Decoding Student Space Satisfaction

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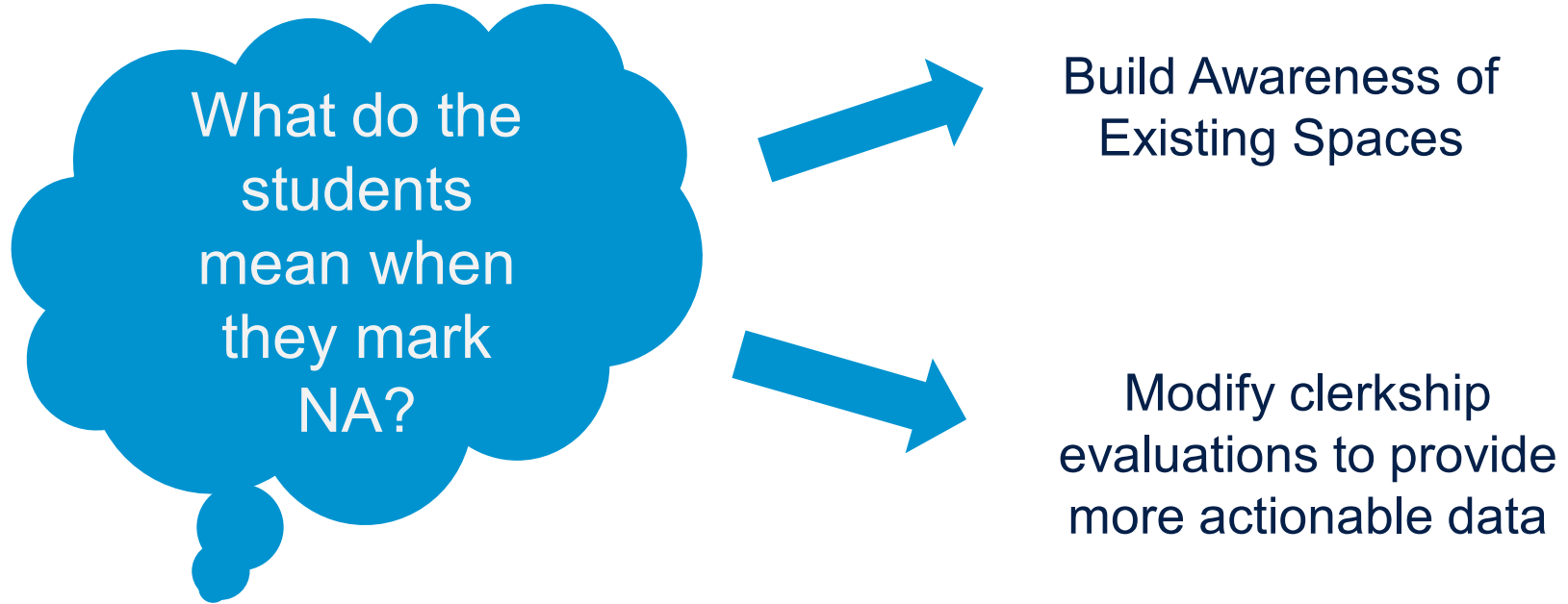UCSF School of Medicine

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Decoding Student Satisfaction: The Space Conundrum

- UCSF had committed to building a new student lounge at our main campus site
  - Ongoing low space satisfaction at our 12 *other clinical sites*, still raised concerns
  - "Not Applicable" option was bringing down satisfaction scores and creating noise in clerkship evaluations; it was unclear if NA referred to an awareness issue OR if there was real concern regarding spaces
  - Clerkship directors proved spaces existed, so what was the issue?

Two-Pronged Approach

What do the students mean when they mark NA?

Build Awareness of Existing Spaces

Modify clerkship evaluations to provide more actionable data

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Building Space Awareness

- Standardized clerkship orientation templates

  - Required space listings and photos; way-finding guides

- Sent "just in time" leadership communications before LCME surveys, at the start of our clerkship year and mid-year through clerkships

- Developed Space Finder Application/website: catalog of spaces available to students at core sites

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Space Finder App

- Developed a module/widget within our existing campus-wide app that provided a directory of spaces at key affiliates

