LOMA LINDA UNIVERSITY

School of Medicine

LCME Independent Student Analysis

2014-2016 Self Study

TOBI AFOLAYAN – CLASS OF 2016

CASEY HARMS – CLASS OF 2016

PAIGE STEVENS – CLASS OF 2016

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Agenda

- Committee Selection
- Preparation for Committee's Work
- Delegation of Committee Responsibilities
- Survey Design and Launch
- Incentives for Survey Participants
- Data Analysis
- Construction of Final Report
- Lessons Learned

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Committee Selection

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Infrastructure

Wiggio is a social productivity platform. We used it to:

- Rapidly disseminate information
- Share and collaborate on ideas
- Administer polls to the team

Zoom.us provided top-notch video and phone conferencing.

Google Drive was used to collaborate real-time on the compiled final document drafts.

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Timeline

Agendas for every meeting and tasks between meetings were created before the team ever met for the first time. A total of four video-conferenced meetings were held. Sub-committees met separately. Numerous additional meetings were held with school administration and between ISA team leadership.

Mtg. #	Planned Date	Length
#1	November	1.5 hrs
#2	Christmas break	2 hrs
#3	January	1 hr
#4	Early February	2 hrs
~~#5~~	~~Late February~~	~~1 hr~~

b. Discuss via Wiggio as necessary
2. Meeting #1: Approximate date = __. Estimated length: 1.5 hours.
    a. Decide on basic survey question format
    b. Finalize survey categories
    c. Divide up survey sections for review
3. Between meetings 1 and 2
    a. Members review designated survey sections
4. Meeting #2: Approximate date = beginning of Christmas break. Estimat
   length: 2 hours.
    a. Members present their sections to committee for feedback
    b. Ensure all LCME standards are addressed
5. Between meetings 2 and 3
    a. Survey sections from members will be combined for group editing
    b. Collaborative editing of questions
6. Meeting #3: Approximate date = end of Christmas break or early Januar
   Estimated length: 1 hour.
    a. Determine final survey formatting

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Preparation

Survey Questions 101: Do You Make any of These 7 Question Writing Mistakes?

