



Monitoring Climate Change: Medical Student Experience of Medical School Expansion

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Background



- Five year expansion plan
 - Double class size to 200 students
 - Open 2nd four-year campus
- Student concerns about expansion impact
- Monitoring expansion process

Implementation



- Administered late spring or early summer
 - Class sessions used for Year I
 - Class meetings used for Years 2-4
- Anonymous
- Completion time: 10-15 minutes
 - 55-60 rated items
 - 4 open-ended questions

Scale Scores



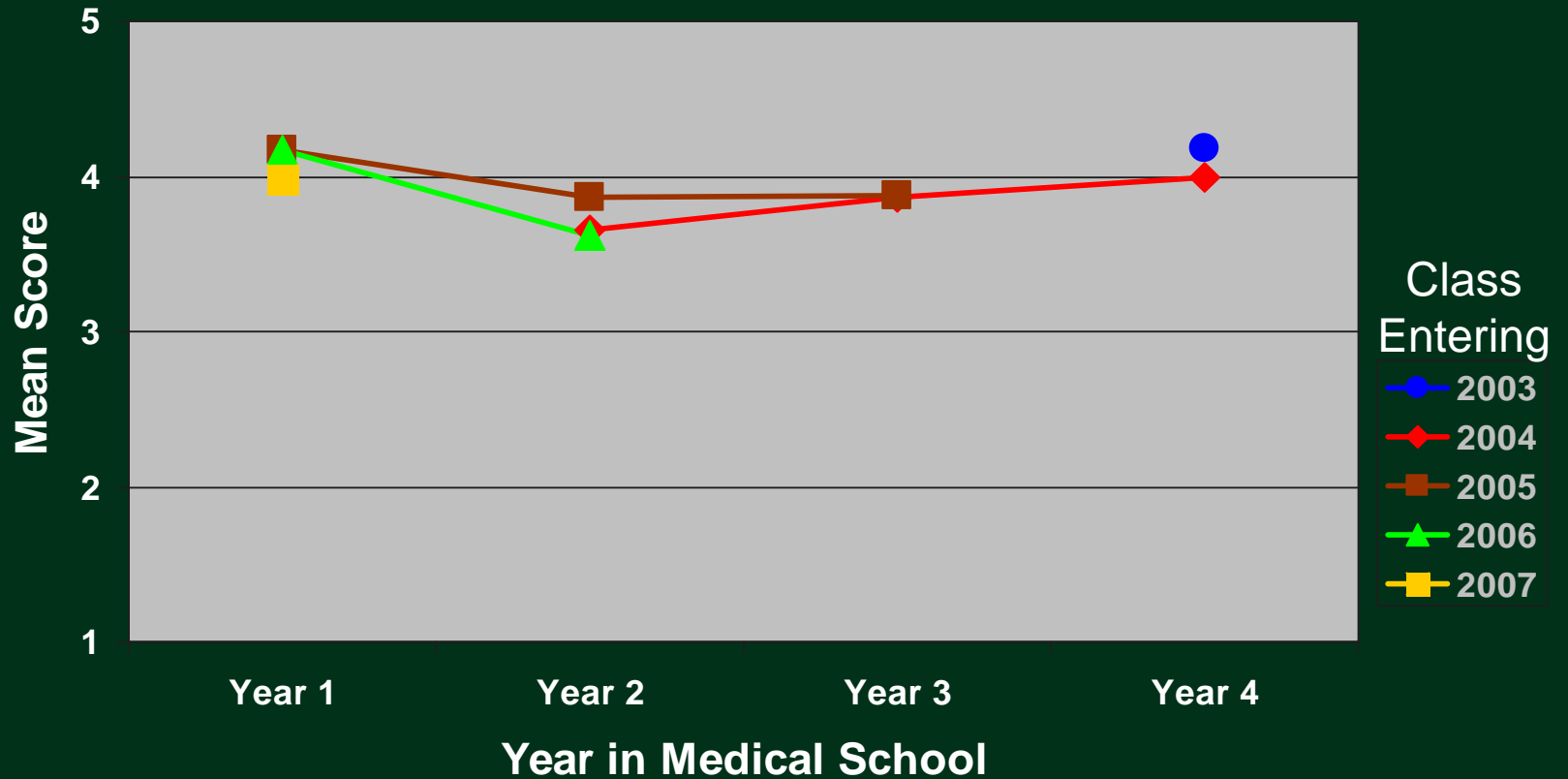
SCALE	SOURCE	ALPHA
■ Satisfaction with CHM (6)	New & PGY2	0.79
■ Attitudes about the Profession (9)	AAMC GQ	0.70
■ CHM is Person-Centered (5)	New & PGY2	0.69
■ Medical School Stress (6)	Vitaliano, 1984	0.68
■ Intolerance (5)	New	0.62
■ Breadth of Experience (2)	New	0.71

