

**The Role of Students in the Accreditation of U.S. Medical Education Programs**

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**For U.S. Medical Education Programs with**

**Surveys for Provisional Accreditation in the 2024-25 Academic Year**

LCME® *The Role of Students in the Accreditation of U.S. Medical Education Programs*

For Medical Education Programs with Surveys for Provisional Accreditation in the 2024-25 Academic Year

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# Introduction

Accreditation is widely used in higher education to evaluate the quality of educational programs. It serves the important purpose of assuring the public, government agencies, and professional groups that educational programs and institutions meet or exceed nationally accepted standards regarding the educational process and student performance. For example, state medical licensing boards require students from U.S. MD-granting medical schools to have graduated from a program accredited by the Liaison Committee on Medical Education (LCME) as a condition for receiving a license to practice.

An LCME review for provisional accreditation typically occurs when the first entering class of a new medical school is in the second year of the curriculum. The purpose of this review is to evaluate the delivery of the initial (pre-clerkship) phase of the curriculum and the planning for the clinical clerkships, including the availability of clinical sites and other resources needed for clinical training.

Medical students play a prominent role in the accreditation process. This document provides details about the process for provisional accreditation and how medical students can contribute to it. See [Appendix A](#_Appendix_A:_Frequently_1) for a summary that includes a set of frequently asked questions about accreditation.

# About the LCME

The United States Department of Education recognizes the LCME as the responsible authority for the accreditation of medical education programs leading to the MD degree. The LCME's scope is limited to the accreditation of complete and independent medical education programs for which students are geographically located in the United States for their education and that are operated by universities or medical schools that are chartered (legally authorized) in the United States.

The LCME is a committee that includes medical educators, medical school administrators, medical practitioners, medical students, and representatives of the public. There are two LCME offices, one based at the AAMC in Washington, DC and one at the AMA in Chicago, IL. The LCME is administered by a Secretariat, consisting of a Co-Secretary, Assistant Secretary, and professional staff at each office. The LCME Secretariat is responsible for coordinating the development of accreditation standards, policies, and procedures and for managing the accreditation reviews of medical education programs.

# The Accreditation Process

## A Quick Overview of the Accreditation Process

The major steps in the accreditation process for medical schools being reviewed for provisional accreditation during the 2024-25 academic year are as follows:

1. The school’s completion of data-gathering related to the accreditation elements the LCME has determined to be relevant to a review for provisional accreditation, including a survey conducted by students of their peers (the independent student analysis)
2. A survey visit, which is an evaluation by a survey team composed of external peer experts that results in a report of the survey team’s findings for each accreditation element which is reviewed for provisional accreditation
3. The LCME’s review of the survey team’s report
4. The LCME’s determination of the program’s performance in accreditation elements, its compliance with accreditation standards, its accreditation status, and any necessary follow-up to address identified problem areas.

**What a Medical School Submits as the Basis for the Survey Visit**

The medical school compiles and submits to the LCME Secretariat a “survey package” that is reviewed by the survey team. The survey package consists of the following documents, many of which include data and information from students:

* The **data collection instrument** (DCI) contains the medical school’s quantitative and/or narrative responses to questions for each of the accreditation elements that are reviewed for provisional accreditation. It is organized by accreditation standard and element.
* The **independent student analysis** (ISA) contains the results and analysis of a student-developed survey that contains LCME-required survey items and allows students to identify strengths and areas for improvement at their institution.

## The Independent Student Analysis (ISA)

The ISA process consists of the creation and dissemination of a student opinion survey and the development of a report (the ISA) that includes the survey results and an analysis and interpretation of the responses. At the end of the first year of the curriculum for the charter class, the student leadership should start to review the items that must be included in the student survey and identify any topics to be added. Depending on the timing of the survey visit for provisional accreditation, the student survey likely will be conducted when the charter class is at the end of the first year or the beginning of the second year of the curriculum, with data analysis completed shortly thereafter. There should be a student committee tasked with designing the survey and managing the collection and analysis of the survey data. A broad-based and representative committee is important to ensure that the ISA report represents all perspectives.

The group leading the ISA process will need to design and conduct a survey of all enrolled students to develop a comprehensive picture of students’ perceptions of their medical school. **The LCME requires at a minimum that the student survey include all of the items in the Student Opinion Survey (**[**Appendix C**](#_APPENDIX_C:_Sample)**).** These items relate directly to the elements for provisional accreditation, and the results from these items must be included in the medical school’s DCI. See Appendices [B](#_Appendix_B:_Logistics), [C](#_APPENDIX_C:_Sample), and [D](#_APPENDIX_E:_Sample_1) for specific information on survey development, content, and data analysis.

