

Reviewer's Report - Division/Unit Goals Report

University of Florida

Academic Affairs

Academic Colleges

College of Medicine

College of Medicine Mission

The University of Florida College of Medicine (UFCOM) aspires to be a premier institution focused on promoting health and alleviating human suffering through exceptional education, discovery, innovation and patient-centered health care of the highest quality.

The mission is parallel to the University's mission to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

Start: 7/1/2016

End: 6/30/2017

Responsible Roles: Associate Professor & Associate Dean, Graduate Education (Rowe, Thomas), Senior Associate Dean for Educational Affairs (Fantone, Joseph), Associate Dean for Medical Education (Novak, Maureen), Associate Dean and Director (Rice, Ralph)

Unit/College: College of Medicine

Goal 1: Medical Professionals

To develop humanistic, skilled, intellectually disciplined, and authoritative medical professionals who are committed to the highest ideals and standards of the profession and who model an exceptional standard of care for those they treat, lead, and serve.

Division/College: College of Medicine

Responsible Roles: Associate Professor & Associate Dean, Graduate Education (Rowe, Thomas), Senior Associate Dean for Educational Affairs (Fantone, Joseph), Associate Dean for Medical Education (Novak, Maureen), Associate Dean and Director (Rice, Ralph)

Action Items

Action Item 1: To provide an educational program designed with a patient centered approach.

Action Item 2: Introduce students to the professional expectations and responsibilities of physicians (or physician assistants) beginning the first week of school in formal coursework and reinforced throughout the curriculum.

Action Item 3: Students in small groups reflect on and discuss positive and negative behaviors they observe in health care.

Action Item 4: Provide patient presentations that emphasize the "patient's story" and the professional expectations they have for their health care providers.

Action Item 5: Facilitate development of scientists dedicated to research and discovery.

Measures of Action Items

Action Items 1-4:

- UFCOM performance based Clinical Skills Examinations (CSEs); 1-2/year
- Students referred to committee review for unprofessional behavior

In addition-

- For medical students: national standardized exams from the National Board of Medical Examiners (NBME) for courses and clerkships, United States Medical Licensing Examinations (USMLE Step 1: yr 2 and Step 2 Clinical Skills and Clinical Knowledge: yr 4)
- For Physician Assistance students; the PANCE exam at end of yr 2

Action Item 5:

For graduate students:

- formal qualifying examinations (yr2)
- thesis defense (#defended/#passed)

Time Period of Action Items

Action items 1-5: 7/1/16-6/30/17

Resources of Action Items

Action Items 1-4:

- State General Revenue (SGR) and limited endowment funds support the majority of the teaching faculty and all administrative activities and staff
- Clinical revenue supports many of the clinical faculty and hospital staff
- Clinical sites and patients, (e.g., UFHealth Shands, VA Medical Center, and UFHealth Jacksonville)

Action Item 5:

- State General Revenue
- Intramural and extramural grants
- Limited endowment funds

Results and Evaluation

MD: 95% of the UFCOM students passed the USMLE Step 1 exam (134/141), which equaled the national comparison. Data from the USMLE Step 2 CK depicts that 94% of UFCOM students passed on their first attempt (138/147), and 95% of students passed the USMLE Step 2 CS exam (87/92), as compared to 96% of medical students nationally. Clinical Skills Exams (CSEs) are formative and summative assessments of history, physical and clinical reasoning by students during specific curricular points. The summative CSE data was reviewed depicting the students who remediated due to concerns/failures, and the correlating performance indicators between the Step exams and the CSE. Less than 2% of students (7/569) were discussed for professionalism issues, and 0.18% (1/569) were placed on Academic Behavior for failing the professionalism competency.

PAS: Within the past five year, the physician assistant students have demonstrated a first-time pass rate of 99% on the national PANCE, which exceeds the national average of 95%, see PANCE data attached. Less than 4% of students (2/59) were discussed the Professional Standards and Promotion Committee for unprofessional behavior.

Ph.D.: 100% of students sitting for qualifying exam (37/37) and defending their thesis (32/32) passed. 0% if students were referred to the Graduate Studies Committee relating to safety or ethical behavior in 2016-2017.

To educate and inspire the next generation of leaders in health care, biomedical sciences, health services research, and academic medicine to seek, provide and sustain unparalleled achievements in service, teaching, and research.

Division/College: College of Medicine

Responsible Roles: Associate Professor & Associate Dean, Graduate Education (Rowe, Thomas), Senior Associate Dean for Educational Affairs (Fantone, Joseph), Associate Dean for Medical Education (Novak, Maureen), Associate Dean and Director (Rice, Ralph)

Action Items

Action Item 1: The educational program encourages students to lead and innovate in the health sciences.

