



LIAISON COMMITTEE ON  
MEDICAL EDUCATION

# *Connecting with the Secretariat Webinar*

**January 15, 2026**

**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](mailto:aamc@commpartners.com).



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MEDICAL EDUCATION

## Guest Speakers

### The Case of Case Western: Trials, Triumphs, and Lessons Learned From Our LCME Self-Study



#### **Lia Logio, MD**

Vice Dean, Medical Education

Case Western Reserve University School of Medicine



#### **Kelly Qua, PhD**

Associate Dean of Accreditation, CQI, and Educational Analytics

Case Western Reserve University School of Medicine

# The Case of Case Western: Trials, Triumphs, and Lessons From Our LCME Self-Study

Presenters:

Lia Logio, MD, Vice Dean, Medical Education

Kelli Qua, PhD, Associate Dean of  
Accreditation, CQI, and Educational Analytics



**CASE WESTERN RESERVE**  
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# Case Western Reserve University School of Medicine

## *Cleveland, Ohio – Private Research-Intensive Medical School*

- Founded in **1843**; one of the oldest medical schools in the U.S.
- **Four clinical affiliates:** Cleveland Clinic, University Hospitals, MetroHealth, Louis Stokes VA Medical Center.
- Approximately **1,000 medical students** across MD and MD/PhD programs.
- Known for the **Western Reserve2 (WR2) Curriculum**, emphasizing student-centered learning, research, and early clinical experience.
- Nationally recognized for strengths in **research, biomedical innovation, and interprofessional education.**



# Our MD Education Programs



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School of Medicine  
MD Training

WR2 University Program  
Medical Scientist Training Program  
Lerner College Program

- **Two** MD programs under one LCME accreditation:
  - WR2 University Program (**WR2 UP**): A four-year integrated curriculum emphasizing student-centered learning, MD Research Thesis and early clinical immersion.
  - Cleveland Clinic Lerner College Program (**LCP**): A five-year, tuition-free physician-investigator program with a dedicated research year.
- One of the nation's **oldest and most established MSTP** programs (MD/PhD), nationally recognized for training physician-scientists and biomedical leaders.
- **Unified** governance structure with **shared** curriculum oversight, **centralized** academic policies, and integrated CQI.



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# CWRU SOM: The Hub of Cleveland's Academic Medicine



Serves as the **city-wide** academic medicine hub. The School of Medicine is the **center of education and research** activity for four major health systems. Our affiliates form the “spokes” of a **robust** clinical and educational ecosystem. Students experience broad, diverse training across Cleveland through this **interconnected** academic network.

