



Universidade do Minho
Escola de Medicina

INTEGRATED MASTER IN MEDICINE

2017 – A SNAPSHOT

EVALUATION OF THE ACADEMIC YEAR 2016-2017

UNIVERSITY OF MINHO
School of Medicine
Medical Education Unit

Scope

The present annual *snapshot* summarizes evaluation information relative to the 2016-2017 edition of the high school and of the graduate entry tracks of the undergraduate medical degree of the School of Medicine of the University of Minho (SM-UM). The *snapshot* comprises student academic performance, student evaluations of the undergraduate medical degree (curricular units, faculty and clerkships) and a socio-demographic summary of the newly admitted students. The data are derived from Minho's Longitudinal Educational Study (MILES) and from student responses to anonymous surveys.

The *snapshot* is one instrument within the evaluation system of Minho's undergraduate medical program, set in place to enable continuous monitoring and improvement. It also contributes to the degree's accountability before the general public, health care system, current and prospective students. It is developed by the Medical Education Unit (MEU). The *snapshot* is distributed to the School's External Advisory Committee, to faculty members and to the student body of the School of Medicine, before public release.

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1. STUDY PLANS

In 2016-2017, the School of Medicine offered two parallel tracks within the undergraduate medical degree.

The high school entry track (6 years) for students entering through the Portuguese National Admissions to Higher Education Process and the graduate entry program (4 years) for students with a previous degree entering through the special admissions process defined by the school (started in 2011/2012). The graduate entry track credits student previous academic accomplishments with the 120 ECTS corresponding to the initial 2 years. The study plans are presented below.

Table 1: Study plan: Graduate entry

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS
	CBB / SC-CSH / P / C		
1st year		Various	60
TOTAL			60
	CBB / SC-CSH / P / C		
2nd year		Various	60
TOTAL			60
3rd year	C	Introduction to Clinical Medicine	10,5
	CBB / P	Foundations of Medicine	45
	SC-CSH	Community Health, Human and Social Science	4,5
TOTAL			60
			Degree in Medical Basic Sciences
			180
4th year		The same as the original track	60
TOTAL			60
5th year		The same as the original track	60
TOTAL			60
6th year		The same as the original track	60
TOTAL			60
			Integrated Master in Medicine
			360

ECTS - European Credit Transfer Units

C - Clinical; CBB –Biological and Biomedical Sciences;

SC-CSH - Community Health, Human and Social Sciences; P - Pathology

Table 2: Study plan: high school entry

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS
1 st year	CBB	Introduction to the Medical Degree Course	4
	CBB	Molecules and Cells	24
	CBB	Functional and Organic Systems I	25
	SC-CSH	Training in a Health Centre	1
	SC-CSH	First Aid	1
	CBB/SC-CSH/P/C	Option Project I	4
	SC-CSH	Vertical Domains I	1
TOTAL			60
2 nd year	CBB	Functional and Organic Systems II	26
	CBB	Functional and Organic Systems III	23
	SC-CSH	Family, Society and Health I	4
	CBB/SC-CSH/P/C	Option Project II	6
	SC-CSH	Vertical Domains II	1
TOTAL			60
3 rd year	P	Biopathology and Introduction to Therapeutics	43
	SC-CSH	Introduction to Community Health	4
	C	Introduction to Clinical Medicine	10,5
	SC-CSH	Follow-up of a Family II	1,5
	SC-CSH	Vertical Domains III	1
TOTAL			60
Degree in Medical Basic Sciences			180
4 th year	SC-CSH	Health Centre Residency I	8
	C	Medicine I Residency	17
	C	Maternal and Child Health Residency	17
	C	Clinical Neurosciences	10
	C/P/CBB	From the Clinic to Molecular Biology I	3
	CBB/SC-CSH/P/C	Option Projects III	4
	SC-CSH	Vertical Domains IV	1
TOTAL			60
5 th year	SC-CSH	Health Centre Residency II	13
	C	Surgery Residency	18,5
	C	Medicine II Residency	16
	C	Optional Residencies	8,5
	C/P/CBB	From the Clinic to Molecular Biology II	3
SC-CSH	Vertical Domains V	1	
TOTAL			60
6 th year	SC-CSH	Health Centre Residency III - Final Training	10,5
	C	Hospital Residencies – Final Training	39,5
	C/P/CBB	From the Clinic to Molecular Biology III	3
	CBB/SC-CSH/P/C	Option Projects - Final Training	7
TOTAL			60
Integrated Master Program in Medicine			360

ECTS – European Credit Transfer Units

C – Clinical; **CBB** – Biological and Biomedical Sciences; **SC-CSH** – Community Health and Human and Social Sciences; **P** – Pathology

2. STUDENT EVALUATIONS

The Medical Education Unit developed, administered and collected paper evaluations of the degree, through a process described in this snapshot's appendix. Answer rates for 19 of curricular units were higher than 70%, 11 between 50% and 70% and 6 less than 49%.

3. THE GRADUATE ENTRY TRACK

Selection Process

The 2016-2017 graduate entry track selection process to the 18 places was identical to the previous year and included 4-steps: (1) administrative selection - mandated the delivery of a set of certificates, which included holding a previous degree with a final graduation grade point average equal or above 14/20 points; (2) written examination of knowledge – a Basic Sciences Admission Test with 100 multiple choice questions on biology, mathematics, chemistry and physics; (3) the Assessment for Transversal Skills (ATS) – a Multiple Mini-interview like exam (OSCE-type) series of 10 stations, intended to assess personal attributes and soft skills; (4) analysis of *curricula vitae*. The selection tools were developed in Minho by a team of faculty with expertise in assessments. The ATS blueprint was identical to the previous year. When asked to state their preference between the format “Classical interview” and “Multiple Mini Interview”, 21 (75%) of the responding applicants stated a preference for ATS.

