

UNIT REPORT

**College of Medicine -
02.Reviewer's Report – IE**

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College of Medicine

College of Medicine Mission

Mission Statement:

The University of Florida College of Medicine (UF COM) 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 UF COM mission facilitates the advancement of the University's mission to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

Start: 07/01/2022**End:** 06/30/2023**Progress:** Ongoing**Unit/College:** College of Medicine**Responsible Roles:**

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Goal 1 Medical Professionals

Goal:

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.

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:

- a. Medical students (MD): Aggregated summative UFCOM performance based Clinical Skills Examinations (CSEs); 3-4/year
- b. Medical students (MD): Narrative faculty observation and professionalism ratings in required courses and clerkships

In addition-

c. Medical students (MD): 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 Knowledge: yr 4)

- d. Physician Assistant students (PAS): the PANCE exam at end of yr 2

Action Item 5:

- a. Graduate students (PhD): formal qualifying examinations (yr2)
- b. Graduate students (PhD): thesis defense (#defended/#passed)

Time Period of Action Items:

Action items 1-5: 7/1/22-6/30/23

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:

Action Items 1-4:

MD 1-4.a: UF COM Clinical Skills Exams (CSEs) are formative and summative assessments of history taking, physical examination and clinical reasoning skills by students during specific curricular points. The summative CSE 3C is assessed at the end of the third year of medical school and is a graduation requirement. Out of the two hundred eighty-four (284) students from the classes of 2023 and 2024, two hundred seventy-eight (278) or 97.9% of students successfully passed the CSE 3C on their first attempt. Five (5) students were provided remediation, and successfully passed a clinical skills refresher course. The remaining student is completing a combined program, and will complete the remediation next year. See the CSE outcomes table attached.

1-4.b: Overall, 0.7% of UF medical students (4 out of 577) were discussed for professionalism issues by the Academic Status Committee, and one (1 out of 586) or 0.2% was placed on academic probation for falling below expected performance in the professionalism competency and was later dismissed for failure to consistently demonstrate medical knowledge and the professionalism graduation competencies consistently. See professionalism data attached.

1-4.c: 96% of the UF COM students passed the national United States Medical Licensing Examination (USMLE) Step 1 exam (137 out of 142). Data from the USMLE Step 2 CK (Clinical Knowledge) depicted that 99% of UF COM students passed their exam on the first attempt (119 out of 120). (Note, due to the pandemic in 2020, a disproportionate number of takers were reported as the USMLE report runs from July 1st to June 30th each year.) As the USMLE Step 2 CK examination is a UF COM graduation requirement, the unsuccessful student petitioned the Academic Status Committee (the MD promotions committee) for a second attempt on the examination, and was successful. See data for the USMLE Step 1 and USMLE Step 2 CK attached.

Action Items 1-4:

PAS 1-4.d: For the Class of 2023, the physician assistant students demonstrated a first-time pass rate of 98% (58 out of 59) on the national Physician Assistant National Certifying Examination (PANCE). To be eligible for the PANCE, students must have graduated from the PA program. Therefore, the examination is not a graduation requirement, but the graduate who do not pass the examination on their first attempt was encouraged to retake the PANCE to become certified. See data attached.

Action Item 5:

Ph.D. 5.a-b: During the 2022-23 academic year, (46 out of 46) or 100% of students who sat for the qualifying exam passed. Likewise, there was a 100% success rate (35 out of 35) for students who defended their dissertations.

Attached Files

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS

RELATED ITEM LEVEL 1

Goal 6 Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Goal:

Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Objective:

Two objectives are associate with this goal.

- Objective 1. Alumni who make significant contributions to their professions and society.
- Objective 2. Alumni who engage with and support the University's educational, research, and service missions.

Goal 2 Next Generation Leaders

Goal:

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.

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:

- a. Medical students (MD): Number of students involved in research, and joint degree programs or advanced certification
- b. Medical students (MD): Number of student research presentations (locally and nationally)
- c. Medical students (MD): Percentage of respondents affirming research on the AAMC graduation questionnaire
- d. Medical students (MD): Aggregated formative and summative Clinical Skills Examinations (CSEs; 1-2/year)
- e. Medical students (MD): Percent of students reporting local and international outreach for service and innovation in healthcare delivery
- f. Physician Assistant students (PAS): Aggregated summative Objective Structured Clinical Examinations (OSCEs for PAS)
- g. Physician Assistant students (PAS): Number of students involved in research
- h. Physician Assistant students (PAS): Number of student research presentations
- i. Graduate students (PhD): Thesis defense
- j. Graduate students (PhD): Student research output (e.g., grants, presentations, papers)

