



College of Medicine Annual Assessment Report 2019-2020

This report summarizes the activities of the Assessment & Evaluations Committee during the 2019-2020 Academic Year.

Charges of the Committee

- To review all assessments of student learning, student satisfaction, admissions data, and alumni data in the College of Medicine.
- To review faculty evaluations and to recommend to the Department Chairs accolades and/or remediation for individual faculty members.
- To make recommendations to the Curriculum Committee and Senior Associate Dean of Medical Education and Accreditation concerning curricular improvements, to the Admissions Committee and Director of Student Affairs and Admissions concerning factors related to student success, and to the Dean concerning improvements in student and faculty services and learning resources.

Members of the Assessment & Evaluation Committee

1. Dr. Vijay Khatri (Chair)
2. Dr. Jose Puglisi (Vice Chair)
3. Dr. Juan Urbano, Jr.
4. Dr. David Arenson
5. Dr. John Cusick
6. Dr. Sailabala Vanguri

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1. Student Admissions

Prospective Student Interview Process

Candidates invited to on-campus interviews participate in Multiple Mini Interviews (MMI) and Group Interviews. College of Medicine faculty and Community Faculty members serve as interviewers.

Multiple Mini Interviews (MMI) consist of six interviews lasting seven minutes each. During these mini interviews, candidates are given scenarios related to the medical field and asked to discuss the topic. Interviewers are instructed not to ask any questions during this time and grade candidates' responses using a scoring sheet. Candidates then have a fifteen minute break between the MMI and the final Group Interview.

The Group Interview is facilitated by two interviewers: a College of Medicine student and a faculty (or community faculty member). Three candidates take part in the group interview. They are given a topic and twenty-five minutes for group discussion. Interviewers observe and assess candidates individually and based on their contribution to the discussion using a rubric.

After the Interview

Interview results are calculated by admissions office staff and presented to the Admissions Committee. Members review the profiles of all candidates and categorize each candidate by vote into the following categories: **Accepted, Wait List, or Rejected**. All decisions made by the Admissions Committee are final.

Candidates offered admission are contacted at three intervals:

- Phone call by Admissions committee member congratulating candidates on their acceptance.
- E-mail from Director of Admissions with Enrollment agreement and financial/tuition documents.
- Personalized letter of acceptance from the College of Medicine Dean.

Candidates are given a deadline (fourteen calendar days) to submit the required paperwork and \$100 refundable deposit to the College of Medicine indicating their intent to enroll.

Matriculation Demographics of the Class of 2023

All students	96
Male	50
Female	46
White/Non-Hispanic	26
Black/Non-Hispanic	1
Latino/Hispanic	3
Asian/Pacific Islander	39
Native American/Alaskan	0
Other/Not Known	27
Average GPA	3.63/4.0
Average MCAT Score	512 (~85 th Percentile)
In-state	87
Out-of-state	9

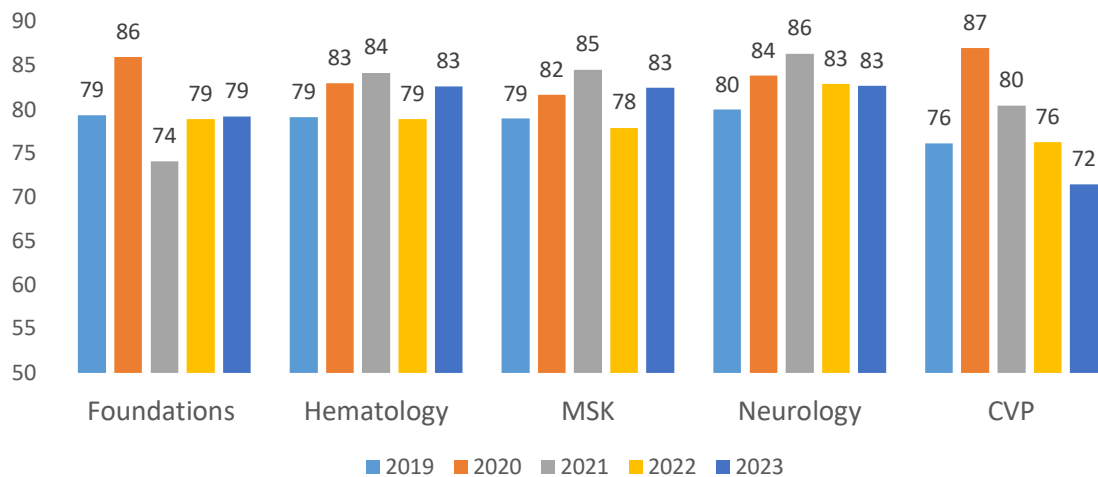
2. Student Assessment

All courses had formative and summative assessments using NBME CAS. The chief proctor received class performance reports, performance in various disciplines, performance of the class in comparison to national standards in USMLE Step 1, and individual student performance reports.

