



**COLLEGE OF MEDICINE
AND LIFE SCIENCES**

THE UNIVERSITY OF TOLEDO

The Independent Student Analysis

January 2020

Academic Year 2019 – 2020

The Independent Student Analysis Committee

THE UNIVERSITY OF TOLEDO COLLEGE OF MEDICINE



TABLE OF CONTENTS

The Independent Student Analysis Committee	2
LCME Task Force Student Representation	3
Introduction and Executive Summary	4
Methods	6
Student Body Demographics and Survey Participation	10
Office of the Associate Dean of Students/Student Affairs	12
Office of the Associate Dean for Educational Programs/Medical Education	15
Learning Environment & Facilities	21
Library & Information Resources	31
Student Services	35
Medical Education Program <i>Class of 2023 (M1) & Class of 2022 (M2)</i>	46
Medical Education Program <i>Class of 2021 (M3) & Class of 2020 (M4)</i>	55
Pre-Clinical Curriculum Evaluation	67
Rocket Medicine Pre-Clinical Curriculum	68
Legacy Curriculum Pre-Clinical Curriculum	77
Clinical Curriculum Evaluation	85
Recommendations for the Clinical Clerkship	86
Psychiatry	88
Neurology	95
Pediatrics	102
Obstetrics & Gynecology	109
Internal Medicine	116
Surgery	124
Family Medicine	132
Limitations and Considerations	139
Independent Student Analysis Academic Year 2019 – 2020	1

The Independent Student Analysis Committee



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LCME Task Force Student Representation

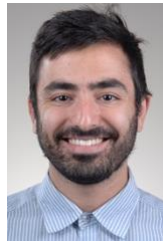
The ISA Committee wants to recognize and thank the following students for their help in the preparation of the ISA.



Devon Shannon
Class of 2021



Ariel Cohen
Class of 2022



Neejad Chidiac
Class of 2023



Introduction and Executive Summary

The University of Toledo College of Medicine and Life Sciences was originally founded in 1964 as the Medical College of Ohio and later became the Medical University of Ohio (MUO). In 2006, the then MUO merged with the University of Toledo and became the University of Toledo College of Medicine (UTCOM). In order to retain those students who decided to come to Toledo for their medical education and to bolster the medical education program, the UTCOM began an official Affiliation with the Toledo-based health system ProMedica in 2015. This Affiliation occurred two years after the last review of the UTCOM's medical education program by the Liaison Committee on Medical Education in 2013.

In the Fall of 2019, after months of planning, the Independent Student Analysis Committee at the UTCOM distributed the Independent Student Analysis (ISA), the basis for this report. The ISA provides an opportunity for students to objectively and independently evaluate, commend, and critique the medical education program for Accreditation by the LCME. The statements and the data collected provide a foundation on which to gauge the perspectives of the student body at our College of Medicine.

Six-hundred and fifty-four (654) of the total 701 students of the UTCOM responded and submitted the ISA that was distributed by the Committee. This represents a response rate of 93.3%. Given this high overall response rate, we believe that the assessments and data collected in this report are accurate representations of the student body's opinions.

Evaluation of the pre-clinical years at the UTCOM for this Accreditation cycle is unique. In the Fall of 2017, Rocket Medicine, a newly designed pre-clinical curriculum, was implemented to strengthen the medical education program. To date, the third-, second-, and first-year students are the only classes who have experienced this new curricular model. The current fourth-year students had a different curriculum, which will be referred to as the Legacy Curriculum throughout this report. The majority of the discussion concerning the pre-clerkship addresses the changes and differences in satisfaction and dissatisfaction as a consequence of this curriculum change.

Overall, the student body is satisfied with multiple components of the medical education program. Satisfaction rates were highest for the following: the adequacy of the educational spaces (such as lecture halls and small group teaching spaces) on campus and at hospital/clinical sites, access to service learning and community service opportunities, and library/related information resource services. As it pertains to the medical education program, students in the new curriculum reported high satisfaction with the clinical skill instruction in the pre-clerkship, amount of self-directed learning time, adequacy of education to diagnose disease, and the quality of the interprofessional experiences offered. The clinical students (the M3s and the M4s) likewise reported high satisfaction with many aspects of the clinical curriculum: quality of the clerkships, workload, access to patients, supervision, and adequacy of their educations to diagnose and manage disease.

The quality of the third- and fourth-year clerkships was reported highly across all the required Clerkships with an average satisfaction rate of 93.85%. The lowest rate of satisfaction was reported for Obstetrics and Gynecology (79.6%); the highest rate of satisfaction was reported for Neurology (96%).



There are several areas that require the attention of the UTCOM Administration that were reported with low satisfaction. These question items include: the responsiveness of the Office of the Associate Dean for Medical Education, the ease of access to research opportunities, the adequacy of career counseling, the adequacy of counseling pertaining to elective choices during the pre-clerkship and the clerkship, the adequacy of education in nutrition, and the helpfulness of the pre-clinical curriculum in preparing for the USMLE Exams.

While the aforementioned is an overview of the UTCOM's Independent Student Analysis, we provide a more in-depth summary for each particular section outlined in the Table of Contents and for each respective question item. The ISA Committee has set forth recommendations (stated at the end of each section) for the Administration based off of certain College of Medicine characteristics that students perceived as dissatisfactory.

The ISA Steering Committee is eager to present the data and recommendations to the entire College of Medicine community, the College of Medicine's LCME Task Force, the student body, and the LCME itself. We hope that the results herein provide fruitful ground for the continued development and improvement of the University of Toledo College of Medicine and Life Sciences, an institution we are proud to represent.



Methods

Independent Student Analysis Committee Selection

The Independent Student Analysis (ISA) Committee (a.k.a. ISA Steering Committee) was formed in January of 2019. The former Vice Dean of Medical Education (who served as the former Faculty Accreditation Lead) during the 2018 – 2019 Academic Year appointed the President and Vice President of Medical Student Council (MSC) to steer the Committee. The President and Vice President of MSC are representatives of the Class of 2021 (“M3”, “M3s”). The former Vice Dean subsequently appointed one more representative from the Class of 2021. The new Faculty Accreditation Lead then had appointed two representatives from the Class of 2020 (“M4”, “M4s”). This group of five students represent the core Steering Committee. Representatives from the Class of 2022 (“M2”, “M2s”) and 2023 (“M1”, “M1s”) were recommended by the Class President of the Class of 2022 to the Steering Committee.

Survey Development

The Steering Committee drafted and prepared the questions that composed this survey. The foundation of the survey was the seventy-one required questions provided by the LCME’s “Appendix D: Required Student Opinion Survey Items for the Independent Student Analysis” *The Role of Students in the Accreditation of U.S. Medical Education Programs (For Medical Education Programs with Full Accreditation Surveys in the 2020-21 Academic Year)*. Additional questions were added based on discussions held by the Steering Committee. The additional questions pertained to mentorship and other areas of medical education (nutrition, implicit bias, and cultural diversity, for example), and the organization and representation of assessments administered throughout the pre-clinical years.

Beginning in the Fall of 2017, The Department of Medical Education at the University of Toledo College of Medicine and Life Sciences implemented a new pre-clinical curriculum. For interpretation of this survey, this new curriculum applies only to the Class of 2021 (M3) through the Class of 2023 (M1). This new curriculum is called “Rocket Medicine.” The old curriculum is called the “Legacy Curriculum.” Only the Class of 2020 (M4) had undergone the Legacy Curriculum. Herein, each class was prompted to evaluate their respective curriculums in the section titled “Pre-Clinical Curriculum Evaluation.” For clarification, the M1s, M2s, and the M3s were asked to evaluate their experience with the Rocket Medicine curriculum while the M4s were prompted to evaluate the Legacy Curriculum. The LCME required questions were used for each section.

A component of the new Rocket Medicine curriculum is called the Integrated Clinical Experience (ICE). The ICE program was designed for medical students to get exposure to different medical specialties early in their educations. Here, medical students are paired with a physician preceptor in the Toledo-area. The preceptors are from a variety of diverse specialties. The ICE Program was implemented in the Spring of 2018. M1s are paired with their preceptor after their first semester. As such, at the time of distribution, only the Class of 2021 and the Class of 2022 were able to provide feedback on the ICE Program. As the ICE Program is a core curricular component, the Steering Committee added questions regarding this Program to the ISA.



After the questions were finalized, the Steering Committee submitted the questions to the Web and Media Specialist in the Office of the Dean of the College of Medicine and Life Sciences. This staff member loaded these questions into QualtricsXM (Qualtrics, Provo, Utah).

Depending on the graduating class that the medical student participant indicated to be his/her own, questions specific to that class were returned to be completed. Survey questions relating to the clinical years were excluded from the surveys distributed to pre-clinical students (M1 and M2).

The Class of 2023 (M1) and Class of 2022 (M2) answered 90 questions. The Class of 2021 (M3) answered 81 core questions. In addition, the M3s answered questions regarding the third-year clerkship; however, this number varied on the number of third-year clerkships that each individual student may have completed at the time of distribution and could not be reliably calculated. The Class of 2020 (M4) answered 88 core questions in addition to the questions pertaining to the third-year clerkship, coming to an additional 105 questions, for a total of 193 questions.

Each question employed a four-point Likert-scale ranging from “Very Satisfied” to “Very Dissatisfied.” An “N/A” option was also provided for each question so that respondents could indicate “No opportunity to assess/No opinion/Have not experienced this yet.” No neutral option was provided. Each question item was formatted in tabular form in the style indicated in LCME’s “Appendix E: Reporting of Results - Tables in the Independent Student Analysis” *The Role of Students in the Accreditation of U.S. Medical Education Programs (For Medical Education Programs with Full Accreditation Surveys in the 2020-21 Academic Year)*.

Free-text space was provided at the end of the sections “Office of the Associate Deans of Students/Student Affairs” and “Office of the Associate Dean for Educational Programs/Medical Education.”

Survey Implementation

In the Fall of 2019, the Head Chair of the ISA Steering Committee prepared a presentation detailing the accreditation process and the importance of the ISA. This presentation was given in person to the entire M1 and the M2 classes. Due to limitations in congregating the M3 and the M4 classes, this presentation was sent to them via e-mail.

The survey was administered using QualtricsXM Survey Software (Qualtrics, Provo, Utah). The Office of Student Affairs via the Web and Media Specialist, Mr. James Molnar, provided the entire ListServ of the student body. This ListServ was loaded into Qualtrics. To assure that the Qualtrics Survey would not be lost to Spam or Trash, the Web and Media Specialist, on behalf of the Steering Committee, had the address of the Survey cleared by the University of Toledo Information Technology Office.

While all survey responses were anonymous, survey participation was tracked based on the e-mails that had successfully completed and submitted the survey through Qualtrics.

Participation in the ISA was incentivized. Each student had a completion receipt returned to them at the end of the survey. This receipt was used to obtain a University of Toledo College of Medicine customized Swell water bottle. Additionally, to each class that had a response rate greater than 80%, five \$100.00 Amazon gift-cards were raffled off to those who completed the



ISA. The incentives were funded by the Office of the Dean of the University of Toledo College of Medicine and Life Sciences.

Survey Distribution

The survey was opened and distributed via e-mail on September 23rd, 2019 and was closed on October 31st, 2019.

Reminder e-mails were sent to those who did not complete this survey from the automatic Qualtrics system each Monday of the weeks during which the survey was open.

Announcements about the survey from the ISA Steering Committee were communicated through the College of Medicine's Medical Student Council e-mail address each Friday of the weeks during which the survey was open as a reminder for participation and deliver updates to the student body on total progress.

Analysis

Upon closure of the Survey, the entire ISA Committee formed the question item tables. Representatives from each class were responsible for completing questions for their respective class.

Reports of the raw data were generated from QualtricsXM. For each question item, the "Number of Responses/Response rate to this item" was calculated by taking the number of participants who answered and completed a particular question by class and divided by the total number of individuals from that class who submitted the survey.

The response rates for the % of N/A Responses, % of combined Dissatisfied/Very Dissatisfied Responses, and the % of Combined Satisfied/Very Satisfied Responses were calculated by the number of individuals who selected that particular answer and divided by the number of participants who answered and completed the question. Percentages were rounded to the nearest tenths place.

The Committee established a benchmark of 70% as the lower limit for a satisfactory response rate. Any question that had less than 70%, in total or by class, was highlighted as an item that needs to be addressed by the College of Medicine's Administration. Likewise, the Committee considered a dissatisfaction rate of 20% or higher for a question item as necessitating attention from Administration.

The completed tables were returned to the University of Toledo College of Medicine's LCME Task Force on December 24, 2019.

Writing the Executive Summary

The Lead Chair wrote the introductory material to this report. All four classes and the respective representatives therein prepared the question tables. The Executive Summary was written by the M1, M3, and M4 representatives. The M2 representatives were excused from this as they had just begun their study time for the USMLE Step 1.

Specific sections of question-items were assigned to each Steering Committee member. Each member completed the question-item tables for their respective survey items. After the



question-item tables were completed, the M1, M3, and M4 representatives drafted a series of summary statements and recommendations. The members' analyses and recommendations are compiled in this report.

The final Executive Summary was returned to the LCME Task Force on February 2, 2020.

A formal presentation of the findings herein to the Administration and the Senior Leadership of the UTCOM is planned for March 10, 2020. This report will be disclosed and released in-full to the entire study body.



Student Body Demographics and Survey Participation

Response Rates			
Class	Number of Total Students	Number of Respondents	Response Rate
2023 (M1)	178	175	98.3%
2022 (M2)	175	159	90.9%
2021 (M3)	175	169	96.6%
2020 (M4)	173	151	87.3%
Total	701	654	93.3%

For this Independent Student Analysis, demographic information was not collected from the respondents, i.e. students were not asked to identify gender, ethnicity, or state their age. The demographic information of the University of Toledo College of Medicine below was distributed to the ISA Steering Committee by the Associate Dean for Student Affairs and Admissions, Dr. Randall Worth, Ph.D., in the Office of Student Affairs.

The information below is provided in this report to provide a summary of the entire University of Toledo College of Medicine's student body composition at the time of this ISA's distribution. It does not necessarily reflect the demographic information of the respondents to this ISA.

Students on a Leave of Absence	
Class	Number of Students
2023 (M1)	0
2022 (M2)	3
2021 (M3)	11
2020 (M4)	3
Total	17

Age	
Class	Average Age
2023 (M1)	24.7
2022 (M2)	26.4
2021 (M3)	26.8
2020 (M4)	28
Total	26.5

Sex		
Class	Number of Females	Number of Males
2023 (M1)	91 (51.1%)	87 (48.9%)
2022 (M2)	93 (53.1%)	82 (46.9%)
2021 (M3)	86 (49.1%)	89 (50.9%)
2020 (M4)	85 (49.1%)	88 (50.9%)
Total	355 (50.6%)	346 (49.4%)



Ethnicity*				
Class	African American	Asian	Caucasian	Hispanic
2023 (M1)	5	32	83	0
2022 (M2)	7	23	59	0
2021 (M3)	3	28	90	1
2020 (M4)	5	32	120	0
Total	20	115	352	1

** Represents data only of those who reported ethnicity (n = 488).*

Dual Degree	
Class	Number of Students
MD-PhD	12
MD-JD	1
MD-MBA	1
Total	14



Office of the Associate Dean of Students/Student Affairs

Summary Statement

Students who responded to the survey appeared satisfied with the Office of the Associate Dean of Student Affairs, with satisfaction rates from 73.8% to 84.4%. While these values are above our 70% satisfaction threshold, there seemed to be lower satisfaction for this office regarding responsiveness to student problems and awareness of student concerns (73.8% and 76.8%, respectively). Students appeared the most satisfied with the accessibility of the Dean of Students office (84.4%). For all three questions in this section, all four classes had very similar satisfaction rates that were within only a few points of each other (6.2% difference at the most).

1.1 How accessible do you perceive the Office of the Associate Dean of Student Affairs to be?
Students across all years were satisfied (84.4%) with the accessibility of the Office of the Dean of Students. Every class seemed fairly satisfied with the M1 class being the least satisfied at 81% compared to other classes (M2: 85.3%, M3: 82.6%, M4: 89.3%). M1 students also reported the highest number of N/As (15%) with the next closest class being the M3 class (12%) which also, consequently had the second lowest percent satisfaction. Most M1 students and M3 students who had interacted with the office seemed satisfied with the response time of the office in their comments.

1.2 How aware of student concerns do you perceive the Office of the Associate Dean of Student Affairs to be?

More than three-quarters of the student body was satisfied (76.8%) with the awareness of the Associate Dean of Student Affairs regarding student concerns. The range of satisfaction was between 73% and 79% with the least satisfied class being the M3 class (73%) compared to the other classes (M1: 78.0%, M2: 79.0%, M4: 77.2%). M1 students again had the highest number of N/As (14.5%) followed by M3 students (9.6%).

1.3 How responsive to student problems do you perceive the Office of the Associate Dean of Student Affairs to be?

Most students were marginally satisfied (73.8%) with the responsiveness to student problems by the Office of the Associate Dean of Student Affairs. Compared to the other classes (M2: 71.3%, M3: 73.0%, M4: 73.2%), the first years were the most satisfied. The M1 students also had a much higher N/A rate of 17.9% which reflects being surveyed in the first few months of entering medical school. Those students who responded dissatisfied from the M2, M3, and M4 class largely cited the curriculum changes as sources of discontent.



Recommendations

The ISA Student Committee recommends the following to the Office of the Associate Dean of Student's/Student Affairs (OSA):

- **1.1** How accessible do you perceive the Office of the Associate Dean of Student Affairs to be? // **1.2** How aware of student concerns do you perceive the Office of the Associate Dean of Student Affairs to be? // **1.3** How responsive to student problems do you perceive the Office of the Associate Dean of Student Affairs to be?
 - We recommend the school establish a broader understanding of this office, its members and their roles, and how students can best utilize their services. We suggest clearer communication of decisions, ongoing issues being addressed, and upcoming events for students by the OSA, perhaps in the form of a monthly newsletter. In addition to the monthly newsletter suggested above, an announcement of upcoming meetings with Medical Student Council as well as the minutes from those meetings can help students better understand how the OSA is hearing and responding to student needs. The office could also have well defined open office hours to respond to student issues that are missed or are more individualized if not covered by members of Medical Student Council.

Question Tables

1.1 How accessible do you perceive the Office of the Associate Dean of Student Affairs to be?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	174	99.4	26	15.0	7	4.0	141	81.0
M2	157	98.7	16	10.2	7	4.5	134	85.3
M3	167	98.8	20	12.0	9	5.4	138	82.6
M4	149	98.7	3	2.0	13	8.7	133	89.3
Total	647	99.1	65	10.0	36	5.6	546	84.4

1.2 How aware of student concerns do you perceive the Office of the Associate Dean of Student Affairs to be?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	25	14.5	13	7.5	135	78.0
M2	157	99.7	13	8.3	20	12.7	124	79.0
M3	167	98.8	16	9.6	29	17.4	122	73.0
M4	149	98.7	2	1.3	32	21.5	115	77.2
Total	646	98.7	56	8.7	94	14.5	496	76.8

1.3 How responsive to student problems do you perceive the Office of the Associate Dean of Student Affairs to be?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	31	17.9	8	4.6	134	77.5
M2	157	98.7	12	7.6	33	21.0	112	71.3
M3	167	98.8	12	7.2	33	19.8	122	73.0
M4	149	98.7	3	2.0	37	24.8	109	73.2
Total	646	98.7	58	9.0	111	17.2	477	73.8



Office of the Associate Dean for Educational Programs/Medical Education

Summary Statement

The Office of the Associate Dean for Medical Education also received generally satisfactory marks although some of the overall averages came close to falling below the 70% satisfaction threshold. The satisfaction values ranged from 70.8% to 80% in this section. However, there was also a large number of N/A responses in this section. Many of these N/A responses came from the M1 class who, depending on when they took the survey, had only been in school for two to three months. The M1 class reported N/A values consistently over 15%. Students were most satisfied by the accessibility of the medical school faculty (80%) and were the least satisfied with the responsiveness to student problems by the office (70.8%). While some classes for certain questions did dip below 70%, there was no class that was consistently displeased with all of the aspects of the office surveyed. Also, no class had a satisfaction of lower than 62.8% in this section if they did fall below the satisfaction benchmark.

2.1 How accessible do you perceive the Office of the Associate Dean for Medical Education to be?

Overall, student satisfaction with the accessibility of the Office of the Associate Dean for Medical Education was 74.1%. However, over a quarter of M1 students (28.6%) and 20.8% of the student body responded N/A to this question. Many students felt that there has not yet been any need to contact this office, and when they had contacted the office, most felt the response was in a timely fashion.

2.2 How aware of student concerns do you perceive the Office of the Associate Dean for Medical Education to be?

Many students were satisfied (74.5%) with the awareness of student concerns by the Office of the Associate Dean for Medical Education. The M1 and M4 students were the least satisfied at 71.4% and 65.6%, respectively, but the first-year students had almost twice as many N/As (24.6% as opposed to 13.5%).

2.3 How responsive to student problems do you perceive the Office of the Associate Dean for Medical Education to be?

Satisfaction for responsiveness to student problems by the Office of the Associate Dean for Medical Education was at 70.8%. Satisfaction was lowest among M4 students (62.8%) compared to the others (M1: 69.7%, M2: 74.0%, M3: 76.0%) with the M1 class once again having the highest N/As by more than double at 25.1%. Low satisfaction stemmed from some concerns with wellness breaks during the year as well as some issues with examinations and the changing curriculum.

2.4 How accessible do you find medical school faculty?

Students (80%) found the medical school faculty to be accessible. The M2 (85.4%) and M3 (85.6%) class were both similarly satisfied whereas the M1 (74.2%) and M4 (75.0%) classes were less satisfied. The average for N/As by the student body was at 15.9% and was buoyed by the M1 class N/A rate of 22.9%.

2.5 How adequate do you believe participation of students on key medical school committees is?

Most students were satisfied by student participation on key medical school committees (74.1%). The trend of higher satisfaction by M2s (80.4%) and M3s (79.0%) into this question



also persisted. While lesser satisfaction (68% and 68.9%) and greater N/As (28% and 18.9%) were recorded by M1s and M4s, respectively.



