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**ANALYTICAL REPORT
ON THE ASSESSMENT OF STUDENTS SATISFACTION
THE FACULTY OF GENERAL MEDICINE**

(2018)

Bishkek 2018

Assessment method: sociological survey using specially designed questionnaires to study satisfaction with the quality of modules for 1-3 year students (Appendix 5), for 4-6 courses (Appendix 6) and the quality of disciplines (Appendix 7).

Assessment scale: Assessment was carried out using the Likert scale (a question asking to indicate the degree of agreement or disagreement with a certain statement) for five answer options:

1. Strongly disagree
2. Disagree
3. I doubt it
4. Agree
5. I completely agree

Assessment of the degree of satisfaction of students was carried out, according to the summary assessment, calculated as the proportion of the sum of positive answers ("completely agree" and "agree") from the maximum possible sum of answers. In question 8, "No corruption," the reverse scoring methodology was applied.

In the summary assessment, the degree of student satisfaction over 80% was assessed as high, in the range from 50% to 80% - as average, less than 50% - as low.

For the convenience of processing the obtained data, the automation of the input and processing of information was carried out. As screen forms, we used the text of the questionnaires, directly created for the survey in the AVN program with the help of the editor for drawing up the questionnaires. Additionally, an additional program was developed to display reports in the form of graphical data. The survey was conducted on the basis of the Center for the Development of Clinical Skills and Knowledge Assessment, the Electronic Library and the Department of Physics, Mathematics, Informatics and Computer Technologies of the KSMA.

Sample: two-stage-cluster. The sample was formed in accordance with the requirements of the organization of sociological research. The percentage of distribution of questionnaires among groups of students is calculated in accordance with the number of students in all faculties. A confidence level of 95% was chosen with a confidence interval (error) $\pm 4.9\%$;

According to the report generated in the AVN system, 3125 students took part in the electronic survey. Students from all 8 faculties took part in the assessment of the curriculum of various disciplines.

The survey of satisfaction with the curriculum of the modules was carried out among students of the faculties "General Medicine" No. 1, No. 2 and FC.

3.1. Assessment of student satisfaction with the quality of training modules

The introduction of a modular-integrated training system in KSMA was started in 2001 at the faculties of "General Medicine". In 2012, with the technical support of the project "Reforms of medical education in the Kyrgyz Republic" within the framework of the pilot project, the MEP was revised in the specialty "General Medicine". In 2015, the State Educational Standard 3 (GOS3) for the specialty "General Medicine" was developed and approved on the basis of the implementation of a pilot project on the reform of medical education. In 2015, satisfaction with the quality of modules was assessed among students of the LF of 1-3 courses of study, i.e. among students enrolled in a pilot educational program introduced in 2012.

In order to assess the quality of the curricula of the modules and compare the progress in improving the quality of the modules, a survey of student satisfaction in the faculties of General Medicine was conducted in the spring of 2018. At present, other faculties have introduced only one module "Introduction to the specialty" in the 1st year, in this regard, the assessment of the modules was carried out only at the faculties of General Medicine. The assessment of satisfaction with the quality of the modules was carried out according to the following criteria:

1. Explanation of the purpose and objectives of the module at the beginning of the lesson
2. Interrelation of disciplines in the module

3. Content of disciplines in the module
4. Applicability of the obtained theoretical knowledge in practice
5. Providing methodological and educational literature
6. Organization of independent work and advice
7. Comprehensibility of the knowledge assessment system
8. Objectivity of the final exam
9. Quality of teaching by module
10. The usefulness of previously completed modules in the development of this module (for students of 4-6 courses).

In total, the curriculum for the specialty "General Medicine" provides 25 modules and blocks. Assessment of student satisfaction was carried out for all modules and blocks.

On average, the general satisfaction of students of the Faculty of General Medicine with the quality of the modules conducted was 68%, which is assessed as average satisfaction.

The greatest satisfaction of students was noted in the modules "From molecule to cell" - 80%, "Man, society, health" - 79%, and "From cell to organ" - 78%, conducted at the first 2 x training courses.

The least satisfaction of students is noted in the blocks "General medical practice" (GP) (53%), "Surgery" (54%) and "Obstetrics and gynecology" (63%), conducted on 4-6 courses of study.

