

Connecting with the Secretariat



Independent Student Analysis

February 19, 2026 | 1:30 pm – 3:00 pm ET



Welcome!

Thank you for joining us for today's webinar. The program will begin shortly.
You will not hear audio until we begin.

If you have technical questions, please email aamc@commpartners.com.



LCME[®]

LIAISON COMMITTEE ON
MEDICAL EDUCATION



Guest Speakers

Katherine Asmis

Class of 2026

Joshua Salisbury

Class of 2026

Samuel Aldous

Class of 2027

Spencer Lee

Class of 2027

Paul L. Foster School of Medicine Texas Tech University Health Sciences Center El Paso

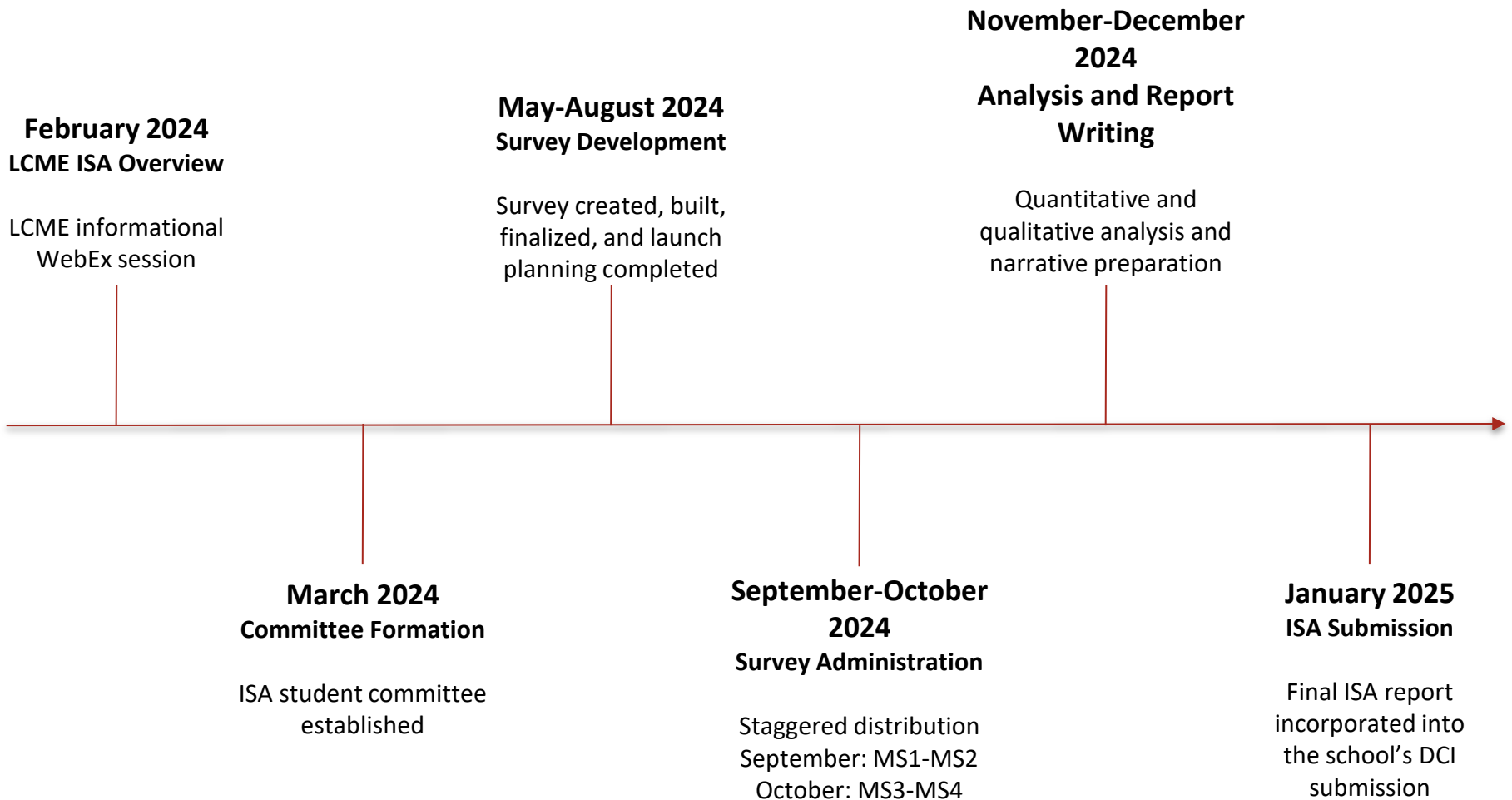


TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Independent Student Analysis
(ISA)



ISA Timeline





ISA Student Committee Selection Process

Selection Process

- Drawn from students serving on **SCEC** and **CEPC**
- Interested students identified from this group
- Class-wide voting used to select reps
- Top two vote recipients per class appointed

Final committee structure

- 2 MS2s (Class of 2027)
- 2 MS3s (Class of 2026)
- 2 MS4s (Class of 2025)

**Committee composition evolved with student progression during the ISA cycle, as SCEC and CEPC positions are typically not filled by incoming MS1 students until early fall.*



Survey Design

- LCME requires 75 questions
 - a = Agree
 - b = Disagree
 - N/A = No opportunity to assess/Have not experienced this
- Grouping determined by LCME



Survey Design - Unique Questions

- “Distinctive characteristics” & “issues of particular importance to students”
- 10 student-drafted quantitative questions
 - Addressed unique aspect of curriculum and school’s location and areas deemed by students to need improvement
- 2 student-drafted qualitative questions
 - Immersion experience & location on US-Mexico Border



Survey Platform

- Qualtrics Surveying Platform
 - Single link
 - First question of class year → dictated survey questions
 - Data organized by class year
 - Survey could only be filled out once by student



Report: **ISA_All Students** ▾ Add Filter ▾ Share Report ▾ Settings ▾