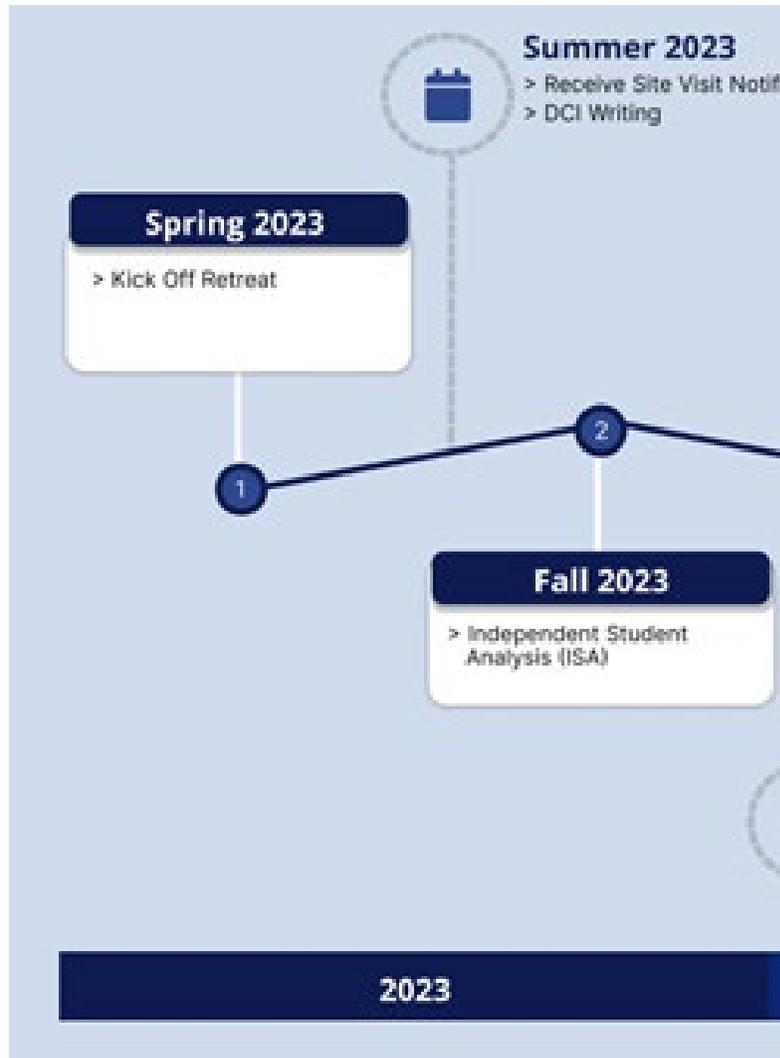


# LCME ACCREDITATION TIMELINE 2023-2025



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2020: New Vice Dean  
2021: New permanent Dean, CQI Director  
2022: CQI Manager



## 2023 Key Activities

- Kick Off Retreat
  - Over 120 participants
  - Large group didactic morning
  - Address from the Dean
  - Overview of self-study process
  - LCME orientation
  - Review of 2017-2018 results and progress
  - Small group breakouts
- Program Improvement Projects
  - Targeted areas of Improvement
- DCI drafting began
  - First full draft July 1, 2024
    - Copy editing
    - Review/Revise





## 2024 Key Activities

- Program Improvement Project Updates
  - Short timelines
  - Executive Committee Review
- ISA Report
  - March 2024
- Mock Site Visit
  - September 2024
- Self Study Prepared
- DCI Finalized
  - Submission November 2024





## 2025 Key Activities

- DCI Updates submitted
- Self-study distribution
- 30 day preparatory retreat
- Walk through of space, logistics



# Key Successes

DCI drafting

Reorientation and retreats

Targeted prep materials

CQI early and often

Practice, practice, practice

Administrative CQI Survey



# DCI Drafting



Early and often

First completed draft prepared  
Fall of 2023 (18 months prior to  
visit)



Identify shared language



Establish consistent organization



Multiple layers of review

Senior administrators, deans,  
and copy editor



# Reorientation and Retreats

- Three retreats
  - Self-study kick off
  - Mock visit 6 months out
  - Final prep retreat 30 days out



# Targeted Prep Materials

- Primers for each meeting group
  - Heat map
  - Information review
  - Potential threats
  - Reminders
  - Practice questions
  - Post-mock feedback



## LCME MEETING: SEPTEMBER 10, 2024

CWRU School of Medicine – Breakfast with Residents

### Executive Summary:

- It is expected that students are learning in a respectful environment. Students have expressed dissatisfaction with processes to report mistreatment, activities to prevent mistreatment, and actions on reports of mistreatment. Dissatisfaction has been expressed on the AAMC Graduation Questionnaire (GQ) and Independent Student Analysis (ISA) surveys.
- Standard 9 ensures fair, timely, and effective student assessment in medical education, but schools often face challenges such as inconsistent practices, delayed feedback, insufficient formative assessments, underutilized data, unclear expectations, overemphasis on summative assessments, assessment bias, and insufficient faculty training.
- We are expected to release grades within 6 weeks of the end of a clerkship/course.
- Standard 9 also encompasses the preparation of clinical instructors. This includes adequate preparation, knowledge of objectives and assessments, and ensuring appropriate supervision.