Time Period of Action Items:

Action Item 1: 7/1/22-6/30/23

Resources of Action Items:

Action Item 1:

- 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:

Action Item 1:

MD1.a-c: During the 2022-23 academic year, 81.3% (113 out of 139) of first-year medical students elected to participate in the summer research course, MDT7090 *Medical Student Research Project* (MSRP) with a four-year average of 8.35%. Additionally, 91.0% of 2023 graduates reported participation in research with a faculty member, which was above the national average of 84.4% on the Association of American Medical Colleges Graduation Questionnaire (AAMC GQ). Likewise, 72.1% of graduates reported that they were sole or joint author on a peer-reviewed paper submitted for publication, and 78.4% were sole or joint author on an oral poster presentation as compared to the national data (63.7% and 66.5% respectively). See MSRP and AAMC GQ data attached.

1.d: The formative and summative Clinical Skills Exams (CSEs) were assessed during the 2022-2023 academic year for all first- and second-year medical students. Overall, two hundred ninety-four (294) out of three hundred two (302 or 97.4%) first- (class of 2026) and second-year (2025) medical students successfully passed their summative CSEs 1B (formative) and 2B (summative) on their first attempt. The four (4) students were provided a remediation to demonstrate assessments of history taking, physical examination, and clinical reasoning skills prior to beginning clinical rotations. Unfortunately, one (1) student withdrew from the program prior to remediation. See CSE outcomes data attached.

1.c & 1.e: In 2023, 14.4% of graduates noted that they participated in global health experiences as compared to 11.3% of graduates nationally, and 93.7% of UF graduates had an experience with a free clinic for the underserved population, such as global health experiences, Equal Access (student run clinic), the mobile clinic, and through the Introduction to Clinical Medicine courses as compared to 68.3% of graduates nationally. The pandemic directly impacted the global health participation as the trips were cancelled for the spring of 2020 and 2021. See AAMC GQ data attached.

Action Item 1:

PAS 1.f-h: 100% (115) physician assistant students passed their Objective Structured Clinical Examination (OSCE) formative (Year 1) or summative exam (Year 2). During 2022-2023 academic year, the second-year PAS students presented a research project. All 100% (61 out of 61) completed and presented research to the first-year cohort.

Action Item 1:

Ph.D. 1.i-j: All of the two hundred twenty (220) Ph.D. students, or 100% participated in research opportunities provided by faculty research grants and/or predoctoral training grants, such as T90, TL-1, F-30, F-31, and NIH T32 training grants, which included a T32 grant in team-based Cancer Research.

Attached Files

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.**Goal:**

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

RELATED ITEM LEVEL 1

Goal 6 Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.**Goal:**

Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Objective:

Two objectives are associate with this goal.

- Objective 1. Alumni who make significant contributions to their professions and society.
- Objective 2. Alumni who engage with and support the University's educational, research, and service missions.

Goal 3 Innovative Models**Goal:**

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

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:

- a. Medical students (MD): Evaluation by the Interprofessional Education Committee
- b. Medical students (MD): Percent affirming interdisciplinary health on AAMC graduation questionnaire
- c. Medical students (MD): Peer review evaluation (1-2/year): Putting Families First (PFF) & Interprofessional Learning in HealthCare (IPLH)

Time Period of Action Items:

Action Items 1-2: 7/1/22-6/30/23

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:

MD 1-2.b: Data from the AAMC Graduation Questionnaire (GQ) was reviewed, see attached. There were four statements that were reviewed in question 12: "I have the fundamental understanding of common conditions and their management encountered in the major clinical disciplines," "I have the communication skills necessary to interact with patients and health professionals," "I have basic skills in clinical decision making and the application of evidence based information to medical practice," and "I have a fundamental understanding of the issues in social sciences of medicine." Using aggregate data for "Agree" and "Strongly Agree" for each question, the UF COM class of 2023 graduates ranked themselves above the 90% internal threshold and above other graduating medical students nationally.

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UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.

Goal:

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

Goal 4 Understanding of Human Health and Disease

Goal:

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.

