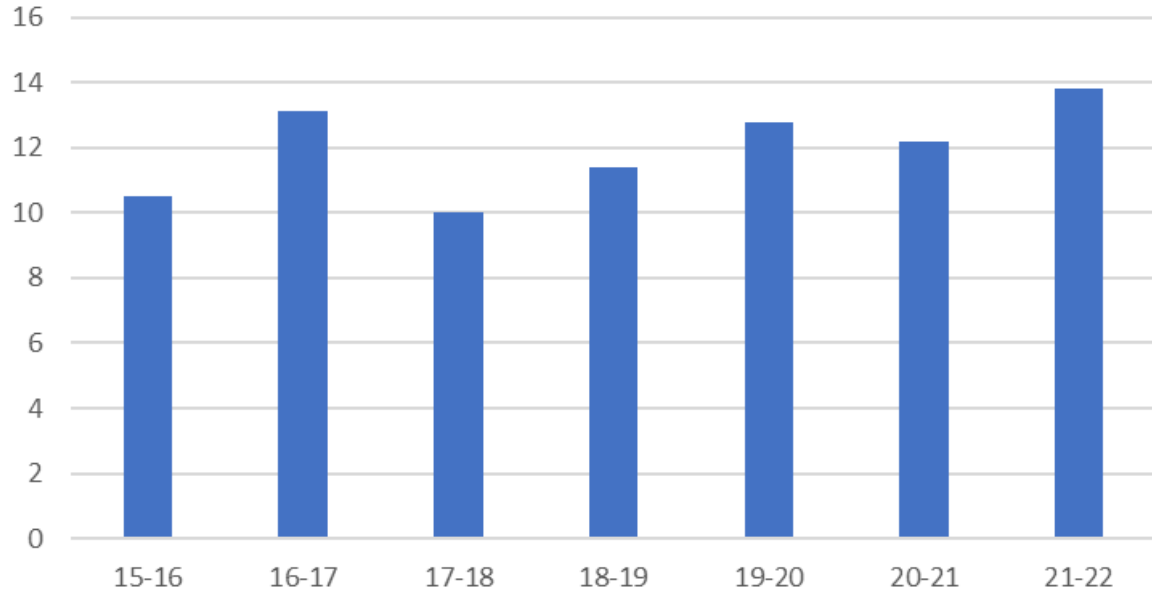




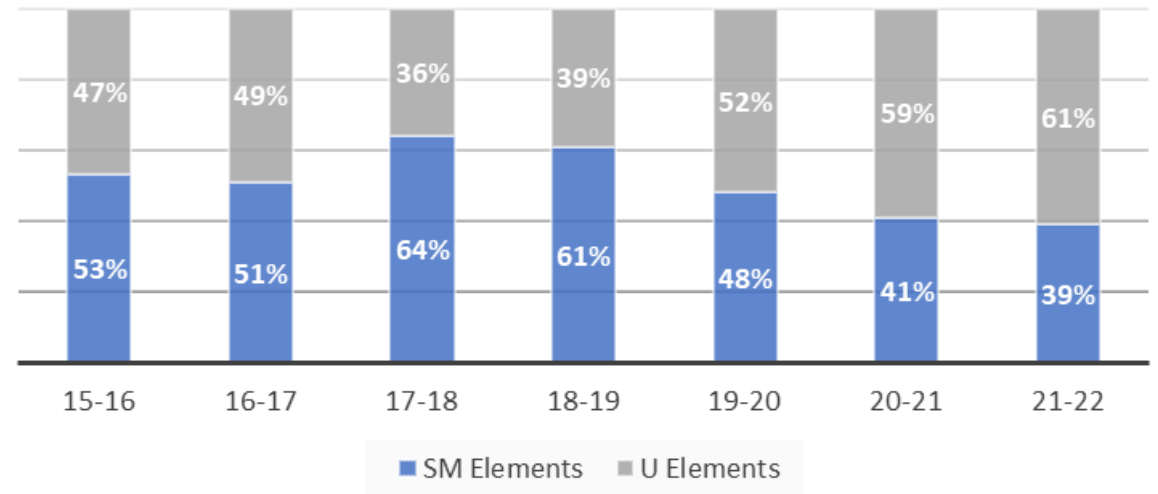
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Data Across the Pandemic Era