Recommendations

The ISA Student Committee recommends the following to the Office of the Associate Dean for Educational Programs/Medical Education:

- **2.1** How accessible do you perceive the Office of the Associate Dean for Medical Education to be?
 - To improve accessibility to the office, we suggest the office establishes set office hours for which students can come voice concerns or get questions answered. In addition, since many students are doing clinicals elsewhere, ability to sign up for a phone or video conference during those office hours to make staff more accessible would be a positive addition. We also recommend the office set up standards of responding to emails in a timely fashion when dealing with students. The office should publish the meeting minutes between student representatives and the Associate Dean for Medical Education and continue the use of the monthly “MedEd” Newsletter.
- **2.2** How aware of student concerns do you perceive the Office of the Associate Dean for Medical Education to be? // **2.3** How responsive to student problems do you perceive the Office of the Associate Dean for Medical Education to be?
 - We recommend the Office of the Associate Dean for Medical Education more clearly identify its role as well as those of the faculty/staff members in this office. The office could create and/or strengthen student committees and student representation on committees to better incorporate student feedback into decisions regarding medical education.
 - We also suggest improving the accuracy and timeliness of distribution of the academic schedule to allow students adequate time to plan their schedules. A set deadline of when students will receive their schedule prior to each thread should be implemented, thus allowing for more than just a week or a few days’ notice of the upcoming months schedule before the start of a thread.
 - We also suggest the office take into consideration student wellness and needed wellness breaks when deciding exam scheduling. For example, allowing a weekend or day(s) off between a final exam and the start of a new thread.
- **2.4** How accessible do you find medical school faculty?
 - The ISA committee suggests establishing better defined standards of the appropriate amount of time a faculty member should respond to a student by email, as accessibility by email appeared most important to students. There could also be a faculty development program through the Associate Dean of Faculty Affairs in order to reinforce the necessity for clear communication between students and faculty/staff members.
- **2.5** How adequate do you believe participation of students on key medical school committees is?
 - The ISA committee recommends implementing a standardized way of appointing students to medical school committees. This could be accomplished by advertising positions and allowing students to formally apply to committees. This may give more interested students the opportunity to be considered who may not have known about the committees or how to get involved previously. Standards should also be set for how students on these committees will communicate updates with the rest of the student body should be established.



Question Tables

2.1 How accessible do you perceive the Office of the Associate Dean for Medical Education to be?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	50	28.6	5	2.5	120	68.6
M2	158	99.4	31	19.6	7	4.4	120	76.0
M3	167	98.8	29	17.4	6	3.6	132	79.0
M4	149	98.7	25	16.8	15	10.1	109	73.1
Total	649	99.2	135	20.8	33	5.1	481	74.1

2.2 How aware of student concerns do you perceive the Office of the Associate Dean for Medical Education to be?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100	43	24.6	7	4.0	125	71.4
M2	158	99.4	18	11.4	14	8.9	126	79.7
M3	167	98.8	21	12.6	11	6.6	135	80.8
M4	148	98.0	20	13.5	31	20.9	97	65.5
Total	648	99.0	102	15.7	63	9.7	483	74.5

2.3 How responsive to student problems do you perceive the Office of the Associate Dean for Medical Education to be?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	44	25.1	9	5.1	122	69.7
M2	158	99.4	18	11.4	23	14.6	117	74.0
M3	167	98.8	19	11.4	21	12.6	127	76.0
M4	148	98.0	18	12.2	37	25.0	93	62.8
Total	648	99.0	99	15.3	90	13.9	459	70.8



2.4 How accessible do you find medical school faculty?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	40	22.9	5	2.9	130	74.2
M2	158	99.4	18	11.4	5	3.2	135	85.4
M3	167	98.8	18	10.8	6	3.6	143	85.6
M4	148	98.0	22	14.9	15	10.1	111	75.0
Total	648	99.0	98	15.1	31	4.8	519	80.0

2.5 How adequate do you believe participation of students on key medical school committees is?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	49	28.0	7	4.0	119	68.0
M2	158	99.4	22	13.9	9	5.7	127	80.4
M3	167	98.8	22	13.2	13	7.8	132	79.0
M4	148	98.0	28	18.9	18	12.2	102	68.9
Total	648	99.0	121	18.7	47	7.2	480	74.1

Learning Environment & Facilities

Summary Statement

Overall, students appeared to be happy with the facilities and environments provided by the University of Toledo College of Medicine and Life Sciences, with scores ranging from 74.5% to 94.6%. Students were the least pleased with the availability of relaxation spaces (74.5%) and access to secure storage space both off- and on-campus (75.6% and 76.1%, respectively). Students felt safe and secure at both medical school campus and clinical sites (92.2% and 93.3%, respectively) and were the most satisfied with lecture halls and large group classroom facilities (94.6%). Students also seemed content with faculty and student diversity (88.4% and 83.3% respectively). For the first four questions of this section regarding the mistreatment policy, the satisfaction rate ranged from 64.1% to 75.3%. With regards to ease of access to research opportunities, the student body had an overall satisfaction rate of 66.7%. For this question, interestingly, there was an increasing rate of satisfaction each successive year (M1, 60.6%; M2, 64.6%; M3, 69.9%; M4, 72.6%). Students also only gave a 73.9% satisfaction rate when commenting on support for participation in research. Access to service learning and community service opportunities, on the other hand, received a satisfaction rate of 91%.

3.1 How adequate do you find the medical school's student mistreatment policy to be?

Students are less than satisfied with the medical school's student mistreatment policy being adequate (68.5%). Both the M1 and M2 class had a 35.4% N/A response rate to this question and the cumulative rate across the entire student body for the N/A response was high (28.4%), thus bringing down the overall satisfaction.

3.2 How adequate are the mechanisms to report mistreatment?

Students felt that the mechanisms to report mistreatment were adequate (71.1%). The satisfaction for both the M1 (65.1%) and M2 (64.6%) class was low while the other classes appeared more satisfied (M3: 78.3%, M4: 77.7%). Both the M1 and M2 students had a N/A response rate over 30%. This was much higher than the upperclassmen N/A response rate (M3: 19.9%, M4: 16.2%).

3.3 How adequate are medical school activities to prevent mistreatment?

Satisfaction for adequate medical school activities to prevent mistreatment was at 75.3%. The least satisfied class was the M2 class at 65.8% with the other classes being at least five percentage points higher (M1: 72.6%, M3: 84.3%, M4: 78.4%). The M2 class also had the highest N/A response at 29.7% followed by the M1 class at 25.7%. The M3 and M4 class both had N/A response numbers below 18%.

3.4 How adequate are the medical school actions on reports of mistreatment?

Overall, students appeared less satisfied with the medical school's actions on reports of mistreatment (64.1%). However, almost a third of responses by the student body (32.5%) were N/A. Every class except for the M3 class (20.5%) had a N/A response rate of over 30% (M1: 38.9%, M2: 36.1%, M4: 34.5%). The M3 class was also the only group to have a satisfaction rate of over 70% as opposed to the other classes which were just at or over 60% (M1: 60%, M2: 60.8%, M4: 60.8%).

3.5 How adequate is the safety and security at the medical school campus?

Students were satisfied by the safety and security at the medical school campus (92.2%). Every class, besides the M1 class (89.1%), was above 90%.



3.6 How adequate is the safety and security at clinical sites?

Students were very satisfied with the safety and security at clinical sites (93.3%).

3.7 How adequate are the lecture halls and large group class?

Almost every student (94.6%) felt that the lecture halls and large group classroom facilities were adequate.

3.8 How adequate are the small group teaching spaces on campus?

The majority of students (90%) felt that the small group teaching spaces on campus were adequate. The M3 and M4 classes were relatively less satisfied than the M1 and M2 classes with scores falling slightly below 90%.

3.9 How adequate are the education/teaching spaces at hospitals?

Of the M3 and M4 students who responded to the survey, many were satisfied with the educational/teaching spaces at hospitals (91.7%).

3.10 Adequacy of student relaxation space at the medical school campus?

Overall, students were satisfied with the adequacy of student relaxation space at the medical school campus (74.5%). The least satisfied class was the M4 class (70.9%) in comparison to the other classes (M1: 76.0%, M2: 72.6%, M3: 77.8%). The dissatisfied rate for the M2 and M4 classes, however, was equal at 23.6%. The overall N/A response rate was below 5%.

3.11 Adequacy of student study space at the medical school campus?

Many students were pleased with the adequacy of student study space at the medical school campus (82.7%). The M2 class reported the lowest satisfaction (79.1%) and were the only class to go below 80%. The most satisfied class was the M4 class who reported a satisfaction of 85.1%. The M2 class reported the highest dissatisfaction response of 20.9% as opposed to the other classes (M1: 15.4%, M3: 15.6%, M4: 13.5%).

3.12 Adequacy of student study space at hospitals/clinical sites?

Students were also satisfied with the adequacy of student study space at hospitals/clinical sites (76.7%). However, the M4 students were not as satisfied with hospital/clinical study spaces falling just below the 70% satisfaction threshold with a satisfaction rate of 69.2%. The M4 class also had a high dissatisfaction rate of 28.1% which doubled the dissatisfaction of the M3 class at 13.8%.

3.13 Access to secure storage space for personal belongings at the medical school campus?

Most students were satisfied with their access to secure storage space for personal belongings on campus (76.1%). The lowest satisfaction came from the M2 class (68.4%). The most satisfied class was the M3 class (86.2%) with the M1 (74.3%) and M4 (75%) satisfaction rates falling between the M2s and the M4s.

3.14 Access to secure storage space for personal belongings at hospitals/clinical sites?

The M3 and M4 students were satisfied with the access to secure storage space for personal belongings at hospitals/clinical sites (75.6%). Although M4 students were again much less satisfied than the M3 class (63.5% and 86.2%, respectively). The average N/A response rate between the two classes was 22.2%.



3.15 Administration and faculty diversity?

Students seemed satisfied with the faculty diversity (88.4%). Every class reported a very satisfactory score of above 85%. The highest satisfaction was the M3 class with (92.2%) with the M2 (86.7%) and M4 (86.5%) classes on the lower end of the range, but still greatly pleased.

3.16 Student diversity?

Overall, students were satisfied with student diversity (83.3%). The M2 and M3 class (85.4%, and 86.8%, respectively) seemed a little more pleased with student diversity than the M1 (80.6%) and M4 (80.4%) classes.

3.17 Ease of access to research opportunities?

Students were not satisfied with the ease of access to research opportunities (66.7%). The lowest percent satisfaction came from first-year students (60.6%) who also had the largest N/A response (25.1%). However, every class besides the M1 class reported dissatisfaction greater than 20% with regards to this question (M2: 29.7%, M3: 23.5%, M4: 23.3%).

3.18 Support for participation in research?

Most students felt support for participation in research (73.9%) with the M2 class being the least satisfied (68.4%). The dissatisfaction rate of the M2 class was also at 25.3%. The next lowest satisfaction came from the M3 class at 74.3%, almost six points higher than their peers. The only class that had below a 10% dissatisfaction score was the M1 class (9.1%) who also had the only N/A response rate above 10% at 14.9%.

3.19 Access to service learning/community service opportunities?

Students appeared to be pleased with the access to service learning and community service opportunities (91%).



Recommendations

The ISA Student Committee recommends the following to improve the Learning Environment and Facilities at the UTCOM:

- **3.1** How adequate do you find the medical school's student mistreatment policy to be? // **3.2** How adequate are the mechanisms to report mistreatment? // **3.3** How adequate are medical school activities to prevent mistreatment? // **3.4** How adequate are the medical school actions on reports of mistreatment?
 - We recommend UTCOM make the mistreatment policy more clearly available and emphasize this at all orientation events. During the presentation of the mistreatment policy, faculty should give more clear examples of types of behaviors/actions that constitute mistreatment to help students understand what reportable offenses may be. We also encourage finding a way to publicize anonymous data collected on reported mistreatment events and the outcomes. Reporting these outcomes and addressing where action needs to be taken could also increase student satisfaction.

- **3.10** Adequacy of student relaxation space at the medical school campus?
 - We suggest the school provide improved spaces for relaxation and socializing. This could be accomplished by revamping the student lounges both in Health Education Building and in the basement of Mulford Library and advertising them more.

- **3.11** Adequacy of student study space at the medical school campus?
 - The ISA committee recommends improving collaborative learning spaces on campus, perhaps by means of more availability to rooms with dry erase boards and computer adapters where students are free to discuss material. This could be accomplished by working with building staff and faculty with other colleges to allow for more use of classroom and conference room space in the Collier building, the Center for Creative Education, and the Interprofessional Immersive Simulation Center. This may also include allowing for students to have access to classrooms during evening hours as well.

- **3.12** Adequacy of student study space at hospitals/clinical sites?
 - We recommend the UTCOM coordinate with hospital and clinical sites that students rotate through to allow for access to adequate study space.

- **3.13** Access to secure storage space for personal belongings at the medical school campus?
 - We suggest more convenient locker spaces as currently classrooms are not located near gym lockers in the hospital or personal lockers under on the basement level of the UTCOM's library.

- **3.14** Access to secure storage space for personal belongings at hospitals/clinical sites?
 - We suggest a standardized process by which the lockers at our affiliate (Toledo Hospital) are assigned, allowing for all students to access a locker, as the current system still creates scenarios in which assigned lockers to students have already been claimed.



- **3.16 Student diversity?**
 - We recommend that the University make more active efforts to recruit, accept, and retain a more diverse student body, with a focus on groups typically underrepresented in medicine. Improved utilization of and medical student involvement in the existing pipeline programs may provide assistance in recruiting students that are representative of the local community. An intentional focus on increasing faculty diversity, as well as financial and academic support for diverse students, are additional efforts that could improve diversity.

- **3.17 Ease of access to research opportunities? // 3.18 Support for participation in research?**
 - We suggest Administration regularly survey faculty about their interest in advising research for students, finding those faculty, and making contacts available for students to reach out to those faculty. We recommend that the medical school generate a database, which has been called for by the current Executive Board of the Medical Student Council, to allow students to easily search for research opportunities, while also gaining a clear understanding of the position and what it entails. This database will need to be maintained and consistently updated.
 - As it stands, The Medical Student Summer Research Program (MSRP) is the only formal program offered by the UTCOM for medical student research. The MSRP could benefit from a reevaluation of their application and acceptance process. Currently, the majority of the opportunities are offered through basic science/bench work. Only a few opportunities are available for clinical research. Expanding the program to include a greater number of diverse faculty members would help students understand the true scope of what is available to them. A research symposium is held in the Fall during the M1 Orientation covering the research conducted by those students in the MSRP. We recommend that the OSA expand this symposium to research being done across the UTCOM, the University of Toledo Medical Center, and ProMedica.
 - In the interim, we recommend that the Office of Student Affairs encourage and support the various, specialty-based Student Interest Groups to bridge the gap between students and the Faculty and Residents in various specialties conducting research.

Question Tables

3.1 How adequate do you find the medical school's student mistreatment policy to be?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	62	35.4	2	1.1	111	63.4
M2	158	99.4	56	35.4	5	3.2	97	61.4
M3	166	98.2	33	19.9	5	3.0	128	77.1
M4	148	98.0	33	22.3	8	5.4	107	72.3
Total	647	98.9	184	28.4	20	3.1	443	68.5

3.2 How adequate are the mechanisms to report mistreatment?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	59	33.7	2	1.1	114	65.1
M2	158	99.4	52	32.9	4	2.5	102	64.6
M3	166	98.2	33	19.9	3	1.8	130	78.3
M4	148	98.0	24	16.2	9	6.1	115	77.7
Total	647	98.9	168	26.0	18	2.8	461	71.2

3.3 How adequate are medical school activities to prevent mistreatment?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	45	25.7	3	1.7	127	72.6
M2	158	99.4	47	29.7	7	4.4	104	65.8
M3	166	98.2	23	13.9	3	1.8	140	84.3
M4	148	98.0	26	17.6	6	4.0	116	78.4
Total	647	98.9	141	21.8	19	2.9	487	75.3

3.4 How adequate are the medical school actions on reports of mistreatment?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	68	38.9	2	1.1	105	60.0
M2	158	99.4	57	36.1	5	3.2	96	60.8
M3	166	98.2	34	20.5	8	4.8	124	74.7
M4	148	98.0	51	34.5	7	4.7	90	60.8
Total	647	98.9	210	32.5	22	3.4	415	64.1

3.5 How adequate is the safety and security at the medical school campus?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	174	99.4	15	8.6	4	2.3	155	89.1
M2	158	99.4	8	5.1	4	2.5	146	92.4
M3	166	98.2	9	5.4	3	1.8	154	92.8
M4	147	97.4	5	3.4	2	1.4	140	95.2
Total	645	98.6	37	5.7	13	2.0	595	92.2

3.6 How adequate is the safety and security at clinical sites?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	9	5.5	2	1.2	154	93.3
M4	148	98.0	6	4.1	4	2.7	138	93.2
Total	313	97.8	15	4.8	6	1.9	292	93.3

3.7 How adequate are the lecture halls and large group classroom facilities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	7	4.0	7	4.0	161	92.0
M2	158	99.4	3	1.9	4	2.5	151	95.6
M3	165	97.6	3	1.8	7	4.2	155	93.9
M4	148	98.0	0	0.0	4	2.7	144	97.3
Total	646	98.8	13	2.0	22	3.4	611	94.6

3.8 How adequate are the small group teaching spaces on campus?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	2	1.1	10	5.7	163	93.1
M2	158	99.4	2	1.3	13	8.2	143	90.5
M3	167	98.8	4	2.4	17	10.2	146	87.4
M4	148	98.0	1	0.7	16	10.8	131	88.5
Total	648	99.0	9	1.4	56	8.6	583	90.0

3.9 How adequate are the educational/teaching spaces at hospitals?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	4	2.4	9	5.4	153	92.2
M4	148	98.0	0	0.0	13	8.8	135	91.2
Total	314	98.1	4	1.3	22	7.0	288	91.7

3.10 Adequacy of student relaxation space at the medical school campus?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	9	5.1	33	18.9	133	76.0
M2	157	98.7	6	3.8	37	23.6	114	72.6
M3	167	98.8	6	3.6	31	18.6	130	77.8
M4	148	98.0	8	5.4	35	23.6	105	70.9
Total	647	98.9	29	4.5	136	21.0	482	74.5

3.11 Adequacy of student study space at the medical school campus?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	1	0.6	27	15.4	147	84.0
M2	158	99.4	0	0.0	33	20.9	125	79.1
M3	167	98.8	3	1.8	26	15.6	138	82.6
M4	148	98.0	2	1.4	20	13.5	126	85.1
Total	648	99.1	6	0.9	106	16.4	536	82.7

3.12 Adequacy of student study space at hospitals/clinical sites?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	167	98.8	5	3.0	23	13.8	139	83.2
M4	146	96.7	4	2.7	41	28.1	101	69.2
Total	313	97.8	9	2.9	64	20.4	240	76.7

3.13 Access to secure storage space for personal belongings at the medical school campus?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	26	14.9	19	10.9	130	74.3
M2	158	99.4	23	14.6	27	17.1	108	68.4
M3	167	98.8	6	3.6	17	10.2	144	86.2
M4	148	98.0	4	2.7	33	22.3	111	75.0
Total	648	99.4	59	9.1	96	14.8	493	76.1

3.14 Access to secure storage space for personal belongings at hospitals/clinical sites?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	167	98.8	5	3.0	18	10.8	144	86.2
M4	148	98.0	2	1.4	52	35.1	94	63.5
Total	315	98.4	7	2.2	70	22.2	238	75.6

3.15 Administration and faculty diversity?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	6	3.4	15	8.6	154	88.0
M2	158	99.4	3	1.9	18	11.4	137	86.7
M3	168	98.8	4	2.4	10	6.0	154	92.2
M4	148	98.0	5	3.4	15	10.1	128	86.5
Total	649	99.4	18	2.8	58	8.9	573	88.4



3.16 Student diversity?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	4	2.3	30	17.1	141	80.6
M2	158	99.4	1	0.6	22	13.9	135	85.4
M3	167	98.8	5	3.0	17	10.2	145	86.8
M4	148	98.0	4	2.7	25	16.9	119	80.4
Total	648	99.4	14	2.2	94	14.5	540	83.3

3.17 Ease of access to research opportunities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	44	25.1	25	14.3	106	60.6
M2	158	99.4	9	5.7	47	29.7	102	64.6
M3	166	98.2	11	6.6	39	23.5	116	69.9
M4	146	96.7	6	4.1	34	23.3	106	72.6
Total	645	98.6	70	10.9	145	22.5	430	66.7

3.18 Support for participation in research?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	26	14.9	16	9.1	133	76.0
M2	158	99.4	10	6.3	40	25.3	108	68.4
M3	167	98.8	16	9.6	27	16.2	124	74.3
M4	148	98.0	7	4.7	27	18.2	114	77.0
Total	648	99.4	59	9.1	110	17.0	479	73.9

3.19 Access to service learning/community service opportunities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	8	4.6	5	2.9	162	92.6
M2	158	99.4	6	3.8	12	7.6	140	88.6
M3	167	98.8	11	6.6	9	5.4	147	88.0
M4	148	98.0	1	0.7	6	4.1	141	95.3
Total	648	99.4	26	4.0	32	5.0	590	91.0



Library & Information Resources

Summary Statement

Students appeared very satisfied with Library and Information Resources with scores ranging from 84.2% to 93.2%. Students seemed the most pleased with the quality of library support and services and, by comparison, less satisfied by the accessibility of computer support. No class in this section reported a satisfaction score lower than 80% except for the M1 class (78.3%).

4.1 Ease of access to library resources and holdings?

Overall, students felt at ease with the access to library resources and holdings (90.9%).

4.2 Quality of library support and services?

Students were also very content with the quality of library support and services (93.2%). The only dip in satisfaction was from M2 students who only had a satisfaction rate of 87.9%.

4.3 Access to technology support?

Overall, students were highly satisfied with the access to technology support (87.5%). The M2s also had the lowest satisfaction (82.3%) relative to the other classes (M1: 84.6%, M3: 95.2%, M4: 87.8%).

4.4 Access to online learning resources?

Many students felt satisfied with the access to online learning resources (92.9%).

4.5 Accessibility of computer support?

Satisfaction for accessibility of computer support was also high (84.2%). The lowest satisfaction came from first-year students (78.3%) who also had the highest N/A response (18.3%). However, the M2 class also had a high N/A response (17.7%). Of all students who responded to the survey only 16 out of 545 who responded to this question (2.5%) were dissatisfied.



Recommendations

The ISA Student Committee does not have recommendations to improve the Library and Information Services as they are satisfactory.