- ✓ ISA_All Students
- MS1
- MS2
- MS3
- MS4
- Preliminary Results
- Create New Report...
- Copy Report...

Q80 - Please select your year of study:

Page Options ▾

#	Field	Choice Count
25	MS 1	29% 131
3	MS 2	28% 127
10	MS 3	22% 102
21	MS 4	21% 96
		456

Showing rows 1 - 5 of 5

Add Note Add Visualization

Q80 - Please select your year of study:

Q95 - Dear [Name], please indicate your level of agreement with the following items regarding the OSA No...

Q149 - Office of the Associate Dean for Educational Programs/Medical Education (OME) Please indicate your level of agreement with the following items regard...



Survey Distribution

- Classwide emails sent by ISA leaders with Qualtrics survey link
- Regular reminders sent through GroupMe platform with percent completion



Survey Completion Incentives

- Goal: 70% response rate by each class
- Texas Tech Crew Neck Sweatshirt
- MS1-3: Chick-fil-A lunch
- MS4: Match Day fund contribution





LCME Independent Student Analysis Survey

Please take a moment to complete the following 15-20 minute student survey.

Your participation is entirely voluntary and anonymous, and all data will be reported in aggregate/summarized format only. To thank you for your time and cooperation, you will receive a prize if a 70% response rate is reached.

After you submit your survey responses, you will be automatically redirected to another form where you can provide your contact information. We will use this information to reach out to you and arrange for your prize. The information you enter cannot be linked to your survey responses.

Thank you for your time.

Q2

Thank you for successfully completing the survey.

If you wish to claim your prize for participation, please provide your contact information below. If you would rather not participate, simply close the window.

Survey responses will remain anonymous and will not be linked to the information provided in this entry form. We will contact you about your prize via e-mail within the next few weeks.

Thank you once again for your cooperation and time!

