



Program Assessment Report (PAR)

Medicine (MED) Doctoral Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Our undergraduate (MD) medical school is accredited by the Liaison Committee on Medical Education (LCME); it is fully accredited with the next accreditation visit scheduled for AY 2024-25. The WrightCurriculum (MD curriculum) has 21 learning objectives that are assessed a variety of ways throughout the Foundations of Clinical Practice (pre-clinical) and Doctoring (clinical) phases of the curriculum. For the purpose of this report, we will focus on the learning objectives that are assessed by our licensing examinations (United States Medical Licensing Examination Step 1 and Step 2 Clinical Knowledge [CK]), of which our students need to pass to graduate with their MD degree.

Applicable program learning objectives

1.1 Master fundamental biomedical concepts, terms, processes, and system interactions

1.3 Utilize evidence in making clinical decisions

3.1 Connect knowledge of patient populations and health delivery processes in making diagnoses and therapeutic recommendations

Applicable program learning outcomes

1.1 Students have mastered fundamental biomedical concepts, terms, processes, and system interactions

1.3 Students utilize evidence in making clinical decisions

3.1 Students connect knowledge of patient populations and health delivery processes in making diagnoses and therapeutic recommendations

Please note: beginning in AY 22-23 (next submission), BSOM will submit a 4-year staggered review of all of our learning objectives/outcomes:

AY 22-23: 1.1-2.3

AY 23-24: 3.1-3.3

AY 24-25: 4.1-4.6

AY 25-26: 5.1-6.3

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

1.1, 1.3, 3.1 – Assessed using the USMLE Step 1 and Step 2 CK national board examinations. Students take USMLE Step 1 at the end of their pre-clinical work (spring of year 2) and USMLE Step 2 CK after their core clerkships (spring-fall of year 3/4). These licensing examinations are nationally normed multiple-choice examinations. Students must pass these licensing examinations to graduate with their MD degree. Evaluation of our program learning outcomes comes with evaluating student scores on these national exams, school passing rate, as well as discipline-specific performance on each examination.

B. Scoring of Student Work

Scoring of student work was done by the USMLE program which is owned by the Federation of State Medical Boards (FSMB) and the National Board of Medical Examiners (NBME).

C. Indirect Assessment

The Association of American Medical Colleges (AAMC) administers a survey to all current year 2 medical students (the Year Two Questionnaire [Y2Q]) each fall and all year 3-4 graduating medical students (the Graduate Questionnaire [GQ]) each spring. While some of the items on the Y2Q and GQ attempt to assess learning outcomes, the survey focuses mainly on student satisfaction with the curriculum and services of the medical school. Internally, we administer end of course and end of year evaluations to students as well as a survey to our recently graduated students to assess student perceptions of their learning relative to our course/program objectives. The AAMC also surveys residency program directors during the graduating students' first year of residency to provide feedback for the school on their graduated students. For the purpose of this submission, we will focus on our survey to our recently graduated students (Residency Program Year 1 [PGY-1] evaluation by students) and the AAMC survey to the program directors of our recently graduated students (PGY-1 evaluation of students). These PGY-1 evaluations gather student perceptions of learning as well as program director perceptions of learning for the applicable program objectives.

III. ASSESSMENT RESULTS/INFORMATION:

1. USMLE Step 1
2. USMLE Step 2 CK
3. PGY-1 Evaluation by Students

4. PGY-1 Evaluation of Students

1. USMLE Step 1

Calendar Year 2021 School Mean (SD) = 224 (19); National Mean (SD) = 230 (19). School first-time passing percent = 96%; national first-time passing percent = 96%. Our school mean and first-time passing percent are statistically equivalent as the national. When looking at our school's discipline-specific performance, the Faculty Curriculum Committee noted that the domain of evidence-based medicine remains a bit (not significantly) lower than other domains. All domains were statistically equivalent to the national average. Overall, data from this national exam illustrates that our students are meeting our program learning objectives.

2. USMLE Step 2 CK

Academic Year 2021-22 School Mean (SD) = 241 (15); National Mean (SD) = 247 (15). School first-time passing percent = 98%; national first-time passing percent = 99%. Our school mean and first-time passing percent are statistically equivalent as the national. When looking at our school's discipline-specific performance, the Faculty Curriculum Committee noted that the discipline categories of [Internal] Medicine, Obstetrics & Gynecology, Pediatrics, Psychiatry, and Surgery have increasing percentages of students who performed lower than the national mean over time; although the NBME does not give information about the statistical significance of these percentages in the newly revised annual summary report. In the system categories, the revised annual summary report also does not give statistical significance between the performance of our students compared to national. Overall, data from this national exam illustrates that our students are meeting our program learning objectives.

3. PGY-1 Evaluation by Students

Survey data is from the graduating class of 2021. 72.72% of respondents "Agreed" or "Strongly Agreed" with the statement "Comparing myself to other PGY-1 peers in my residency program, I am satisfied with the overall quality of my undergraduate medical education at BSOM." 87.88% of respondents "Agreed" or "Strongly Agreed" with the statement "Comparing myself to peers in my residency program, I am satisfied with the clinical skills I acquired during my time at BSOM." Only 36.36% of respondents "Agreed" or "Strongly Agreed" with the statement "Comparing myself to peers in my residency program, I am satisfied with the level of radiology/imaging training I received during my time at BSOM." Given that over 70% of respondents were satisfied with their overall education and clinical skills, this data illustrates that our students have a firm grasp of our program learning objectives to be successful in their residency programs. The low satisfaction percentage with radiology/imaging indicates an area in which we can improve.

4. PGY-1 Evaluation of Students

Survey data is about the graduating class of 2021. For each of the items on the survey at or above 96% of the students met or exceeded expectations (excluding NA responses) by the program director. Only one student (of 64 assessed) was

evaluated that they failed to meet “overall performance expectations”; our 98.44% meeting or exceeding expectations was higher than the national average of 96.3%, though not significantly. The item that had the most students who failed to meet expectations (2 of 63 assessed) was “performed overall tasks and responsibilities in an organized manner with appropriate attention to detail”. Given that this data from program directors assessing our students showed that over 96% of our students met or exceeded expectations in each item and our data was comparable to the national average for each item, this data indicates that our graduating students have met our program learning objectives and are prepared for residency.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Results of USMLE Step 1, USMLE Step 2 CK, and the PGY-1 evaluations are shared with administration immediately upon receipt and with our Faculty Curriculum committee annually at the January retreat. Our January 2022 retreat reviewed recent data and outcomes from each course and required clerkship evaluations as well in preparation for the 2022-23 academic year. As a result of the continued low performance in evidence-based medicine and biostatistics, a task force was created to propose how to incorporate more evidence-based medicine and biostatistics in the curriculum. The task force presented this calendar year and the curriculum committee and associated subcommittees are working to add more evidence-based medicine and biostatistics into the curriculum. Materials and resources were reviewed and are updated annually by the faculty. The curriculum committee also developed two subcommittees, a Foundations Review subcommittee and a Doctoring Review subcommittee, both charged with doing an in-depth review of their respective phases of the curriculum. Phase reviews will be completed in AY 2022-23 and a comprehensive 4 year MD program review will be conducted in AY 2023-24.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.