Question Tables

4.1 Ease of access to library resources and holdings?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	8	4.6	5	2.9	162	92.6
M2	158	99.4	22	13.9	2	1.3	134	84.8
M3	167	98.8	7	4.2	4	2.4	156	93.4
M4	148	98.0	8	5.4	3	2.0	137	92.6
Total	648	99.4	45	6.9	14	2.2	589	90.9

4.2 Quality of library support and services?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	6	3.4	4	2.3	165	94.3
M2	157	98.7	16	10.2	3	1.9	138	87.9
M3	167	98.8	5	3.0	2	1.2	160	95.8
M4	148	98.0	4	2.7	4	2.7	140	94.6
Total	647	98.9	31	4.8	13	2.0	603	93.2

4.3 Access to technology support?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	21	12.0	6	3.4	148	84.6
M2	158	99.4	27	17.1	1	0.6	130	82.3
M3	167	98.8	4	2.4	4	2.4	159	95.2
M4	148	98.0	14	9.5	4	2.7	130	87.8
Total	648	99.4	66	10.2	15	2.3	567	87.5

4.4 Access to online learning resources?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	6	3.4	9	5.1	160	91.4
M2	158	99.4	12	7.6	4	2.5	142	89.9
M3	167	98.8	3	1.8	3	1.8	161	96.4
M4	148	98.0	6	4.1	3	2.0	139	93.9
Total	648	99.4	27	4.2	19	2.9	602	92.9

4.5 Accessibility of computer support?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	175	100.0	32	18.3	6	3.4	137	78.3
M2	158	99.4	28	17.7	0	0	130	82.3
M3	167	98.8	12	7.2	3	1.8	152	91.0
M4	147	97.4	14	9.5	7	4.8	126	85.7
Total	647	98.9	86	13.3	16	2.5	545	84.2

Student Services

Summary Statement

The items in this section surveyed students of all four years about student services. Specifically, this section addressed student health services, career advising, financial assistance, academic assistance, debt management counseling, and education about prevention and procedures post exposure to infectious or environmental hazards. The categories with the least overall percent satisfaction include: the availability and confidentiality of mental health services (52.8% and 55%, respectively), the adequacy of career counseling (67.1%), adequacy about elective choices (53.3%) and adequacy of debt management counseling (66.1%). The category with the highest overall percent dissatisfaction was the adequacy of counseling about elective choices with an overall 28% dissatisfaction. The categories with greater than 20% N/A responses included the availability and confidentiality of mental health services (overall N/A responses: 32.3% and 41%, respectively) and the adequacy of debt management counseling (overall N/A responses 25.2%). The M4 class reported the lowest rates of satisfaction as a whole. The M1 and M2 classes reported the lowest rates of satisfaction and greatest percentage of N/A responses regarding the adequacy of education about prevention and procedures upon exposure to infectious or environmental hazards. Over 97% of all the students who completed the survey responded to all items in this section.

5.1 Accessibility of student health services?

Overall, 79% of respondents were satisfied with the accessibility of health services. There was a gradual increase in satisfaction rate from the M1 respondents to the M4 respondents (M1: 72.3%, M2: 78.3%, M3: 82.6%, M4: 83.7%).

5.2 Availability of mental health services?

Overall, 52.8% of respondents reported satisfaction with the availability of mental health services, 15% reported dissatisfaction, and 32.2% answered N/A. The satisfaction rate is variable across the classes. No discernible pattern is evident. The M1 class satisfaction is higher than the M2 class (54.1% versus 48.7%, respectively). The M3s have the highest satisfaction rate at 58.7%. The M4s report a satisfaction of 49.0%.

5.3 Confidentiality of mental health services?

Overall, 55% of respondents were satisfied with the confidentiality of mental health services, 4% were dissatisfied, and 41% answered N/A. The satisfaction rate increased from the M1 to M3 class (M1: 52.6%, M2: 53.5%, M3: 58.7%) and slightly decreased in the M4 class (55.1%). The high degree of N/A responses was likely because most students have not used the mental health services offered through the school and therefore cannot speak to the confidentiality of these services.

5.4 Availability of student well-being programs?

Overall, 73.9% of respondents were satisfied with the availability of well-being programs. The satisfaction rate was almost constant among the M1, M2 and M3 classes (M1: 79.7%, M2: 77.1, M3: 79.6%). However, there was a decline in percent satisfaction for the M4 class to 57.1%. This could indicate that utilizing well-being services is more challenging during the fourth year when students have more busy schedules as they finalize their away clinical rotations, complete their residency applications, and travel for residency interviewing purposes. Likewise, wellness was incorporated much more purposefully into the new curriculum, with events such as “Wellness Wednesdays” that promote well-being activities.

5.5 Adequacy of career counseling?

Overall, 67.1% of respondents were satisfied with the adequacy of career counseling, 17.4% were dissatisfied and 13.9% responded N/A. The percent satisfaction was almost uniform across the M1, M2, and M3 classes (M1: 69.2%, M2: 71.3%, M3: 68.3%). The M4 class had the lowest percent satisfaction (58.9%) and the highest percent dissatisfaction (38.4%), with only 2.7% responding N/A. As the fourth year is when students submit their residency applications, this is the time when career counseling is likely needed the most. The fact that current M4s do not feel supported in this aspect is something that the UTCOM Administration needs to address.

5.6 Adequacy of counseling about elective choices?

Overall, 53.3% of respondents were satisfied with the adequacy of counseling about elective choices, 28% were dissatisfied, and 18.8% responded N/A. The M1 and M3 classes reported slightly higher satisfaction (M1: 59%, M3: 57.2%), whereas the M2 and M4 classes reported lower satisfaction with the M4 being the lowest among all (M2: 50.3%, M4: 45.3%). The M4 class also had the highest dissatisfaction rate of 48.6% and the M2 class had the greatest percentage of N/A responses of 38.2%. This could indicate that the M2 class does not have enough familiarity with this service, whereas the M4 class has uniformly experienced inadequate counseling about elective choices.

5.7 Quality of financial aid administrative services?

On average, 80.6% of respondents were satisfied with the quality of financial aid administrative services. The percent satisfaction was almost uniform within plus or minus 5% across all classes. Relative to the other classes, the M4 class reported slightly lower satisfaction (M1: 80.9%, M2: 79.6%, M3: 86.1%, M4: 75%).

5.8 Adequacy of debt management counseling?

Overall, 66.1% of respondents were satisfied with the adequacy of debt management counseling, 8.7% were dissatisfied, and 25.2% responded N/A. Satisfaction was low across all four classes. The M1 and M3 classes reported slightly higher satisfaction, whereas the M2 and M4 classes reported slightly lower satisfaction (M1: 70.9%, M2: 63.1%, M3: 69.3%, M4: 60.1%).

5.9 Availability of academic counseling?

Overall, 77.8% of respondents were satisfied with the availability of academic counseling. The M1 and M3 classes reported slightly higher satisfaction, whereas the M2 and M4 classes reported slightly lower satisfaction (M1: 79.2%, M2: 75.6%, M3: 83.1%, M4: 72.3%). The M4 class reported the lowest satisfaction and between two to four times higher dissatisfaction than the other three classes (M1: 4.6%, M2: 8.3%, M3: 10.8%, M4: 18.9%).

5.10 Availability of tutorial help?

Overall, 82.1% of the student body was satisfied with the availability of tutorial help. The percent satisfaction presented a descending pattern with the M1 class being the most satisfied and the M4 class being the least satisfied (M1: 90.2%, M3: 82.2%, M3: 81.2%, M4: 73.6%). This trend could be explained by the fact that as students progress into the upper classes, there are less available upperclassmen tutors available, and tutoring becomes more specific.

5.11 Adequacy of education about prevention and exposure to infectious and environmental hazards?

Overall, 82.3% of respondents were satisfied with the adequacy of education about prevention and exposure to infectious and environmental hazards. The percent satisfaction increased from the M1 to the M4 class (M1: 65.5%, M2: 79.6%, M3: 90.4%, M4: 95.9%). From M1 to M4, there was a decreasing N/A response rate (M1: 30.4%, M2: 18.4%, M3: 6.5%, M4: 1.3%). This



indicates that the M1 and the M2 classes do not have much information and/or experience with this service.

5.12 Adequacy of education about procedures for care and treatment after exposure to infectious and environmental hazards?

Overall, 81.4% of respondents were satisfied with the adequacy about procedures for care and treatment after exposure to infectious and environmental hazards. The percent satisfaction increased from the M1 to the M4 class (M1: 64.9%, M2: 75.7%, M3: 91%, M4: 95.9%). Again, alongside the lowest percent satisfaction, the M1 and M2 classes had the greatest percentage of N/A responses (M1: 31%, M2: 22.2%, M3: 5.9%, M4: 0.6%). It is safe to assume that the lower classes lack adequate information and/or experience with this service.

5.13 Adequacy of access to mentorship?

Overall, 75.5% of respondents were satisfied with the adequacy of access to mentorship. The M1 and M3 classes reported slightly higher satisfaction, whereas the M2 and M4 classes reported slightly lower satisfaction (M1: 79.8%, M2: 72.6%, M3: 77.2%, M4: 71.4%).



Recommendations

Based on the data we have collected, the ISA Committee recommends the following to improve Student Services:

- **5.2 Availability of mental health services?**
 - We recommend better advertising of current services on campus as most students did not feel they had adequate information about these services and where to access them. We also acknowledge the recent hiring of a Mental Health Counselor through the Academic Enrichment Center (AEC) on the Health Science Campus and the potential future impact this may have on student feelings of availability of mental health services. We also suggest outlining to students, especially in their clinical years, how the school will be accommodating with their schedule to ensure a student is able to utilize these services. This may also include having new AEC staff members being available a few times a week at common clinical sites (namely Toledo Hospital), as well.

- **5.3 Confidentiality of mental health services?**
 - When advertising and discussing the services, the institution offers to students, we recommend emphasizing exactly how these services are to remain confidential throughout their medical school experiences. This may also include ensuring faculty who provide these services do not evaluate these students' clerkships experiences.

- **5.5 Adequacy of career counseling?**
 - While recent efforts have been made to improve career counseling by creating mandatory career path sessions, these sessions have not been representative of all medical specialties and some of them appeared to be less organized and prepared as others. We recommend that for each career path session a fourth-year medical student, along with a resident and an attending are all present and can speak to different aspects of the specialty, from residency applications, to the early and later years of practicing in that specialty. In addition, career advising and exposure to different specialties could also be improved by recruiting more physicians and specialties that participate in the Integrated Clinical Experience (ICE) program, which matches each student, starting in their first year of medical school, with a physician in the community for shadowing purposes.
 - Likewise, we recommend that the Office of Student Affairs encourage and support the various, specialty-based Student Interest Groups to hold and sponsor activities which cultivate interest with students by including faculty and residents.
 - We acknowledge the efforts of the Office of Student Affairs to both recruit and hire a Career Advising Counselor who will interact with the entire medical student body to assure their needs are met and their questions are answered. Having such a staff member may improve the satisfaction of this parameter in years to come.

- **5.6 Adequacy of counseling about elective choices?**
 - We recommend an informational session early in the first year of medical school and during all subsequent orientation events (i.e., orientation to the M3 and M4 year) on the elective choices available, the registration steps, and the completion requirements. In addition, an updated list of all the elective choices available should be posted somewhere in the school's website and should be made easily



accessible to all students so students can plan accordingly with their course and clerkship schedules.

- Currently, all M3s are required to meet individually with the Assistant Dean of Student Affairs toward the end of their third year. Likewise, it would be appropriate for the Assistant Dean to counsel students at these meetings on the appropriate electives for a particular student given their needs and interests. The ISA recommends this to improve the outcomes of this parameter to the Office of Student Affairs.
- **5.8 Adequacy of debt management counseling?**
 - Informational sessions or even small group or one-on-one meetings with a representative from the Office of Financial Aid would be helpful, especially in the fourth year of medical school, as students soon start paying back their student debt. While we provide this as a recommendation, the ISA Committee acknowledges that the Financial Aid Office regularly sends out their own newsletter with updates of their work and upcoming events to address financial responsibility and debt management.



Question Tables

5.1 Accessibility of student health services?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	39	22.5	9	5.2	125	72.3
M2	157	98.7	21	13.4	13	8.3	123	78.3
M3	167	98.8	13	7.8	16	9.6	138	82.6
M4	147	97.4	13	8.8	11	7.5	123	83.7
Total	644	98.5	86	13.4	49	7.6	509	79.0

5.2 Availability of mental health services?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.3	58	33.7	21	12.2	93	54.1
M2	156	98.1	56	35.9	24	15.4	76	48.7
M3	167	98.8	46	27.5	23	13.8	98	58.7
M4	147	97.4	47	32.0	28	19.0	72	49.0
Total	642	98.2	207	32.2	96	15.0	339	52.8

5.3 Confidentiality of mental health services?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	75	43.4	7	4.0	91	52.6
M2	157	98.7	70	44.6	3	1.9	84	53.5
M3	167	98.8	62	37.1	7	4.2	98	58.7
M4	147	97.4	57	38.8	9	6.1	81	55.1
Total	644	98.5	264	41.0	26	4.0	354	55.0

5.4 Availability of student well-being programs?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.3	18	10.5	17	9.9	137	79.7
M2	157	98.7	18	11.5	18	11.5	121	77.1
M3	167	98.8	19	11.4	15	9.0	133	79.6
M4	147	97.4	29	19.7	34	23.1	84	57.1
Total	643	98.3	84	13.1	84	13.1	475	73.9

5.5 Adequacy of career counseling?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.3	40	23.3	13	7.6	119	69.2
M2	157	98.7	27	17.2	18	11.5	112	71.3
M3	167	98.8	18	10.8	35	21.0	114	68.3
M4	146	96.7	4	2.7	56	38.4	86	58.9
Total	642	98.2	89	13.9	112	17.4	431	67.1

5.6 Adequacy of counseling about elective choices?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	35	20.2	36	20.8	102	59.0
M2	157	98.7	60	38.2	18	11.5	79	50.3
M3	166	98.2	17	10.2	54	32.5	95	57.2
M4	148	98.0	9	6.1	72	48.6	67	45.3
Total	644	98.5	121	18.8	180	28.0	343	53.3

5.7 Quality of financial aid administrative services?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	21	12.1	12	6.9	140	80.9
M2	157	98.7	22	14.0	10	6.4	125	79.6
M3	166	98.2	17	10.2	6	3.6	143	86.1
M4	148	98.0	23	15.5	14	9.5	111	75.0
Total	644	98.5	83	12.9	42	6.5	519	80.6

5.8 Adequacy of debt management counseling?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.3	41	23.8	9	5.2	122	70.9
M2	157	98.7	46	29.3	12	7.6	99	63.1
M3	166	98.2	33	19.9	18	10.8	115	69.3
M4	148	98.0	42	28.4	17	11.5	89	60.1
Total	643	98.3	162	25.2	56	8.7	425	66.1

5.9 Availability of academic counseling?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	28	16.2	8	4.6	137	79.2
M2	156	98.1	25	16.0	13	8.3	118	75.6
M3	166	98.2	10	6.0	18	10.8	138	83.1
M4	148	98.0	13	8.8	28	18.9	107	72.3
Total	643	98.3	76	11.8	67	10.4	500	77.8

5.10 Availability of tutorial help?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.9	14	8.1	3	1.7	156	90.2
M2	157	98.7	25	15.9	3	1.9	129	82.2
M3	165	97.6	22	13.3	9	5.5	134	81.2
M4	148	98.0	31	20.9	8	5.4	109	73.6
Total	643	98.3	92	14.3	23	3.6	528	82.1

5.11 Adequacy of education about prevention and exposure to infectious and environmental hazards?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	174	99.4	53	30.4	7	4.0	114	65.5
M2	157	98.7	29	18.4	3	1.9	125	79.6
M3	167	98.8	11	6.5	5	2.9	151	90.4
M4	148	98.0	2	1.3	4	2.7	142	95.9
Total	646	98.7	95	14.7	19	2.9	532	82.3

5.12 Adequacy of education about procedures for care and treatment after exposure to infectious and environmental hazards?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	174	99.4	54	31.0	7	4.0	113	64.9
M2	157	98.7	35	22.2	3	1.9	119	75.7
M3	167	98.8	10	5.9	5	2.9	152	91.0
M4	148	98.0	1	0.6	5	3.3	142	95.9
Total	646	98.7	100	15.4	20	3.0	526	81.4



5.13 Adequacy of access to mentorship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	174	99.4	18	10.3	17	9.7	139	79.8
M2	157	98.7	8	5.0	35	22.2	114	72.6
M3	167	98.8	6	3.5	32	19.1	129	77.2
M4	147	97.3	1	0.6	41	27.8	105	71.4
Total	645	98.6	33	5.1	125	19.3	487	75.5



Medical Education Program | *Class of 2023 (M1) & Class of 2022 (M2)*

Summary Statement

The items in this section surveyed preclinical students (M1 and M2 classes) about the medical education program. Specifically, this section addressed student satisfaction regarding the utility of program objectives, the quality of the pre-clerkship, clinical skills instruction, the amount and quality of formative feedback, opportunities and adequacy of unscheduled time for self-directed learning, overall workload, content integration, clarity of graduation policies, access to academic records, and school's responsiveness to student course feedback. This section also assessed student's perspectives on the adequacy of education in disease diagnosis, prevention and management, health maintenance, social and interprofessional aspects of healthcare, as well as nutrition as part of the medical school curriculum. Satisfaction was over 70% for all but one item. The only categories with relatively low satisfaction rates were the medical school's responsiveness to student feedback on courses (overall satisfaction 72.3%), and the adequacy of education in nutrition (overall satisfaction 54.5%). In both categories, both the M1 and M2 classes reported similar satisfaction rates. Over 97% of the M1 and M2 students that completed the survey responded to all items in this section.

6.1 Utility of the medical education program objectives?

The percent satisfaction regarding the utility of medical education program objectives was comparable for both the M1 and M2 classes with an average of 86.3% (M1: 86.7%, M2: 85.8).

6.2 Quality of the pre-clerkship (first year/second year)?

Both the M1 and M2 classes reported similar percent satisfaction regarding the quality of the pre-clerkship (M1: 86.7%, M2: 89.7%), with an average of 88.1%.

6.3 Clinical skills instruction in the pre-clerkship (first/second year)?

The M1 and M2 classes reported, on average, 90.5% satisfaction regarding clinical skills instruction, with the M2 class being slightly more satisfied (M1: 87.2%, M2: 94.2%). This could be explained by the fact that M2s have gained more clinical skills than M1s.

6.4 Amount of formative feedback in pre-clerkship (first/second year)?

Both the M1 and M2 classes reported similar rates of satisfaction regarding formative feedback in pre-clerkship, averaging 83.5% (M1: 84.3%, M2: 82.5%).

6.5 Quality of formative feedback in the pre-clerkship (first/second year)?

The M1 and M2 classes reported an average of 82% satisfaction with the quality of formative feedback. The M1 class was slightly more satisfied than the M2 class (M1: 84.3%, M2: 79.4%). The M2 class reported almost two and a half times higher dissatisfaction than the M1 class (M1: 7.5%, M2: 17.9%). However, the M1 class had almost three times more N/A responses than the M2 class, suggesting that the M1 class has less experience with this item (M1: 8.1%, M2: 2.5%).

6.6 Opportunities for self-directed learning in the pre-clerkship (first/second year)?

Both the M1 and the M2 classes reported comparable rates of satisfaction with self-directed learning opportunities with an average of 90.2% (M1: 88.4%, M2: 92.3%).



6.7 Adequacy of unscheduled time for self-directed learning?

The satisfaction rate regarding the adequacy of unscheduled time for self-directed learning was comparable in both the M1 and M2 classes with an average of 85.4% (M1: 83.2%, M2: 87.8%).

6.8 Overall workload in the pre-clerkship (first/second year)?

The M1 and M2 classes reported, on average, 87.5% satisfaction with the overall workload. The M1 class reported slightly lower satisfaction than the M2 class (M1: 83.8%, M2: 91.7%). This could be explained by the fact that there are more learning modules assigned to M1s. In addition, because medical school is still relatively new to M1s they find balancing the workload more difficult, whereas M2s have been doing this for a longer time and have, thus, developed better studying and time-management skills.

6.9 Coordination/integration of content in the pre-clerkship (first/second year)?

The satisfaction regarding coordination/integration of content was constant in both the M1 and M2 classes, averaging 83.5% (M1: 83.2%, M2: 83.3%).

6.10 Clarity of policies for advancement/graduation?

Both M1s and M2s reported similar satisfaction rates regarding the clarity of policies for advancement/graduation, with an average of 84.8% (M1: 84.3%, M2: 85.3%).

6.11 Access to student academic records?

The M1 and M2 classes reported an average of 82.6% satisfaction regarding access to student academic records. M1s were slightly less satisfied (M1: 79.6%, M2: 85.9%).

6.12 Medical school responsiveness to student feedback on courses?

Both M1s and M2s reported similar satisfaction rates regarding medical school responsiveness to student feedback on courses, averaging 72.3% (M1: 71.5%, M2: 73.2%). The M2 class reported a higher dissatisfaction rate (M1: 11.6%, M2: 23.5%), whereas the M1 class had a higher percentage of N/A responses (M1: 16.8%, M2: 3.1%). These findings could be explained by the fact that course feedback is provided at the end of each system. This means that the school will review and address the feedback accordingly for the upcoming class, but most likely it will not result in changes for the class currently in that system.

6.13 Adequacy of education to diagnose disease?

Both the M1 and M2 classes reported similar satisfaction with the adequacy of education to diagnose diseases, with an average of 90.2% (M1: 87.7%, M2: 92.9%).

6.14 Adequacy of education to manage disease?

Overall, the M1 and M2 classes reported a satisfaction rate of 86.9% regarding adequacy of education on disease management. The M1 class was slightly less satisfied (M1: 81.3%, M2: 92.9%). This could be because the M1 class has still to learn about disease management in the future systems.

6.15 Adequacy of education in disease prevention?

Overall, the M1 and M2 classes reported a satisfaction rate of 86.3% regarding education in disease prevention. The M1 class was slightly less satisfied (M1: 80.8%, M2: 92.3%) and had the most N/A responses (M1: 14.5%, M2: 2.5%). Again, this could be because M1s have still to learn more about disease prevention in the upcoming systems.



6.16 Adequacy of education in health maintenance?

Overall, the M1 and M2 classes' percent satisfaction regarding the adequacy of education in health maintenance was 86%. The M1 class reported less satisfaction than the M2 class (M1: 80.9%, M2: 91.7%). This could be explained by the fact that a greater amount of health maintenance content is covered in the later systems.

6.17 Adequacy of education in caring for patients from different backgrounds, including, but not limited to, cultural humility, implicit bias, and social determinants of health education?

Overall, 83% of the M1 and M2 respondents were satisfied with the adequacy of education in caring for patients from different backgrounds, including, but not limited to, cultural humility, implicit bias, and social determinants of health education. The satisfaction rate was similar for both classes (M1: 81.5%, M2: 84.7%).

6.18 Adequacy of interprofessional education experiences?

Overall, 93% of the M1 and M2 respondents were satisfied with the adequacy of interprofessional education experiences, with both classes reporting comparable satisfaction rates (M1: 90.7%, M2: 95.5%). These high satisfaction rates can be attributed to the Interprofessional Education course that is part of the mandatory first-year curriculum.

