



## INTRODUCTION

- **Creating a diverse and inclusive medical school has been a challenging aim** since the mandate for social determinants of health and cultural competency integration into medical education in 2000.<sup>1</sup>
- Since 2015, **the number of underrepresented in medicine (URiM) students has substantially increased** at Wayne State School of Medicine (WSUSOM).
- The **Independent Student Analysis (ISA)** is an annual student ran survey used to gauge overall satisfaction of WSUSOM students.
- The ISA included **questions to assess satisfaction of the student services.**
- **URiM students are more likely to have negative perceptions** on social support at their institution, decreased satisfaction with learning environment, and more difficulties with academic progress.<sup>2</sup>
- **URiM students also have a higher risk of burnout** compared to non-URiM students.<sup>3</sup>
- **Purpose:** Aim to assess differences in satisfaction of WSUSOM learning environment, curriculum, mentorship, financial resources and policies between URiM and non-URiM students.
- **Goal:** To provide the data needed to drive WSUSOM reform and allocation of resources to cater individualized support for URiM students.

## METHODS

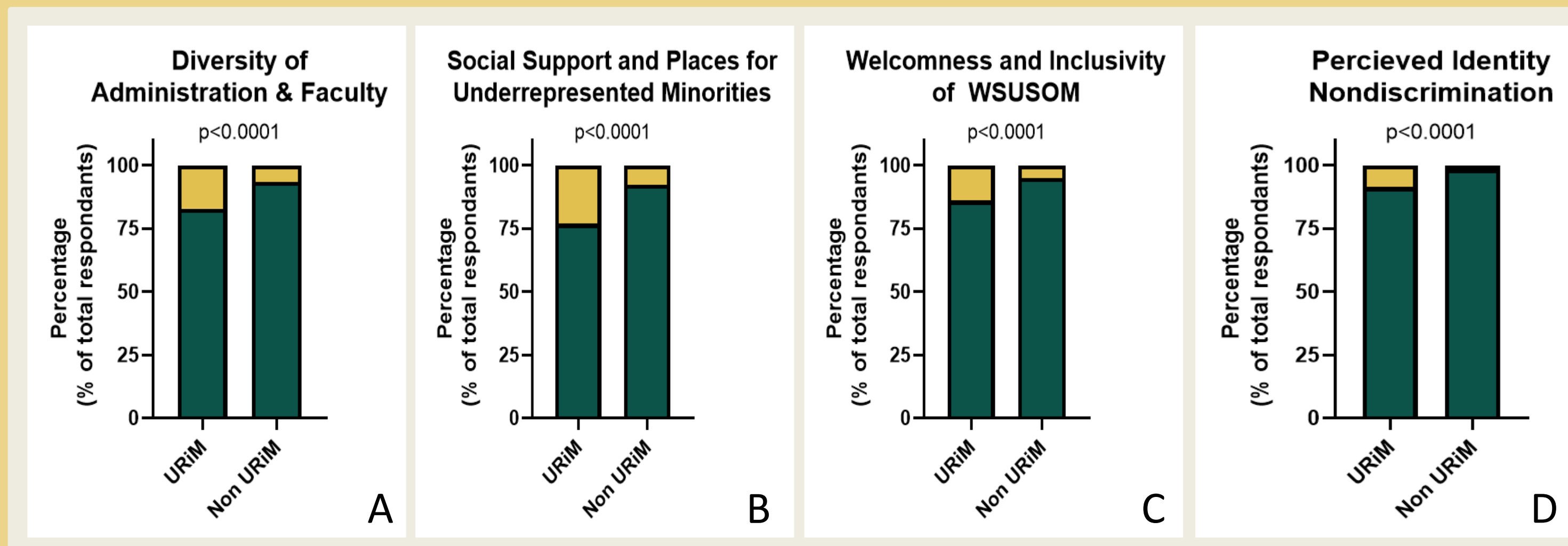
- ISA survey was sent, via New Innovations, to all students currently enrolled in years 1-4.
- Survey was **anonymous**, but respondents had the ability to **self-report their status as URiM**
- **Five point Likert-scale** style questions were used to gauge satisfaction.
- **Chi-squared analysis** compared satisfaction and dissatisfaction of URiM and non-URiM students on diversity, environment, academic support and curriculum structure, academic counseling and mentorship services, and financial aid policies
  - Statistical significance was determined by **p-value <0.05**

## RESULTS

Key:

