Connecting with the Secretariat Webinar

March 19, 2020
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.
BEGIN ISA RECORDING
Guest Speakers

Baffour Kyerematen, Class of 2022
University of Oklahoma College of Medicine

Dominic Martin, Class of 2021
University of Oklahoma College of Medicine
University of Oklahoma
College of Medicine
Oklahoma City, OK

Independent Student Analysis for LCME
Introductions

Baffour Kyerematen
B.A. Stanford University, 2015
MD Program, University of Oklahoma College of Medicine, 2022

Dominic Martin
B.S. Oklahoma State University, 2017
MD Program, University of Oklahoma College of Medicine, 2021
Outline

- Subcommittee Appointments
- Timeline
- Survey Design and Themes
- Survey Distribution
- Response Analysis
- Final Report
- Feedback for Future ISAs
Subcommittee Appointments

- Students from class leadership were invited to participate in the ISA Subcommittee
  - President/VP & Curriculum Chair of each class
  - Total of 8 committee members

- Team members:
  - MS1: Team member #1, Team member #2
  - MS2: Team member #1, Team member #2
  - MS3: Team member #1, Team member #2
  - MS4: Team member #1, Team member #2
Timeline

2017
August
Initial meeting with administration

2017
Early September
Survey Development

2017
Late September
First notification of survey and LCME accreditation sent to students
Survey Distribution via email → 10 days for students to complete

2017
Late October - Late November
Analysis and Document Creation

2017
December
ISA Report Initial Draft

2018
January - March
Revisions (3 total)

2018
Mid March
Final ISA Report
Timeline

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Survey Design

Step 1
LCME Required Questions

Step 2
Brainstorming additional Qs to add

Step 3
Revision of selected Qs

70 Survey Questions
Themes, Subjects, and Areas of Focus

- confidentiality
- preparedness
- research
- responsiveness
- study spaces
- accessibility
- participation
- USMLE
- financial preparedness
- residency
- adequacy
- diversity
- fairness
- policy clarity
- content integration
- access
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- research
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2018

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Final ISA Report
Survey Distribution

Emailed to Class lists: October 10th, 2019

Completion Deadline: October 20th, 2019 - 10 days to complete
Timeline

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## Analysis

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>01</td>
<td>Response Rate</td>
<td>How we got students to complete survey</td>
</tr>
<tr>
<td>02</td>
<td>Tabulating Results</td>
<td>Organizing results based on question</td>
</tr>
<tr>
<td>03</td>
<td>Grouping Likert Scaled responses</td>
<td>Pulling together results</td>
</tr>
</tbody>
</table>
Analysis: Response Rate

Total Students: 645
Goal: 100%

Student Responses: 552
Response Rate: 85.2%
## Analysis: Tabulating Results

<table>
<thead>
<tr>
<th>Medical School Class</th>
<th>Number of Total Responses to this item</th>
<th>N/A</th>
<th>Very dissatisfied (1)/Somewhat dissatisfied (2)</th>
<th>Somewhat satisfied (3)/Very satisfied (4)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>M1</td>
<td>124</td>
<td>4</td>
<td>3.22</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>2</td>
<td>1.27</td>
<td>4</td>
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<td></td>
<td></td>
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<td>1.63</td>
<td>6</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>541</td>
<td>12</td>
<td>2.22</td>
<td>22</td>
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</tbody>
</table>
Analysis: Grouping

95%/5% groupings were created by OU College of Medicine to determine strengths/weaknesses cutoff for identification purposes.

These windows are not set by the LCME.
Timeline

August 2017
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Mid March 2018
Final ISA Report
Final Report

- Introduction
- Methods
- Executive Summary
- Conclusions
- Appendix A: Tabulated Data
Introduction

The Independent Student Analysis Subcommittee of the University of Oklahoma College of Medicine conducted a review of the institution. Student leadership, with administrative aid, launched a survey independent of administrative or faculty input. This survey was distributed to all students currently enrolled at the College of Medicine. The analysis that follows is an independent review of the survey results by the student subcommittee that generated the survey. The Independent Student Analysis Subcommittee used the results of the survey to gain an overview of student opinions toward our Medical Institution.
Final Report

Methods

The Independent Student Analysis Subcommittee generated a xx question survey based on the LCME Role of Students in the Accreditation of Medical Education Programs in the US. The survey had 5 sections labeled Q1-Q5. These sections covered: The Office of the Associate Dean for Medical Education, Learning Environment and Facilities, Library and Information Resources, Student Services, and the Medical Education Program and Curriculum. The survey contained 67 statements with mandatory responses, and each response was given as a 4-point Likert scale (4-Very Satisfied, 3-Satisfied, 2-Dissatisfied, 1-Very Dissatisfied). Students were also given the option to respond with N/A for each question. An additional set of statements was sent to ensure coverage of each topic related to The Office of the Associate Dean for Medical Education listed in the LCME Role of Students in the Accreditation of Medical Education Programs in the US document. These were sent out as xx statements with mandatory responses, and each response was given on the same 4-point Likert scale as listed above.