*Note that the student group responsible for the ISA may be asked to re-the survey and data analysis if they do not contain the required items or are not reported in the required format.*

The medical school’s faculty accreditation lead (FAL) should provide the same type of administrative support for the ISA process as is available to other individuals and groups collecting data for the DCI. **Although medical school officials can provide logistical support and technical advice to help the student committee conduct the survey and analyses, medical school officials must not participate in student survey development, survey data analysis, or ISA report preparation.**

The student committee should complete data collection and analysis in time for the results to be included in the medical school’s DCI. The final ISA report should include summary data tables for each survey item and a narrative that includes student perceptions of the program’s strengths and areas needing improvement. The student committee should provide the individuals responsible for DCI preparation with the complete ISA (data, summary findings, and analysis) by the time that document is being finalized.

## The Survey Team Visit

The LCME Secretariat will appoint a survey team drawn from a pool of knowledgeable, experienced medical school administrators, faculty, and members of the medical practice community. Most survey teams for provisional accreditation consist of three or four members: a survey team chair, a survey team secretary, and one or two survey team members. Survey teams typically are led by a medical school dean or LCME member and may include an LCME member (if not the chair) or an LCME Secretariat member. Survey team members come from a variety of medical school positions (e.g., associate deans of curriculum and student affairs, department chairs and senior faculty, leaders of clinical practices, experts in faculty affairs) and, whenever possible, include at least some members from medical schools with characteristics similar to those of the medical school being reviewed.

At least 14 weeks before the survey visit, the survey team receives the survey package. The survey team reviews that information and develops a preliminary assessment of the program’s performance in accreditation elements before arriving at the medical school for the survey visit. During the visit, the survey team will meet with the school’s academic and administrative leaders, faculty, and others who can supply information related to the accreditation elements that are the focus of the visit. The survey team also will meet formally with students.

## Preparation and Review of the Survey Team Report

In the two to three months immediately after the survey visit, the survey team prepares a survey report narrative, including data tables from the ISA, which includes information related to each of the elements reviewed during the visit and a summary of its findings. A draft version of this survey team report and the team findings are reviewed by the LCME Secretariat and then sent to the medical school dean so that any factual errors can be corrected. After making any needed corrections, the survey team secretary sends the final report to the LCME Secretariat for consideration at a regularly scheduled LCME meeting, along with the dean’s comments on the survey report and the team’s secretary’s response related to the changes that were and were not made.

During the LCME meeting, LCME members, including the LCME’s medical student members, review the survey report, finalize citations related to the program’s performance in accreditation elements, determine compliance with accreditation standards, and determine the medical education program’s accreditation status. The LCME also identifies any follow-up that may be needed to ensure that the program has achieved satisfactory performance in all elements cited by the LCME and has come into compliance with LCME standards.

If the LCME determines that the medical education program is in compliance with or has made sufficient progress toward compliance with relevant accreditation standards, it will grant provisional accreditation status and update the program’s status on the LCME website ([lcme.org/directory](http://lcme.org/directory/)). The date of the program’s first full survey will be scheduled. If there are relatively minor areas of concern associated with the program’s performance in one or more of the accreditation elements, the LCME will ask the medical school dean to submit one or more written “status reports.” A status report describes what the program has done to address the LCME areas of concern.

If the LCME determines that there are more significant concerns, LCME may continue the program’s preliminary accreditation and may place the program on “indeterminate term, “warning” or “probation” status. A program placed on indeterminate term, warning, or probation status remains fully accredited, and students have all of the rights and privileges associated with enrollment in an accredited program, including the ability to enter into a residency program upon graduation. More details about the accreditation decisions are available in the LCME *Rules of Procedure* document or on the LCME website ([lcme.org/about/accreditation-process-overview](http://lcme.org/about/accreditation-process-overview/)).

# Student Participation in the Accreditation Process

## Getting Started: The Medical School Dean's Notification to Students

The medical school dean informs student leadership about the upcoming LCME survey visit. It will be helpful if the student leadership meets with the dean, the FAL, or both, at the very beginning of the process to discuss how students can best organize their efforts to collect information and participate in the accreditation review.