Even though the selection is opened to graduates in any field, the degrees of registered Minho's graduate entry students are mostly in the sciences areas.

Table 3: Previous degrees of the graduate entry students

	N	%
Nursing	16	16
Veterinary Medicine and Dental Medicine	4	4
Clinical analysis, Pathology Anatomy and Physiotherapy	17	17
Biology, Biochemistry and Biomedical	31	31
Pharmaceutical Sciences and Nutrition	25	25
Others	7	7

Applicants and entrants

To the academic year 2016/2017, there were 186 applicants to the graduate entry process (10 applicants/place). The top-scoring 28 students were admitted to the ATS. The averages and standard deviations in the components were: i.

written examination of knowledge $5.20 \pm 2.2.61$; ii. Assessment fo Transversal Skills: 11.58 ± 2.05 ; iii. analysis of *curricula vitae*: 6.94 ± 4.54 .

In what concerns the socio-demography of the 18 new students selected, 72% applied to the University of Minho as their first option (50% in the previous year). Ages varied from 24 to 39 (mean 27.67; SD 4.2) and 60% of the students were female. The factors that most influenced the students to choose SM-UM were: Quality of learning/teaching process (40%) and the track duration (27%). The majority of students originated from the districts of Braga (33%) or Porto (33%). For 47% of the students, entering the SM-UM medical degree implied moving away from home. 53% of the students hold a master degree.

Academic Performance

The highest failure rate (5%) was registered for the curricular unit “Foundations of Medicine” which corresponds to 45 ECTS. All new students from graduate entry track completed the assessment program of “Introduction to Clinical Medicine”.

For the whole group of students (alternative and original track) the failure rate was 3%. In summary, the vast majority of the new students successfully completed their year 1 which suggests that the selection process and the course “Foundations of Medicine” prepared these students to succeed academically in the course Introduction to Clinical Medicine, with a level of scientific preparation comparable to that of the third year students on the 6 year program. In 2017-2018, these students will converge with the 4th year of the original track.

4. HIGH SCHOOL ENTRY TRACK

The 2016/2017 experience in terms of student performance and student evaluations were overall identical to the previous year. Within the 6 year program, some courses experienced drops in failure rates equal or above 5% -“Functional and Organic Systems I” and “Medicine I Residency”.

The highest student failure rates prevail in the Year 1 course Functional and Organic Systems I (19% in 2015-2016 and 12% in 2016-2017). The failure rates were lower comparatively to the previous academic year.

The average of student response rates to the evaluation questionnaires were 67%. There were 28 units in a total of 36 considered globally “excellent” by over 75% of the respondents. The courses with appreciations superior in at least 10 percentual points relatively to the previous year were: Introduction to the Medical Degree Course; Molecules and Cells; Family, Society and Health I, Introduction to Clinical Medicine, From the Clinical to Molecular Biology I, Maternal and Child Health Residency; Health Centre Residency II, Hospital Residencies – Final Training. Vertical Domains III, Family,

Society and Health II, Health Centre Residency I and From the Clinical to Molecular Biology III received appreciations lower in at least 10 percentual points relatively to 2015/2016.

5. HIGH SCHOOL ENTRY TRACK: RETROSPECTIVE DESCRIPTIVE ANALYSIS OF STUDENT SOCIO-DEMOGRAPHY

Applicants

In 2016/2017, there were 998 applicants to the undergraduate medical degree of SM-UM for the national admissions process (“Concurso Nacional de Acesso”, approximately 8 applicants/available place)¹. There is no public available information on the remaining special admissions processes (“Regimes Especiais de Acesso”).

New students

120 students were admitted through the National Admissions Process – 1st phase (contingents: general n=116, handicapped n=2 and islands/immigrants n=2). The University of Minho was the 1st option for 74.8% of the registered students (54% in the previous year). Admissions grade point averages (GPAs) varied from 162.5 (other contingents) to 195.8 (general contingent) in a scale 0-200. The lowest admission grade for the general contingent (M 184.8; SD 3.4) was 181.7 (183.2 in 2001-2016). The admissions GPAs show no further significant differences from the previous years. The socio-demography of the 123 new matriculants in 2016-2017, overall, was similar to the previous years. 62% of the students studied in public high schools and 76% were first time college students. Student ages varied from 18 to 24 (mean 19.25; SD 1.98). 74% of the students were female. The factors that most have influenced students to choose the SM-UM were the geographical proximity (69%) and the quality of learning/teaching process (78%). This might explain why only 19% students originate from districts in the country other than Braga (61% of matriculates) and Porto (20%). Nevertheless, 45% of the students left their family homes. More detailed information can be found in the appendix “Students admitted/registered”.

¹ Source: DGES: (accessed 20 september, 2015)



Universidade do Minho
Escola de Medicina

INTEGRATED MASTER IN MEDICINE

APPENDIX

2017 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2016/2017 AT THE ENTRANCE OF
2017-2018

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INFORMATION REFERRED IN THE MAIN DOCUMENT

The Snapshot's Appendix presents the corresponding academic year's final scores distributions and the results of student evaluations, for the curricular units of the undergraduate medical program of the School of Medicine of the University of Minho (SM-UM). A retrospective comparative socio-demographical analysis since 2001 is also included.