Author
Scott Smith, Ph.D.
January 14, 2013

4 Common Sense Tips for Creating Surveys that Work

Author
Scott Smith, Ph.D.
December 31, 2012

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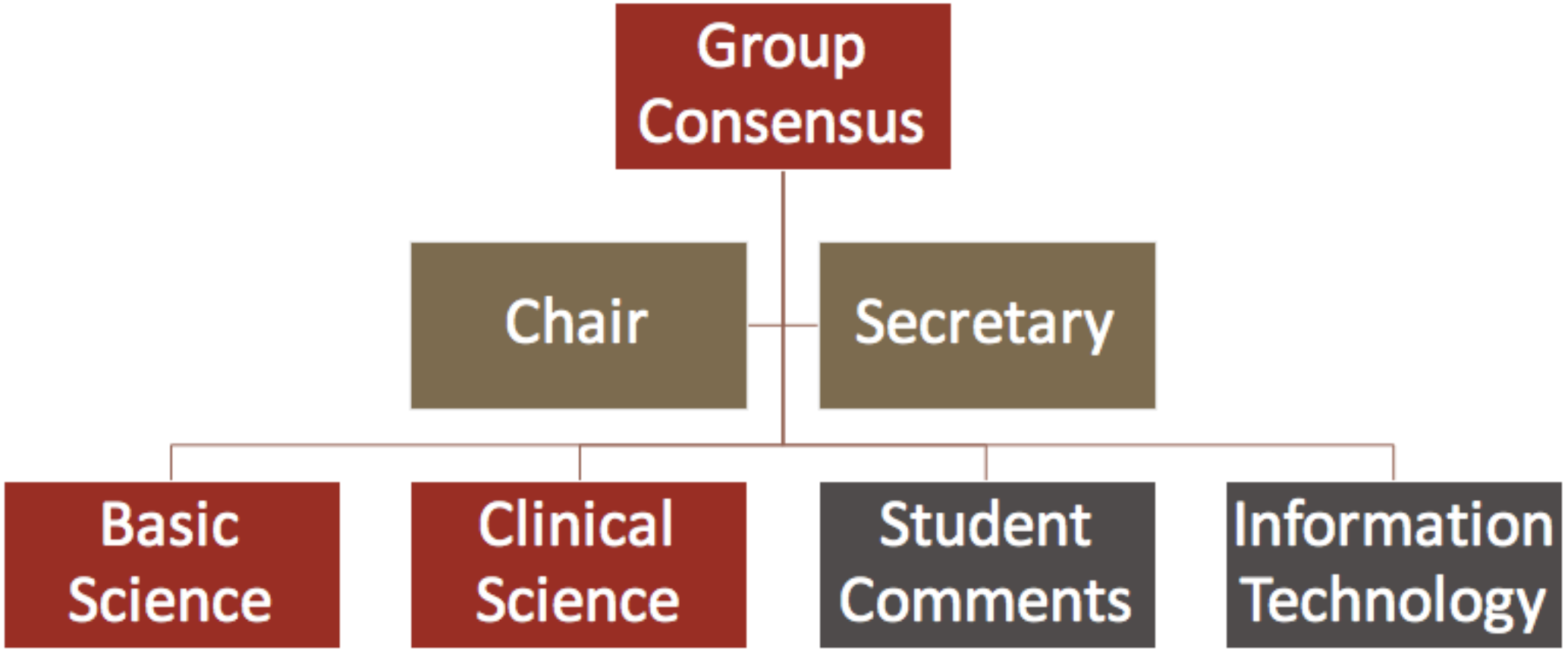
Delegation of Responsibilities



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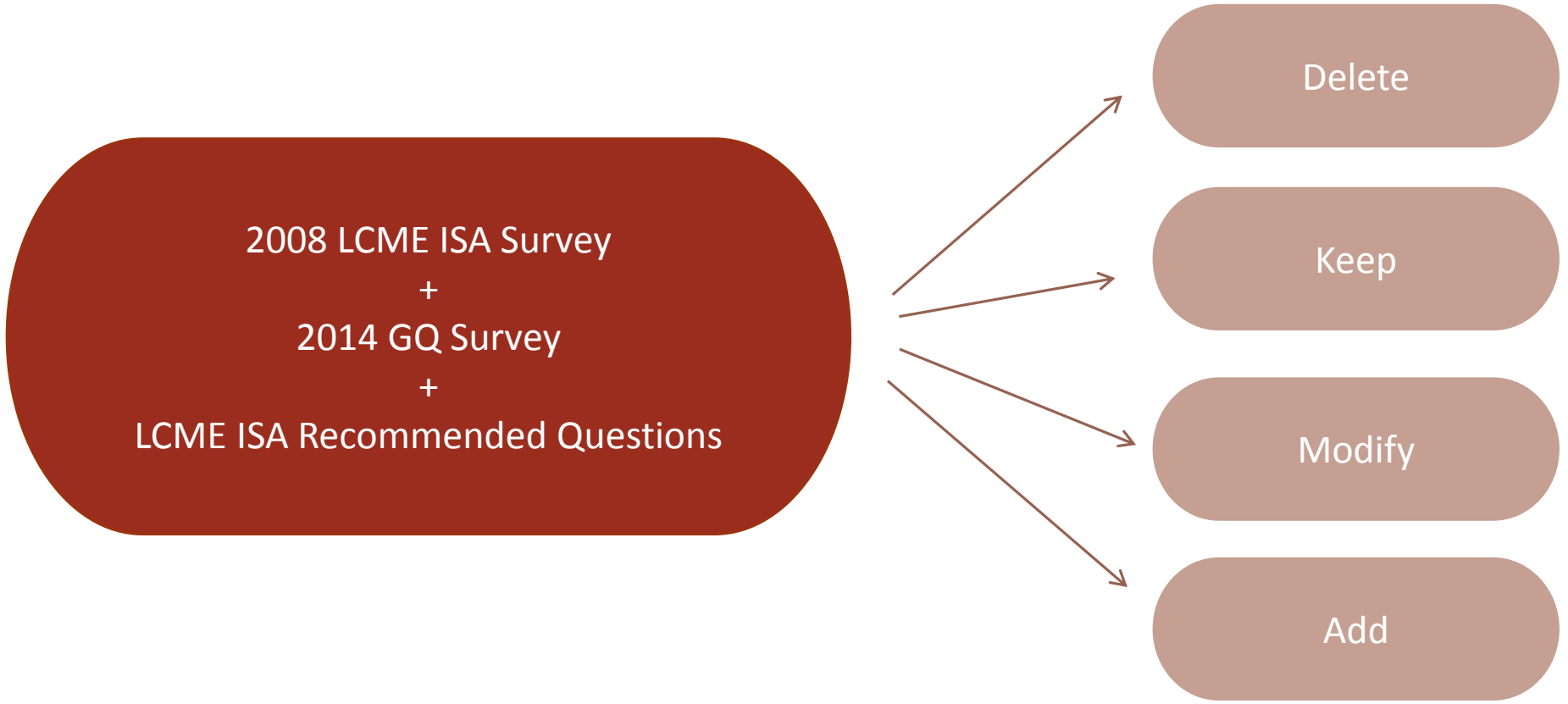
Choosing the Right Questions



