

THE SELF-STUDY PROCESS FOR ACCREDITATION

ACCREDITATION

- Aims are: (1) to promote institutional self-evaluation and improvement and (2) to determine whether a medical educational program meets prescribed standards
- Accrediting body is the Liaison Committee on Medical Education (LCME)
- Evaluation is completed using 12 overarching standards with 93 elements

GENERAL STEPS IN THE ACCREDITATION PROCESS

- Completion of the Data Collection Instrument (DCI) [part of the self-study]
- Self-Study Analysis
- Summary Self-study Report Development [part of the self-study]
- Survey Visit
- Action on Accreditation Findings

OVERVIEW OF THE SELF-STUDY

- Brings together representatives of the administration, faculty, student body and others who constitute an institutional self-study task force
- Seeks broad participation from among stakeholder groups to participate on self-study subcommittees
- Guided by the faculty accreditation lead (FAL), Dr. Loretta Jackson-Williams, Vice Dean
- Completes three primary responsibilities
 1. Collect and review data about the medical school and its educational program
 2. Identify both institutional strengths and challenges that require attention
 3. Define strategies to ensure the strengths are maintained and problems are addressed effectively
- Produces a summary report that includes an evaluation of the quality of the medical education program and the adequacy of resources to support it, due 12 weeks prior to the survey site visit

SELF-STUDY SUBCOMMITTEES

The self-study task force comprises administrators, faculty and students and determines the objectives of the self-study, sets a timetable for the completion of activities, and finalizes the summary self-study report. There are several subcommittees each focusing on specified standards.

- Institutional Setting Subcommittee (Standards 1, 2 and 5)
- Educational Program Subcommittee (Standards 6, 7, 8, and 5.2)
- Medical Students Subcommittee (Standards 10, 11 and 12)
- Faculty Subcommittee (Standard 4)
- Academic and Learning Environment Subcommittee (Standards 3 and 9)

Subcommittees produce subcommittee reports and submit them to the task force chair. Reports should include thoughtful, evidence-based analysis of each area and lead to: (1) conclusions about programmatic strengths and challenges and (2) recommendations for actions to resolve any identified problems.

COMPONENTS OF THE SELF-STUDY SUMMARY REPORT

- *Introduction* that addresses progress since previous full survey visit and overview of self-study process and level of participation
- *Self-study responses* written in narrative form that address 4-10 items per standard and includes relevant explanations and evidence.
- *Self-study summary* that summarizes strengths and weaknesses and identifies areas of potential unsatisfactory performance or areas for which monitoring is required. The summary should also include a list of major recommendations for future action and a description of how strengths can be maintained.

INDEPENDENT STUDENT ANALYSIS (ISA)

- Survey of student satisfaction of topic areas relevant to students by students in all classes
- ISA completion while DCI is being completed by the institutional self-study task force

This document is a summary of the *LCME Guide to the Institutional Self-Study*.

Liaison Committee on Medical Education. *LCME guide to the institutional self-study*. http://lcme.org/publications/2018-2019_Self-Study-Guide_Full_2017-06-15.docx.

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Office of Medical Education, SOM UMMC; 12/13/2017
Email ummc_lcme@umc.edu for more information.