**Program Evaluation Committee Meeting Minutes**

**Annual Program Evaluation**

**SPECIALTY**

**DATE**

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| --- | --- |
| Attendees Present | *Add all representatives present including residents/fellows.*  *The Program Evaluation Committee must be composed of at least two program faculty members, at least one of whom is a core faculty member, and at least one resident. [CPR [V.C.1.a)]* |

| **TOPIC** | **Discussion** | **Directed Follow up** |
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| The Program Evaluation Committee must evaluate the program’s mission and aims [CPR V.C.1.d)] | *A review of the mission and aims at the outset of your APE sets the framework for ensuring that the program is effective in meeting its mission.* | *For all items below, be specific in timeline, measurable outcomes, and responsible parties for all items.* |
| Curriculum [CPR V.C.1.c).(1)] | *May include review of the didactic, curricular components of the academic year and areas for improvement including low performing areas on ITE.* |  |
| Outcomes from prior Annual Program Evaluation(s) and PEC Minutes [CPR V.C.1.c).(2)] | *Brief description of the pertinent discussion points.* |  |
| ACGME letters of notification, including citations, Areas for Improvement, and comments.  [CPR V.C.1.c).(3)] | *Specifically itemize and address any citations or areas of improvement.* |  |
| Quality and safety of patient care [CPR V.C.1.c).(4)] | *Departmental or institutional data on specific initiatives may be briefly discussed.* |  |
| Aggregate resident and faculty: [CPR V.C.1.c).(5)] |  |  |
| * well-being | *May include review of wellbeing data from ACGME as well as an assessment of ongoing departmental and institutional initiatives as well as plan for coming academic year.* |  |
| * recruitment and retention | *Review of recruitment data such as number of applications, interviews, etc. Should also include review of retention of current resident group.* |  |
| * workforce diversity | *Summary data of diversity in faculty and resident workforce.* |  |
| * engagement in quality improvement and patient safety | *Brief summary of ongoing or completed projects from residents and faculty over the last academic year* |  |
| * scholarly activity | *Brief summary of scholarly activity ongoing or completed for residents and faculty over the last academic year.* |  |
| * ACGME Resident and Faculty Surveys | *Itemize underperforming areas and discussion of root cause analysis.* |  |
| * written evaluations of the program | *Program internal surveys can be discussed here, if applicable. Other items to be reviewed includes resident evaluation of rotations including performance and identification of any underperformers.* |  |
| Aggregate resident: [CPR V.C.1.c).(6)] |  |  |
| * achievement of the Milestones | *Composite Milestone data for graduating residents.* |  |
| * in-training examinations (where applicable) | *Review composite performance of trainees and any areas for improvement in curricular components based on results.* |  |
| * board pass and certification rates | *Include 3-year board pass rates for written and oral, if applicable.* |  |
| * graduate performance | *May include discussion of fellowships matched or employment outcomes (alumni survey).* |  |
| * duty hour compliance | *Review annual data to evaluate if violations occurring on particular rotations and possible solutions for improving.* |  |
| * graduate Case Logs | *If applicable, review ACGME graduate case log report to evaluate minimum requirements and compare to national data (percentile) to identify areas of need or improvement.* |  |
| Aggregate faculty evaluation and professional development [CPR V.C.1.c).(7)] | *Review composite faculty evaluation. Do not need to review individual faculty evaluations in this venue. Provide brief summary of faculty development sessions that faculty participated in at departmental, institutional, or national level.* |  |
| The Program Evaluation Committee must evaluate the program’s strengths, areas for improvement, and threats. [CPR V.C.1.d)] | *Summarize areas of strength, areas for improvement, possible obstacles or threats to the program.* |  |