Typically, an individual student final academic performance combines performance in written assessments, skill examinations and attitudinal observations, defined in the corresponding assessment methodologies. All marks are inserted in the Minho's Longitudinal Educational Study (MILES). The performance boxplots in this appendix are computed from the MILES database.

As to the student course evaluations, the appendix presents the instruments, the process and the results for the present and former years. The process was designed in 2006 by the Scientific Council of SM-UM and is under the coordination of the Medical Education Unit (MEU). The process is systematic and originates results that are an important part of the multidimensional internal quality evaluation mechanisms of the SM-UM's undergraduate medical program.

In addition, the appendix includes descriptive elements about the socio-demography of this year's entering class and a comparison with previous cohorts. The information is collected with surveys that students respond to voluntarily during students' first week in the medical school. Informed consent is collected to collate the data to the Minho's Longitudinal Educational Study (MILES) of School of Medicine of the University of Minho.

STUDENT EVALUATIONS

Student evaluations (SE): brief description of the process

Student evaluations (SE) are obtained through a systematic process and use questionnaires adapted to the SM-UM approved by the School's Scientific Council in 2006. The questionnaires are administered by the Medical Education Unit (MEU) that also manages this process and helps facilitate appropriate interpretations of SE figures. The questionnaires are typically applied within the 2 weeks following the end of a curricular unit. The questionnaires are used in Portuguese, therefore translations were developed for the purpose of inclusion in this appendix. There are specific questions used for distinct purposes:

1. "Overall Evaluation": of the general dimensions that all the curricular units should abide to; each student fills one questionnaire/curricular unit; includes the same 12 items (except for specific courses where some items do not apply);
2. "Evaluation of the Teaching and Learning Methodology": in years 1-3 for all courses that are primarily taught by SM-UM's faculty and make use of the methodology of "objective structured modules" adopted by the medical school, each student fills one form/curricular unit; includes 10 items;
3. "Evaluation of Academic Faculty": on individual SM-UM's faculty of all curricular units; each student fills one form/faculty - the global scores presented in this snapshot are computed for every faculty of the corresponding curricular unit and the individual scores are communicated to each faculty and the corresponding unit coordinator; includes 8 items;
4. "Evaluation of Clinical Tutors/Services": on individual clinical tutors in the affiliated Health Care Institutions, applied exclusively to courses with clinical attachments (from the 3rd to the 6th year); each student fills one form/faculty - the global scores presented in this snapshot are computed for every faculty of the corresponding curricular unit and the individual scores are communicated the unit supervisor; includes 10 items;
5. "Evaluation of Option Projects": used on all the elective curricular units of the medical degree; includes 8 items.

Items for the overall evaluation

Curricular Unit (nuclear items)

1	I understood the learning objectives
2	The contents were delivered in accordance with the learning objectives
3	I have gained/developed abilities that I consider useful
4	The workload was appropriate to the time available for learning
5	The assessment process was coherent with the objectives
6	I was appropriately supervised in my learning process
7	The activities were well organized
8	The available resources were appropriate
9	My previous training prepared me adequately for this curricular unit
10	Globally, I consider the faculty is excellent
11	Globally, I consider the curricular unit is excellent
12	Globally, the curricular unit promoted my personal development

First Aid (nuclear items)

1	I understood the learning objectives
2	The contents were delivered in accordance with the learning objectives
3	I have gained/developed abilities that I consider useful
4	The workload was appropriate to the time available for learning
5	The assessment process was coherent with the objectives
6	I was appropriately supervised in my learning process
7	The activities were well organized
8	The available resources were appropriate
9	I have been provided with a sufficient number of activities to practice skills
10	My previous training prepared me adequately for this curricular unit
11	Globally, I consider the curricular unit is excellent
12	Globally, the curricular unit promoted my personal development
13	I am prepared to provide first aid care in case of need

Items for the Evaluation of the Teaching and Learning Methodology in years 1-3

1		Contributed to clarify the objectives
2	Phase 1	Allowed the reactivation of prior knowledge
3		The time provided was sufficient
4	Phase 2	The activities were important to the learning process
5		I was stimulated to share what I learned
6	Phase 3	Provided an opportunity for a self-assessment relatively to the learning objectives
7		Contributed to overcome some of my previously identified learning gaps
8	Phase 4	The faculty were available
9		The time provided to complete the examinations was appropriate
10	Phase 5	The examinations reflected the learning objectives

Items for the Evaluation of Faculty

1	The faculty is knowledgeable in the concepts and phenomena implied in the learning objectives
2	The faculty arrives on time
3	The faculty aids in the identification, analysis and understanding of the learning objectives
4	The faculty orients the development of learning
5	The faculty stimulates and fosters critical thinking
6	The faculty motivates towards the fulfillment of learning objectives
7	The faculty helps in the synthesis and integration of knowledge
8	Overall, this faculty is excellent

Items for the Evaluation of Clinical Tutors/Services

1	I had access to all the service components (e.g.: meetings, visits, examinations, etc.)
2	I was stimulated to share my ideas, knowledge and doubts
3	The tutor was available to answer questions and to clarify uncertainties
4	The tutors' explanations were clear and organized
5	The tutor promoted contacts with patients with different pathologies
6	The tutor helped me to perform clinical procedures effectively
7	The tutor was knowledgeable the concepts, phenomena and clinical practices
8	I received appropriate supervision at the clinical settings
9	I rate this tutor as excellent
10	What I've learned in this service was useful

