

Mock Multiple Mini Interview (MMI) Workshop

Public

Name of Assessment Project: Mock Multiple Mini Interview (MMI) Workshop

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Providing Department: Academic Enrichment Program

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project: Many U.S. medical schools now use a form of interviewing for admission to their medical school class called the Multiple Mini Interview. In the traditional interview, an applicant has two 45 minute interviews with a professor and a current medical student. In this new format, the applicant visits several stations for a prescribed length of time. The applicant moves from one room to the next every 8 minutes.

There is a prompt on the door which the applicant reads before entering. Once in the room, the applicant responds to the prompt in the appropriate manner. The prompt could be an ethical question, a question about the applicant or a scenario wherein the applicant interacts with the interviewer while the interviewer plays the role of a patient or some other individual, as explained in the prompt.

There are typically 10 stations in the MMI, which gives the applicant many more chances to interact with interviewers in a variety of ways. Acceptance into medical school does not rest on the encounter with a single professor and medical student. Applicants are evaluated on a rubric that measures many parameters of their performance, including communication skills and problem solving skills.

It is virtually impossible to prepare by yourself for the MMI, as the questions and scenarios are unpredictable and the format is unusual. However, students can be introduced to the process and have a chance to practice in a supportive setting, receiving feedback on their performance and suggestions for improvement.

When the interviewees for our Mock MMI arrived at the venue they were asked to fill out a Pre-MMI Survey. At the appointed time, the workshop began. Our Mock MMI Workshop consisted of 5 stations per interviewee. Each interviewee stood with his/her back to their assigned interview room. The door displayed the prompt. When the bell rang the first time, the interviewee turned to read the prompt and was given 2 minutes to think about their response. When the bell rang a second time, the interviewee stepped into the room to respond to the prompt. Inside the room the interviewee found the person they were supposed to interact with and a separate note taker, who wrote down everything that transpired in the room. At the end of 5 minutes the note taker called "time" and 3 minutes of feedback began. Both the interviewer and the note taker were invited to give feedback to the interviewee. When the bell rang again, the interviewee left the room and stood in front of the next door in the hall, with his/her back turned to the prompt. During this interim the interviewer and note taker conferred and filled out a rubric for the interviewee. Then the process was repeated, for a total of 5 times per interviewee.

After the workshop was completed, the interviewees were asked to fill out a Post-MMI Survey. They were given their feedback rubrics and notes. Then they were invited to eat dinner with each other and all of the volunteers.

 MMI Rubric for Interviewers

Assessment Project Description: The assessment project for the Mock MMI Workshop consisted of a pre-MMI and post-MMI survey. The surveys differed in some respects, but both included the student's past interview experience and perception of his/her confidence level regarding the MMI, as well as their perception of their strengths and weaknesses as an interviewee.

The pre-MMI survey also gathered demographic information. The post-MMI survey also asked for any changes in their ability to interview well, based on the experience gained in the workshop. A question asking them evaluate the pre-health advising at UCSD was asked. Finally, open-ended questions designed to elicit feedback on the workshop itself were included in the post-MMI survey.

 MMI Post Survey

 MMI Pre Survey

Unit/Program Specific Goals and Learning Outcomes: HMP3 strives to be on the cutting edge of providing innovative programs for per-health students at UCSD. This Satisfaction Study is our attempt at discovering if this new program meets the needs of students who are in the interview cycle for medical and other health professional schools.

The MMI is a highly stressful interviewing technique. Our thinking is that giving our students the chance to experience a realistic MMI for the very first time when it doesn't count may reduce the stress they will encounter in their real interviews.

One of the participants in this workshop had an actual MMI scheduled with his first-choice medical school a week after this workshop. The applicants to that school were told at the interview that they would have an answer in one month. The student called to say that he was accepted within 2 weeks, and that he attributed his confidence and success in the interview to this Mock MMI Workshop. He was very grateful.

Relationship to Student Affairs Learning Outcomes: Think Critically and Solve Problems, Communicate Effectively

Assessment Project Start: 7/1/2014

Assessment Project End: 6/30/2015

Population/Sample: The students who were allowed to participate in the Mock MMI Workshop were HMP3 members who were in their application year to medical, pharmacy or dental school. Preference was given to those who had an upcoming professional school interview scheduled.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Needs assessment, Satisfaction study

Other Assessment Type(s):
Assessment Methods: Rating of Skills (e.g., rubrics), Surveys, Participant Narratives/Journaling

Other Assessment Method(s):

Data Collection Tools: The Pre-MMI Survey and Post-MMI Surveys were hard copy surveys that were given to all participants. Each participant received a rubric that was filled out by his/her interviewer for each of 5 stations that the participant experienced during the workshop.

-  MMI Post Survey
-  MMI Pre Survey
-  MMI Rubric.for interviewers

Data Analysis Methods: Results from each survey were tallied and included in an Excel file. Surveys were anonymous, therefore the pre and post surveys of each individual were not connected. Narrative responses to the open-ended questions were recorded for planning purposes for future workshops.

The rubrics providing individual feedback for each student were private and seen only by the interviewer, the note taker and the interviewee, so they were not analyzed.

-  MMI Post Survey Results 2014
-  MMI Pre Survey Results 2014

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

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name	Source
No items to display.	

Summary of Findings: Ten students took part in the Mock MMI. All ten filled out a pre-workshop survey and a post-workshop survey. Surveys showed that overall, participants perceived a 10% increase in their confidence in their ability to excel in their health professional school interviews.

They perceived a 16% increase in knowledge of their strengths and weaknesses as interviewees.

All but one student felt that the workshop improved their perceived ability to excel in interviews. Two said that the workshop completely changed their perception of their ability.

The answers to the open-ended questions at the end of the post-MMI survey revealed that all ten of the participants had positive feelings about the workshop itself and about the quality of advising for the health professions at UCSD.

Five of the participants wished there could have been more stations, consequently more questions and scenarios to experience.

All in all, the Mock MMI was a resounding success. The small increase in quantifiable satisfaction on the surveys is probably due, in part, to the fact that premedical students are typically confident. In answering the open-ended questions they universally expressed that the workshop was very worthwhile and helpful. Unfortunately, it will probably not be possible to implement their main suggestion (to increase the number of interview stations) due to time constraints on our volunteers.

Impact of Assessment: The assessment confirms that this workshop is greatly needed and appreciated. As a result, every attempt will be made to offer it again in 2015/2016--more than once, utilizing all 18 interview rooms at the School of Medicine, so that a minimum of 72 students can be served. That will be an increase of >7 times the number of students served in 2014.

Lessons Learned: The results of this assessment demonstrated that:

#1 Despite the difficulty of putting on such a workshop, it is very worthwhile, necessary and appreciated by the students.

#2 Having a second person in the interview room to take notes is not necessary, and may even be a drawback to the experience for the students. Removing the third party will halve the number of volunteers needed, which will have the positive effect of increasing the number of students who can be served in one workshop.

#3 No matter how much you try to do for pre-health students at UCSD, they always want more! I will take this as a good thing (better than them wanting less of what you have to offer!) and will look for ways to expand our Mock MMI Workshop in a sincere attempt to meet their needs.

Supplemental Information:

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