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## Checklist of Requirements

## for Completing the Independent Student Analysis (ISA)

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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 questions in the required format.   * Include all the [survey questions listed in the Required Student Opinion Survey Items section below](#_Required_Student_Opinion) exactly as written (these same questions are listed in Appendix C of the *Role of Students* document). * Add survey questions 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](#_Reporting_of_Results) for reporting the results of all survey questions (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 for each class year. * Label the ISA sections: Introduction; Methods; Executive Summary; Narrative; Summary and Conclusions; and Numerical Tables. See the [ISA Report Development](#_ISA_Report_Development) section below. * Specify in the “Methods” section the dates when surveys were administered to each class, the survey response rate for each class year, and the overall response rate; 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 of below](#_Appendix_D:_Reporting) to report responses to each survey question 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 questions 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* (January 2021) 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 questionnaire. The following are some guidelines for writing the ISA:

1. Begin with a description of the method(s) used to gather student opinion data, including the survey of students in all classes. Include the dates when surveys were administered and the number and percent of students responding to the survey both by class year and overall. If applicable, also include the number of students participating in other methods used by students to collect student opinion from their classmates, such as class meetings or focus groups.
2. Follow the “methods” section with an executive summary. The executive summary should highlight the major findings organized by accreditation elements or by some other framework (e.g., curriculum, student services).
3. 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 where the medical school is doing well and areas in which it needs improvement, documenting conclusions using data from the survey. DO NOT SEND data from individual students and DO NOT include individual student comments. However, comments that are representative of the responses from a large number of students or synthesized comments may be included in the narrative as illustrations.

4. The individual data tables for each question should be included at the end.

# Required Student Opinion Survey Items

**The LCME requires that the student opinion questionnaire include, at a minimum, the following items and that you use the scale below.** **This is so that the response data matches what is needed by the medical school for completing its data collection instrument.**

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

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***Please circle the letter indicating 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 yet

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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 Educational Programs/Medical 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
5. Participation of students on key medical school committees a b c d N/A

**LEARNING ENVIRONMENT AND FACILITIES**

1. Adequacy of the medical school’s student mistreatment policy a b c d N/A
2. Adequacy of the mechanisms to report student mistreatment a b c d N/A
3. Adequacy of medical school activities to prevent student

mistreatment a b c d N/A

1. Adequacy of medical school actions on reports of student

mistreatment a b c d N/A

1. Adequacy of safety and security at medical school campus a b c d N/A
2. Adequacy of safety and security at clinical sites a b c d N/A
3. Adequacy of lecture halls, large group classroom facilities a b c d N/A
4. Adequacy of small group teaching spaces on campus a b c d N/A
5. Adequacy of educational/teaching spaces at hospitals a b c d N/A
6. 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 student study space at hospitals/clinical sites a b c d N/A
3. Adequacy of secure storage space for personal belongings at the

medical school campus a b c d N/A

1. Adequacy of secure storage space for personal belongings at

hospitals/clinical sites a b c d N/A

1. Adequacy of relaxation space at hospitals/clinical sites a b c d N/A
2. Administration and faculty diversity a b c d N/A
3. Student diversity a b c d N/A
4. Access to research opportunities a b c d N/A
5. Support for participation in research a b c d N/A
6. Access to service learning/community service opportunities a b c d N/A

**LIBRARY AND INFORMATION RESOURCES**

1. Ease of access to library resources and holdings a b c d N/A
2. Quality of library support and services a b c d N/A
3. Ease of access to technology support a b c d N/A
4. Access to online learning resources a b c d N/A

**STUDENT SERVICES**

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

to infectious and environmental hazards

1. Adequacy of education about procedures to follow after

a 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 pre-clerkship phase a b c d N/A
2. Clinical skills instruction in the pre-clerkship phase a b c d N/A
3. Amount of formative feedback in the pre-clerkship

phase a b c d N/A

1. Quality of formative feedback in the pre-clerkship

phase a b c d N/A

1. Opportunities for self-directed learning in the

pre-clerkship phase a b c d N/A

1. Adequacy of unscheduled time for self-directed learning

in the pre-clerkship phase a b c d N/A

1. Overall student workload in the pre-clerkship phase a b c d N/A
2. Coordination/integration of content in the

pre-clerkship phase a b c d N/A

1. Utility of the pre-clerkship phase as preparation for

required clerkships a b c d N/A

1. Quality of the required clerkships a b c d N/A
2. Access to patients during the required clerkships a b c d N/A
3. Student workload in the required clerkships a b c d N/A
4. Adequacy of supervision in clinical settings a b c d N/A
5. Amount of formative feedback in the required clerkships a b c d N/A
6. Quality of formative feedback in the required clerkships a b c d N/A
7. Clarity of policies for advancement/graduation a b c d N/A
8. Access to student academic records a b c d N/A
9. Clinical skills assessment in the clerkship phase a b c d N/A
10. Medical school responsiveness to student feedback on

courses/clerkships a b c d N/A

1. Adequacy of education to diagnose disease a b c d N/A
2. Adequacy of education to manage disease a b c d N/A
3. Adequacy of education in disease prevention a b c d N/A
4. Adequacy of education in health maintenance a b c d N/A
5. Adequacy of education in caring for patients from

different backgrounds a b c d N/A

1. Adequacy of interprofessional education experiences a b c d N/A

# Reporting of Results - Tables in the Independent Student Analysis

To report the questionnaire results, **develop a separate table for each survey question** such that the data for all relevant class years are included in the same table. 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) and satisfied + very satisfied (c + d). 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 an item is specific to a set of students, such as questions about the clinical years/clerkships, the medical school class(es) responding to that item can be modified. For example, instead of asking the opinion of all four classes about their satisfaction with the quality of the educational spaces at hospitals, the questionnaire and the data table can be structured so that only data from M3 and M4 students are included. Note this affects the “Total” row, which should only include the M3 and M4 responses.

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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 Combined Dissatisfied and Very Dissatisfied  Responses | | Number and % of  Combined  Satisfied and  Very Satisfied Responses | |
| N | % | N | % | N | % | N | % |
| M1 |  |  |  |  |  |  |  |  |
| M2 |  |  |  |  |  |  |  |  |
| M3 |  |  |  |  |  |  |  |  |
| M4 |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |

\*The table title should match or be similar to the items/topics listed in above in the  [**Required Student Opinion Survey Items**](#_Appendix_C:_Required_1) **section above**. 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.”