Items for the Evaluation of Option Projects

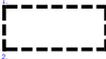
1	I understood the learning objectives
2	The elements of the assessment process reflect the objectives of the curricular unit
3	The assessment process was coherent with the objectives of the curricular unit
4	The evaluation parameters were defined in time
5	The workload was appropriate to the credit units
6	I would have developed this project, even if it was not compulsory
7	Globally, I learned a lot from this curricular unit
8	Globally, I consider this curricular unit excellent

Scale

Completely disagree	①
Strongly disagree	②
Disagree	③
Agree	④
Strongly agree	⑤
Completely agree	⑥
Without an opinion	⑦

Legend

- for tutors, faculty and curricular unit evaluations:

	Question with highest % of favorable responses
	Question with lowest % of favorable responses
	Question with less than 50% of favorable responses

Distribution of student performance

As this snapshot is issued in July and there is a “Special assessment period” in the University of Minho, the figures included may change marginally in this year final records.

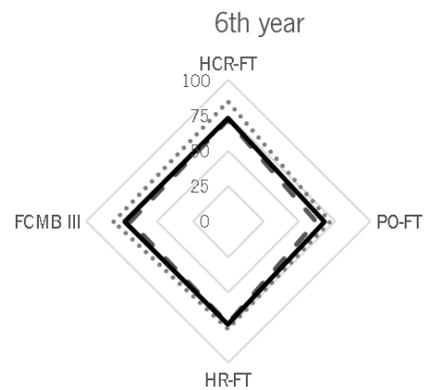
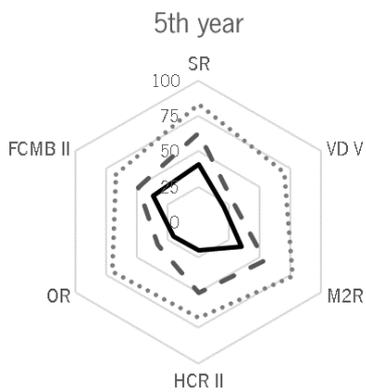
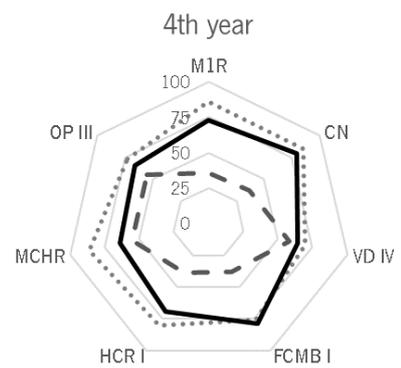
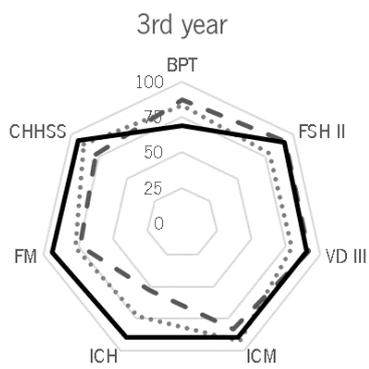
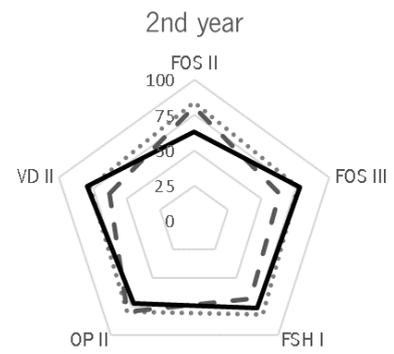
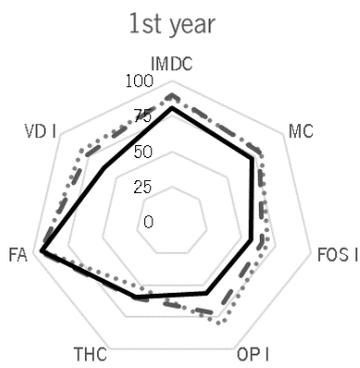
According to the University regulations, failures include:

- Non attendants: students with less than 2/3rds of class attendance
- Academic failing students: students who attended at least 2/3rds of classes; failure results from not complying with pass/fail academic criteria.

