

REPORT ON THE LEARNING ENVIRONMENT

2023-2024 Annual Report

Director of the Learning Environment
and the Office of Student Affairs



OUR COMMITMENT

Carle Illinois is committed to enhancing the learning environment. We are grateful to the students who reported mistreatment and professionalism in an effort to improve the day-to-day interactions at CI MED. We also continue to invite students to report negative interactions that occurred in the 2023-2024 academic year.

METHOD

Mistreatment and Professionalism reports filtered to the College in a few ways. These pathways include formal and informal reports. Pathways for the 2023-2024 academic year included:

Professionalism:

- Phone calls/emails to the Office of Student Affairs
- Online reporting form

Mistreatment:

- End-of-course evaluation form
- One-on-one meeting with an administrator from the Office for Student Affairs
- Direct report to an administrator from the Office for Academic Affairs
- Online reporting form

MISTREATMENT

Location of Alleged Mistreatment Incidents: OB Clerkship, Pediatrics Clerkship, On-Campus (Medical Science Building), and Off-Campus

	Reported	Finding Resolved	Finding Unsubstantiated/ Request to Hold Report
Mistreatment	6	3	3

TIME TO RESOLUTION:

- Administration responded to reports within 24 hours. The average length of investigation was 12 days.

TYPES OF RESOLUTION THAT OCCURRED THIS ACADEMIC YEAR INCLUDED ACADEMIC YEAR INCLUDED:

- Held mistreatment report based on the student request
- Educational conversation with the source of the mistreatment. This includes conversations about power dynamics in medicine, effective pedagogies, and identifying how the respondent’s behavior could improve in future interactions with students. When necessary, deidentified reports were also shared with relevant offices (e.g. GME at Carle Health, HR at Carle Health).
- After the investigation, there was a change in leadership for one of the required clerkships.
- Mediation between two students by the Associate Dean for Student Affairs.



AWARENESS OF MISTREATMENT REPORTING:

- Survey data from the Spring of 2024 shows that 98% of Carle Illinois students were satisfied/very satisfied with the clarity of the mistreatment policy, and 96% were satisfied with the adequacy of the process to report mistreatment.

AREAS OF GROWTH AND OPPORTUNITY:

Growth:

Based on student feedback, the College sunset the Mistreatment Taskforce, and created the Learning Environment Subcommittee under the Curriculum Oversight Committee. Additionally, a director of the learning environment was hired to lead the learning environment enhancement activities.

Opportunity:

There's an opportunity to collaborate with the Office of Faculty Affairs and Development to enhance mistreatment prevention activities. Additionally, the Director of the Learning Environment will continue to enhance orientation sessions to help students better identify when mistreatment occurs, and what happens once mistreatment is reported. The Learning Environment Subcommittee will dedicate additional time and effort to explore the root cause of the fear of retaliation at Carle Illinois, and will seek to identify potential remedies.

PROFESSIONALISM

- Nature of cases reported: immunization non-compliance and behavior in Phase 1 coursework

	Reported	Resolved by the Associate Dean	Finding Held by the Subcommittee	Finding Dismissed by the Subcommittee
Positive Professionalism	28	N/A	N/A	N/A
Professionalism Concerns	19	15	2	2

TYPES OF RESOLUTION THAT OCCURRED THIS ACADEMIC YEAR INCLUDED:

- Verbal warning and support provided to the learner; case was resolved by the Associate Dean for Student Affairs and student was able to use the situation as a learning experience.
- Educational conversation with professionalism reporter and dismissal of the case; no punitive note in the student’s record.
- Educational conversation with the learner and referral to additional support (e.g. assigning a mentor)
- Consultation and collaboration with the Associate Dean of Faculty Affairs and Development.



AREAS OF GROWTH AND OPPORTUNITY:

Growth:

During the academic year we saw an increase in the submissions of positive professionalism reports.

Opportunity:

Administrators in Student Affairs were able to work with faculty who frequently used the Professionalism Concern Form to identify if there were more appropriate avenues to give students feedback. This resulted in a decrease in the misuse of the form, but the Director of the Learning Environment will need to continue to monitor the form's use to look for potential concerns. Additionally, there's the opportunity to codify the membership of the "Professionalism Review Committee" under the Learning Environment Subcommittee in order to have greater consistency in the review process.

