Connecting with the Secretariat Webinar

March 21, 2019
1:30 pm – 3:00 pm ET

Participants should hear music until the start time.
If you don’t hear anything, call CommPartners at 800-274-9390 or email aamc@commpartners.com.
Guest Speakers

Students from the Paul L. Foster School of Medicine, Texas Tech University Health Sciences Center:

- Brittany Harper, Class of 2020
- Meena Manivannan, Class of 2020
Introductions

Brittany Harper MS
MD Candidate 2020

Meena Manivannan MS
MD/MPH Candidate 2020
Discussion Points

• Leadership Team
• Timeline
• Survey Design
• Survey Development and Distribution
• Survey Response Rate
• Analysis
• Final Report
• What We Wish We Had Known
## ISA Leadership Team

<table>
<thead>
<tr>
<th>MS 1 Lead</th>
<th>MS 2 Leads</th>
<th>MS 3 Lead</th>
<th>MS 4 Lead</th>
</tr>
</thead>
</table>
| • Team Member #1  
• Team Member #2  
• Team Member #3  
• Team Member #4 | • Team Member #1  
• Team Member #2  
• Team Member #3  
• Team Member #4 | • Team Member #1  
• Team Member #2  
• Team Member #3  
• Team Member #4 | • Team Member #1  
• Team Member #2  
• Team Member #3  
• Team Member #4 |
First meeting with administrative support
February 2016

First year class recruitment
September 2016

Development of survey incentives
Late September 2016

Survey Distribution
September 28 through October 19 2016

Follow up survey
February 6 2017

ISA Report Initial Draft
Late February 2017

ISA Final Copy
April 4 2017

Institutional Self Study
May 2017
Recurring Themes

- Confidentiality
- Access
- Adequacy
- Clarity of Policies
- USMLE
- Residency
- Preparedness
- Fairness
- Physical Spaces
## Survey Development and Distribution

### Learning Environment

<table>
<thead>
<tr>
<th>Adequacy of testing facilities and environment</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment conducive to culturally competent health care</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Opportunities for interaction with other medical disciplines</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Powered by Qualtrics
First meeting with administrative support
February 2016

First year class recruitment
September 2016

Development of survey incentives
Late September 2016

Survey Distribution
September 28 through October 19 2016

Survey Development

Follow up survey
February 6 2017

ISA Report Initial Draft
Late February 2017

ISA Final Copy
April 4 2017

Institutional Self Study
May 2017
Survey Response Rate
Individual Incentives

Class Incentives
Analysis
# Example

## Availability of tutorial help

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Mean</th>
<th>Very dissatisfied N(%)</th>
<th>Somewhat dissatisfied N(%)</th>
<th>Somewhat satisfied N(%)</th>
<th>Very satisfied N(%)</th>
<th>N/A N(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second year students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third year students</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fourth year students</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Very Dissatisfied  Somewhat Dissatisfied  Somewhat Satisfied  Very Satisfied

Dissatisfied

> 5%

Satisfied

> 90%
Final Report
Final Report: Discussion

Summary

>90% Strengths

>5% Opportunities for Improvement

Suggestions for Improvement
### Table 6.1. Total Student Body Responses to Select Categories Concerning the Medical Education Program, organized by descending means

<table>
<thead>
<tr>
<th>Category</th>
<th>Very Dissatisfied Mean</th>
<th>Very Dissatisfied N (%)</th>
<th>Somewhat Dissatisfied Mean</th>
<th>Somewhat Dissatisfied N (%)</th>
<th>Somewhat Satisfied Mean</th>
<th>Somewhat Satisfied N (%)</th>
<th>Very Satisfied Mean</th>
<th>Very Satisfied N (%)</th>
<th>N/A Mean</th>
<th>N/A N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with the College system</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Clinical skills instruction in the first and second years</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Access to patients during third-year clerkships</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Section Responses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Selection from Table 6.2 in Appendix B
*Only assessed for third and fourth year students (n=186)
*Assessed on the follow-up survey (n=259)

**SUMMARY**

Overall, students are satisfied with the medical education program. Of all individual responses to the questions concerning student satisfaction with the medical education program (n=___), ___% are either somewhat or very satisfied (n=__). It is important to note ....
Final Report

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OPPORTUNITIES FOR IMPROVEMENT 9
SUGGESTIONS FOR IMPROVEMENT 9
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<tr>
<th>TABLE OF CONTENTS</th>
<th></th>
</tr>
</thead>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>METHODS</td>
<td>3</td>
</tr>
<tr>
<td>LIMITATIONS</td>
<td>4</td>
</tr>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>5</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>8</td>
</tr>
<tr>
<td>STUDENT-FACULTY-ADMINISTRATION RELATIONSHIPS</td>
<td>8</td>
</tr>
<tr>
<td>OFFICE OF THE ASSOCIATE DEAN OF STUDENTS</td>
<td>8</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>9</td>
</tr>
<tr>
<td>STRENGTHS</td>
<td>9</td>
</tr>
<tr>
<td>OPPORTUNITIES FOR IMPROVEMENT</td>
<td>9</td>
</tr>
<tr>
<td>SUGGESTIONS FOR IMPROVEMENT</td>
<td>9</td>
</tr>
</tbody>
</table>
Methods

