

Curriculum Reports Available from Our Website, and Building a Curriculum Inventory Chapter 2.

Curriculum Reports Available from Our Website

The AAMC website has over [50 publicly available curriculum reports](#) from two data sources: the AAMC Curriculum Inventory (CI), and the Liaison Committee on Medical Education (LCME) Medical School Annual Questionnaire, Part II. Both data sources are voluntary participation for AAMC-member medical schools.

Schools may use these reports to benchmark their own curriculum, make evidenced-based and informed decisions about curriculum change, and stimulate discussion among curriculum leaders.

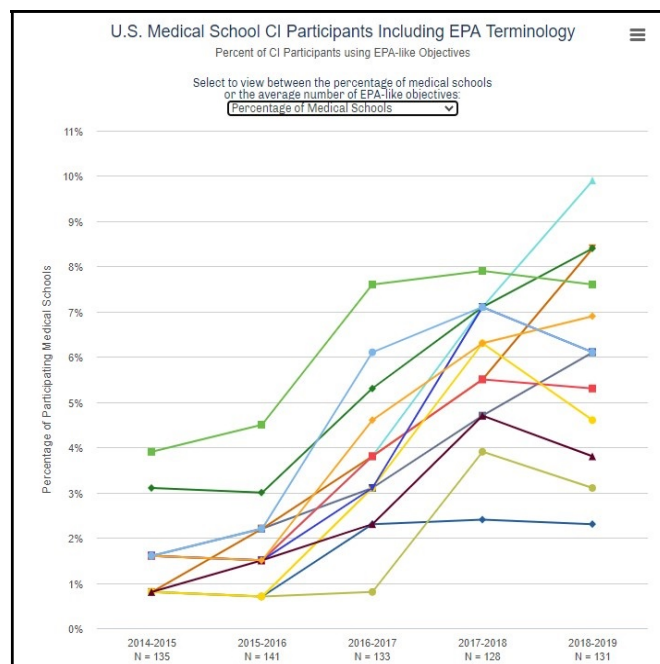
We have several new enhancements to announce. These were also shared in the August 12, 2020 Building Better Curriculum webinar, recorded [here](#). We have refreshed the data charts with the latest years available data, and added:

1. Additional pre-filtered scholarship links from [Academic Medicine](#), [MedEdPORTAL](#), and [PubMed](#)
2. Related interactive data curriculum report

With each data chart, as you explore a different topic, the links to additional scholarship and related interactive data curriculum reports will change to show you related content.

For example, with the [US Medical School CI Participants Including EPA Terminology](#) data chart, when I click on the pre-filtered Academic Medicine link, I see 32 results, and 3 interactive data charts regarding competency-based education. The queries for the pre-filtered searches were written by professional library staff.

Additional curriculum reports may be accessed through your [CI Portal](#). Further details about who can access reports on the CI Portal are available in the [CI Portal User Guide](#).



Building a Curriculum Inventory (CI) – Where Your Data Will Live and Thrive

This is an ongoing, special section of our monthly newsletter that will feature the tips and tasks we are sharing with AACOM members to get them “upload ready” by the 2021 season. For newer AAMC member schools and even longtime CI upload participants, we think there are valuable insights that might be gleaned from sharing this content with you, too. (If you missed the first installment from the series, you can read it [here](#).)

The second installment is focused on a critical question: where will your data live? Similar to the personal choice involved in house hunting, finding the right place to store your curriculum data requires your institution to mull many important questions and it's not a one-size-fits-all approach.

Chapter 2: Where Your Data Will Live and Thrive

Last month, the first chapter of the series focused on a getting started punch list. This second installment focuses on probably the most critical and institution-specific question: where will your curriculum data live? The answer is not a one-size-fits-all one. Like all the factors that go into a house hunt, finding the right place to store your curriculum data requires your institution to mull many important questions.

Chapter 2 Highlights

1. CI's technical platform
2. Initial CI data quality planning

CI's Technical Platform

To decide your CI “home” for the future, we suggest going back to the goals you identified in Chapter 1. Perhaps you need a CI that will be easily searchable for your students, or a CI that is integrated with your students' calendars. You may want to think about the types of curriculum reports and searches you ultimately want to have. It may be helpful to consult the AAMC CI reports content, so that you can ensure the data you will collect will successfully populate those reports. You can view a samples of school-specific reports on the [Resources to Use Your CI Effectively webpage](#), such as the Verification Report and the Accreditation Support Report, and national aggregate reports on the [Curriculum Reports webpage](#). In general, the AAMC CI collects data typically found in a curriculum or learning management system. It does not collect things like curriculum policy, individualized student data, or assessment and evaluation outcomes.

- **Task 1:** Review your school's goals for curriculum mapping.

Before choosing a technical platform, consider reaching out to other schools to hear their advice and lessons learned. Remember that once you have your CI data in a technical platform, it may be challenging to start over down the road. Because curriculum can change rapidly and regularly, you will want a system that can adapt as your curriculum evolves.

- **Task 2:** Contact other schools to collect lessons learned about their technical platforms.

Whether you chose to build an institutionally developed system or select a CI participating vendor, reviewing the technical standards on the [Resources for CI Developers webpage](#) can help illustrate what data needs to be

collected and how it needs to be structured.

Initial CI Data Quality Planning

While you are choosing your technical platform, it is also a good time to do some initial CI data quality planning to facilitate useful curriculum reports. It will be helpful to document your school's guidelines in documenting curriculum so that data quality can be consistent across courses, content, and faculty. Some examples of school CI data quality guidelines could include:

1. **Spell out acronyms.** Universally known acronyms, such as ACLS, may be easily searchable and known, but school-specific acronyms can be difficult to identify for curriculum reports. For example, if we find “ACE” in the CI, does that refer to adverse childhood events or ACE inhibitors?
 2. **Check for spelling errors.** Many software programs have spell check efforts built in, but even in those cases, it would be helpful to confirm that the system is effectively catching spelling errors. For example, the word “clinical” can be easily misspelled.
 3. **Establish a way to refer to your content in each topic.** For example, will your CI have the words “cancer,” “neoplasm,” “oncological,” “tumor,” or will you provide your faculty and staff a list of terms to use consistently across your CI? You may use whichever and how many terms you would like, but keep in mind that you may need to keep these many terms in mind when creating a data search query once your CI is built.
- **Task 3:** Begin drafting an institutional “style guide” for curriculum documentation and consider including the AAMC CI keyword list as part of this document.

Chapter 2 key questions

1. Now that we have some additional information and insight, do we need to make any refinements to the list of goals and data we intend to collect, from our response to the Chapter 1 questions?
2. What kinds of curriculum searches and reports do we want to be able to produce?
3. What technical platform will house our CI data?
4. What will our school guidelines be for consistent quality in our curriculum documentation?

As questions arise, please feel free to reach out to ci@aamc.org.

Onward!

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Association of American Medical Colleges

www.aamc.org/cir