2010 Medical Student Independent Analysis

Written By:

Kallie Appleton
Aparna Atluru
Travis Cosban
Lisa Fisher
Joshua Gaines
Romy Ghosh
Jillian Junkes
Grace Ng
Quynh Nguyen
Garrett Simmons
Bailey Wilson

October 8, 2010

I. GENERAL PROCESS and CONCLUSIONS

Introduction:

In April of 2010, nine student survey authors, all of which were first year medical students, created a survey for the medical student body at the Paul L. Foster School of Medicine. The purpose of this self-study was to gain a student perspective of the quality of education, student environment, and available resources.

Executive Summary

Based on the responses of the medical student body, it is apparent that there are still many areas that need improvement. Financial aid and loan counseling education was lacking last year. There has been effort by the administration to remedy this by holding "brown-bag" lunches which discuss these issues.   There is also a lack of instructing students in professionalism, which the administration has responded this year with a professionalism task force. This task-force is creating guidelines for professionalism, based on the third-year evaluation of professionalism.

Students have been greatly satisfied with the Scientific Principles of Medicine course, the Master's Colloquium, and even more so with the Medical Skills course. The scheme presentations (diagnostic algorithms) help to connect all the basic science subjects together, making them easier to learn. Medical Skills success has been attributed to its correlation with the scheme presentations and its extensive organization. The Society, Community, and the Individual (SCI) course has mixed reviews due to its lack of organization, a language barrier, and repetitive lectures. There have been moves by the SCI course directors to remedy some of these issues, and it is still an ongoing process.

Survey Process

The information and opinions in this independent student report were collected from a school-wide survey. The process was mediated by the Director of Academic Support, Dr. Tammy Salazar, and the survey items and analysis was completed by a group of appointed first year medical students. On March 9, 2010, Dr. Salazar and the appointed medical students initiated the writing of survey items and discussed the way that the survey would be collected, constructed, and distributed to the student body. Past surveys from Texas Tech University Health Science Center in Lubbock were examined for ideas regarding format and design. The survey was made available to students online and the Paul L. Foster School of Medicine IT department was able to provide assistance in formatting the survey itself. There was no need to extend the deadline for completion as students were able to complete the survey within the allotted time frame.

Survey Respondents
All students, who were first year medical students at Paul L. Foster
School of Medicine, were invited to participate in the survey. A total
of 38 out of 39 students responded for a 97.4 percent response rate.

II.   EDUCATIONAL PROGRAMS

Teaching Methods:
Most of the students agreed or strongly agreed (89.4%) that the
teaching methods used for the Scientific Principles of Medicine (SPM)
course were appropriate. Similarly, the majority of students found
that small group sessions and lecture classes were beneficial to
learning (refer to Table 1). Satisfaction of SPM is attributed to the
incorporation of clinical schemes with basic science materials. The
presentation of both normal and abnormal facilitates a better
understanding of medical material.

85.5% of students agreed or strongly agreed that the Medical Skills
instructional format was beneficial to their learning of medical
skills, with only 10.5% of students either neutral or disagreeing with
the instructional format. The success of medical skills is due to the
organization of each session where we are able to directly apply the
presented scheme for the week in skill-building sessions and patient
encounters.

There were varied responses to whether or not the family mentor
experience in SCI was beneficial. 28.9% of students found the
experience beneficial, 23.7% felt neutral about the experience, and
47.4% of students did not find the experience beneficial. Various
factors contribute to these responses. Many of the families provided
in this experience were only Spanish speakers so language became a
barrier for many students; as a result, it was difficult to complete
assignments.

To summarize, students feel that the SPM course and the Medical Skills
course are benefitting from attending the class teaching methodology.
However, some students agree that the family mentor experience was not
a beneficial experience of the Society, Community, and the Individual
course due to the reasons mentioned above.