- Lessons Learned
  - Public listings – drives accountability & friendly competition
  - If you build it, you still need to "push" it
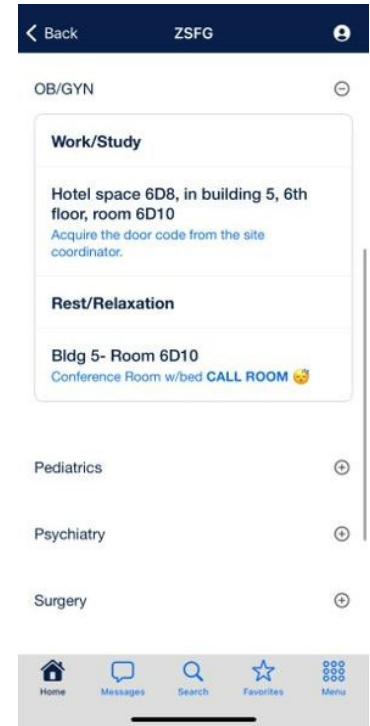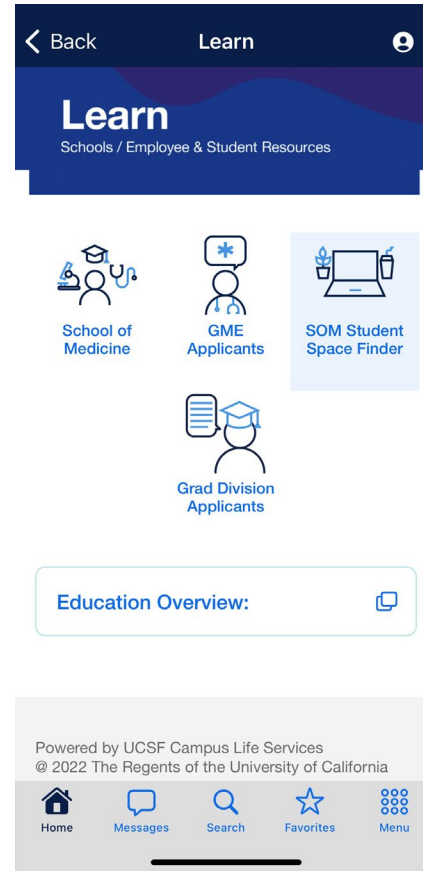
Modifying Evaluations to Get Actionable Data

Focused on internal **clerkship evaluations*** to extract actionable data, including:

- Added clerkship evaluation header to remind students about spaces available, the space finder app, and low score comments

- Adjusted space evaluation questions to match the LCME survey

- Added trigger alerts/required comments for low score <u>and</u> N/A ratings

- Added a qualifier to rate student satisfaction with secure call room:

  - *"Were you required to participate in late or overnight clinical learning activities at this clerkship site?"*

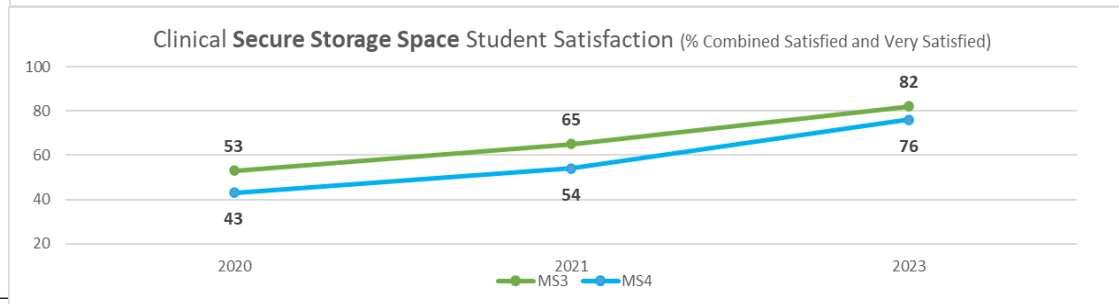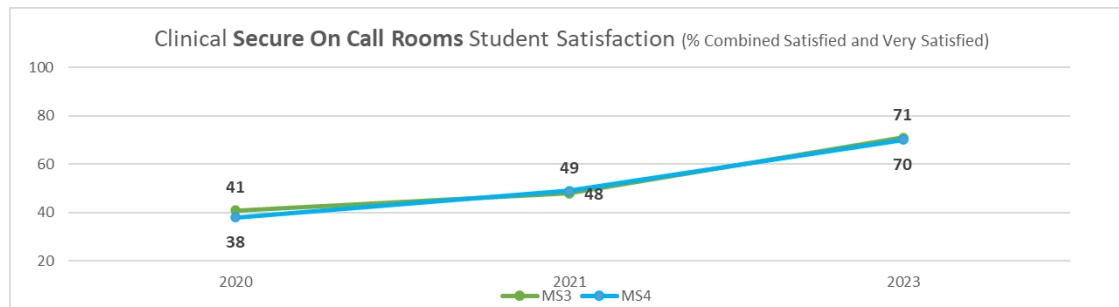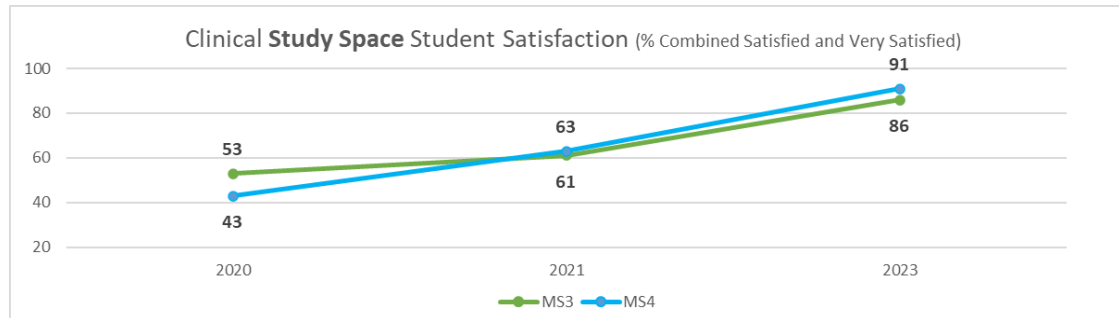 - *If yes, then rate satisfaction with a secure call room*