## The Independent Student Analysis (ISA)

**Be sure** to read the *Checklist of Requirements for Completing the Independent Student Analysis (ISA) for Provisional Accreditation* for the 2024-25 academic year available on the **“Standards, Publications, and Notification Forms”** section of the LCME website [(lcme.org/publications](file:///C%3A%5C%28lcme.org%5Cpublications%5C)). The LCME considers the independent review conducted by students to be a critical part of the accreditation process. Student leadership should complete work on the ISA around the time that the DCI is being finalized. The medical school dean’s office or support staff should offer any reasonable logistical and financial support and/or technical advice to help students, particularly with the conduct of the survey and analysis of data from the survey.

The ISA is the major source of student-based information that the LCME will use when it evaluates the medical education program. An effective ISA is based on comprehensive data from the student body. It is critical for the credibility of the data to have a response rate to the survey that is at least 70-80%.

The medical students responsible for the ISA should familiarize themselves with the *Functions and Structure of a Medical School* publication, which contains the LCME accreditation standards and elements that apply to the academic year of the program’s review for provisional accreditation. Note that not all accreditation elements are included in the review for provisional accreditation. You can see the subset of elements included in the review for provisional accreditation by looking at the provisional DCI for your program’s survey visit year here: <https://lcme.org/publications/#DCI>. Many of the ISA items are linked to these elements.

[**Appendix B**](#_APPENDIX_B:_Suggested) **outlines some logistical considerations related to the collection and reporting of data for the ISA**.

[**Appendix C**](#_APPENDIX_C:_Sample) **contains the LCME-required survey items. These items relate directly to data that the medical school must provide in the DCI and, therefore, must be included as written.** The student committee should develop a survey to collect quantitative satisfaction data about each area, adding items as needed to reflect specific characteristics of the school, including its medical education program. The student committee should analyze the survey response data and develop a narrative summary and set of findings and conclusions. **In summary, the ISA should include a methods section, an executive summary highlighting major findings of strengths and areas for improvement, a narrative description of findings related to each general topic areas covered (e.g., the curriculum, student services, the learning environment), a section presenting conclusions and recommendations**, **and a data table for each survey item, formatted as described in Appendix D.**

The methods section should summarize the process used to develop and distribute the survey, the dates the survey was administered, the response rate to the survey for each of the respondent class years, and the overall response rate if more than one class participated. **See Appendix B for specific information on calculating the required per item response rates.**

[**Appendix D**](#_Appendix_E:_Sample) contains the template for reporting survey results. Create a table for each survey item with the **number and percent** of respondents from each respondent class year that answered the item and selected each response option (i.e., number and percent choosing not applicable; number and percent choosing dissatisfied and very dissatisfied (combined); and number and percent choosing satisfied and very satisfied (combined) such that all respondent class years (if more than just the charter class) are included in the same table. This makes it easier for the survey team to read. **Do not use histograms, boxplots, or pie charts, and do not present data in color**.

**IMPORTANT NOTE: Be certain to provide the ISA, including the data tables, in a Microsoft Word document so that survey team members can easily copy its tables into the team report.**

**Survey Administration**

The students responsible for the ISA should inform the student body about the importance of completing the survey and the seriousness with which the survey team and the LCME regard its results. If the initial response rate for the student survey is less than 70-80% total and by class (if more than one class is surveyed), it is recommended that the response rate be increased by either leaving the survey open longer or by conducting a follow-up survey. You may use incentives to enhance participation and may supplement the survey results with other data, such as focus group results, input from student organizations, or similar kinds of information. These data sources may be helpful in explaining the survey results but should not be used to replace the data derived from the questionnaire survey.

Members of the medical school administration must not influence the ISA findings or edit the report. Nevertheless, both the program and the students will benefit if a draft of the ISA document is shared with the FAL to ensure that the analysis does not contain any inconsistencies with the survey data or individual student comments that may not be representative of the full student body. The final version of the ISA must be made available to the individuals completing the DCI.

Students responsible for the ISA may find it helpful to learn from the experiences of students who were involved in the ISA at other medical schools that have recently completed a full accreditation survey visit. Each year, one of the monthly *Connecting with the Secretariat* webinars focuses on the ISA, with presentations by students from medical schools that have recently engaged in the accreditation process.

## Student Participation During the LCME Survey Visit

The survey team secretary works with the program’s FAL to develop the visit schedule based on the specific elements to be reviewed. The schedule will include a session with students.

