

CWRU SOM DATA REGISTRY PURPOSE

The CWRU SOM has established a Data Registry approved as exempt by CWRU IRB titled "Longitudinal Evaluation of CWRU School of Medicine's Curriculum." All data included in this registry are de identified when used for educational research purposes.

The data in the registry are part of a Data Warehouse (DW) that enable faculty, staff, and students to:

1. Determine the extent to which the CWRU SOM fulfills its educational mission and reaches its goals.
2. Identify areas of curricular success and those requiring improvement.
3. Contribute broader understanding of teaching and learning in medicine.
4. Examine curriculum delivery in order to maintain quality standards and to ensure compliance with accreditation/licensure requirements.
5. Enhance understanding the effectiveness of teaching and methods that support learning.
6. Disseminate findings and lessons learned from CWRU SOM program evaluation activities to other medical education professionals through presentations and publications.

THE DATA REGISTRY CONSISTS OF:

1. De identified, longitudinal database of learning, performance, quality assurance, and practice assessments of CWRU SOM students;
2. Student outcomes data and curriculum data

PRINCIPLES GOVERNING THE USE OF THE DATA REGISTRY:

1. **VALUABLE RESOURCE** that has value to the educational enterprise and is managed accordingly.

Rationale: Data resources are a valuable resource; it has real, measurable value. In simple terms, the purpose of data is to aid decision making. Accurate, timely data is critical to accurate, timely decisions. Most assets are carefully managed, and data are no exception. Data resources are the foundation of our decision making, so we must also carefully manage data to ensure that we know where it is, can rely upon its accuracy, and can obtain it when and where we need it.

Implications:

Stewards must have the authority and means to manage the data for which they are accountable.

We must make the

Since data are an asset of value to the entire institution, data stewards accountable for properly managing the data must be assigned at the institution level."

2. **SHARED** Users have access to the data necessary to perform their duties; therefore, data are shared across institution functions and organizations."

Rationale: "

Timely access to accurate data is essential to improving the quality and efficiency of institution decision making. It is less costly to maintain timely, accurate data in a single application, and then share it, than it is to maintain duplicative data in multiple applications. The institution holds a wealth of data, but it is stored in many incompatible stovepipe databases. The speed of data

Access to data does not constitute understanding of the data. Personnel should take caution not to misinterpret information."

Access to data does not necessarily grant the user access rights to modify or disclose the data. This will require an education process and a change in the organizational culture, which currently supports a belief in "ownership" of data by functional units."

4. **QUALITY** accountable for data quality."

Rationale: One of the benefits of an architected environment is the ability to share data (e.g., text, video, sound, etc.) across the institution. As the degree of data sharing grows and curricular units rely upon common information, it becomes essential that only the data trustee makes decisions about the content of data. Since data can lose its integrity when it is entered multiple times, the data trustee will have sole responsibility for data entry which eliminates redundant human effort and data storage resources."

Note:

A trustee is different than a steward - a trustee is responsible for accuracy and currency of the data, while responsibilities of a steward may be broader and include data standardization and definition tasks."

Implications:

Real trusteeship dissolves the data "ownership" issues and allows the data to be available to meet all users' needs. This implies that a cultural change from data "ownership" to data "trusteeship" may be required."

The data trustee will be responsible for meeting quality requirements levied upon the data for which the trustee is accountable."

It is essential that the trustee has the ability to provide user confidence in the data based upon attributes such as "data source"."

It is essential to identify the true source of the data in order that the data authority can be assigned this trustee responsibility. This does not mean that classified sources will be revealed nor does it mean the source will be the trustee."

Information should be captured electronically once and immediately validated as close to the source as possible. Quality control measures must be implemented to ensure the integrity of the data."

As a result of sharing data across the institution, the trustee is accountable and responsible for the accuracy and currency of their designated data element(s) and, subsequently, must then recognize the importance of this trusteeship responsibility."

5. **CLEAR** Common Vocabulary and Data Definitions

Data are defined consistently throughout the institution, and the definitions are understandable and available to all users."

Rationale:

The data that will be used in the development institution,

EXAMPLES OF QUESTIONS THAT MAY INFORM CURRICULUM PLANNERS & DECISION MAKERS:

1. What is the relationship between NBME Customized Assessments administered at the end of each Block and SSEQ questions administered at the end of each Block?
2. Do students who achieve high scores on SSEQ exams (in Blocks 1 – 6) express different themes in their portfolios on professionalism than do students who have low scores on SSEQ exams (top 20 versus bottom 20)?
3. Do students who are identified for conscientious behaviors in two or more blocks express different themes in their portfolios on professionalism than students who have not been identified two or more times. (secondary question: what is the incidence of students who are identified as not meeting expectations on performing expected conscientious behaviors from 2006 – 2015)?