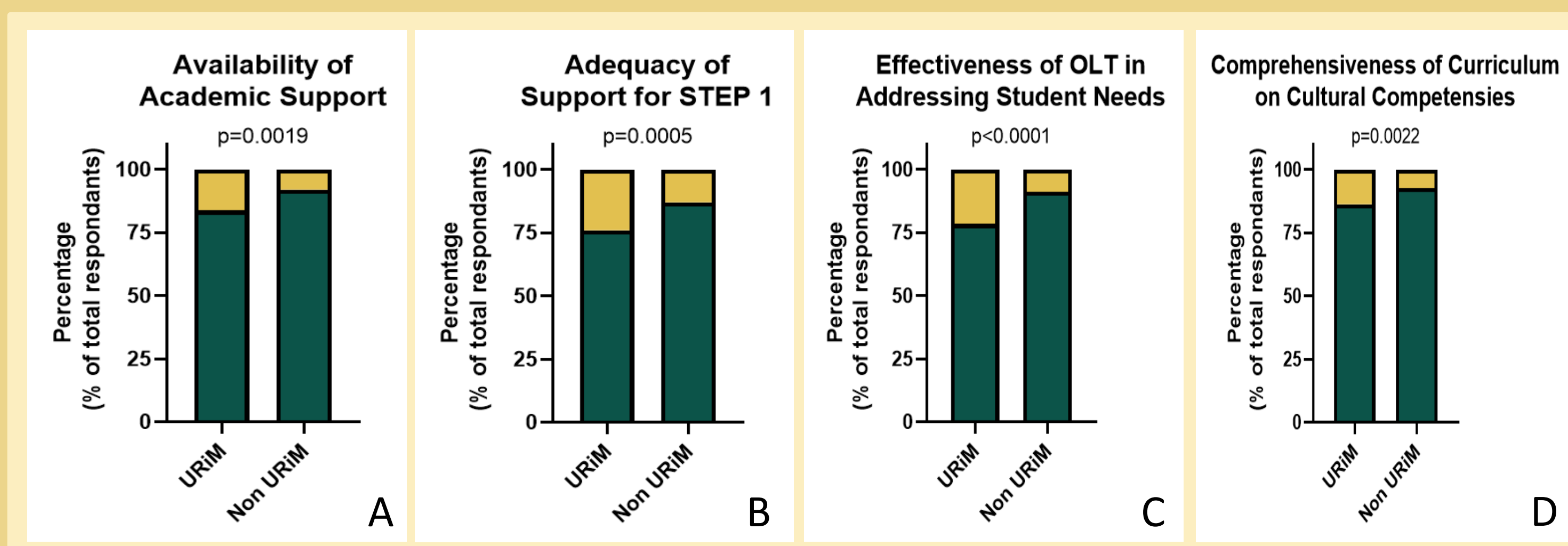


### Environment & Inclusivity



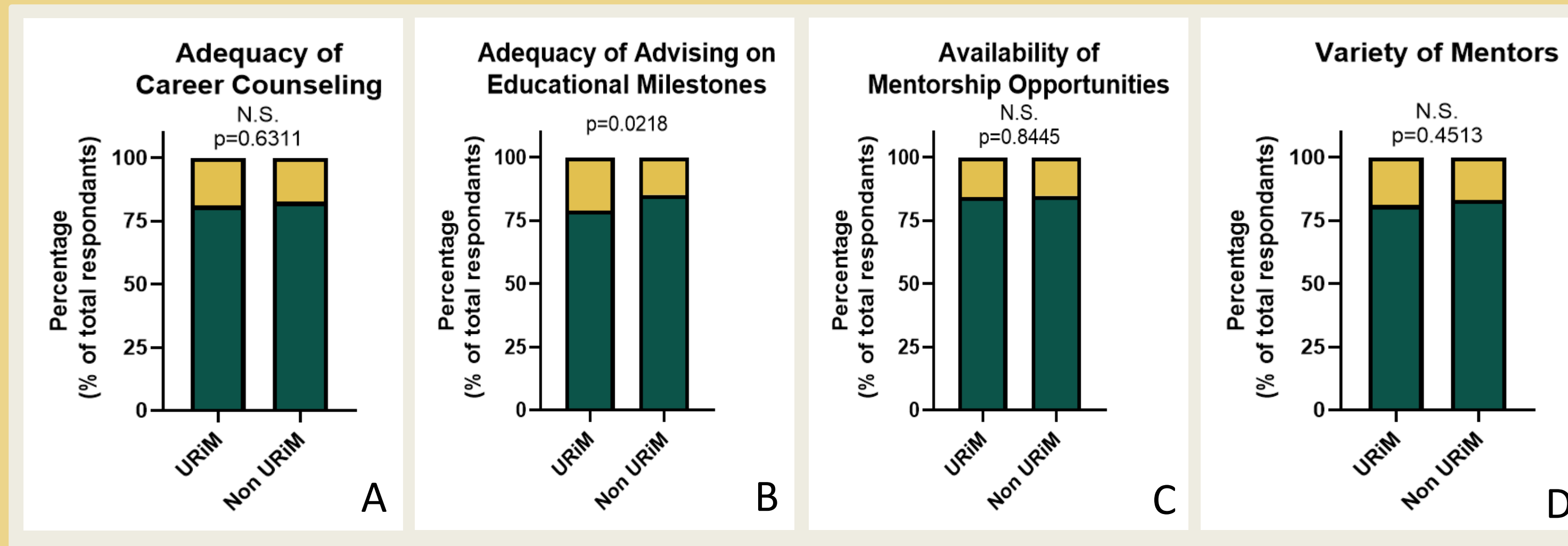
**Figure 1.** Percent satisfaction in environmental factors among URiM (n=343) and non-URiM (n=757) students. URiM students showed greater dissatisfaction (p<0.0001) in all evaluated categories (Panel A-D).

