



**THE UNIVERSITY OF ILLINOIS**  
**COLLEGE OF MEDICINE**  
CHICAGO PEORIA ROCKFORD URBANA

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July 31, 2021

Mark I. Rosenblatt, M.D., Ph.D., M.B.A.  
Executive Dean  
UI College of Medicine

Dear Dean Rosenblatt,

I am pleased to offer this report on the activities of the College Committee on Student Experience for the period July 1, 2020 to June 30, 2020. Please note the Committee came into existence on August 5, 2020 and held its first meeting shortly after on August 26.

With its elected faculty members, student members, and ex-officio participants, the College Committee on Student Experience (CCSE) oversees the continuous quality improvement (CQI) of students' experiences in UI COM. The Committee was given five initial charges:

- (1) Evaluate the effectiveness of the College of Medicine student support services and oversee assessment instruments used for monitoring the student experience, including the AAMC surveys (e.g., Y2Q, GQ) and college assessments, including the annual survey (see 2), and surveys conducted by the Graduate School addressing graduate student experience.
- (2) Conduct an annual college survey of students to monitor the student experience with topics to be examined including but not limited to: student support services, advising systems, communication with students, diversity and inclusion, facilities, health and wellness, and access to mental and physical healthcare.
- (3) Provide feedback to the college (e.g., executive dean, regional deans, leaders in student affairs and education, and the student body of the College via the University Medical Student Council and the Graduate Education in Medical Sciences (GEMS) Student Association) to promote iterative improvements to the redesign of the student experience, at minimum once per academic year via a written report.
- (4) Ensure that the support services offered and assessment methods used are consistent with all requirements for Liaison Committee on Medical Education accreditation.
- (5) Encourage, when appropriate, the development of unique student support endeavors, including academic research in medical education relating to the student experience.

In this period, the Committee conducted its work during 16 meetings. Meetings were twice monthly from inception through January, and switched to monthly starting in February. Quorum was met at each gathering. The first 11 meetings centered on supporting the college's response to the LCME concerns regarding Standards 2.4 (Sufficiency of Administrative Staff), 11.1 (Academic Advising), 11.2 (Career Advising), and 12.1 (Financial Aid/Debt Management Counseling/Student Educational Debt). Since February and post-LCME status report, the CCSE broadened its monitoring of the student experience. This includes subcommittees focused on (1) Emerging Issues/Strategic Planning, (2) Graduate Students, (3) Health & Well-Being (Graduate and Medical Students), and (4) Medical Students/Career & Academic Support. The subcommittees occasionally conduct separate meetings as needed. Time is reserved during regular committee meetings for them to convene. Courtesy of the COVID-19 pandemic, CCSE meetings have been conducted remotely, using Zoom.

Due to scheduling issues and departures from the university, we lost three original members—all of whom were quickly replaced. We currently have a full complement of 19 members (15 faculty, 4 students). The committee also has 3 ex-officio members, all of whom have been with the CCSE from the start.

A signature accomplishment for the CCSE this past year was the institution of *Pulse Checks*. These are, in essence, a short list of questions on a specific topic that will take 2 minutes or less to complete on a personal device. While they are just one means of assessing issues and concerns—along with town halls and focus groups—they have emerged as an extremely useful tool for the CCSE. This instrument has been designed with a particular look and format meant to foster student participation (e.g., avoiding reference to the term ‘survey’ in our public discussions of the instrument which for students has a negative connotation). The process for building a *Pulse Check* involves collaborating with student governments (e.g., University Medical Student Council, Graduate Education in Medical Sciences Student Association) and/or reviewing other survey results (i.e., internal, external, Y2Q, GQ) to identify priority areas in the student experience to obtain student feedback.

Beginning just a few days after its first meeting on 8/28/2020, the CCSE has conducted eight *Pulse Checks* on the following (listed in order of administration): (1) Sufficiency of Administrative Staff (LCME Standard 2.4); (2) Academic Support Services Awareness (LCME Standard 11.1); (3) Career Advising & Support Network (LCME Standard 11.2); (4) Student Perceptions of Financial Well-Being (LCME Standard 12.1); (5) the COM Absence Policy; (6) 2021 Match Rank List Support; (7) Post-Match Career Advising Satisfaction; and (8) Mental Well-Being.

These *Pulse Checks* have resulted in a number of recommendations and action items, all of which have been shared with college leaders and those involved in providing those student support and services, as well as reported in committee minutes made available to the College Executive Committee. Students can access Executive Summaries for *Pulse Checks* in Blackboard.

The CCSE’s desired outcome is that students will report that their student experience has improved. One outcome metric is the recent LCME Student Services and Educational Experiences Survey. Results therein indicate that student satisfaction is improving.

As a final item, it should be noted that CCSE members have contributed much more time and effort, under peculiar pressures (the COVID-19 pandemic and LCME timelines), than what is generally required for college committees (e.g., meetings every two weeks in the evening, energetic conversations, additional subcommittee work outside of committee meetings, creation of Pulse Checks, report writing). As chair, I feel that the work of our members has been extraordinary, and conducted generally with good humor and a sincere desire to fulfill the committee’s charge—moving the student experience and student overall satisfaction in a positive direction at the UI COM.

Sincerely,

Mark Gonzalez, M.D.  
Chair  
College Committee on Student Experience