6.19 Adequacy of education in nutrition?

Overall, 54.5% of M1 and M2 respondents were satisfied with the adequacy of education in nutrition, with satisfaction rates being comparable between the two classes (M1: 55.8%, M2: 53.2%). Likewise, overall 25.6% of both M1 and M2 respondents reported dissatisfaction, with the M2 class being almost three times more dissatisfied (M1: 13.9%, M2: 38.5%). These findings suggest there is a lack of adequate nutrition education content in our school curriculum.



Recommendations

Based on the data we have collected, the ISA Committee recommends the following to improve the Medical Education Program:

- **6.12** Medical school responsiveness to student feedback on courses?
 - We recommend opportunities for formative feedback throughout the course rather than solely at the completion of a thread as a way to help address ongoing issues in which a solution could be implemented promptly.

Question Tables

6.1 Utility of the medical education program objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	17	9.8	6	3.4	150	86.7
M2	156	98.1	9	5.7	13	8.3	134	85.8
Total	329	98.5	26	7.9	19	5.7	284	86.3

6.2 Quality of the pre-clerkship (first year/second year)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	19	10.9	4	2.3	150	86.7
M2	156	98.1	4	2.5	12	7.6	140	89.7
Total	329	98.5	23	6.9	16	4.8	290	88.1

6.3 Clinical skills instruction in the pre-clerkship (first/second year)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	12	6.9	10	5.7	151	87.3
M2	156	98.1	3	1.9	6	3.8	147	94.2
Total	329	98.5	15	4.5	16	4.8	298	90.6

6.4 Amount of formative feedback in the pre-clerkship (first/second year)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	11	6.3	16	9.2	146	84.3
M2	155	97.4	4	2.5	23	14.8	128	82.5
Total	328	98.2	15	4.5	49	14.9	274	83.5

6.5 Quality of formative feedback in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.2	14	8.1	13	7.5	145	84.3
M2	156	98.1	4	2.5	28	17.9	124	79.4
Total	328	98.2	18	5.4	41	12.5	269	82.0

6.6 Opportunities for self-directed learning in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	10	5.7	10	5.7	153	88.4
M2	156	98.1	5	3.2	7	4.4	144	92.3
Total	329	98.5	15	4.5	17	5.1	297	90.2

6.7 Adequacy of unscheduled time for self-directed learning?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	2	1.1	27	15.6	144	83.2
M2	156	98.1	3	1.9	16	10.2	137	87.8
Total	329	98.5	5	1.5	43	13.0	281	85.4

6.8 Overall workload in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	4	2.3	24	13.8	145	83.8
M2	157	98.7	0	0	13	8.2	144	91.7
Total	330	98.8	4	1.2	37	11.2	289	87.5

6.9 Coordination/integration of content in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	11	6.3	18	10.4	144	83.2
M2	156	98.1	2	1.2	23	14.7	131	83.3
Total	329	98.5	13	3.9	41	12.4	275	83.5

6.10 Clarity of policies for advancement/graduation?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	13	7.5	14	8.0	146	84.3
M2	157	98.7	5	3.1	18	11.4	134	85.3
Total	330	98.8	18	5.4	32	9.6	280	84.8

6.11 Access to student academic records?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.2	24	13.9	11	6.3	137	79.6
M2	157	98.7	16	10.1	6	3.8	135	85.9
Total	329	98.5	40	12.1	17	1.5	272	82.6

6.12 Medical school responsiveness to student feedback on courses?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.2	29	16.8	20	11.6	123	71.5
M2	157	98.7	5	3.1	37	23.5	115	73.2
Total	329	98.5	34	10.3	57	17.3	238	72.3

6.13 Adequacy of education to diagnose disease?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.2	16	9.3	5	2.9	151	87.7
M2	157	98.7	4	2.5	7	4.5	146	92.9
Total	329	98.5	20	6.0	12	3.6	297	90.2

6.14 Adequacy of education to manage disease?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.2	20	11.6	12	6.9	140	81.3
M2	157	98.7	4	2.5	7	4.4	146	92.9
Total	329	98.5	24	7.2	19	5.7	286	86.9

6.15 Adequacy of education in disease prevention?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.2	25	14.5	8	4.6	139	80.8
M2	157	98.7	4	2.5	8	5.0	145	92.3
Total	329	98.5	29	8.8	16	4.8	284	86.3

6.16 Adequacy of education in health maintenance?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	26	15.0	7	4.0	140	80.9
M2	157	98.7	4	2.5	9	5.7	144	91.7
Total	330	98.8	30	9.0	16	4.8	284	86.0

6.17 Adequacy of education in caring for patients from different backgrounds, including, but not limited to, cultural humility, implicit bias, and social determinants of health education?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	19	10.9	13	7.5	141	81.5
M2	157	98.7	2	1.2	22	14.0	133	84.7
Total	330	98.8	21	6.3	35	10.6	274	83.0

6.18 Adequacy of interprofessional education experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	173	98.8	6	3.4	10	5.7	157	90.7
M2	157	98.7	2	1.2	5	3.1	150	95.5
Total	330	98.8	8	2.4	15	4.5	307	93.0

6.19 Adequacy of education in nutrition?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	172	98.2	52	30.2	24	13.9	96	55.8
M2	156	98.1	13	8.3	60	38.5	83	53.2
Total	328	98.2	65	19.9	84	25.6	179	54.5

Medical Education Program | Class of 2021 (M3) & Class of 2020 (M4)

Summary Statement

The items in this section surveyed the M3 and M4 class on several facets of both the pre-clinical and clinical educational experience. The classes showed a wide divide on a number of the pre-clinical prompts, with the M3s' satisfaction generally much higher than that of the M4s. This is likely due to the implementation of a new pre-clinical curriculum. Several changes were made and may explain the discrepancy in satisfaction between classes. Notably, differences are seen in the following: quality of the pre-clerkship, amount and quality of formative feedback in the pre-clerkship, opportunities for and adequacy of self-directed learning in the pre-clerkship, coordination/integration of content in the pre-clerkship, and overall utility of the pre-clerkship. The satisfaction rates for questions addressing the clinical years (third- and fourth-year clerkships) were more similar between the M3 and M4 classes. The lowest overall satisfaction rate between both M3 and M4 classes was adequacy of education in nutrition, and the highest overall satisfaction rate was access to patients during the third-year clerkships. All in all, it seems that the changes made to the pre-clinical curriculum resulted in overall higher satisfaction rates.

7.1 Utility of the medical education objectives?

Overall, the satisfaction rate for medical education program objectives between the M3 and M4 classes was 86.5%; however, there was a large discrepancy between M3 satisfaction (90.2%) and M4 satisfaction (82.3%). This is likely due to the curriculum change that took place between the M3 and M4 classes, with the M3 class professors being mandated to give clear, concise objectives at the beginning of each lecture.

7.2 Quality of the pre-clerkship (first year/second year)?

Overall, the satisfaction rate for pre-clerkship quality was 75.9%. This broke down into 80.6% for the M3s, and 70.5% for the M4s. This difference is also likely due to the major curriculum re-vamp that took place between the M3 and M4 class. The curriculum changes focused on the structure and the content of the pre-clinical years. It is likely that the M3 class was not completely satisfied with the quality of the new pre-clerkship curriculum due to the adjustments of implementing entirely new lectures, online modules, and introducing new professors.

7.3 Clinical skills instruction in the pre-clerkship (first/second year)?

Overall, the satisfaction rate for clinical skills instruction in the pre-clerkship was 88.5% (M3s: 92.1%, M4: 84.4%).

7.4 Amount of formative feedback in the pre-clerkship (first/second year)? // 7.5 Quality of formative feedback in the pre-clerkship (first/second years)?

Overall, the satisfaction rate for the *amount* of formative feedback in the pre-clerkship was 78.2%. Once again, there is a divide between the M3s (84.2%) and the M4s (71.4%). The overall satisfaction rate for *quality* of formative feedback was 78.8%. There was a difference between M3s (83.0%) and M4s (74.0%) in satisfaction. The M4s had formative feedback in the form of Integrated Structured Clinical Examinations (ISCE) feedback, which were used to assess education in clinical skills, but the M3 class also received thorough explanations for quiz and exam questions, and received end-of-Thread NBME Exam score reports in addition to ISCE feedback, which may account for the discrepancy.



7.6 Opportunities for self-directed learning in the pre-clerkship (first/second years)?

Overall, the satisfaction rate for opportunities for self-directed learning (SDL) was 84.9% (M3: 90.3%, M4: 78.9%). Several new curricular learning models were introduced during the curriculum change, one of them being online Learning Modules (LMs). These LMs were specifically created so that main concepts for a given topic could be introduced prior to a lecture. They were designed so material could be reviewed at any given student's own pace, at their convenience. These changes could contribute to the differences observed in satisfaction. There is still room for improvement with the LMs. Only a finite amount of information is intended to go into these LMs and not an entire lecture's worth of material. Administration will need to make clear to those who prepare LMs of their purpose.

7.7 Adequacy of unscheduled time for self-directed learning?

Overall, the satisfaction rate for unscheduled SDL time was 80.8%. This broke down into 86.7% for M3s and 74.1% for M4s. The M3s received a weekly "schedule" for each block with SDL physically blocked out in the schedule. Structured SDL was not present during the Legacy Curriculum. This may have led to the M3s perceiving that they had more unscheduled time than the M4s.

7.8 Overall workload in pre-clerkship (first/second years)?

The overall satisfaction rate for overall workload in pre-clerkship was 92.3%. Both the M3 (94.0%) and M4 (90.5%) classes seemed to believe that they were given a manageable amount of pre-clerkship lectures and responsibility.

7.9 Coordination/Integration of content in the pre-clerkship (first/second years)?

Overall, the satisfaction rate for coordination and integration of information in the pre-clerkship years is 72.8%. The gap between the M3s (80.0%) and M4s (64.6%) satisfaction rates can be explained by the effort made to completely re-design the layout of the pre-clinical years for the M3 class, such that both the semesters themselves and the lectures within the semesters appropriately built off of one another. As an example, the M4s had a full block dedicated to anatomy, with the sole focus being dissection with no clinical integration. The M3s' new curriculum spread the dissection over a full year and coordinated dissection with clinically relevant lectures by each Block in the curriculum. For example, dissection of the brain coincided with neuroanatomy lectures and lesions thereof during the Neuroscience of Health and Disease Block.

7.10 Utility of the pre-clerkship first and second years as preparation for clinical clerkships?

The overall satisfaction rate for this item was 77.6%, with the M3s having a satisfactory rate of 87.3% and the M4s having a satisfaction rate of 66.7%. As part of the curriculum change for the M3s, a program called Integrated Clinical Experience (ICE) was implemented and placed medical students into mandatory shadowing experience for 3 semesters. This early experience may have increased the feelings of preparedness for clinical rotations among M3 students. In addition, in comparison to the M4s, the M3s had more access to the UTCOM's Center for Creative Education, which houses an advanced simulation center. Mandatory clinical simulations were incorporated throughout the pre-clinical years in the new curriculum. Likewise, a concerted and direct effort was made to integrate more clinically relevant information into the new curriculum. The lack of early clinical exposure for the M4s likely explained their 31.3% dissatisfaction rate as opposed to 11.5% from the M3s.

7.11 Quality of third-year clerkships?

Overall, the satisfaction rate for this item was 92.7%. Both the M3s (93.4%) and the M4s (91.8%) were highly satisfied with the quality of third-year clerkships.

7.12 Access to patients during the third-year clerkships?

Overall, the satisfaction rate for this item was 96.8%. Both the M3s (96.4%) and M4s (97.3%) seemed pleased with their access to patients.

7.13 Workload in the third-year clerkships?

Overall, the satisfaction rate for this item was 93.3% (M3: 92.1%, M4: 94.6%).

7.14 Supervision in the third-year clerkships?

Overall, the satisfaction rate for this item was 92.7%. The faculty at the University of Toledo Medical Center and ProMedica, our affiliated health care system, are either with the clinical students at all times or assign them to a resident to be with at all times.

7.15 Amount of formative feedback in the third/ fourth years? // 7.16 Quality of formative feedback in the third/fourth years?

Overall, the satisfaction rate for *amount* of formative feedback is 86.0%. The M3s had a satisfaction rate of 83.1% whereas the M4s had a satisfaction rate of 89.2%. In many of the clerkships, there is built-in formative feedback in the form of mid-clerkship feedback forms that students are required to have filled out by the attending physician. However, this is very attending-dependent, as some physicians take this opportunity to have a conversation with their students about their performance, whereas others may only fill out the form and give it back. In the same vein, the overall satisfaction rate for the *quality* of formative feedback in the third/fourth years is 81.8% with the M3s satisfaction rate at 80.1%, and M4s at 83.7%, likely for the aforementioned reasons.

7.17 Quality of fourth year required clerkships?

Overall, the satisfaction rate for this item was 85.8% and was answered only by the M4 class.

7.18 Clarity of policies for advancement/graduation?

The overall satisfaction rate for this item is 70.0%. The M3 data was likely skewed due to the large amount of N/A responses (22.3%), making their satisfaction rate 67.4% and dissatisfaction rate 10.2%. The M4 class had a borderline satisfaction rate (74.3%) and a dissatisfaction rate of 23.6%. Although Faculty hold an information session for the M4s about graduation, more explicit communication of the policies and requirements should be delivered in future information sessions.

7.19 Access to student academic records?

The overall satisfaction for this item was 84.7%, which was skewed by the high number of N/A responses from the M3 class (18.2%). The M3 satisfaction rate was 77.0% and M4 satisfaction rate was 93.2%.

7.20 Clinical skills assessment in the third/fourth years?

The overall satisfaction rate for this item was 90.4%. The M3s had an 89.7% satisfaction rate and the M4s had a 91.2% satisfaction rate.

7.21 Medical school responsiveness to student feedback on courses/clerkships?

The total satisfaction rate for this item was 77.1%, with an M3 satisfaction rate of 77.1% (N/A of 12.0%) and M4 satisfaction rate of 77.0% (N/A of 7.4%).

7.22 Adequacy of education to diagnose disease?

The overall satisfaction rate for this item was 93.3% (M3: 93.4%, M4: 93.2%).



7.23 Adequacy of education to manage disease?

The overall satisfaction rate for this item was 88.2% (M3: 88.6%, M4: 87.8%).

7.24 Adequacy of education in disease prevention?

The overall satisfaction rate for this item was 89.8% (M3: 89.8%, M4: 89.9%).

7.25 Adequacy of education in health maintenance?

The overall satisfaction rate for this item was 90.1% (M3: 91.6%, M4: 88.5%).

7.26 Adequacy of education in caring for patients from different backgrounds, including, but not limited to, cultural humility, implicit bias, and social determinants of health education?

The overall satisfaction rate for this item was 88.5% (M3: 89.2%, M4: 87.8%).

7.27 Adequacy of interprofessional education experiences?

The overall satisfaction rate for this item was 93.0% (M3: 94.0%, M4: 91.9%).

7.28 Adequacy of education in nutrition?

The overall satisfaction rate for this item was 65.0% (M3: 75.3%, M4: 53.4%). The discrepancy between these can be explained by a curriculum change implemented for the M3s. The Class of 2021 was the first class that had discrete “nutrition” lectures. As a “nutrition project”, the M3s were divided into small groups and assigned a nutrition topic, were required to meet with a dietitian, and each group presented their topic to the class. The 22.3% dissatisfaction rate among the M3 class indicates that although there has been an increase in satisfaction of nutrition education compared to the M4 class, there is still room for improvement.



Recommendations

The ISA Student Committee recommends the following to improve UTCOM's Medical Education Program:

- **6.19 // 7.28** Adequacy of education in nutrition?
 - In the current curriculum model, groups of students are assigned a particular subject regarding nutrition (for example, nutrition in breast milk, nutrition post-gastric bypass, ketogenic diets, and vegetarianism/veganism, etc.) and are asked to meet with a Registered Dietician. These groups then present their topic to the rest of the class. While this was a positive addition to the new pre-clinical curriculum, the process by which this information is presented needs to be improved.
 - In conjunction with students presenting very specific aspects of nutrition to each other, we recommend having a Registered Dietician come and give the class discrete lectures throughout the pre-clinical curriculum. Topics should cover basic aspects of nutrition: where and how to access healthy food options, how nutrition needs change over the course of life, what the recommendations are for diet and exercise, the benefits of exercise, popular diet plans (i.e. Atkins Diet, DASH diet, Ketogenic diet, etc.), and beyond.

Question Tables

7.1 Utility of the medical education program objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	164	97.0	8	4.9	8	4.9	148	90.2
M4	147	97.4	10	6.8	16	10.9	121	82.3
Total	311	97.2	18	5.8	24	7.7	269	86.5

7.2 Quality of the pre-clerkship (first year/second year)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	2	1.2	30	18	133	80.6
M4	146	96.7	0	0.0	43	29.5	103	70.5
Total	311	97.2	2	0.6	73	23.5	236	75.9

7.3 Clinical skills instruction in the pre-clerkship (first/second year)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	3	1.8	10	6.1	152	92.1
M4	147	97.4	0	0.0	23	15.6	124	84.4
Total	312	97.5	3	1.0	33	10.6	276	88.5

7.4 Amount of formative feedback in the pre-clerkship (first/second year)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	6	3.6	20	12.1	139	84.2
M4	147	97.4	4	2.7	38	25.9	105	71.4
Total	312	97.5	10	3.2	58	18.6	244	78.2

7.5 Quality of formative feedback in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	6	3.6	22	13.3	137	83.0
M4	146	96.7	5	3.4	33	22.6	108	74.0
Total	311	97.2	11	3.5	55	17.7	245	78.8

7.6 Opportunities for self-directed learning in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	5	3.0	11	6.7	149	90.3
M4	147	97.4	9	6.1	22	15.0	116	78.9
Total	312	97.5	14	4.5	33	10.6	265	84.9

7.7 Adequacy of unscheduled time for self-directed learning?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	2	1.2	20	12.1	143	86.7
M4	147	97.4	8	5.4	30	20.4	109	74.1
Total	312	97.5	10	3.2	50	16.0	252	80.8

7.8 Overall workload in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	1	0.6	9	5.4	156	94.0
M4	147	97.4	0	0.0	14	9.5	133	90.5
Total	313	97.8	1	0.3	13	4.2	289	92.3

7.9 Coordination/integration of content in the pre-clerkship (first/second years)?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	1	0.6	32	19.4	132	80.0
M4	147	97.4	2	1.4	50	34.0	95	64.6
Total	312	97.5	3	1.0	82	26.3	227	72.8

7.10 Utility of the pre-clerkship first and second years as preparation for clinical clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	2	1.2	19	11.5	144	87.3
M4	147	97.4	3	2.0	46	31.3	98	66.7
Total	312	97.5	5	1.6	65	20.8	242	77.6

7.11 Quality of the third-year clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	3	1.8	8	4.8	155	93.4
M4	147	97.4	0	0.0	12	8.2	135	91.8
Total	313	97.8	3	0.9	20	6.4	290	92.7

7.12 Access to patients during the third-year clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	1	0.6	5	3.0	160	96.4
M4	147	97.4	0	0.0	4	2.7	143	97.3
Total	313	97.8	1	0.3	9	2.9	303	96.8

7.13 Workload in the third-year clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	1	0.6	12	7.3	152	92.1
M4	147	97.4	0	0.0	8	5.4	139	94.6
Total	312	97.5	1	0.3	20	6.3	291	93.3

7.14 Supervision in third-year clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	2	1.2	10	6.0	154	92.8
M4	147	97.4	0	0.0	11	7.5	136	92.5
Total	313	97.8	2	0.6	21	6.7	290	92.7

7.15 Amount of formative feedback in the third/fourth years?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	5	3.0	23	13.9	138	83.1
M4	148	98.0	0	0.0	16	10.8	132	89.2
Total	314	98.1	5	1.6	39	12.4	270	86.0

7.16 Quality of formative feedback in the third/fourth years?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	6	3.6	27	16.3	133	80.1
M4	148	98.0	0	0.0	24	16.2	124	83.7
Total	314	98.1	6	1.9	51	16.2	257	81.8

7.17 Quality of the fourth-year required clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	148	98.0	15	10.1	6	4.1	127	85.8
Total	148	98.0	15	10.1	6	4.1	127	85.8

7.18 Clarity of policies for advancement/graduation?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	37	22.3	17	10.2	112	67.4
M4	148	98.0	3	2.0	35	23.6	110	74.3
Total	314	98.2	40	12.8	52	16.5	222	70.0

7.19 Access to student academic records?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	165	97.6	30	18.2	8	4.8	127	77.0
M4	148	98.0	2	1.3	8	5.4	138	93.2
Total	313	97.8	32	10.2	16	5.1	265	84.7

7.20 Clinical skills assessment in the third/fourth years?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	6	3.6	11	6.6	149	89.7
M4	148	98.0	0	0.0	13	8.8	135	91.2
Total	314	98.1	6	1.9	24	7.6	284	90.4

7.21 Medical school responsiveness to student feedback on courses/clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	20	12.0	18	10.8	128	77.1
M4	148	98.0	11	7.4	23	15.5	114	77.0
Total	314	98.1	31	9.9	41	13.1	242	77.1

7.22 Adequacy of education to diagnose disease?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	4	2.2	7	4.2	155	93.4
M4	148	98.0	0	0.0	10	6.8	138	93.2
Total	314	98.1	4	1.3	17	5.4	293	93.3

7.23 Adequacy of education to manage disease?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	4	2.2	15	9.0	147	88.6
M4	148	98.0	0	0.0	18	12.2	130	87.8
Total	314	98.1	4	1.3	33	10.5	277	88.2

7.24 Adequacy of education in disease prevention?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	4	2.2	13	7.8	149	89.8
M4	148	98.0	0	0.0	15	10.1	133	89.9
Total	314	98.2	4	1.3	28	8.9	282	89.8

7.25 Adequacy of education in health maintenance?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	4	2.2	10	6.0	152	91.6
M4	148	98.0	0	0.0	17	11.5	131	88.5
Total	314	98.1	4	1.3	27	8.6	283	90.1

7.26 Adequacy of education in caring for patients from different backgrounds, including, but not limited to, cultural humility, implicit bias, and social determinants of health education?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	3	1.8	15	9.0	148	89.2
M4	148	98.0	1	0.7	17	11.5	130	87.8
Total	314	98.1	4	1.3	32	10.2	278	88.5

7.27 Adequacy of interprofessional education experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	3	1.8	7	4.2	156	94.0
M4	148	98.0	0	0.0	12	8.1	136	91.9
Total	314	98.1	3	1.0	19	6.1	292	93.0

7.28 Adequacy of education in nutrition?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	4	2.2	37	22.3	125	75.3
M4	148	98.0	3	2.0	66	44.6	79	53.4
Total	314	98.1	7	2.2	103	32.8	204	65.0



Pre-Clinical Curriculum Evaluation



Rocket Medicine | Pre-Clinical Curriculum

Class of 2023 (M1), Class of 2022 (M2), & Class of 2021 (M3)

Summary Statements

In this section, students were prompted to answer questions about the Blocks that compose the new pre-clinical curriculum called “Rocket Medicine.” These Blocks are titled: Human Blueprint, Hematology & Oncology, Immunity, Infectious Disease, Musculoskeletal System, Neurosciences in Health and Disease, Behavioral Science and Psychiatric Medicine, Cardiovascular, Pulmonary, Renal, Gastrointestinal, Reproductive, and Endocrine. As such, students gave their input on these Blocks en masse, not individually. Overall, the average rate of satisfaction is reported at 80.5%, with satisfaction rates ranging from 67.5% (8.15) to 91.3% (8.6). Dissatisfaction rates also vary, ranging from 3.9% (8.12) to 27.1% (8.15). Again, these questions were answered only by the M1, M2, and the M3 classes as they were all subject to the new pre-clinical curriculum. For several of these questions, one will notice an increasing rate of satisfaction from the M3 class to the M1 class. This is the case for several of the items related to the delivery of the curriculum: course organization, incorporation of clinically relevant material, and course quality. This may indicate that each successive year, the curriculum is improving based on feedback by previous classes. As such, the response rates may vary from class-to-class, especially as the Rocket Medicine curriculum is only entering its third year. Items 8.13 through 8.15 (helpfulness in preparing for clerkships, helpfulness of the ICE Program in preparing you for clerkships, and helpfulness in preparing you for USMLE Exams, respectively) were answered only by the M3 class. Considering these responses rates in isolation may not be sufficient and the Administration of the UTCOMLS will need to monitor these parameters as the Rocket Medicine curriculum progresses.