Climate Survey Cohorts

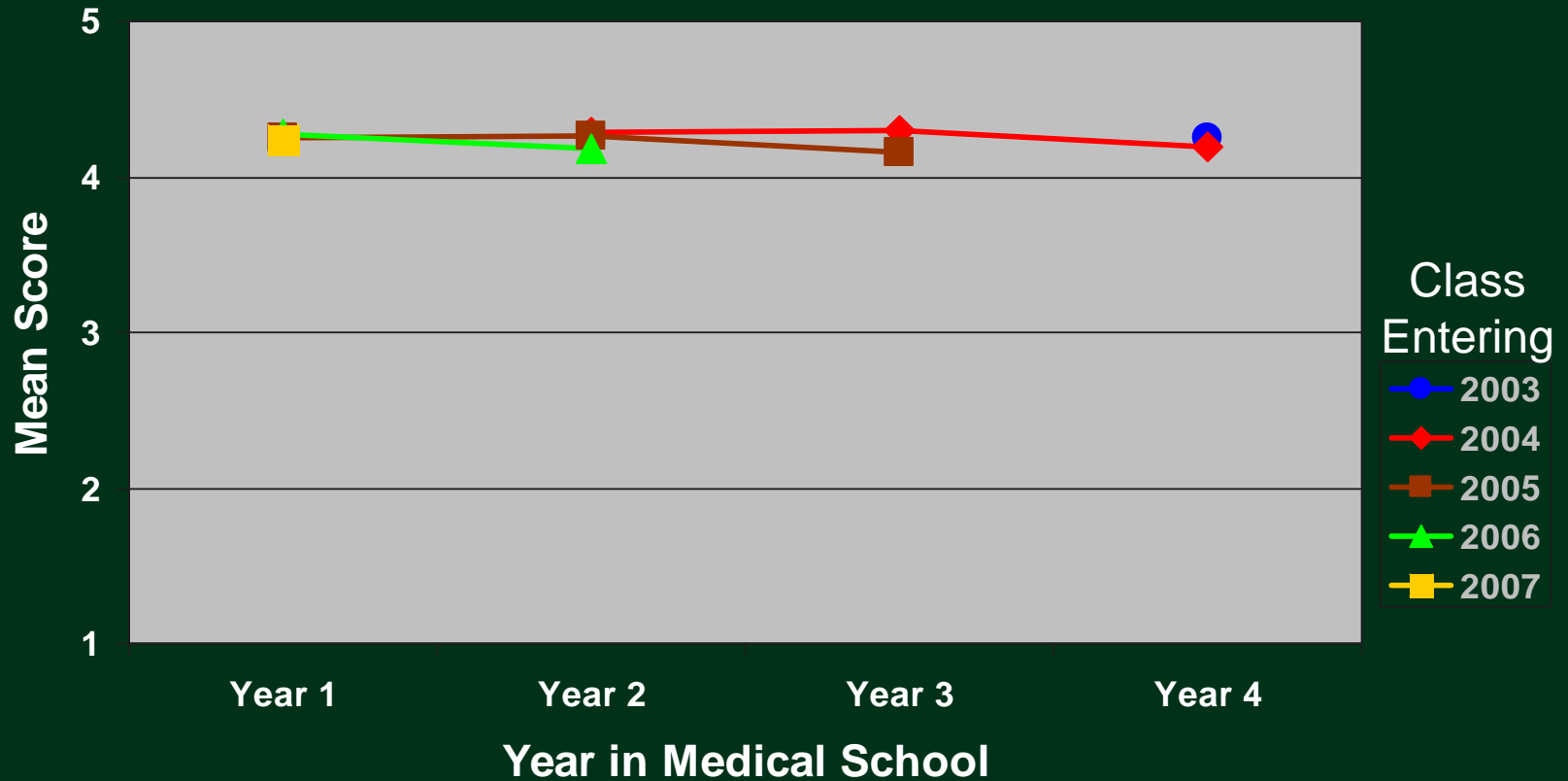


	Matriculation Yr	2005	2006	2007
	Survey Year	2006	2007	2008
Block I	M1	94	86	140*
Block II	M2	75	63	92
Block III	M3		79	79
	M4		75	63