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Survey Focus

- Avoiding Bias
- Uniqueness of Loma Linda University
- Consistency
- Tone
- Anonymity

Likert Scale

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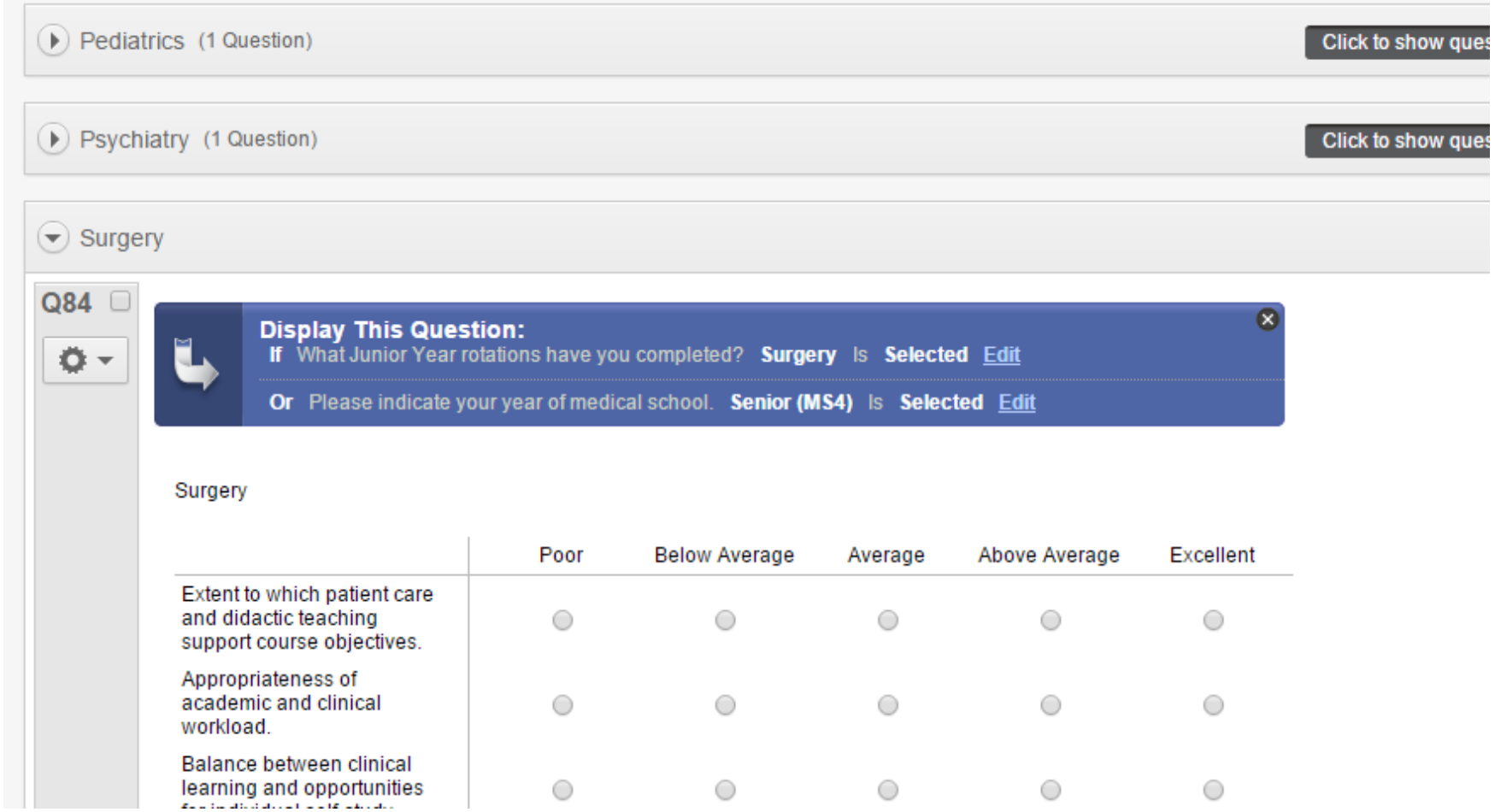
Survey Design and Launch