8.1 Clarity and appropriate use of objectives?

Overall, 87.8% of respondents were either satisfied or very satisfied with the clarity of learning objectives. Nearly equal proportions of M1s and M2s were either very dissatisfied or dissatisfied (10.6% and 10.3%, respectively). Lower rates of dissatisfaction were reported for the M3s (8.4%); however, there were 12 respondents (7.2%) that marked N/A.

8.2 General course organization?

76.2% of participants were either satisfied or very satisfied with the organization of their pre-clinical curriculum. There is a noticeable trend of increasing satisfaction rates from M3 to M1 (M3: 73.5%; M2: 75.0%; M1: 80.0%). Perhaps as the new pre-clinical curriculum has developed, students’ feedback has been taken into consideration to make curriculum improvements. There were similar rates of dissatisfaction of around 20% across all three classes (M3: 20.5%; M2: 25.0%; M1: 19.4%).

8.3 Quality of teaching?

Near equal rates of satisfaction were reported with quality of teaching at a total of 77.8%: M1, 76.3%; M2, 80.0%; M3, 78.2%. In total, 18.7% were dissatisfied. However, both the M1 and the M2 class had dissatisfaction rates that exceeded or met our acceptable threshold for dissatisfaction (23.1% and 20.0%, respectively).

8.4 Academic workload/demands on student time?

In total, 85% reported satisfaction with the academic workload; while 12.6% were dissatisfied. There are similar rates of satisfaction among the M2s and the M3s (89.7% and 86.7%, respectively). 79.4% of the M1s were satisfied. However, this lower satisfaction rate among M1s could potentially be due to the transition and adjustment to the demands of medical school.

8.5 Appropriateness of teaching methods?

Similar to 8.4, 85.5% of the respondents were either satisfied or very satisfied with the appropriateness of teaching methods. The satisfaction rate was similar among the three classes, with the M2s having the highest satisfaction (M1, 84.0%; M2, 88.5%; M3, 84.3%).

8.6 Incorporation of clinically relevant material?

There was a high rate of satisfaction with how clinically relevant information is incorporated into the pre-clinical curriculum. Overall, 91.3% reported being either satisfied or very satisfied. 6.3% were dissatisfied while 2.4% marked N/A. The M1s and the M2s, in total, reported a satisfaction rate of nearly 95% (94.7% and 94.9%, respectively). The rate of satisfaction was lower amongst the M3s at 84.3%. Again, as the new pre-clinical curriculum evolves, clinically relevant information may be incorporated more seamlessly.

8.7 Feedback about your progress in learning the material?

Nearly all of the classes reported similar rates of satisfaction with the amount of feedback received and this was analogous to the total response rate of 82.4% (M1, 82.5%; M2, 82.7%; M3, 81.9%). Largely, feedback is given through weekly quizzes and team-based learning sessions.

8.8 Fairness of exams and grading?

There are variations of satisfaction rate for the fairness of exams and grading. The M2s reported a low satisfaction rate of 71.8% while 87.1% and 84.2% of the M1s and the M3s, respectively, were satisfied. There was a higher dissatisfaction rate among the M2s at 26.3% while the M1s and the M3s were close to 10% (12.9% and 10.0%, respectively).

8.9 Representation of material on assessments, exams, and quizzes?

There was a low total satisfaction rate of 74.4% when it came to this parameter. There were similar rates of satisfaction with how Thread Administrators decided to represent material on assessments: M1, 76.7%; M2, 71.8%; M3, 74.7%. The total dissatisfaction rate was 22.9%.

8.10 Organization of assessments, exams, and quizzes?

While the satisfaction rate was low for the material that composed an evaluation (8.9), there was a higher satisfaction rate (84.6%) for how these assessments were organized. The M3s and the M2s has similar satisfaction rates at 83.1% and 82.1%, respectively. The M1's satisfaction was higher at 88.3%. This difference could be potentially explained by the few assessments that were administered to the M1s at the time of the ISA's distribution or with how assessment organization has changed over the past two academic years.

8.11 Overall course quality?

The overall course quality of the pre-clinical curriculum was evaluated well at a satisfaction rate of 87.8%. Again, there is a noticeable increase in those responding either satisfied or very satisfied from M3 to M1: M3: 82.5%; M2: 88.5%; M1: 92.4%. This could be explained by the attention given to the improvement of the pre-clinical curriculum and the feedback obtained from



the students. Likewise, dissatisfaction was lowest amongst the M1s and highest amongst the M3s (M3, 11.4%; M2, 9.6%; M1, 6.4%).

8.12 Helpfulness of anatomy-based lectures on clinical understanding?

The UTCOMLS has strong, dedicated Anatomists that are present for the majority of the pre-clinical curriculum. The M3s and the M2s reported high satisfaction rates at 87.3% and 94.9%, respectively. Only 43.9% of M1s reported satisfaction. However, nearly half of the M1 respondents (92 students, representing 53.8% of the M1s) marked N/A. This may be due to the M1s not having completed threads where anatomy-based lectures were relevant yet at the time of the ISA's distribution. This explains the overall satisfaction rate of 74.6%.

8.13 Helpfulness in preparing for clerkships? // 8.14 Helpfulness of the ICE Program in preparing you for clerkships? // 8.15 Helpfulness in preparing you for USMLE Exams?

These three questions were answered by and available only to the Class of 2021 (M3s), the only cohort who has undergone the new Rocket Medicine curriculum to have started clerkships at the time of ISA distribution. For item 8.13, 84.3% of M3s reported that they were either satisfied or very satisfied with the helpfulness of the pre-clinical curriculum in preparing for clerkships. Nine percent were dissatisfied and 6.6% marked N/A. For item 8.14, respondents evaluated the helpfulness of the College of Medicine's pre-clinical career exploration program, ICE, on preparing them for clerkships. A lower rate of students were satisfied at 76.5%, 15.1% were dissatisfied, and 8.4% marked N/A. Finally, the satisfaction rate for item 8.15 on how helpful the Rocket Medicine curriculum was in preparing individuals for USMLE Exams was low at 67.5% with roughly thirty percent (27.1%) reporting dissatisfaction. While these percentages are variable, they only represent the experiences of those who began the new curriculum. There are several questions (notably 8.2 and 8.11) that demonstrate higher rates of satisfaction among the younger classes than the M3s, the first cohort of the Rocket Medicine Pre-Clinical Curriculum. As changes and improvements are made to the pre-clinical curriculum, it will be essential to examine changes in the student body's perception of these given parameters.

8.16 Adequacy of the ICE Program in career exploration?

This question was available only to M2s and the M3s as M1s had not started the program at the time of this survey's distribution. The M2s, at the time of survey distribution, have one semester's experience with the ICE Program. Overall, 76.1% of respondents were satisfied. While the M2 and M3 individual satisfaction rates were similar, the M3s reported slightly higher satisfaction (78.3%) than the M2s (73.7%). A greater percentage of M2s expressed dissatisfaction with this question (25%); however, more M3s marked N/A (8.4%) than the M2s (1.3%) with 13% of the M3s indicating they were dissatisfied.

8.17 Utility of the ICE Program to apply knowledge I acquired in the Foundational Sciences Curriculum?

While respondents were satisfied with this parameter (75.4%), nearly twenty percent (19.3%) of respondents indicated some level of dissatisfaction. The M2s and the M3s reported similarly in overall satisfaction at 74.4% and 76.4%, respectively. As in item 8.6, more M2s expressed dissatisfaction (23.7%) than the M3s (15.2%); however, more M3s marked N/A than the M2s, which could account for this dissimilarity.



Recommendations

Based on the data we have collected, the ISA Committee recommends the following to improve the Pre-Clinical Curriculum:

- **8.4 Academic workload/demands on student time?**
 - It is important to note that the rate of dissatisfaction decreases for those who underwent the new curriculum in each successive year (M1: 20.0%; M2: 10.3%; M3: 7.2%). However, the Class of 2023 reports a dissatisfaction rate of 20.0% for this question. While it could be attributed to the relative novelty of coming to medical school and adjusting to the demands thereof, we would recommend that the Department of Medical Education reinforce all of the tutorial help and time-management counseling (offered through the College of Medicine's Academic Enrichment Center) in the first several months of medical school to the M1 class.

- **8.17 Utility of the ICE Program to apply knowledge I acquired in the Foundational Sciences Curriculum?**
 - The dissatisfaction rate for this item nearly approached our threshold of 20% at 19.3%. The ICE Program was implemented with the new pre-clinical curriculum and serves as an experience for career exploration. Students are required to write reflective essays on their experiences and are also asked to evaluate their preceptors. The student evaluations of the preceptors should be weighed heavily. The ISA Committee recommends that the Department of Medical Education, who oversees the ICE Program, evaluates the weakness of the program and implement changes for the maximal benefit to the student. We recommend that the ICE Program should be more transparent and consistent with its implementation. If there is a shortage of preceptors, students could join Rounding Teams at UTMC in order to gain experience in different specialties. Likewise, the ICE Program should seek to recruit preceptors willing to challenge students to apply their growing foundation of medical knowledge.

Question Tables

8.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	170	97.1	0	0.0	18	10.6	152	89.4
M2	156	98.1	0	0.0	16	10.3	140	89.7
M3	166	98.2	12	7.2	14	8.4	140	84.3
Total	492	97.8	12	2.4	48	9.8	432	87.8

8.2 General course organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	170	97.1	1	0.6	33	19.4	136	80.0
M2	156	98.1	0	0.0	39	25.0	117	75.0
M3	166	98.1	10	6.0	34	20.5	122	73.5
Total	492	97.8	11	2.2	106	21.5	375	76.2

8.3 Quality of teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	169	96.6	1	0.6	39	23.1	129	76.3
M2	155	97.5	0	0.0	31	20.0	124	80.0
M3	165	97.6	10	6.1	22	13.3	129	78.2
Total	491	97.6	11	2.2	92	18.7	382	77.8

8.4 Academic workload/demands on student time?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	170	97.1	1	0.6	34	20.0	135	79.4
M2	155	97.5	1	0.6	16	10.3	139	89.7
M3	166	97.6	10	6.0	12	7.2	144	86.7
Total	492	97.8	12	2.4	62	12.6	418	85.0

8.5 Appropriateness of teaching methods?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	169	96.6	0	0.0	27	16.0	142	84.0
M2	156	98.1	0	0.0	18	11.5	138	88.5
M3	166	98.2	10	6.0	16	9.6	140	84.3
Total	491	97.6	10	2.0	61	12.4	420	85.5

8.6 Incorporation of clinically relevant material?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	171	97.7	0	0.0	9	5.2	162	94.7
M2	156	98.1	2	1.3	6	3.8	148	94.9
M3	166	98.2	10	6.0	16	9.6	140	84.3
Total	493	98.0	12	2.4	31	6.3	450	91.3

8.7 Feedback about your progress in learning the material?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	171	97.7	3	1.8	27	15.8	141	82.5
M2	156	98.1	4	2.6	23	14.7	129	82.7
M3	166	98.2	11	6.6	19	11.4	136	81.9
Total	493	98.0	18	3.7	69	14.0	406	82.4

8.8 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	171	97.7	0	0.0	22	12.9	149	87.1
M2	156	98.1	3	1.9	41	26.3	112	71.8
M3	165	97.6	10	6.0	16	10.0	139	84.2
Total	492	97.8	13	2.6	79	16.1	400	81.3

8.9 Representation of material on assessments, exams, and quizzes?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	171	97.7	0	0.0	40	23.4	131	76.6
M2	156	98.1	3	1.9	41	26.3	112	71.8
M3	166	98.2	10	6.0	32	19.3	124	74.7
Total	493	98.0	13	2.6	113	22.9	367	74.4

8.10 Organization of assessments, exams, and quizzes?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	171	97.7	0	0.0	20	11.7	151	88.3
M2	156	98.1	1	0.6	27	17.3	128	82.1
M3	166	98.2	10	6.0	18	10.8	138	83.1
Total	493	98.0	11	2.2	65	13.2	417	84.6

8.11 Overall course quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	171	97.7	2	1.2	11	6.4	158	92.4
M2	156	98.1	3	1.9	15	9.6	138	88.5
M3	166	98.2	10	6.0	19	11.4	137	82.5
Total	493	98.0	15	3.0	45	9.1	433	87.8

8.12 Helpfulness of anatomy-based lectures on clinical understanding?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	171	97.7	92	53.8	4	2.3	75	43.9
M2	156	98.1	4	2.6	4	2.6	148	94.9
M3	166	98.2	10	6.0	11	6.6	145	87.3
Total	493	98.0	106	21.5	19	3.9	368	74.6

8.13 Helpfulness in preparing for clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	11	6.6	15	9.0	140	84.3
Total	166	98.2	11	6.6	15	9.0	140	84.3

8.14 Helpfulness of the ICE Program in preparing you for clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	14	8.4	25	15.1	127	76.5
Total	166	98.2	14	8.4	25	15.1	127	76.5

8.15 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	166	98.2	9	5.4	45	27.1	112	67.5
Total	166	98.2	9	5.4	45	27.1	112	67.5

8.16 Adequacy of the ICE Program in career exploration?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M2	156	98.1	2	1.3	39	25.0	115	73.7
M3	166	98.2	14	8.4	22	13.3	130	78.3
Total	322	98.2	16	5.0	61	18.9	245	76.1

8.17 Utility of the ICE Program to apply the knowledge I acquired in the Foundational Sciences Curriculum?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M2	156	98.1	3	1.9	37	23.7	116	74.4
M3	165	97.6	14	8.5	25	15.2	126	76.4
Total	321	97.9	17	5.3	62	19.3	242	75.4





Legacy Curriculum | Pre-Clinical Curriculum

Class of 2020 (M4)

Summary Statements

The M4 class was prompted to answer these questions and give their assessment of the Blocks that composed the old (“Legacy”) pre-clinical curriculum. They are titled: Biochemistry, Anatomy, Neuroscience, Behavioral Science, Immunology and Infection, and Organ Systems. Students gave their input on these Blocks en masse, rather than one-by-one. Overall, the average rate of satisfaction is reported at 80.5%, with satisfaction rates ranging from 61.0% (9.14) to 89.7% (9.8, 9.10). Dissatisfaction rates range from 8.2% (9.8) to 37% (9.14). As previously mentioned, a new pre-clinical curriculum was implemented in the Fall of 2017. The Class of 2020 was the last class to undergo the “Legacy Curriculum.” While this section will summarize the M4s’ experience with the Legacy Curriculum, the majority of the discussion will address the differences between the new and old pre-clinical curriculums as consequence of the curriculum change. Areas that have seen decreases, increases, or no change are mentioned in the individual summary statements for each question item. However, the following areas need improvement: incorporation of clinically relevant material, feedback about your progress in learning the material, helpfulness of anatomy-based lectures on clinical understanding, and helpfulness in preparing for clerkships.

9.1 Clarity and appropriate use of objectives?

There was a high rate of satisfaction with use of objectives (87.0%) with less than ten percent (8.9%) expressing dissatisfaction. These rates were nearly identical to those reported by the Rocket Medicine cohort.

9.2 General course organization // 9.3 Quality of teaching? // 9.4 Academic workload/demands on student time?

For these three questions, roughly equal rates of satisfaction and dissatisfaction were reported, for 9.2, 9.3, and 9.4, respectively, 80.8%, 80.1%, and 83.6% reported satisfaction while roughly fifteen percent (17.1%, 17.8%, and 14.4%) for each cohort reported dissatisfaction with these questions. These satisfaction rates have decreased for the Rocket Medicine cohort (specifically for 9.2 and 9.3 at 76.2% and 77.8%, respectively); however, the satisfaction rate has increased slightly for 9.4 at 85%.

9.5 Appropriateness of teaching methods?

Satisfaction among the Class of 2020 is reported at 83.6% with 14.4% expressing dissatisfaction. Satisfaction rates were slightly higher for the Rocket Medicine cohort at 85.5%.

9.6 Incorporation of clinically relevant material?

Sixty-nine-point nine percent (69.9%) of respondents reported satisfaction with how clinically relevant information was incorporated into the Legacy Curriculum. This is largely unsatisfactory. In total, nearly thirty percent (28.8%) expressed some level of dissatisfaction. This is in major contrast to the Rocket Medicine cohort, where the overall rate of satisfaction was recorded at



91.3% and less than ten percent (6.3%) indicating dissatisfaction. A clear improvement has been made with the new Rocket Medicine curriculum for this parameter.

9.7 Feedback about your progress in learning the material?

A total of 74.0% of respondents were satisfied with the feedback received during their pre-clinical years. Dissatisfaction rate was 21.2%. There is also a clear improvement for the new, Rocket Medicine curriculum. A total of 82.4% were satisfied; the dissatisfaction rate was lower at 14.0%.

9.8 Fairness of exams and grading?

Eighty-nine-point seven percent (89.7%) of respondents were satisfied with the fairness of exams and grading during their pre-clinical years. Dissatisfaction rate was less than ten percent at 8.2%. Interestingly, the satisfaction rate decreased for the Rocket Medicine cohort to 81.3% and dissatisfaction was nearly doubled at 16.1%. This indicates an area that may need the Department of Medical Education's attention.

9.9 Representation of material on assessments, exams, and quizzes?

Satisfaction with the content placed on assessments for the Legacy Curriculum cohort was recorded at 82.2%. About 16% (15.8%) was dissatisfied. As in 9.8, the satisfaction rate decreased for the Rocket Medicine cohort to 74.4% with over twenty percent (22.9%) reporting some form of dissatisfaction. This indicates an area that may need the Department of Medical Education's attention.

9.10 Organization of assessments, exams, and quizzes?

Satisfaction with the organization of assessments, exams, and quizzes was reported highly at nearly ninety percent (89.7%). Like 9.8 and 9.9, the metric for this parameter decreased for the Rocket Medicine cohort to about eighty-five percent (84.6%). This indicates an area that may need the Department of Medical Education's attention.

9.11 Overall course quality?

Satisfaction with the course quality in the pre-clinical years for the Class of 2020 was reported at 84.2%. A slight increase was observed for the Rocket Medicine cohort to 87.8% total satisfaction with less than ten percent (9.1%) expressing dissatisfaction.

9.12 Helpfulness of anatomy-based lectures on clinical understanding?

Nearly eighty-five percent of respondents (84.9%) were satisfied with the anatomy-based content delivered in the pre-clinical Legacy Curriculum. When examining only the M2s and the M3s, who have had anatomy-based lectures, satisfaction rates were high at nearly ninety-one percent (90.9%). A clear improvement has been made with the new Rocket Medicine curriculum for this parameter.

9.13 Helpfulness in preparing for clerkships?

In total, 76.7% of respondents were satisfied with their preparation, 21.9% were dissatisfied, and 1.4% marked N/A. Higher satisfaction rates were reported from the M3 class who were a part of the new Rocket Medicine cohort (84.3%). Dissatisfaction was reported at 15.1% for the M3s, but 8.4% marked N/A. Here, a marked improvement in this parameter due to the Rocket Medicine curriculum can be noted.

9.14 Helpfulness in preparing you for USMLE exams?

The satisfaction rate for this item was very low at 61.0%. Nearly forty percent (37.0%) were either dissatisfied or very dissatisfied. There was only a slight improvement in this parameter



for the Class of 2021: 67.5% were satisfied. Dissatisfaction rate was 27.1% for the M3s and 37.0% for the M4s. Though a small improvement is noted, this remains to be an issue to be addressed by the Department of Medical Education.