Action Items:

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

Measures of Action Items:

Action Item 1:

- a. Medical students (MD): # of participants in the Medical Student Research Program (MSRP)
- b. Medical students (MD): # enrolled in the Discovery Pathways Program
- c. Medical students (MD): # graduating with commendation in research
- d. Medical students (MD): % passing the Research and Discovery course (BMS 6092)
- e. Graduate students (PhD): Graduate placement in residency, postdoctoral, or industry
- f. Graduate students (PhD): # publications in peer reviewed journals, and # research presentations
- g. Graduate students (PhD): Grant support

Time Period of Action Items:

Action Item 1: 7/1/22-6/30/23

Resources of Action Items:

Action Item 1:

- 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
- Internal and external grants
- State General Revenue

Results and Evaluation:

Action Item 1:

MD 1.a-c: During the summer of 2023, 81% (113 out of 139) of the first-year medical students elected to participate in the Medical Student Research Project (MSRP). Additionally, out of the one hundred thirty-nine (139) first-year medical students, one hundred eighteen (118) or 84.9% elected to participate in one of the Discovery Pathways Program (DPP) tracks. See MSRP-DPP data attached. Upon graduation, nearly 9% (13 out of 141) received certificates of distinction for completion of one of the eleven (11) pathway tracks, and 16% (23 out of 141) of graduating students received a commendation in research.

1.d: During the 2022-2023 academic year, 100% (137 out of 137) successfully passed the BMS6092 *Research and Discovery* course during the first-year of the medical curriculum. See data attached.

Action Item 1:

Ph.D. 1.e-g: All graduate students received grant support during the 2022-2023 academic year.

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UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.**Goal:**

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

RELATED ITEM LEVEL 1

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.**Goal:**

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.
- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

RELATED ITEM LEVEL 1

Goal 5 A strengthened public engagement of the university's programs with local, national, and international communities.**Goal:**

A strengthened public engagement of the university's programs with local, national, and international communities.

Objective:

Three objectives are associated with this goal.

- Objective 1. Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
- Objective 2. Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
- Objective 3. Increased technology translation and entrepreneurial activities.

Goal 5 Diverse Community**Goal:**

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

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 for medical students, physician assistant students and graduate students.

Measures of Action Items:

Action Item 1: (for medical - MD, physician assistant - PAS, and graduate students - PhD)

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

Time Period of Action Items:

Action Item 1: 7/1/22-6/30/23

Resources of Action Items:

Action Item 1:

- Endowments
- Scholarships
- State General Revenue

Results and Evaluation:

Action Item 1:

MD 1.a: For 2022-2023, there were two hundred twenty-three (223) accepted applicants out of an admissions pool of five thousand three hundred ninety-four (5394) with one hundred thirty-five (135) matriculants. These students had an average GPA of 3.85 and Medical College Admissions Test (MCAT) of 512. Of the matriculants, thirty-eight (38) percent self-reported as underrepresented in medicine or as a disadvantaged applicant. Additionally, matriculants self-reported their gender as sixty-one (61 or 45%) male and seventy-four (74 or 55%) as female. See report attached.

1.b-c: During the 2022-2023 academic year, there were five hundred eighty-six (586) medical students enrolled within the four-year program, and two (2) students either withdrew or were dismissed from the program; therefore, the attrition rate was 0.3%. See student tracking attached.

1.d: Of the one hundred forty-one (141) students who entered the residency Match, one hundred forty (140), or 99.3% matched with a residency training program or preliminary training year, which was greater than the national data (93.7%). See data attached.

Action Item 1:

PAS 1.b-c: In 2023, fifty-nine (59) out of sixty (60) or 98% of students graduated from the Physician Assistant Studies program. Two (2) students were decelerated for academic reasons, one (1) during the didactic year and one (1) during the clinical year.

Action Item 1:

Ph.D. 1.a: There were two hundred eighty-eight (288) total applicants for the 2022-2023 academic year. Of those, eighteen (18) applicants that were identified as URiM (Underrepresented in Medicine) received an interview. Out of the forty-three (43) total admitted students, nine (9), or 21% were URiM. The average GPA of admitted students was 3.6.

Ph.D. 1.b-c: The UF Graduate School tracked data for students. The graduation rate averaged above 85% with time to graduation less than 5 years.

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Goal 1 The University of Florida offers an exceptional academic environment for all.

Goal:

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

Goal:

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

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- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

Goal 6 Professional and Personal Growth

Goal:

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

Action Items:

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

Measures of Action Items:

Action Item 1: (for medical - MD, physician assistant - PAS, and graduate students - PhD)

- 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: 7/1/22-6/30/23

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:

Action Item 1:

MD 1.a: Out of the five hundred eighty-six (586) medical students, two (2) students either withdrew or were dismissed from the UF COM during the 2022-2023 academic year; thus, the attrition rate was 0.3%.