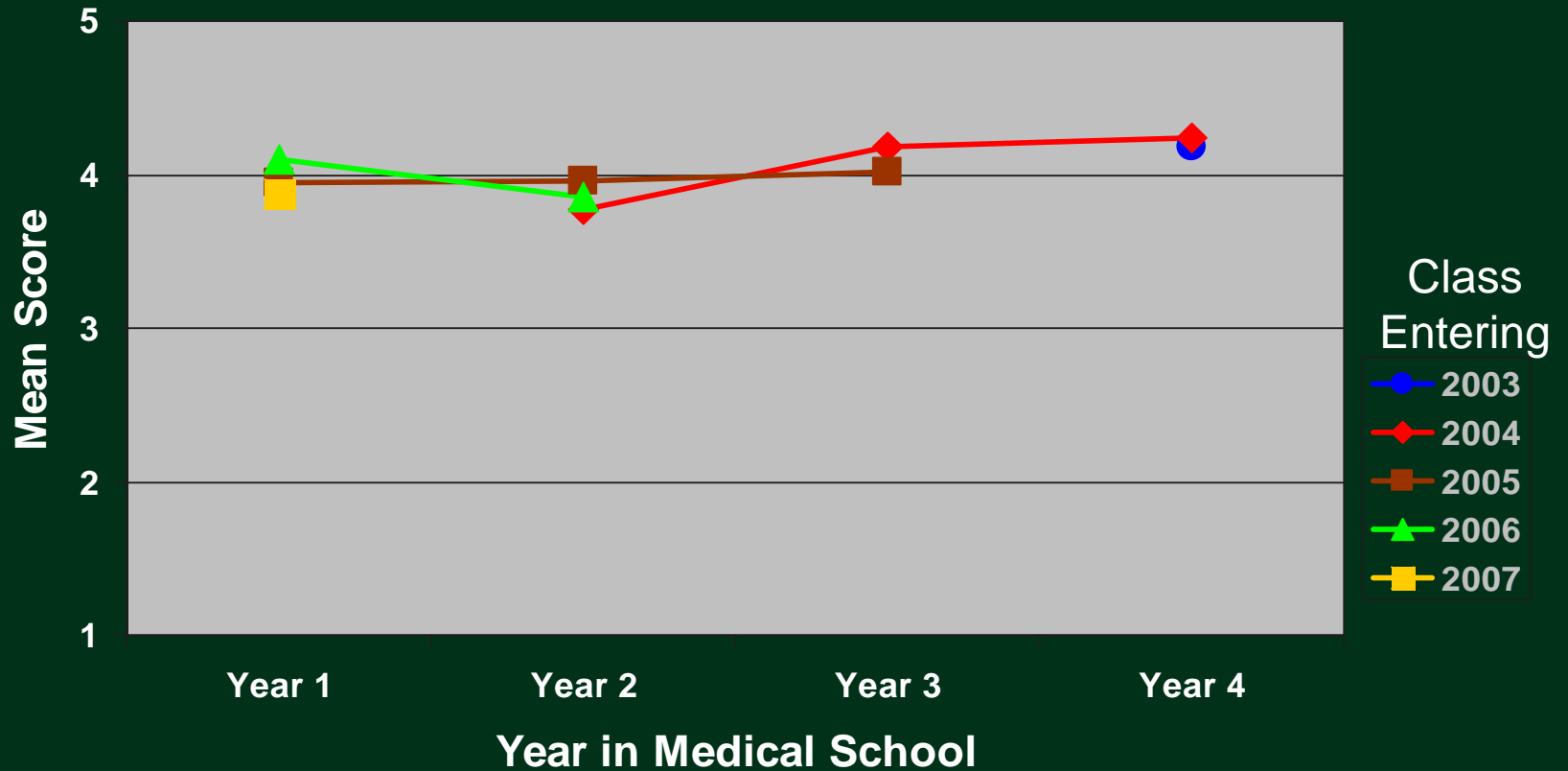
Satisfaction with CHM



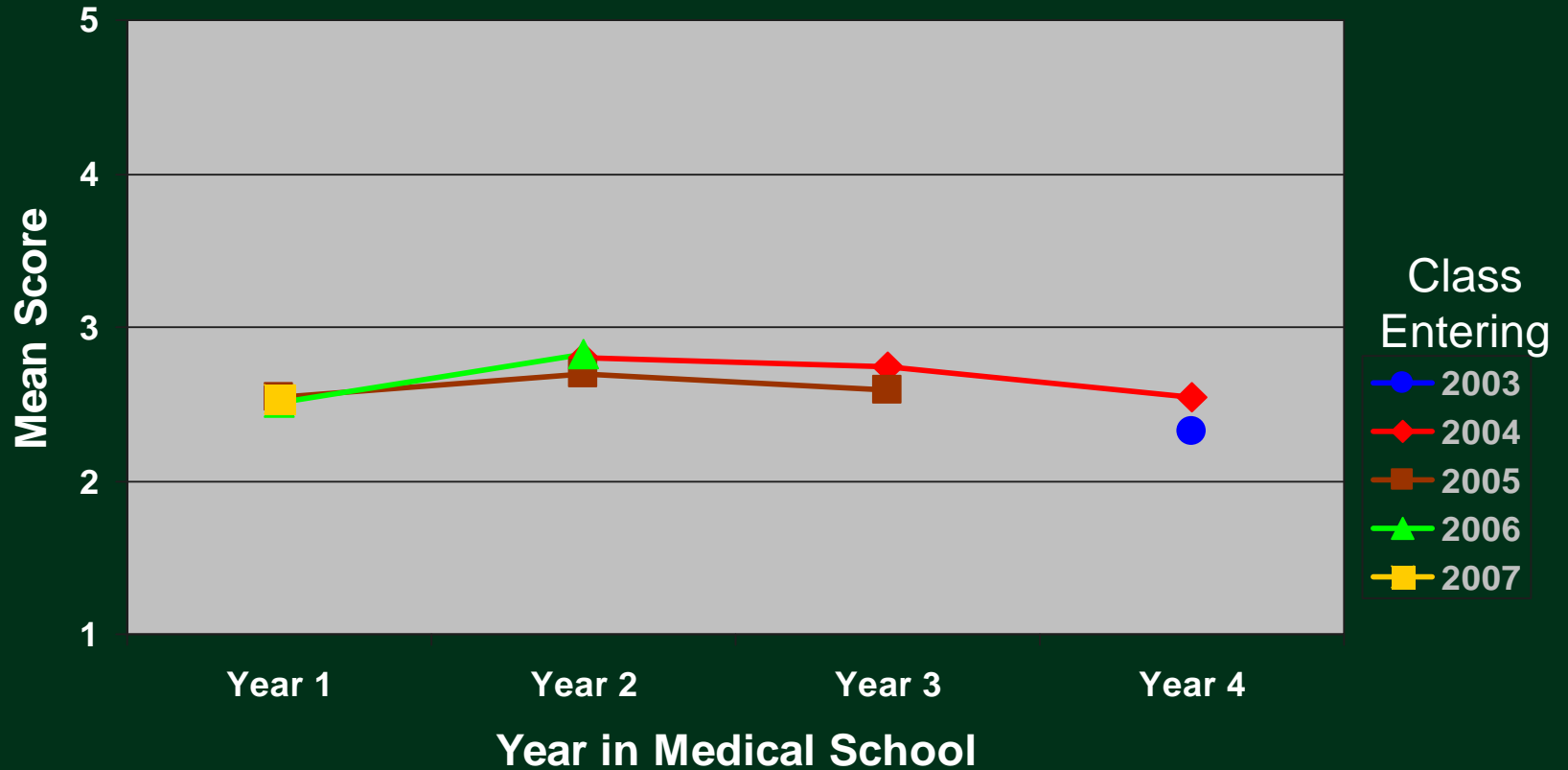
