



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

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July 21, 2022

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, 2021 to June 30, 2022. Please note that this is the second year of the Committee's existence (inaugurated August 5, 2020).

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.

The Committee met for 12 full-member monthly meetings from June 2021 to July 2022. Quorum was met at all but one. During the past year our agendas have been driven by 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); special topics; and, the work of our three subcommittees: (1) Health & Well-Being (Graduate and Medical Students), (2) Medical Students/Career & Academic Support, and (3) COM Graduate Students. The subcommittees occasionally conduct separate meetings as needed. Time is reserved, when possible, during regular committee meetings for them to convene. All CCSE meetings have been conducted remotely using Zoom.

Regarding membership (full membership includes 15 faculty and 4 students), we will be replacing two student members who graduated; and two faculty members who have left the committee (retired and term expiring). We will work with the Committee on Committees and UMSC to start the new academic year with full committee membership. The committee also has 3 ex-officio members, all of whom have been with the CCSE since its inception.

A signature accomplishment for the CCSE in its first 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 both student governments (e.g., University Medical Student Council, Graduate Student Advisory Committee) and administrative leadership (student affairs, educational affairs). Topics for *Pulse Checks* come primarily from student leaders but are vetted and reviewed in multiple steps. Creating *Pulse Checks* also involves, when available, reviewing other survey results (i.e., internal, AAMC, LCME) to identify priority areas of the student experience to obtain student feedback.

The CCSE produced many *Pulse Checks* in its first year of existence, but the pace became more deliberate in year two. Subcommittees labored on three *Pulse Checks*. One was related to Slack usage by medical students (administration to be determined), and two others were on special topics related to graduate students. The latter two covered wellness and mentoring (in January 2022 and May 2022, respectively) but only one was formally sent out (on wellness). This smaller number is a result of our subcommittees being engaged in a more deliberate *Pulse Check* creation, vetting, review, distribution process (e.g., timing) during year two. Past and present *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 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 Graduate Student Mental Well Being Pulse Check was distributed in January, 2022. Findings were, shared with GSAC. As a result, the Graduate Student Advisory Council implemented a monthly Coffee Hour event to foster connections among the graduate students. Coffee Hours have occurred on May 4<sup>th</sup> and June 1<sup>st</sup> with the plan to resume them after a summer hiatus and the fall welcome back event. A future graduate student Pulse Check is in draft, and will reference the findings and actions from the initial Pulse Check.

The Medical Student Career Specialty Advising Pulse Check about the upcoming 2022 Match was distributed in July, 2021. CCSE learned that terminology in questions is important for interpreting results, in addition to the timing of distribution. Forty seven students requested follow-up regarding career specialty advising. All students who requested follow-up were contacted by the Career Connectors. As a result of the feedback from the Career Connectors, stakeholders provide feedback and are notified of Pulse Checks at the monthly Tri-Campus meetings.

CCSE also began this past year to obtain data using a collaborative survey approach with educational affairs. With regard to its charge to conduct an annual survey, starting the fall of 2021—with unanimous CCSE approval at its November meeting—the CCSE responded to student committee member and student government leader feedback to administer questions during formal learning sessions to increase response rate. CCSE collaborated with the Medical Education Data Group to add questions to course evaluations.

On three occasions since December 2021 the CCSE has included annual survey-related items in M1 course surveys for: (1) Synthesis Week 2 (survey sent January 2022); (2) Synthesis Week 3 (February 2022); and (3) Synthesis Week 5 (June 2022). Response rates were quite high, 87%, 74%, and 83%, respectively. Topics included:

- (1) January - Career Advising (i.e., awareness, access, and effectiveness of specialty webinars, as well as the awareness, connection with, and effectiveness of Specialty Interest Groups, or SIGs);
- (2) February - Peer Education, Campus Facilities, and Communication Between Campus Leaders and Students; and
- (3) June - Student Support Services: Financial Aid – making informed decisions, Diversity and Inclusion, and Access to Mental and Physical Health Care

After receiving results from the Medical Education Data Group, the committee reviewed survey results at their subsequent meetings. Similar to the follow-up process for Pulse Checks, results were shared with those who provided the student support and services, with student leaders, and as appropriate, with college leadership.

In all of these endeavors, the CCSE’s desired outcome is that students will recognize that the college is monitoring their student experience and taking action to improve their student experience. Reviewing the in-house 2021 LCME Student Services and Educational Experiences Survey, CCSE found the following gains in student satisfaction from 2019 to 2021:

Overall M1 – M4 Student Satisfaction Domain	Year	
	2019	2021
Element 11.1: Academic Counseling	79%	89%
Element 11.2: Career Counseling	69%	81%
Element 12.1: Financial Aid/Debt Management Counseling		
Financial Aid Services	80%	88%
Debt Management Services	81%	88%
Element 2.4: Adequacy of Administrative Staff		
Office of Student Affairs		
Accessibility	85%	96%
Awareness of student concerns	78%	95%
Responsiveness to student problems	73%	92%
Office of Curricular Affairs		
Accessibility	83%	98%
Awareness of student concerns	78%	95%
Responsiveness to student problems	74%	91%

In addition, results from the June 2022 annual survey questions distributed during Week 5 Synthesis, CCSE found that overall student satisfaction with student support services is improving (see table below). Support services include the Office of the Student Learning Environment, Office of Student Financial Aid, Office of the Registrar, Academic Support, and the Office of Student Affairs.

Campus	Responses: Agree/Strongly Agree	Percent Satisfied
Chicago	126/157	80%
Peoria	41/45	91%
Rockford	37/40	92%

We are pleased that student survey results are indicating a positive direction of improvement due to the dedication and hard work of many faculty, staff, and administrators at all of our campuses. The CCSE hopes that additional internal surveys, AAMC survey results, and the CCSE Annual Survey will confirm a trend of improved student experiences in forthcoming years as the college prepares for its next LCME visit in 2025.

Sincerely,

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