



## **ACCME Data Report**

Growth and Evolution in Continuing Medical Education – 2016

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# Message from the ACCME President and CEO

## The Power and Capacity of Accredited CME

Every day, across the country, clinicians can choose from more than 3,000 hours of accredited continuing medical education (CME).

What does that mean? Accredited CME is a tremendous resource — offering clinicians, educators, and health leaders the power and capacity to address many of the challenges we face in our changing healthcare environment.

*The ACCME Data Report: Growth and Evolution in Continuing Medical Education – 2016* shows a thriving and vibrant community of educators. There are more than 1,800 accredited CME providers across the country; some specialize in local, community-based health issues, others focus on national and international health priorities, and others advance interprofessional continuing education (IPCE) and team-based care.



Educators have multiple touch points with clinicians during the year: last year, accredited CME included interactions with 27 million healthcare professionals. The numbers of educational events and participants grew in 2016 — and have risen every year since 2010.

I'm delighted about the growth because it means that clinicians are increasingly engaged in education that promotes quality, safety, and the evolution of healthcare. Behind the numbers in the *ACCME Data Report* are educators who work every day to engage clinicians where they live, work, and learn. CME providers are creating “educational homes” that tackle health challenges while nurturing the professional development — and passion — of clinicians and teams.<sup>1</sup>

We know that CME works to improve physician performance and patient care.<sup>2</sup> As this report demonstrates, accredited CME aims at changing more than knowledge—CME providers design and evaluate activities for meaningful change in skills, performance, and patient health outcomes. Organizations ranging from small, rural hospitals to national institutions such as the Food and Drug Administration and Centers for Medicare & Medicaid Services have recognized the value of accredited CME in advancing public health imperatives.<sup>3,4</sup>

I encourage healthcare leaders to ask yourselves: What are my most important healthcare priorities? How can I leverage the power of education to drive change? Then, turn to your CME professionals and engage them as your strategic partners. By empowering educators, you will enable them to fulfill their leadership potential and contribute to attaining your goals. The more that we, as a community, invest in education, the more successful we will be, as we work together to achieve our shared goal of optimizing care for the patients we all serve.

A handwritten signature in black ink that reads "Graham". The signature is fluid and cursive, with a long horizontal stroke at the end.

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# ACCME Data Report

## Growth and Evolution in Continuing Medical Education–2016

### Executive Summary

Each year, accredited providers within the Accreditation Council for Continuing Medical Education (ACCME®) System submit data describing their continuing medical education (CME) activities and overall CME programs. The ACCME aggregates this information to give a view of the year as well as analyzes current and previous years' data to identify long-range trends. The ACCME produces annual data reports as a service to educators, learners, and other healthcare stakeholders.

#### Key Takeaways – A Vibrant, Growing Community

- More than 1,800 accredited CME providers offered close to 159,000 educational activities in 2016.
- This education comprised more than 1 million hours of instruction and included interactions with 27 million healthcare professionals.<sup>1</sup>
- Since 2015, the number of educational events have increased 7%, hours of instruction increased by 9%, and interactions with clinicians grew 5%. The number of activities and interactions have increased each year since 2010, despite some consolidation among CME providers.
- The numbers of physician interactions have increased over the years or remained fairly stable. The number of interactions with other learners (nonphysician healthcare professionals such as nurses, physician assistants, and pharmacists) shows steady growth.

#### About the CME Provider Community

The ACCME Data Report 2016 includes information on 1,833 accredited CME providers in the ACCME System. This includes:

- ACCME-accredited providers: Organizations that offer CME primarily to national or international audiences
- State-accredited providers: Organizations that offer CME primarily to learners from their state or contiguous states. These providers are accredited by [ACCME Recognized Accreditors](#) (state and territory medical societies).
- Jointly accredited providers: Organizations that focus on continuing education by and for healthcare teams. These providers are accredited by [Joint Accreditation for Interprofessional Continuing Education™](#).

Accredited providers are located across the country and represent a range of organizations from national physician membership organizations to community hospitals. The ACCME recently began accrediting organizations outside the US and this report includes their data as well.

The geographic distribution and diversity of CME providers means that clinicians and teams have access to education where they live and work that addresses local, national, and international healthcare priorities.

## CME Design and Evaluation

Accredited providers offer a diverse range of online and face-to-face activities to meet clinicians' learning needs and preferences. Education is based on practice-relevant, valid content that is independent of commercial interests. The ACCME's [Accreditation Criteria](#) require providers to produce educational activities that are designed to create change and to analyze the changes that were achieved as a result of the activities. The report shows that 97% of CME activities are designed for changes in competence (teaching healthcare professionals strategies for translating new knowledge into action); 56% are designed to change performance (improving what healthcare professionals actually do in practice); and 31% are designed to change patient outcomes.

## Investment in CME

Accredited providers reported approximately \$2.5 billion in investment in education from a variety of sources in 2016. The majority of income (54%) came from participant registration fees. Commercial support accounted for 28%, advertising and exhibits for 16%, and private donations and government grants 1% each. The vast majority of CME activities (90%) did not receive commercial support, accounting for more than 80% of learner interactions.

### About the ACCME Data Report

**Income Reporting:** Beginning in 2015, the report includes information on income from registration fees (including registration, subscription, or publication fees received from CME activity participants), government grants, and private donations (including grants from foundations). Providers are no longer required to include allocations from their parent organization or other internal departments. We made this change to provide more detailed, meaningful data. Also, beginning in 2015, the ACCME no longer collected information about CME program expenses, in response to feedback from providers and our observations that because of the wide range of provider types and their accounting systems, this information was not always reported in a standardized, consistent manner across the accreditation system.

**Data Report Preparation:** The aggregated information published in this annual report is based upon self-reporting by accredited providers. The ACCME does not provide full verification of the accuracy of all reported information, but does follow-up on outliers or major changes from previous years. The ACCME also investigates if it appears that providers have reported activity data that does not conform to the ACCME's definitions and reporting instructions.

**Previous Data Reports:** The 2016 Data Report marks the 19th year the ACCME has been collecting, analyzing, and publishing information about accredited CME providers. Data reports for the years 1998–2015 are available [here](#).

**Glossary:** For more information about the terms used in the data report, please see the [ACCME/AMA Glossary of Terms and Definitions](#).