qualtrics

- Survey with intelligent logic
- One question bank with logic to assign specific questions to appropriate students

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Incentives

- $10,000 funded by the Dean's Office per ISA committee request

- Allocation of funds was discussed amongst ISA members via online meetings and was confirmed via online poll

wiggio Incentive Poll

- The goal was to be creative and incentivize students to fill out the survey in a timely fashion

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Incentives – The Details

- **Student Choice**
  - Automatically receive $10.00 Amazon.com gift card
    or
  - Enter into raffle for 8 prizes of variable worth

or

- **Structure of Raffle**
  - If 70-79% total student body completion, 8 prizes were worth $100.00 each
  - If 80-89% total student body completion, 8 prizes were worth $150.00 each
  - If 90-100% total student body completion, 8 prizes were worth $300.00 each
  - Students who completed the survey within the 1st week were entered into the raffle 2x
  - Students who completed in the 2nd week were entered 1x

- **Class Competition**
  - The class who achieved the most participation was offered their choice of a pizza party or $500.00 deposited into their class account, at the discretion of that class's officers.

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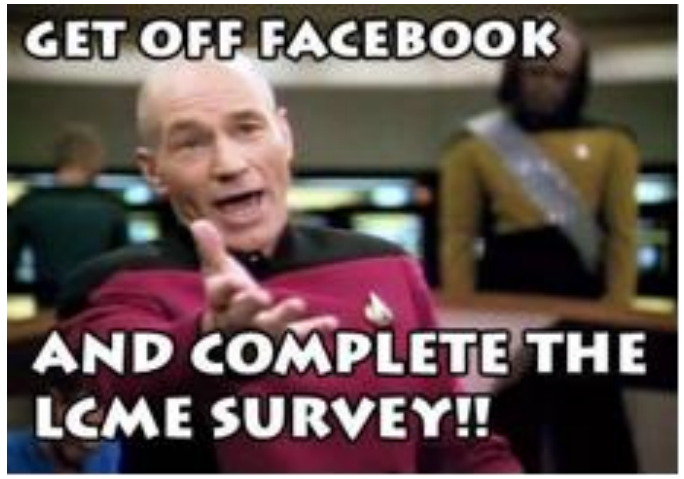
Class Competition