It should be noted that overall student satisfaction with the organization and curriculum of the modules in the 2018 assessment increased compared to the 2015 assessment.

Satisfaction with the quality of the modules of 1st year LF students Module "Person, Society and Health" (PSH): Satisfaction with the PSH module in the 2018 study increased by an average of 30% compared to 2015 (Fig. 3.2.), While satisfaction was practically on all issues was at a high level and amounted to more than 80%.

Module "From molecule to cell": Satisfaction with the module in the 2018 study (89%) compared to 2015 (79%) increased by 10%. At the same time, satisfaction increased according to the two most problematic criteria noted during the assessment in 2015 - these are (1) the provision of literature and (2) the organization of the student's independent work.

Module "From cell to organ": Overall satisfaction with this module is quite high - 86%, however, it is necessary to pay attention to the organization of the CDS disciplines of this module, since this criterion has the lowest level of satisfaction (77%). A comparative assessment of this module was not carried out, since earlier, in 2015, this module was not available.

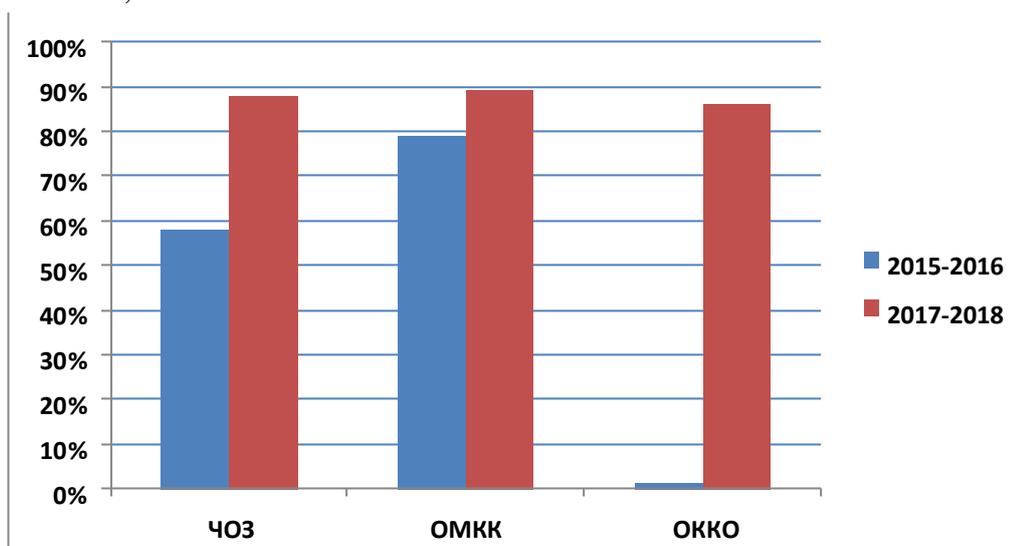


Figure 3.2. Comparative data on the satisfaction of 1st year students with the quality of modules (2015-2016, 2017-2018 academic years)

Satisfaction with the quality of modules of LF students of the 2nd year

Module "Introduction to Clinical Medicine" (ICM): Satisfaction with this module is average (74%), although it should be noted that, compared to 2015 (54%), satisfaction increased by 20% (Fig. 3.3). An increase in satisfaction with the provision of educational and methodological literature for the module, the final exam and the clarity of the content of the disciplines of the module was noted. But there is a rather low satisfaction with the organization of the IWS of the disciplines of this module and the new knowledge gained.

Module "Endocrine System" (ES): Overall satisfaction with this module - average (72%). Extremely low satisfaction was noted according to the criterion of availability of educational and methodological literature (36%),

although there is a slight increase in comparison with the 2015 estimate. In general, compared to the 2015 assessment data, satisfaction slightly decreased (Fig. 3.3), mainly due to a decrease in student satisfaction with the organization of test control, by almost 20% according to this criterion.