SUPPLEMENTAL INFORMATION

Over the past year, the following mistreatment prevention activities took place:

- Enhanced orientation for M1s, M2s, M3s, including new case studies and promotion activities.
- Presentations at resident orientation sessions, as well as residency leadership seminars.
- Development of the new Learning Environment Webpage.
- Dedicated leadership with the hire of the new Director of the Learning Environment.

NATIONALLY BENCHMARKED DATA:

In addition to the information documented above, Carle Illinois receives nationally benchmarked data about mistreatment from our graduating students. The “Graduation Questionnaire” was completed by then fourth-year students in the Spring of 2024. Their responses reflect feedback from all 4+ years of their time at Carle Illinois. Students may have chosen to report the negative behaviors or kept the information concealed. The information can help us interpret trends and directions in the learning environment. The nationally benchmarked data are as follows:

GQ Report Item #39: Personal Experiences with Negative Behaviors

The table below shows the 2024 GQ response distribution across 155 medical schools for behaviors personally experienced by students. The data reflects the percentage of GQ respondents at a school who indicated they had “Never” personally experienced the given behavior directed at them during medical school, in contrast to those who indicated they had experienced the behavior “Once,” “Occasionally,” or “Frequently.”

	10th/25th Percentile	50th Percentile	75th/90th Percentile
Publicly humiliated	71.0/76.0	80.4	85.2/88.6
Threatened with physical harm	97.0/97.7	98.9	100.0/100.0
Physically harmed (e.g., hit, slapped, kicked)	96.2/97.2	98.5	100.0/100.0
Required to perform personal services (e.g., shopping, babysitting)	93.7/95.7	97.3	98.6/100.0
Subjected to unwanted sexual advances	92.6/94.3	96.1	97.7/98.5
Asked to exchange sexual favors for grades or other rewards	99.0/100.0	100.0	100.0/100.0
Denied opportunities for training or rewards based on gender	91.4/93.6	95.7	97.5/99.0
Subjected to offensive sexist remarks/names	79.5/83.0	87.8	91.1/93.3
Received lower evaluations or grades solely because of gender rather than performance	90.9/93.0	95.3	97.2/98.4
Denied opportunities for training or rewards based on race or ethnicity	93.4/94.9	96.6	98.1/99.8
Subjected to racially or ethnically offensive remarks/names	86.5/88.9	91.6	94.7/96.4
Received lower evaluations or grades solely because of race or ethnicity rather than performance	93.6/95.5	97.0	98.6/100.0
Denied opportunities for training or rewards based on sexual orientation	97.4/98.6	100.0	100.0/100.0
Subjected to offensive remarks/names related to sexual orientation	95.6/97.0	98.1	99.2/100.0
Received lower evaluations or grades solely because of sexual orientation rather than performance	97.8/98.7	100.0	100.0/100.0
Denied opportunities for training or rewards based on a disability	97.8/98.7	99.4	100.0/100.0
Subjected to offensive remarks/names based on a disability	96.9/98.0	98.7	100.0/100.0
Received lower evaluations or grades solely because of a disability rather than performance	97.2/98.4	99.3	100.0/100.0
Been subjected to negative or offensive behavior(s) based on your personal beliefs or personal characteristics other than your gender, race/ethnicity, sexual orientation, or disability	90.5/92.1	94.6	96.4/98.2