### Curriculum & Academic Support



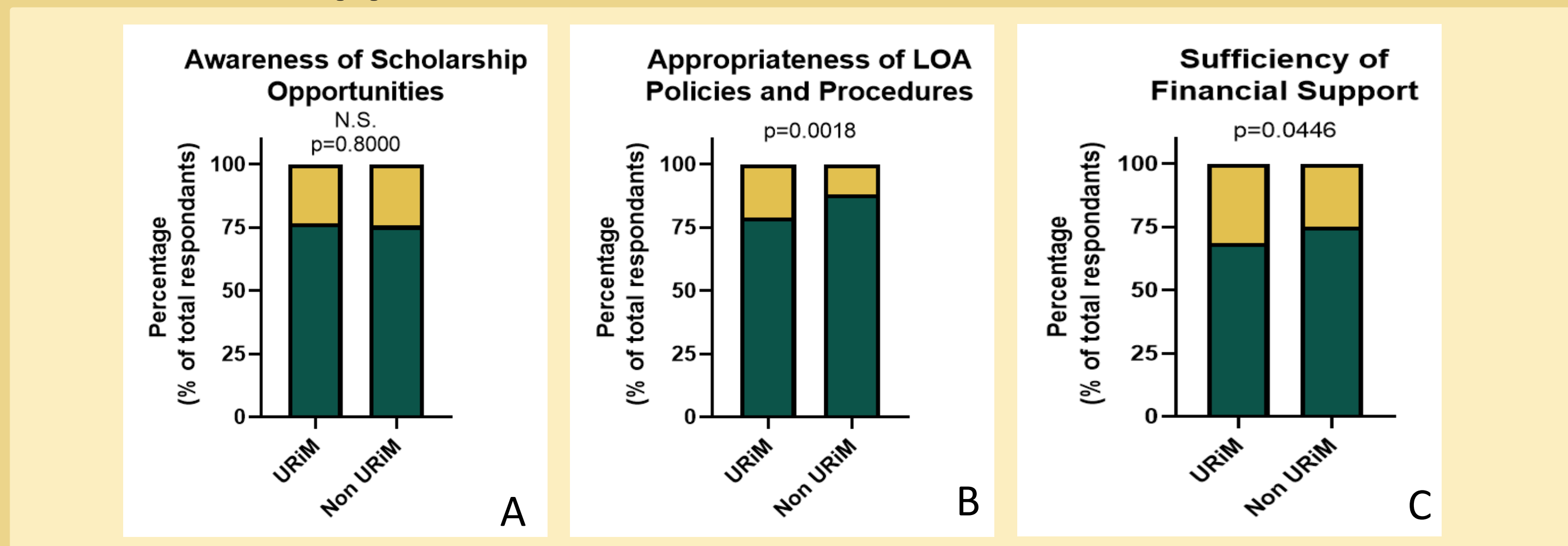
**Figure 2.** Percent satisfaction in academic factors among URiM (n=343) and non-URiM (n=757) students. URiM students showed greater dissatisfaction in all evaluated categories (Panel A-D).

### Mentorship



**Figure 3.** Percent satisfaction in mentorship factors in URiM (n=343) and non-URiM (n=757) students. URiM students showed significantly greater dissatisfaction in adequacy of advising (p=0.0218), however, no significant differences were seen in other evaluated categories (Panel A, C, D).

### Financial Support & Policies



**Figure 4.** Percent satisfaction in finance and policy factors in URiM (n=343) and non-URiM (n=757) students. URiM students had significantly greater dissatisfaction in LOA policies (p=0.0018), however, no significant differences were seen in other evaluated categories (Panel A, C).

## RESULTS

The ISA survey received a total of 1100 respondents, 343 (32%) identified as URiM

### Environment & Inclusivity

- **URiM students were more likely to be dissatisfied** with the institutional diversity, social support, welcomeness, and level of discrimination (p<0.001) than non-URiM students (Figure 1).

### Curriculum & Academic Support

- **URiM students were more likely to be dissatisfied** with availability of academic support (p=0.0019), support for STEP 1 (p=0.0005), effectiveness of the Office of Learning and Teaching (p<0.0001), and comprehensiveness of the cultural competent curriculum (p=0.0022) (Figure 2).

### Mentorship

- **URiM students were more likely to be dissatisfied** with the adequacy of academic advising. However, **dissatisfaction with career counseling, availability and variety of mentors was not statistically significant between the two groups** (Figure 3).

### Financial Support & Policies

- **URiM students were more likely to be dissatisfied** than non-URiM on the sufficiency of financial support (p=0.0446) and leave of absence (LOA) policies and procedures (p=0.0018). **However, dissatisfaction with awareness of scholarship opportunities was not statistically significant between the groups.**

## CONCLUSIONS

- **URiM students had significantly greater self-reported dissatisfaction than non-URiM students** with regards to various types of student services.
- **Reform is needed to increase support for and success of URiM students at WSUSOM**

## LIMITATIONS

- Self-identified URiM status was used which prevents further analysis using AAMC URiM guidelines.
- The responses collected are representative of respondent subjectivity.

References: