



## LCME Newsletter #10 – October 2020

### Subcommittee Updates

During September, the following elements have gone through an initial review by subcommittees:

**Organizational & Leadership Subcommittee:** 2.4 Sufficiency of Administrative Staff—Students are satisfied with the accessibility and responsiveness of UME deans.

**Academic & Learning Environments:** 3.2 Community of Scholars/Research Opportunities—The SOM has created a new Medical Student Research Office.

**Faculty & Resources Subcommittee:** 5.5 Resources for Clinical Instruction, 5.6 Clinical Instructional Facilities/Information Resources— All inpatient sites have computers/internet access and class rooms available to students.

**Curricular Objectives & Content Subcommittee:** 7.5 Societal Problems, 7.6 Cultural Competence & Health Care Disparities

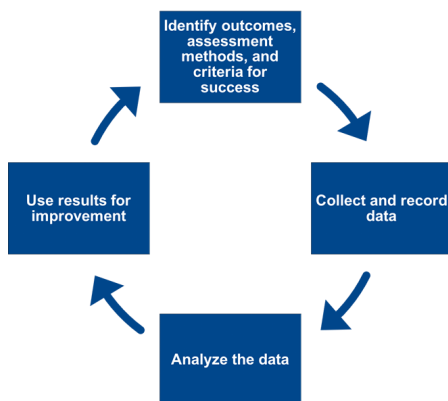
**Curriculum Management & Assessment Subcommittee:** 9.7 Formative Assessment & Feedback, 9.8 Fair & Timely Summative Assessment—All grades for required courses/clerkships are submitted within 4 weeks.

**Medical Student Experience Subcommittee:** 12.3 Personal Counseling/Well-Being Programs, 12.8 Student Exposure Policies/Procedures— The Medical Student Exposure to Infectious and Environmental Hazards Policy has been approved.

**Institutional Student Analysis Subcommittee:** School leaders have developed action items in response to the ISA report and will be working on implanting changes over the upcoming months.

### Elements of the Month

- Element 8.4 — Evaluation of Educational Program Outcomes
- Element 8.5 — Medical Student Feedback



### Element 8.4 — Evaluation of Educational Program Outcomes

Element 8.4 states that a medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance the quality of the medical education program as a whole. These data are collected during program enrollment and after program completion.

#### Monitoring of Medical Education Program Outcomes

The following are indicators that are used to evaluate medical education

program quality and outcomes:

- Results of USMLE or other national examinations
- Student scores on internally developed examinations
- Performance-based assessment of clinical skills (e.g., OSCEs)

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## ...Continuation of Element 8.4 — Evaluation of Educational Program Outcomes

- Student advancement and graduation rates
- NRMP match results
- Specialty choices of graduates
- Assessment of residency performance of graduates

BCM collects, analyzes, and intentionally reviews at many levels a broad variety of program evaluation and outcomes measures, and uses this information for program improvement.

### Examples of data from last academic year:

Table 1. USMLE Results of First-time Takers				
Year	# Examined	Percentage Passing School (national)	Mean total score and SD	National mean total score and SD
2019	184	97%	Score- 244 SD-14	Score 231 SD-19

Table 2. USMLE Step 2 CK Results of First-time Takers				
Year	# Examined	Percentage Passing School (national)	Mean total score and SD	National mean total score and SD
2019-2020	162	98%	Score- 250 SD- 13	Score- 245 SD-16

Table 3. Residency Match Rates	
	AY 2019-20
Initially Matched (prior to Supplemental Offer and Acceptance Program)	97.8%
Final Match	98.9

These results were looked at the September 2020 curriculum retreat. The results guide us in making changes to curriculum. The data is used in conjunction with information from other data sources (end of course surveys: AAMC Graduation Questionnaire; mistreatment/ learning environment surveys), to inform a variety of improvements, both within and outside the School of Medicine.

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## Element 8.5 — Medical Student Feedback

**Element 8.5** state that in evaluating medical education program quality, a medical school has formal processes in place to collect and consider medical student evaluations of their courses, clerkships, and teachers, and other relevant information.

**What methods are used to collect evaluation data from medical students on course and clerkship quality, such as questionnaires, focus groups, and/or other data collection methods?**



A variety of methods, both formal and informal, are used to collect evaluation data from medical students.

- E\*Value is the formal online evaluation software. Standardized, confidential surveys are used to obtain student feedback regarding course and clerkship quality.
- Near the end of each academic year, the Division of EAR administers BCM Year End Surveys to all MS1 through MS4 medical students. These surveys collect information about broader components and phases of the overall curriculum, and various medical school programs and services, beyond what is covered in course/rotation-level surveys.
- The Dean of the School of Medicine hosts lunches for all years of students in which medical students are invited to informally provide feedback directly to the dean.
- The Division of EAR organizes quarterly informal Evaluation Lunches, hosting MS1 and MS2 students, course directors, instructional faculty, and curriculum deans. The purpose is to provide a venue for discussion between students, and curriculum faculty and leadership, about what is going well and what might be improved.
- The Associate and Assistant Deans of Curriculum hold frequent Student Town Halls – several per year – to share information about important curricular topics, solicit student input about new initiatives, and provide a venue for students to raise concerns and ask questions.
- The AAMC Graduation Questionnaire is an opportunity for graduating medical students to provide extensive, retrospective, anonymous feedback on the quality of courses and clerkships.
- Student representatives participate actively as voting members on the Curriculum Committee and subcommittees, and provide routine, ongoing feedback as committee members.

**How do medical students provide evaluation data on individual faculty, residents, and others who teach and supervise them in required courses and clerkship rotations?**

Medical students evaluate faculty, residents, and others who teach and supervise them in required courses and clerkships, using standardized online evaluation forms. These evaluations are completed confidentially and presented in aggregate to the individual faculty, residents, or other instructors after the course or clerkship is complete and grades are submitted. Results are reviewed and evaluated during course and clerkship reviews by course and clerkship directors, the Curriculum Committee, and the relevant subcommittee.

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## ...Continuation of Element 8.5 — Evaluation of Educational Program Outcomes

In the foundations curriculum, medical students provide evaluation data on individual faculty, residents, and others who teach for three or more hours during the course at the end of the course. Within the clinical curriculum, students evaluate medical faculty and house staff regardless of the hours supervised, at the end of the clinical rotation.

### How are students being made aware of actions taken based on their input?

In each course/clerkship overview document (i.e. syllabus) prepared for the students, course/clerkship directors provide a “You Said...We Did” table that highlights changes to the course/clerkship that have occurred over the past 3 years due to direct feedback from medical students. Additional “You Said...We Did” Newsletters are prepared and distributed to medical students.

Ongoing Student Town Halls provide an opportunity for curriculum leadership to apprise medical students of updates and changes that have occurred based on medical student feedback.

Student Representatives who serve on the Curriculum Committee also prepare newsletters which are distributed to the student body. These newsletters contribute to the dissemination of information about how student feedback affects change in the curriculum.

## In our next LCME Newsletter ...

In the November newsletter we will look at elements 12.3, 12.4, 12.8. You will also be provided with our monthly sub-committee updates and any other LCME information as it pertains to our upcoming site visit. For more information please visit our LCME website at [www.bcm.edu/lcme](http://www.bcm.edu/lcme).

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### Resources

BCM Self-Study Website:  
[www.bcm.edu/lcme](http://www.bcm.edu/lcme)

LCME: <https://lcme.org/>

Policies & Procedures: (intranet)  
<https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Policies>

SOM Student Handbook  
<https://www.bcm.edu/education/schools/medical-school/md-program/student-handbook>

SOM Teaching Faculty Handbook:  
<https://www.bcm.edu/education/school-of-medicine/m-d-program/teaching-faculty-resources>

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