**CME Presented by Providers Accredited in the ACCME System**  
**Table 1. Size of the CME Enterprise—2016**  
**n= 1,833**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician interactions<sup>1, 2</sup></b>	<b>Other learner interactions<sup>1, 2</sup></b>	
Courses	77,000	452,283	1,994,792	1,826,880	
Regularly scheduled series	22,506	515,944	5,211,884	2,434,576	
Internet (live)	3,688	7,845	62,074	226,317	
Test-item writing	120	934	1,475	521	
Committee learning	514	1,779	7,066	4,560	
Performance improvement	525	9,684	61,758	6,568	
Internet searching and learning	77	1,122	270,211	43,464	
Internet (enduring materials)	40,182	89,952	4,979,584	6,868,414	
Enduring materials (other)	8,306	40,298	1,264,027	419,505	
Learning from teaching	77	1,124	4,040	2,011	
Journal CME	5,619	8,283	1,244,432	285,677	
Manuscript review	93	586	62,729	3,617	
	<b># Providers</b>				
<b>Grand total 2016</b>	<b>1,833</b>	<b>158,707</b>	<b>1,129,833</b>	<b>15,164,072</b>	<b>12,122,110</b>
Grand total 2015	1,876	148,227	1,039,479	14,231,863	11,640,255
Grand total 2014	1,908	147,024	1,033,615	13,599,687	11,587,518
Grand total 2013	1,950	138,196	1,010,301	13,764,896	10,929,217
Grand total 2012	2,000	133,620	988,208	14,319,688	10,207,237
Grand total 2011	2,079	132,768	952,736	13,741,621	9,558,789
Grand total 2010	2,144	127,880	954,204	13,814,368	9,464,895
Grand total 2009	2,225	143,274	989,613	13,263,920	8,352,042
Grand total 2008	2,329	150,370	1,091,851	13,230,102	8,172,942
Grand total 2007	2,399	162,869	1,085,567	11,378,052	6,804,578
Grand total 2006	2,413	149,884	1,061,859	11,391,627	6,259,498
Grand total 2005	2,322	134,721	1,036,930	10,354,460	5,321,448

<sup>1</sup>Accredited providers report the number of participants at each activity. In this report, the participant numbers are referred to as interactions. The data represents aggregate numbers of interactions and not the number of unique participants. Participants attending multiple activities are counted multiple times.

<sup>2</sup>Beginning in 2015, residents are included under physician interactions, in addition to MDs and DOs. In previous reporting years residents had been included under other learners. Other learners includes nurses, pharmacists, and members of other health professions.

## CME Presented by Providers Accredited in the ACCME System

### Table 2. Activities by Organization and Activity Type—2016

Organization type # of Providers	Government or military	Hospital/ healthcare delivery system	Insurance company/ managed- care company	Nonprofit (other)	Nonprofit membership organization)	Other	Publishing/ education company	School of medicine	Grand total
	34	1,013	26	102	328	58	140	132	<b>1,833</b>
Courses	11,138	27,264	1,610	2,402	15,447	2,252	5,746	11,141	<b>77,000</b>
Regularly scheduled series	376	12,816	0	373	290	224	142	8,285	<b>22,506</b>
Internet (live)	726	483	94	409	893	171	618	294	<b>3,688</b>
Test-item writing	1	1	0	0	100	6	0	12	<b>120</b>
Committee learning	7	261	159	0	11	3	0	73	<b>514</b>
Performance improvement	29	228	9	3	153	7	31	65	<b>525</b>
Internet searching and learning	2	11	2	0	7	0	37	18	<b>77</b>
Internet (enduring materials)	853	3,358	471	1,333	7,543	1,058	19,340	6,226	<b>40,182</b>
Enduring materials (other)	117	1,727	83	100	1,540	152	4,019	568	<b>8,306</b>
Learning from teaching	1	39	0	5	4	9	2	17	<b>77</b>
Journal CME	65	392	0	64	4,212	144	562	180	<b>5,619</b>
Manuscript review	1	2	0	0	81	0	3	6	<b>93</b>
<b>Grand Total</b>	<b>13,316</b>	<b>46,582</b>	<b>2,428</b>	<b>4,689</b>	<b>30,281</b>	<b>4,026</b>	<b>30,500</b>	<b>26,885</b>	<b>158,707</b>



**CME Presented by Providers Accredited in the ACCME System**  
**Table 3. Hours of Instruction by Organization and Activity Type—2016**

Organization type # of Providers	Government or military	Hospital/ healthcare delivery system	Insurance company/ managed- care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing/ education company	School of medicine	Grand total
Courses	68,693	115,057	4,227	18,712	98,022	11,519	43,688	92,365	<b>452,283</b>
Regularly scheduled series	8,563	255,810	0	5,877	4,404	3,651	1,958	235,681	<b>515,944</b>
Internet (live)	1,316	834	117	661	1,410	280	1,537	1,690	<b>7,845</b>
Test-item writing	2	1	0	0	800	12	0	120	<b>934</b>
Committee learning	84	1,161	341	0	90	3	0	101	<b>1,779</b>
Performance improvement	29	4,188	161	60	3,309	26	620	1,290	<b>9,684</b>
Internet searching and learning	21	107	1	0	93	0	561	339	<b>1,122</b>
Internet (enduring materials)	1,437	5,723	605	2,527	30,258	2,270	33,307	13,826	<b>89,952</b>
Enduring materials (other)	286	3,839	118	473	11,725	233	17,966	5,658	<b>40,298</b>
Learning from teaching	20	439	0	38	60	12	6	550	<b>1,124</b>
Journal CME	111	662	0	90	5,818	168	998	437	<b>8,283</b>
Manuscript review	3	6	0	0	503	0	9	65	<b>586</b>
<b>Grand Total</b>	<b>80,562</b>	<b>387,827</b>	<b>5,569</b>	<b>28,437</b>	<b>156,491</b>	<b>18,174</b>	<b>100,651</b>	<b>352,121</b>	<b>1,129,833</b>

Note: Totals may be off due to rounding.

**CME Presented by Providers Accredited in the ACCME System**

**Table 4. Physician Interactions by Organization and Activity Type—2016**

<b>Organization type</b>	<b>Government or military</b>	<b>Hospital/healthcare delivery system</b>	<b>Insurance company/managed-care company</b>	<b>Nonprofit (other)</b>	<b>Nonprofit (physician membership organization)</b>	<b>Other</b>	<b>Publishing/education company</b>	<b>School of medicine</b>	<b>Grand total</b>
<b># of Providers</b>	34	1,013	26	102	328	58	140	132	<b>1,833</b>
Courses	30,433	509,030	33,214	64,510	796,847	29,916	211,561	319,281	<b>1,994,792</b>
Regularly scheduled series	81,387	2,284,462	0	64,780	31,278	30,820	39,733	2,679,424	<b>5,211,884</b>
Internet (live)	5,996	7,590	1,538	4,235	21,272	1,551	10,713	9,179	<b>62,074</b>
Test-item writing	17	10	0	0	1,155	16	0	277	<b>1,475</b>
Committee learning	43	4,894	1,714	0	131	13	0	271	<b>7,066</b>
Performance improvement	377	3,604	2,360	16	54,330	29	55	987	<b>61,758</b>
Internet searching and learning	29	13,706	407	0	3,642	0	222,222	30,205	<b>270,211</b>
Internet (enduring materials)	87,845	110,981	66,530	184,830	1,118,530	90,993	3,049,067	270,808	<b>4,979,584</b>
Enduring materials (other)	3,011	52,191	12,022	3,372	518,115	3,687	634,716	36,913	<b>1,264,027</b>
Learning from teaching	3	966	0	415	462	16	877	1,301	<b>4,040</b>
Journal CME	1,648	67,684	0	2,720	1,018,311	867	149,392	3,810	<b>1,244,432</b>
Manuscript review	39	422	0	0	41,001	0	20,249	1,018	<b>62,729</b>
<b>Grand Total</b>	<b>210,828</b>	<b>3,055,540</b>	<b>117,785</b>	<b>324,878</b>	<b>3,605,074</b>	<b>157,908</b>	<b>4,338,585</b>	<b>3,353,474</b>	<b>15,164,072</b>

