

## AAMC Curriculum Inventory Newsletter – July 18, 2019

### Improvements to the Verification Report

In this issue of the AAMC Curriculum Inventory (CI) newsletter, I'd like to highlight a little more in detail all the exciting improvements to the Verification Report that you will experience during the 2019 CI data upload season. All schools receive a Verification Report after successfully uploading curricular data to the AAMC CI. The purpose of the Verification Report is to provide schools with a snapshot of their curricular data to confirm its accuracy. It is also helpful for schools to use for their internal continuous quality improvement, program evaluation, and accreditation efforts. A [sample of the 2019 Verification Report](#) along with a [detailed guide](#) on how to read your Verification Report are readily available on our website.

Last year, we had three major focuses for our improvements to the Verification Report:

- **Readability:** we changed the font, increased the size slightly, and tried to make better use of white space
- **Explanations:** we added guide information for every section of the report, explaining what data is and is not included in given tables, how amounts are calculated, etc.
- **Wording:** we added clarity in the glossary, retitled tables, retitled columns, and added columns within tables to more accurately represent which data is provided

After conducting a needs assessment regarding future directions for the CI and building on the improvements made to the Verification Report last year, a number of improvements in the design and content of the Verification Report have been made for this year. Besides further text change for clarity, we have added several new tables. The new tables were added based on AAMC's goals and feedback from members on the Verification Report 2018 version. These new tables may increase the length of your Verification Report, but our hope is that the increase in length is worth the increase in value. We welcome feedback on this version to improve for next year. Highlights for the changes are listed below; for details beyond these highlights, please see the [2018-19 Guide to the Verification Report](#).

The BACKGROUND section is expanded to include more information regarding how the different resources (MedBiquitous Technical Standards, AAMC Business Rules) inform the Verification Report. A new Table of Contents has been added to this section to summarize the report overall:

GLOSSARY
FILE DETAILS
INSTITUTION DETAILS
PROGRAM DETAILS
ACADEMIC LEVELS
Table 1: Program Expectations Mapped to PCRS
Table 2: Primary Instructional Method by Non-Clerkship Sequence Block
Table 3-A: Non-Clerkship Sequence Block Instructional Time
Table 3-B: Clerkship Sequence Block Instructional Time
Table 4: Instructional Method Counts
Table 5: Non-Clerkship Sequence Block Assessment Methods
Table 6: Clerkship Sequence Block Assessment Methods
Table 7: All Events with Assessments Tagged as Formative or Summative
Table 8: All Resource Types
Table 9: Program Expectations Mapped to Events with Instructional Methods
Table 10: Program Expectations Mapped to Events with Assessment Methods
Table 11: All Sequence Blocks (Course/Clerkship) Overview
Table 12: Sequence Block and Event Catalogue - Instructions

NEW tables – Table 3-A: Non-Clerkship Sequence Block Instructional Time, and Table 3-B: Clerkship Sequence Block Instructional Time were created for instructional time instead of having a table only on clerkship instructional time.

NEW table – Table 9: Program Expectations Mapped to Events with Instructional Methods was added to show the linkage between program expectations and events with instructional methods. Previously, the Verification Report had a table to show program expectations mapped to assessment methods. With the new table, you can also see the instructional methods that are ultimately used to teach your program expectations.

NEW table – Table 11: All Sequence Blocks (Course/Clerkship) Overview. Previously the Verification Report contained a lengthy Sequence Blocks Details table, and a lengthy Event Details table. We have reorganized this information, and added to it, to make this new high-level overview Table 11. This new table will help high level curriculum leaders, such as Curricular Deans, confirm the accuracy of their course information.

NEW table – Table 12 series: Sequence Block and Event Catalogue. It's unlikely a Curricular Dean will be familiar with every aspect of every course (although I'm sure some of you *do* meet this definition). More likely, a Curricular Dean has oversight over courses, and course leaders are the ones most likely to notice a missing event expectation (learning objective) or less than ideal linkage between an event expectation and sequence block expectation. In order to make the Verification Report easier to share with your teaching faculty, we have three new arrangements of event details in Table 12:

- Table 12-A: Sequence Block Expectations and Related Program Expectations
- Table 12-B: Event Expectations and Related Sequence Block Expectations
- Table 12-C: Event Details

Because we have reorganized the content originally in the Verification Report regarding event details, the new Table 12-C may have a similar number of pages to it as your report last year. Faculty using the Verification Report will also see that all courses will now be bookmarked in the report, so your faculty can simply navigate to the bookmarks for their courses, without having to comb through the entire report. These tables may also be useful to your curriculum committee when evaluating your courses and clerkships.

Once you submit your Curriculum Inventory for the 2018-2019 academic year, you will see these updates in your Verification Report, helping you to conduct ongoing monitoring of LCME accreditation and providing discussion points for your curriculum committee and faculty.

As always, if you have any questions, comments, or suggestions, please reach out to [ci@aamc.org](mailto:ci@aamc.org).

Onward!

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[www.aamc.org/cir](http://www.aamc.org/cir)