



HMSOM Application for Full Accreditation Marks Major Milestone

By: Jesse Jacondin in collaboration with John Schiavone, M.B.A.

This autumn and winter, the Hackensack Meridian School of Medicine (HMSOM) continued its journey towards its ultimate goal of full accreditation from the Middle States Commission on Higher Education (MSCHE). With approvals in place from the State of NJ and New Jersey’s Board of Medical Examiners, HMSOM still needs final approval from MSCHE, the Liaison Committee on Medical Education (LCME), and the federal Department of Education (ED).

The seven Middle States Standards for Accreditation were divided among the five Working Groups selected to draft the MSCHE Self-Study Report. Each Working Group met regularly over the past few months to discuss the criteria associated with its assigned Standards. The ultimate goal for this initial round of discussion was to develop a bulleted draft that explained how HMSOM plans to meet, meets, or exceeds each criterion.

During this period, each Working Group chair met with the Steering Committee at least twice to report progress, get questions answered, and receive advice for further development. The Working Groups were also encouraged to reach out to the Data Subcommittee, whose charges included helping the Working Groups locate data, research information, and log evidence. All these groups worked simultaneously in a collaborative effort to reach the November 5th deadline for the bulleted draft.

Once each Working Group submitted their respective drafts, the Self-Study Stewards combined them into one cohesive document. They added required chapters on HMSOM’s history, the Middle States Requirements of Affiliation, and the School’s response to the COVID-19 pandemic and submitted the document for review and comment by the Steering Committee. While this was happening, --

Peer Review Process Begins

By: Chosang Tendhar, Ph.D., M.B.A., M.A.

Beginning in 2022, the peer review process replaces the course review process. The course reviews had been completed at the end of each course since the beginning of the School of Medicine in 2018. This process was guided by the course review form consisting of a set of questions assessing the methods, content, and outcomes of each course. Completing the review at the end of each course was important in the first iterations of courses in a new school.

Based on these reports, evidence-based changes were made to the courses supported by students’ performance data and results from various evaluations completed. The review of assessment and evaluation data, therefore, resulted in meaningful improvements to courses. Some of the changes, for example, included the development of new synthesis TBL sessions in the I2C course and incorporation of more active learning activities in LGal sessions in MCP. The course review process achieved its goals, students have had great success in clerkships and on national board exams, and we have attained stability in the curriculum. It is now time to formally launch the peer review component of the Curriculum Management Plan (CMP). The CMP has three major components: (1) Curricular goals, content, and structure evaluation process; (2) Curriculum outcome evaluation process; and (3) Course/clerkship peer review.

Courses and clerkships will be reviewed every two years using the Peer Review form, which was heavily adapted from the course review form. The peer review reports will be presented to the Phase I and II Curriculum Subcommittees for their feedback and approval. Although the peer review of a course and clerkship occurs every two years, the peer review team is required to present the outcomes of action items approved and recommended by the relevant subcommittee every year, and all courses/clerkships will participate in the annual assessment of course/clerkship outcomes. The peer review process for Phase I begins with the Nutrition Metabolism Digestion (NMD) course.

the Data Subcommittee also received a copy of the bulleted draft and started gathering evidence for in-text citations for the final prose document.

By early December, the Steering Committee had reviewed and provided feedback on the bulleted draft and sent each chapter back to the Working Groups. The second round of Working Group meetings will take place throughout December to incorporate feedback from the Steering Committee and turn the bulleted draft into prose. A deadline of January 7th, 2022, has been set for the Working Groups to return the prose draft to the Steering Committee for another round of reviewing and commentary.

A deadline of February 11th, 2022, has been set for developing a final prose draft, which will incorporate all rounds of revision. The campus community will then have the opportunity to read the draft and provide feedback throughout February and March 2022.

Student Satisfaction Survey and Follow-Up Focus Groups

By: Dr. Ron Silvis Ed. D.

On September 16, 2021, the Hackensack Meridian School of Medicine (HMSOM) began to administer the third edition of our Student Satisfaction Survey to all four cohorts of students currently enrolled. The survey window for completion closed for all students on October 11, 2021. In total, 423 students were invited to provide valuable data. Researchers obtained responses from 190 students (45% response rate) across all four cohorts (see Table 1 below).

Table 1. Response Rate by Cohort

Cohort	Number of Students	Responses	Response Percentage
2018	54	19	35
2019	89	31	35
2020	119	56	47
2021	161	84	52
Overall	423	190	45

Data from all surveys were compiled into an initial report by Mr. Jesse Jacondin, Institutional Effectiveness Specialist, and shared with Dr. Silvis and Dean Stanton. It was evident from the data that progress has been made in many categories, but growth in some areas was still warranted. Therefore, the researchers decided to conduct focus groups with students from all cohorts to help create a more in-depth narrative of the results. Dr. Silvis, Mr. Jacondin, and Ms. Elizabeth Koltz, Director of Instructional and Curricular Design, developed a focus group protocol based on the data received from each cohort on the initial survey.

In early November, Dr. Silvis recruited students from each cohort to participate in the focus groups. Researchers received responses from twelve students agreeing to participate.

On November 29, an in-person focus group was conducted by Dr. Silvis, Ms. Koltz, and Mr. Jacondin with six students from the 2021 cohort.

Later that evening, a similar focus group was held virtually with a total of six students from the 2018, 2019, and 2020 cohorts. The groups were split based on the data from the surveys and the experiences of the various cohorts. Both focus groups provided pages of valuable feedback that Mr. Jacondin has since assembled into two separate thematic analysis reports. Researchers shared the reports with the focus group participants to ensure nothing was misrepresented.

Dr. Silvis will present the reports and proposed action items to the Dean's Cabinet on Thursday, December 16. Some proposed action items that surfaced during the focus groups are already being addressed on the Phase 1 side amongst Dr. Silvis, Dr. Metzger, Assistant Dean of Medical Education, and upcoming Course Directors. This has been a very collaborative process to this point, and the researchers want to thank all those who took the time to participate. Look for more to come in the new year.

OIEA Welcomes New Team Member



The Office of Institutional Effectiveness and Assessment (OIEA) welcomes Melissa Dorans, Manager of Assessment Information Systems. Ms. Dorans holds a Master of Arts in Educational Technology and has extensive experience managing online learning systems and assessment data within public education. Melissa thrives on supporting and training students and staff. She has provided her expertise and service to public education for over two decades as an educational leader,

technology facilitator, and professional development trainer. She began teaching elementary education in Jersey City and Bayonne, NJ. Her passion for integrating technology with education inspired her to pursue the New Jersey City University graduate program for Educational Technology. That led to several years teaching middle school Computer Applications in Marlboro, NJ, while supporting staff with their technological needs as the Technology Coordinator.

In 2013, Ms. Dorans moved from educator to a supervisory role for the Bayonne School District Technology Department. She was hired as Technology Facilitator, and her team spearheaded a 10,000 Chromebook distribution rollout. She was also responsible for state reporting for NJSmart and NJDOE Homeroom, student information system management, and state assessment data organization. As Assistant Supervisor of Technology, Melissa collaborated with district administrators to move the district's technology initiatives forward. In her most recent role as District Communications Manager, Ms. Dorans designed and implemented an ADA compliant district website and mobile app that aligned with the district LMS and grading system.

Ms. Dorans manages project needs and critical dependencies with a hands-on approach. As an effective communicator, she cultivates strong relationships, both internally and externally. She is a trusted resource who effectively balances the needs of students and staff with the organization's mission. Melissa is thrilled to be a part of the OIEA team and looks forward to collaborating with the department, as well as embracing the mission and objectives of the School of Medicine.