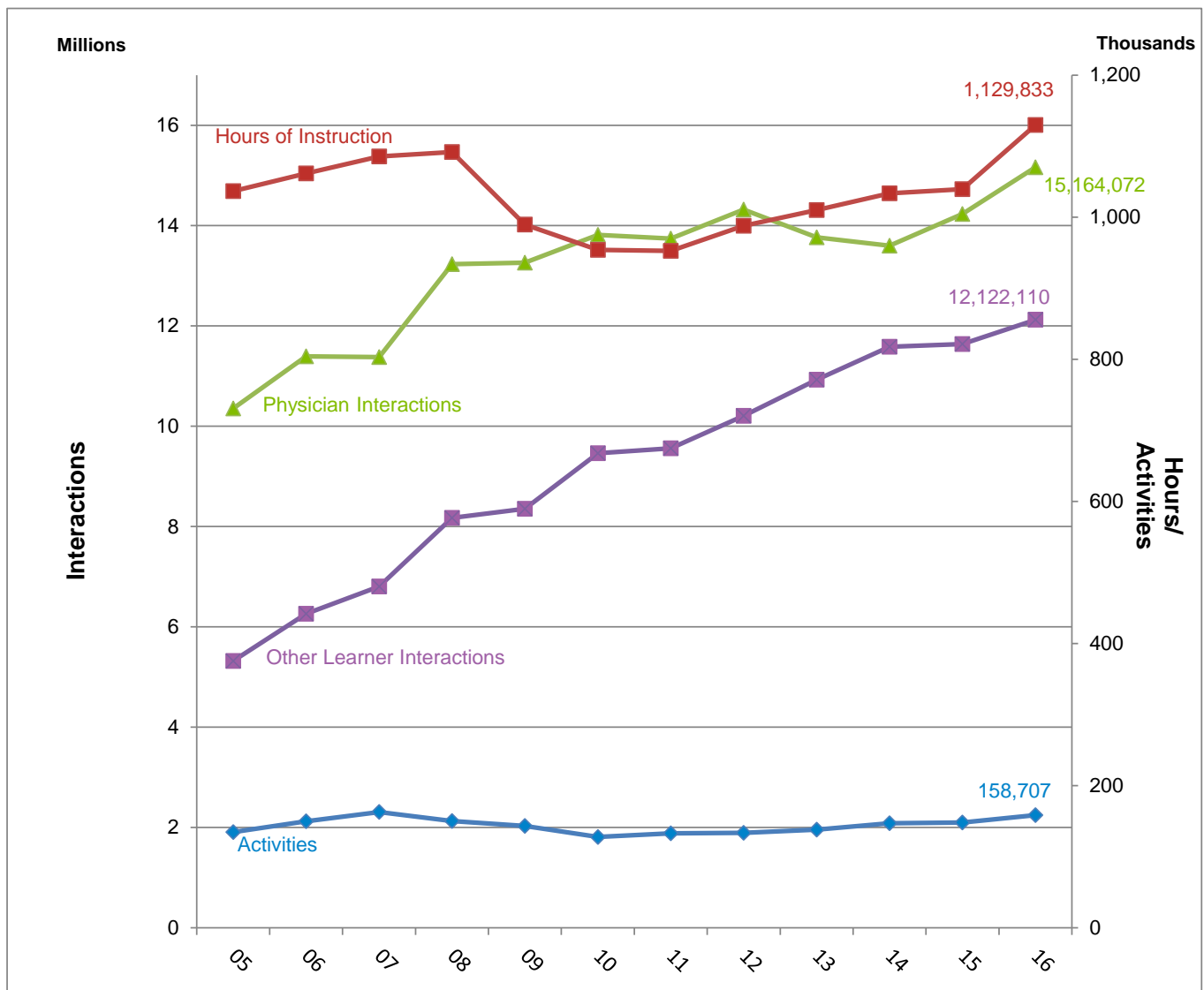
**CME Presented by Providers Accredited in the ACCME System**  
**Table 5. Other Learner Interactions by Organization and Activity Type—2016**

Organization type	Government or military	Hospital/ healthcare delivery system	Insurance company/ managed-care company	Nonprofit (other)	Nonprofit (physician membership organization)	Other	Publishing/ education company	School of medicine	Grand total
<b># of Providers</b>	34	1,013	26	102	328	58	140	132	<b>1,833</b>
Courses	147,582	540,359	14,437	89,032	464,905	48,112	193,524	328,929	<b>1,826,880</b>
Regularly scheduled series	44,904	1,256,699	0	32,467	26,754	19,673	8,456	1,045,623	<b>2,434,576</b>
Internet (live)	63,947	6,124	3,826	40,680	45,307	7,878	46,823	11,732	<b>226,317</b>
Test-item writing	334	0	0	0	0	157	0	30	<b>521</b>
Committee learning	0	3,971	131	0	53	213	0	192	<b>4,560</b>
Performance improvement	169	1,317	312	1	3,847	86	7	829	<b>6,568</b>
Internet searching and learning	0	15,331	51	0	19	0	27,647	416	<b>43,464</b>
Internet (enduring materials)	661,660	107,952	6,531	1,041,714	400,459	155,421	4,230,659	264,018	<b>6,868,414</b>
Enduring materials (other)	12,822	51,601	2,184	5,705	79,711	1,460	250,575	15,447	<b>419,505</b>
Learning from teaching	1	917	0	103	10	39	869	72	<b>2,011</b>
Journal CME	1,995	22,000	0	10,417	77,226	256	172,863	920	<b>285,677</b>
Manuscript review	0	186	0	0	3,173	0	0	258	<b>3,617</b>
<b>Grand Total</b>	<b>933,414</b>	<b>2,006,457</b>	<b>27,472</b>	<b>1,220,119</b>	<b>1,101,464</b>	<b>233,295</b>	<b>4,931,423</b>	<b>1,668,466</b>	<b>12,122,110</b>

## CME Presented by Providers Accredited in the ACCME System

### Figure 1. Activities, Hours, and Interactions—2005–2016

(See Table 1 for source data)



This trends data shows that the numbers of activities have remained fairly stable over the years. The hours of instruction have fluctuated, in part because of changes in reporting requirements in some activity types. The numbers of physician interactions in CME activities have increased over the years or remained fairly stable. The numbers of other learner interactions have grown steadily.