Formation and organization of ISA Leadership Team (ISALT)
Survey: Development, Distribution, Promotion
Response Rates
Analysis
Compilation of the final report
Explanation of Appendices
Other needed explanations
Final Report

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# Final Report

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      - Page 9
    - Opportunities for Improvement
    - Suggestions for Improvement
**Executive Summary: Key Sentences**

<table>
<thead>
<tr>
<th>Total number and % satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of all the individual responses of the primary survey (n=XXX), -- % are either somewhat or very satisfied.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sections that have &gt; 90% satisfaction / &gt; 5% dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, [name sections] all received greater than 90% satisfaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weakest section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The weakest section of the survey is [name section], having --% dissatisfaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongest section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The strongest sections of the survey are [name sections] , each with less than 5% overall dissatisfaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across the entire survey, first year students are more likely to report...</td>
</tr>
</tbody>
</table>
Of all the categories assessed in both the primary and follow-up surveys, there are several notable strengths of PLFSOM, as well as areas for improvement. These include the following:

Areas of Strength

The offices of the Associate Dean of Students and the Associate Dean for Medical Education. Students express high levels of satisfied responses across all categories concerning these offices.

Quality of library support and services. Student satisfaction with library support and services is likely due to the adequate size and staffing of the two readily accessible libraries on campus, both of which are now available to students 24/7 with ID-badge access.

Confidentiality of services. Students report high levels of satisfaction with the confidentiality of multiple services, including the Office of the Assistant Dean of Students, personal counseling services, and mental health services.

Professional community. Student satisfaction with professionalism policies, interdisciplinary opportunities, the college system, the sense of community within each class, and the ability of the learning environment to foster collegiality and respect contributes to a positive, professional community experience for students, which is further supported by the relatively small class size and the strong emphasis the school places on professionalism.

Opportunities for Improvement

Name of section/category/theme. Explanation.
## What We Wish We Had Known

- Survey Vocabulary
- Team Organization
- Formatting
- Setting Standards Early
- Awareness of Academic Calendar

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 1 Start</td>
<td></td>
<td></td>
<td></td>
<td>Holiday Break</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Finals</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>STEP 1 Preparation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Residency Interviews</td>
<td></td>
<td>Match</td>
</tr>
</tbody>
</table>
Questions
from webinar chat
Announcements: 2020-21 *Functions and Structure*

The *2020-21 Functions and Structure of a Medical School* is now available on the LCME website: [lcme.org/publications](http://lcme.org/publications)

*Changes to Element language effective for the 2020-21 academic year:*

- **Element 1.1** (strategic planning and continuous quality improvement)
- **Element 1.5** (bylaws)
- **Element 3.5** (learning environment/professionalism)
- **Element 3.6** (student mistreatment)
- **Element 4.6** (responsibility for educational program policies)
- **Element 6.3** (self-directed and life-long learning)
- **Element 6.5** (elective opportunities)
- **Element 6.6** (service-learning)
- **Element 7.1** (biomedical, behavioral, social sciences)
- **Element 7.2** (organ systems/life cycle/primary care/prevention/symptoms/signs/differential diagnosis, treatment planning, impact of behavioral and social factors)
- **Element 7.6** (cultural competence and health care disparities)
- **Element 7.7** (medical ethics)
- **Element 8.2** (use of medical educational program objectives)
- **Element 8.3** (curricular design, review, revision/content monitoring)
- **Element 8.4** (program evaluation)
- **Element 10.6** (content of informational materials)
- **Element 10.8** (visiting students)
- **Element 12.2** (tuition refund policy)
- **Element 12.5** (non-involvement of providers of student health services in student assessment/location of student health records)
Announcements: New Definition added to Glossary

A new term has been added to the Glossary of Terms for LCME Accreditation Standards and Elements located in the 2020-21 Functions and Structure of a Medical School (available on the LCME website: lcme.org/publications)

**Full-time faculty:** Full-time faculty includes all faculty members who are considered by the medical school to be full-time, whether funded by the medical school directly or supported by affiliated institutions and organizations. Reporting of full-time faculty members should include those who meet the preceding definition and who are based in affiliated hospitals or in schools of basic health sciences, or who are research faculty. Residents, clinical fellows, or faculty members who do not receive full-time remuneration from institutional sources (e.g., medical school, parent university, affiliated hospital, or healthcare organization) should not be included as full-time faculty. (Elements 3.3, 3.6, and 4.1)
Announcements: AAMC-Populated LCME Data Tables

• On March 20, 2019, your dean received an email with instructions to access the school specific report containing the AAMC-Populated/LCME Data Tables.

• Only the dean is given access, but the dean is free to distribute the data tables by downloading and sharing the workbook.
The September *Connecting with the Secretariat* webinar has been rescheduled to September 19, 2019, 1:30 pm – 3:00 pm ET.

To view a list of the remaining webinar dates, visit the Connecting with the Secretariat webpage: [lcme.org/events/secretariat-webinar](http://lcme.org/events/secretariat-webinar)
Element of the Month:
Element 7.9 (interprofessional collaborative skills)
and
LCME White Paper “LCME Principles for Education to Develop Interprofessional Collaborative Skills”

Email your questions and element or topic suggestions to lcme@aamc.org.