Formative assessment: Each course had one to three formative assessments.

Summative assessment: Each course had an end of course summative assessment.

M1 Grades Distribution



Performance: The Class of 2023 student performance was comparable and at times better than national standards on the USMLE Step 1, as was the case with their colleagues from earlier classes.

3. Academic Alerts and Academic Tutoring

Academic Alerts

The academic alert process is used as an early warning sign for a student experiencing academic difficulty. If a student achieves a score of <70% on a formative or summative examination, or if the Course/Clerkship Director has concerns about a student at any time during the course/clerkship, an alert is triggered. This results in notification of the student, the student’s College Master/advisor, and the Assistant Dean of Student Affairs. The College Master meets with the student to ascertain the source of the difficulty and to assist the student in developing a plan that will ensure academic success. The student may need referral for peer tutoring, mental health counseling, development of study skills, time management, or cognitive testing. The College Master, Course Director, or student may choose at any point in time to meet separately or collectively with the Assistant Dean of Student Affairs for additional support and planning.

A student can receive academic alerts for multiple courses/clerkships or multiple times within the same course/clerkship. Progress is monitored on an ongoing basis throughout the semester and interventions become more intensive if expected progress is not achieved. Student engagement in the process varies, and this is considered at the end of each semester if a student’s progression into the next semester is unlikely to occur. A full review of academic alerts by course is provided in Table 2 below.

Student Academic Alerts

Course	Year	Type of Exam				Total
		Mid-course	Final			
	2018					
		1	0			1

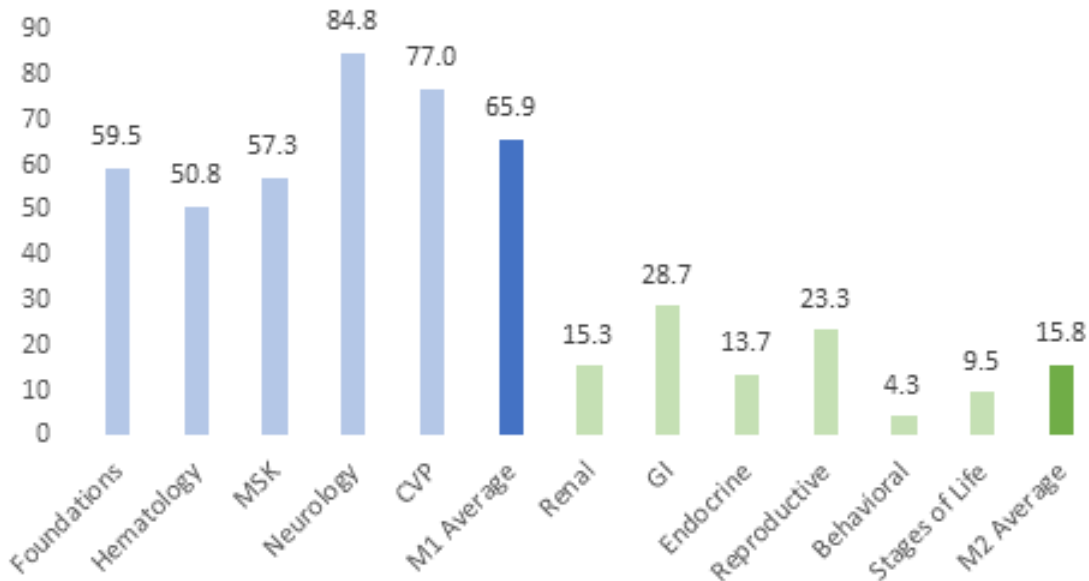
Behavioral Science	2019	Mid-course	Final			
		3	0			3
	2020	Mid-course	Final			
		9				
CVP	2017	Formative 1	Formative 2	Formative 3	Final	
		59	53	20	4	136
	2018	Mid-course #1	Midcourse #2	Final		
		26	15	11		52
	2019	Mid-course	Final			
	23	20			43	
Endocrine	2017	Mid-course	Final			
		7	2			9
	2018	Mid-course	Final			
		18	1			19
	2019	Formative				
	14					
Foundations	2016	Mid-course #1	Mid-course #2	Final		
		7	7	1		15
	2017	Formative	Mid-course	Final		
		38	19	29		86
	2018	Formative	Mid-course #1	Mid-course #2	Final	
		38	10	15	16	79
2019	Mid-course #1	Mid-course #2	Formative	Final		
	19	10	23	6	58	
GI	2017	Formative	Mid-course	Final		
		25	9	4		38
	2018	Formative	Mid-course	Final		
		24	4	3		31
2019	3	10	4		17	
Hematology	2016	Formative 1	Formative 2	Final		
		11	19	3		33
	2017	Formative	Mid-course	Final		
		29	15	4		48
	2018	Formative	Mid-course	Final		
		40	8	12		60
2019	47	7	8		62	

