



Program Assessment Report (PAR)

Medicine (MED) Doctoral Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

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

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 at the end of their core clerkships (spring of year 3). 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 2020 School Mean (SD) = 231 (15); National Mean (SD) = 233 (18). School first-time passing percent = 99%; national first-time passing percent = 97%. Our school mean is statistically the same as the national mean and our first-time passing percent is higher than the national percent. When looking at our school's discipline-specific performance, the Faculty Curriculum Committee noted that the domain of evidence-based medicine was a bit (not significantly) lower than other domains. All domains were statistically similar 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 2020-21 School Mean (SD) = 243 (16); National Mean (SD) = 245 (15). School first-time passing percent = 96%; national first-time passing percent = 99%. Our school mean is statistically the same as the national mean and our first-time passing percent is just a bit lower than the national percent (likely not significant). When looking at our school's discipline-specific performance, the Faculty Curriculum Committee noted that the

domains of cardiovascular system and endocrine system were a bit (not significantly) lower than the other domains and ethics/professionalism and systems-based practice/patient safety were a bit (not significantly) higher than the other domains. All domains were statistically similar to the national average. 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 2020. 76.32% 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.” 86.84% 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 34.21% 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 2020. For each of the items on the survey at or above 94% of the students met or exceeded expectations by the program director. Only one student (of 54 assessed) was evaluated that they failed to meet “overall performance expectations”; our 98.15% meeting or exceeding expectations was higher than the national average of 97.5%, though not significantly. The item that had the most students who failed to meet expectations (3 of 53 assessed) was “performed overall tasks and responsibilities in an organized manner with appropriate attention to detail”; our 94.34% meeting or exceeding expectations was lower than the national average of 96.1%, though not significantly. Given that this data from program directors assessing our students showed that over 94% 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 residencies.

[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 2021 reviewed recent data and outcomes from each course and required clerkship evaluations as well in preparation for the 2021-22 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. For 2021-22, the pre-clinical curriculum will start 2 weeks later which allows for an 8-week summer break for students between years 1 and 2. This allows a longer break for increased mental health and allows students to better be able to complete research or internships during this

break, as most programs are 7-8 weeks in duration. To accomplish this, content in the first year Origins course will be condensed and genetics will be moved from the second year course Beginning to End to Origins. Content in the second year course Balance, Control & Repair will also be condensed. Materials and resources were reviewed and are updated annually.

V. SUPPORTING DOCUMENTS

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