The session with students allows for informal and open discussions about the medical school. One purpose of these meetings, from the survey team’s point of view, is to identify and reconcile, if possible, any differences in student opinion found between the ISA and the medical school’s own DCI responses. Sometimes such differences are easily explained by timing differences in data collection. There may also be genuine differences of opinion, and part of the survey team’s task is to identify if and why that is the case. The survey team will use the student session to explore in more depth issues of concern identified in the ISA and to determine if any issues that were not mentioned in the ISA have surfaced. For these reasons, it is necessary that participating students be familiar with the ISA.

It is necessary to ensure that a representative group of students, not just student leaders, is included in the session with the survey team. When possible, the session should include one or more students who were responsible for conducting or managing the ISA. The survey team may have a particular interest in talking to certain categories of students. For example, the survey team may want to meet with one or more students who have had some experiences in accessing student services, such as academic counseling and tutorial services or health services. Students who meet with the survey team should feel comfortable speaking openly about both the strong and weak areas of the medical education program. Under no circumstances are student comments quoted directly or attributed to any individual in the survey team report or in discussion with school faculty or leadership. The survey team will not make any determinations based solely on what an individual student says. However, the team will explore any potential issues that arise in discussions with students or others, and in such cases, will look for corroborating evidence while on the survey visit.

## Complaints and Grievances

An accreditation review is not an opportunity for individual students, faculty members, or anyone else to involve the LCME in discussions about personal or academic grievances with the medical school. As an accrediting agency, the LCME and its survey teams concentrate only on making determinations about whether the medical education program is performing in a satisfactory way related to the accreditation standards and elements.

Any student who believes that a medical education program’s actions or policies indicate noncompliance with accreditation standards or unsatisfactory performance in one or more accreditation elements can bring the issue to the LCME’s attention by submitting a formal complaint about the program at any time. This can be done by emailing the LCME Secretariat office, lcme@aamc.org, with relevant details, a list of any standards/elements related to the complaint, and a signed consent form, available on the LCME website ([lcme.org/publications/#Forms](http://lcme.org/publications/#Forms)). Further information about the LCME’s complaint policy can be found in the LCME *Rules of Procedure* and on the LCME website ([lcme.org/contact/complaints](http://lcme.org/contact/complaints/)). In response to a complaint, the LCME will only make a determination regarding the program’s compliance with accreditation standards/performance in accreditation elements. The LCME will not intervene on behalf of a complainant to resolve personal grievances.

# Other Opportunities for Student Involvement with the LCME

## LCME Student Members

There are two final-year medical students who are full voting members of the LCME. The medical student members of the LCME ensure that accreditation standards/elements, policies, and actions include the student perspective. Student members participate in the discussions and decision-making on accreditation matters during LCME meetings, including reviews of accreditation surveys and medical school follow-up (status reports), consideration of new or revised accreditation standards/elements and policies, and broad discussions about the impact of medical education and health care delivery on accreditation. Student members typically participates in one accreditation survey visit during the year of their service on the LCME.

## Student Feedback on Accreditation Standards

The LCME both appreciates and benefits from student input. One of the ways in which students can be helpful to the LCME is by providing suggestions and feedback regarding its accreditation standards and elements. For example, the expectation that there be education about culturally competent care was brought to the LCME’s attention by the Minority Affairs Section of the AAMC Group on Student Affairs and the requirement related to the learning environment and student mistreatment was created in close collaboration with the AMA Medical Student Section and the AAMC Organization of Student Representatives. Students with ideas for new standards or elements should email the LCME Secretariat at lcme@aamc.org.

# Appendix A: Frequently Asked Questions

This section uses frequently asked questions to summarize and expand upon the information provided earlier in this document.

***In a review for provisional accreditation, does the LCME only evaluate the medical curriculum or does the LCME examine all aspects of a medical education program?***

The LCME bases its assessment on the medical education program’s performance in a subset of accreditation elements, many of which cover areas that touch on the medical student experience. See the Data Collection Instrument for provisional accreditation, on the LCME website: [lcme.org/publications](http://lcme.org/publications/).

***If an important issue for students exists at a medical school, how can that school’s students ensure that it is addressed by the LCME?***

If the medical education program is scheduled for an LCME accreditation review, the issue should emerge from the ISA if it is related to the program’s performance in one or more accreditation elements. If the issue involves noncompliance with accreditation standards or unsatisfactory performance in accreditation elements, which is confirmed by the survey team, the LCME will require the program to demonstrate it has resolved the problem by requiring a follow-up report or limited survey visit.