TABLE 1:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The teaching methods used in the Scientific Principles of Medicine class are appropriate	36.8%	52.6%	7.9%	0.0%	2.6%

The gross anatomy lab facilitates my learning of anatomy	15.8%	52.6%	10.5%	15.8%	5.3%
The small group, integrated discipline classes are helpful	47.4%	31.6%	10.5%	7.9%	2.6%
The lecture classes are beneficial to my learning	39.5%	44.7%	13.2%	0.0%	2.6%
The self-study/monograph courses assist in my learning process	34.2%	34.2%	21.1%	10.5%	0.0%
The medical skills instructional format assists in my learning	71.1%	18.4%	5.3%	2.6%	2.6%
The family mentor experience in SCI is beneficial to me	10.5%	18.4%	23.7%	23.7%	23.7%
The clinic experiences in SCI are relevant to the concepts being taught in SPM	42.1%	39.5%	13.2%	0.0%	5.3%

Preparation for Examination and Clinical Skills:

Most students agree that there was an appropriate balance between the number of class contact hours, independent study time, and extracurricular school activities (refer to Table 2 below). When asked about the usefulness of attending labs it showed that 36.8% of students agreed that labs were helpful, 28.9% of students felt neutral about the effectiveness of the labs, and 34.3% of students did not agree that the labs were helpful. It should be noted that the question did not differentiate between the various labs (e.g. Microbiology, Anatomy, Physiology, etc.); for this reason, we believe that there was not a clear majority one way or the other. Finally, the majority of students did agree that the reading material assigned by faculty were useful in understanding the material.

There was disagreement among students on whether or not the objectives listed by professors are useful to prepare for the summative examinations, with 44.8% of students agreeing they are useful, 23.7% neutral, and 18.5% of students disagreeing with their usefulness. A similar distribution of opinions existed for whether or not the objectives were useful in the preparation for Step 1 of the USMLE. Originally, students found the objectives rather undefined because they did not parallel material presented in lectures; however, after discussions between the student body and faculty, the objectives were better clarified and incorporated into lectures consistently.

TABLE 2:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There is an appropriate balance between scheduled class time and independent study time	28.9%	55.3%	10.5%	2.6%	2.6%
I am satisfied with the balance between extracurricular school activities and independent study time	18.4%	52.6%	10.5%	13.2%	5.3%
The objectives listed by professors are useful in guiding my studying for summative exams	13.2%	31.6%	23.7%	23.7%	7.9%
The objectives we are assigned are helpful in preparing me to take Step 1 of the USMLE	10.5%	28.9%	36.8%	18.4%	5.3%
Going to labs (e.g. microbiology, physiology) are helpful in my understanding of those subjects	10.5%	26.3%	28.9%	21.1%	13.2%
The assigned reading facilities in my understanding of the material	42.1%	28.9%	15.8%	13.2%	0.0%
The curriculum is adequately preparing me to use critical judgment skills that I will need as a physician	50.0%	44.7%	2.6%	2.6%	0.0%
There is adequate instruction in the basic sciences	34.2%	39.5%	10.5%	13.2%	2.6%
There is adequate instruction on behavioral and socioeconomic topics	34.2%	42.1%	18.4%	5.3%	0.0%
The curriculum as a whole has given me instruction on how to communicate with other physicians and health professionals	31.6%	47.4%	13.2%	7.9%	0.0%
The curriculum has given me instruction on how to communicate with patients	55.3%	39.5%	5.3%	0.0%	0.0%
The curriculum has addressed how to give instruction for the diagnosis, prevention, appropriate reporting and treatment of violence and abuse	23.7%	42.1%	15.8%	13.2%	5.3%
The SCI course has given me a good understanding of how diverse cultures relate and respond to the field of medicine	18.4%	36.8%	26.3%	2.6%	15.8%
SCI has given me the skills to recognize my own cultural and gender biases	15.8%	34.2%	21.1%	18.4%	10.5%
Master's Colloquium is appropriately preparing me for the ethics portion of the USMLE Step 1	34.2%	39.5%	13.2%	10.5%	2.6%

Students overwhelmingly agreed that the curriculum has been preparing them to use critical judgment skills (94.7% agreement), which is an important skill for testing as well as clinical scenarios. Most students also felt that they have been receiving adequate instruction

on the basic sciences, behavioral and socioeconomic topics, ethics, and communication with other physicians and patients. There was inconsistency in whether or not students felt as though SCI course has given students a good recognition of their own cultural and gender biases. This also held true for whether or not students felt the SCI course instructed them on diverse cultures and their relationship to the field of medicine.