## CME Presented by Providers Accredited in the ACCME System

### Table 6. Income<sup>1</sup>—2016

Total Providers = 1,833

	Total income	Registration fees	Total monetary commercial support	Advertising and exhibits income	Private donations	Government grants
Average	\$ 1,372,506	\$ 732,647	\$ 384,142	\$ 224,343	\$ 18,084	\$ 13,290
First Quartile <sup>2</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Second Quartile (Median) <sup>2</sup>	\$ 31,453	\$ 2,730	\$ -	\$ -	\$ -	\$ -
Third Quartile <sup>2</sup>	\$ 476,365	\$ 155,140	\$ 30,000	\$ 44,100	\$ -	\$ -
Total	\$ 2,515,804,249	\$ 1,342,942,668	\$ 704,132,877	\$ 411,220,086	\$ 33,148,454	\$ 24,360,164
Providers reporting data > \$0	1,238	999	696	812	381	153

<sup>1</sup>Beginning in 2015, the category of Income from Other Sources was eliminated and replaced with three specific income categories: registration fees (includes registration, subscription, or publication fees received from CME activity participants), government grants, and private donations (including grants from foundations). Allocations from CME providers' parent organizations or other internal departments are no longer included in income reporting. Providers are no longer required to submit information about CME program expenses.

<sup>2</sup>The percentage of providers reporting data for some of the financial categories is less than needed to report some of the quartile values.

## CME Presented by Providers Accredited in the ACCME System

### Table 7. Income<sup>1</sup> by Organization Type—2016

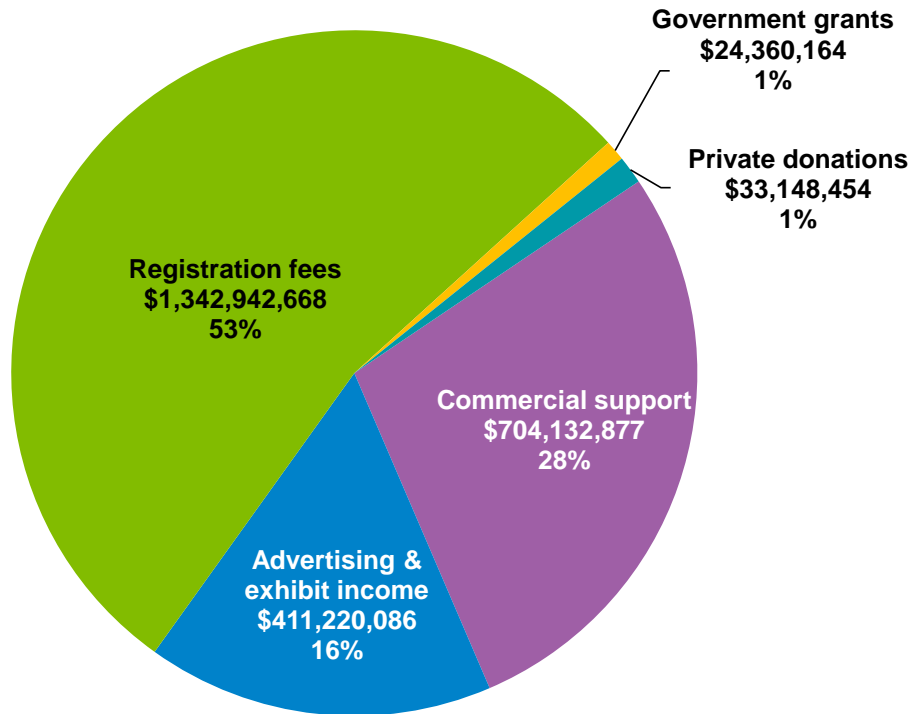
	# of Providers	Total income	Registration fees	Total commercial support	Advertising and exhibits income	Private donations	Government Grants
Government or military	34	\$ 4,156,213	\$ 1,204,384	\$ 28,929	\$ 107,220	\$ 66,091	\$ 2,749,588
Hospital/healthcare delivery system	1,013	\$ 115,397,731	\$ 43,922,958	\$ 34,213,141	\$ 28,539,391	\$ 7,416,512	\$ 1,305,728
Insurance company/managed-care company	26	\$ 4,954,638	\$ 3,452,558	\$ 308,780	\$ 1,056,550	\$ 124,630	\$ 12,120
Nonprofit (other)	102	\$ 118,519,249	\$ 50,038,551	\$ 44,932,606	\$ 9,871,909	\$ 8,215,318	\$ 5,460,865
Nonprofit (physician membership organization)	328	\$ 1,039,152,379	\$ 612,059,419	\$ 120,962,221	\$ 292,094,080	\$ 9,874,856	\$ 4,161,802
Other	58	\$ 31,456,259	\$ 17,809,790	\$ 8,326,082	\$ 3,260,422	\$ 135,392	\$ 1,924,573
Publishing/education company	140	\$ 869,797,849	\$ 468,094,341	\$ 366,929,994	\$ 29,829,868	\$ 1,444,875	\$ 3,498,771
School of medicine	132	\$ 332,369,931	\$ 146,360,667	\$ 128,431,123	\$ 46,460,645	\$ 5,870,779	\$ 5,246,717
<b>Grand totals</b>	<b>1,833</b>	<b>\$ 2,515,804,249</b>	<b>\$ 1,342,942,668</b>	<b>\$ 704,132,877</b>	<b>\$ 411,220,086</b>	<b>\$ 33,148,454</b>	<b>\$ 24,360,164</b>

Note: Grand totals may be off due to rounding.

<sup>1</sup>Beginning in 2015, the category of Income from Other Sources was eliminated and replaced with three specific income categories: registration fees (includes registration, subscription, or publication fees received from CME activity participants), government grants, and private donations (including grants from foundations). Allocations from CME providers' parent organizations or other internal departments are no longer included in income reporting. Providers are no longer required to submit information about CME program expenses.

## CME Presented by Providers Accredited in the ACCME System

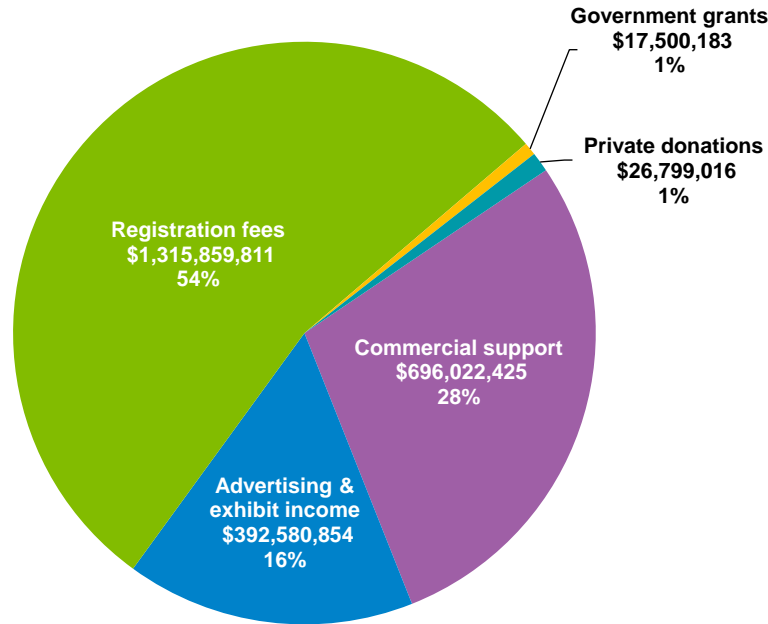
**Figure 2. Income—2016**  
Total income is \$2,515,804,249



In 2016, registration fees made up 54% of reported income. Commercial support accounted for 28%, advertising and exhibits for 16%, and private donations and government grants less than 2% each.

