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## Checklist of Requirements

## for Completing the Independent Student Analysis (ISA) for Provisional Accreditation Visits

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| Please note that the LCME considers the Independent Student Analysis critical, but it can only use the analysis if it is completed using the required survey items with the data presented in the required format.   * Include all the [survey items listed in the Required Student Opinion Survey Items section below](#_Required_Student_Opinion) exactly as written (these same items are listed in Appendix C of the *Role of Students* document). * Add survey items not included in the required list as needed to reflect the distinctive characteristics of your medical school or to address other issues of particular importance to your medical school’s students. * Use the [required response scale in the Reporting of Results - Tables in the Independent Student Analysis section below](#_Appendix_C:_Required_1) for all survey items (this is the same scale depicted in Appendix D of the *Role of Students* document). * Encourage participation in the survey; aim for at least a 70-80% response rate. * Title the ISA sections “Introduction”, “Methods”, “Executive Summary”, “Narrative”, “Summary and Conclusions”, and “Numerical Tables”. See the [ISA Report Development section](#_ISA_Report_Development). * Specify in the “Methods” section the date when survey- was administered, the survey response rate for the first entering class (and the date of administration and response rate for any additional entering class surveyed), and the overall response rate if the survey was administered to more than one entering class. Describe any other methods used by students to collect information from their classmates. * Use the [table in the Reporting of Results - Tables in the Independent Student Analysis section below](#_Appendix_D:_Reporting) to report responses to each survey item in the “Numerical Tables” section. * Note that the Faculty Accreditation Lead may ask for the survey and the Independent Student Analysis to be redone if they do not contain the required items or are not reported in the required format.   For more detailed information, see *The Role of Students in the Accreditation of U.S. Medical Education Programs for Provisional Accreditation* (May 2022) on the LCME website (lcme.org/publications). |

# ISA Report Development

The ISA report includes a narrative and the data tables for each item in the survey. The following are guidelines for writing some of the ISA Report sections:

* “Methods”. Begin with a description of the method(s) used to gather student opinion data, including the survey of students. Include the dates when survey was administered and a response rate table that displays the number and percent of students in the first entering class responding to the survey; if the survey was administered to the second entering class, provide that information for that class as well. If applicable, also include the number of students participating in other methods used by students to collect opinions from their classmates, such as class meetings or focus groups.
* “Executive Summary”. Follow the “Methods” section with an executive summary. Use the summary to highlight the major findings and organize it by accreditation elements or by some other framework (e.g., curriculum, student services).
* “Narrative”. In the narrative that follows the executive summary, concisely summarize the results of the student opinion survey, organizing the findings by topic areas (e.g., curriculum, student services). Note the areas in which the medical school is doing well and areas in which it needs improvement, documenting conclusions using data from the survey. DO NOT INCLUDE individual student data or individual student comments. However, you may include as illustrations in the “Narrative” section comments that are representative of a large number of student responses and/or include a synthesis of similar comments from a number of students.

# Required Student Opinion Survey Items

**The LCME requires that the student opinion survey include, at a minimum, the following items and that you use the scale below.**

**This is so that the response data includes topics that relate to LCME accreditation requirements and that are required for your medical school.**

**You may add survey items as needed to reflect the distinctive characteristics of your medical school or to address other issues of particular importance to the medical school’s students.**

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***Please indicate your level of satisfaction, using the following scale:***

a = Very dissatisfied

b = Dissatisfied

c = Satisfied

d = Very satisfied

N/A = No opportunity to assess/Have not experienced this

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**STUDENT-FACULTY-ADMINISTRATION RELATIONSHIPS**

**Office of the Associate Dean of Students/Student Affairs**

1. Accessibility a b c d N/A
2. Awareness of student concerns a b c d N/A
3. Responsiveness to student problems a b c d N/A

**Office of the Associate Dean for Education**

1. Accessibility a b c d N/A
2. Awareness of student concerns a b c d N/A
3. Responsiveness to student problems a b c d N/A
4. Accessibility of medical school faculty a b c d N/A