Use of Time:
Overall, students felt that SPM and Medical Skills were using their allotted time wisely as evidenced by the 81.5% and 92.1% agreement, respectively (see Table 3). Contact time for SPM is limited to 20 hours a week. Students are given ample self study time as scheduled class time is approximately four hours a day. As mentioned above, a majority of students agree that the time spent in the Medical Skills course is used wisely based on the fact that students are able to interact with standardized patients on a weekly basis. Within the same two hour period, students are also taught a relevant medical skill. However, SCI and Master's Colloquium had varied results.

The survey showed that 39.5% of students felt that the SCI course was NOT using its allotted time wisely, 34.3% of students agreed that time use was used wisely, and 26.3% of students were neutral on this topic. At the beginning of the SCI course, there were issues pertaining to the repetition of some of the lectures and the scheduling of SCI intersessions immediately following each SPM examination. There were also some issues, as mentioned in the previous section, with the Family Experience, which students had mixed experiences with. After much discussion with the SCI course directors, the SCI curriculum has changed dramatically since this survey was conducted, including SCI lectures interspersed throughout the Units. The Family Experience has also been moved to the fall of the second year, so that students will have more experience with speaking Spanish.

The majority of students felt that the time allotted for Master's Colloquium was used wisely (63.1%), but 21% of students felt as though the time was not being used wisely. In this survey, no differentiation was made on whether or not a student was in the Red College or the Blue College, which is how students are divided and instructed by different professors (their "Masters"). This difference may be attributed to the different colleges, but no formal inquiry has been made into the matter.

TABLE 3:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The allotted time for SPM is being used wisely	28.9%	52.6%	13.2%	5.3%	0.0%
The allotted time for Master's Colloquium is being used wisely	26.3%	36.8%	15.8%	18.4%	2.6%
The allotted time for Medical Skills is being used wisely	52.6%	39.5%	5.3%	2.6%	0.0%
The allotted time for SCI is being used wisely	13.2%	21.1%	26.3%	31.6%	7.9%
The material taught in class is up-to-date with changing medical knowledge	39.5%	50.0%	7.9%	2.6%	0.0%
SARP is a useful introduction to research methods	34.2%	36.8%	15.8%	5.3%	7.9%

Generated Surveys:
At the end of each unit in the Scientific Principles of Medicine (SPM) course, students are given a survey to evaluate both the courses and the faculty encountered within that particular area of study. Student responses showed that 73% agreed or strongly agreed that the surveys are a useful tool in evaluating different aspects of the curriculum (see Table 4). This may be due to the input that the Student Curriculum and Evaluation Committee (SCEC) provided to the administration. Questions were added or reworded in a manner that better reflected what students wanted to convey to faculty regarding each unit. It is important to note that 84.2% of the student response agreed or strongly agreed that the surveys give students the opportunity to truthfully evaluate faculty members, again, due to the input from the SCEC. The caliber of the faculty is important to the students.

Results also showed that 57.9% of students agreed or strongly agreed that the institution has done its best to convey the results of the surveys to the appropriate faculty (i.e. individual professors or course directors). Increased communication between those who possess survey results and faculty would be helpful. This has been evidenced by changes seen in lecture styles, materials posted, and verbal feedback from the professors after obtaining the results of the student evaluations.