MSK	2016	Formative	Final			
		25	4			29
	2017	Formative	Mid-course	Final		
		34	8	5		47
	2018	Formative	Mid-course	Final		
		61	20	19		100
	2019	Formative	Mid-course	Final		
		37	16			
Neuro	2017	Formative 1	Formative 2	Formative 3	Final	
		26	40	24	5	95
	2018	Mid-course #1	Mid-course #2	Final		
		20	47	7		74
	2019	Formative	Mid-course	Final		
		59	16	6		81
	2020	Formative	Mid-course	Final		
		54	31	4		89
Repro	2018	Mid-course	Final			
		13	4			17
	2019	Mid-course	Final			
		10	0			10
	2020	Mid-course	Final			
		35	8			43
Stages of Life	2018	Mid-course	Final			
		13	0			13
	2019	Hybrid Summative	Final			
		5	1			6
Urinary	2017	Mid-course	Final			
		6	4			10
	2018	Mid-course Hybrid	Final			
		11	6			17
	2019	Mid-course	Final			
		19			19	
						1308

To better understand the needs of our students and devote proper resources, we analyze the average academic alerts per course each year. The figure below illustrates our latest analysis as of Spring 2020.

Academic Alerts by Course

Academic Alerts Average by Course



In our planning, we consider that students during M1 year may need more assistance as they are still adjusting to and learning the program, expectations, and culture. The Office of Student Affairs understands this and prepares appropriately. Since 2016, M1 courses have had an average of 65.9 academic alerts. As you can see, the number of academic alerts decreases significantly with the start of the second year (Renal) courses. The overall average of academic alerts for M2s is just under 16.

Tutoring

Students experiencing difficulty in the coursework are urged to seek the help and assistance of the Course/Clerkship Director. Faculty are available during office hours and provide additional support through review sessions. If academic challenges arise, college funded peer tutoring services are available through the Office of Student Affairs. Students requiring this assistance may be referred by a course faculty member, their College Master, Assistant Dean of Student Affairs, or the Student Promotions Committee. The following table details the utilization of tutoring services by academic year and academic class as well as the number of students and total hours engaged in tutoring.

Tutoring Services

Class	Number of Students That Used Tutoring Services	Number of Peer Tutors	Total Hours of Tutoring Services
AY 2017-2018			
Class of 2019	N/A	N/A	N/A

Class of 2020	14	15	119 hours
Class of 2021	68	N/A	N/A
AY 2018-2019			
Class of 2019	4	3	4 hours
Class of 2020	1	7	12 hours
Class of 2021	55	45	278.75 hours
Class of 2022	83	6	11.25 hours
AY 2019-2020			
Class of 2020	N/A	6	50 hours
Class of 2021	N/A	3	8 hours
Class of 2022	61	24	244.5 hours
Class of 2023	69	3	27 hours

Suggestions for improvement

- Review criteria for academic alerts and trends that lead to academic alerts.
- Start collecting data on faculty tutoring logs.

4. Student Evaluations of the Course

Evaluations are conducted using SurveyMonkey for Phase A and MedHub for Phase B and C. SurveyMonkey was adopted due to its user-friendly interface and accessibility through different devices (laptop, tablet, or cell phone), a feature that was positively received by students. MedHub is still the method of choice in the hospital environment; for consistency, we keep this platform for the later years of the curricula. The Assessment & Evaluations Committee plans, monitors, and analyzes the survey results, then prepares a report that is discussed by the Assessment & Evaluations Committee at monthly meetings. Once the report is approved by a simple majority, it is submitted to the Associate Dean Medical Education, the Dean of Basic Science or the Dean of Clinical Science.