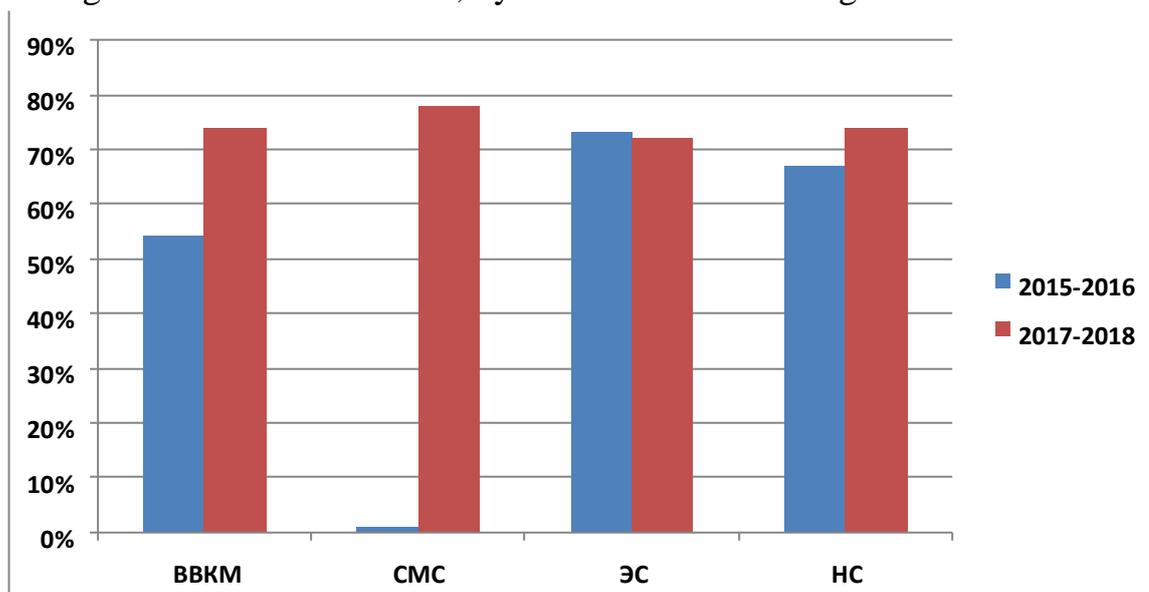


Figure 3.3. Comparative data on the satisfaction of 2nd year students with the quality of modules (2015-2016, 2017-2018 academic years)

Module "Nervous system" (NS): Overall satisfaction with this module is average (74%), but higher than the assessment in 2015 by 8% (Fig. 3.3), mainly due to an increase in satisfaction with the provision of educational and methodological literature. Despite the increase in satisfaction with the CDS organization compared to the 2016 estimate (33% in 2015 and 54% in 2018), satisfaction according to this criterion remains low. There was a decrease in student satisfaction with the objectivity of test control by almost 4% compared to the assessment in 2015.

Module "Musculoskeletal system" (SCM): Overall satisfaction with this module - average (78%) (Fig. 3.3.). Extremely low satisfaction was noted according to the criterion of provision with educational and methodological literature (40%). It is not possible to make a comparative assessment of this module with the 2015 survey data, since this module has not been previously surveyed.

Satisfaction with the quality of modules of LF students of the 3rd course

Urinary System (AIM) Module: Overall student satisfaction with this module in the 2018 assessment is average (75%), but 4% higher than in the 2015 assessment (Figure 3.4). The highest values of satisfaction were noted for the clarity of the goals and objectives of the module, the relationship of the disciplines of the module

and the clarity of the disciplines. There is a slight increase in satisfaction with the provision of educational and methodological literature and the organization of the IWS (31% in 2015 and 48% in 2018). Despite the increase in satisfaction with the CDS organization, satisfaction according to this criterion remains extremely low. In addition, there is a decrease in student satisfaction with the objectivity of test control by almost 17% compared to the 2015 estimates.

Cardiovascular System (CVS) Module: Overall student satisfaction with this module is average (70%), but 14% higher compared to the 2015 estimates (Figure 3.4). The highest values of satisfaction were noted for the clarity of the goals and objectives of the module, the relationship of the disciplines of the module and the clarity of the disciplines. The increase in satisfaction was noted mainly due to the increase in satisfaction with the provision of educational and methodological literature and the organization of the IWS. However, despite a slight increase in satisfaction with the CDS, satisfaction according to this criterion remains low (39% in 2015 and 55% in 2018). In addition, there is a decrease in student satisfaction with the organization of test control by almost 18% compared to 2015.