% once 2024	% occasional 2024	% frequently 2024	Carle Illinois 2024	Carle Illinois 2023	Carle Illinois 2022	23-24 % Change
10.5	18.4	0.0	71.1	80.6	73.9	-9.5
0.0	0.0	0.0	100.0	96.8	100.0	3.2
2.6	0.0	0.0	97.4	100.0	100.0	-2.6
0.0	0.0	0.0	100.0	100.0	95.5	0.0
2.6	0.0	0.0	97.4	100.0	95.7	-2.6
0.0	0.0	0.0	100.0	100.0	100.0	0.0
5.4	2.7	0.0	91.9	90.3	91.3	1.6
10.5	0.0	0.0	89.5	93.3	86.4	-3.8
16.2	0.0	0.0	83.8	93.5	87.0	-9.7
0.0	5.3	0.0	94.7	96.8	100.0	-2.1
2.6	10.5	0.0	86.8	87.1	82.6	-0.3
5.3	2.6	0.0	92.1	90.3	95.7	1.8
0.0	0.0	0.0	100.0	100.0	100.0	0.0
0.0	0.0	0.0	100.0	100.0	100.0	0.0
0.0	0.0	0.0	100.0	100.0	100.0	0.0
0.0	2.6	2.6	94.7			
5.3	0.0	2.6	92.1			
0.0	0.0	2.6	97.4			
2.6	0.0	0.0	97.4	90.3	91.3	7.1

Questions related to disability are new for this year and were not included in the Benchmark for 2023 or 2022.

	10th/25th Percentile	50th Percentile	75th/90th Percentile
GQ Report Item #19: Learning Environment Scales			
Emotional Climate (Mean on scale of 0 to 15; higher scores are correlated with positive perceptions of the learning environment):	9.0/9.7	10.0	10.7/11.2
Student-Faculty Interaction (Mean on scale of 0 to 20; higher scores are correlated with positive perceptions of the learning environment):	13.2/13.9	14.5	14.5/15.6

	Carle Illinois 2024	Carle Illinois 2023	Carle Illinois 2022	23-24 % Change
	9.7	10.2	7.6	-0.5
	14.4	14.8	12.8	-0.4

	10th/25th Percentile	50th Percentile	75th/90th Percentile
GQ Report Item #21: Faculty Professionalism			
Please rate how often the following behaviors/attitudes are demonstrated by your medical school's faculty (Percent answering "Very often" or "Always"):			
Respecting patient confidentiality	88.8/91.4	93.6	95.6/97.0
Using professional language/avoiding derogatory language	73.3/78.2	82.1	87.2/90.0
Being respectful of house staff and other physicians	77.1/80.6	85.4	88.9/91.5
Respecting diversity	72.7/76.0	81.0	86.5/89.6
Being respectful of other health professions	72.9/76.3	80.5	85.6/89.1
Being respectful of other specialties	62.0/65.8	72.0	77.3/81.8
Providing direction and constructive feedback	53.9/61.8	68.5	74.0/78.8
Showing respectful interaction with students	65.0/71.3	77.4	82.8/86.1
Showing empathy and compassion	65.3/70.8	76.9	81.1/85.1
Being respectful of patients' dignity and autonomy	75.5/80.0	84.2	87.8/90.5
Actively listened and showed interest in patients	70.4/75.8	80.9	84.0/87.5
Taking time and effort to explain information to patients	63.4/68.2	74.3	79.5/82.7
Advocating appropriately on behalf of his/her patients	68.8/75.1	79.6	83.0/87.0
Resolving conflicts in ways that respect the dignity of all involved	67.8/74.1	80.6	84.5/88.0

% never 2024	% sometimes, often 2024	Carle Illinois 2024	Carle Illinois 2023	Carle Illinois 2022	23-24 % Change
0.0	7.9	92.1	90.3	87.0	1.8
2.6	18.5	78.9	77.4	78.3	1.5
0.0	18.5	84.2	86.7	82.6	-2.5
2.6	10.3	86.8	90.3	73.9	-3.5
0.0	26.4	73.7	83.9	82.6	-10.2
0.0	36.9	63.2	67.7	78.3	-4.5
2.6	44.7	52.6	61.3	43.5	-8.7
0.0	29.0	71.1	61.3	65.2	9.8
0.0	26.4	73.7	64.5	47.8	9.2
0.0	13.2	86.8	77.4	73.9	9.4
0.0	21.1	78.9	80.6	65.2	-1.7
0.0	29.0	71.1	87.1	56.5	-16.0
0.0	23.7	76.3	83.3	60.9	-7.0
0.0	29.7	70.3	74.2	60.9	-3.9