Course Evaluations

Students evaluate all courses on the last Friday before the end of course examination. Evaluation time is specified in the course calendar and attendance is strongly encouraged. One representative of the Assessment & Evaluation Committee is present during this time to answer any question that may arise during the evaluation. There are fifteen individual questions in the form of a Likert scale that cover different aspects of the course such as: “*The Learning Objectives were clearly presented at the beginning of the course,*” “*The amount of material was adequate,*” “*The evaluation methods were fair*”. One question addresses the overall grade of the course in a numerical scale from 1 to 10 (1= below expectations and 10 = Exemplary) and five narrative questions address Comments on the Course Director, Strength of the Course, Least Effective feature, and others. Qualitative and quantitative data is analyzed by the Chair, the Director of Assessment, and the Assessment & Evaluation Committee. The individual student’s comments, as well as aggregated data, are sent as a course evaluation report to Associate Dean of Medical Education. The Associate Dean shares the report with the course director for quality improvement of the course.

Phase A Evaluations

Particularly for Phase A, course evaluations are reviewed at regular intervals by the Assessment and Evaluation Committee through summative assessments. Post-course discussion of these assessments is also held in the Phase A Subcommittee of the Curriculum Committee where student representatives are invited to contribute to the discussion. Faculty Evaluations are reviewed by the Assessment and Evaluation Committee and results are summarized and forwarded to the appropriate Chair. The Chair reviews evaluations along with other metrics during yearly reviews with faculty members. If areas of improvement are needed, the Chair counsels the faculty and sets clear expectations and metrics for improvement. Depending on the severity of the deficit, more regular evaluations will be done and meetings with the Chair will happen more than once per year. On rare occasions, poorly performing faculty have been dismissed.

Average Student Evaluation Scores for AYs 2018-2019, 2019-2020

M1	2018-2019	Response rate (%)	2019-2020	Response rate (%)
Foundations	6.18/10	98	5.88/10	89
Hematology	6.15/10	91	5.26/10	56
MSK	8.00/10	66	8.25/10	61
Neurology	8.74/10	67	8.27/10	69
CPV	6.18/10	57	6.44/10	19
Master Colloquium I	8.29/10	70	8.00/10	52
Medical Skills 601	8.64/10	68	8.11/10	70
M2				
Renal System	7.95/10	81	6.62/10	50
Gastrointestinal	7.64/10	82	8.70/10	87
Endocrinology	8.57/10	80	7.30/10	66
Reproductive	7.29/10	64	6.44/10	70
Behavioral Health	9.04/10	53	8.65/10	34
Stages of Life	8.38/10	43	6.74/10	29
Master Colloquium II	8.56/10	51	8.83/10	84
Medical Skills 603	8.93/10	50	8.68/10	67
Scholarly Project	6.58/10	71	7.85/10	29

M3	2018-2019	Response rate (%)	2019-2020	Response rate (%)
Emergency Medicine	7.90 / 10.00	100	8.56 / 10.00	100
Family Medicine	7.68 / 10.00	77.2	9.06 / 10.00	44.7
Internal Medicine	7.67 / 10.00	79.8	8.52 / 10.00	71.9
Neurology	7.33 / 10.00	88.3	8.39 / 10.00	90
Obstetrics & Gynecology	7.23 / 10.00	60.9	8.21 / 10.00	61.3

Pediatrics	6.67 / 10.00	81.5	8.47 / 10.00	50
Psychiatry	6.74 / 10.00	61.3	7.81 / 10.00	87.5
Surgery	8.32 / 10.00	88.5	8.54 / 10.00	73.9

In the past, student evaluations were sent out via MedHub; however, since Fall 2019, all Phase A course evaluations are conducted through SurveyMonkey. This change occurred because many students were frustrated with survey accessibility and could not complete their evaluations across mobile devices. The transition to SurveyMonkey has alleviated this problem and our overall response rates have increased. While our survey platform has changed, how we measure course data has not. The table above shows students' assessments of their overall evaluation of the course, on a 10-point scale. The average scores for all courses in the 2019-2020 AY was 7.25.

5. Scholarly Activities

Faculty Research and Scholarship

CNUCOM's Office of Research has a mission to cultivate an academic environment that is collaborative, productive, and creative that will foster innovative, cutting edge research ideas leading to groundbreaking discoveries.