**LEARNING ENVIRONMENT AND FACILITIES**

1. Clarity of the medical school student mistreatment policy a b c d N/A
2. Satisfaction with the process to report student mistreatment a b c d N/A
3. Satisfaction with medical school activities to

prevent mistreatment a b c d N/A

1. Adequacy of lecture halls, large group classroom facilities a b c d N/A
2. Adequacy of small group teaching spaces a b c d N/A
3. Adequacy of student relaxation space at the medical school

campus a b c d N/A

1. Adequacy of student study space at the medical school campus a b c d N/A
2. Adequacy of secure storage space for personal belongings at

the medical school campus a b c d N/A

1. Administration and faculty diversity a b c d N/A
2. Student diversity a b c d N/A
3. Access to research opportunities a b c d N/A
4. Support for participation in research a b c d N/A

**STUDENT SERVICES**

1. Accessibility of student health services a b c d N/A
2. Confidentiality of mental health services a b c d N/A
3. Availability of personal counseling/mental health services a b c d N/A
4. Availability of programs to support student well-being a b c d N/A
5. Adequacy of career counseling a b c d N/A
6. Quality of financial aid administrative services a b c d N/A
7. Adequacy of debt management counseling a b c d N/A
8. Availability of academic counseling a b c d N/A
9. Availability of tutorial help a b c d N/A
10. Adequacy of education about prevention of exposure

to infectious and environmental hazards a b c d N/A

1. Adequacy of education about procedures to follow after

potential exposure to infectious and environmental hazards a b c d N/A

**MEDICAL EDUCATION PROGRAM**

1. Utility of the medical education program objectives to

support learning a b c d N/A

1. Quality of the first year a b c d N/A
2. Amount of formative feedback in the first year a b c d N/A
3. Quality of formative feedback in the first year
4. Fairness of summative assessments in the pre-clerkship phase a b c d N/A
5. Opportunities for self-directed learning in the first year§ a b c d N/A

39. Adequacy of unscheduled time for self-directed learning§ a b c d N/A

1. Overall workload in the first year a b c d N/A
2. Coordination/integration of content in the first year a b c d N/A
3. Medical school responsiveness to student feedback

on courses and teaching a b c d N/A

§ Self-directed learning (Element 6.3) includes self-assessment of learning needs, identification of information to meet those needs from credible sources, and feedback on this skill.

# Reporting of Results – Required Tables in the Independent Student Analysis

**Develop a separate table for each survey item. If the survey is administered to more than one class, include a row in the table for each class.** The required template for the table is shown below. The column titled “Number of Total Responses/Response Rate to this Item” shows the total number of students responding to the item (N) divided by the total number of students in the class (%). For the other columns, please add very dissatisfied + dissatisfied (a + b) responses and satisfied + very satisfied (c + d) responses. Calculate all response data percentages using the total number of responses **which includes N/A responses** as the denominator, and the type of response (e.g., satisfied/very satisfied) as the numerator.

If more than one class is responding to a question (i.e., students in the M1 and M2 years), include a row titled “Total,” which includes the total number of responses and percent of responses for each category. Response data percentages calculated any other way will need to be redone, which may cause delays for your medical school.

If only one class of students (the charter class) is responding, then delete the “M2” and “Total” rows.

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| **Table Title\*** | | | | | | | | |
| Medical School Class | Number of Total Responses/Response Rate to this Item | | Number and % of  N/A  Responses | | Number and % of  Dissatisfied/Very Dissatisfied Responses | | Number and % of  Satisfied/Very Satisfied Responses | |
| N | % | N | % | N | % | N | % |
| M1 |  |  |  |  |  |  |  |  |
| M2 |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |

\*The table title should match the items listed in Appendix C: Required Student Opinion Survey Items. For example, the table title for #1 in the Required Student Opinion Survey Items would be “Accessibility of the Office of the Associate Dean of Students/Student Affairs.”