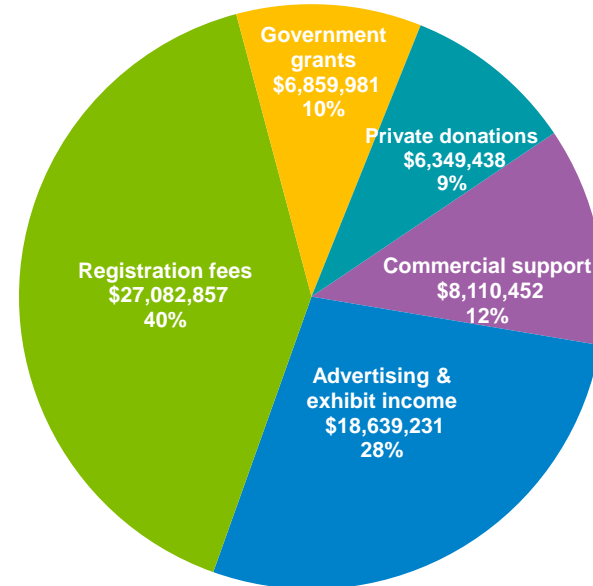
**CME Presented by ACCME-Accredited Providers Only<sup>1</sup>**

**Figure 2.1. Income—2016**  
**Total Income is \$2,448,762,289**



**CME Presented by State-Accredited Providers Only**

**Figure 2.2. Income—2016**  
**Total Income is \$67,041,959**

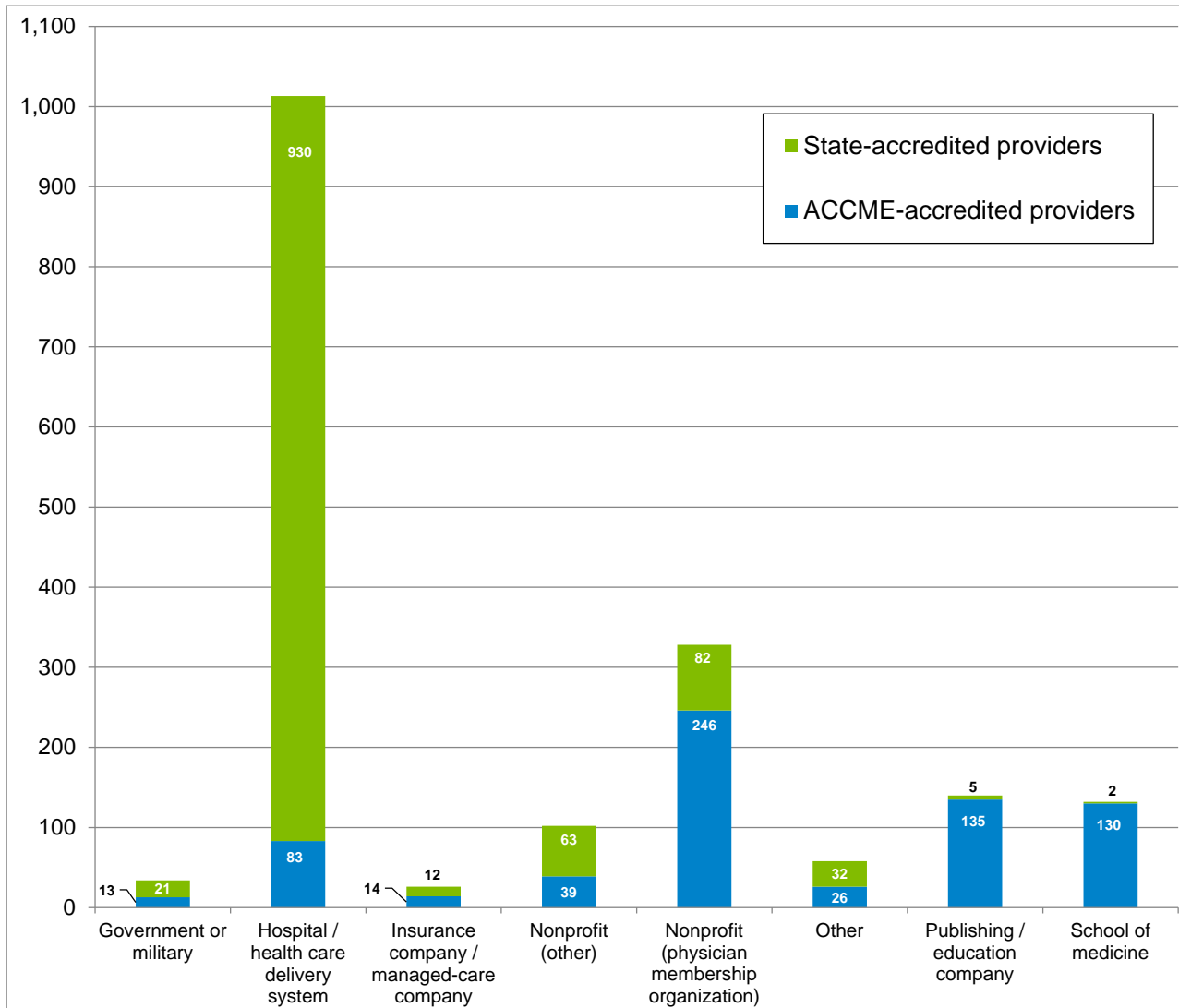


Both ACCME-accredited and state-accredited providers bring in the majority of their income from registration fees, while state-accredited providers report a much smaller percentage of their income from commercial support, and a greater percentage of income from advertising and exhibit fees. Compared to ACCME-accredited-providers, state-accredited providers receive a significantly greater percentage of their income from government grants and private donations.

<sup>1</sup>Includes ACCME-accredited and jointly accredited providers.