[Click to edit validation and sizing](#)

★ First Name:	<input type="text"/>
★ Last Name:	<input type="text"/>
★ E-mail:	<input type="text"/>



Survey Result Organization

The LCME provided:

- A set of required questions
 - Grouped into various categories depending on the subject discussed
- A specific table format to help visualize the response data for each question

I have access to service-learning/community service opportunities.								
Medical School Class	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Disagree Responses		Number and % of Agree Responses	
	N	%	N	%	N	%	N	%
M1	114	84%	8	7%	2	2%	104	91%
M2	116	91%	3	3%	1	1%	112	97%
M3	96	94%	1	1%	2	2%	93	97%
M4	89	81%	0	0%	9	10%	80	90%
Total	415	88%	12	3%	14	3%	389	94%

Sample Table



Survey Result Analysis

- Looked for trends in response percentages from two views
 - Broad view - compared response trends between questions within a question category
 - Narrow view - compared response trends between medical student classes to individual questions



Survey Result Analysis

Our survey included two free-response questions, which were analyzed using individual qualitative analyses.

Each free-response question was designed to let students voice opinions about a topic related to at least two of the school-specific multiple-choice questions.



Survey Result Analysis

Steps of each qualitative analysis:

- Creating the code for grouping similar themes and sentiments
- Color-coding the responses
- Counting the students' responses including the coded themes and sentiments (recorded by class year)
- Using response data to discover trends and common themes relating to school-specific topics



Survey Result Analysis

Qualitative analysis example:

Free response question:

What are some of the biggest challenges you have faced attending medical school on the US-Mexico border?

Corresponding Coding table:

Language/cultural barrier
Discrimination/Stigma
Environmental/geographical/personal aspects
Patient population/Diversity
Distance from home/ from other cities/transportation
Patients' circumstances/barriers to treatment
Lack of opportunities/resources for students or patients
Legal/border concerns
Concerns regarding medical school administration/faculty/policies
None



ISA Preparation

Report Organization:

- Class Information
- Methods
- Executive Summary
- Narrative Description of Results
- Summary and Conclusions
- Numerical Tables
- Qualitative Response Results

Tips:

- Start early
- Match timelines w/ responsibilities
- Begin with formatting of tables



ISA Preparation

- Narrative Description
 - Strengths, areas of concern, disparities between classes

Library and Information Resources

More than 90% of M2, M3, and M4 students agreed that they had access to library resources both on and off campus, as well as adequate library support. Among M1 students, 11% declined to respond to the first statement, and 9% declined to respond to the second. This resulted in a lower percentage of reported agreement for M1 students, though their disagreement rates were comparable to those of the other classes. Notably, 13% of M4 students disagreed with having access to technological support, which was higher than the less than 10% disagreement reported by other classes. Across all years, the majority of students agreed that they had online access to course and clerkship materials both on and off campus, with disagreement rates remaining below 10%.



Sample Table

LEARNING ENVIRONMENT AND FACILITIES

I have been introduced to and know how to find the medical school's student mistreatment policy.								
Medical School Class	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Disagree Responses		Number and % of Agree Responses	
	N	%	N	%	N	%	N	%
M1	114	84%	9	8%	3	3%	102	89%
M2	116	91%	2	2%	0	0%	114	98%
M3	96	94%	1	1%	0	0%	95	99%
M4	90	82%	0	0%	4	4%	86	96%
Total	416	88%	12	3%	7	2%	397	95%



ISA Data Analysis by Leadership

- Dean of Medical Education, Dean of Office of Student Affairs, and Dean of Admissions met with ISA members to discuss results of ISA survey
- Students provided input and suggestions for areas needing improvement
- Collaborated on short- and long-term approaches to address concerns
- Office of Medical Education re-surveyed students to address short-term changes



Sharing ISA Findings and Collaborative Follow-up

- ISA survey data and narrative incorporated into the school's DCI submission
- Findings reviewed with school leadership
- ISA committee and student representatives provided context and clarification
- Discussions focused on identifying underlying causes of student concerns
- Student input informed short- and long-term improvement planning

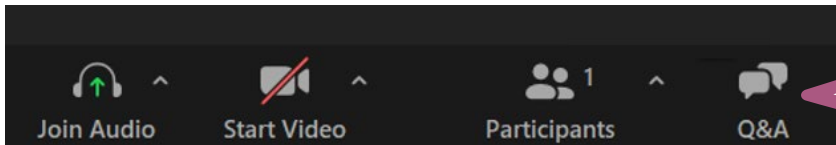


We hope this overview is helpful to schools
and student leaders preparing for the ISA
process.