Attitudes about the Profession



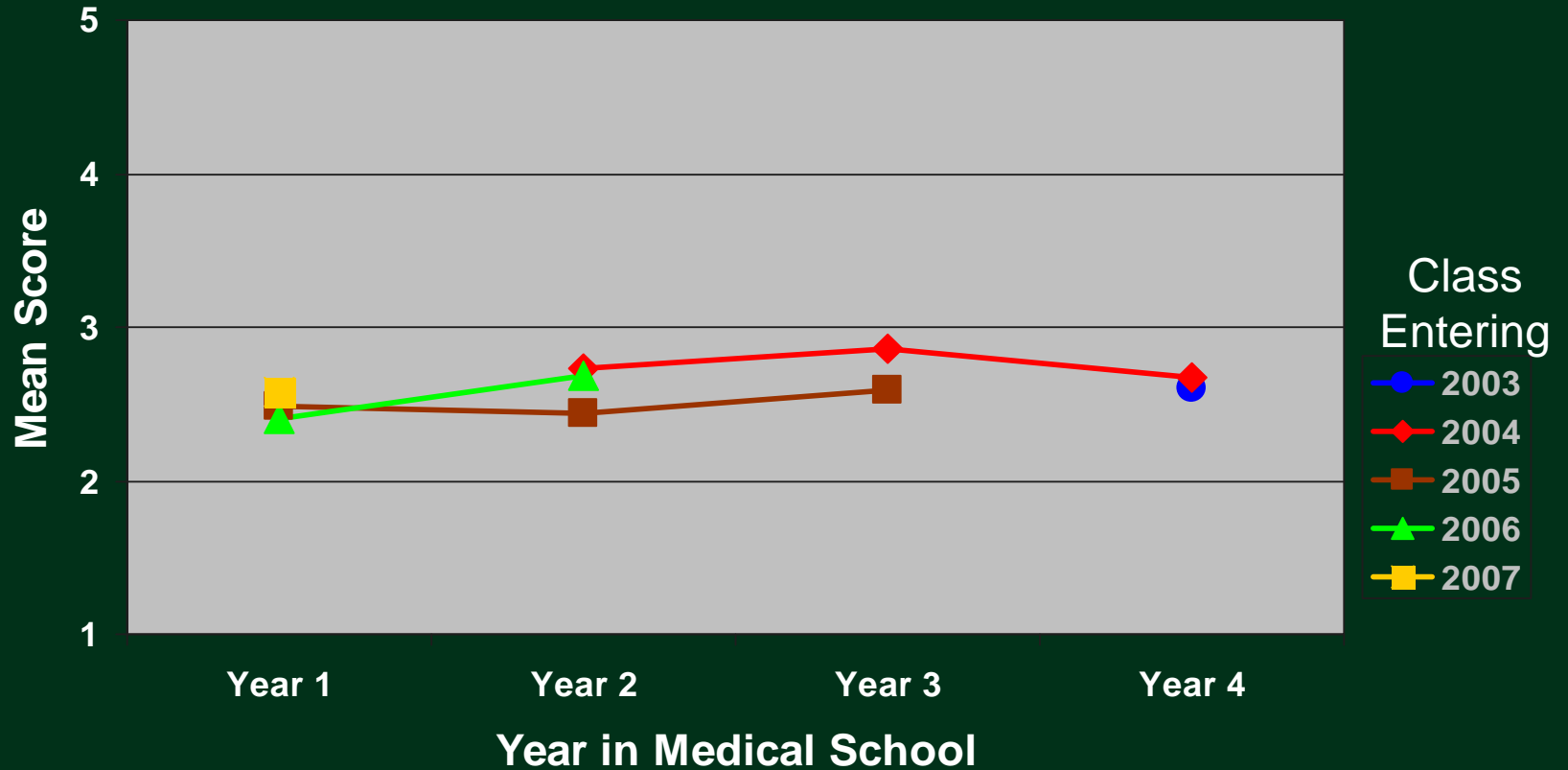
CHM is Person-Centered



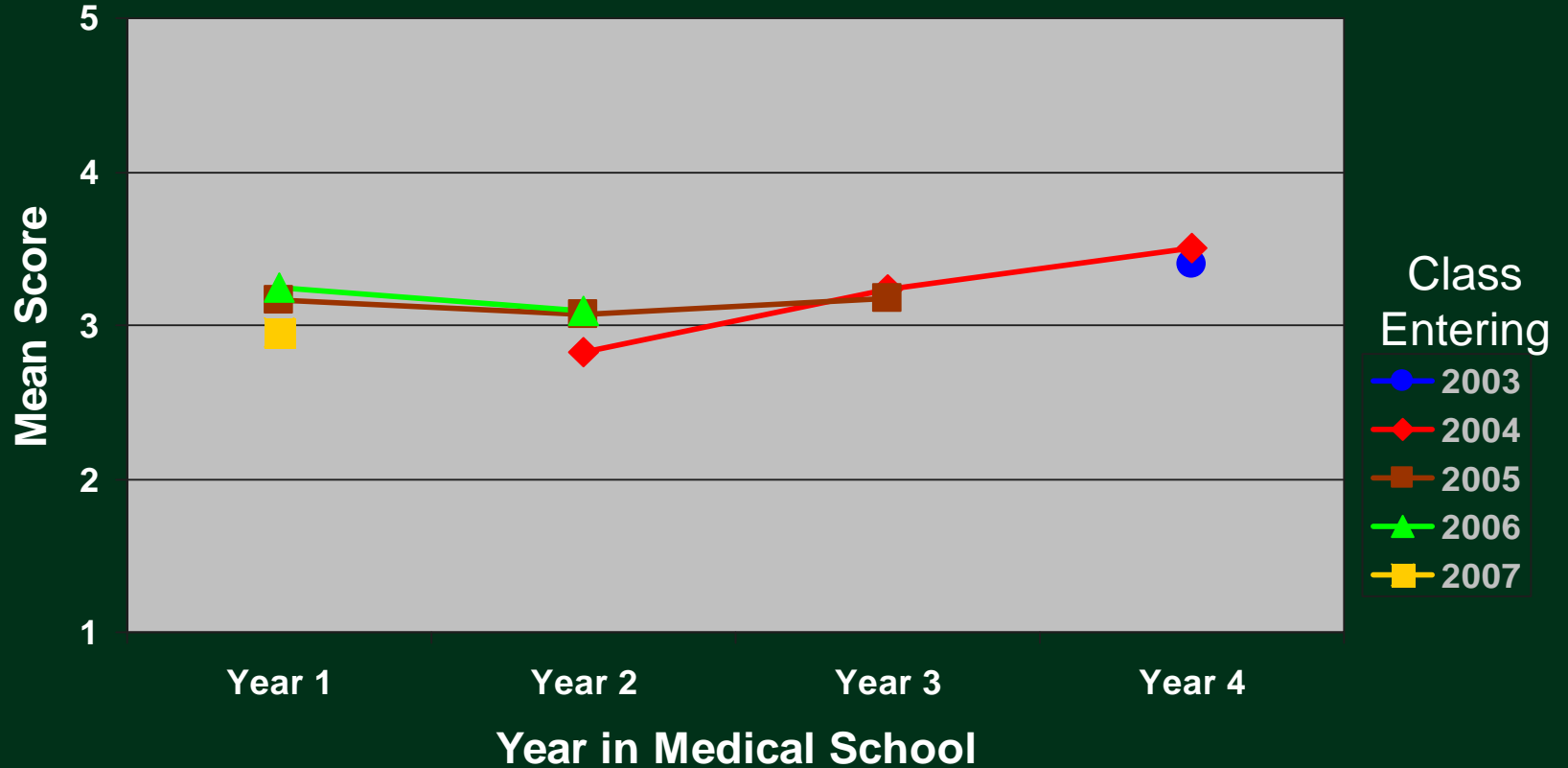
Medical School Stress



Intolerance



Breadth of Experience



Analysis



- Outcomes: scale scores
- Predictors
 - Survey Year (2006, 2007, 2008)
 - Admission Year (Cohort)
 - Year of Medical School (M1...M4)

