

MEDS (Medical Education for Diverse Students) Conference 2015

 Public

Name of Assessment Project: MEDS (Medical Education for Diverse Students) Conference 2015

Name(s) of Person(s) Responsible for Assessment Project: HMP3 Coordinator (Eunice Savage)

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Providing Department: Academic Enrichment Program

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project:

MEDS (Medical Education for Diverse Students) Conference 2015 is organized by the Health and Medical Professions Preparation Program (HMP3) in Academic Enrichment Programs (AEP)

Assessment Project Description:

MEDS stands for "Medical Education for Diverse Students," and is specifically designed to narrow the disparities seen in both medical education and health care. The health care system needs professionals from diverse backgrounds, who can identify with an even more diverse group of patients. But most importantly, MEDS exists to serve students — to encourage, educate, and empower students on their road to a career in health.

At MEDS there are workshops on all components of the application process — testing, writing personal statements, interviews, and more. Additionally, the UCSD Schools of Medicine and Pharmacy invite conference attendees to participate in hands-on workshops in the patient simulation labs, just like first-year medical and pharmacy students.

Regardless of students' level of preparation for applying, MEDS equips attendees with foundational and essential information needed to successfully apply to medical or pharmacy schools.

Unit/Program Specific Goals and Learning Outcomes: Learning outcomes for students include:

1. Be able to develop a personal timeline for submitting their application to medical/pharmacy school
2. Have a better understanding of the medical/pharmacy schools' expectations for applicants
3. Identify areas in which they need to improve their application, and how to do so
4. Learn their interviewing strengths and weaknesses and ideas for improvement
5. Recognize the need for cultural/social diversity in the medical community, and how to use personal experiences as tools for success

 MEDS Planning Goals 2015

 MEDS Planning Goals 2015

Relationship to Student Affairs Learning Outcomes: Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Promote Social Justice and Community Responsibility

Assessment Project Start: 7/1/2014

Assessment Project End: 6/30/2015

Population/Sample: MEDS targets underrepresented, minority and/or low-income undergraduates from UCSD and San Diego community colleges. All students express interest in pursuing medical or pharmacy school. The conference was booked to capacity with 426 students registered, and roughly 314 students in attendance (26% no-shows).

PRE-MEDICAL STUDENTS: registered 359 attended 267 (74%)
PRE-PHARMACY STUDENTS: registered 67 attended 47 (70%)
TOTAL REGISTRATION: registered 426 attended 314 (74%)

79% of the students indicated their ethnicity at registration. Following is the breakdown by ethnicity:

African-American/Black 16 students 5%

American-Indian/Native Alaskan 0 students

Mexican/Mexican-American/Chicano 80 students 25%

Other Spanish/Latino(a) 20 students 6%

Chinese/Chinese-American 31 students 10%

East Indian/Pakistani 9 students 3%

Japanese/Japanese-American 3 students <1%

Korean/Korean-American 4 students 1%

Pacific Islander 9 students 3%

Vietnamese/Vietnamese-American 26 students 8%

White/Caucasian 20 students 6%

Decline to state 69 students 22%

Other 27 students 9%

These numbers reflect the diversity of attendees to the MEDS conference. Aggregating their ethnicities reveals that 40% of the students were URM, 23% were Asian, 6% were White and 30% did not identify their ethnicity.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Tracking usage , Needs assessment, Satisfaction study, Program/department review

Other Assessment

Type(s):

Assessment Methods: Surveys, Visual Collection (e.g., photos, videos), Participant Counter

Other Assessment

Method(s):

Data Collection Tools: Paper surveys were distributed to each student at MEDS, and collected at the end of the day. Students quantified their experience using a 4-point scale, and submitted additional comments to address highlights and dislikes of the conference, along with suggestions for improvement.

Two additional questions were asked to determine how and where students currently receive pre-health advice and information, and their feelings about the necessity for a more centralized approach to pre-health advising at UCSD.

Surveys were tallied using Microsoft Excel, and point responses averaged.

 MEDS Assessment 2015

Data Analysis Methods: Data from the collected surveys were divided into three categories: responses from Pre-Medical Students, Pre-Pharmacy Students and Other Students. Percentages for questions 1-3 were derived for each group based on their responses. Written responses to questions 4-6 were collected for use in planning next year's conference. Responses to questions 7-8 will be utilized to assess needed improvements in pre-health advising on campus.

 MEDS Conference Survey Results

How Your Results Will Be Presented: A copy of this assessment report will be given to my supervisor, Dr. David Artis.

 MEDS Conference Survey Data

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

| Name | Source |
|------|--------|
|------|--------|

No items to display.

Summary of Findings: Results of the assessment survey are divided into 3 categories: Pre-Medical Students, Pre-Pharmacy Students and Other Students.

Out of the 314 students who attended MEDS, 224 student surveys were collected, a 71% return rate. The results are as follows:

PRE-MEDICAL STUDENTS

92% responded positively when asked "Do you feel more encouraged to pursue admission to medical school or pharmacy school after attending the MEDS conference?":

- 95 students responded "4 points- Absolutely"
- 41 students responded "3 points- Yes"
- 11 students responded "2 points- A little bit"
- 1 student responded "1 point- No"

98% responded positively when asked "As a result of attending this conference, how much knowledge do you have about admission to medical or pharmacy school?"

