

## UNIT REPORT

**Medicine (MD) - Reviewer's  
Report - Academic Data**

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**Medicine (MD)****MD Program Mission****Mission:**

Mission of College of Medicine Medical Education Program: Our goal is to educate future physicians, scientists, and scholars to provide the highest quality patient care and service to society. We will develop innovative and compassionate leaders in clinical care, research, education, and healthcare policy who reflect the diversity of the state of Florida. Our educational programs will be based on adult learning principles and outcomes based assessments to ensure achievement of educational goals. We embrace a patient-centered, integrative approach to the learning of the sciences essential for providing high quality healthcare within a humanistic, collaborative and intellectually stimulating culture. Our graduates will champion the highest professional standards, continue to learn in a reflective and self-directed manner, and serve the needs of their patients within the local and wider community.

Mission of the College of Medicine The College of Medicine mission is to develop excellent physicians, scholars, scientists, physician assistants and professional staff who will contribute to the advancement of medical science and provide compassionate care of the highest quality for patients. We are committed to a diverse and inclusive environment, attracting the best minds to learn, discover, heal, and ameliorate human suffering. To achieve this mission we aspire to the following goals:

1. EXCELLENCE IN EDUCATION: Recruit a highly competent, empathetic, service-oriented and diverse group of students, scientists, scholars, physicians and professionals staff and educate all to become and remain exemplary practioners and academicians who adhere to the highest professional standards. Support and encourage development of innovative and compassionate leaders who reflect the diversity of the state of Florida.
2. DISCOVER BREAKTHROUGHS IN MEDICAL SCIENCE AND INNOVATE: Aspire to achieve national and international preeminence in scholarly research. Foster discovery and innovation in medical science and health care by developing interdisciplinary teams of basic science and clinical researchers to conduct investigations that impact the prevention and diagnosis of disease, facilitate improved treatments, and enhance the quality of life for individuals locally, nationally, and globally.
3. PROVIDE THE HIGHEST QUALITY PATIENT CARE: Ensure that our patients are our highest priority. Protect and nurture the critical nature of the patient-physician relationship. Treat patients with comprehensive, evidence-based, state-of-the-art and cost-effective methods. Promote health, prevent disease and educate the public. Provide leadership in assessing the health care needs of our patients and in designing, developing and managing innovative approaches to meeting those needs.
4. PROMOTE ORGANIZATIONAL EXCELLENCE, PROFESSIONAL DEVELOPMENT AND ADVANCEMENT University of Florida It is the mission of the University of Florida to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas through teaching, research and scholarship, and service. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century. These three interlocking elements - teaching, research and scholarship, and service - represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

**Start:** 07/01/2017**End:** 06/30/2018**PG1 Physician Leaders and Scholars****Goal:**

Graduates are prepared to become physician leaders and scholars committed to clinical excellence and humanistic patient-centered care and adhere to the highest professional standards.

**Evaluation Method:**

Evaluation of the general professional education program is done annually and reported to the UF COM curriculum committee. Evaluation includes; 1. annual AAMC Graduation Survey of students 2. surveys of students, graduates and residency program directors, 3. performance on USMLE national licensure.

**Results:**

Our criterion for success was equal to or greater than 95% of the 2018 graduates were satisfied with the quality of their medical education, and successfully passed the Step 2 Clinical Knowledge (CK) exam on their first attempt. In addition, 95% of the Class of 2019, successfully pass the USMLE Step 1 exam on their first attempt.

On the Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ) question #7, 88.2% of 2018 graduates stated that they were satisfied with the quality of their medical education, as compared to 89.3% of graduates nationally. 99%, or 135 out of 137 students, passed the Step 2 CK exam on their first attempt, and 95%, 130 out of 137 students, passed their Step 1 exam on their first attempt.

We were pleased that our first-time takers on the Step 2 CK increased from 2016 (94%) to 2017 (99%), and our first-time Step 1 test takers remained stable at 95%; however, as our overall satisfaction percentage among 2018 graduates dropped from 92.7% in 2017 to 88.2% in 2018, we did not meet our criterion for success. See data attached.

Attached Files

**XOn Campus:** true

**XProgram CIP:** 51.1201

**XOnline:** false

**XOther Site:** false

**XIf Other Site:**

## **PG2 Medical Science and Practice Foundation**

**Goal:** Provide foundation of medical science and practice.

**Evaluation Method:**

United States Medical Licensure Examination (USMLE) Step 1 and 2 exam performance.

