



LIAISON COMMITTEE ON
MEDICAL EDUCATION

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June 23, 2005

Albert Carnesale
Chancellor
University of California, Los Angeles
Office of the Chancellor
Box 951405
2147 Murphy
Los Angeles, CA 90095-1405

Dear Chancellor Carnesale:

The purpose of this letter of accreditation is to inform you of the action taken by the Liaison Committee on Medical Education (LCME) at its meeting on June 7-9, 2005, regarding the accreditation status of the David Geffen School of Medicine at UCLA and to transmit to you the final report of the LCME survey team that visited the medical school on January 23-26, 2005.

After reviewing the report of the survey team, the LCME voted to continue accreditation of the educational program leading to the M.D. degree at the David Geffen School of Medicine at UCLA for an eight-year term. The program's next full survey will take place during academic year 2012-2013.

In its review of the report, the LCME concurred with the survey team that the following items represent institutional strengths:

1. The medical school has a stable, visionary, effective and accessible leadership team, led by Dean Gerald S. Levey, who has demonstrated his commitment to the educational mission in a number of ways and is widely respected by students and faculty.
2. There is notable faculty support for and commitment to the recent comprehensive curriculum change, including personal participation by department chairs and support of faculty time for teaching.
3. Significant personnel resources exist to support the educational program, including specialists in curriculum design, faculty development, evaluation and information technology.
4. The medical school has made an explicit commitment to diversity and has achieved a commendable level of diversity among the student body and faculty.

5. Medical students praise the high level of academic and student support services they receive from faculty and members of the administration.
6. There are numerous opportunities for medical students to participate in research and over 70% of graduates in recent classes have completed an independent research project.
7. The core financial support for the medical school, especially from governmental and philanthropic sources, is exceptionally strong.

The LCME identified the following areas of partial or substantial noncompliance with accreditation standards:

1. ED-44: Students assigned to all campuses should receive the same rights and support services. (F&S, p. 17)

Finding: The LCME noted that the student analysis documents disparities across sites with respect to financial aid, with "only about half" of the Riverside students expressing satisfaction with the responsiveness of the Financial Aid Office versus 90% of UCLA students overall (page 65). Similarly, while "most" UCLA and Drew students regarded the student budget as adequate, only 49% of the Riverside students considered the student budget appropriate to their actual needs.

2. MS-19: There must be a system to assist students in career choice and application to residency programs, and to guide students in choosing elective courses. (F&S, p.20)

Finding: Activities relating to residency and career decisions are spread across the four years of the curriculum, and focused in the final year through the College system. Responses from the 2004 AAMC Graduation Questionnaire indicate that overall student satisfaction with career planning services is above the national average. The survey report notes, however, that there is currently no defined system for individual career advising and mentoring during the first two years of medical school (page 29). The survey team was informed that the school is considering extension of elements of the College career advising system to the preclinical years.

3. MS 27-A: The health professionals who provide psychiatric/psychological counseling or other sensitive health services to medical students must have no involvement in the academic evaluation or promotion of students receiving those services. (Functions and Structure of a Medical School, October 2004 edition, page 21)

Finding: While a major improvement has been made in student mental health services, including the creation of a private off-campus site, the survey team learned on site that some students have been seen by physicians who may later supervise and/or evaluate them on clinical rotations (page 30).

The LCME noted the following areas in transition whose outcome could affect the school's ongoing compliance with accreditation standards:

- 1. Evaluation of the new curriculum:** Although initial reactions to the implementation of the new curriculum are uniformly positive, there are as yet no comprehensive outcome data by which to determine program effectiveness.
- 2. Educational program at Drew:** The survey report noted that there are a number of challenges facing the LA County King/Drew Medical Center, including loss of JCAHO accreditation. An experienced consulting group has been brought in to manage the hospital over the next year and the Board of Trustees of the Charles R. Drew University of Medicine and Science has been reorganized, with the addition of eminent members committed to quality improvement and enhanced accountability at the medical center. UCLA and Drew administrators have been collaborating to monitor and maintain the quality of medical education and plans are in place for reassignment of Drew students, should that become necessary (page 156).
- 3. Educational facilities:** Planning is underway to replace the aging education facility with a new medical education building, with projected completion in 2012. The current facilities are adequate but at the limit in some areas, such as space for small group teaching.

To address the areas of noncompliance and transition noted above, the dean is requested to submit a progress report by May 1, 2006 to both LCME Secretaries. That report should include the following information:

- 1. Comparability of financial aid services across sites:** Include (a) a narrative description of any changes in personnel or practices in the Financial Aid Office for students at the Riverside campus and (b) a summary of feedback from students at each campus for academic year 2005-2006, regarding the quality and accessibility of the financial aid services available to them.
- 2. Career counseling:** Provide a narrative evaluation of successes and challenges encountered in extending elements of the College system of career advising to students in the preclinical years. Include a copy of any relevant feedback from students regarding career planning services in the first two years of the curriculum.
- 3. Personal counseling for students:** The report should summarize any actions taken since the time of the survey to ensure that personnel who provide psychiatric/psychological counseling or other health services are not involved in the evaluation or promotion of students receiving their services.
- 4. Evaluation of new curriculum:** Provide a summary of student and faculty feedback regarding implementation of the new curriculum, as well as any relevant outcome measures that may be available.

5. **Educational program at Drew:** Provide (a) a narrative update on the accreditation status of the LA County King/Drew Medical Center hospital; (b) a summary of the status of recommendations from the external consultant for improvement in the quality of care as it relates to the educational program; (c) a list of the residency programs at Drew, along with the accreditation status and date of next accreditation visit for each; (d) a narrative description of any changes to the assignment of students or structure of the educational program at Drew; (e) a table comparing student feedback about the overall quality of education and quality of resident teaching for students for the required clerkships at UCLA and Drew; (f) a table summarizing student performance for the required clerkships at UCLA and Drew; and (g) a table depicting student ratings of the quality of the educational experience, resident and attending teaching quality, extent of mid-clerkship feedback, and any other relevant student ratings or performance data for each site used in the junior medicine clerkship

6. **Educational facilities:** Summarize (a) the status of plans and time line for construction of new educational facilities and (b) any changes since the time of the survey that place further strain on the existing educational facilities.

Accreditation is awarded to the program of medical education based on a judgment of appropriate balance between student enrollment and the total resources of the institution, including faculty, physical facilities, and the operating budget. If there are plans to significantly modify the educational program, or if there is to be a substantial change in student enrollment or in the resources of the institution so that the balance is distorted, the LCME expects to receive prior notice of the proposed change. Substantial changes may lead to re-evaluation of the program's accreditation status by the LCME. Details are available on the LCME Web site at: <http://www.lcme.org/classsizeguidelines.htm>.

A copy of the final report is being sent to the dean, Gerald S. Levey, M.D. The document is for the use of the medical school and the university, and any public dissemination or distribution is at the discretion of institutional officials.

Sincerely,



Carol A. Aschenbrener, M.D.
LCME Secretary, 2004-2005

cc: Gerald S. Levey, M.D., Dean, School of Medicine
Frank A. Simon, M.D., LCME Secretary, 2005-2006

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