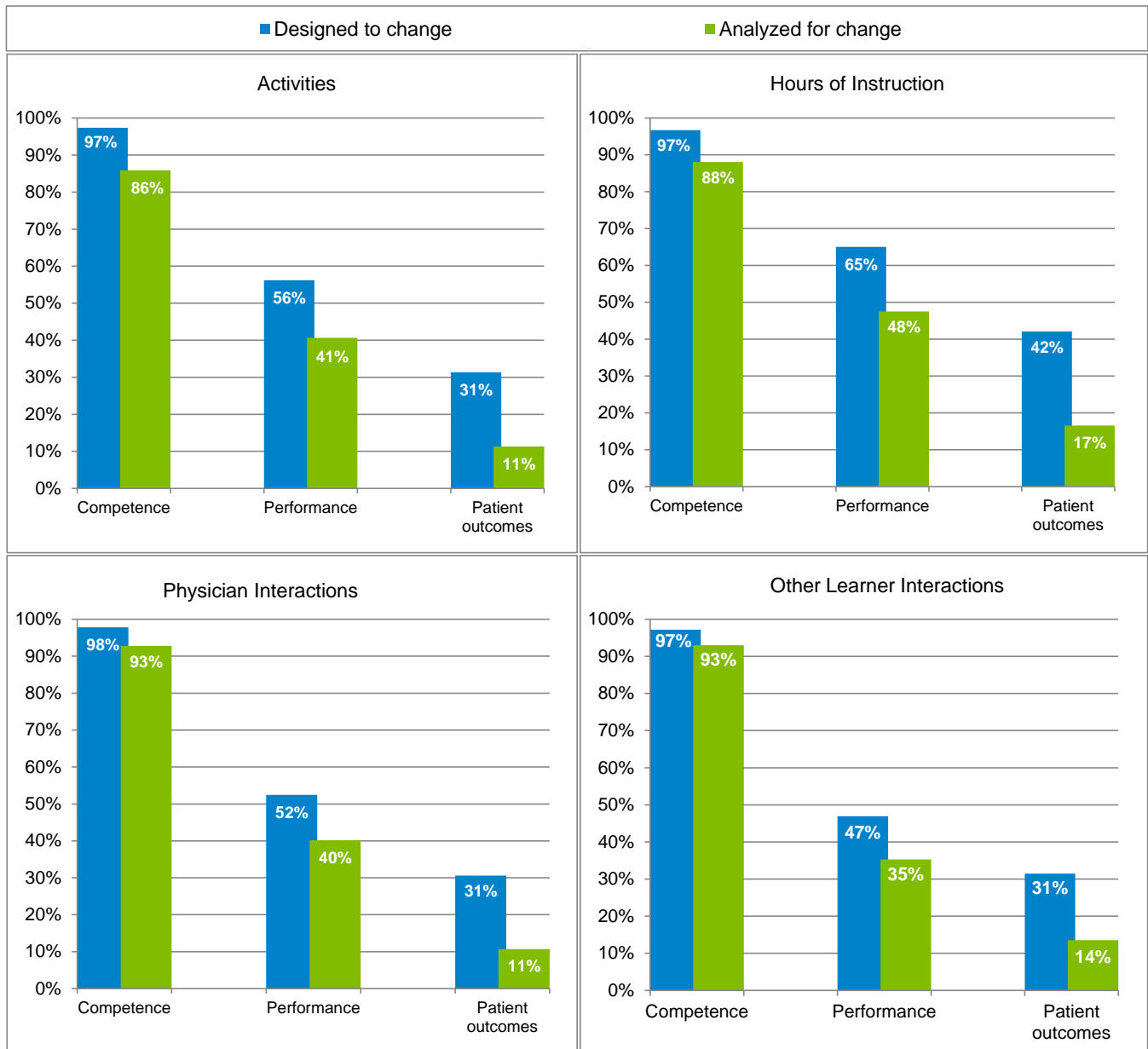


**Providers Accredited in the ACCME System**  
**Figure 3. Accredited Providers by Provider Type—2016**



There was a total of 1,833 accredited CME providers in 2016. Of these, 686 providers were ACCME-accredited or jointly accredited; an additional 1,147 providers were state-accredited. The ACCME accredits organizations that offer CME primarily to national or international audiences, Joint Accreditation accredits organizations that focus on continuing education by and for healthcare teams, and state medical societies accredit organizations that offer CME primarily to learners from their state or contiguous states. Most publishing/ education companies have a national reach and are thus accredited by the ACCME. Schools of medicine that are accredited by the Liaison Committee on Medical Education (LCME) are eligible to be accredited only by the ACCME. More than 80% of state-accredited providers are hospital/ healthcare delivery systems serving regional areas.

**CME Presented by Providers Accredited in the ACCME System**  
**Figure 4. Percentages Designed/Analyzed for Change in**  
**Competence, Performance, or Patient Outcomes—2016**

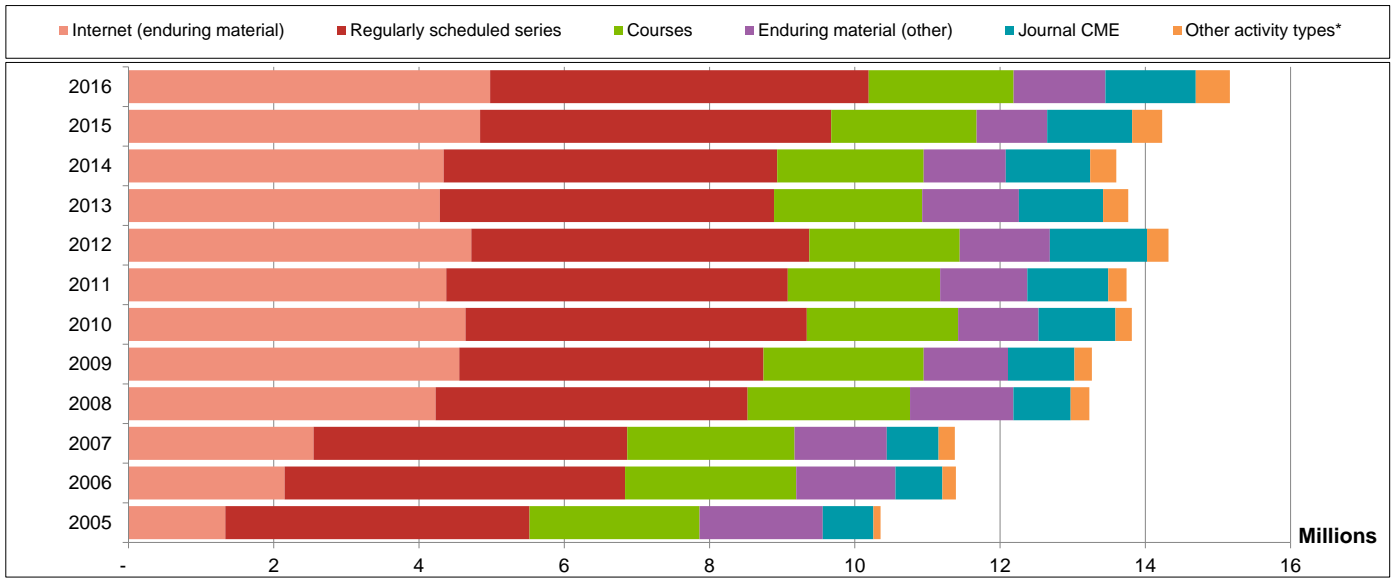


The ACCME's Accreditation Criteria require providers to produce educational activities that are designed to change competence, performance, or patient outcomes. Providers are then required to analyze the changes that were achieved as a result of the activities.