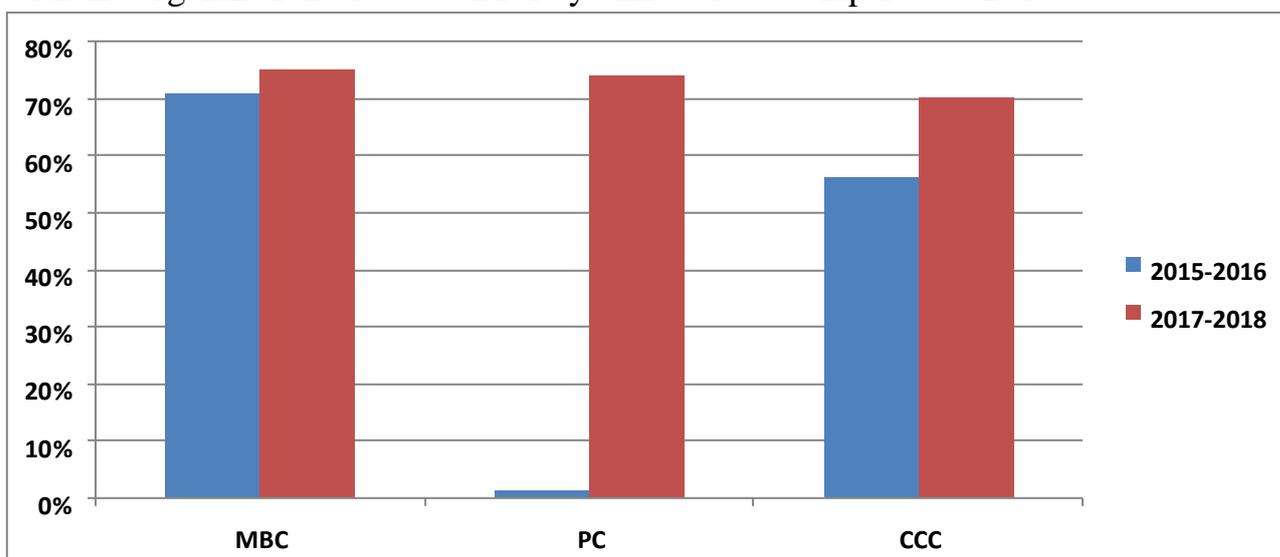


Figure 3.4. Comparative data on the satisfaction of 3rd year students with the quality of modules (2015-2016, 2017-2018 academic years)

Module "Reproductive System" (RS): Overall student satisfaction in this module - average (74%). It was not possible to carry out a comparative assessment of satisfaction for this module, since the assessment for this module was not carried out in 2015. Low satisfaction was noted in relation to the organization of the IWS - 49%, the provision of educational and methodological literature, the organization of test control and the quality of training of specialists. The highest values of

satisfaction were noted for the clarity of the goals and objectives of the module, the relationship of the disciplines of the module and the clarity of the disciplines.

Satisfaction with the quality of modules of LF students of 4-6 courses

This section presents the results of the student satisfaction assessment conducted in 2018. It was not possible to carry out a comparative assessment of modules 4-6 courses in the specialty "General Medicine", since in 2015 the assessment of these modules was not carried out due to the fact that at the time of the assessment, students studying in the 2012 pilot program had not yet reached before studying these modules. Satisfaction of students with the quality of modules of 4-6 courses during the assessment carried out in 2018 for all modules was assessed as average and ranged from 53% (AFP block) to 72% (HIV / AIDS module).

Block "Pediatrics": Overall satisfaction with the quality of this module was - (Fig.3.5). The greatest satisfaction - 76.9% - was noted according to the criterion of interconnectedness of disciplines in the module. In 75.9% of the answers, students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 75.2% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The smallest percentage of satisfaction (52.1%) was noted by students in the organization of independent work (IWS) and providing advice.

Module "Traumatology and Orthopedics": Overall satisfaction with the quality of this module was - (Fig. 3.5). The greatest satisfaction - 79% was noted according to the criterion of interconnectedness of disciplines in the module; in 76%, students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module; 75% of students noted that the goals and objectives of this module were explained at the beginning. Low student satisfaction was noted according to the criterion - the organization of independent work (44%) and the provision of advisory assistance.