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The Results

Class	Complete Surveys	Class Size	% Participation
Freshman (MS1)	185	185	100%
Sophomore (MS2)	165	170	97%
Junior (MS3)	148	167	89%
Senior (MS4)	135	185	73%
Total	633	708	89%

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Data Analysis

Demographics

General

Basic Sciences

Clinical Sciences

Student Comments

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Data Analysis

		Freshman (MS1)	Sophomore (MS2)	Junior (MS3)	Senior (MS4)	Mean	Total
MS1 Neuroscience - Overall quality of course	Poor	0 0.00%	0 0.00%	0 0.00%	0 0.00%		0 0.00%
	Below Average	0 0.00%	0 0.00%	0 0.00%	1 0.72%		1 0.16%
	Average	5 2.67%	2 1.23%	6 4.05%	5 3.60%		18 2.83%
	Above Average	35 18.72%	39 24.07%	34 22.97%	33 23.74%		141 22.17%
	Excellent	147 78.61%	121 74.69%	108 72.97%	100 71.94%		476 74.84%
	Mean	4.76	4.73	4.69	4.67	4.71	-
	Total	187.00 100.00%	162.00 95.29%	148.00 87.06%	139.00 75.14%	-	636.00 89.58%

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Data Analysis

Strongly Agree/Excellent	• > 4.5
Agree/Above Average	• 3.5 - 4.5
Neutral/Average	• 2.5 - 3.5
Disagree/Below Average	• 1.5 - 2.5
Strongly Disagree/Poor	• < 1.5

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Data Analysis

Demographics

Quantitative

Ethnicity (optional)	Response	%
White	301	46
Hispanic/Latino	50	8
Black/African American	61	9
Native American/American Indian	0	0
Asian/Pacific Islander	213	33
Other	25	4

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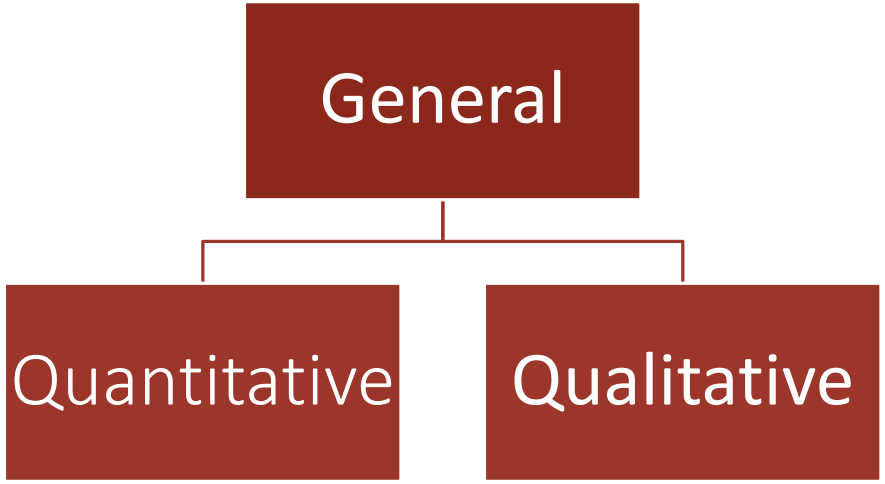
Data Analysis



Faculty and Deans

The students feel that the faculty and deans/staff are readily available for them, approachable, and informative in respect to services provided by their offices. Students overwhelmingly agree that the faculty desire student success and well-being. Over 80% of each class agree or strongly agree that they feel safe expressing concerns without fear of recrimination.

