**Session: New Era of AAMC Student Surveys**

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**Contact Information:**

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**Summary:**

Provided an interesting introduction to the different questionnaires that are used before, during, and after medical school. This session was heavily catered to administration though and was not at all tailored to the participation of students. An interesting point is that the data described in each survey is not distributed to students in any way beyond their own searches on the AAMC website.

Notes:

* Covered: Post-MCAT Student Questionnaire (PMQ), Matriculating Student Questionnaire (MSQ), Medical School Year Two Questionnaire (Y2Q), Medical School Graduation Questionnaire (GQ)
* The surveys are administered by the AAMC, not medical schools. An e-mail link is personalized to each student. Participation is completely voluntary, but schools can add incentives to get this information. They can’t however make students do it. (80% participation of GQ, 75% on the MSQ)
* National reports posted to the AAMC website, specific individuals at each school have access to school-level reports (usually Dean of Student Affairs)
* Goals for survey improvement: Relevance, timeliness, quality, aligned for continuity
* PMQ: Looking at work/volunteering, influences in decision to pursue medicine, preparedness
* MSQ: Has overlap between the PMQ and the Y2Q/GQ
* MSQ/Y2Q/GQ= Sexual Orientation, gender identity, time use, quality of life, stress, empathy, tolerance, mentoring, perception of learning curve, negative attitudes, etc.
* There is a need for the response rate in the new Y2Q to increase
  + Content is satisfaction with medical education, perceptions of learning environment, stress, well-being, career plans, background information (including marital status/dependents)
  + The first report will be in two years, March 2015 (two years of data)
  + Most schools have under ten or twenty percent complete
* The GQ has been revised as well
  + Priorities are actionable results, focus on competences, include culture, removed items not relevant to national benchmarks, remove information already at the disposal of schools, make it relevant/shorter
  + The future of the GQ will include empathy, tolerance of ambiguity, and burnout
* The idea behind “bench-marking” is letting schools compare how they are doing to others on a nationwide scale
* Who is interested in sharing the data? Faculty, curriculum committee, admissions office, student affairs, basic science departments, clerkship/clinical departments (there is no conversation of including the students in the dissemination of this data)
* These surveys help to: Show outcomes with national benchmark, outcomes over time, outcomes across sites, triangulation with other data, comparisons of matriculates and graduates, subgroup analyses.
* Ways to share data: Internal newsletters, graphical data sheets, presentations
* Currently, there is no direct link of the different data sets (as in you can’t look at a student and how they have progressed throughout the years)