Elements Cited per School



Elements Found Unsatisfactory vs Satisfactory with Monitoring





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Most Frequently Cited Elements Peri-Pandemic

("t" in the table below indicates tie for the number of times cited during the indicated academic period)

Most frequently cited elements			
18-19	19-20	20-21	21-22
12.1	7.1	5.11	5.11
3.3 (t)	11.2	3.3 (t)	3.3 (t)
5.11 (t)	3.3 (t)	11.2 (t)	11.2 (t)
9.8 (t)	8.3 (t)	9.7	12.1
7.1	11.1 (t)	12.1	7.1
3.6 (t)	12.3 (t)	7.1 (t)	8.3
9.4 (t)	9.9	9.4 (t)	



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Looking Forward/Information on New Initiatives

You have heard about the changes made related to the pandemic, what some of the outcomes were, and what has been retained.

There are new LCME initiatives that have begun and will generate outcomes within the next year or two. These relate, in general, to the LCME accreditation standards/elements and also how performance in/compliance with these is determined.



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Comprehensive Review of Standards/Elements

The last comprehensive review and revision of standards/elements was completed for implementation in the 2015-16 academic year. It resulted in a change from 132 individual “standards” to 12 standards with 93 associated element (6-12/standard).

Since then, schools with a full survey in a given academic year were asked to complete an evaluation of the clarity of the elements and of the DCI questions used to determine performance. In general, over 95% of respondents rated the elements and DCI questions as clear.

However, there has not been an evaluation of the standards themselves or whether each of the elements is sufficiently important and relevant to the standard, or taken together, are sufficiently comprehensive to judge compliance with the associated standard.



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Review of Standards/Elements to Date

The multi-year process is beginning with the review of Standard 6 (Competencies, Curricular Objectives, and Curricular Design) and Standard 7 (Curricular Content)

A survey was created with the following items:

- The importance of each of these two standards for judging the quality of the medical education program
- The importance of the topic covered by each element
- The importance of each element in deciding about compliance with the standard
- Taken together, whether the elements cover the breadth of expectations for the standard

The survey was distributed in January 2023 to the individual at each LCME-accredited medical school selected by the dean as the representative to the AAMC Medical Education Senior Leaders group. These individuals were selected for their knowledge about medical education in general and their school in particular.



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Next Steps in the Standards/Elements Review

The results of the survey are being analyzed, and the LCME will determine what changes are needed to these standards/elements.

Any substantive changes will be offered for public comment (as per regular LCME policy on substantive changes to standards/elements). Hopefully, revisions to Standards 6 and 7 and their elements will be completed by early to mid-2024.

Meanwhile, reviews of 2-3 other standards/elements will begin in later 2023/early 2024. The individuals responding to this survey will be from relevant stakeholder groups.

Judging Performance in Elements Using Criteria in Addition to Student Satisfaction

There are a number of elements for which survey teams and the LCME use student satisfaction as an important data source. The LCME has convened an ad hoc task group to identify additional sources of evidence. To date, work has focused on several elements:

- For Element 5.11 (study/lounge/storage space/call rooms): visual evidence accompanied by information on their accessibility (e.g., are the facilities conveniently located/do students know where they are) and adequacy (are they of sufficient size to accommodate potential student numbers)
- For Elements 12.3 (personal counseling, mental health services, well-being programs)/12.4 (student access to health care services): ease of access (length of time to get an appointment, enhancements to staffing, changes in location)



Judging Performance in Elements: Additional Criteria

The LCME has used these principles for the past academic year, mostly to determine if performance that might be cited as unsatisfactory based solely on student satisfaction data could be judged to be satisfactory with a need for monitoring from this additional concrete evidence.

Work is ongoing to identify additional elements where these general principles could apply or to create additional principles for evidence to complement student satisfaction data.



Judging Performance in Elements: Re-looking at Element 3.3

The LCME has included an expectation for school-defined student and faculty diversity since 2001 (first in the sections related to students and faculty and later in the section related to the academic and learning environment). For the 2023-24 academic year, the relevant accreditation element is titled “Diversity Programs and Partnerships” (Element 3.3) and states the following:

A medical school has **effective policies and practices in place**, and engages in **ongoing, systematic, and focused recruitment and retention activities**, to achieve **mission-appropriate diversity outcomes** among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of **programs and/or partnerships** aimed at **achieving diversity among qualified applicants** for medical school admission and the evaluation of program and partnership outcomes.