Occasionally, an issue considered important by medical students does not relate to LCME accreditation elements (e.g., scarce, or expensive on-campus parking). In such a case, the survey team may comment on the problem in its report, but the LCME cannot compel the program to take corrective measures because the issue does not involve performance in accreditation elements.

If a major issue surfaces and a program is not scheduled for an upcoming LCME review, students can bring the issue to the attention of the LCME by submitting a formal complaint as described earlier. Details of the complaint procedure are contained in the *LCME Rules of Procedure.* Additional information regarding complaints can be found on the LCME website: [lcme.org/contact/complaints](http://lcme.org/contact/complaints/).

## Medical Student Participation in LCME Accreditation

***What role do students play in the review of a program for provisional accreditation?***

Students conduct an independent student analysis (ISA) of the institution. The survey team includes information from the ISA and from students it meets on-site when making its determinations about the program’s performance in the relevant accreditation elements.

## Medical Student Participation in the LCME Survey Visit

***Does the LCME meet with students? Is any student invited to attend meetings to talk with the LCME?***

The survey team evaluating a medical education program for provisional accreditation will meet with a group of students during the survey visit. The program and its students will determine which students meet with the survey team.

***How should students be selected to participate in the survey visit process****?*

From the survey team’s perspective, it is necessary to meet with a representative group of students, including some who were directly involved in developing the ISA and who are familiar with the data collected by the student opinion survey. It is desirable that the survey team meet with a breadth of students, not just class leaders. The school and its programs are more likely to be effectively represented if the selection of students results from mutual agreement among medical school administrators and faculty and the student body. A survey team would likely be concerned if students had no voice at all in deciding which of them met with the survey team.

## Independent Student Analysis (ISA)

***Is there a template that students can use as a guide to develop their student opinion survey for the independent student analysis?***

[Appendix C](#_APPENDIX_C:_Sample) contains a survey for collecting student opinion data. The LCME requires that all of these survey items be included. You can add items to address issues of particular importance at your medical school. See [Appendix D](#_APPENDIX_C:_Sample) for how to report the student response data. The medical school should, if requested, supply technical assistance in preparing the survey for dissemination to students and in data analysis.

***Should medical school administrators/faculty review the ISA?***

Yes. Medical school officials should have an opportunity to review the ISA and discuss any perceptions that it contains factual errors or internal inconsistencies. They incorporate ISA data into the DCI. However, medical school officials must not edit or revise the ISA or exert influence on students to change its content or conclusions.

***What type of student feedback is most useful to the LCME?***

The best student feedback is analytical, candid, constructive, and based on a synthesis of student opinion related to the intent of the accreditation elements. That is, it should accurately identify all problems relevant to the elements to be addressed in the provisional accreditation review and do so in a way that indicates how students think the medical education program can improve. Students should indicate both a program’s particular strengths and its particular challenges. A survey team finds most useful student feedback that is consistent across all information sources and is supported by appropriate quantitative and other evidence-based documentation. Do not include the comments of an individual student in the ISA narrative; instead, synthesize and include similar comments from a number of students.

***Is there a certain percentage of students who should respond to the student opinion survey for the information to be useful to the LCME?***

A high response rate is necessary to ensure the credibility of the information. The student opinion survey should achieve a minimum of a 70-80% response rate. The students responsible for the survey may use incentives supplied by the medical school administration to support a good response rate.

# Appendix B: Data Collection and Reporting Logistics

A small representative student committee, preferably selected or approved by the student body, should coordinate survey creation, data analysis, and ISA construction. This committee could include student council representatives and class officers.

Use methods that ensure broad input that reflects student body opinion. To accomplish this goal, the ISA committee should develop and disseminate a student opinion survey, using the required items in [Appendix C](#_APPENDIX_C:_Sample) and adding items to address issues of particular importance at your medical school. The survey should include items that directly relate to LCME accreditation elements for provisional accreditation and should have space for students to add comments.

In addition to conducting a survey of student opinion, the ISA committee may also choose to hold one or more class meetings or focus groups to discuss student concerns. If ISA leaders use any of these methods, they should report the number of participants in the “Methods” section of the ISA introduction.