STUDENT EVALUATIONS: RESPONSE RATES BY CURRICULAR UNIT

Curricular Unit	Curricular year	Number of years in study plan	Nuclear Items	Item about the method	Specific Items	N° of students	Collection rate (%)
Introduction to the Medical Degree	1	16	X		X	127	81
Molecules and Cells	1	16	X	X	X	129	72
Functional and Organic Systems I	1	16	X	X	X	131	57
First Aid	1	16	X		X	124	94
Training in a Health Centre	1	16	X		X	127	59
Option Project I	1	16			X	133	56
Vertical Domains I	1	13	X		X	123	61
Family, Society and Health I	2	7	X			120	76
Functional and Organic Systems II	2	15	X	X	X	125	63
Functional and Organic Systems III	2	15	X	X	X	118	78
Option Project II	2	15			X	130	72
Vertical Domains II	2	13	X		X	115	79
Biopathology and introduction to therapeutics	3	14	X	X	X	122	69
Introduction to Community Health	3	14	X	X	X	121	90
Family, Society and Health II	3	6	X		X	116	92
Vertical Domains III	3	13	X		X	119	90
Foundations of Medicine	3PA	6	X		X	18	94
Community Health, Social and Human Sciences	3PA	6	X		X	18	94
Introduction to Clinical Medicine	3/3PA	14	X		X	140	90
Medicine Residency I	4	13	X			121	73
Clinical Neurosciences	4	7	X			120	79
Health Centre Residency I	4	13	X			118	69
Maternal and child Health Residency	4	13	X			122	64
From Clinic to Molecular Biology I	4	13	X			119	79
Option Project III	4	8			X	145	66
Vertical Domains IV	4	13	X		X	123	64
Surgery Residency	5	12	X			149	41
Medicine Residency II	5	12	X			155	35
Optional Residencies	5	12	X		X	153	20
Health Centre Residency II	5	12	X			151	20
From Clinic to Molecular Biology II	5	12	X			149	37
Vertical Domains V	5	12	X		X	150	21
Hospital Residencies – Final Training	6	11	X			120	73
Health Centre Residency – Final Training	6	11	X			120	73
From Clinic to Molecular Biology III	6	11	X			120	73
Option Project – Final Project	6	11			X	124	68