1.b: A total of one hundred forty (140) medical students graduated in 2023. Not including the three (3) students who completed combined degree programs and an additional four (4) students who were approved a gap year for research by the Academic Status Committee, a total of one hundred twenty-four (124) out of one hundred thirty-three (133) or 93.2% graduated within four (4) years.

1.c: Additionally, the 2020 graduates rated UF COM highly on the AAMC GQ noting the percentage of graduates who were satisfied/very satisfied as depicted below.

Question/Topic	UF COM	National
Fostered and nurtured development as a person	81.1%	71.3%
Fostered and nurtured development as a future physician	94.4%	92.1%
Academic counseling	77.9%	74.5%
Faculty mentoring	70.1%	79.3%
Overall career planning services	48.9%	66.2%
Information about specialties	69.5%	73.0%
Overall satisfaction with quality of medical education	92.9%	89.4%

Action Item 1:

PAS 1.a-b: 98% (59 out of 60) students graduated from the Physician Assistant Studies program in 2023. Two (2) students were decelerated for academic reasons, one (1) during the didactic year and one (1) during the clinical year. No students (0) either withdrew or were dismissed during the 2022-23 academic year; therefore, the attrition rate was 0.0%.

Action Item 1:

Ph.D. 1.a: During the 2022-2023 academic year, thirty-five (35) out of thirty-five (35) students (or 100%) defended and passed their final defense.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

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RELATED ITEM LEVEL 1

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- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

COM IE Detail

Providing Department: College of Medicine

Administrative Support Services:

Adequacy of administrative support for curriculum and student services is done on both a course and program basis annually. Each course is evaluated with feedback from course directors and students on the adequacy of administrative support. Formal annual student surveys and graduation surveys provide quantitative feedback as to the adequacy of administrative support and student services. This is also addressed as part of accreditation review of programs by the national accrediting agencies that specifically address issues related to finance, facilities and other resources (e.g., clinical education sites, library, etc.).

Documentation to demonstrate effectiveness:

Educational programs in the COM are administered by the Office of Educational Affairs. This includes oversight of the Office of Medical Education (medical student), School of Physician Assistant Studies, and the Office of Graduate Education (M.S. and Ph.D. students). Residency and fellowship training is administered by the Office of Graduate Medical Education (GME).

Additional administrative units that support the primary programs include:

1. AHEC (Area Health Education Centers) Program
2. Anaclerio Learning & Assessment Center
3. Community Outreach Program
4. International Programs
5. MD-PhD Program
6. Medical Honors Program
7. Medical Student Research Program
8. Office of Admissions
9. Office of Financial Aid
10. Office of Student Affairs
11. Office of Student Counseling & Development
12. Program Evaluation/Course Management
13. Resident as Teachers Program
14. Center for Experiential Learning & Simulation
15. UFCOM Testing Center

The effectiveness of these programs is monitored monthly at the Student Advocacy Committee with feedback from class student leadership as issues arise. Faculty discuss administrative support issues with the appropriate Associate Dean either as they arise (e.g., IT difficulties) or at the monthly meetings of respective committees. The services are formally reviewed annually by both internal and external quantitative student surveys and by accreditation reviews that occur between 5-8 years depending on the program.

Academic and Student Support Services:

For many services we receive ad hoc feedback from students/class leadership if specific issues arise and issues are addressed asap. The Student Advocacy Committee composed of medical, PA, and graduate students meets monthly with administration to identify and address issues that affect learning, support services and/or student life. During formal course reviews the quality of the services is reviewed as relevant to the course. Annual internal and AAMC Annual Graduation Surveys are reviewed by program leadership, the Office of Program Evaluation with appropriate adjustments. Adequacy and effectiveness of student support services are also reviewed as part of the external accreditation process.

Research:

Research faculty are recruited based on identified research priorities and specific programs within the COM that are aligned with the University's priorities. The faculty work collaboratively on research programs defined by the COM as well as within University defined institutes composed of faculty appointed in multiple colleges.

The COM provides startup funds and laboratory space for research faculty and supports twenty-one (21) specialized research Centers and Institutes in such areas as Diabetes, Cancer, Aging and Neurodegenerative Diseases. Research training programs for undergraduate, graduate, and post-graduate students are available to support faculty research and the COM supports centralized research "core facilities" providing essential resources to all COM investigators. These are multiple endowed faculty chairs that provide funding support to research faculty as well as support from department resources including royalties.

Faculty receive annual reviews by their department chairs that include review of scholarly productivity (e.g. peer reviewed publications, invited presentations, service on NIH study sections) and external peer reviewed funding.

