

E20 End-of-Foundations Phase Survey

Summary Report



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EDUCATIONAL QUALITY IMPROVEMENT OFFICE

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OVERVIEW

The response rate of the E20 End-of-Foundations Phase survey was 69% (186/268), compared to 76% in E19 and 98% in E18. Below is a summary of comparison data between E20 and E19 as well as the range of E20 regional ratings. Following the LCME (Liaison Committee on Medical Education) rule-of-thumb for measuring quality, 80% student satisfaction is used as a benchmark when interpreting the data. Please refer to the full report for detailed regional breakdown data, especially areas where a wide variation in regional ratings is observed.

OVERALL EDUCATIONAL QUALITY

| FP Question | UWSOM (%) | Regional Range (%) | % Change from 2021 (>5% shaded) | |
|---|-----------|--------------------|---------------------------------|---|
| | | | ↑ | ↓ |
| Overall quality of Foundations Phase (% Satisfied/Very satisfied) | 84 | 77-96 | 3 | |
| Recommend UWSOM to undergraduate premedical students (% Yes) | 81 | 66-95 | | 4 |

Note: The overall quality rating of the Foundations Phase remained high at 84%. Four out of five students reported they would recommend UWSOM to future candidates.

CURRICULUM

| FP Question (% Satisfied/Very satisfied) | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
|---|-----------|-----------|---------------------------------|---|
| | | | ↑ | ↓ |
| Integration of Basic Science and Clinical Content: | | | | |
| • Basic science coursework had sufficient illustrations of clinical relevance. | 83 | 76-100 | 1 | |
| • Foundations of Clinical Medicine integrated basic science concepts with clinical medicine | 86 | 81-94 | 3 | |
| Core Curricular Topics: | | | | |
| • Behavioral science | 83 | 69-100 | 9 | |
| • Biochemistry | 61 | 53-79 | 7 | |
| • Biostatistics and epidemiology | 59 | 42-83 | 24 | |
| • Genetics | 71 | 58-85 | 7 | |
| • Gross Anatomy | 92 | 71-98 | 2 | |
| • Foundations in Clinical Medicine: | 89 | 73-100 | Same as E19 | |
| ○ Clinical skills workshop | 81 | 50-100 | | 3 |
| ○ Hospital tutorials | 88 | 69-100 | | 4 |
| ○ Primary care practicum (PCP) | 85 | 79-94 | | 3 |
| • Immunology | 71 | 21-92 | | 3 |
| • Microanatomy/Histology | 88 | 82-95 | 7 | |
| • Microbiology | 77 | 57-95 | Same as E19 | |
| • Neuroscience | 92 | 77-100 | 4 | |
| • Pathology | 91 | 83-100 | 1 | |
| • Pharmacology | 65 | 50-89 | 4 | |
| • Physiology | 84 | 72-96 | | 2 |
| • Pathophysiology of disease | 91 | 89-96 | 1 | |
| Themes: | | | | |
| • Diversity | 55 | 44-83 | 4 | |
| • Effective communication | 76 | 68-88 | | 1 |

CURRICULUM

| FP Question (% Satisfied/Very satisfied) | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
|---|--------------|--------------|------------------------------------|----|
| | | | ↑ | ↓ |
| • Ethics | 54 | 40-72 | 3 | |
| • Global, population, and public health | 44 | 29-72 | 1 | |
| • Health equity | 57 | 36-86 | 6 | |
| • Healthcare systems | 38 | 26-56 | 2 | |
| • Interprofessional education | 50 | 44-72 | | 10 |
| • Lifelong learning | 73 | 62-80 | | 4 |
| • Professionalism | 77 | 65-93 | Same as E19 | |
| • Social determinants of health | 71 | 48-93 | 5 | |
| • Systems improvement | 53 | 42-72 | 4 | |

Note:

***Integration:** Students continued to rate highly the integration of basic science and clinical content in the curriculum.

***Curricular Core Topics:** Student satisfaction exceeding 90% included: *Gross Anatomy, Neuroscience, Pathology, and Pathophysiology of Disease*. In the following topics, student satisfaction exceeded 80% and was consistently high across all regional campuses: *Microanatomy/Histology, Pathology, and Pathophysiology of Disease*. Curricular topics with a significant improvement (>5%) compared to E19 included: *Behavioral Science, Biochemistry, Biostatistics & Epidemiology, Genetics, and Microanatomy/Histology*.

***Themes:** *Health Equity* was one area where greater than a 5% improvement was observed compared to E19.

EVALUATION & ASSESSMENT

| FP Question (% Satisfied/Very satisfied) | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
|---|--------------|--------------|------------------------------------|---|
| | | | ↑ | ↓ |
| Opportunities to discuss educational progress with a faculty member | 84 | 73-100 | 2 | |
| Quality of feedback on academic performance | 74 | 60-86 | 4 | |
| Quality of feedback on clinical performance | 85 | 74-98 | 1 | |
| Fairness of evaluation and performance assessment | 91 | 87-100 | E19 N/A | |

Note: Students were largely satisfied with various aspects of evaluation and assessment, particularly fairness of evaluation where students across all regional campuses reported high satisfactions.