Recommendations

Based on the data we have collected, the ISA Committee recommends the following to improve the Pre-Clinical Curriculum:

- **8.2/9.2** General course organization? // **8.3/9.3** Quality of teaching?
 - Satisfaction rates decreased from the old to the new curriculum for these two question items. As the new pre-clinical curriculum is in its infancy, decreases in these parameters can largely be attributed to the implementation of a completely new layout for classes, activities, and teaching. Though the dissatisfaction rates were above our benchmark for the M1 and the M2 classes (23.1% and 20.0%, respectively), both items were answered satisfactorily. We recommend that the Department of Medical Education take into consideration the students' input and experiences to improve their experiences as pre-clinical medical students.
- **8.8/9.8** Fairness of exams and grading?
 - A near doubling of the dissatisfaction rate occurred from the old (8.2%) to the new curriculum (16.1%). The definition of "fairness" when it comes to assessments is rather subjective but it may be attributed to an incongruent expectation between the student and a Professor or Lecturer on the amount or the difficulty of questions asked. We ask that the Department of Medical Education poll the student body for exact specifics on this discrepancy.
- **8.9/9.9** Representation of material on assessments, exams, and quizzes?
 - Respondents to this question answered above our 70% threshold for acceptable satisfaction (M1/M2/M3: 74.4%; M4: 82.2%). Yet, for the new curriculum, there was a decrease in satisfaction compared to the old curriculum and the dissatisfaction rate was above our threshold of 20% (22.9%). However, in the cohort that was subject to the new Rocket Medicine pre-clinical curriculum, there was a decrease in the satisfaction rate. The ISA Committee recommends that the Department of Medical Education encourage the Professors and Lecturers to write questions/assessments that reflect an appropriate depth of knowledge. Likewise, we recommend that each assessment is written in such a way that the material covering that assessment is evenly distributed across sub-topics.
- **8.10/9.10** Organization of assessments, exams, and quizzes?
 - Respondents to this question answered well within the acceptable satisfactory range (M1/M2/M3: 84.6%; M4: 89.7%). However, there was a decrease in satisfaction from the old to the new curriculum. Because there are now different methods of assessment, an exact explanation for this decrease is not evident. We would encourage the Department of Medical Education to review their methodology for assuring that their assessments are organized and coherent. We also recommend that a stricter vetting process for questions be put into place before they are placed on any assessment. There is no excuse for poor grammar, questions with the answers blatantly identified, or misspellings on questions, which has been a recurring issue.
- **8.14/9.14** Helpfulness in preparing you for USMLE exams?
 - While there was nearly a six percent increase in the satisfaction rate from the M4 class to the M3 class for this item, the rate of satisfaction is below our threshold for acceptable satisfaction. Integrating information that the USMLE Step 1 tests



into any curriculum while simultaneously incorporating highly relevant and practical information that is not on this exam is challenging. However, the UTCOM's addition of Thread-specific NBME Exams (Thread 1: Human Blueprint, Hematology & Oncology, Immunology, and Infectious Disease; Thread 2: Musculoskeletal, Neuroscience in Health and Disease, and Behavioral Medicine and Psychiatric Medicine; Thread 3: Cardiovascular, Pulmonary, and Renal; Thread 4: Gastrointestinal, Reproductive, and Endocrine) after each Thread is a positive addition that helps students prepare for the USMLE Step 1. It is imperative to monitor this parameter as the new pre-clinical curriculum evolves. While the functions of a medical school are certainly not limited to the performance of their students on the USMLE Exams, it is still important for this ISA Committee to bring the less than satisfactory result of this parameter to the Administration's attention.

Question Tables

9.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	6	4.1	13	8.9	127	87.0

9.2 General course organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	3	2.1	25	17.1	118	80.8

9.3 Quality of teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	3	2.1	26	17.8	117	80.1

9.4 Academic workload/demands on student time?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	3	2.1	21	14.4	122	83.6

9.5 Appropriateness of teaching methods?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	3	2.1	21	14.4	122	83.6

9.6 Incorporation of clinically relevant material?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	2	1.4	42	28.8	102	69.9

9.7 Feedback about your progress in learning the material?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	7	4.8	31	21.2	108	74.0

9.8 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	3	2.1	12	8.2	131	89.7

9.9 Representation of material on assessments, exams, and quizzes?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	3	2.0	23	15.8	120	82.2

9.10 Organization of assessments, exams, and quizzes?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	2	1.4	13	8.9	131	89.7

9.11 Overall course quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	2	1.4	21	14.4	123	84.2

9.12 Helpfulness of anatomy-based lectures on clinical understanding?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	4	2.7	18	12.3	124	84.9

9.13 Helpfulness in preparing for clerkships?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	2	1.4	32	21.9	112	76.7

9.14 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M4	146	96.7	3	2.1	54	37.0	89	61.0



Clinical Curriculum Evaluation



Recommendations for the Clinical Clerkship

There are several items that continually demonstrated a need for improvement across several of the clerkships. These points are summarized here. There are also individual recommendations in each of the respective clerkship's section.

Based on the data we have collected across all of the Clerkships, the ISA Committee recommends the following to improve the Clerkships, in general:

- **14.12 (Internal Medicine) // 15.12 (Surgery)** Fairness of exams and grading?
 - This Clerkship Faculty for Internal Medicine, Surgery, and the Department of Medical Education (through the Associate Dean for Clinical Undergraduate Medical Education), should meet with students to better understand what they believe is unfair about the grading/evaluation system in the various clerkships. It may be necessary to work with faculty and residents on how to properly evaluate students, so the evaluation process is more standardized.
 - One area we recommend that may need attention is Internal Medicine Clerkship. This clerkship is unique in that each individual set of the three, three-week blocks count each as one-third of the overall grade. While this may seem appropriate on paper, a lot of students do not work with the same faculty member for more than one day. Instead, we propose that the IM Clerkship evaluations are weighted by the amount of time spent with the faculty member, as every other clerkship does.

- **14.13 (Internal Medicine) // 15.13 (Surgery) // 16.13 (Family Medicine)** Helpfulness in preparing you for USMLE Exams?
 - It may be helpful for clerkship leadership to survey students to understand what students feel they need to be doing to prepare for USMLE exams. By doing so, the clerkship directors could make a concerted effort to incorporate USMLE content into the clerkship.
 - Certain clerkships during the third-year support students well for USMLE preparation by providing additional subject-specific questions banks that from which students benefit. For example, OBGYN provides the APGO online resource and mandates weekly sections and question sets. Neurology provides a Lesion Localization Educational and Assessment Tool from The University of Michigan in addition to a set of 100 questions from their governing body. Finally, Family Medicine provides students with access to questions through the American Academy of Family Physicians. However, Family Medicine reported a lower satisfaction rate in comparison to the other questions in this category. Students appreciate these preparatory materials in helping them to prepare for exams. Additional preparation for exams is provided in didactic modules during the week on site. Neurology and OBGYN are examples of well-received lectures. Perhaps Family Medicine should incorporate more board-preparatory didactic sessions than what it currently offered. Well received lectures have a mix of clinical application and USMLE exam prep. The ISA Committee recommends extending these resources (question banks and didactic sessions) to all of the Clerkships, following the OBGYN and Neurology models.



- **12.14 (Pediatrics) // 13.14 (Obstetrics and Gynecology) // 14.14 (Internal Medicine)**
Timeliness of grade reporting?
 - Students in the M3 class were very dissatisfied with timeliness. The clerkship may consider decreasing the amount of time after working with a student that faculty and residents are required to complete an evaluation, as waiting for evaluations is usually what delays the release of the final clerkship grade. Clerkship grades are distributed on a schedule in all clerkships as follows:
 - NBME scores are released by noon the Monday after the exam
 - To view grades on MedEd, our online clerkship requirement and grade tracker, it is stated that three criteria must be met: 1) The grade must be calculated by the coordinator. 2) Grades are visible 24 days past the effective end date of the course. 3) All evaluations assigned to the student must be completed or the evaluation date has passed.
 - Student expectations are congruent with these timelines, so adhering to this schedule by both reminding the coordinator of the timeline and encouraging faculty to turn in grades on time would increase student satisfaction. Since there was variation in satisfaction among the clerkship timeliness of grade-reporting, clerkship directors and coordinators may want to work together to better standardize the grading process. Student evaluations close one week after the effective end date of the course, so the burden of timeliness of grade reporting falls to the administration. Improving the timeliness of grade reporting may also help improve evaluations as it would force faculty and residents to fill out the evaluations closer to having worked with the student and may improve the accuracy.



Psychiatry

Summary Statement

Overall, students were generally very satisfied with the Psychiatry Clerkship. Satisfaction ranged from 76.7% to 97.1%. The quality of resident teaching received the lowest satisfaction with 73.8% and 78% by M3 and M4 students, respectively. There were some discrepancies between the responses of the third- and fourth-year students, especially those regarding clerkship organization (10.2) and the timeliness of grade reporting (10.14), with the third-year students reporting lower than the fourth years. Though there was a difference in satisfaction between the two classes, the third-year students still reported a high level of satisfaction on both of those questions. This discrepancy can likely be attributed to a change in the clerkship director, and the third-year students being under the direction of someone who was new to the position. Additionally, due to the time point at which the survey was conducted, the number of responses to the items for each class was 65 and 141 for third year and fourth year students, respectively. No M1 or M2 students completed these items as they had not participated in any clerkships at the time of the survey.

10.1 Clarity and appropriate use of objectives?

97.1% of students (M3: 98.5%, M4: 96.5%) were satisfied with the clarity and appropriateness of the course objectives. Only 1.5% of students were dissatisfied and 1.5% of students answered N/A.

10.2 General clerkship organization?

Overall, 92.2% of students (M3: 87.7%, M4: 94.3%) were satisfied with the clerkship's organization. 7.3% of students were dissatisfied and 0.5% of students answered N/A.

10.3 Quality of faculty teaching?

93.2% of students (M3: 92.3%, M4: 93.6%) were satisfied with the overall quality of teaching by faculty. 6.3% of students were dissatisfied and 0.5% of students answered N/A.

10.4 Quality of resident teaching?

Overall, 76.7% of students (M3: 73.8%, M4: 78.0%) were satisfied with resident teaching. 5.8% reported dissatisfaction and 17.4% of respondents answered N/A (M3: 15.4%, M4: 18.4%).

10.5 Academic and clinical workload/time to study?

95.1% of students (M3: 92.3%, M4: 96.4%) were satisfied with the balance between clinical workload and time to study. Only 3.9% of students were dissatisfied and 0.9% of students answered N/A.

10.6 Variety of patient experiences?

86.9% of students (M3: 81.5%, M4: 89.4%) were satisfied with the variety of patient experiences. 12.1% of students were dissatisfied and only 0.9% of students answered N/A.

10.7 Level of involvement in patient care?

90.7% of students (M3: 92.3%, M4: 90.0%) were satisfied with their level of involvement in patient care. 7.8% of students were dissatisfied and 1.5% of students answered N/A.



10.8 Faculty and resident supervision of patient care activities?

95.1% of students (M3: 95.4%, M4: 95.0%) were satisfied with faculty and resident supervision. Only 3.4% of students were dissatisfied and 1.5% of students answered N/A.

10.9 Emphasis and feedback on the development of clinical skills?

90.8% of students (M3: 90.8%, M4: 90.8%) were satisfied with the emphasis and feedback on development of clinical skills. 7.8% of students were dissatisfied and only 1.4% of students answered N/A.

10.10 Observation of clinical skills?

92.2% of students (M3: 92.3%, M4: 92.2%) were satisfied with the observation of their clinical skills. 5.3% of students were dissatisfied and 2.4% of students answered N/A.

10.11 Feedback about your performance during the clerkship?

91.3% of students (M3: 90.8%, M4: 91.5%) were satisfied with the feedback given on performance during the clerkship. 8.3% of students were dissatisfied and one student answered N/A.

10.12 Fairness of exams and grading?

90.8% of students (M3: 89.2%, M4: 91.5%) were satisfied with the fairness of exams and grading. 8.3% of students were dissatisfied and 1.0% of students answered N/A.

10.13 Helpfulness in preparing you for USMLE Exams?

Overall 90.3% of students (M3: 80.0%, M4: 95.0%) were satisfied with clerkships helpfulness in preparing them for the USMLE exam. 5.8% of students were dissatisfied and 3.8% of students answered N/A.

10.14 Timeliness of grade-reporting?

Overall 92.2% of students (M3: 87.7%, M4: 92.2%) were satisfied with the timeliness of grade reporting. 5.3% of students were dissatisfied and 2.4% of students answered N/A.

10.15 Overall clerkship quality?

92.7% of students (M3: 89.2%, M4: 94.3%) were satisfied with the overall quality of the clerkship. 6.7% of students were dissatisfied and only 0.4% of students answered N/A.



Recommendations

The ISA Committee recommends that the Psychiatry Clerkship continue its normal practices as they are satisfactory.

Question Tables

10.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	1	1.5	0	0	64	98.5
M4	141	93.4	2	1.4	3	2.1	136	96.5
Total	206	64.4	3	1.5	3	1.5	200	97.1

10.2 General clerkship organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	1	1.5	7	10.8	57	87.7
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	206	64.4	1	0.5	15	7.3	190	92.2

10.3 Quality of faculty teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	1	1.5	4	6.2	60	92.3
M4	141	93.4	0	0.0	9	6.4	132	93.6
Total	206	64.4	1	0.5	13	6.3	192	93.2

10.4 Quality of resident teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	10	15.4	7	10.7	48	73.8
M4	141	93.3	26	18.4	5	3.5	110	78.0
Total	206	64.4	36	17.4	12	5.8	158	76.7

10.5 Academic and clinical workload/time to study?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	3	4.6	60	92.3
M4	140	92.7	0	0.0	5	3.6	135	96.4
Total	205	64.1	2	0.9	8	3.9	195	95.1

10.6 Variety of patient experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	10	15.4	53	81.5
M4	141	93.4	0	0.0	15	10.6	126	89.4
Total	206	64.4	2	0.9	25	12.1	179	86.9

10.7 Level of involvement in patient care?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.0	3	4.6	60	92.3
M4	140	92.7	1	0.7	13	9.2	126	90.0
Total	205	64.1	3	1.5	16	7.8	186	90.7

10.8 Faculty and resident supervision of patient care activities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	1	1.5	2	3.1	62	95.4
M4	141	93.4	2	1.4	5	3.5	134	95.0
Total	206	64.4	3	1.5	7	3.4	196	95.1

10.9 Emphasis and feedback on the development of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	1	1.5	5	7.7	59	90.8
M4	141	93.4	2	1.4	11	7.8	128	90.8
Total	206	64.4	3	1.4	16	7.8	187	90.8

10.10 Observation of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	3	4.6	60	92.3
M4	141	93.4	3	2.1	8	5.7	130	92.2
Total	206	64.4	5	2.4	11	5.3	190	92.2

10.11 Feedback about your performance during the clerkship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	1	1.5	5	7.7	59	90.8
M4	141	93.4	0	0.0	12	8.5	129	91.5
Total	206	64.4	1	0.4	17	8.3	188	91.3

10.12 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	5	7.7	58	89.2
M4	141	93.4	0	0.0	12	8.5	129	91.5
Total	206	64.4	2	1.0	17	8.3	187	90.8

10.13 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	7	10.8	6	9.2	52	80.0
M4	141	93.4	1	0.7	6	4.3	134	95.0
Total	206	64.4	8	3.8	12	5.8	186	90.3

10.14 Timeliness of grade-reporting?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	4	6.2	4	6.2	57	87.7
M4	141	93.4	1	0.7	7	5.0	133	94.3
Total	206	64.4	5	2.4	11	5.3	190	92.2

10.15 Overall clerkship quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	1	1.5	6	9.2	58	89.2
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	206	6.4	1	0.4	14	6.7	191	92.7



Neurology

Summary Statements

Overall, students were very satisfied with the Neurology Clerkship. The ranges of satisfaction among the question items were from 91.0% to 97.5%. Similar to the Psychiatry Clerkship, there were some class discrepancies on the timeliness of grade reporting (11.14) as well as the feedback given during the clerkship (11.11). The number of responses to the items for each class were 59 and 141 for third year and fourth year students, respectively. No M1 or M2 students completed these items as they had not participated in any clerkships at the time of the survey.

11.1 Clarity and appropriate use of objectives?

96.0% of students (M3: 96.6%, M4: 95.7%) were satisfied with the clarity and appropriateness of the course objectives. 1.5% of students were dissatisfied and 2.5% of students answered N/A.

11.2 General clerkship organization?

95.5% of students (M3: 94.9%, M4: 95.7%) were satisfied with the clerkship's organization. 3.5% of students were dissatisfied and 1.0% of students answered N/A.

11.3 Quality of faculty teaching?

93.0% of students (M3: 94.9%, M4: 92.2%) were satisfied with the overall quality of teaching by faculty. 6.5% of students were dissatisfied and only 0.5% of students answered N/A.

11.4 Quality of resident teaching?

95.5% of students (M3: 96.6%, M4: 95.0%) were satisfied with resident teaching. 3.0% of students were dissatisfied and 1.5% of students answered N/A.

11.5 Academic and clinical workload/time to study?

91.0% of students (M3: 91.5%, M4: 90.8%) were satisfied with the balance between clinical workload and time to study. 8.5% of students were dissatisfied and only 0.5% of students answered N/A.

11.6 Variety of patient experiences?

96.5% of students (M3: 96.6%, M4: 96.5%) were satisfied with the variety of patient experiences. 3.0% of students were dissatisfied and 0.5% of students answered N/A.

11.7 Level of involvement in patient care?

97.5% of students (M3: 98.3%, M4: 97.2%) were satisfied with their level of involvement in patient care. 2.0% of students were dissatisfied and 0.5% of students answered N/A.

11.8 Faculty and resident supervision of patient care activities?

95.0% of students (M3: 94.9%, M4: 95.0%) were satisfied with faculty and resident supervision. 4.5% of students were dissatisfied and 0.5% of students answered N/A.

11.9 Emphasis and feedback on the development of clinical skills?

94.5% of students (M3: 94.9%, M4: 94.3%) were satisfied with the emphasis and feedback on development of clinical skills. 5.0% of students were dissatisfied and 0.5% of students answered N/A.



11.10 Observation of clinical skills?

91.0% of students (M3: 93.1%, M4: 90.1%) were satisfied with the observation of their clinical skills. 8.0% of students were dissatisfied and 1.0% of students answered N/A.

11.11 Feedback about your performance during the clerkship?

Overall, 93.0% of students (M3: 89.8%, M4: 94.3%) were satisfied with the feedback given on performance during the clerkship. 5.5% of students were dissatisfied and 1.5% of students answered N/A.

11.12 Fairness of exams and grading?

93.0% of students (M3: 93.2%, M4: 92.9%) were satisfied with the fairness of exams and grading. 6.0% of students were dissatisfied and only 1.0% of students answered N/A.

11.13 Helpfulness in preparing you for USMLE Exams?

93.5% of students (M3: 94.9%, M4: 92.9%) were satisfied with clerkship's helpfulness in preparing them for the USMLE exam. 5.5% of students were dissatisfied and 1.0% of students answered N/A.

11.14 Timeliness of grade-reporting?

Overall, 93.0% of students (M3: 89.8%, M4: 94.3%) were satisfied with the timeliness of grade reporting. 5.0% of students were dissatisfied and 2.0% of students answered N/A.

11.15 Overall clerkship quality?

96.0% of students (M3: 96.6%, M4: 95.7%) were satisfied with the overall quality of the clerkship. Only 3.5% of students were dissatisfied and 0.5% of students answered N/A.



Recommendations

The ISA Committee recommends that the Neurology Clerkship continue its normal practices as they are satisfactory.

Question Tables

11.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	1	1.7	57	96.6
M4	141	93.4	4	2.8	2	1.4	135	95.7
Total	200	62.5	5	2.5	3	1.5	192	96.0

11.2 General clerkship organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	2	3.4	56	94.9
M4	141	93.4	1	0.7	5	3.5	135	95.7
Total	200	62.5	2	1.0	7	3.5	191	95.5

11.3 Quality of faculty teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	2	3.4	56	94.9
M4	141	93.4	0	0.0	11	7.8	130	92.2
Total	200	62.5	1	0.5	13	6.5	186	93.0

11.4 Quality of resident teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	1	1.7	57	96.6
M4	141	93.4	2	1.4	5	3.5	134	95.0
Total	200	62.5	3	1.5	6	3.0	191	95.5

11.5 Academic and clinical workload/time to study?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	4	6.8	54	91.5
M4	141	93.4	0	0.0	13	9.2	128	90.8
Total	200	62.5	1	0.5	17	8.5	182	91.0

11.6 Variety of patient experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	1	1.7	57	96.6
M4	141	93.4	0	0.0	5	3.5	136	96.5
Total	200	62.5	1	0.5	6	3.0	193	96.5

11.7 Level of involvement in patient care?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	0	0.0	58	98.3
M4	141	93.4	0	0.0	4	2.8	137	97.2
Total	200	62.5	1	0.5	4	2.0	195	97.5

11.8 Faculty and resident supervision of patient care activities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	2	3.4	56	94.9
M4	141	93.4	0	0.0	7	5.0	134	95.0
Total	200	62.5	1	0.5	9	4.5	190	95.0

11.9 Emphasis and feedback on the development of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	2	3.4	56	94.9
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	200	62.5	1	0.5	10	5.0	189	94.5

11.10 Observation of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	58	34.3	1	1.7	3	5.2	54	93.1
M4	141	93.4	1	0.7	13	9.2	127	90.1
Total	199	62.2	2	1.0	16	8.0	181	91.0

11.11 Feedback about your performance during the clerkship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	3	5.1	3	5.1	53	89.8
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	199	62.2	3	1.5	11	5.5	186	93.0

11.12 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	2	3.4	2	3.4	55	93.2
M4	141	93.4	0	0.0	10	7.1	131	92.9
Total	200	62.5	2	1.0	12	6.0	186	93.0

11.13 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	2	3.4	1	1.7	56	94.9
M4	141	93.4	0	0.0	10	7.1	131	92.9
Total	200	62.5	2	1.0	11	5.5	187	93.5

11.14 Timeliness of grade-reporting?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	4	6.8	2	3.4	53	89.8
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	200	62.5	4	2.0	10	5.0	186	93.0

11.15 Overall clerkship quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	59	34.9	1	1.7	1	1.7	57	96.6
M4	140	92.7	0	0.0	6	4.3	134	95.7
Total	199	62.5	1	0.5	7	3.5	191	96.0



Pediatrics

Summary Statement

Overall, the students who have completed their Pediatrics Clerkship were very satisfied, reporting an overall satisfaction rate of 95%. Satisfaction ranged from 80.2%-96.5%. Students were most satisfied with the use of objectives (96.5%) and the quality of faculty teaching (95%). Students were least satisfied with quality of resident teaching (80.7%) and timeliness of grade reporting (80.2%). The M3 students were only a portion of the way through completing their core clerkship rotations, attributing to the low response rate (36.1%) to this question set, while 93.4% of the M4 students responded. The M1 and M2 students did not complete this section because they have not begun clerkships.

12.1 Clarity and appropriate use of objectives?

Overall, there was high satisfaction among students (M3: 93.4%, M4: 97.9%).

12.2 General Clerkship Organization?

Overall, students were satisfied with the organization of the pediatric clerkship (M3: 88.5%, M4: 88.7%).

12.3 Quality of faculty teaching?

Students were highly satisfied with the quality of faculty teaching during their pediatric clerkship (M3: 98.4%, M4: 93.6%).

12.4 Quality of resident teaching?

Overall, the students were satisfied with resident teaching. However, there were differences in evaluation between the M3 and the M4 classes, with 88.5% of the M3s reporting satisfaction compared to 77.3% of the M4 class. The rates of dissatisfaction between the classes were similar (M3: 3.3%, M4: 6.4%) with 16.3% of the M4 students reporting 'N/A'.

12.5 Academic and clinical workload/time to study?

Overall, students were highly satisfied with the workload (M3: 95.1%, M4: 95.0%).

12.6 Variety of patient experiences?

Overall, students were highly satisfied with the variety of patient experiences (M3: 93.4%, M4: 95.7%).

12.7 Level of involvement in patient care?

Overall, students were highly satisfied with the level of involvement they were able to have in patient care (M3: 96.7%, M4: 95.0%).