### Standards Covered:

- Standard 3 – Academic and Learning Environments
- Standard 9 – Teaching, Supervision, Assessment, and Student and Patient Safety

### Discussion Topics:

- Mistreatment reporting, related policies, and mechanisms for handling mistreatment; maintaining a respectful learning environment
- Faculty/Resident/Fellow preparedness as related to the CWRU policies, curriculum, and assessments (RAFT module)

## Relevant Documents

### Elements of Focus:

- Low Risk
- Medium Risk
- High Risk

Element	Summary	Risk
3.6 Student mistreatment	We have in place policies and effective mechanisms to address and prevent mistreatment, ensuring students can report	Student mistreatment in the clinical space is concerning on the GQ, specifically subjected to racially or ethnically offensive remarks/names; the ISA shows



**CWRU LCME SITE VISIT**  
**EDUCATIONAL PROGRAM OBJECTIVES, CONTENT, CURRICULUM**  
**MANAGEMENT, AND EVALUATION**  
**DATE & TIME**

**TOPIC**

**Anticipated Questions:**

- 

**Feedback from Mock Visit:**

- 

**Resources:**

- 

**TOPIC**

**Anticipated Questions:**

- 

**Feedback from Mock Visit:**

- 

**Resources:**

- 

**COMMUNICATION TIPS**

**Do**

- Communicate we are one school
- Respond directly and concisely in 45-60 seconds
- Provide commentary on our continuous quality improvement when possible

**Don't**

- Use acronyms
- Speculate
- Promise to provide additional documentation unless you are certain it exists
- Refer to challenges as long-standing
- Place blame

# CQI Early and Often



Performance Triage



LCME Executive  
Committee



Performance  
Improvement Plans (PIPs)



# CQI Renewal

- Revamp CQI approach 3 years prior to visit
- CQI committee created
- CQI plan revised
- Allowed for proactive monitoring





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School of Medicine**

**LCME Program Improvement Plan**

Processes for **ELEMENT NAME HERE**

Project Lead(s):

**Element #.#: ELEMENT TITLE AND BRIEF REASON IT NEEDS ADDRESSING**

<b>Stated Problem:</b>	RESTATE BRIEF REASONING
<b>Necessary tasks and additional information:</b>	<input type="checkbox"/>
<b>Expected Project Outcome:</b>	Evidence of Improvement
<b>Proposed Timeline for Completion:</b>	MONTH AND DATE IF POSSIBLE

**For Project Lead(s) Completion:**

Steps taken to address problem:	
Indicate what processes, policies, procedures, documents, etc. have been created to address this problem*:	
Date Completed and Submitted to LCME Exec Committee:	
Additional steps/requirements needed to complete this project and from what entity:	

\*Please attach for Taskforce review.

**INTERNAL INFORMATION ABOUT PIP COMPLETION/APPROVAL WILL BE NOTED HERE.**

25 Elements with Actionable Performance Improvement Plans											
Standard 1: Mission, Planning, Organization, and Integrity	1.1	1.2	1.3	1.4	1.5	1.6					
Standard 2: Leadership and Administration	2.1	2.2	2.3	2.4	2.5	2.6					
Standard 3: Academic and Learning Environment	3.1	3.2	3.3	3.4	3.5	3.6					
Standard 4: Faculty Preparation, Productivity, Participation, and Policies	4.1	4.2	4.3	4.4	4.5	4.6					
Standard 5: Educational Resources and Infrastructure	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11
Standard 6: Competencies, Curricular Objectives, and Curricular Design	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8			
Standard 7: Curriculum Content	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9		
Standard 8: Curricular Management, Evaluation, and Enhancement	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8			
Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9		
Standard 10: Medical Student Selection, Assignment, and Progress	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9		
Standard 11: Medical Student Academic Support, Career Advising, and Educational Records	11.1	11.2	11.3	11.4	11.5	11.6					
Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8			

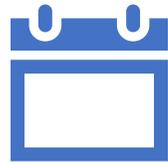
Red- High Risk; Yellow- Medium Risk; Blue- Low Risk