Integrated Curriculum and Early Clinical Experience

Respondents strongly agree that the systems-based integrated curriculum facilitates learning and comprehension of the basic sciences. Student responses show that early clinical experiences motivated them to study basic science material, enhanced integration of the material with clinical knowledge, and encouraged the development of professionalism. Second year clinical experiences were rated higher in these categories than first year clinical experiences. This discrepancy could be due to increased experience in the second year, or could represent an actual improvement.

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Data Analysis

Basic Sciences

Overall quality of the course

MS1 Neuroscience	4.72
MS2 Neuroscience	4.71
Pathophysiology	4.66
Physical Di	
Microbiolo	
Pharmacolc	
Cell Structu	
Evidence B	
Pathology	
Embryolog	
Preventive	
Psychopath	
Fundamenta	
Gross Anat	
Physiology	
MS1 Bioch	
MS2 Genet	
MS2 Bioch	
MS1 Genetics	2.07

MS1 Neuroscience

Overall quality of the course = 4.72

This course was consistently one of the highest ranked courses in all areas evaluated, which is consistent with this course's performance during the previous LCME ISA survey. This course had a mean above 4.43 for every category. The course is frequently mentioned in student comments as a quality class that prepared them well for the NBME subject exams as well as Step 1. There were no significant weaknesses noted for this course.

est-rated
istry, and
tly less than
s were

consistent in the hierarchy across all of the areas evaluated and the vast majority of courses received above average scores in all areas.

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Data Analysis

Clinical Sciences

Patient Care/Didactic Tea

Obstetrics & Gynecology
Pediatrics
Psychiatry
Sub-Internship
Intensive Care Medicine
Emergency Medicine
Internal Medicine
Neurology
Surgery
Preventive Medicine
Family Medicine

Surgery

Overall quality of the Clerkship 3.67

Surgery is the lowest performing clerkship of the third year. Some of this is likely due to the strenuous nature of the rotation. Areas of particular weakness are the workload (3.54) balance between clinical learning and self-study (3.45), quality of teaching by faculty (3.67) ability of evaluations to reflect student performance (3.56), lack of constructive feedback from the OSCE (3.63), consistency among clinical sites (3.43), and the lack of whole-person care (3.66), all of which were the weakest among all clerkships. Preparation for USMLE Step II (3.79) also ranks very low when compared to other clerkships. It is worth noting that students rotate at four different hospitals and on a variety of services. Additionally, the poor quality of teaching by attending faculty may be due to students not adequately interacting with faculty which may lead to poor or ambiguous evaluations of student performance that do not truly reflect student performance. This clerkship has recently had a change of leadership. Notably, 59% of MS3s vs. 49% of MS4s ranked the clerkship as "above average" or "excellent."

hiatry, and Pediatrics were
for Obstetrics/Gynecology,
ilarly, Psychiatry was
remains one of the strongest
g clerkships in this analysis.

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Data Analysis

Student Comments

Qualitative

Comments analyzed for repeatable themes, and screened for usability

The themes from the comments were incorporated into the final document as a whole under the appropriate sections without specific labeling so as to be completely anonymous.

Comments that did not clearly fit any section were placed at the end in a highly paraphrased format.

Online Resources

Students strongly support using online materials (e.g., lectures, podcasts, and lab demonstrations) as part of their learning. They expressed a desire for more courses to embrace online materials as an effective way to reach students of all learning styles.

Some students are unsatisfied with the excessive number of various websites and logins needed to find lecture materials, fill out evaluations, find course grades and participate in self-directed learning. They request a consolidation of online resources that makes it easy for them access and complete online tasks.