TABLE 4:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Provide an accurate way to evaluate the effectiveness of each individual course.	26.3	47.4	21.1	2.6	2.6
Give students the opportunity to evaluate all aspects of the curriculum (i.e. SPM, Medical Skills, SCI)	36.8	36.8	13.2	10.5	2.6
Surveys provides each student the opportunity to truthfully evaluate faculty members.	39.5	44.7	10.5	2.6	2.6
Surveys are an effective use of my time.	28.9	44.7	21.1	2.6	2.6
Issues raised regarding individual courses are addressed and adjusted in a timely manner.	23.7	39.5	21.1	13.2	2.6
Issues raised regarding individual professors are addressed and adjusted in a timely manner.	21.1	34.2	28.9	13.2	2.6
Surveys effectively communicate views and concerns regarding various aspects of the curriculum.	31.6	39.5	23.7	0.0	5.3
The institution has done its best to convey results to appropriate faculty (i.e. individual professors or course directors).	18.4	39.5	34.2	5.3	2.6
Concerns voiced have NOT been addressed	10.5	21.1	15.8	42.1	10.5

Academic Feedback, Grades, and Assessments:
Before each new clinical scheme presentation is given, students are
given a formative assessment. It is a non-mandatory "practice exam"
designed to assist students in evaluating their ability to grasp the
prior week's information. An overwhelming majority (94.8%) of the
class responded in favor of the feedback provided by the weekly
formative assessments and it was found to be a useful learning tool in
preparation for Unit summative exams (see Table 5). The formatives
provide an opportunity for students to discover if they've learned the
material appropriately and to gauge which subjects need more review.

In addition, 80% of students agree that the SPM summative exam is a
good representation of the material covered during the Unit, as the
questions are of the same caliber as the formative exam questions.
Also important to note is that more than 75% of the students agree or
strongly agree that the grading criterion for each individual course
in the curriculum (i.e. SPM, Society, Community, and Individual,
Medical Skills, Master's Colloquium) is reasonable. Following each
exam, more than 75% of students also agree that the amount of time it
takes to report grades is satisfactory. Score reports are distributed
less than a week within the administration of the summative exam.
However satisfied students are with the timeliness of the grade
reporting, an overwhelming majority of students would like more
feedback on their performance during the Medical Skills exam. 57.9%
disagree or strongly disagree that the amount of feedback for the
Medical Skills exam is inadequate. Furthermore, 78.9% of students
responded that they would like more feedback. To summarize, more
detailed feedback after each Medical Skills summative and OSCE exams
is valuable and would greatly benefit the improvement of individual
students.

TABLE 5:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Formative quizzes provide useful feedback on progress during the previous week.	39.5	55.3	2.6	0.0	2.6
Formative quizzes are useful learning tools in preparing for Unit summative exams	63.2	34.2	0.0	2.6	0.0
Grading criterion for the SPM course is reasonable.	50.0	36.8	10.5	0.0	2.6
Grading criterion for the SCI course is reasonable.	42.1	36.8	13.2	2.6	5.3
Grading criterion for the Medical Skills course is reasonable.	47.4	32.1	7.9	2.6	0.0
Grading criterion for Master's Colloquium course is reasonable.	42.1	44.7	10.5	2.6	0.0
SPM summative exam is a good representation of material covered during that unit.	36.8	44.7	13.2	2.6	2.6

The amount of time it takes for SPM summative grades to be reported is satisfactory.	28.9	52.6	5.3	7.9	5.3
The amount of time it takes for Medical Skills OSCE summative grades to be reported is satisfactory.	36.8	52.6	7.9	2.6	0.0
The amount of feedback received after Medical Skills summative OSCE exam is adequate to understanding concepts mastered.	7.9	18.4	15.8	31.6	26.3
Feedback after Medical Skills summative OSCE exams is helpful in becoming a better physician.	15.8	26.3	18.4	18.4	21.1
Students would like more feedback in Medical Skills	60.5	18.4	15.8	2.6	2.6
SCI quizzes are representative of the material covered during the SCI intercessions.	39.5	39.5	15.8	2.6	2.6

III.   EDUCATIONAL RESOURCES

There does not appear to be any significant degree of dissatisfaction with the educational resources available to the students (see Table 6).