Element	Risk	Status	Summary
1.4 Affiliation Agreements	Medium	✓	Outdated VA Agreement – PIP complete, VA agreement updated, pending signatures
3.2 Community of Scholars/Research Opportunities	High	✓	ISA shows dissatisfaction with financial support for research and support for finding research mentors. Actively collecting data on research mentors to inform student decisions.
3.6 Student Mistreatment	High	✓	GQ mistreatment rates above the national average for: subjected to racially or ethnically offensive remarks/names. ISA shows dissatisfaction. Changes have been made in the clerkship setting.
4.2 Faculty Appointment Policies	Medium	✓	Lerner Program College faculty appointment process raises questions – why it is different, slower?
4.4 Feedback to faculty	Low	✓	Compliance is uncertain around feedback to volunteer faculty
5.4 Sufficiency of Buildings and Equipment	Medium	✓	Must provide specific procedures for how we determine we have provided sufficient relaxation space
5.7 Security, Student Safety, and Disaster Preparedness	High	✓	ISA raises safety concerns around parking
5.9 Information Technology Resources	Medium	✓	ISA M2s raise questions about technology support, prior citation on timely IT support. Requested data on tickets/ticket close out timing from Utech.

# Practice, Practice, Practice



Mock visit



30-day out re-  
mock



Additional zoom  
sessions



### **Lunch from 12:30-1:00**

### **Session A 1:00-2:00**

Large Group Session: CQI and Visit Etiquette Reminders (Facilitator: Qua, Room 181)

- Review of key CQI projects during self-study
- Review 2024 Fall Student Survey
- Review of self-study
- Visit Reminders

Mock Sessions:

- Teaching, supervision, student assessment, student advancement (Facilitator: Mahoney, Room 199B)
- Meeting with selected clerkship directors (Facilitator: Isaacson, Room 199A)
- Meeting with junior faculty (Facilitator: Deming, Room 149A)
- Admissions and student selection/Financial aid and debt management counseling (Facilitator: Logio, Room 189)

### **Session B 2:05-3:05**

Large Group Session: Important Updates (Facilitators: Fehsenfeld, Miller, Xiong, Higgins, Room 181)

- Fehsenfeld: Accountability management system
- Miller: Curriculum monitoring, phase reviews
- Xiong: Clerkship updates
- Higgins: Policies, org charts, prior citations

Mock Sessions:

- Medical school finances (Facilitator: Mahoney, Room 199A)
- Institutional faculty issues (Facilitator: Isaacson, Room 189)
- Institutional diversity, learning environment, and student mistreatment (Facilitator: Rowland-Seymour, Room 149B)
- Library/Information Resources (Facilitator: Qua, Room 199B)
- Meeting with selected preclerkship directors (Facilitator: Wilson-Delfosse, Room 149A)

### **Session C 3:10-4:10**

Large Group Session: Study time (Facilitator: Higgins, Room 181)

- Review and access Box materials and policies
- Access recordings/slide decks from Sessions A & B

Mock Sessions:

- Research/Medical student research opportunities/Academic environment (Facilitator: Qua, Room 149B)
- Academic support, career advising, and personal counseling/student health (Facilitator: L. Mehta, Room 149A)
- Educational program objectives, content, curriculum management, and evaluation (Facilitator: Mahoney, Room 189)

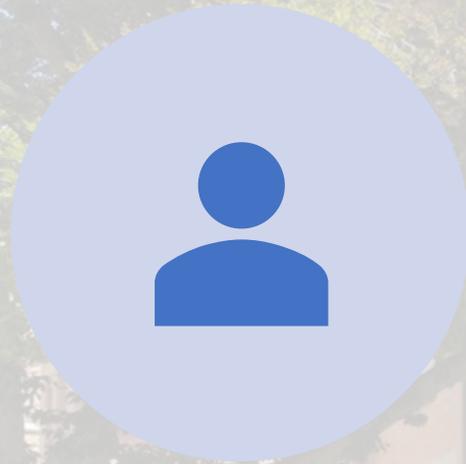
### **Closing/Q&A 4:15 – 5:00**

# Administrative Follow-Up Survey

- As close to submission deadline as possible
- Participation incentives
- Recap for students what was done
- Clearly track trends
- Use summary of results in self-study report



# Key Roles



**SITE VISIT  
COORDINATOR**



**ACCREDITATION  
MANAGER**

***Special thanks to Lesa Goodman and Brittany Higgins.***



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# Visit Logistic Tips

- Consider room location
  - Noise
  - Traffic
  - Catering
- Signage and Tent Cards
- Additional staff support
- Hospitality lead
- Pre- and de-brief space and timing
- Contact information database