The Office of Research has been instrumental in supporting the successful growth of research endeavors within CNUCOM. In doing so, we are continuing to build on the extensive research infrastructure by increasing seed grants for faculty-initiated research initiatives, fully equipping basic sciences research laboratories, and have established the Center for Translational Medicine. Furthermore, we support research endeavors of our medical students by providing travel grants, symposium poster costs, and academic faculty support to successfully train students in scholarly activities.

Additionally, CNUCOM provides support for faculty research in various ways: CNUCOM has established a mini-grant program to foster faculty research. The research mission of CNUCOM is to promote research spanning basic research, translational and clinical research, population sciences and education research. In 2017, funding totaling \$40,000 was provided. This was increased by 50% with the recruitment of more faculty who are research-oriented to \$60,000. In the 2019 cycle, funding in the amount of \$60,000 was provided for an 18-month period. The availability of intramural grant funds dedicated to research comes with the expectation that faculty will mentor medical students in their research projects and be able to obtain sufficient preliminary data to submit extramural grants to NIH and other funding organizations. Additional funding is available to course directors to offset expenses associated with student research in the self-directed student scholarly research program (SDSSP) course for poster preparation and travel to national meetings. Also, the Dean provides protected time for faculty who have a major focus on research to enable them to generate preliminary data and submit extramural grants. Further support for grants, collaborations, and capital equipment as requested by faculty is processed through the CNUCOM Office of Research. In addition to the budgeted allotment for new research, there is also a budget line item for continued research.

Additional steps taken for research support:

- Establishment of Institutional Regulatory Boards including IRB and IACUC to ensure all faculty follow responsible conduct in research, as well as to provide external animal facilities through signed agreements.
- Hiring a full-time research laboratory manager to assist students and faculty with basic research studies.
- Within the Center for Translational Medicine, we have established essential connections between our faculty and hospital systems including the Veterans Affairs of Sacramento, Sutter Medical Center, and Kaiser-Modesto to facilitate research in translational medicine.

Furthermore, research support, as mentioned above, has led to CNUCOM faculty acquiring the intramural and extramural funding grants listed in the tables below.

CNUCOM Intramural Grants (Mini-Grant Program)

Project Title	Principal Investigator	Project Period
<i>LabHEART Quattro: A Computer Model to Study Cardiac Electrophysiology</i>	Dr. Jose Puglisi	2017
<i>Modulation of Hepatoma Gene Expression Patterns by Substrate and Culture Conditions: A Model for Hepatocyte Response to Environmental Conditions</i>	Dr. Michael Bradbury	2017
<i>Assessing Risks of Impaired Healing and Osteomyelitis Associated with Bisphosphonates</i>	Dr. Xiaodong Feng	2017
<i>The Role of Serotonin in T Cell Differentiation and Function</i>	Dr. Valerie Gerriets	2017
<i>Concussion Awareness, Prevention and Treatment</i>	Dr. Ravinder Khaira	2017
<i>Positive Allosteric Modulators of $\alpha 7$ Nicotinic Receptors for Cognitive Impairments</i>	Dr. Hugo Arias	2017
<i>Immune Cell Infiltration and Autophagy Status of Adipose Tissue in Nascent Metabolic Syndrome</i>	Dr. Ishwarlal Jialal	2018
<i>Assessment of Student Wellness during Medical School</i>	Dr. Valerie Gerriets	2018
<i>Medical Applications for 3D Printing</i>	Dr. Jose Puglisi	2018
<i>Concussion Education for High School Athletes</i>	Dr. Ravinder Khaira	2018
<i>Determination of Whether RhoB Expression Level Can Predict the Outcome of Prostate Cancer</i>	Dr. Nazila Hejazi	2018
<i>A Validation Study for mHealth Technology Applied to Parkinson's Disease Patients</i>	Dr. Katherine Whitcome	2018
<i>Fatty Acid Uptake in Obesity and Hepatic Steatosis</i>	Dr. Michael Bradbury	2018
<i>Inflammation, Metabolomics and Cardio-Metabolic Disorders</i>	Dr. Ishwarlal Jialal	2019

<i>High-throughput Screens for Anti-HBV Activities of African Medicinal-Plant Library</i>	Dr. Ahmed El-Shamy	2019
<i>Use of Wearable Technology and Telemedicine to Monitor Heart Rate Variability and Physical Activity in Children with Autism Spectrum Disorders</i>	Dr. Jose Puglisi	2019
<i>Effect of Focused Personal Learning Portfolios on Medical Student Learning Approach and Outcomes</i>	Dr. Tracy Yarbrough	2019