Module "Gynecology": The overall satisfaction of students in the module was 66% (Fig. 3.5). The greatest satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (77%). In 78% of the students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 75.2% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The lowest percentage of satisfaction, 51%, was noted for the organization of independent work (IWS) and the provision of consulting assistance.

Block "Obstetrics and Gynecology": The overall satisfaction of students in the module was 63% (Fig. 3.5). The greatest satisfaction -74% was noted according to the criterion of interconnectedness of disciplines in the module. In 72%, students noted that the content of all disciplines of the module was clear. Low satisfaction was noted in the organization of independent work (49%) and the provision of consulting assistance. A low percentage of satisfaction with the provision of methodological and educational literature in the disciplines of the module - 54%.

Block "General practice (GP)": Overall satisfaction with the quality of this module was - 53% (Fig. 3.5). The greatest satisfaction - 68% - was noted in the paragraph on the interconnectedness of disciplines in the module. In 58% of the students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 65% of students agree that their theoretical knowledge of the module will help them in their further practical activities. Low satisfaction was noted in the organization of independent work (40%), providing advice, providing methodological and educational literature on the disciplines of the module (46%).

Block "Surgery" (BC): The overall satisfaction of students with the quality of the module was 70% (Fig. 3.5). The greatest satisfaction - 64% was noted according to the criterion of the interconnectedness of disciplines in the module, in 63% of the students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 57% of students noted that the goals and objectives of this module were explained at the beginning. Low satisfaction was noted in the organization of independent work (41%), the provision of advice, satisfaction with the provision of methodological and educational literature in the disciplines of the module (47%).

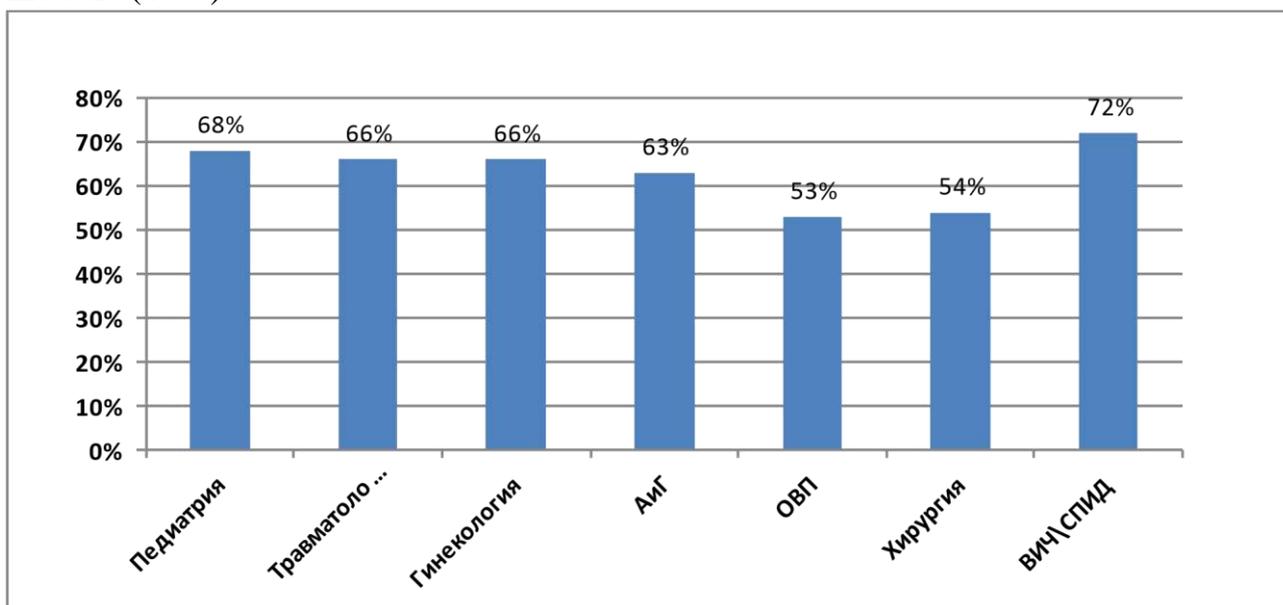


Figure 3.5. Satisfaction of 4-6 year students with the curriculum of 7 modules (2018 estimate)

Module "Rheumatic diseases": Overall satisfaction with the quality of this module was - (Fig.3.6). The greatest satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (83%); 79% note that the knowledge gained early in the 1-3 courses helped them in mastering this module; 78% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The lowest percentage of satisfaction was noted for the organization of independent work (50%), providing advice and providing methodological and educational literature on the disciplines of the module (55%).