**Results:**

The criterion for success was that at least 95% of the students successfully passed the USMLE Step 1 and Step 2 CK exams on their first attempt. 130 out of 137 students, or 95%, passed the Step 1 exam, and 135 out of 137 students, or 99%, passed the Step 2 CK exam on their first attempt. This data met the criterion for success. See attached data.

Attached Files

**XOn Campus:** true

**XProgram CIP:** 51.1201

**XOnline:** false

**XOther Site:** false

**XIf Other Site:**

## **PG3 Residency Preparation**

**Goal:** Prepare students for a residency of their choosing.

**Evaluation Method:**

Review student rank lists with match data. Review match data with metrics for quality of training programs. Compare national results with UF COM results.

**Results:**

The criterion for success was that 96% or more of the students match with a residency training program, and that we match more students with a residency position than the national Match rankings. Of the 132 students who entered the Match, 130, or 98% matched with a residency training program, which was greater than the national data (96%). See Match data attached.

Attached Files

**XOn Campus:** true

**XProgram CIP:** 51.1201

**XOnline:** false

**XOther Site:** false

**XIf Other Site:**

## **SLO1 Competency: Medical Knowledge**

**Outcome:** Apply and justify medical knowledge, using scientific reasoning, in patient care.

**SLO Area (select one) :**

**Assessment Method:**

Medical Knowledge is assessed by written examinations in Introduction to Clinical Medicine courses (1-4) and performance based assessments such as Clinical Skills Examinations (CSEs).

**SLO Not Assessed This Year:** false

**Results:**

The Medical Knowledge Competency, SLO1, was reviewed for all first and second year medical students. Overall there were two hundred eighty (280) students in the first two years of the curriculum. Additional information regarding the number of students per assessment method are noted in the paragraph below.

The Introduction to Clinical Medicine (ICM) courses (1-4) are required during the first and second year of the medical school curriculum. Within the longitudinal courses, students are expected to score equal to (or greater than) 75% on the course exams. The overall criterion for success was that greater than 90% of the students passed the exams in the respective course. In ICM1 there were three exams. 133 out of 143 students (93%) scored equal to or greater than 75% on all three of the exams. There were four exams in ICM2; 131 out of 139 students (94%) passed the benchmark score on all exams. In ICM3, 121 out of 137 students (88%) scored at or above the minimum criteria on four exams. Within ICM4, 129 out of 136 students (95%) passed the two course exams. All students who scored below the 75% mastery were offered an opportunity to take a remediation exam for each exam below the 75% threshold. See ICM 1-4 data attached. Overall, we were pleased with the results.

Attached Files

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 90

**How many students did you assess for this outcome?:** 280

**How many students met the outcome?:** 254

**What percentage of students met the outcome?:** 91

**Does this meet your threshold of acceptability?:** Yes

## **SLO2 Competency: Patient Care**

**Outcome:**

Perform essential skills, critically evaluate clinical findings, synthesize new information, examine previous management plans, and perform common procedures safely.

**SLO Area (select one) :** Skills (Grad)

**Assessment Method:**

Patient care is assessed via Clinical Skills Examinations (CSE's), faculty observation, and history and physical assignments, which are reviewed longitudinally by faculty via the portfolio.

**SLO Not Assessed This Year:** false

**Results:**

Of the five hundred fifty-three students in the medical school, five hundred twenty-seven (527) students were reviewed for SLO2-Patient Care within the 2017-2018 academic year. Additional information regarding the number of students per assessment method are noted in the paragraph below.

The Clinical Skills Exams (CSEs) are formative and summative assessments of history, physical and clinical reasoning by students at specific curricular points. Data reviewed for the patient care competency only included the summative review on a pass/fail system. The criterion for success is that 90% of the students pass their summative CSE. During the 2017-2018 academic year, 134 out of 139 (96%) passed CSE1B (first year students), 136 out of 136 (100%) passed CSE2B (second year) and 126 out of 129 (98%) passed CSE3C (third year). The attached data depicts the summative CSE outcomes by year, as well as the correlation between the CSEs, national exams and GPAs for the Class of 2018. In addition, 121 out of 123 (98%) of the Class of 2018 passed the national Step 2 (CS) Clinical Skills exam on their first attempt.