Figure 4 illustrates the percentage of CME provided in 2016 that was designed and/or analyzed for changes in competence, performance, and/or patient outcomes.

## CME Presented by Providers Accredited in the ACCME System

### Figure 5. Physician Interactions by Activity Type—2005–2016



**\*Other activity types**  
(shown as a group in the graph above and in detail in the graph below)

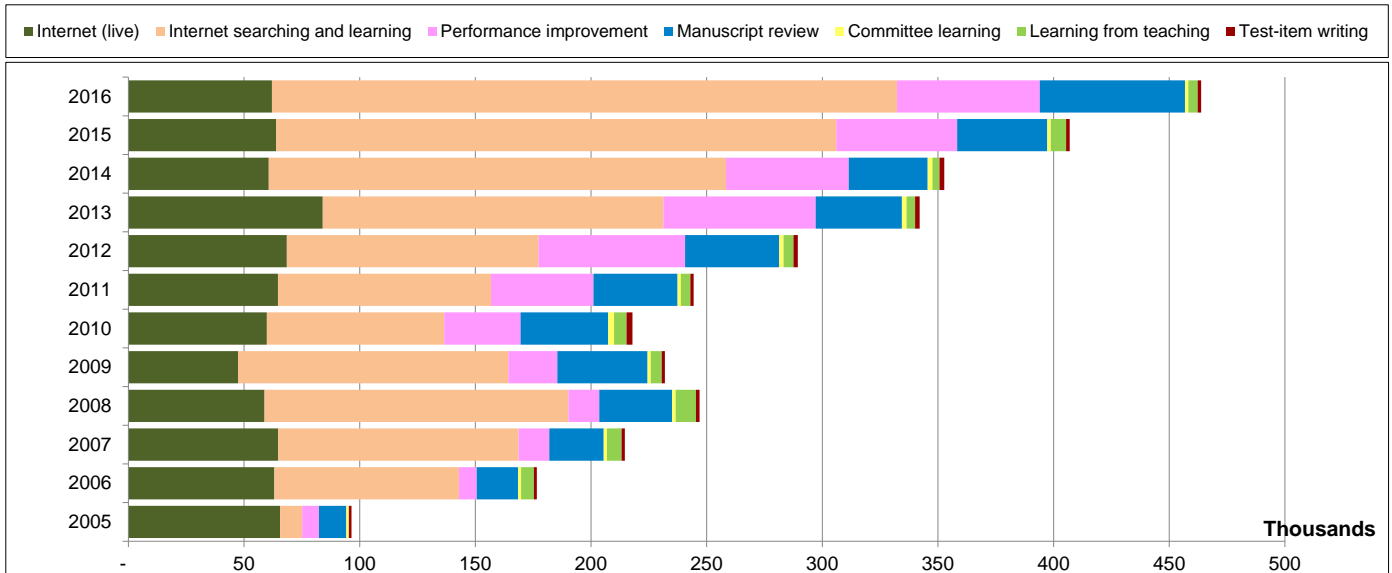
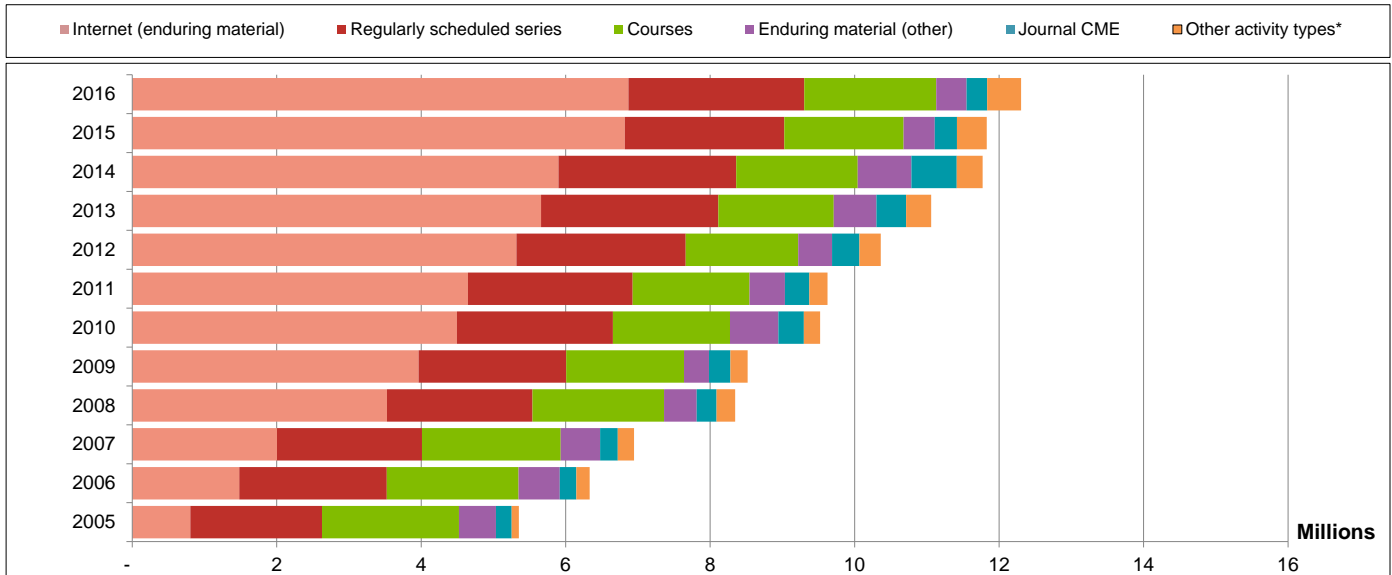


Figure 5 shows the trend in physician interactions by activity type. The activity types with the greatest number of interactions are shown in the top graph. The activity types with fewer interactions are shown collectively in the top graph as "other activity types" and are displayed in detail in the bottom graph. Since 2005, the activity type that has shown the greatest increase in the number of physician interactions is Internet enduring materials, accounting for 38% of physician interactions in 2016. Among the activity types with fewer interactions (represented in the bottom graph) there has been increasing growth, with Internet searching and learning showing the largest increase over time. Collectively, the "other activity types" have increased from 1% of physician interactions in 2005 to nearly 4% in 2016.