Measures of Action Items

Action Item 1:

- Number of students involved in research, and joint degree programs or advanced certification
- Student research presentations (locally and nationally)
- AAMC graduation questionnaire
- Clinical Skills Examinations (CSEs; 1-2/year)
- Local and international outreach for service and innovation in healthcare delivery

For graduate students:

- Thesis defense
- Student research output (e.g., grants, presentations, papers)

Time Period of Action Items

Action Item 1: 7/1/16-6/30/17

Resources of Action Items

Action Item I:

- State General Revenue (SGR) and limited endowment funds support the majority of the teaching faculty and all administrative activities and staff
- Clinical revenue supports many of the clinical faculty and hospital staff
- Clinical sites and patients, (e.g., UFHealth Shands, VA Medical Center and UFHealth Jacksonville)
- Locally, Equal Access Clinics, Mobile Clinic and HealthStreet provide excellent opportunities for service, and international service trips provide clinical, service and research opportunities for students
- Some students are supported by extramural grants for pursuit of advanced degrees

Results and Evaluation

MD: 75% (105/141) of the medical students elected to participate in the summer research course (Medical Student Research Project - MSRP), MDT 7090. Additionally, more than the national average (77.3%), 83.8%, of 2017 graduates reported participation in research with a faculty member, 52.1% noted they were sole or joint author on a peer-reviewed paper submitted for publication, and 60.7% were sole or joint author on an oral or poster presentation, see AAMC GQ data #14 attached. Likewise, 57.3% of UFCOM graduates participated in global health experiences, versus 27.1% of graduates nationally. Virtually all students engage in service learning in the community through global health experiences, Equal Access (student run clinic), the mobile clinic, and the Introduction to Clinical Medicine courses. Over 11% of graduates pursued dual degrees, as compared to 9.6% of students nationally.

Ph.D.: 58/185 (31%) participated in training opportunity grants or were recipients of F30/F31 predoctoral extramural fellowships. The remaining 32% of students (127/185) participated in a wide variety of grant opportunities within biomedical sciences.

Goal 3: Innovative Models

To develop and utilize innovative models of interdisciplinary health care delivery to optimize safety, service, outcomes, and resource use.

Division/College: College of Medicine

Responsible Roles: Senior Associate Dean for Educational Affairs (Fantone, Joseph), Associate Dean for Medical Education (Novak, Maureen), Associate Dean and Director (Rice, Ralph)

Action Items

Action Item 1: Work with the other Health Science Center colleges to incorporate interprofessional education and collaborative patient care

Action Item 2: Introduce and elaborate on Patient Safety and Quality

Measures of Action Items

Action Items 1-2:

- Evaluation by the Interprofessional Education Committee
- AAMC graduation questionnaire
- Peer review (1-2/year): Putting Families First (PFF) & Interprofessional Learning in HealthCare (IPLH)

Time Period of Action Items

Action Items 1-2: 7/1/16-6/30/17

Resources of Action Items

Action Items 1-2:

- Faculty from all Health Science Center Colleges
- Clinical sites and patients, (e.g., UFHealth Shands, UFHealth Jacksonville and Veterans Administration Hospital)
- Families in the local community
- State General Revenue

Results and Evaluation

Additional data from the 2017 AAMC GQ was reviewed:

Question/Topic	UFCOM	National
I have the fundamental understanding of common conditions and their management encountered in the major clinical disciplines.	96.6%	93.3%
I have the communication skills necessary to interact with patients and health professionals.	99.1%	98.1%

I have basic skills in clinical decision making and the application of evidence based information to medical practice.	97.5%	94%
I have a fundamental understanding of the issues in social sciences of medicine (e.g., ethics, humanism, professionalism, organization and structure of the health care system.	97.4%	93.6%

Goal 4: Understanding of Human Health and Disease

To improve our understanding of human health and disease through groundbreaking research and to translate these discoveries into new solutions to promote health, improve health outcomes and quality of care.

Division/College: College of Medicine

Responsible Roles: Associate Professor & Associate Dean, Graduate Education (Rowe, Thomas), Senior Associate Dean for Educational Affairs (Fantone, Joseph), Associate Dean for Medical Education (Novak, Maureen)

Action Items

Action Item 1: Create an environment that supports innovation in healthcare.

Measures of Action Items

Action Item 1:

- Medical students: # of participants in the Medical Student Research Program (MSRP)
- Medical students: # enrolled in the Discovery Pathways Program
- Medical students: # graduating with commendation in research
- Graduate students: Graduate placement in residency, postdoctoral, or industry
- Graduate students: # publications in peer reviewed journals, and # research presentations
- Graduate students: Grant support

Time Period of Action Items

Action Item 1: 7/1/16-6/30/17

Resources of Action Items

Action Item 1:

- Office of Faculty Affairs and Development
- Faculty development and leadership programs offered by the College of Medicine
- Facilities that promote clinical trials research (e.g., Clinical and Translational Research Center)
- Faculty and graduate student extramural grant support
- Office of Research Affairs

Results and Evaluation

During the 2016-2017 academic year, 75% of the medical students elected to participate in the Medical Student Research Project (MSRP). Additionally, 98% of medical students who participated in the National Match program and graduated in 2017 began a residency program. 105/141, or 75% of medical students participated in MSRP. 73/550 (13%) enrolled in the Discovery Pathways Program. Upon graduation 16/133 (12%) received certificates of distinction for completion of one of the six pathways tracks. In addition, 35/133 (26%) of graduating students received a commendation in research.