FACULTY & ADMINISTRATION

| FP Question (% Satisfied/Very satisfied) | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
|--|--------------|--------------|------------------------------------|----|
| | | | ↑ | ↓ |
| Faculty: | | | | |
| • Faculty are Committed to My Success | 90 | 81-100 | | 2 |
| • Responsiveness to Student Feedback: | | | | |
| ○ Foundations block faculty | 88 | 78-100 | 1 | |
| ○ College/FCM faculty | 92 | 71-100 | 6 | |
| ○ UWSOM faculty overall | 83 | 71-96 | 2 | |
| Administration*: | | | | |
| • Office of the Associate Dean for Student Affairs: | | | | |
| ○ Accessibility | 65 | 50-71 | | 3 |
| ○ Awareness of student concerns | 54 | 38-67 | | 10 |

FACULTY & ADMINISTRATION

| FP Question (% Satisfied/Very satisfied) | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
|---|--------------|--------------|------------------------------------|---|
| | | | ↑ | ↓ |
| ○ Responsiveness to student feedback | 56 | 36-70 | | 6 |
| • Office of the Associate Dean for Curriculum | | | | |
| ○ Accessibility | 78 | 67-100 | 12 | |
| ○ Awareness of student concerns | 74 | 64-100 | 1 | |
| ○ Responsiveness to student feedback | 74 | 61-92 | 2 | |
| • Office of Assistant Foundations Dean and Their Staff | | | | |
| ○ Accessibility | 88 | 72-100 | | 3 |
| ○ Awareness of student concerns | 81 | 59-100 | | 4 |
| ○ Responsiveness to student feedback | 79 | 52-100 | | 6 |

Note: *: Previous LCME accreditation citation.

***Faculty:** Nine out of 10 students believed the faculty were committed to their success. Additionally, students highly rated the responsiveness to student feedback by Block faculty and College/FCM faculty.

***Administration:** Students continued to rate highly their experiences with the Assistant Foundations Dean's offices. Their experiences with the central offices of Student Affairs and Curriculum were mixed. Satisfaction with accessibility to the Curriculum office improved significantly compared to E19.

STUDENT SERVICES

| FP Question (% Satisfied/Very satisfied) | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
|--|--------------|--------------|------------------------------------|----|
| | | | ↑ | ↓ |
| Academic Support*: | | | | |
| • Availability of Academic Advising Services | 83 | 39-100 | | 5 |
| • Quality of Academic Advising Services | 67 | 35-83 | | 4 |
| Career Advising**: | | | | |
| • Availability of Career Advising Services | 89 | 79-100 | 2 | |
| • Overall quality of Career Advising Services | 76 | 58-97 | 4 | |
| Counseling Services: | | | | |
| • Availability of Counseling Services | 96 | 88-100 | 4 | |
| • Confidentiality of Counseling Services | 83 | 63-90 | | 14 |
| • Quality of Counseling Services | 83 | 63-90 | | 7 |
| Wellness Programs and Activities: | | | | |
| • Availability of Programs to Support Well-being | 57 | 41-77 | | 18 |
| • Quality of programs & activities that promote effective stress management, a balanced lifestyle, & overall well-being* | 50 | 33-69 | | 20 |
| Financial Aid Services**: | | | | |
| • Availability of Debt Management Counseling | 69 | 61-86 | E19 N/A | |
| • Quality of Debt Management Counseling | 64 | 50-81 | | 16 |
| • Overall Quality of Financial Aid Services | 74 | 65-92 | | 7 |
| Health Services*: | | | | |
| • Guidance on accessing health care during the Foundations Phase | 44 | 34-56 | | 16 |
| • Guidance on accessing health care during clinical training | 33 | 21-54 | | 10 |

Note: *: Current LCME accreditation citation; **Past LCME citation.

***Core Student Services:** The core areas of student services showed mixed results. *Counseling Services* consistently maintained high student satisfaction; Students are highly satisfied with the availability of both *Academic Advising* and

Career Advising services. The quality of *Academic Advising* was significantly affected by a disruption in services in one campus; the quality of *Career Advising* continued trend in the positive direction with a need to bridge gaps in satisfactions across campuses. Student satisfaction with quality of *Debt Management Counseling* and overall *Financial Aid Services* decreased compared to last year with a wide variation in the regional data.

***Wellness Programs and Activities:** Student satisfactions decreased by 18-20% compared to last year with a wide regional variation.