12.8 Faculty and resident supervision of patient care activities?

Overall, students were satisfied with supervision of patient care activities (M3: 96.7%, M4: 93.6%).

12.9 Emphasis and feedback on the development of clinical skills?

Overall, students were satisfied with feedback on the development of their clinical skills (M3: 93.4%, M4: 90.8%).



12.10 Observation of clinical skills?

Overall, students were satisfied with observation of clinical skills (M3: 93.4%, M4: 92.2%).

12.11 Feedback about your performance during the clerkship?

Overall, students were satisfied with feedback about their performance (M3: 91.8%, M4: 90.8%).

12.12 Fairness of exams and grading?

Overall, students were satisfied with exam and grading fairness (M3: 86.9%, M4: 89.4%). The slight variation came from 5% (4.9%) of M3 students who rated this as N/A. Rates for dissatisfaction were similar (M3: 8.2%, M4: 10.6%).

12.13 Helpfulness in preparing you for USMLE Exams?

There was a slight discrepancy in satisfaction with USMLE preparation (M3: 86.9%, M4: 94.3%). This discrepancy can be attributed to the six M3 students (9.8%) reporting N/A. When these six responses are removed, the satisfaction rate are highly satisfactory (M3: 96.3%, M4: 94.3%).

12.14 Timeliness of grade-reporting?

There was a discrepancy between M3s and M4s in satisfaction rates for grade reporting. Dissatisfaction among the M3s was reported at 36.1%. The satisfaction rate was 59% and 89.4% among M3s and M4s, respectively. The reason for the discrepancy is unclear, as both the Clerkship Director and Coordinator were the same for both classes.

12.15 Overall clerkship quality?

Despite the dissatisfaction in grade reporting and test preparation for the M3 class, both classes were very satisfied with the clerkship as a whole (M3: 95.1%, M4: 95.0%).



Recommendations

Aside from the “Timeliness of grade reporting” (mentioned above), the ISA Committee recommends that the Pediatrics Clerkship continue its normal practices as they are satisfactory.

Question Tables

12.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	3	4.9	57	93.4
M4	141	93.4	2	1.4	1	0.7	138	97.9
Total	202	63.1	3	1.5	4	2.0	195	96.5

12.2 General clerkship organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	0	0.0	7	11.5	54	88.5
M4	141	93.4	0	0.0	16	11.3	125	88.7
Total	202	63.1	0	0.0	23	11.4	179	88.6

12.3 Quality of faculty teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	0	0.0	1	1.6	60	98.4
M4	141	93.4	2	1.4	7	5.0	132	93.6
Total	202	63.1	2	1.0	8	4.0	192	95.0

12.4 Quality of resident teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	5	8.2	2	3.3	54	88.5
M4	141	93.4	23	16.3	9	6.4	109	77.3
Total	202	63.1	28	13.9	11	5.4	163	80.7

12.5 Academic and clinical workload/time to study?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	2	3.3	58	95.1
M4	141	93.4	0	0.0	7	5.0	134	95.0
Total	202	63.1	1	0.5	9	4.5	192	95.0

12.6 Variety of patient experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	3	4.9	57	93.4
M4	141	93.4	0	0.0	6	4.3	135	95.7
Total	202	63.1	1	0.5	9	4.5	192	95.0

12.7 Level of involvement in patient care?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	1	1.6	59	96.7
M4	141	93.4	0	0.0	7	5.0	134	95.0
Total	202	63.1	1	0.5	8	4.0	193	95.5

12.8 Faculty and resident supervision of patient care activities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	1	1.6	59	96.7
M4	141	93.4	1	0.7	8	5.7	132	93.6
Total	202	63.1	2	1.0	9	4.5	191	94.6

12.9 Emphasis and feedback on the development of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	3	4.9	57	93.4
M4	141	93.4	0	0.0	13	9.2	128	90.8
Total	202	63.1	1	0.5	16	7.9	185	91.6

12.10 Observation of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
*M3	61	36.1	1	1.6	3	4.9	57	93.4
M4	141	93.4	0	0.0	11	7.8	130	92.2
Total	202	63.1	1	0.5	14	6.9	187	92.6

12.11 Feedback about your performance during the clerkship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	3	4.9	2	3.3	56	91.8
M4	141	93.4	0	0.0	13	9.2	128	90.8
Total	202	63.1	3	1.5	15	7.4	184	91.1

12.12 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	3	4.9	5	8.2	53	86.9
M4	141	93.4	0	0.0	15	10.6	126	89.4
Total	202	63.1	3	1.5	20	9.9	179	88.6



12.13 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	6	9.8	2	3.3	53	86.9
M4	141	93.4	1	0.7	7	5.0	133	94.3
Total	202	63.1	7	3.5	9	4.5	186	92.1

12.14 Timeliness of grade-reporting?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	3	4.9	22	36.1	36	59.0
M4	141	93.4	1	0.7	14	9.9	126	89.4
Total	202	63.1	4	2.0	36	17.8	162	80.2

12.15 Overall clerkship quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	2	3.3	58	95.1
M4	141	93.4	0	0.0	7	5.0	134	95.0
Total	202	63.1	1	0.5	9	4.5	192	95.0



Obstetrics & Gynecology

Summary Statement

Overall, students were satisfied with their Obstetrics and Gynecology Clerkship with a 79.6% overall satisfaction rating. Satisfaction ranged from 67.7% to 90.1%. Students were most satisfied with the variety of patient experiences (90.1%) and helpfulness in preparing for USMLE exams (86.1%). The categories with the least satisfaction were quality of resident teaching (67.7%) and timeliness of grade reporting (75.7%). Because the M3 students were only a portion of the way through completing their core clerkship rotations only 36.1% of the class responded to this question set, while 93.4% of the M4 students responded. The M1 and M2 students did not complete this section because they have not begun clerkships.

13.1 Clarity and appropriate use of objectives?

Students reported general satisfaction with the objectives (M3: 83.6%, M4: 86.4%).

13.2 General clerkship organization?

Both classes were similarly satisfied (M3: 75.4%, M4: 76.6%), but there is room for improvement with similar dissatisfaction rates (M3: 24.6%, M4: 22.0%).

13.3 Quality of faculty teaching?

Overall, students were satisfied with faculty teaching (M3: 86.9%, M4: 81.6%). There was a slight increase in satisfaction in the M3 class suggesting integration of feedback from the previous year.

13.4 Quality of resident teaching?

Students were dissatisfied with resident teaching in both classes and reported very low satisfaction rates (M3: 65.6%, M4: 68.6%). Student representatives of the ISA Committee contribute this low satisfaction to the inability to find residents and a disinterest of residents to teach or communicate with them.

13.5 Academic and Clinical workload/time to study?

Students were generally satisfied with workload and study time but there was slightly less satisfaction among the M3 class (M3: 77.0%, M4: 83.0%).

13.6 Variety of patient experiences?

Overall, students were satisfied with the range of patients they saw (M3: 93.4%, M4: 88.7%).

13.7 Level of involvement in patient care?

Students were moderately satisfied with their involvement in patient care, with a slight improvement noted in the M3 class (M3: 82%, M4: 78.7%).

13.8 Faculty and resident supervision of patient care activities?

Overall students were moderately satisfied with supervision (M3: 82%, M4: 81.6%).

13.9 Emphasis and feedback on the development of clinical skills?

Students were satisfied with their feedback on development of clinical skills (M3: 78.7%, M4: 78.0%). An equal 19% in each class (M3: 19.7%, M4: 19.1%) were dissatisfied.



13.10 Observation of clinical skills?

Overall, students in both classes were generally satisfied with observation of clinical skills reporting similar rates of satisfaction (M3: 88.5%, M4: 85.1%).

13.11 Feedback about your performance during the clerkship?

Students were generally satisfied with their feedback, but the M3 class felt they could use more feedback: 75.4% of M3s reported being satisfied versus M4 students reporting 83.7% satisfaction.

13.12 Fairness of exams and grading?

There was a slight discrepancy in fairness of grading (M3: 78.7%, M4: 85.8%), but nearly 7% (6.6%) of M3's marked N/A.

13.13 Helpfulness in preparing for USMLE Exams?

Students were generally satisfied with exam preparation (M3: 83.6%, M4: 87.9%) and both classes were equally dissatisfied at around 10% (M3: 9.8%, M4: 9.2%).

13.14 Timeliness of grade-reporting?

Students in both classes reported low rates of satisfaction for grade reporting (M3: 75.4%, M4: 75.9%).

13.15 Overall Clerkship quality?

Students were satisfied with the overall clerkship quality (M3: 77.0%, 80.7%) but there were notable portions of the classes that were dissatisfied (M3: 21.3%, M4: 17.9%).



Recommendations

Based on the data we have collected, the ISA Committee recommends the following to improve the Obstetrics and Gynecology Clerkship:

- **13.2** General clerkship organization?
 - Clerkship Directors need to meet with students to find out which parts of the clerkship are most informative/useful. We recommend reducing the number of differing experiences and allow students to get comfortable over a more prolonged period so they may benefit from building a relationship with preceptors. Many of the issues with the clerkship may be ameliorated if a more substantial relationship could be built with a faculty member beyond a one-day experience. If faculty, attending, and resident alike are able to get to know students better, they will be better equipped to provide constructive feedback on students' skills.
 - The schedule presented to students is a large source of confusion and simplifying its presentation could increase satisfaction.
 - While full exposure to the field is useful for students specifically interested in OB/GYN, the majority of students would prefer continuity in order to adapt to the change in setting.

- **13.4** Quality of resident teaching?
 - As stated in 13.2, a longer duration of time with residents and attendings could increase investment in medical student learning. Students find that there is insufficient time to build a relationship with the resident or team before changing settings. Conversely, residents may benefit from formal training such as the *Resident as Teachers* program.

- **13.11** Feedback about your performance during the clerkship?
 - Students would like more individual feedback during this clerkship particularly on exam skills. As a more intimate set of exam skills, additional simulation labs may be helpful.
 - In certain experiences, such as an OB Emergency Room or Midwifery, students only spend a half day. This is not enough time for sufficient feedback. While this can be useful, the higher proportion of shorter experiences such as these reduce opportunity for greater feedback on performance.

Question Tables

13.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	2	3.3	8	13.1	51	83.6
M4	140	92.7	4	2.9	15	10.7	121	86.4
Total	201	62.8	6	3.0	23	11.4	172	85.6

13.2 General clerkship organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	0	0	15	24.6	46	75.4
M4	141	93.4	2	1.4	31	22.0	108	76.6
Total	202	63.1	2	1.0	46	22.8	154	76.2

13.3 Quality of faculty teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	7	11.5	53	86.9
M4	141	93.4	4	2.8	22	15.6	115	81.6
Total	202	63.1	5	2.5	29	14.4	168	83.2

13.4 Quality of resident teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	2	3.3	19	31.1	40	65.6
M4	140	92.7	6	4.3	38	27.1	96	68.6
Total	201	62.8	8	4.0	57	28.4	136	67.7

13.5 Academic and clinical workload/time to study?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	13	21.3	47	77.0
M4	141	93.4	3	2.1	21	14.9	117	83.0
Total	202	63.1	4	2.0	34	16.8	164	81.2

13.6 Variety of patient experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	3	4.9	57	93.4
M4	141	93.4	4	2.8	12	8.5	125	88.7
Total	202	63.1	5	2.5	15	7.4	182	90.1

13.7 Level of involvement in patient care?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	10	16.4	50	82.0
M4	141	93.4	4	2.8	26	18.4	111	78.7
Total	202	63.1	5	2.5	36	17.8	161	79.7

13.8 Faculty and resident supervision of patient care activities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	10	16.4	50	82.0
M4	141	93.4	5	3.5	21	14.9	115	81.6
Total	202	63.1	6	3.0	31	15.3	165	81.7

13.9 Emphasis and feedback on the development of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	12	19.7	48	78.7
M4	141	93.4	4	2.8	27	19.1	110	78.0
Total	202	63.1	5	2.5	39	19.3	158	78.2

13.10 Observation of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	6	9.8	54	88.5
M4	141	93.4	5	3.5	16	11.3	120	85.1
Total	202	63.1	6	3.0	22	10.9	174	86.1

13.11 Feedback about your performance during the clerkship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	4	6.6	11	18.0	46	75.4
M4	141	93.4	3	2.1	20	14.2	118	83.7
Total	202	63.1	7	3.5	31	15.3	164	81.2

13.12 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	4	6.6	9	14.8	48	78.7
M4	141	93.4	2	1.4	18	12.8	121	85.8
Total	202	63.1	6	3.0	27	13.4	169	83.7

13.13 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	4	6.6	6	9.8	51	83.6
M4	141	93.4	4	2.8	13	9.2	124	87.9
Total	202	63.1	8	4.0	19	9.4	175	86.6

13.14 Timeliness of grade-reporting?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36	7	11.5	8	13.1	46	75.4
M4	141	93.4	4	2.8	30	21.3	107	75.9
Total	202	63.1	11	5.4	38	18.8	153	75.7

13.15 Overall clerkship quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	61	36.1	1	1.6	13	21.3	47	77.0
M4	140	92.7	2	1.4	25	17.9	113	80.7
Total	201	62.8	3	1.5	38	18.9	160	79.6



Internal Medicine

Summary Statement

Overall, students who have completed the Internal Medicine Clerkship appeared satisfied with this clerkship, with satisfaction rates ranging from about 89% to 97%. Students appeared to be most satisfied with the organization of the clerkship and the level of involvement in patient care during the rotation (96.6% and 96.7%, respectively). The categories with the most dissatisfaction were academic and clinical workload/time to study and observation of clinical skills (8.7% and 9.2%, respectively). Students from the M3 class were more likely to respond N/A to most questions in this set. About 93% (93.4%) of M4 students who completed the survey responded to this set of questions. Only about 39% (38.5%) of the M3 class that completed the survey responded to questions about the Internal Medicine Clerkship since M3 students were just under halfway through their clerkships when this survey was sent out. No M1 or M2 students completed this portion of the survey as they had not started clerkships at the time of this survey.

14.1 Clarity and appropriate use of objectives?

Overall, about 96% (96.1%) of students were satisfied with the clarity and appropriate use of objectives for the Internal Medicine clerkship. There was little difference in satisfaction between classes (M3: 95.4%, M4: 96.5%). About 2% (1.9%) were dissatisfied and around another 2% (1.9%) responded N/A.

14.2 General clerkship organization?

Students were largely satisfied with general clerkship organization of this clerkship, with almost 97% (96.6%) being satisfied. This varied slightly between classes with the M3 class being slightly less satisfied (M3: 93.8%, M4: 97.9%). Around 2% (2.4%) were dissatisfied and 1% responded N/A. Those who responded N/A were only from the M3 class which may contribute to the discrepancy seen in satisfaction.

14.3 Quality of faculty teaching?

Around 93% (92.7%) were satisfied with the quality of faculty teaching on this rotation, with little difference in satisfaction among classes (M3: 93.8%, M4: 92.2%). Around 6% (6.3%) of students were dissatisfied with faculty teaching, with more dissatisfaction in the M4 class (M3: 3.1%, M4: 7.8%). Exactly 1% responded N/A to this item, again only from the M3 class.

14.4 Quality of resident teaching?

Approximately 94% (94.2%) of students were satisfied with resident teaching on this rotation, with a small difference between classes (M3: 92.3%, M4: 95.0%). About 3% (3.4%) were dissatisfied, which was about equal among classes. About 2% (2.4%) responded N/A to this item.

14.5 Academic and clinical workload/time to study?

About 90% (90.3%) of students were satisfied with the academic and clinical workload/time to study during this clerkship and this did not differ much between classes (M3: 89.2%, M4: 90.8%). Almost 9% (8.7%) of students were dissatisfied and 1% responded N/A. The N/A responses only came from the M3 students.



14.6 Variety of patient experiences?

Overall, just slightly less than 96% (95.6%) of students were satisfied with the variety of patient experiences during internal medicine, with M3 students slightly less satisfied than M4 students (M3: 93.8%, M4: 96.5%). About 3% (3.4%) were dissatisfied and 1% responded N/A. Again, those who responded N/A were only from the M3 class which may contribute to the discrepancy seen in satisfaction.

14.7 Level of involvement in patient care?

Almost 97% (96.7%) of students were satisfied with their level of involvement in patient care during this rotation, with M4 students being slightly more satisfied (M3: 95.4%, and M4: 97.2%). About 2% (2.4%) of students were dissatisfied and 1% of students, again only from the M3 class, responded N/A.

14.8 Faculty and resident supervision of patient care activities?

Overall, students were satisfied with the faculty and resident supervision of patient care activities during this clerkship with about 95% (95.1%) reporting satisfaction, this was largely equivalent among the classes (M3: 95.4%, M4: 95.0%). About 4% (3.9) were dissatisfied, largely from the M4 class (M3: 1.5%, M4: 5.0%). Again, a few M3 students responded N/A for a total of 1% of respondents choosing N/A.

14.9 Emphasis and feedback on the development of clinical skills?

About 93% (92.7%) of students were satisfied with the emphasis and feedback on the development of clinical skills during this clerkship. Satisfaction differed slightly between classes as the M3 class appeared less satisfied (M3: 89.2%, M4: 94.3%). The overall satisfaction rate was 6.3%, and the N/A response rate was 1%. Again, only a portion of M3 class responded N/A.

14.10 Observation of clinical skills?

Overall, around 89% (89.3%) of students were satisfied with the observation of clinical skills during their time on this rotation, with the M4 students being slightly more satisfied (M3: 87.7%, M4: 90.0%). Around 9% (9.2%) were dissatisfied with the observation of their clinical skills and 1.5% responded N/A.

14.11 Feedback about your performance during the clerkship?

Approximately 92% (92.2%) of students were satisfied with the feedback about their performance during their clerkship, with M3 students being less satisfied than M4 students (M3: 87.7%, M4: 94.3%). Those that were dissatisfied equaled around 7% (6.8%), with M3 students being more dissatisfied (M3: 9.2%, M4: 5.7%). Those who responded N/A to this item totaled 1% and consisted of M3 responses only.

14.12 Fairness of exams and grading?

Overall, 91% (91.3%) of students were satisfied with the fairness of exams and grading for this clerkship, with M4 students being slightly more satisfied (M3: 87.7%, M4: 92.9%). Around 7% (7.3%) of students were dissatisfied with similar percentages between the two classes (M3: 7.7%, M4: 7.1%). Those who responded N/A to this item totaled 1.5% and only came from the M3 class (M3: 4.6%).

14.13 Helpfulness in preparing you for USMLE Exams?

Around 90% (89.8%) of students were satisfied with this clerkship's helpfulness in preparing them for USMLE exams, with M4 students being more satisfied (M3: 83.1%, M4: 92.9%). This discrepancy may be because around 9% (9.2%) of M3 students responded N/A to this question,



likely because they have not completed their Step 2 exams at the time of this survey. The dissatisfaction rate was dissatisfied was around 7% (7.3%), with little difference between the classes (M3: 7.7%, M4: 7.1%). Overall, around 3% (2.9%) responded N/A.

14.14 Timeliness of grade-reporting?

Approximately 92% (91.7%) of students were satisfied with the timeliness of grade-reporting for this clerkship. Again, M4 students were more satisfied than M3 students (M3: 85.9%, M4: 94.3%) which may be again due to the higher N/A response rate of the M3 class (7.8%). This higher N/A response rate could have been due to some M3 students not having received their clerkship grades when this survey was taken. Around 6% (5.9%) were dissatisfied with the grade-reporting timeliness, with little difference between the classes (M3: 6.3%, M4: 5.7%). Total N/A response rate was around 2% (2.4%).

14.15 Overall clerkship quality?

The overall satisfaction with this clerkship's quality was around 96% (95.6%), with similar satisfaction rates between the two classes (M3: 95.4%, M4: 95.7%). Around 3% (3.4%) were dissatisfied with the overall quality of this rotation, with M4 students being slightly more dissatisfied (M3: 1.5%, M4: 4.3%). The N/A response rate was 1%, and only came from the M3 students.



Recommendations

Based on the data we have collected, the ISA Committee recommends the following to improve the Internal Medicine Clerkship:

- **14.5** Academic and clinical workload/time to study?
 - This clerkship's leadership should follow up with students to better understand why students experience difficulty balancing their academic and clinical obligations. The clerkship directors can then adapt the clerkship organization to effectively address the students' concerns and advise students on how to balance these activities.

- **14.9** Emphasis and feedback on the development of clinical skills // **14.10** Observation of clinical skills? // **14.11** Feedback about your performance during the clerkship?
 - This clerkship should work with students, residents, and faculty alike to create a more formalized structure of incorporating meaningful observation and feedback on clinical skills during the clerkship. This should extend beyond the standardized patient experiences that occur during OSCEs and happen throughout the clerkship. The feedback process should not be limited to just checking boxes of requirements.