Goal 5: Diverse Community

To recruit, develop, and nurture a diverse and academically outstanding community of learners who each contribute to excellence in our missions.

Division/College: College of Medicine

Responsible Roles: Assistant Dean of Admissions (Lynch, James), Associate Professor & Associate Dean, Graduate Education (Rowe, Thomas), Senior Associate Dean for Educational Affairs (Fantone, Joseph), Associate Dean for Medical Education (Novak, Maureen), Associate Dean and Director (Rice, Ralph), Associate Dean for Diversity & Health Equity (Parker, Donna), Associate Dean of Graduate Medical Education (Dixon, Lisa)

Action Items

Action Item 1: Recruit and retain a high quality and diverse community of learners committed to excellence in research, patient care, education and service.

Measures of Action Items

Action Item 1:

- Assess quality and diversity through entering credentials
- Graduation rates
- Retention rates
- Successful graduate placement, (e.g., residency, postdoctoral, or industry)

Time Period of Action Items

Action Item 1: 7/1/16-6/30/17

Resources of Action Items

Action Item 1:

- Endowments
- Scholarships
- State General Revenue

Results and Evaluation

Over 25% of the first year medical class (35/137), and 23% of the entire student body (126/550) within the UFCOM during the 2016-2017 academic year self-identified as "underrepresented in medicine" (URM) according to the Association of American Medical Colleges (AAMC). Likewise, the PAS student body averaged approximately 33% minority students (39/120). Within the graduate program, 26% of the MD/PhD students (10//38), and 34% (12/35) PhD students self-identified as URM.

The attrition rate for the medical students for 2016-2017 was 0.4% (2/550). The PAS program had 0% as an attrition rate for 2016-2017, and has not lost a student within the past several years.

98% (127/129) of graduating medical students who entered the Match in 2017, received placement and began a residency training program after graduation. Collectively, 99% (529/535) of graduates from the Ph.D. program have successfully gained employment in the workforce.

Goal 6: Professional and Personal Growth

Promote sustained, robust professional and personal growth, productivity, accountability, integrity, and synergistic collaboration for learners.

Division/College: College of Medicine

Responsible Roles: Associate Professor & Associate Dean, Graduate Education (Rowe, Thomas), Senior Associate Dean for Educational Affairs (Fantone, Joseph), Associate Dean for Medical Education (Novak, Maureen), Associate Dean and Director (Rice, Ralph)

Action Items

Action Item 1: Implement robust mentoring and counseling programs for learners..

Measures of Action Items

Action Item 1:

- Graduation rates
- Time to graduation
- Student satisfaction measures (e.g., end of year annual survey, AAMC GQ survey).

Time Period of Action Items

Action Item 1: 7/1/16-6/30/17

Resources of Action Items

Action Item 1:

- State General Revenue
- Office of Educational Affairs
- Office of Student Assessment and Program Evaluation
- Office of Student Counseling and Development
- Office for Diversity and Health Equity

Results and Evaluation

The MD, PAS and graduate programs recruit highly qualified individuals. Due to recruitment efforts, each of these programs have a large applicant pool with which to review data, interview, and accept students from, which leads to a little turnover within the programs.

MD: The UFCOM's attrition rate was less than 0.5% during the 2016-2017 academic year. Additionally, the 2017 graduates rated UFCOM highly on the AAMC GQ noting the percentage of graduates who were satisfied/very satisfied as depicted below.

Question/Topic	UFCOM	National
Academic counseling	91.0%	73.5%
Tutoring	89.4%	71.3%
Personal counseling	80.3%	72.3%
Faculty mentoring	92.8%	80.3%
Career preference assessment activities	82.3%	62.4%

Information about specialties	88.0%	71.3%
Overall	83.2%	63.9%

PAS: The PAS's attrition rate for 2016-2017 was 0% as (0/120) left the program.

Ph.D.: During 2016-2017, 37 students took and passed their qualifying exam, and 32 students defended and passed their final defense.

College of Medicine Actions for Improvement

Providing Department: College of Medicine

Responsible Roles: [You do not have access to view this field.]

Unit/College Actions for Improvement

The data was reviewed by the following committees:

- **MD:** UFCOM Curriculum Committee
- **PAS:** PAS Curriculum Committee
- **Ph.D.:** Supervisory Committee.

Overall, Dr. Fantone, the Senior Associate Dean for Educational Affairs presented the data to the Dean of the College of Medicine and other senior associate deans.

Although there is always room for improvement, all committees were pleased with the collective data. Within the COM, a decision was made to continue to recruit, maintain, and employ a individuals from diverse backgrounds. The UFCOM Diversity Committee was charged with reviewing the Statement on Diversity. In addition, the UFCOM decided to collaborate with the other colleges within the Health Science Center to have a stronger commitment to diversity and inclusiveness with other students and faculty that our students work alongside.

Additionally, the IDP program (Interdisciplinary Program in Biomedical Sciences) was changed to the Graduate Program in Biomedical Sciences. This program provides leadership and guidance to the master's and Ph.D. programs within the College of Medicine, and the program revised to assist future applicants, and streamline processes.