The first survey was sent out on [DATE] to all students. A total of xx responses were submitted representing a response rate of xx% (M1-128, M2-159, M3-139, M4-126) (See Table 1-1). The second survey was sent out on [DATE] to all students. A total of xx responses were submitted representing a response rate of xx% (M1-xx, M2-xx, M3-xx, M4-xx). The results of the two surveys were analyzed by the Independent Student Analysis Subcommittee, which was composed of an MS3 Chair appointed by the college of medicine and student leaders from each class that were selected by the Committee chair. The results were compiled into tables, discussed, and are reported.

Draft data used for presentation purposes
Executive Summary: Q1-Q5
This topic covers statements under Q3 in the survey. Across all classes, most students reported being either satisfied or very satisfied with ease of access to library resources and holdings. M2 and M4 students reported high satisfaction (97.47% and 97.56%, respectively) to a greater extent than M1 and M3 students (86.18% and 88.24%, respectively). M3 students reported being dissatisfied or very dissatisfied more than the other classes, and no M4 students reporting dissatisfaction in this category. […] There appears to be a disparity in the library and information resource satisfaction between MS1 and M3 students compared to MS2 and MS4 students, with MS2 and MS4 students tending to report greater satisfaction.
Conclusion

Based on the analysis of the topics covered in the survey, it is the opinion of the Independent Student Analysis Subcommittee… The major issue present in the survey is regarding student study and storage space in hospitals. In response to the dissatisfaction reported in the ISA survey, the third year class officers presented the third year class with an additional survey regarding what students would like to see for educational, study, and lounge space in the hospitals. The results of this survey showed that students would like more space dedicated to these areas.

Example of “Areas for Improvement” statement
Feedback for Future ISA Committees
aka “What We Wish We Had Known”

- Setting vocabulary standard
  - Style consistency across authors
- Formatting
- Equal contribution per each student
- Scheduling for analysis meetings (!)
  - Across all four classes
- Multiple proofreaders
Thank you!

Questions?

Baffour Kyerematen
B.A. Stanford University, 2015
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Dominic Martin
B.S. Oklahoma State University, 2017
MD Program, University of Oklahoma College of Medicine, 2021
The **Role of Students: Appendix E – Tables in the ISA**

<table>
<thead>
<tr>
<th>Medical School Class</th>
<th>Number of Total Responses/Response Rate to this Item</th>
<th>Number and % of N/A Responses</th>
<th>Number and % of Combined Dissatisfied and Very Dissatisfied Responses</th>
<th>Number and % of Combined Satisfied and Very Satisfied Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td></td>
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<td>M2</td>
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<td>M4</td>
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<tr>
<td>Total</td>
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</tbody>
</table>
Questions from webinar chat
Submitted General Question
Strategic Planning portion of Element 1.1 of the LCME Standards:

We have an institution-wide 10-year Strategic Plan, and we would like to know if that plan is sufficient for the purposes of LCME accreditation.

Thirty (30) balanced scorecards based on the Strategic Plan have been created for the institution as a whole; 15 of these scorecards are for the College of Medicine. These scorecards were developed in consultation between the Office of Strategy Management and the Service Line Directors, along with their corresponding College of Medicine Department Administrators and Department Chairs. Updates on progress are requested from each area and tracked quarterly by the Office of Strategy Management.

We appreciate your input as to whether a comprehensive strategic plan such as this one is sufficient from an LCME standpoint.
Announcements: LCME COVID-19 Resources/Information

Located on the homepage of the LCME website: lcme.org

lcme.org/covid-19
Next Webinar: Thursday, April 16, 2020

Topic of the Month:

Not-so-obvious Considerations at the Medical School/Clinical Affiliate Interface: A Tapas Menu Featuring Elements 1.4, 3.5, 4.4, 4.5, 9.1, 9.2, 9.3, and 10.8

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