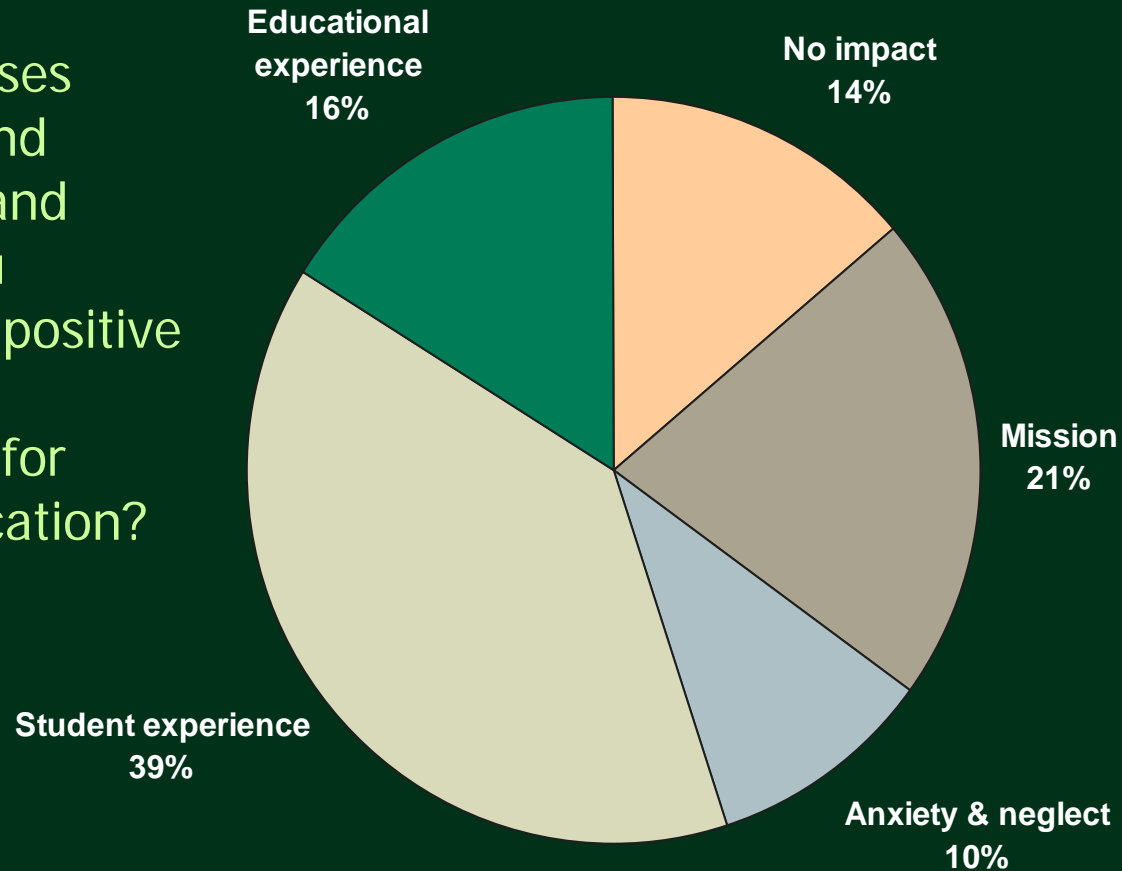
	2006	Survey Year 2007	2008
M1	94	86	140*
M2	75	63	92
M3		79	79
M4		75	63

- Statistically significant
- R-SQU: .016 to .088
 - Attributable to Year of Medical School