STUDENT EVALUATIONS: RETROSPECTIVE RESPONSE RATES BY CURRICULAR YEAR

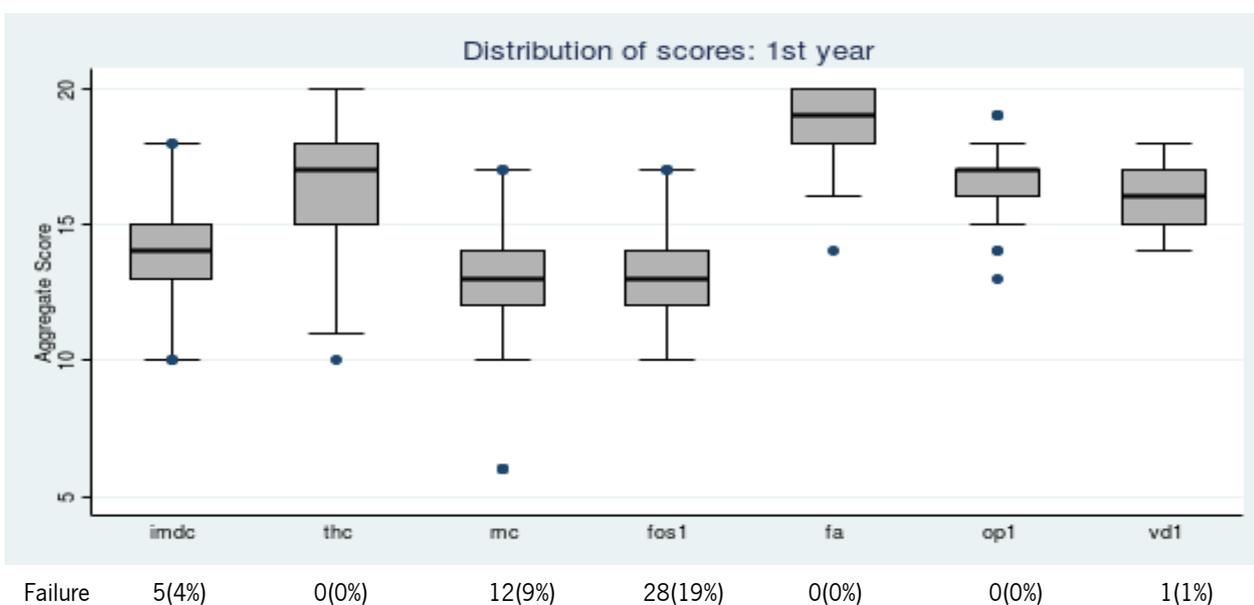


2016/2017
 2015/2016
 2014/2015

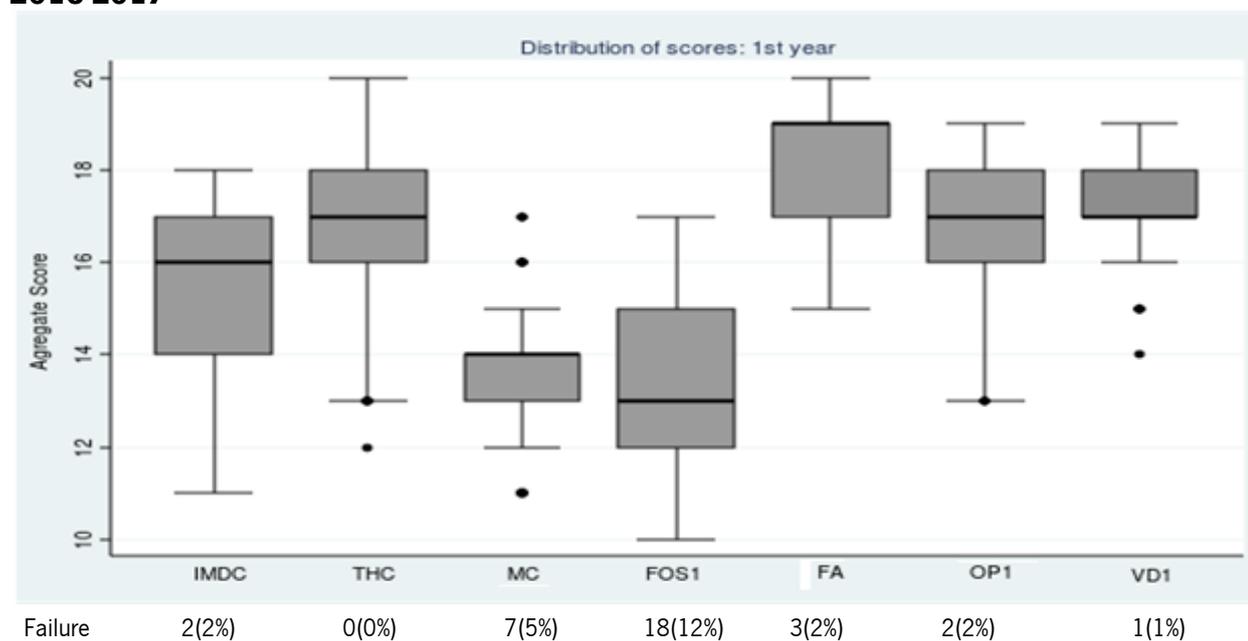
1st year

Distribution of Student Scores(*)

2015-2016



2016-2017



Legend

IMDC – Introduction to the Medical Degree Course

MC – Molecules and Cells

FOS1 – Functional and Organic Systems I

THC – Training in a Health Centre

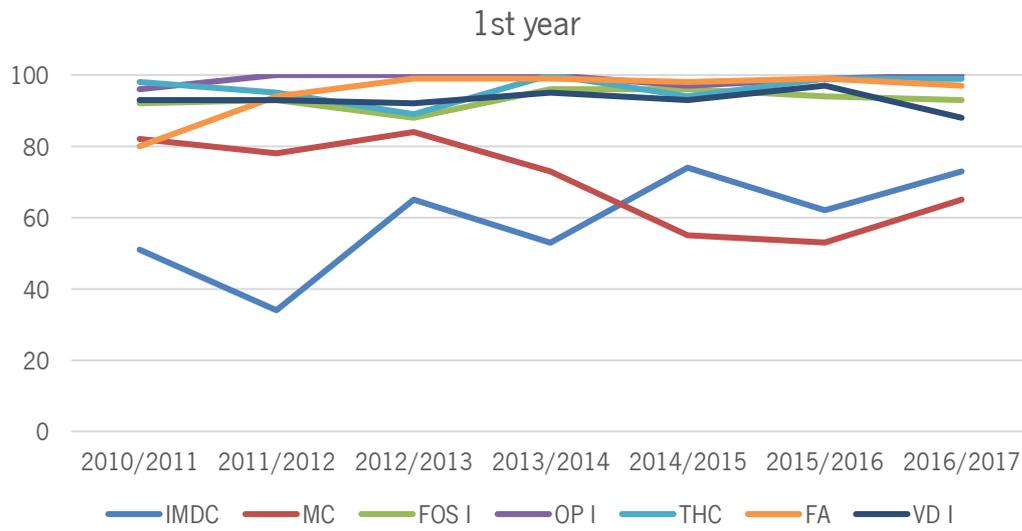
FA – First Aid

OP1 – Option Project I

VD1 – Vertical Domains I

(*) Output provided by the database of ECS-UM Longitudinal Study

Student responses to the item “Globally, I consider the curricular unit is excellent”



Curricular Unit: **Introduction to the Medical Degree**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	1	0	2	1	1	1	1	2	0	0	1
	Strongly disagree	1	1	1	3	4	2	2	1	4	1	5	3
	Disagree	3	7	5	17	7	8	12	12	20	8	19	14
	Unfavorable responses	4	9	6	22	12	10	14	14	26	9	24	18
	Agree	36	41	36	30	35	30	36	33	30	37	34	32
	Strongly agree	39	31	36	35	36	33	35	31	23	29	31	30
	Completely agree	21	19	22	12	17	26	14	20	15	24	8	11
	Favorable responses	96	91	94	78	88	89	85	84	68	90	73	73
No opinion	0	0	0	0	0	1	1	2	6	2	3	9	
2015/2016	Unfavorable responses	14	12	15	17	21	11	15	15	32	9	34	32
	Favorable responses	85	87	84	81	78	89	84	84	62	88	62	65
	No opinion	2	1	1	2	2	0	1	1	5	3	4	3

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	0	0	0	0	0	0	0	0
	Strongly disagree	1	0	2	1	1	0	1	0
	Disagree	3	1	4	3	5	5	6	4
	Unfavorable responses	4	1	6	5	7	6	7	4
	Agree	14	10	23	28	20	21	24	18
	Strongly agree	28	27	35	32	35	36	33	33
	Completely agree	51	58	34	32	34	34	33	41
	Favorable responses	93	96	92	91	89	91	91	92
No opinion	3	3	2	3	4	3	2	4	
2015/2016	Unfavorable responses	4	4	10	12	10	8	9	6
	Favorable responses	95	95	89	88	88	91	90	91
	No opinion	1	1	1	1	2	1	1	3