CNUCOM Faculty Extramural Funding

Project Title	Principal Investigator	Funding Agency	Project Period	Total Funds
<i>Clinical Trials of Poison Ivy Vaccine</i>	Co-PI Dr. Catherine Yang	Allergy and Asthma of South Jersey, P.A.	06/01/2016-06/30/2021	\$200,000
<i>Preclinical Study of a Dual Functional Drug for Type 2 Diabetes Drug Complex with Hypertension</i>	Dr. Catherine Yang	DNJ Pharma, Inc.	06/01/2016-06/30/2021	\$200,000
<i>New Generation of Peanut Allergy Vaccine</i>	Dr. Catherine Yang	New Jersey Health Foundation	07/01/2017-6/30/2020	\$100,000
<i>Identification of Synthetic Lethal Partners of Cancer Germline Mutations using Pan-Cancer Human Primary Tumor Data</i>	Dr. Yihui Shi	NIH NCI <u>R21</u>	09/11/2019–08/31/2021	\$584,037.00 (direct cost)
<i>The Role of Probiotics in Lowering Blood Sugar Levels in Women with Gestational Diabetes</i>	Dr. Jean-Claude Veille	Ubiome Inc.	TBD	\$38,000
<i>HERV-K Blockade to Prevent RAS Activation in Breast Cancer</i>	Dr. Yihui Shi	NIH NCI <u>R21</u>	05/01/2020-4/30/2021	\$105,000
<i>Gestational Hyperandrogenism in Cardiovascular Programming (Pending award notification, Scored at the 4th percentile)</i>	Dr. Arpita K. Vyas	NIH <u>R01</u> HL139639 NHLBI	04/01/2020-03/31/2025	\$2,629,075.10

ITLE Grant-Writing Workshops

CNU's Institute for Teaching and Learning Excellence (ITLE) sponsors grant-writing workshops for all CNU faculty and students. Each two-hour session includes both didactic instructions and

small group learning and discussions with panel experts consisting of faculties with extensive expertise in both federal and private funding mechanisms.

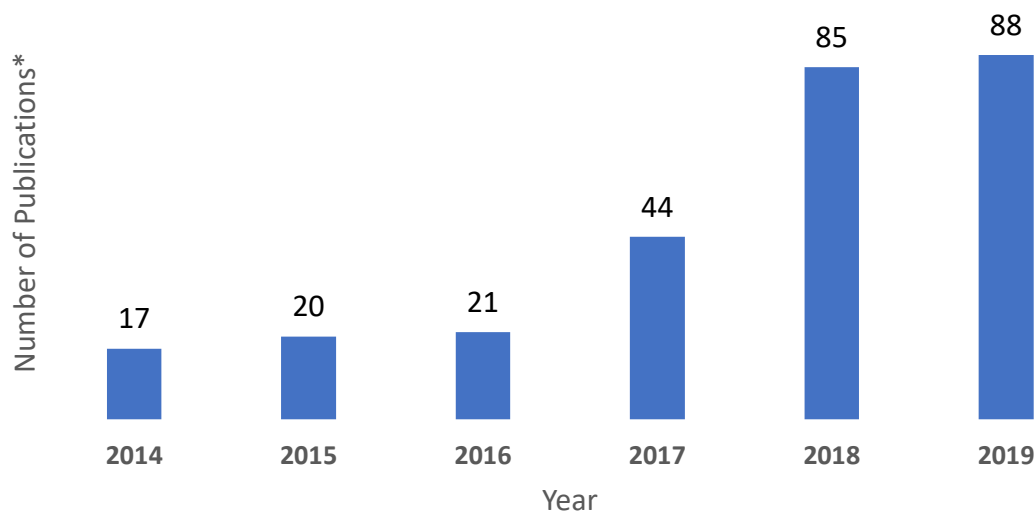
The 2020 calendar consisted of 4 grant-writing workshops:

- Session 1 (February 25th, 25 attendees): New Investigator Awards and Training grants; overview of grant components, building relationships/writing a strong mentorship plan. Panel members: Drs. Justin Lenhard (CNU-College of Pharmacy), Ruth Vinall (CNU-College of Pharmacy), Arpita K. Vyas (CNU-College of Medicine)
- Session 2 (March 9th, 31 attendees): Federal and state grants; finding appropriate funding mechanisms/writing a strong specific aims page. Panel Members: Drs. Ghalib Alkhatib (CNU-College of Medicine), Yihui Shi (CNU-College of Medicine), Jason Lillis (CNU-College of Psychology) and Paul Glassman (CNU-College of Dentistry)
- Session 3 (postponed to 2021 due to pandemic): Students grants applications (primarily focused for students). Panel Members: Drs. Ashim Malhotra (CNU-College of Pharmacy) and Linda Buckley (CNU-College of Pharmacy).
- Session 4, (July 21, via Zoom): Grant-writing tips and tricks; writing a strong research strategy section (including statistical analysis section). Panel members: Dr. Sonal Desai (Senior Grant Writer, UC Davis) and Craig Wetterer (CNU-College of Psychology)

Faculty Scholarly Activities and Publications

CNUCOM faculty has extensive involvement in the SDSSP course designed to train medical students in research and scholarly activities. Furthermore, active participation in the SDSSP course enhances faculty's research productivity while cultivating an excellent scholarly environment at CNUCOM. Other major factors that have contributed to the success of the faculty's scholarly activities: 50% augmentation of faculty mini-grants awarded, hiring a full-time lab manager to assist with basic science research, and allocation of travel grants to students and faculty to present research at national meeting. Such endeavors have led to a consistent increase in publications by our faculty as seen below.

Faculty and Student Publications 2014-2019



Our future goals are to continue to support faculty scholarly activities. As highlighted in our Strategic Plan, we have committed to increasing funding for intramural grants, enhancing resource availability, and strategically hiring faculty with strong research backgrounds and experience in securing extramural funding to fit with the research mission of CNUCOM.

6. Faculty Satisfaction Survey Summary Report 2020

In summer 2020, CNUCOM faculty were surveyed to understand their thoughts on the college and university. Below please find a summary provided by the Office of institutional effectiveness.

All participants (100%) *Agreed* or *Strongly Agreed* that:

- The effectiveness of their teaching is evaluated, and their assessment results are used to improve their performance.
- Administrated support staff provide assistance when needed.
- The Office of Operations and Facilities is helpful in planning for their event or classroom needs.
- Their workplace is safe.

Almost all of the participants (> 90%) *Agreed* or *Strongly Agreed* that:

- They are satisfied with the topics that they are required to teach.
- They have the autonomy and support needed to do their job effectively.

A majority of the participants (> 80%) *Agreed* or *Strongly Agreed* that:

- They are satisfied with the amount of time required to complete their service duties to the school.
- They are satisfied with their teaching load.
- The campus environment fosters respect and diversity.
- They receive helpful feedback from their supervisor regarding their work.

- The library staff is helpful in providing the necessary resources needed for scholarly activity.
- They are provided opportunities to participate in professional development activities and programs.
- Information technology resources are sufficient for academic instruction, research, scholarship and service.

Approximately three-fourths of the participants (> 70%) *Agreed* or *Strongly Agreed* that:

- They are satisfied with the amount of time that they spend conducting research.
- The faculty participates in the improvement, planning, and decision making process.
- They have sufficient resources for their teaching, research/scholarship, and service.
- Information technology staff are responsive to their needs.

A majority of the participants (> 80%) indicated that they are Somewhat Satisfied or Very Satisfied with the compensation package.

More than half of the participants (> 60%) *Agreed* or *Strongly Agreed* that:

- Information is communicated effectively within the college and university

Fewer than half of the participants (< 50%) *Agreed* or *Strongly Agreed* that:

- This past year, they have seen improvements in the work environment.

7. Staff Satisfaction Survey Summary Report 2020

A CNUCOM staff survey was also taken this past summer. Nearly half of all staff completed the survey and a summary of the results was provided by the Office of Institutional Effectiveness.

All participants (100%) *Agreed* or *Strongly Agreed* that:

- Their work is respected and valued by their supervisor.
- Information technology resources are sufficient for them to do their job effectively.
- Information technology staff are responsive to their needs.

A majority of the participants (> 80%) *Agreed* or *Strongly Agreed* that:

- They receive helpful and timely feedback from their supervisor regarding their work.
- They have mechanisms to communicate within their college and the university.
- They have been provided opportunities to participate in professional development activities and programs.
- They have the autonomy and support to do their job effectively.

More than half of the participants (> 60%) *Agreed* or *Strongly Agreed* that:

- Departments and offices in their college work together effectively.
- The campus environment fosters respect and inclusiveness.
- They have opportunities to actively participate on committees and make meaningful decisions.
- They have appropriate and sufficient employee benefits.