# Lessons Learned

1. Everyone starts somewhere
2. ISA support and analytics
3. Importance of listening sessions
4. Marathon not a sprint
5. Mock, mock again, remock
6. Celebrate



# Everyone Starts Somewhere

- Plan for a learning curve, not everyone knows the lingo
  - New Dean, Vice Dean, CQI director since prior visit
  - New staff roles program wide
  - New faculty, assessment director
  - Turnover
- Leverage institutional knowledge
  - Curriculum, student affairs, admissions leaders



# ISA Support & Analytics

- Challenges in understanding what to do and not to do
- Attend ISA secretariat webinars
- Consider how to support student data analysis, item writing for clarity and accuracy



# Listening Sessions

- Listen to your students early and often
- Limits surprises
- Engages students in LCME process
- A practice we continue today!



# Marathon Not a Sprint

- Advantages to starting early, but can lead to burn out
- Burden on key leaders
- Retention of a high value of information



# Mock, Remock, Mock Again

- Large number of individuals in each meeting group (two programs)
- Mock-like activities were often the easiest way to ensure dedicated preparation time
- Humbling



# Celebrate

- Don't wait till the end
- Find ways to come together throughout the process
- Meals, thank you's, swag create community



# Thank you!

*To the entire School of Medicine community, thank you for supporting our Self-Study!*



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# Questions?

Feel free to reach out:

Lia Logio, MD, Vice Dean, Medical Education: [lxl789@case.edu](mailto:lxl789@case.edu)

Kelli Qua, PhD, Associate Dean of Accreditation, CQI, and Educational Analytics: [kxr269@case.edu](mailto:kxr269@case.edu)



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# Submitted Question

In reviewing ISA data, how should self study committees interpret items with a high proportion of “N/A” responses? For example, services such as mental health support or library resources may not be used by many students, resulting in low disagreement rates but also a lower percentage of “agree” responses due to the large “N/A” category. In these cases, the percentage of “agree” may fall below the 85% threshold even when there is no meaningful dissatisfaction. What is the recommended approach for evaluating such scenarios, and is it appropriate for a school to provide the ISA committee with contextual guidance on interpreting high “N/A” rates without being seen as directing or influencing their analysis?

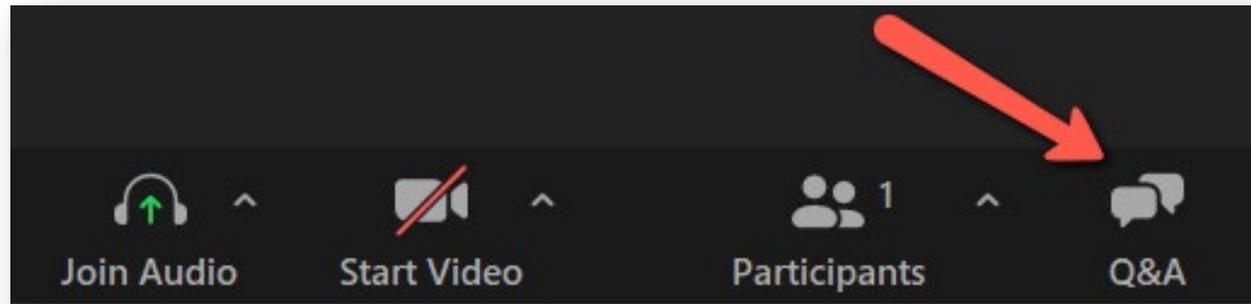
# Submitted Question

For student-added ISA questions, should these be incorporated into the narrative of the report, the data tables only, or both? If included in the narrative, should there be explicit notation that the item was student-added?

# Open Q&A

## 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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**Next Webinar: Thursday, February 19, 2026**

**Topic of the Month:**  
**Independent Student Analysis**

**Guest Speakers:**

**Katherine Asmis, Class of 2026**  
**Joshua Salisbury, Class of 2026**  
**Samuel Aldous, Class of 2027**  
**Spencer Lee, Class of 2027**

**Paul L. Foster School of Medicine Texas Tech University Health  
Sciences Center El Paso**

Email [lcme@aamc.org](mailto:lcme@aamc.org) with element or topic suggestions.