

# MEDS (Medical Education for Diverse Students) Conference 2014



Public

**Name of Assessment Project:** MEDS (Medical Education for Diverse Students) Conference 2014

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

**Email Address:** asavage@ucsd.edu  
**Phone Number:** 858-534-7579

**Other Contacts:** Academic Enrichment Program  
**Providing Department:**

**Other Units/Departments Involved in Assessment Project:**

**Program, Service, or Event Related to Assessment Project:** MEDS (Medical Education for Diverse Students) Conference 2014 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 close 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 brand-new 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. Be more aware of student support and resources, both at UCSD and elsewhere
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 \(2014\)](#)

**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:** 7/1/2013

**Assessment Project End:** 6/30/2014

**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 420 students registered, and roughly 350 students in attendance (15% no-shows).

83% of the students indicated their ethnicity at registration. Following is the breakdown by ethnicity:

African-American/Black	10 students	2%
American-Indian/Native Alaskan	2 students	<1%
Mexican/Mexican-American/Chicano	70 students	17%
Other Spanish/Latino(a)	18 students	4%
Chinese/Chinese-American	53 students	13%
East Indian/Pakistani	12 students	3%
Japanese/Japanese-American	5 students	1%
Korean/Korean-American	19 students	5%
Pacific Islander	15 students	4%
Vietnamese/Vietnamese-American	31 students	8%
White/Caucasian	50 students	12%
Decline to state	9 students	2%

Other 43 students 11%

**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)

**Other Assessment**

**Method(s):**

**Data Collection Tools:** Paper surveys were distributed to each student at MEDS, and collected at the end of the day. Student quantified their experience using a 4-point scale, and submitted additional comments to address highlights and dislikes of the conference. Surveys were tallied using Microsoft Excel, and point responses averaged.

**Data Analysis Methods:** The following questions were asked of students, who responded based on a 4-point scale (1 = least favorable, 4 = most favorable):

1. Do you feel more encouraged to pursue admission to medical school or pharmacy school after attending the MEDS conference?
  - o 1: No
  - o 2: A little bit
  - o 3: Yes
  - o 4: Absolutely
2. As a result of attending this conference, how much knowledge do you have about admission to medical school or pharmacy school?
  - o 1: I'm more confused
  - o 2: About the same
  - o 3: I know more
  - o 4: I know much more
3. How important is it for the MEDS conference to be available to students next year?
  - o 1: Not important
  - o 2: Neutral
  - o 3: Important
  - o 4: Essential

Students were asked to leave additional comments in response to the following questions:

4. What did you like best about MEDS?
5. How could MEDS be improved?

-  [MEDS Conference assessment \(1\)](#)

**Presentation of Findings:** Out of the 350 students who attended MEDS, 192 student surveys were collected, and the results are as follows:

93% responded positively when asked "Do you feel more encouraged to pursue admission to medical school or pharmacy school after attending the MEDS conference?":

- 64% (124 students) responded "4 points- Absolutely"
- 28% (55 students) responded "3 points- Yes"
- 7% (13 students) responded "2 points- A little bit"
- 0.5% (1 student) responded "1 point- No"

94% responded positively when asked "As a result of attending this conference, how much knowledge do you have about admission to medical or pharmacy school?"

- 60% (116 students) responded "4 points- I know much more"
- 39% (74 students) responded "3 points- I know more"
- 1% (2 students) responded "2 points- About the same"
- 0 students responded "1 point- I'm more confused"

99% responded positively when asked "How important is it for the MEDS conference to be available to students next year?"

- 69% (133 students) responded "4 points- Essential"
- 30% (59 students) responded "3 points- Important"
- 0.5% (1 student) responded "2 points- Neutral"
- 0 students responded "1 point- Not important"

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

**Progress:** 100%

No items to display.

**Summary of Findings:** 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% of 192 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 conference exposed the evident desire and 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:** The student assessment reaffirms that MEDS not only empowers and encourages students, but that students leave feeling educated about the medical/pharmacy school application process.

Knowing that students respond positively to MEDS, MEDS will continue to function in the same capacity, but alter workshop offerings based on student feedback. Furthermore, student enthusiasm for MEDS has inspired the development of the idea for a MEDS Scholars program. 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. MEDS Scholars will also provide an opportunity to track the progression and success of MEDS alumni beyond the conference.

**Lessons Learned:** From the assessment comments, we evaluated the necessity of particular workshops after learning that some were not popular. We also adjusted the day's schedule to accommodate additional workshops that address student interest, as expressed in the assessment. We also came to appreciate the necessity of a powerful keynote speaker, as numerous students noted the keynote address as their most memorable highlight.

From a planning perspective, we learned how to better accommodate wait-listed students, and how to more efficiently provide financial aid for students.

**Supplemental Information:** Please visit [meds.ucsd.edu](http://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.