Library Facilities
Students seem broadly satisfied with current library hours and library checkout periods, with the proportion of very or somewhat satisfied students at 76.3% and 81.6% respectively. 7.9% report dissatisfaction with current library hours and 2.6% reporting dissatisfaction with current checkout periods. 71.1% of students are satisfied with the availability of required resources in the library (required or recommended books and books on reserve), with 13.1% of students reporting dissatisfaction. 79% of students are satisfied with the availability of general reference resources, with 5.2% reporting dissatisfaction. 89.4% of students are satisfied with the adequacy of library computer-learning resources, with the same proportion being satisfied with the accessibility of the same resources. No students reported dissatisfaction in either category. Students are also broadly satisfied with the library faculty/staff (97.3%) and the overall quality of library services (89.5%) with no students reporting dissatisfaction in these categories either.

Study Space and Teaching Facilities
Students are less satisfied with the adequacy of study space on campus, with only 57.9% reporting satisfaction, while 31.9% report dissatisfaction. These numbers are expected to trend down as the number of students increase in coming years. Similar numbers are seen regarding the amount of student relaxation space with 57.9% reporting satisfaction and 26.3% reporting dissatisfaction. The availability of amenities in the student lounge show 60.5% satisfaction and 26.4%

dissatisfaction. 97.4% of students report satisfaction with lecture auditorium space with no students reporting dissatisfaction. 86.9% of students report satisfaction with the availability of parking, with only 7.9% of students reporting dissatisfaction.

Testing and Lab Facilities
Students are broadly satisfied with the testing and lab facilities. Testing facilities show an 86.8% satisfaction rate, while only 5.2% of students are dissatisfied. Lab facilities show an even better rate at 89.5% satisfaction, with no students reporting dissatisfaction.

TABLE 6:	Strongly Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Satisfaction with current library hours	0.0	7.9	15.8	23.7	52.6
Satisfiaction with library checkout periods	0.0	2.6	15.8	26.3	55.3
Satisfaction with the availability of needed resources in the library (Required/Recommended books, books on reserve)	2.6	10.5	15.8	31.6	39.5
Satisfaction with the availability of needed resources in the library (Reference books, Review books, BRS)?	2.6	2.6	15.8	39.5	39.5
Satisfaction with the adequacy of library computer-learning resources	0.0	0.0	10.5	36.8	52.6
Satisfaction with the accessibility of computer-learning resources in the library	0	0.0	10.5	36.8	52.6
Satisfaction with the library faculty/staff	0	0.0	2.6	18.4	78.9
Satisfaction with the quality of library services overall	0	0.0	10.5	28.9	60.5
Satisfaction with the amount of study space on campus	7.9	23.7	10.5	31.6	26.3
Satisfaction with the amount of student relaxation space	2.6	23.7	15.8	23.7	34.2
Satisfaction with the amenities available to students in the student lounge	5.3	21.1	13.2	28.9	31.6
Satisfaction with the testing facilities	2.6	2.6	7.9	44.7	42.1
Satisfaction with the lab facilities	0	0	10.5	15.8	73.7

IV.   INSTITUTIONAL SETTINGS

Research at the Paul L. Foster School of Medicine
As part of the PLFSOM curriculum, students are required to conduct a SARP, or Scholarly Academic Research Project. Students find a research mentor, design protocol, and execute a research project in their choice field of study. The SARP coordinators provide a database of

research projects and mentors that is easily accessible to students online. 100% of PLFSOM students are neutral or agree that research is encouraged by the administration. Researchers at University Medical Center and faculty/administration at PLFSOM can add their research projects to the database. 32 students agree, and 6 are neutral/disagree that the opportunities for students to participate in research are growing at PLFSOM. Approximately 79% of the first year students consider the resources available to students who are participating in research to be adequate. Around 8% of students consider the resources inadequate, and around 13% have no opinion on the effectiveness of the research resources. Perhaps the coordinators of the SARP course could identify ways to make research projects more accessible by advertising the database and by providing more resources.