Question Tables

14.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	1	1.5	62	95.4
M4	141	93.4	2	1.4	3	2.1	136	96.5
Total	206	64.4	4	1.9	4	1.9	198	96.1

14.2 General clerkship organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	2	3.1	61	93.8
M4	141	93.4	0	0.0	3	2.1	138	97.9
Total	206	64.4	2	1.0	5	2.4	199	96.6

14.3 Quality of faculty teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	2	3.1	61	93.8
M4	141	93.4	0	0.0	11	7.8	130	92.2
Total	206	64.4	2	1.0	13	6.3	191	92.7

14.4 Quality of resident teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	3	4.6	2	3.1	60	92.3
M4	141	93.4	2	1.4	5	3.5	134	95.0
Total	206	64.4	5	2.4	7	3.4	194	94.2

14.5 Academic and clinical workload/time to study?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	5	7.7	58	89.2
M4	141	93.4	0	0.0	13	9.2	128	90.8
Total	206	64.4	2	1.0	18	8.7	186	90.3

14.6 Variety of patient experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	2	3.1	61	93.8
M4	141	93.4	0	0.0	5	3.5	136	96.5
Total	206	64.4	2	1.0	7	3.4	197	95.6

14.7 Level of involvement in patient care?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	1	1.5	62	95.4
M4	141	93.4	0	0.0	4	2.8	137	97.2
Total	206	64.4	2	1.0	5	2.4	199	96.7

14.8 Faculty and resident supervision of patient care activities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	1	1.5	62	95.4
M4	141	93.4	0	0.0	7	5.0	134	95.0
Total	206	64.4	2	1.0	8	3.9	196	95.1

14.9 Emphasis and feedback on the development of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	5	7.7	58	89.2
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	206	64.4	2	1.0	13	6.3	191	92.7

14.10 Observation of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	6	9.2	57	87.7
M4	141	93.4	1	0.8	13	9.2	127	90.0
Total	206	64.4	3	1.5	19	9.2	184	89.3

14.11 Feedback about your performance during the clerkship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	6	9.2	57	87.7
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	206	64.4	2	1.0	14	6.8	190	92.2

14.12 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	3	4.6	5	7.7	57	87.7
M4	141	93.4	0	0.0	10	7.1	131	92.9
Total	206	64.4	3	1.5	15	7.3	188	91.3



14.13 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	6	9.2	5	7.7	54	83.1
M4	141	93.4	0	0.0	10	7.1	131	92.9
Total	206	64.4	6	2.9	15	7.3	185	89.8

14.14 Timeliness of grade-reporting?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	64	37.9	5	7.8	4	6.3	55	85.9
M4	141	93.4	0	0.0	8	5.7	133	94.3
Total	205	64.1	5	2.4	12	5.9	188	91.7

14.15 Overall clerkship quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	65	38.5	2	3.1	1	1.5	62	95.4
M4	140	92.7	0	0.0	6	4.3	134	95.7
Total	205	64.1	2	1.0	7	3.4	196	95.6



Surgery

Summary Statement

Overall, students who have completed the Surgery Clerkship appeared satisfied with the clerkship. There appeared to be more variability, however, in satisfaction between items than some of other the clerkships with satisfaction rates ranging from around 78% to 97%. Students were most satisfied with the organization of the clerkship and the variety of patient experiences during the rotation (95.7% and 96.7%, respectively). Dissatisfaction with academic and clinical workload/time to study was high at 22.5%. Of note, there were also dissatisfaction rates of 10% or greater in a majority of the categories (10/15 questions) which included: quality of faculty teaching, quality of resident teaching, academic and clinical workload/time to study, level of involvement in patient care, faculty and resident supervision of patient care activities, emphasis and feedback on the development of clinical skills, observation of clinical skills, feedback about performance during the clerkship, fairness of grading, and helpfulness in preparing for USMLE exams. More M3 students responded N/A to items in this set than the M4 students. About 93% (93.4%) of M4 students who completed the survey responded to this set of questions. Only about 40% (40.2%) of the M3 class that completed the survey responded to questions likely because M3 students were just under halfway through their clerkships when this survey was sent out. No M1 or M2 students completed this portion of the survey as they had not started clerkships at the time of this survey.

15.1 Clarity and appropriate use of objectives?

Approximately 95% (95.2%) of students were satisfied with the clarity and appropriate use of objectives for the surgery clerkship, with little difference in satisfaction between the classes (M3: 94.1%, M4: 95.7%). Almost 4% (3.8%) of students were dissatisfied, with M3 students being more dissatisfied (M3: 5.9%, M4: 2.8%). Those that responded N/A to this item totaled 1%.

15.2 General clerkship organization?

Almost 96% (95.7%) of students were satisfied with the general organization of the surgery clerkship, with M3 students being slightly less satisfied (M3: 94.1%, M4: 96.5%). Overall, about 4% (4.3%) of students were dissatisfied. M3 students were more dissatisfied (M3: 5.9%, M4: 3.5%). No one responded N/A to this item.

15.3 Quality of faculty teaching?

Overall, 89% of students were satisfied with the quality of faculty teaching on this rotation, with M4 students being less satisfied than M3 (M3: 94.1%, M4: 86.5%). In total, 11% of students were dissatisfied with quality of faculty teaching. The M4s were more dissatisfied than the M3s (M3: 5.9%, M4: 13.5%). No one responded N/A to this item.

15.4 Quality of resident teaching?

In total, 87% of students were satisfied with the quality of resident teaching on this clerkship, with similar satisfaction among the classes (M3: 86.8%, M4: 87.1%). Just over 11% (11.5%) were dissatisfied, with a small difference among the classes (M3: 10.3%, M4: 12.1%), and about 1% (1.4%) of people responded N/A.

15.5 Academic and clinical workload/time to study?

Only about 78% (77.5%) of students were satisfied with the academic and clinical workload/time to study during this clerkship, with the M4 class marginally less satisfied (M3: 79.4%, M4:



76.6%). Almost 23% (22.5%) of students were dissatisfied, with the M4 class slightly more dissatisfied (M3: 20.6%, M4: 23.4%). No one responded N/A to this item.

15.6 Variety of patient experiences?

Overall, about 97% (96.7%) of students were satisfied with the variety of patient experiences on this rotation, with little difference among the classes (M3: 97.1%, M4: 96.5%). About 3% (3.3%) of students were dissatisfied and no one responded N/A.

15.7 Level of involvement in patient care?

Approximately 87% (87.1%) of students were satisfied with the level of involvement in patient care they experienced on their surgery rotation, with similar results among the two classes (M3: 88.2%, M4: 86.5%). Almost 13% (12.9%) of students were dissatisfied (M3: 11.8%, M4: 13.5%) and no one responded N/A.

15.8 Faculty and resident supervision of patient care activities?

Almost 90% (89.5%) of students were satisfied with the faculty and resident supervision of patient care activities during this clerkship, with M3 students being slightly more satisfied (M3: 92.6%, M4: 87.9%). The overall dissatisfaction rate was 10% with M4 students being more dissatisfied (M3: 7.4%, M4: 11.3%). Less than 1% (0.5%) responded N/A to this item.

15.9 Emphasis and feedback on the development of clinical skills?

About 89% (88.9%) of students were satisfied with the emphasis and feedback on the development of clinical skills they experience on this rotation, with M3s being over 11% more satisfied than M4 students (M3: 99.7%, M4: 88.6%). Over 10% (10.6%) of students were dissatisfied and less than 1% (0.5%) responded N/A.

15.10 Observation of clinical skills?

Around 88% (87.6%) of students were satisfied with the observation of their clinical skills during this clerkship with M4 students slightly more satisfied than M3 students (M3: 83.8%, M4: 89.4%). Just over 11% (11.5%) were dissatisfied, with M3 students being more dissatisfied (M3: 16.2%, M4: 9.2%). Those who responded N/A to this item totaled 1%.

15.11 Feedback about your performance during the clerkship?

Overall, 88% of students were satisfied with the feedback about their performance during the clerkship, with similar results among the classes (M3: 88.2%, M4: 87.9%). Over 11% (11.5%) of students were dissatisfied with feedback on their performance. Less than 1% (0.5%) responded N/A to this item.

15.12 Fairness of exams and grading?

In general, students were satisfied with the fairness of exams and grading during this clerkship, with the overall total being 89%. The M3 students were more satisfied than M4 students (M3: 92.6%, M4: 87.2%). The overall dissatisfaction rate was 10%, with M4 students being more dissatisfied (M3: 7.4%, M4: 11.3%). A total of 1% responded N/A to this question.

15.13 Helpfulness in preparing you for USMLE Exams?

Approximately 84% (83.7%) of students were satisfied with this clerkship's helpfulness in preparing them for USMLE exams, with more M4 students being satisfied (M3: 76.5%, M4: 87.2%). The overall dissatisfaction rate was around 12% (12.4%) with small differences between the classes (M3: 13.2%, M4: 12.1%). The overall N/A response rate was 3.8%, with more M3 students responding N/A likely because they are not at the point in their training where they have taken Step 2 CS and CK (M3: 10.3%, M4: 0.7%). This increase in N/A response in



the M3 class may also account for the larger difference in satisfaction seen between the classes.

15.14 Timeliness of grade-reporting?

Almost 94% (93.8%) of students were satisfied with the timeliness of grade-reporting for this clerkship. The M4 students were more satisfied than the M3 students (M3: 91.2%, M4: 95.0%). This may be partially explained by the higher rate of N/A response by the M3 students (M3: 5.9%, M4: 0.7%), which may have been due to not all students who completed this clerkship having received their grades at the time of the survey. The dissatisfaction was about 4% (3.8%), with a marginal difference between the classes (M3: 2.9%, M4: 4.3%). The overall N/A response rate was 2.4%.

15.15 Overall clerkship quality?

The satisfaction rate for the overall quality of the surgery clerkship was about 93% (92.8%), with the M3 class with a slightly higher satisfaction rate (M3: 95.6%, M4: 91.5%). The dissatisfaction rate was around 7% (7.2%) and was higher among the M4 class (M3: 4.4%, M4: 8.5%). No one responded N/A to this item.



Recommendations

Based on the data we have collected, the ISA Committee recommends the following to improve the Surgery Clerkship:

- **15.3** Quality of faculty teaching? // **15.4** Quality of resident teaching?
 - This clerkship could be improved by working on faculty and resident teaching during the clerkship. This could be accomplished by having a seminar for faculty and residents to go over teaching topics, exam skills, etc. that students should be learning on this rotation and how to incorporate that teaching into the workdays. Trying to standardize these expectations and teaching of faculty and residents on how/what to teach may be helpful as this is a rotation in which students are usually spread out among many different faculty and residents during the rotation. The surgery department could also invest in incorporating the *Residents as Teachers* program into their curricula for residents. There should also be emphasis on teaching faculty. Since the ProMedica merger, many students work with surgeons that are not used to teaching students.

- **15.5** Academic and clinical workload/time to study?
 - Those in leadership over this clerkship should follow up with students to better understand why students do not feel there is good workload between academic and clinical time/time to study. By better understanding the concerns, the clerkship can then possibly change the structure of certain parts of the clerkship or work more to teach students how to better balance these activities during the clerkship. They should also talk to students assigned to different surgical services to see if certain services require more hours than others. Since a large percentage of students were dissatisfied, this clerkship may even consider standardizing hours per day and number of weekend shifts for students regardless of surgical service.

- **15.7** Level of involvement in patient care?
 - This clerkship could improve incorporating medical students into patient care. This may also be achieved by the stated recommendation above (item 15.3) about incorporating the *Residents as Teachers* program into the resident curriculum as this may help residents learn how to teach and incorporate students better during their daily work. There may also be room to work with faculty and residents to understand how, and get comfortable with, students being more active in patient rounding, preoperative experiences (such as learning informed consent), and in the OR.

- **15.8** Faculty and resident supervision of patient care? // **15.9** Emphasis and feedback on the development of clinical skills? // **15.10** Observation of clinical skills? // **15.11** Feedback about your performance during the clerkship?
 - This clerkship faculty should work with students, residents, and faculty alike to create a more formalized structure to better emphasize meaningful observation and feedback on clinical skills during the clerkship that does not end in students, residents, and faculty just checking boxes of requirements. Improving supervision and feedback of patient care, especially in the beginning, may also help students feel more confident to get more involved in patient care (15.7).

Question Tables

15.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	4	5.9	64	94.1
M4	141	93.4	2	1.4	4	2.8	135	95.7
Total	209	65.3	2	1.0	8	3.8	199	95.2

15.2 General clerkship organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	4	5.9	64	94.1
M4	141	93.4	0	0.0	5	3.5	136	96.5
Total	209	65.3	0	0.0	9	4.3	200	95.7

15.3 Quality of faculty teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	4	5.9	64	94.1
M4	141	93.4	0	0.0	19	13.5	122	86.5
Total	209	65.3	0	0.0	23	11.0	186	89.0

15.4 Quality of resident teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	2	2.9	7	10.3	59	86.8
M4	140	92.7	1	0.7	17	12.1	122	87.1
Total	208	65.0	3	1.4	24	11.5	181	87.0

15.5 Academic and clinical workload/time to study?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	14	20.6	54	79.4
M4	141	93.4	0	0.0	33	23.4	108	76.6
Total	209	65.3	0	0.0	47	22.5	162	77.5

15.6 Variety of patient experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	2	2.9	66	97.1
M4	141	93.4	0	0.0	5	3.5	136	96.5
Total	209	65.3	0	0.0	7	3.3	202	96.7

15.7 Level of involvement in patient care?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	8	11.8	60	88.2
M4	141	93.4	0	0.0	19	13.5	122	86.5
Total	209	65.3	0	0.0	27	12.9	182	87.1

15.8 Faculty and resident supervision of patient care activities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	5	7.4	63	92.6
M4	141	93.4	1	0.7	16	11.3	124	87.9
Total	209	65.3	1	0.5	21	10.0	187	89.5

15.9 Emphasis and feedback on the development of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	7	10.3	61	99.7
M4	140	92.7	1	0.7	15	10.7	124	88.6
Total	208	65.0	1	0.5	22	10.6	185	88.9

15.10 Observation of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	11	16.2	57	83.8
M4	141	93.4	2	1.4	13	9.2	126	89.4
Total	209	65.3	2	1.0	24	11.5	183	87.6

15.11 Feedback about your performance during the clerkship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	8	11.8	60	88.2
M4	141	93.4	1	0.7	16	11.3	124	87.9
Total	209	65.3	1	0.5	24	11.5	184	88.0

15.12 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	5	7.4	63	92.6
M4	141	93.4	2	1.4	16	11.3	123	87.2
Total	209	65.3	2	1.0	21	10.0	186	89.0



15.13 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	7	10.3	9	13.2	52	76.5
M4	141	93.4	1	0.7	17	12.1	123	87.2
Total	209	65.3	8	3.8	26	12.4	175	83.7

15.14 Timeliness of grade-reporting?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	4	5.9	2	2.9	62	91.2
M4	141	93.4	1	0.7	6	4.3	134	95.0
Total	209	65.3	5	2.4	8	3.8	196	93.8

15.15 Overall clerkship quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	68	40.2	0	0.0	3	4.4	65	95.6
M4	141	93.4	0	0.0	12	8.5	129	91.5
Total	209	65.3	0	0.0	15	7.2	194	92.8



Family Medicine

Summary Statement

Overall, those students who have undergone the Family Medicine Clerkship are satisfied with their experience, with an average satisfaction rate of 87.5%; the dissatisfaction rate average is reported at 8.9%. Satisfaction ranges from 54.7% to 95.8%. It appears that students are least satisfied with the quality of the resident teaching, fairness of exams and grading, and the general helpfulness in preparing for USMLE Exams. While quality of resident teaching was reported at the lowest satisfaction rate (54.7%), this is largely due to the fact that students primarily work with Attendings on this clerkship in an outpatient setting in lieu of residents. While these may be issues that the leadership of the Family Medicine clerkship needs to address, there is very high satisfaction with the organization of the clerkship, the variety of patient experiences, and the extent to which the students are involved in patients care.

16.1 Clarity and appropriate use of objectives?

There was a 91.5% overall satisfaction with the clarity and appropriate use of objectives for the family medicine clerkship. The difference in satisfaction between classes was more than 10%, with M4 students being less satisfied (M3: 98.6%, M4: 88.2%). The overall dissatisfaction rate was 7%, with M4 students being more dissatisfied than M3 students (M3: 1.4%, M4: 9.7%). About 1% (1.4%) of students answered N/A to this item.

16.2 General clerkship organization?

Overall, about 94% (93.9%) of students were satisfied with the general organization of the family medicine clerkship. Again, the satisfaction was higher for the M3 class than the M4 class (M3: 97.1%, M4: 92.4%). Overall, about 6% were dissatisfied, with more in the M4 class being dissatisfied (M3: 2.9%, M4: 7.6%). No one responded N/A to this item.

16.3 Quality of faculty teaching?

Overall, 91% of students were satisfied with the quality of faculty teaching during this clerkship. The M4 class was less satisfied (M3: 94.2%, M4: 89.5%). The dissatisfaction rate was 7.5%, with M4 students being more dissatisfied (M3: 5.8%, M4: 8.4%). About 1% (1.4%) of students responded N/A to this item.

16.4 Quality of resident teaching?

About 55% of students (54.7%) were satisfied with the quality of resident teaching during this rotation, with M3 students being more satisfied (M3: 68.1%, M4: 48.3%). However, almost 41% (40.5%) of students responded N/A to this item likely because many students did not interact with residents on this rotation as family medicine is mostly in the outpatient setting. About 5% (4.7%) of students were dissatisfied with the quality of resident teaching on this rotation, with M4 students more dissatisfied (M3: 1.4%, M4: 6.3%).

16.5 Academic and clinical workload/time to study?

Overall, 88.7% of students (M3: 94.2%, M4: 86.0%) were satisfied with the balance between clinical workload and time to study. 10.8% of students were dissatisfied and 0.5% of students answered N/A.



16.6 Variety of patient experiences?

93.9% of students (M3: 95.7%, M4: 93.0%) were satisfied with the variety of patient experiences. 6.1% of students were dissatisfied and 0.0% of students answered N/A.

16.7 Level of involvement in patient care?

95.8% of students (M3: 97.1%, M4: 95.1%) were satisfied with their level of involvement in patient care. Only 4.2% of students were dissatisfied and no students answered N/A.

16.8 Faculty and resident supervision of patient care activities?

95.8% of students (M3: 97.1%, M4: 95.1%) were satisfied with faculty and resident supervision. Only 3.8% of students were dissatisfied and 0.5% of students answered N/A.

16.9 Emphasis and feedback on the development of clinical skills?

The total satisfaction rate for this item was 88.7% (M3: 87.1%, M4: 89.5%).

16.10 Observation of clinical skills?

The overall satisfaction rate for this item was 89.2% (M3: 94.3%, M4: 86.7%).

16.11 Feedback about your performance during the clerkship?

The overall satisfaction rate for this item was 87.3% (M3: 88.6%, M4: 86.6%).

16.12 Fairness of exams and grading?

The overall satisfaction rate for this item was 81.7% (M3: 85.7%, M4: 79.7%).

16.13 Helpfulness in preparing for USMLE Exams?

The overall satisfaction rate for this item was 80.2% (M3: 82.9%, M4: 78.9%).

16.14 Timeliness of grade-reporting?

The overall satisfaction rate for this item was 89.2% (M3: 85.7%, M4: 90.9%).

16.15 Overall clerkship quality?

The overall satisfaction rate for this item was 91.0% (M3: 92.9%, M4: 90.1%).



Recommendations

While there are areas that can be improved in the Family Medicine Clerkship, such as grading and fairness of assessments, The ISA Committee recommends that the Family Medicine Clerkship continue its normal practices as they are satisfactory.

Question Tables

16.1 Clarity and appropriate use of objectives?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	69	40.8	0	0.0	1	1.4	68	98.6
M4	144	95.4	3	2.1	14	9.7	127	88.2
Total	213	66.6	3	1.4	15	7.0	195	91.5

16.2 General clerkship organization?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	69	40.8	0	0.0	2	2.9	67	97.1
M4	144	95.4	0	0.0	11	7.6	133	92.4
Total	213	66.6	0	0.0	13	6.1	200	93.9

16.3 Quality of faculty teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	69	40.8	0	0.0	4	5.8	65	94.2
M4	143	94.7	3	2.1	12	8.4	128	89.5
Total	212	66.3	3	1.4	16	7.5	193	91.0

16.4 Quality of resident teaching?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	69	40.8	21	30.4	1	1.4	47	68.1
M4	143	94.7	65	45.5	9	6.3	69	48.3
Total	212	66.3	86	40.5	10	4.7	116	54.7

16.5 Academic and clinical workload/time to study?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	69	40.8	0	0.0	4	5.8	65	94.2
M4	143	94.7	1	0.7	19	13.3	123	86.0
Total	212	66.3	1	0.5	23	10.8	188	88.7

16.6 Variety of patient experiences?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	0	0.0	3	4.3	67	95.7
M4	142	94.0	0	0.0	10	7.0	132	93.0
Total	212	66.3	0	0.0	13	6.1	199	93.9

16.7 Level of involvement in patient care?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	0	0.0	2	2.9	68	97.1
M4	143	94.7	0	0.0	7	4.9	136	95.1
Total	213	66.6	0	0.0	9	4.2	204	95.8

16.8 Faculty and resident supervision of patient care activities?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	0	0.0	2	2.9	68	97.1
M4	142	94.0	1	0.7	6	4.2	135	95.1
Total	212	66.3	1	0.5	8	3.8	203	95.8

16.9 Emphasis and feedback on the development of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	0	0.0	9	12.9	61	87.1
M4	143	94.7	0	0.0	15	10.5	128	89.5
Total	213	66.6	0	0.0	24	11.3	189	88.7

16.10 Observation of clinical skills?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	0	0.0	4	5.7	66	94.3
M4	143	94.7	1	0.7	18	12.6	124	86.7
Total	213	66.6	1	0.5	22	10.3	190	89.2

16.11 Feedback about your performance during the clerkship?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	0	0.0	8	11.4	62	88.6
M4	142	94.0	0	0.0	19	13.4	123	86.6
Total	212	66.3	0	0.0	27	12.7	185	87.3

16.12 Fairness of exams and grading?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	2	2.9	8	11.4	60	85.7
M4	143	94.7	0	0.0	29	20.3	114	79.7
Total	213	66.6	2	0.9	37	17.4	174	81.7

16.13 Helpfulness in preparing you for USMLE Exams?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	6	8.6	6	8.6	58	82.9
M4	142	94.0	3	2.1	27	19.0	112	78.9
Total	212	66.3	9	4.2	33	15.6	170	80.2

16.14 Timeliness of grade-reporting?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	6	8.6	4	5.7	60	85.7
M4	143	94.7	1	0.7	12	8.4	130	90.9
Total	213	66.6	7	3.3	16	7.5	190	89.2

16.15 Overall clerkship quality?

Medical School Class	Number of Total Responses/ Response rate to this item		Number and % of N/A Responses		Number and % of combined Dissatisfied / Very Dissatisfied Responses		Number and % of combined Satisfied / Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M3	70	41.4	0	0.0	5	7.1	65	92.9
M4	142	94.0	0	0.0	14	9.9	128	90.1
Total	212	66.3	0	0.0	19	9.0	193	91.0



Limitations and Considerations

There are several limitations to the data presented herein. In an effort to maintain transparency, the ISA Committee would like to mention the following:

- Respondents were not asked to provide any demographic or personal information when completing this ISA. We recommend that the next ISA Steering Committee include questions pertaining to age, sex, gender, ethnicity, sexual orientation, background, and other related items in the preparation of the next Independent Student Analysis. The reason is twofold:
 - To collect demographic information that is not limited to what can be provided by the Office of Student Affairs.
 - For the ISA Committee to analyze and discover where certain student enclaves may not feel satisfied with a specific question item that may not be readily evident by examining the response rates in whole.
- Respondents were only provided two areas of free text (i.e. free response) space. These free text spaces were available in the sections for the Office of the Associate Dean of Students/Student Affairs and for the Office of the Associate Dean for Educational Programs/Medical Education.
 - While we (the Committee) have crafted recommendations for all of the sections in the ISA, these recommendations are based largely in discussion held by us, and not from a consensus of student opinions or recommendations that could have been stated in other free text/response spaces. We did, however, find similar comments reported by each individual Chair and across classes with similar experiences, so we feel these recommendations reflect the student body as a whole.
 - We encourage the next set of ISA Steering Committee representatives to allow for free response spaces throughout their survey.
- At the time of distribution, the M1s had been at the UTCOM for three to four months, depending on when the survey was completed. Likewise, the M3s were half-way through their Clinical Clerkships.



END OF THE INDEPENDENT STUDENT ANALYSIS.