At its February 2023 meeting, the LCME voted to convene an ad hoc group to re-examine the wording, intent, 2015 white paper, and DCI and ISA questions associated with Element 3.3. The ad hoc group first met two days ago.



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Element 3.3: Next Steps

In 2015, a guidance document, titled “LCME Consensus Statement Related to Satisfaction with Element 3.3,” was created based on the work of an ad hoc LCME Task Force. It defined the expectations for a judgment of satisfactory performance in Element 3.3.

The DCI has included a request for information related to each of the components of Element 3.3: A diversity policy that specifies the school-defined diversity categories, recruitment and retention activities and associated supporting resources, and evidence of effectiveness (categorized by effort and outcomes).

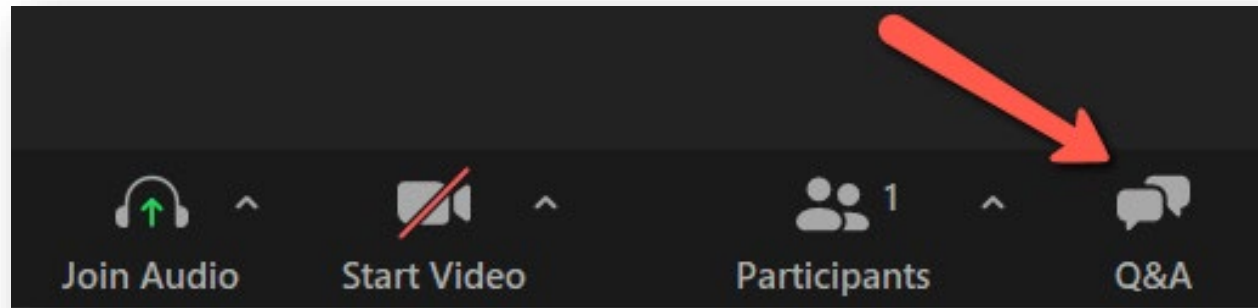
The LCME has formed a new ad hoc task force to examine both the language of Element 3.3 and the expectations for performance as specified in the guidance document. The goal is to ensure that no medical school would be put into a conflicted position between LCME requirements and regional/state legal requirements.

LCME® Open Q&A

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How to ask questions in Zoom:

Participants can ask questions by hovering their mouse at the bottom of the screen to bring up their toolbar.



Click the Q&A icon and a box will open where you can submit a question.

Participants will not see other participants' questions. Only speakers will see the questions submitted.



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Announcements: 2024-25 F&S

The 2024-25 *Functions and Structure of a Medical School* is now available on the LCME website (lcme.org/publications).

Document Type	Document	Effective Academic Year	Publication Date (click to download)
Standards	Functions and Structure of a Medical School - (contains the LCME Standards)	2024-25	March 2023
Standards	Functions and Structure of a Medical School - (contains the LCME Standards)	2023-24	March 2022
Standards	Functions and Structure of a Medical School - (contains the LCME Standards)	2022-23	October 2021



Announcements: 2024-25 DCI For Full Accreditation Surveys

The 2024-25 DCI for Full Accreditation Surveys is now available on the LCME website (lcme.org/publications)

Document Type	Document	Effective Academic Year	Publication Date (click to download)
Data Collection Instrument (DCI)	DCI for Full Accreditation Surveys	2024-25	April 2023
Data Collection Instrument (DCI)	DCI for Full Accreditation Surveys	2023-24	April 2022
Data Collection Instrument (DCI)	DCI for Full Accreditation Surveys	2022-23	October 2021
Data Collection Instrument (DCI)	DCI for Provisional Accreditation Surveys	2022-23	October 2021
Data Collection Instrument (DCI)	DCI for Preliminary Accreditation Surveys	2022-23	October 2021



Next Webinar: Thursday, June 8, 2023

Topic of the Month:

**Student Satisfaction as an Element
of Element Performance**

Email lcme@aamc.org with element or topic suggestions.