Students are given the opportunity to find a research project apart from the SARP database, as long as the SARP committee approves their methods and protocol. Of the students, 89.5% agree that the administration is willing to allow students to seek research opportunities outside of those that exist on the SARP database; however, 2 of the students are neutral on the subject, and 2 disagree that the faculty is willing to allow their research project to be from an outside source. Many students feel that the various projects they want to pursue independently are fostered and encouraged by the Dean and administration. Around 26% of the students are neutral on the subject, and only 5.2% of students feel that their independent endeavors are not promoted by the administration at PLFSOM. Perhaps the SARP coordinators could help make those that are pursuing independent endeavors feel that they are better supported in resources.

PLFSOM has excellent research and laboratory facilities in their second Medical Education Building. Around 73.7% of students agree that the school has adequate resources for students to perform their research on site. Around 10.5% of students are neutral on the subject, 7.9% of students disagree, and 7.9% of students strongly disagree. Perhaps we could create a focus group to determine specifically what types of resources students believe are lacking.

The SARP requirement can be completed over the summer between MSI and MSII (Track 1), or spread out over the 4 years (Track 2). Currently, there is no set funding beyond financial aid that is given to students to perform their research. A student can receive grants from their research mentor. PLFSOM does provide for the research materials needed for the projects. 9 students feel that the school provides adequate funding for research. 10 students are neutral on the subject, and 19 students feel that the school does not have adequate funding for this. Perhaps PLFSOM can improve upon this aspect of the SARP requirement, by providing stipends for their students pursuing research at their facility.

Availability of Administration

Overall, students responded favorably when polled regarding availability of the school's administration with 87% of students agreeing that the administration is indeed available. The same percentage of students felt that the administration has a genuine desire for the student body to succeed. Students were also confident in the number of faculty and staff members available to meet the needs of the student body with 89.4% and 86.8% agreeing, respectively. While students felt the administration was very available, only 65.8% felt the organization of the administration was clear. Perhaps the administration could give a presentation on the organization of the different administrative groups.

Communication between Faculty and Students

Approximately 82% of students felt the administration was aware of problems within the student body and 79% of students felt the administration has responded to their concerns in a timely manner. Just over 84% of students felt comfortable talking to the administration (see Table 7). While students were satisfied with the administrations awareness and initiative, almost 20% felt that the administration has not maintained transparency with the student body. Twenty percent of the student body also felt the administration was not effective in helping students cope with failure. In addition to this, 15.8% of students felt the administration does not do a good job modeling professionalism nor do they present clear and adequate guidelines of expected behavior during pre-clinical years. Finally, only 50% of students felt that the regulations placed on TTUHSC PLF SOM by TTUHSC Lubbock are clear and concise. The Professionalism Task Force is currently working on addressing some of these concerns. For instance, the Task Force will be implementing guidelines for professionalism and expected behavior in the near future.

TABLE 7:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The medical school administration is available to me	55.3%	31.6%	5.3%	5.3%	2.6%
The school presents clear guidelines for behavior during pre-clinical years	42.1%	23.7%	18.4%	13.2%	2.6%
I feel comfortable talking to the admin.	55.3%	28.9%	7.9%	2.6%	5.3%
The administration maintains transparency with the student body	13.2%	47.4%	21.1%	13.2%	5.3%
The administration has a genuine desire for students to succeed	68.4%	18.4%	10.5%	0.0%	2.6%
There are enough faculty members to meet the student's needs	44.7%	44.7%	10.5%	0.0%	0.0%

Diversity at PLFSOM
A diverse student body helps foster learning and cultural growth. It is important to consider the diversity within PLFSOM. When surveyed, 84.1% of students either agreed or felt neutral that the student body is diverse. Students also feel that the school administration respects a diverse group of students. This is evidenced by a strong 92.1% sentiment amongst the students.