***Health Services:** Student satisfaction with the guidance the school provided for accessing healthcare further decreased compared to last year.

| LEARNING ENVIRONMENT | | | | |
|--|-----------|-----------|---------------------------------|----|
| FP Question (% Agree/Strongly Agree) | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
| | | | ↑ | ↓ |
| Overall Environment: | | | | |
| • The UWSOM provides a supportive culture for learning | 83 | 69-100 | | 4 |
| • The UWSOM educational program promotes professional behavior | 87 | 74-100 | | 1 |
| • Students are treated in a professional, respectful manner | 89 | 71-100 | 1 | |
| • The UWSOM is a comfortable place for students from underrepresented backgrounds to learn medicine | 57 | 43-73 | 6 | |
| • The UWSOM is a comfortable place for LGBTQ students to learn medicine | 63 | 47-78 | | 6 |
| Raising Concerns About Learning Environment: | | | | |
| • I can safely bring forward concerns about the learning environment without fear of reprisal | 61 | 39-79 | | 15 |
| • I am satisfied with the outcomes of concerns raised about the learning environment | 45 | 28-62 | | 11 |
| Student-to-Student Connection: | | | | |
| • The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds | 65 | 57-79 | E19 N/A | |
| • I feel connected to UWSOM students at my Foundations Site | 66 | 36-94 | | 8 |
| • I feel connected to UWSOM students at other Foundations Sites | 15 | 4-33 | 1 | |
| • I feel comfortable sharing my ideas and opinions with other UWSOM students | 61 | 40-88 | 3 | |

Note:

***Overall Environment:** Students largely agreed the school provided a supportive and respectful culture for learning; however, their ratings decreased when considering the learning environment for students from underrepresented backgrounds and LGBTQ students.

***Raising Concerns:** There was a significant decrease in student perception that they could safely raise concerns about the learning environment and in their satisfaction with the outcomes when concerns were raised.

***Student to Student Connection:** The degree to which students felt connected to others on their campus varied significantly from campus to campus.

MISTREATMENT*

| FP Question | UWSOM (%) | Range (%) | % Change from 2021 (>5% shaded) | |
|--|-----------|-----------|---------------------------------|----|
| | | | ↑ | ↓ |
| Mistreatment Policy and Reporting Procedure: | | | | |
| • Aware of the policies regarding mistreatment (%Yes) | 94 | 86-100 | Same as E19 | |
| • Know procedures for reporting mistreatment (% Yes) | 87 | 61-100 | | 8 |
| • Satisfaction with mistreatment policy at UWSOM (%) | 77 | 63-92 | | 2 |
| • Satisfaction with mechanisms to report mistreatment at UWSOM (%) | 76 | 65-92 | | 4 |
| Satisfaction with UWSOM's Action: | | | | |
| • UWSOM's overall actions on reports of mistreatment (%) | 65 | 44-85 | | 1 |
| • UWSOM-initiated activities to prevent and address mistreatment (%) | 67 | 47-86 | | 1 |
| Student Mistreatment Experiences (% of Once or More): | | | | |
| • Publicly humiliated | 4 | 0-14 | | 4 |
| • Subjected to unwanted sexual advances | 1 | 0-2 | | 2 |
| • Gender | | | | |
| o Denied opportunities for training or rewards based on gender | 1 | 0-6 | | 1 |
| o Subjected to offensive sexist remarks/names | 8 | 0-22 | | 1 |
| o Received lower evaluations or grades solely because of gender rather than performance | 1 | 0-2 | | 1 |
| • Race and Ethnicity | | | | |
| o Denied opportunities for training or rewards based on race or ethnicity | 1 | 0-3 | | 2 |
| o Subjected to racially or ethnically offensive remarks/names | 3 | 0-6 | | 4 |
| o Received lower evaluations or grades solely because of race or ethnicity rather than performance | 1 | 0-2 | | 1 |
| • Sexual Orientation | | | | |
| o Denied opportunities for training or rewards based on sexual orientation | 1 | 0-2 | Same as E19 | |
| o Subjected to offensive remarks/names related to sexual orientation | 3 | 0-5 | Same as E19 | |
| o Received lower evaluations or grades solely because of sexual orientation | 0 | 0 | | 1 |
| • Subjected to negative or offensive behaviors based on your personal beliefs or personal characteristics other than your gender, race/ethnicity or sexual orientation | 5 | 0-14 | | 1 |
| Reporting Mistreatment: | | | | |
| • Did you report any of the mistreatment behaviors? (% Yes) | 27 | 0-50 | | 22 |

Note: *Previous LCME accreditation citation.

***Mistreatment Policy and Reporting Procedure:** While student awareness of the mistreatment policy remained high, the percent of students knowing the procedures for reporting mistreatment decreased by 8% over the year. Student satisfaction with the policy and procedure decreased slightly with a wide range of regional variation.

***UWSOM's Action:** Student satisfaction with the school's action on mistreatment report or activities to prevent mistreatment remained low with a wide regional variation.

***Student Mistreatment Experiences:** Overall, student mistreatment experiences decreased over the past year, which is a positive trend.

***Reporting Mistreatment:** A significantly lower percent of students reported mistreatment. Although satisfaction with the outcome of mistreatment reporting increased significantly this year, the small number of students (n=7) made data interpretation difficult and wasn't included in this summary report (see full report).