Curricular Unit: **Molecules and Cells**

Overall Evaluation

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	1	0	6	1	4	4	3	5	2	1	1
	Strongly disagree	1	5	2	6	4	5	10	5	12	4	8	4
	Disagree	4	10	8	44	30	12	30	21	25	15	24	17
	Unfavorable responses	5	17	10	57	35	21	45	29	42	21	33	22
	Agree	51	44	50	23	47	45	39	38	38	44	43	46
	Strongly agree	32	30	28	16	11	25	9	19	8	22	17	19
	Completely agree	11	8	11	3	5	7	7	15	7	10	5	9
	Favorable responses	95	82	90	42	64	78	55	71	54	76	65	75
No opinion	0	1	0	1	1	1	0	0	4	3	2	3	
2015/2016	Unfavorable responses	13	16	13	46	34	14	32	23	34	25	46	27
	Favorable responses	87	83	87	54	66	86	68	77	65	75	53	72
	No opinion	0	1	0	0	0	1	0	0	1	1	1	1

Methods items		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	1	4	6	9	1	0	2	1	0	1
	Strongly disagree	5	7	7	19	8	8	2	0	6	6
	Disagree	11	17	22	29	13	7	7	2	4	25
	Unfavorable responses	17	29	35	58	22	16	11	3	11	32
	Agree	41	39	27	21	29	38	11	13	25	38
	Strongly agree	21	22	14	18	32	33	3	7	27	19
	Completely agree	19	9	19	3	16	14	5	11	35	8
	Favorable responses	82	70	59	42	77	84	20	31	87	65
No opinion	1	1	5	0	1	0	69	66	2	3	
2015/2016	Unfavorable responses	16	17	34	41	17	13	6	4	19	34
	Favorable responses	83	82	63	58	82	86	47	59	81	66
	No opinion	1	1	3	1	1	1	47	37	0	0

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	0	1	1	2	1	2	1	1
	Strongly disagree	2	1	2	3	4	3	3	3
	Disagree	4	4	8	9	11	9	7	7
	Unfavorable responses	6	6	11	14	16	14	11	10
	Agree	22	22	29	28	28	28	29	29
	Strongly agree	28	24	29	28	23	27	27	29
	Completely agree	40	45	28	26	27	26	30	28
	Favorable responses	90	90	86	82	79	81	85	86
No opinion	3	4	3	4	5	4	3	4	
2015/2016	Unfavorable responses	11	9	15	19	18	19	18	15
	Favorable responses	88	89	83	79	80	80	81	81
	No opinion	1	1	1	2	2	2	2	4

Curricular Unit: **Functional and Organic Systems I**

Overall Evaluation

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	4	0	8	3	3	1	3	3	0	0	0
	Strongly disagree	1	0	0	12	1	9	5	0	8	3	1	0
	Disagree	3	11	0	27	14	19	22	23	19	5	5	7
	Unfavorable responses	4	15	0	47	18	31	29	26	30	8	7	7
	Agree	31	45	27	34	48	42	45	43	39	52	36	20
	Strongly agree	41	28	40	15	23	19	22	28	14	27	35	39
	Completely agree	24	12	33	1	7	7	1	3	4	10	22	32
	Favorable responses	96	85	100	50	78	68	68	74	57	89	93	92
No opinion	0	0	0	3	4	1	3	0	14	3	0	1	
2015/2016	Unfavorable responses	4	13	0	44	23	12	13	11	26	9	6	5
	Favorable responses	96	88	100	56	77	88	86	88	71	88	94	95
	No opinion	0	0	0	0	0	0	1	1	3	2	0	0

Method items		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	1	1	5	4	0	0	0	0	0	0
	Strongly disagree	0	5	5	5	5	1	1	0	0	7
	Disagree	9	15	31	18	13	7	1	3	0	9
	Unfavorable responses	11	21	41	27	19	8	3	3	0	16
	Agree	43	43	25	39	39	27	15	8	17	49
	Strongly agree	23	21	21	27	28	43	4	8	25	20
	Completely agree	24	13	9	7	11	19	5	14	56	9
	Favorable responses	89	77	56	73	77	88	24	30	99	79
No opinion	0	1	3	0	4	4	73	68	1	5	
2015/2016	Unfavorable responses	22	33	40	6	13	14	3	2	5	27
	Favorable responses	78	67	60	94	83	83	33	39	94	73
	No opinion	0	0	0	0	4	3	64	59	1	0

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	0	1	0	0	0	0	0	0
	Strongly disagree	1	1	2	2	2	2	1	1
	Disagree	2	3	3	5	5	4	5	4
	Unfavorable responses	3	5	5	7	7	6	7	5
	Agree	13	15	20	21	22	21	18	18
	Strongly agree	22	21	25	24	25	26	25	26
	Completely agree	54	51	41	40	36	38	42	41
	Favorable responses	89	87	86	85	83	85	85	85
No opinion	8	8	8	8	10	9	8	10	
2015/2016	Unfavorable responses	3	2	7	8	8	9	8	6
	Favorable responses	85	85	80	78	78	78	79	80
	No opinion	13	13	13	14	13	14	13	14

Curricular Unit: **Training in a Health Centre**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	-	0	0	0	0	0	-	-	0	0
	Strongly disagree	0	0	-	1	0	0	0	0	-	-	0	0
	Disagree	0	3	-	4	0	3	4	4	-	-	1	0
	Unfavorable responses	0	3	-	5	0	3	4	4	-	-	1	0
	Agree	9	12	-	8	14	11	16	16	-	-	8	7
	Strongly agree	25	30	-	31	29	20	23	28	-	-	32	17
	Completely agree	65	55	-	56	48	65	56	52	-	-	59	76
	Favorable responses	100	97	-	95	90	96	95	96	-	-	99	100
No opinion	0	0	-	0	10	1	1	0	-	-	0	0	
2015/2016	Unfavorable responses	1	3	-	3	1	4	4	3	-	-	1	1
	Favorable responses	99	97	-	97	94	96	96	97	-	-	99	99
	No opinion	0	0	-	0	5	0	0	0	-	-	0	0