While diversity within the student body helps promote education and learning, so does diversity taught in the classroom. Part of PLFSOM's innovative curriculum incorporates education on cultures and diversity through a course called "Society, Community, and the Individual." This course has three main components: a Community Clinic Experience, a Family Experience, and a Thread Content Experience. The Community Clinic Experience requires students to travel out into the El Paso community once a month and work with a local physician for four hours. The Family Experience matches two students each to a local El Paso family that is part of an underserved community. Students spend the year getting to know these families and their health problems. Finally, the Thread Content component of the Society, Community, and the Individual course teaches students about epidemiology, biostatistics, and the importance of cultural sensitivity. When polled, 78.9% of students felt that they were being adequately prepared to practice in a diverse community. However, when questioned further, 79% of students felt that there are cultural groups that are being excluded from our professional training and education. Perhaps the curriculum can expand to include other cultures besides those that we consistently see in El Paso and in our current curriculum.

V.   MEDICAL STUDENTS

Student support services and counseling systems

Occupational health services
Approximately 60% of students understand (either strongly agree or agree) the services provided by the occupational health department. And nearly 80% of students feel (strongly agree/agree) that they would know what to do in an occupational health related accident. Thus most students feel comfortable with occupational health concerns. Perhaps students should have access to more information about what particular services are available, although they are satisfied overall.

Student facilities
Approximately 97% of students approve (are very satisfied or satisfied) of the lecture auditorium space. Approximately two thirds (63.2%) satisfied with the availability of parking, with approximately 8 % of students being strongly dissatisfied. Thus approximately 80 % (in the combined category) of students are satisfied /very satisfied with student facilities. Students appear to be happy with the general

facilities but perhaps they should receive more say in the particulars of class scheduling and location within the building.

Counseling services
Approximately half of students are very satisfied with the availability of academic counseling, while nearly half (44.7%) are very satisfied with the adequacy of academic counseling. Only approximately one out of four students (26.3 %) feel very satisfied with accessibility of personal and family counseling, with approximately one fourth of students very satisfied with the accessibility of counseling about careers. After reviewing the survey results it appears that more personal and family counseling is desired by students.

Financial aid
About one third of students are very satisfied with the accessibility of information on financial aid, while approximately 42.1% are very satisfied with the accessibility of financial records. Less than 20% (18.4) of students were very satisfied with information on debt management. A slightly higher number of students (21.1%) are very satisfied with the adequacy of information on debt management. Overall there is a moderate amount of satisfaction with financial issues and information regarding debt. Perhaps it would be helpful to conduct seminars and debt management sessions.

Student enrichment opportunities
Nearly half of students are very satisfied with information about summer research programs (44.7%) whereas about one third of students are very satisfied with information about summer research opportunities abroad. Almost half of the students (44.7%) feel very satisfied with community and volunteer opportunities. Thus, less students are very satisfied with information about opportunities abroad than about other domestic enrichment activities. Perhaps more global societies and awareness should be more heavily emphasized within student enrichment activities.

Improvements:
The school has done a satisfactory job in providing student enrichment opportunities, occupational health services, financial aid, counseling services, and student facilities. However, the school may want to allow students to be more proactive in designing their own student enrichment activities with faculty mentorship. Additionally if provided with more exposure to the occupational health services and counseling services through pamphlets and presentations, students may further understand what all is available to them. Additionally, the students would benefit from the creation of more family counseling options through both campus-related and external activities.
Student health
Regarding the student insurance services, we assessed the cost, coverage and affordability, 52.5% of the students who have health insurance provided by the school are satisfied, 22.5% are neither

satisfied nor dissatisfied, and 25% are dissatisfied. A total of ten students have health insurance provided by the school (see Table 8).

Overall, students are satisfied with the availability and the services provided by the student health clinic (operated by the Dept of Family Medicine); however, long wait time in the student health clinic represents a major contributing factor to the student dissatisfaction of the school's insurance services. Various measures may be implemented to reduce wait time. One suggestion is increasing the number of clinics to which students can visit, as opposed to having only one clinic. On the other hand, the school has adequately addressed health insurance questions and provides satisfactory mental health services. Students are also pleased with the cost of disability insurance and the adequacy of education on prevention and exposure to infectious diseases.