## CME Presented by Providers Accredited in the ACCME System Figure 6. Other Learner Interactions by Activity Type—2005–2016



**\*Other activity types**  
(shown as a group in the graph above and in detail in the graph below)

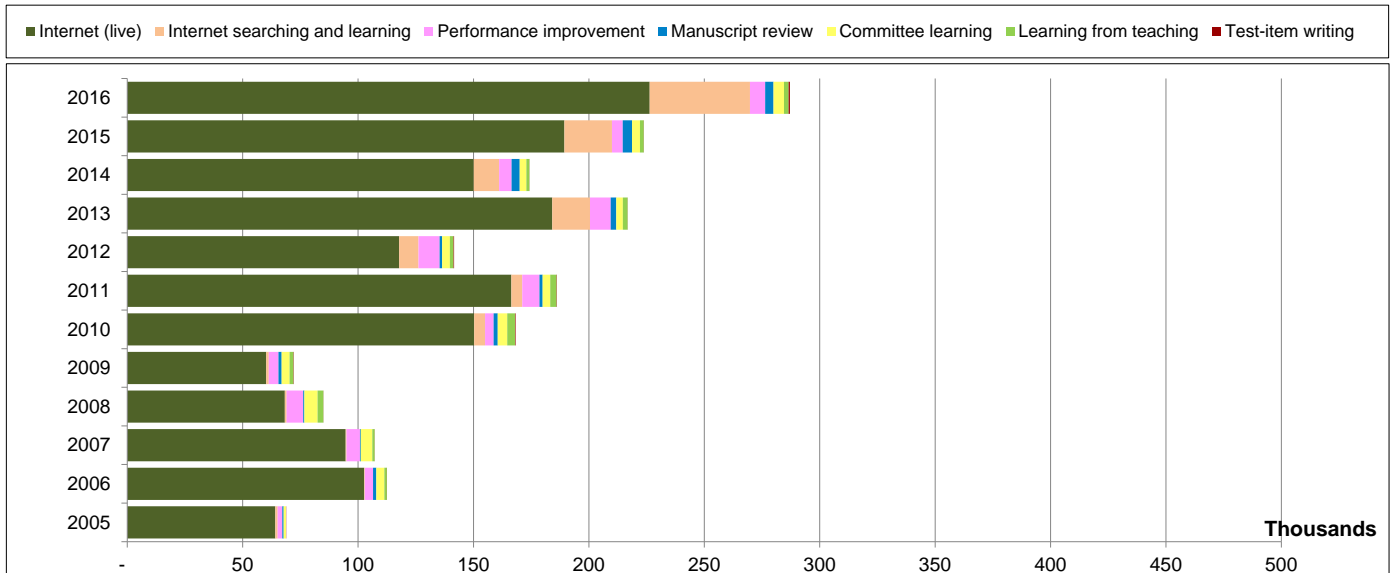


Figure 6 represents the trend in other learner interactions by activity type. The activity types with the greatest number of interactions are shown in the top graph. The activity types with fewer interactions are shown collectively in the top graph as "other activity types" and are displayed in detail in the bottom graph. Since 2005, the activity type that has shown the greatest increase in the numbers of other learner interactions is Internet enduring materials, accounting for nearly 57% of other learner interactions in 2016. Among the activity types with fewer interactions (the bottom graph), Internet live activities remain the dominant activity type for other learners. Other learners include activity participants other than MDs, DOs, and residents, such as nurses, pharmacists, and members of other health professions.

## CME Presented by Providers Accredited in the ACCME System

**Table 8. CME Activities and Interactions with and without Commercial Support—2016**

	Activities		Physician interactions		Other learner interactions	
	Count	%	Count	%	Count	%
<b>No commercial support</b>	142,617	90%	12,744,462	84%	9,720,450	80%
<i>ACCME-accredited providers</i>	106,066		10,623,310		8,007,508	
<i>State-accredited providers</i>	36,551		2,121,152		1,712,942	
<b>Commercial support</b>	16,090	10%	2,419,610	16%	2,401,660	20%
<i>ACCME-accredited providers</i>	15,375		2,373,604		2,362,119	
<i>State-accredited providers</i>	715		46,006		39,541	
<b>Total</b>	<b>158,707</b>	<b>100%</b>	<b>15,164,072</b>	<b>100%</b>	<b>12,122,110</b>	<b>100%</b>

In 2016, the majority of CME activities (90%) did not receive commercial support, accounting for 84% of physician interactions, and 80% of other learner interactions. Ten percent of CME activities did receive commercial support, accounting for 16% of physician interactions and 20% of other learner interactions.

**CME Presented by Providers Accredited in the ACCME System**  
**Table 9. Total Numbers of Activities, Hours, and Interactions—2016**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician interactions</b>	<b>Other learner interactions</b>
Course	77,000	452,283	1,994,792	1,826,880
Regularly Scheduled Series	22,506	515,944	5,211,884	2,434,576
Internet Live Course	3,688	7,845	62,074	226,317
Test Item Writing	120	934	1,475	521
Committee Learning	514	1,779	7,066	4,560
Performance Improvement	525	9,684	61,758	6,568
Internet Searching and Learning	77	1,122	270,211	43,464
Internet Activity Enduring Material	40,182	89,952	4,979,584	6,868,414
Enduring Material	8,306	40,298	1,264,027	419,505
Learning from Teaching	77	1,124	4,040	2,011
Journal-based CME	5,619	8,283	1,244,432	285,677
Manuscript Review	93	586	62,729	3,617
<b>Total</b>	<b>158,707</b>	<b>1,129,833</b>	<b>15,164,072</b>	<b>12,122,110</b>

**CME Presented by Providers Accredited in the ACCME System**  
**Table 10. Numbers of Activities, Hours, and Interactions without Commercial Support—2016**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician interactions</b>	<b>Other learner interactions</b>
Course	68,286	384,978	1,206,406	1,262,959
Regularly Scheduled Series	22,298	511,349	5,137,087	2,401,903
Internet Live Course	3,113	7,056	47,859	176,516
Test Item Writing	120	934	1,475	521
Committee Learning	514	1,779	7,066	4,560
Performance Improvement	500	9,184	56,675	4,900
Internet Searching and Learning	63	1,115	269,801	43,249
Internet Activity Enduring Material	34,400	83,480	3,563,899	5,212,765
Enduring Material	7,777	38,915	1,189,762	337,993
Learning from Teaching	71	1,094	3,932	1,951
Journal-based CME	5,383	8,015	1,198,243	269,741
Manuscript Review	92	585	62,257	3,392
<b>Total</b>	<b>142,617</b>	<b>1,048,484</b>	<b>12,744,462</b>	<b>9,720,450</b>

**CME Presented by Providers Accredited in the ACCME System**  
**Table 11. Numbers of Activities, Hours, and Interactions with Commercial Support—2016**

	<b>Activities</b>	<b>Hours of instruction</b>	<b>Physician interactions</b>	<b>Other learner interactions</b>
Course	8,714	67,305	788,386	563,921
Regularly Scheduled Series	208	4,595	74,797	32,673
Internet Live Course	575	789	14,215	49,801
Test Item Writing	0	0	0	0
Committee Learning	0	0	0	0
Performance Improvement	25	500	5,083	1,668
Internet Searching and Learning	14	7	410	215
Internet Activity Enduring Material	5,782	6,472	1,415,685	1,655,649
Enduring Material	529	1,383	74,265	81,512
Learning from Teaching	6	30	108	60
Journal-based CME	236	268	46,189	15,936
Manuscript Review	1	1	472	225
<b>Total</b>	<b>16,090</b>	<b>81,349</b>	<b>2,419,610</b>	<b>2,401,660</b>