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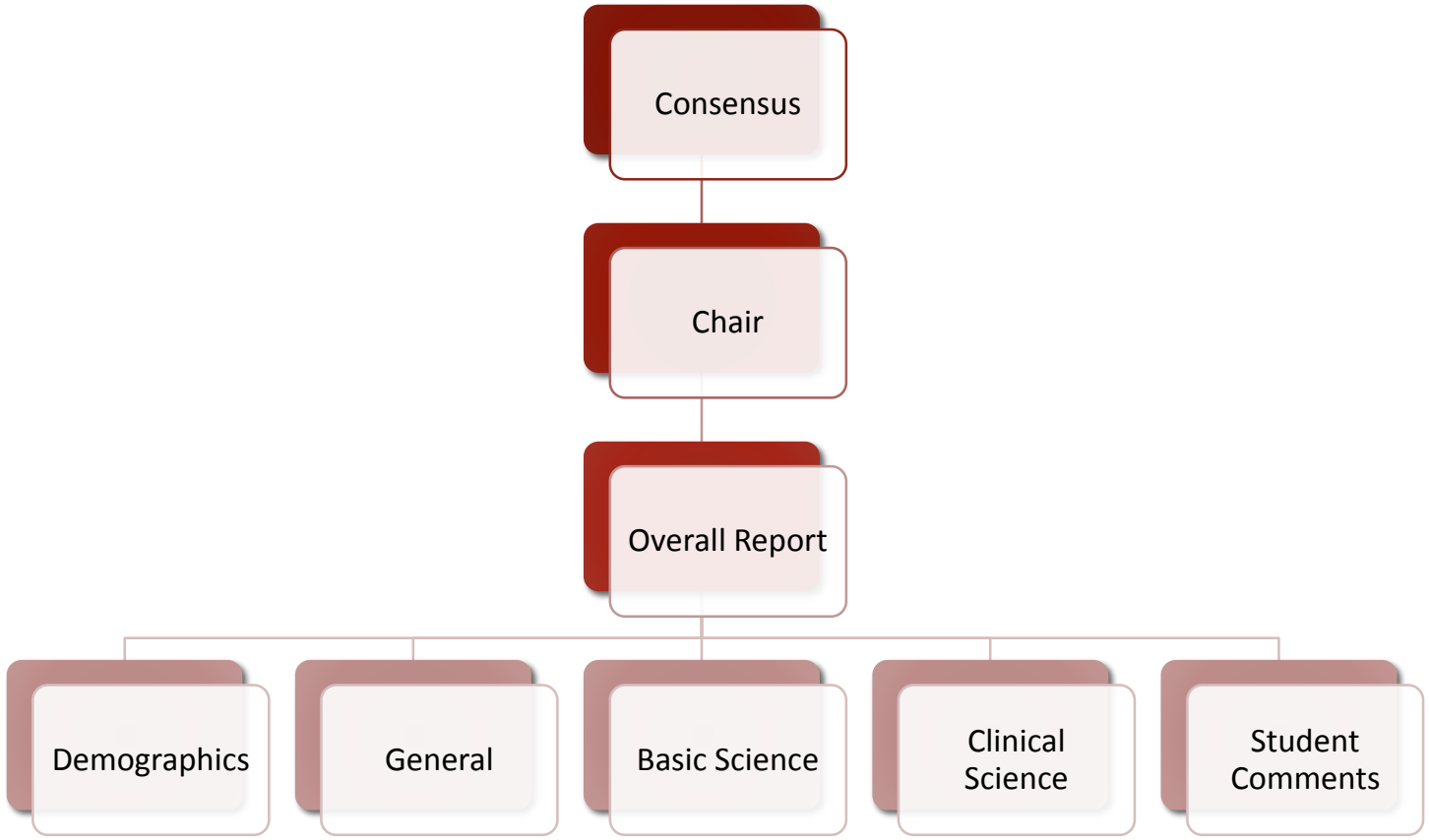
Construction of Final Report



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Construction of Final Report

Lessons Learned

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- Identify curriculum changes that have occurred since last LCME Survey
  - Pilot survey with members of each class who are outside the ISA committee
- Informing ISA committee members of techniques for writing questions facilitates standardization of survey material
- Creating a standardized and systematic way of interpreting data creates uniformity of data analysis
- Creating competition amongst classes was an extremely successful method of improving student participation