*Clerkship evaluation instrument is shown at end of slides

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Developing Actions from the Data

Example of issues	Action Results
• Timely response	✓ Low score alerts sent to directors & coordinators ✓ Central outreach to clerkships to problem-solve.
• Students not aware of spaces available at their site	✓ Clerkship/Site Directors led tours of student spaces
• Broken lockers and lights	✓ Involved responsible parties to monitor and fix lockers. ✓ Added contact info posted on lockers. ✓ Replaced/added lighting.
• Dirty call room	✓ Increased monitoring and housekeeping service
• Shortage of computers	✓ Sites added a few computers to work rooms

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Our Results

- Each time we surveyed the students for LCME progress reports for clinical sites, satisfaction increased for study space, storage space and secure on-call room 👍🏽

- No longer being monitored by LCME as of 2023 🥴

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Data

Clinical **Study Space** Student Satisfaction (% Combined Satisfied and Very Satisfied)

	2020	2021	2023
MS3	53	61	86
MS4	43	63	91

Clinical **Secure On Call Rooms** Student Satisfaction (% Combined Satisfied and Very Satisfied)

	2020	2021	2023
MS3	41	49	71
MS4	38	48	70

Clinical **Secure Storage Space** Student Satisfaction (% Combined Satisfied and Very Satisfied)

	2020	2021	2023
MS3	53	65	82
MS4	43	54	76

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Key Take-aways

- ***Build awareness by ongoing and frequent communication to students***

  - Add space photos and locations to clerkship orientation templates

  - Constant communication to students

- ***Change evaluations to match LCME language and clear out the noise to give you the actionable data you need***

  - Add qualifiers and required comments to capture valuable student comments

- **There are interventions you can do without extensive renovations and resources**

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Questions/Discussion

Title: Decoding Student Satisfaction of Clinical Space

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Background/Description of the Problem:

UCSF clerkship evaluations indicated dissatisfaction with clinical space at 12 clinical sites external to the main campus hospital. Clerkship evaluation data including use of the "Not Applicable" response option made it difficult to determine if space dissatisfaction was tied to a 1) Lack of awareness about space location 2) misunderstanding of space requirements or 3) genuine issues at clinical sites. Student dissatisfaction at clinical sites threatened achieving compliance with 5.11.

Actions/Methods/Innovation:

UCSF developed a two-pronged approach to address these issues.

1) Building Awareness: Centrally developed templated orientation slides for use in each clerkship orientation highlighted the locations of spaces available to students. The school's communications team created an online and mobile app Space Directory to help students easily locate spaces available at each clinical site. The directory link was emailed to clinical students at the start and mid-way through each rotation.

2) Modified Clerkship Evaluations: UCSF modified the clerkship evaluation space questions to provide actionable data. Questions about On-Call lounges were only asked in rotations that required on-call. If a student answered "Not Applicable" or gave a low rating to any question, students were required to provide a comment explaining their reasoning.

Results/Evaluation Plan:

Clerkships with low space scores and comments were required to complete action plan addressing space issues. Actionable items included broken lockers or construction that blocked student access to space. Student satisfaction with the adequacy of Student Study/Relaxation Spaces at increased from 62% in 2021 to 88% in 2023. Satisfaction with Availability of On-Call rooms increased from 49% in 2021 to 70% in 2023.

Conclusions/Lessons Learned:

Medical schools can increase space satisfaction at clinical sites by developing a multi-pronged approach focused on building awareness and modifying clerkship evaluations to provide actionable data to clerkship directors and school.