Module "Communicable diseases": Overall satisfaction with the quality of this module was - (Fig. 3.6). High satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (83%); 79% of students note that the knowledge gained early in the 1-3 courses helped them in mastering this module; 78% of students agree that their theoretical knowledge of the module will help them in their further practical activities. Low satisfaction was noted in the organization of independent work (44%) and the provision of consulting assistance. And also in the paragraph on satisfaction with the provision of methodological and educational literature in the disciplines of the module - 59%.

Module "Internal Medicine" (IDE): Overall satisfaction with the quality of this module was - 69% (Fig. 3.6). High satisfaction was noted according to the criteria of interconnectedness of disciplines in the module (84%), the knowledge gained earlier in 1-3 courses helped them in mastering this module (81%). 79% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The lowest percentage of satisfaction was noted according to the criterion of providing methodological and educational literature in the disciplines of the module (54%), organizing independent work and providing advice (61%).

Module "Diseases of the genitourinary system" (BMPS): Overall satisfaction with the quality of this module was - 69% (Fig. 3.6). The greatest satisfaction - 84% - was noted in the paragraph on the interconnectedness of disciplines in the module. In 81% of students, students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 79% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The smallest percentage of satisfaction was noted by students in the paragraph on satisfaction with the provision of methodological and educational literature in the

disciplines of the module - 52%, and in the paragraph on the organization of independent work (IWS) and provision of consulting assistance -56%

Respiratory Diseases (RCD) module: Overall satisfaction with the quality of this module was - 67% (Fig. 3.6). The greatest satisfaction of students was noted with the fact that the knowledge gained early in 1-3 courses helped them in mastering this module (79%), and that the goals and objectives of this module were explained at the beginning (73%). The lowest percentage of satisfaction was noted by students in organizing independent work (52%), providing advice and providing methodological and educational literature in the disciplines of the module.

Module "Diseases of the heart and blood vessels" BSS: Overall satisfaction with the quality of this module was - 70% (Fig. 3.6). The greatest satisfaction of students was marked by the fact that the knowledge gained early in 1-3 courses helped them in mastering this module (75%) and that the goals and objectives of this module were explained at the beginning (70%). The lowest percentage of satisfaction was noted for the organization of independent work (54%), providing advice and providing methodological and educational literature on the disciplines of the module (58%).

Module "Diseases of the gastrointestinal tract" (GIT): Overall satisfaction with the quality of this module was - 64% (Fig. 3.6). High satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (84%). 74% of the students note that the knowledge gained earlier in the 1-3 courses helped them in mastering this module. 74% of students agree that their theoretical knowledge of the module will help them in their further practical activities. Low satisfaction was noted in the provision of methodological and educational literature on the disciplines of the module (44%), organization of independent work and provision of advisory assistance (45%).

Module "Diseases of the blood and hematopoietic organs" (BKOC): Overall satisfaction with the quality of this module was - 69% (Fig. 3.6). High student satisfaction was noted for the interconnectedness of disciplines in the module (82%), as well as the fact that the knowledge gained early in 1-3 courses helped them in mastering this module (81%). 78% of students agree that their theoretical knowledge of the module will help them in their further practical activities. Low student satisfaction was noted for the provision of methodological and educational literature in the disciplines of the module (47%), the organization of independent work (IWS), as well as low satisfaction with the provision of consulting assistance (54%).