- 78 students responded "4 points- I know much more"
- 66 students responded "3 points- I know more"
- 4 students responded "2 points- About the same"
- 0 students responded "1 point- I'm more confused"

100% responded positively when asked "How important is it for the MEDS conference to be available to students next year?"

- 125 students responded "4 points- Essential"
- 23 students responded "3 points- Important"
- 0 students responded "2 points- Neutral"
- 0 students responded "1 point- Not important"

PRE-PHARMACY STUDENTS

95% responded positively when asked "Do you feel more encouraged to pursue admission to medical school or pharmacy school after attending the MEDS conference?":

- 15 students responded "4 points- Absolutely"
- 4 students responded "3 points- Yes"
- 1 student responded "2 points- A little bit"
- 0 students responded "1 point- No"

95% responded positively when asked "As a result of attending this conference, how much knowledge do you have about admission to medical or pharmacy school?"

- 6 students responded "4 points- I know much more"
- 12 students responded "3 points- I know more"
- 2 students responded "2 points- About the same"
- 0 students responded "1 point- I'm more confused"

95% responded positively when asked "How important is it for the MEDS conference to be available to students next year?"

- 8 students responded "4 points- Essential"
- 11 students responded "3 points- Important"
- 1 student responded "2 points- Neutral"
- 0 students responded "1 point- Not important"

OTHER STUDENTS

96% responded positively when asked "Do you feel more encouraged to pursue admission to medical school or pharmacy school after attending the MEDS conference?":

- 41 students responded "4 points- Absolutely"
- 13 students responded "3 points- Yes"
- 2 students responded "2 points- A little bit"
- 0 students responded "1 point- No"

96% responded positively when asked "As a result of attending this conference, how much knowledge do you have about admission to medical or pharmacy school?"

- 30 students responded "4 points- I know much more"
- 24 students responded "3 points- I know more"
- 2 students responded "2 points- About the same"
- 0 students responded "1 point- I'm more confused"

100% responded positively when asked "How important is it for the MEDS conference to be available to students next year?"

- 46 students responded "4 points- Essential"
- 10 students responded "3 points- Important"
- 0 students responded "2 points- Neutral"
- 0 students responded "1 point- Not important"

Student comments may be viewed in the spreadsheet attached to this report.

From its inception, the MEDS Conference was designed with students in mind: student input into workshop topics, scheduling and its working philosophy were essential, and provided MEDS with a unique energy. This student-centered method of planning was vindicated by the success of MEDS, measured by student interest and positive feedback (99.5% of 224 students surveyed responding that MEDS is 'Important' or 'Essential' for students), as well as the enthusiastic support of the UCSD Schools of Medicine and Pharmacy.

The increased numbers of URM students who attended the conference demonstrates that a need is being met, and there is hope that the MEDS conference may eventually impact the disparities in the diversity of health care professionals in our area.

The conference exposed the continuing need among UCSD pre-med and pre-pharmacy students for additional guidance and support, and validates the monetary sponsorship of MEDS by UCSD.

Impact of Assessment: This year's assessment reaffirms that MEDS not only empowers and encourages students, but that students leave feeling educated about the medical/pharmacy school application process.

The fact that MEDS participants universally agree that it is important or essential that MEDS continue will give us ammunition with which to raise funds from our stakeholders on campus to allow an annual conference.

We were unable to follow through on plans to develop a MEDS Scholars program this year, but we will make another attempt this year. Through MEDS Scholars, past MEDS attendees will be invited to quarterly events (lectures lead by professionals, networking events, etc.) to provide continual education and support throughout the year. A benefit of having a MEDS Scholars will be the opportunity to track the progression and success of MEDS alumni beyond the conference.

Lessons Learned: Taking last year's assessment comments to heart, we evaluated the necessity of particular workshops after learning that some were not popular. We substituted different topics and also adjusted the day's schedule to accommodate additional workshops to address student interest, with much success.

We learned that quite a few of the students like to attend the conference more than once, so we plan to offer some different workshops next year, that will still meet the identified needs of the participants.

We learned that our lapses in organization on the day of the event, while distressing to us, were not visible to our participants. We received glowing reviews from all concerned.

We learned that conducting mock interviews during the conference was not viable. Some interviewers were no shows, as were some students. Unfortunately, these did not typically coincide or we could have paired up the two who were left stranded. Instead, there were quite a few very disappointed participants.

We learned that it is difficult for community college students to make it to the campus on the morning of the conference. Therefore next year we intend to ask for increased funding to cover the cost of renting buses to transport them from their own campuses to ours.

Lessons learned from last year's conference really paid off. A lot of wait-listed students got to attend, and we were able to accommodate a fair number of students who just showed up the morning of the conference. Our improved process for electronically handling financial aid for qualified students was an unqualified success and will be repeated in the future.

Supplemental Information: Please visit meds.ucsd.edu to view the concluding video montage of the MEDS conference, as well as descriptions of workshops and biographies from our keynote speakers.