Fewer than half of the participants (< 50%) *Agreed* or *Strongly Agreed* that:

- Information is communicated effectively within the university.
- This past year, they have seen improvements in the work environment.
- Their compensation is commensurate with their job.

8. Student Satisfaction Survey Summary Report 2020

In April 2020, seventy-nine CNUCOM students participated in the Student satisfaction survey. The survey addressed their learning experiences, curriculum, learning resources, educational environment, student services, and any possible problems with harassment. They are satisfied or very satisfied in most of the areas within their college and had some concerns about career counseling, scholarship, and financial aid. *Note*. All COM-specific items are set on a satisfaction scale ranging from *Very Satisfied* to *Very Dissatisfied*, which was included in the percentages of those figures below.

All participants (100%) *Agreed* or *Strongly Agreed* that:

- The college provides opportunities for engaging in active learning.
- They have the opportunity to be a part of clubs and professional organizations on campus.
- The campus is safe.

Almost all of the participants (> 90%) *Agreed* or *Strongly Agreed* that:

- They feel that they are respected at the college.
- The classroom set-up is appropriate for learning.
- The college clearly outlines and communicates the requirements of its academic program.
- College faculty are effective teachers.
- College faculty are accessible and helpful.
- Tutoring services are useful (if applicable).
- A process exists by which they can express their concerns regarding the academic program.
- The college provides career services such as informational workshops (i.e.: resume-writing, interviewing, etc.) that are helpful to advance their prospective career.
- The assistance provided by the Student Affairs Offices meets their needs.
- Restrooms are clean with adequate paper and soap supplies.
- Heating and Air Conditioning in the classrooms provide a comfortable learning environment.
- Counseling services are sufficient to meet their needs.
- Diversity is respected and valued within the college.

Almost all of the participants (> 90%) felt *Somewhat Satisfied* or *Very Satisfied* of the:

- Assessment of student learning.
- Quality of the first year/first academic period.
- Clinical skills instruction in the first year.
- Amount and quality of formative feedback in the first year.

- Opportunities for self-directed learning in the first year.
- Appropriateness of methods to assess student achievement in the first year.
- Overall workload in the first year.
- Coordination/integration of content in the first year.
- School responsiveness to student feedback on courses and teaching.

A majority of the participants (> 80%) *Agreed* or *Strongly Agreed* that:

- I understand the process for resolving academic and other issues.
- The University provides sufficient study space.
- Access to educational resources (e.g., library, electronic databases) is conducive to learning.
- IT support services are sufficient.
- IT resources (wireless network, AV projectors, microphones, etc.) are conducive to learning.
- Electronic learning management systems (CANVAS, TurningPoint, CoreELMS, etc.) are conducive to learning/
- The building hours are sufficient.
- The campus cafe and food services are sufficient for their needs (such as microwaves, refrigerators, and vending machines).

A majority of the participants (> 80%) felt Somewhat Satisfied or Very Satisfied of the:

- Clarity of policies for advancement/graduation.
- Ease of access to academic records.

Approximately three-fourths of the participants (> 70%) *Agreed* or *Strongly Agreed* that:

- The campus provides sufficient study and lounge areas.
- The college or school administration responds to problems and issues of concern to the student body in a timely fashion.
- Academic alert advisement process is effective (if applicable).
- The academic advisement process is effective.
- They know how to use the appropriate channels for grade appeals.
- Classrooms are clean and tidy.

More than half of the participants (> 60%) *Agreed* or *Strongly Agreed* that:

- College/school provided access to financial aid advising.

Fewer than half of the participants (< 50%) *Agreed* or *Strongly Agreed* that:

- The guidance and processing from Financial Aid is sufficient.

Students' Open-Ended Response Trends

Strengths

- Clerkship rotations
- Faculty
- Standardized test preparation

- Facility upgrades
- Improvements on communication between administration and students/faculty/staff

Areas for improvement

- Financial aid options

Conclusion

This report summarizes assessments of student learning, student satisfaction, and admissions data; faculty evaluations; and curricular improvements, factors related to student success, and improvements for student and faculty services and learning resources. As part of the College of Medicine's ongoing and continuous quality improvement efforts, the work of this committee to compile data and analyses of persistent trends, replicate strengths, and identify areas for improvement, is just one part of the larger CQI process. The work of this committee ensures there is wide representation and shared governance in the process as we strive to meet the needs of our stakeholders and are informed by our regional and discipline-specific accrediting bodies (WSCUC and LCME).