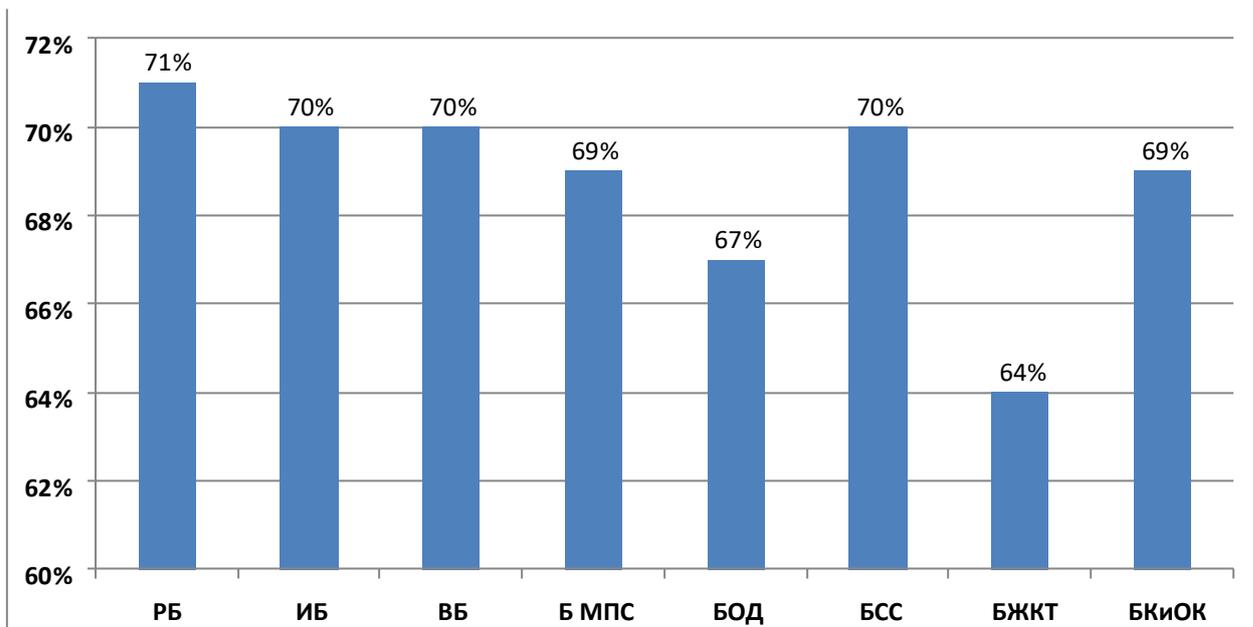


Figure 3.6. Satisfaction of 4-6 year students with the curriculum of 8 modules (2018 estimate)

Table 3.1. SWOT analysis of LF students' satisfaction with the quality of modules

Strengths Sides	Weak Sides
<p>1. The overall satisfaction of students of the Faculty of General Medicine with the quality of the modules carried out was 68%, which is estimated as average satisfaction.</p> <p>2. High student satisfaction was noted for the module "From molecule to cell" (80%);</p> <p>3. It is noted that students are highly satisfied with the interconnectedness of disciplines in the module, slightly lower with the fact that the knowledge gained in 1-3 courses helps them in mastering the subsequent modules and that theoretical knowledge will help them in their further practice.</p> <p>4. Overall, there has been an increase in student satisfaction with the organization and curriculum of the modules compared to the 2015 assessment.</p>	<p>1. The least satisfaction of students is noted in the blocks "General medical practice" (GP) (53%), "Surgery" (54%) and "Obstetrics and gynecology" (63%), conducted on 4-6 courses of study.</p> <p>2. There is low satisfaction (despite the growth of indicators compared to 2015) the provision of educational and methodological literature, the organization of independent work of students and the provision of advice, as well as the objectivity of the test control of knowledge.</p> <p>3. There was no survey of satisfaction with the quality of educational programs and the organization of the educational process among the teaching staff and stakeholders.</p>
Capabilities	Threats (risks)

<p>1. Introduction of computer testing (to improve objectivity) of students' knowledge in all disciplines. Creation of a bank of test questions.</p> <p>2. Development of methodological guidelines for the organization of CDS, strengthening control over the provision of advisory assistance to students by the teaching staff.</p> <p>3. Conducting trainings for teaching staff on interactive and innovative teaching methods.</p> <p>4. Purchase of educational literature;</p> <p>5. Introduction of the use of electronic library textbooks.</p>	<p>1. Human factor (opposition of conservative teachers).</p> <p>2. Lack of qualified IT specialists to service computer testing;</p> <p>3. Lack of funds for the purchase;</p> <p>4. Late holding of tenders for the purchase of goods and services due to shortcomings in the tender procurement system;</p> <p>5. Copyright Infringement.</p>
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