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| Section I: Program Information | *Comments by GMEC or GMEC Subcommittee Responsible for Oversight of APE* |
| 1. Action plans from previous APE
 | *Brief summary of action item* | *Measurement for action item* | *Status: Resolved, Continued or Removed* | *Notes about Action (reason for removal of continuation)* |  |
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| 1. Action Plans from Current APE
 | *Brief summary of action item* | *Measurement for action item* | *Person(s) Responsible* | *Notes about Action Plans* |
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|  |  |  |  |  |
| Section II: Accreditation Status |  |
| 1. Letter of Notification
 | Date of LON:  | *Status:*  | *Next Site Visit:*  | *Self-study Date:*  |  |
| 1. Citation Information
 | *Brief summary of citation* | *New or Extended* | *Action plan for resolving citation* | *Person responsible for Action Plans* |
|  |  |  |  |  |
| 1. Areas for improvement
 | *Brief summary of AFI* | *Action plan* | *Person responsible for Action Plans* |  |
| 1. Work Hour Issues
 | *Activities to Resolve Work Hour Issues identified on 2019 ACGME Resident Survey results* |  |
| Section III: Review of Curriculum |  |
| Which rotations/services had significant changes in the past year? |  |  |
| Will you be adding or removing any rotations on your block diagram |  |  |
| Section VI: Aggregate Resident & Faculty Activity and Performance |  |
| 1. Recruitment/Retention
 |  |
| Recruitment | *Discuss the recruitment strategies that you implemented this past year* |  |
| Graduation/Attrition | *20\_\_* | *20\_\_* | *20\_\_* | *20\_\_* |
| Residents who started the program 3 years ago |  |  |  |  |
| Residents who will graduate at the end of this academic year |  |  |  |  |
| % on-time graduation\*\*within 2 months = on-time |  |  |  |  |
| Comment on those residents who will not graduate on time due to resignation, medical or personal leave, academic extension or other reason. |  |
| 1. Scholarly Activity
 |  |
|  | *% of graduates from previous year producing scholarly work in the past 12 months:* | *% of current trainees producing scholarly work in the past 12 months:* | *Number of PMID publications for either graduates or current trainees in the last 12 months:* | *Number of Abstracts presented/accepted at National Meetings:* |
| Resident/Fellow Data |  |  |  |  |
|  | *% of core faculty members who have produced scholarly work in the past 12 months:* | *% of all faculty producing scholarly work in the past 12 months:* | *Number of PMID publications for either core or non-core faculty:* |  |
|  | *Number of presentations & abstracts for faculty:*  | *Number of trainees mentored for their scholarly work by either core or non-core faculty:* |  |  |
| 1. Written Evaluations of the Program (Internal)
 | *Discuss findings from the trainee survey* | *Action plans* | *Discuss findings from the faculty survey* | *Action plans* |  |
| When was the internal survey administered? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Section V: Program Metrics |  |
| 1. Achievement of Milestones
 |  |
| Trainee Milestone Averaged by Core Competency Area | *PGY-1* | *PGY-2* | *PGY-3* | *PGY-4* |
| Patient Care |  |  |  |  |
| Medical Knowledge |  |  |  |  |
| Practice-Based Learning & Improvement |  |  |  |  |
| Systems-based Practice |  |  |  |  |
| Professionalism |  |  |  |  |
| Communication & Interpersonal Skills |  |  |  |  |
| 1. Board Pass Rate/Certification Rate
 |  |
|  | *20\_\_* | *20\_\_* | *20\_\_* | *Trend* |
| # of graduates over 3 years |  |  |  |  |
| # of examinees |  |  |  |  |
| # passing over 3 years |  |  |  |  |
|  |  |  |  |  |
| 1. In-training Exam
 |  |
| State how the average for each training year compares to all those who take the exam (in the same training year) | *PGY-1* | *PGY-2* | *PGY-3* | *PGY-4* |
| 1. Graduate Performance
 |  |  |  |  |  |
|  | *Job placement of graduates:* | *Fellowship placement of graduates:* | *Trends from exit interviews:* | *Trends from graduate surveys:* |
| 1. Faculty Evaluation
 | *Statistics for Aggregate Faculty Evaluation* | *Lowest area on aggregate faculty evaluations* | *Action plans for improving this area on the faculty evaluations* |  |
|  |  |  |  |  |
| 1. Faculty Development
 | *20\_\_* | *20\_\_* | *20\_\_* |  |  |
| Education |  |  |  |  |
| Quality Improvement & Patient Safety |  |  |  |  |
| Fostering their Own and Resident Well-being |  |  |  |  |
| Patient care improvement based on practice-based learning |  |  |  |  |
| Based upon the review of sources of data related to the Professional Development, what are the action plans the PEC has in place to improve this area? |  |
| Section VI: Well-being |  |
| Please provide an overview of the well-being activities for your program. Discuss goals for the next academic year in the area of well-being.  |  |  |
| Section VII: COVID-19 Curricular Adjustments |  |
| Please provide a narrative of how the program was adjusted for the trainees during the COVID-19 period. (NOTE: This will be required for the 2020 ADS update).Include any concerns that you have about your trainees completing their education or meeting requirements.  |  |  |
| Section VIII: Other Issues |  |
| Discuss other issues that are creating possible vulnerabilities for the program.  |  |  |

**Please attach the following to your APE for GMEC Reporting**

1. Trainee/Faculty Scholarly Activity
2. ITE training results (De-identified score reporting)
3. Faculty Development Activities for 2019-2020
4. Letters from ACGME
5. Trainee/Faculty Scholarly Activity (include table of type of activity) and list of specific scholarly activities

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| **Number of Faculty Scholarly Activity by Type** | **20\_\_** | **20\_\_** | **20\_\_** | **20\_\_** |
| Research in basic science, education, translational science, patient care, or population health |  |  |  |  |
| Peer-reviewed grants |  |  |  |  |
| Quality improvement and/or patient safety initiatives |  |  |  |  |
| Systematic reviews, meta-analyses, review articles, chapters in medical textbooks, or case reports |  |  |  |  |
| Creation of curricula, evaluation tools, didactic educational activities, or electronic materials |  |  |  |  |
| Contribution to professional committees, educational organizations, or editorial boards |  |  |  |  |
| Innovations in education |  |  |  |  |

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| **Number of Trainee Scholarly Activity by Type** | **20\_\_** | **20\_\_** | **20\_\_** | **20\_\_** |
| Research in basic science, education, translational science, patient care, or population health |  |  |  |  |
| Peer-reviewed grants |  |  |  |  |
| Quality improvement and/or patient safety initiatives |  |  |  |  |
| Systematic reviews, meta-analyses, review articles, chapters in medical textbooks, or case reports |  |  |  |  |
| Creation of curricula, evaluation tools, didactic educational activities, or electronic materials |  |  |  |  |
| Contribution to professional committees, educational organizations, or editorial boards |  |  |  |  |
| Innovations in education |  |  |  |  |

List of Faculty Scholarly Activity (title, date, type of activity, etc.)

List of Trainee Scholarly Activity (title, date, type of activity, etc.)

1. In-training Examination Results
2. Faculty Development Activities