Once the ISA committee has collected its data, the committee or a subgroup of its members should analyze and summarize the data and prepare the ISA. When reporting the results of the survey, include the response rate for EACH of the respondent class years (if more than one class participated) and the overall response rate. **To determine the response rate for a given class year, use the total number of students in that class year to whom the survey was made available as the denominator and use the total number of students from that class year that filled out the survey as the numerator. Similarly, for the overall response rate, use the total number of students in all class years to whom the survey was made available as the denominator and use the total number of students from all class years that filled out the survey as the numerator.**

**Use tables to present the data as illustrated in Appendix D. The LCME requires that you calculate all response data percentages using the total number of responses, including N/A responses, as the denominator, and the type of response (e.g., satisfied/very satisfied) as the numerator.**

**Do not display the data in a complex way (i.e., do not use bar graphs, histograms, or color data displays). It is not necessary to use sophisticated statistical analyses. The number and percentage of respondents choosing each option for each item (broken down by class year if more than one class participated) is most useful, as the survey team will be able to clearly see the range of student opinion.**

Collect and analyze the data in time to allow you to complete the final version of the ISA as the DCI is being finalized. The following are some guidelines for writing the ISA:

1. Title the ISA sections “ “Methods,” “Executive Summary,” “Narrative Description of Results,” “Summary and Conclusions,” and “Numerical Tables.” See the [ISA Report Development](#_ISA_Report_Development) section in the “Checklist of Requirements for Completing the Independent Student Analysis (ISA) for Provisional Accreditation Visits” document.
2. Begin by describing the methods used to collect data or gather student opinion. Include the response rate to the survey by class year (if more than one class participated) and, if applicable, the number of students who participated in class meetings or focus groups.
3. In the executive summary, highlight the major findings organized by accreditation elements or by some other framework (such as the educational program, student services, the learning environment).
4. In the narrative description of survey results, concisely summarize the results of the student opinion survey organizing the findings by topic areas (e.g., curriculum, student services). Note areas in which the medical school is doing well and areas in which it needs improvement, documenting conclusions using data from the survey. Include, as available, the specific issues that led to findings of student dissatisfaction. The narrative should end with recommended changes to address areas of student concern.
5. In the “Numerical Tables” section, include a table for each item on the survey. For each item, the LCME requires providing the number and percent of students who selected n/a, dissatisfied and very dissatisfied combined, and satisfied and very satisfied combined. These must be presented in total and by class year if more than one class participated. Please DO NOT SEND response data from individual students and DO NOT include individual student comments. However, you may synthesize and include in the narrative as illustrations comments in the narrative that are representative of the responses from a large number of students or similar comments from a number of students.

# Appendix C: 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

**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 a b c d N/A

prevent mistreatment

1. Adequacy of pre-clerkship lecture halls, a b c d N/A
large group classroom facilities
2. Adequacy of pre-clerkship small group teaching spaces a b c d N/A
3. Adequacy of relaxation space for pre-clerkship students a b c d N/A
4. Adequacy of study space for pre-clerkship students a b c d N/A
5. Adequacy of secure storage space for pre-clerkship a b c d N/A
students’ personal belongings
6. Access to research opportunities a b c d N/A
7. 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 advising 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 advising 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 a b c d N/A

to infectious and environmental hazards

1. Adequacy of education about procedures to follow after a b c d N/A

potential exposure to infectious and environmental hazards

**MEDICAL EDUCATION PROGRAM**

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 a b c d N?A
4. Opportunities for self-directed learning§ a b c d N/A

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

33. Overall workload in the first year a b c d N/A

34. Coordination/integration of content in the first year a b c d N/A

35. Medical school responsiveness to student feedback a b c d N/A

on courses and teaching

§ Self-directed learning (Elements 6.3 and 8.8) includes self-assessment of learning needs, identification of information to meet those needs from credible sources, and feedback on this skill.

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

Use the following scale for each survey item:

a = Very dissatisfied

b = Dissatisfied

c = Satisfied

d = Very satisfied

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

Use the following table for each survey item:

In creating the table, please add dissatisfied +very dissatisfied (a + b) and satisfied + very satisfied (c +d)

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 remaining columns, the LCME requires that you calculate all response data percentages using the total number of responses, which includes N/A responses, as the denominator, and uses the type of response (e.g., satisfied/very satisfied as the numerator).

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

|  |
| --- |
| **Table Title\*** |
| Medical School Class | Number of Total Responses/Response Rate to this Item | Number and % ofN/AResponses | Number and % of Dissatisfied/Very Dissatisfied Responses | Number and % ofSatisfied/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.”