Community and Public Service:

Community and public service is critical to our curriculum and the development of healthcare professionals to serve the state of Florida, our nation, and the world.

Overall Mission: The College of Medicine strives to improve health care in Florida, our nation, and the world through excellence and consistently superior leadership in education, clinical care, discovery, and service. This is manifest by the COM commitment of resources in support of a significant number of service activities including:

1. Pipeline programs starting with high school students from disadvantaged backgrounds and undergraduates at UF, (outcome metric: # students entering college, graduate or professional schools).
2. A high school teacher science development program for teachers from economically disadvantaged communities, (outcome metric: # of new programs instituted in high schools by graduates of the program).
3. An early medical school admissions program for students who are committed to serving medically underserved populations. These students complete coursework and activities in community service, research and health equity, (outcome metric: # students entering primary care specialties upon graduation and subsequently practicing in medically underserved areas).
4. Medical and Physician Assistant students participate in longitudinal community service (service learning), providing basic health assessment and care to medically underserved populations in Gainesville and Alachua County, (outcome metric: number of patients receiving medical care).
5. Students participate in multiple international service activities, (outcome metric: number of patients receiving medical care, institution of new "best" practices for sites visited).

Effectiveness Oversight:

Course and faculty evaluations are reviewed by the course directors and Associate Deans responsible for the programs. Annually program and course evaluations and evidence of program effectiveness are reviewed by the respective Curriculum Committees and discussed with the Senior Associate Dean for Educational Affairs. Annually the Senior Associate Dean for Educational Affairs presents to the COM Executive Committee (composed of department chairs) and Faculty Council (elected COM faculty) outcomes data of the educational program. Feedback is provided and shared with the Dean of the COM with recommendations for program improvement.

The Senior Associate Dean for Research monitors space utilization, grant funding and research productivity of the departments and specific programs. She works with the department chairs and program leaders to ensure that there are adequate resources to conduct research. Periodic research program reviews are used to evaluate and re-align allocation of College resources. The Senior Associate Dean for Research chairs the Research Steering Committee that makes recommendations to the Dean for resource re-alignment based on the academic success (e.g., peer reviewed publications and external grants) and institutional priorities of the unit. The Dean discusses the recommendations with department chairs or program leaders to ensure coordinated support and success of academic initiatives. At least annually, the Senior Associate Dean for Research presents updates on the effectiveness of the research programs to the COM Executive Committee (composed of department chairs) and Faculty Council (elected COM faculty).

Annually the Senior Associate Dean for Educational Affairs presents outcome data to the educational program to the COM Executive Committee (composed of department chairs) and Faculty Council (elected COM faculty).

The Senior Associate Dean for Faculty Affairs works with individual faculty and department chairs to support faculty development, facilitate faculty recruitment and oversees the promotion and tenure process. She presents updates to and seeks input from the COM Executive Committee and Faculty Council on a regular basis on promotion and tenure activities, faculty development and support programs.

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Institutional Effectiveness Report Complete: true

XResponsible Roles:

College of Medicine Actions for Improvement

Unit/College Actions for Improvement :

During the 2022-23 academic year, the leadership of Office of Educational Affairs was realigned. Dr. Fantone was promoted to Vice Dean for Education and Dr. Collins was appointed as the Senior Associate Dean of Undergraduate Medical Education. The data was reviewed by the Curriculum Committee, Faculty Council, and educational leadership.

- The undergraduate medical education program completed a survey visit by the Liaison Committee on Medical Education (LCME) and received a full eight-year accreditation.
- Upon review of the graduation data for medical students regarding mentoring and career services, it was decided to:

- Create branding for the Career Advising program
- Select and train faculty from each department as Career Advisors
- Establish Town Halls for each cohort to discuss career advising (as well as other topics) and brainstorm ideas to achieve desired outcomes
- The physician assistant studies program completed a survey visit by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and were notified in October 2023 of continued accreditation until 2027.
- The Medical Physics program received continued accreditation from the Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP) and received full accreditation for five years.
- Review of the university's initiative in artificial intelligence, the COM decided to create a master's in Health Profession Education – AI program, which will be the only program of it's type within the state of Florida. The courses include:
 - Artificial Intelligence in Healthcare Education I
 - Artificial Intelligence in Healthcare Education II
 - Research Design in Healthcare Education
 - Learning Analytics and Artificial Intelligence
 - Foundations of Healthcare Education

Overall, the leadership was pleased with the outcome data.

XResponsible Roles:

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