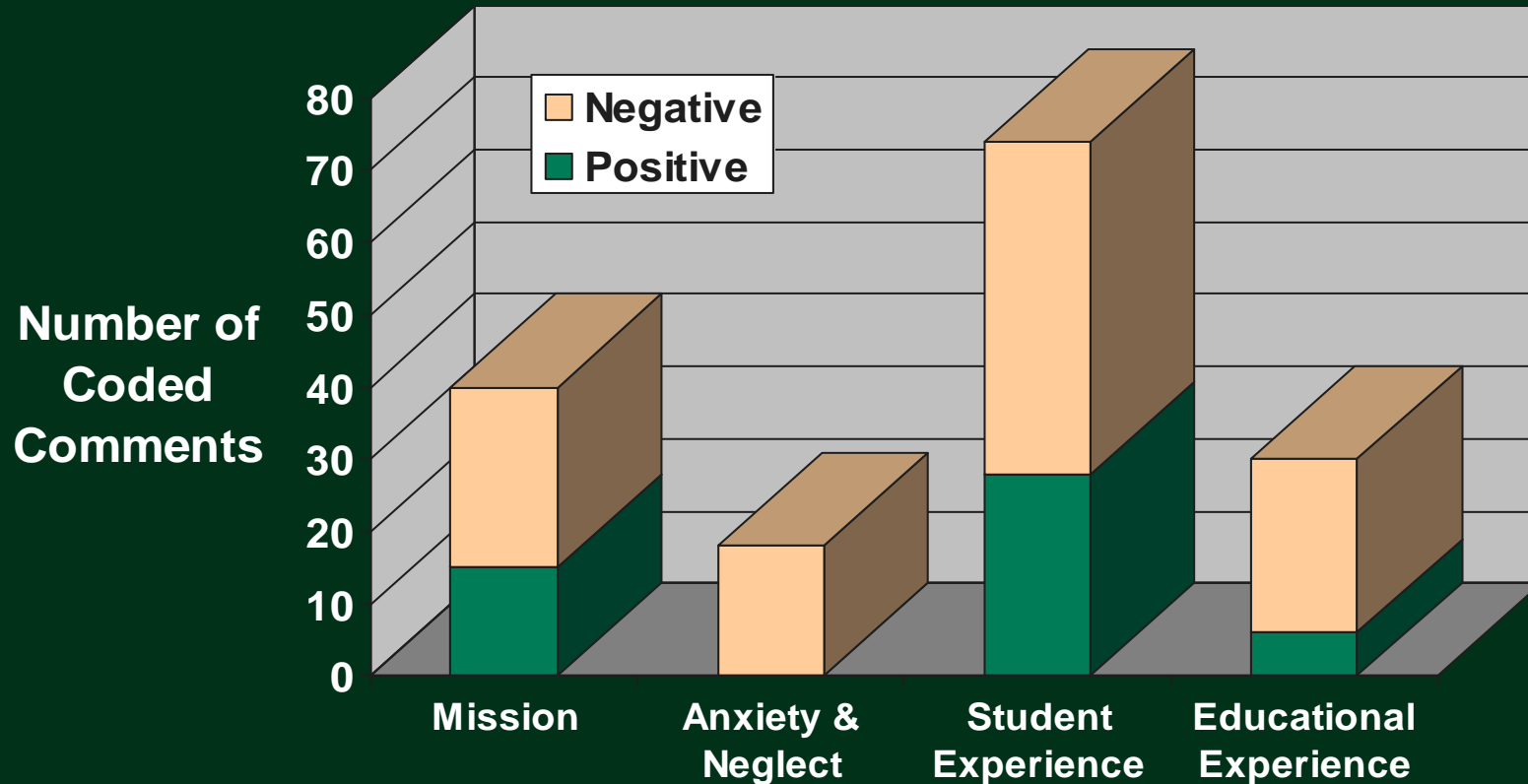
Written Comments



As CHM increases its class size and expands in Grand Rapids, do you anticipate any positive or negative consequences for your own education?



Positive vs Negative Impact



Conclusions



- Baseline data to monitor expansion
- Linkage with Alumni Surveys
- Relatively consistent ratings despite anticipated negative impact
- Comments reflect student concern about experience rather than curriculum