Attached Files

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 90

**How many students did you assess for this outcome?:** 527

**How many students met the outcome?:** 517

**What percentage of students met the outcome?:** 98

**Does this meet your threshold of acceptability?:** Yes

### **SLO3 Competency: Professionalism**

**Outcome:**

Apply ethical standards, maintain professional relationships, and implement excellence in all endeavors which focus on professional identity formation (i.e., development of professional values, actions and aspirations).

**SLO Area (select one):** Professional Behavior (Grad)

**Assessment Method:**

The competency evaluation for professionalism is evaluated by faculty observation in small group, clinical and laboratory settings via the Multisource Feedback Survey of each student, and by those referred to the Academic Status Committee for professionalism concerns.

**SLO Not Assessed This Year:** false

**Results:**

All five hundred fifty-three (553) students within the entire medical curriculum were reviewed for the Professionalism Competency, SLO3, during the 2017-2018 academic year. Additional information is noted in the paragraph below.

The criterion for success was that less than 5% of the medical students were reported for professionalism concerns to the Academic Status Committee (ASC). The professionalism competency was reviewed via the number of students reported to the ASC who demonstrated lack of professionalism during the 2017-2018 academic year. Of the 553 number of students in the medical education program, 12 (2%), were referred to and discussed by the ASC for professionalism concerns. Additionally, of the 12 students discussed, 2 of 553 students (0.4%) were placed on Academic Probation for failure of the professionalism competency.

During the 2017-2018 academic year, there were outside factors that impacted the summative results for the Multisource Feedback Survey (MFS); therefore, we were not able to evaluate the data from the MFS for 2017-2018.

As the ASC data contains personal student information, the data is not included, but it is available upon request.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 95

**How many students did you assess for this outcome?:** 553

**How many students met the outcome?:** 541

**What percentage of students met the outcome?:** 98

**Does this meet your threshold of acceptability?:** Yes

### **Medicine Use of Results**

**Program:** Medicine (MD)

**Programmatic Use of Results:**

All results were reviewed by the Associate Dean for Medical Education and the UF COM Curriculum Committee. Based on the review, the Curriculum Committee made the following changes:

1. Since the national exam, Step 2 Clinical Skills, demonstrates mastery of the patient care skills, is a graduation requirement, and is closely related to the Clinical Skills Exams (CSEs) that are completed by first through third year medical students on a formative and summative platform, the Step 2 CS was added as an assessment for SLO2 - Patient Care.
2. After reviewing data from the UF COM Committee on Program Evaluation and Student Assessment (CPESA), which included data from the Introduction to Clinical Medicine courses from the first year curriculum, and the correlation from the Phase 1 curriculum (first two years) to the Step exams, it was decided to create more rigorous exams to prepare students for the national Step exams. See data attached.
3. During 2017-2018 a Professionalism Remediation Task Force was created to review data and publications about remediation of professionalism lapses for medical students. The task force presented the attached data, and it was decided to create an online reporting mechanism for students, faculty and staff to report unprofessional behavior since all reports noted that the early intervention led to the best remediation.

Attached Files

**Program Results Not Reported This Year:****MD AAP Detail****End:** 06/30/2018**Start:** 07/01/2017**Providing Department:** Medicine (MD)**Assessment Cycle (All AAPs):**

Analysis and Interpretation:

Program assessment is on-going throughout the year with comprehensive reviews by the Curriculum

Committee occurring in June and July.

Program Modifications: Completed by August 1

Dissemination: Completed by August 1

A comprehensive accreditation review by the Liaison Committee for Medical Education (LCME) occurs every 8 years and is preceded by a 1-year comprehensive institutional self-study. Last review was in 2015, and the next review 2023.

Year	14-15	15-16	16-17	17-18	18-19	19-20
<b>SLOs</b>						
<b>Content Knowledge</b>						
Medical Knowledge	X	X	X	X	X	X
<b>Skills</b>						
Patient Care	X	X	X	X	X	X
<b>Professional Behavior</b>						
Ethics, self-improvement, empathy, compassion honesty	X	X	X	X	X	X

**SLO Assessment Rubric (All AAPs) :**

See attached rubric which is used as both a formative and summative assessment during the first two years of the medical student curriculum within the Introduction to Clinical Medicine courses.

Attached Files

**Methods and Procedures (UG and Certificate AAPs) :****Curriculum Map (UG AAPs only) :**