TABLE 8:	Strongly Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Satisfaction with the wait time in the student health clinic	19%	19%	19%	23.8%	19%
Availability of the student health clinic	5.3%	5.3%	47.4%	21.1%	21.1%
Satisfaction with Student Affairs Office in addressing health insurance questions	5.3%	5.3%	28.9%	26.3%	34.2%
Satisfaction with mental health services	7.9%	2.6%	39.5%	26.3%	23.7%
Satisfaction with the cost of disability insurance	5.3%	2.6%	63.2%	13.2%	15.8%
Adequacy of education on prevention and exposure to infectious diseases	2.6%	0%	18.4%	47.4%	31.6%

The learning environment, including policies and procedures to deal with harassment and mistreatment

Using a variety of survey scales, student respondents were asked to disclose their opinions regarding the learning environment, sexual harassment, and general mistreatment.

Learning environment
Overall, it appears that students are comfortable in their learning environment and feel at ease with expressing their opinions in class (see Table 9). Additionally, a large percentage of students, 68.4% to be exact, are satisfied with the idea that their health records and comments surrounding sexual harassment/mistreatment incidents will be kept in confidence. However, it does seem that there is a lack of understanding for many students regarding the policies to resolve

teacher-student and student-student conflict. Perhaps, this is an item that we will need to further investigate.

TABLE 9:	Strongly Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Overall confidentiality issues regarding health records and in the event of sexual harassment or mistreatment incidents	4.3%	9.6%	17.5%	31.6%	36.8%
Comfort in expressing opinions while in class	10.5%	2.6%	5.3%	44.7%	36.8%
Understanding the policies regarding teacher-student conflicts	15.8%	15.8%	21.1%	34.2%	13.2%
Understanding the policies regarding student-student conflicts	18.4%	13.2%	15.8%	34.2%	18.4%

Harassment and mistreatment
On the whole, policies and procedures to deal with sexual harassment and mistreatment were not identified as significant issues and are therefore deemed satisfactory. The results from this section did not provide much additional insight; however, it did reaffirm the idea that students feel safe and comfortable in their learning environment (see Table 10).

TABLE 10:	Strongly Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Satisfaction with the policies and procedures on sexual harassment	2.6%	0.0%	26.3%	23.7%	47.4%
Satisfaction with the policies and procedures on mistreatment	2.6%	0.0%	34.2%	18.4%	44.7%
	1	2	3	4	5
Comfort in reporting a sexual harassment incident	5.3%	5.3%	10.5%	23.7%	55.3%
Comfort in reporting a mistreatment incident	7.9%	5.3%	7.9%	26.3%	52.6%
Satisfaction with faculty/staff compliance with policies regarding sexual harassment	5.3%	5.3%	7.9%	26.3%	52.6%
Satisfaction with faculty/staff compliance with policies regarding mistreatment	5.3%	0.0%	23.7%	7.9%	63.2%

At this time, the school has already taken the initiative to make improvements to benefit students. For example, based on survey responses, it appeared that there was a lack of understanding for many students regarding the policies to resolve teacher-student and student-student conflict. At the beginning of this year, administrators from the Office of Student Affairs notified students that a Professionalism Committee had been formed and delineated their

responsibilities. One topic of interest was regarding the protocol in terms of teacher-student and student-student conflicts. Because this issue has been formally addressed, we hope that the satisfaction with this item will improve with the next administration of the survey. Last, there does seem to be a need for improvement regarding making students feel more comfortable expressing their opinions in class. This item could possibly be remedied through conversations between the SCEC (Student Curriculum and Evaluation Committee) and faculty members. Overall, students appear to be satisfied with their learning environment; high satisfaction rates were reported on issues related to sexual harassment and mistreatment of students.