Questions?

Q & A

To ask a question – hover your mouse over the bottom of the screen to bring up the toolbar.



Click the Q&A icon and a box will open where you can submit a question.*

**Only speakers will see the questions submitted. Participants will not see other participants' questions.*

Submitted Question



1. How did you educate the students about the survey? Did you help them understand what some of the responses options were (eg N/A)?
2. Did you get assistance in the analysis process of the ISA data? If so, who provided that help?

Submitted Question



Regarding 1.4, how should a school be evaluating the concept “significant role”? Is it a significant role in any one student’s clerkship experience, such as the proportion of time a student spends at a site? Or is it the total number of students per clerkship that might be assigned to a given site?

New LCME Website Coming Soon!

The screenshot displays the LCME website interface. At the top, a dark green navigation bar contains links for 'SCHOOL DIRECTORY', 'LCME STRATEGIC VISIONING', 'RESOURCES', and 'CONTACT', along with a search icon. Below this is the LCME logo and a tagline: 'The LCME Secretariat and the publications on this website are the only official sources of information regarding LCME policies, procedures, and issues related to the intent of elements.' A secondary blue navigation bar lists 'ABOUT', 'SCHOOLS', 'STUDENTS', 'SURVEY TEAMS', 'NOTIFICATION FORMS', and 'WHITE PAPERS/ARTICLES'. The main content area features three cards: 1) 'CONNECTING WEBINARS' with a 'View Webinars/Recordings' button; 2) 'AY 2026-27 Full, Preliminary, and Provisional DCIs' with a 'View Schools Section' button; and 3) 'New Website: We Value Your Feedback' with a 'Submit Feedback' button. A footer section states the LCME's recognition by the U.S. Department of Education and the WFME, and includes copyright information for 2026 LCME, sponsorship by the AAMC and AMA, and a Sitemap link.

SCHOOL DIRECTORY ▾ LCME STRATEGIC VISIONING RESOURCES ▾ CONTACT ▾ 🔍

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The LCME Secretariat and the publications on this website are the only official sources of information regarding LCME policies, procedures, and issues related to the intent of elements.

ABOUT ▾ SCHOOLS ▾ STUDENTS SURVEY TEAMS ▾ NOTIFICATION FORMS WHITE PAPERS/ARTICLES

CONNECTING WEBINARS

Connecting with the Secretariat Monthly Webinars

The LCME Secretariat hosts interactive discussions about preparing for survey visits, reviewing LCME elements, and approaches to meet LCME expectations. Deans/staff are encouraged to attend.

[View Webinars/Recordings](#)

AY 2026-27 Full, Preliminary, and Provisional DCIs

LCME Secretariat staff have published the DCI for schools preparing for survey visits in academic year 2026-27. All documents are within the "Schools" section of the website, by type of review.

[View Schools Section](#)

New Website: We Value Your Feedback

LCME Secretariat staff are excited to launch our new website and would love to get your feedback. Please send us any comments/questions you have and let us know what you think.

[Submit Feedback](#)

The LCME is recognized by the U.S. Department of Education and the World Federation for Medical Education (WFME) as the authority for the accreditation of medical education programs leading to the MD degree.

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We Heard You!



Connecting with the Secretariat Recorded Webinars



In response to feedback/requests from schools, all *Connecting with the Secretariat* webinars will be recorded and posted once they are available, starting with the January 2026 webinar.

[View 2026 Webinars](#)



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LIAISON COMMITTEE ON
MEDICAL EDUCATION




Next Webinar



**What Students Need, What Students Want,
What the LCME Expects**

March 26, 2026 | 1:30 pm – 3:00 pm ET



Email lcme@aamc.org with element or topic suggestions.