Curricular Unit: **First Aid**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	0	1	0	0	0	1	-	0	0
	Strongly disagree	0	0	0	0	0	0	0	1	3	-	0	0
	Disagree	1	3	1	4	4	1	2	3	14	-	1	1
	Unfavorable responses	1	3	1	4	4	1	2	4	17	-	1	1
	Agree	8	10	5	13	20	15	21	19	24	-	13	10
	Strongly agree	22	31	21	27	28	25	20	33	19	-	26	23
	Completely agree	68	55	73	56	46	59	58	43	32	-	58	65
	Favorable responses	98	96	98	96	95	99	98	96	74	-	97	98
No opinion	1	1	1	0	1	0	0	0	9	-	2	1	
2015/2016	Unfavorable responses	0	4	0	2	5	3	2	7	12	-	1	0
	Favorable responses	100	96	100	98	95	97	98	93	84	-	99	100
	No opinion	0	0	0	0	0	0	0	0	4	-	0	0

Curricular Unit: **Option Project I**

Overall Evaluation

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	1	1	1	0	0	0	0	0
	Strongly disagree	0	7	5	7	1	1	0	0
	Disagree	5	8	4	12	7	7	0	0
	Unfavorable responses	7	16	11	19	9	8	0	0
	Agree	12	18	22	12	28	12	8	12
	Strongly agree	28	30	31	32	30	16	26	26
	Completely agree	53	34	35	35	32	59	66	62
	Favorable responses	93	81	88	80	90	88	100	100
No opinion	0	3	1	1	1	4	0	0	
2015/2016	Unfavorable responses	1	6	6	3	7	6	0	1
	Favorable responses	99	91	91	96	93	93	100	99
	No opinion	0	2	2	1	0	1	0	0

Curricular Unit: **Vertical Domains I**

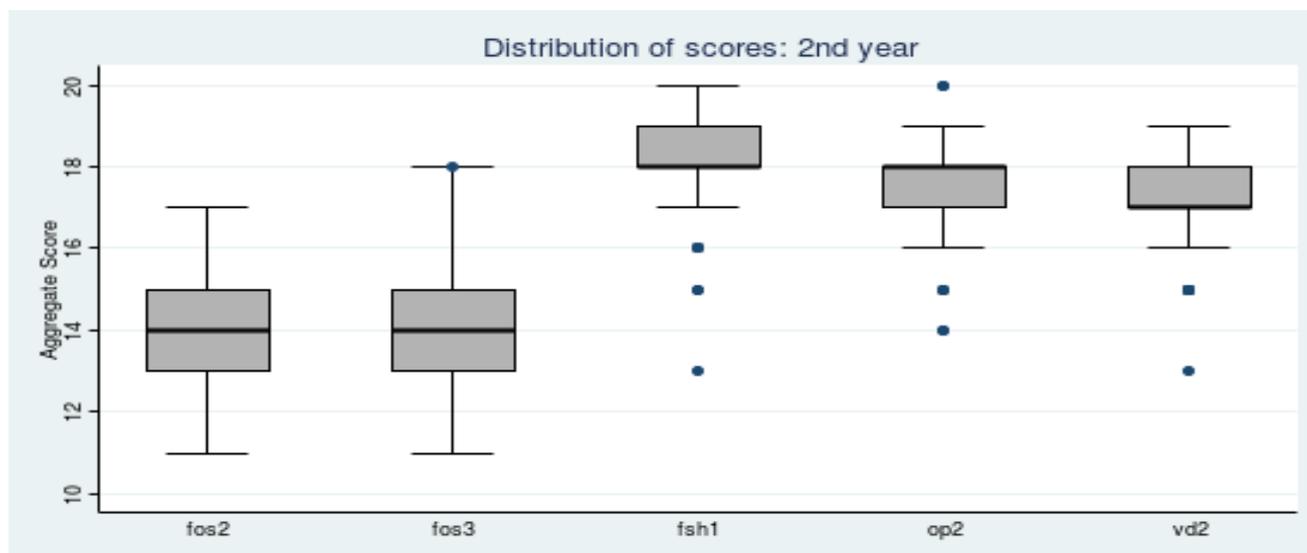
Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	3	0	-	1	1	4	-	0	1
	Strongly disagree	4	4	1	5	4	-	4	3	5	-	1	9
	Disagree	4	4	12	13	3	-	11	3	13	-	9	11
	Unfavorable responses	8	8	13	21	7	-	16	7	23	-	11	21
	Agree	24	28	32	32	32	-	48	36	41	-	24	37
	Strongly agree	33	35	29	27	31	-	25	41	20	-	37	25
	Completely agree	35	28	25	20	22	-	11	16	7	-	27	13
	Favorable responses	92	91	87	79	85	-	84	93	68	-	88	76
No opinion	0	1	0	0	8	-	0	0	9	-	1	3	
2015/2016	Unfavorable responses	5	8	7	18	10	-	13	7	16	-	3	22
	Favorable responses	94	91	93	81	77	-	86	93	79	-	97	77
	No opinion	1	1	0	1	13	-	1	0	5	-	0	1

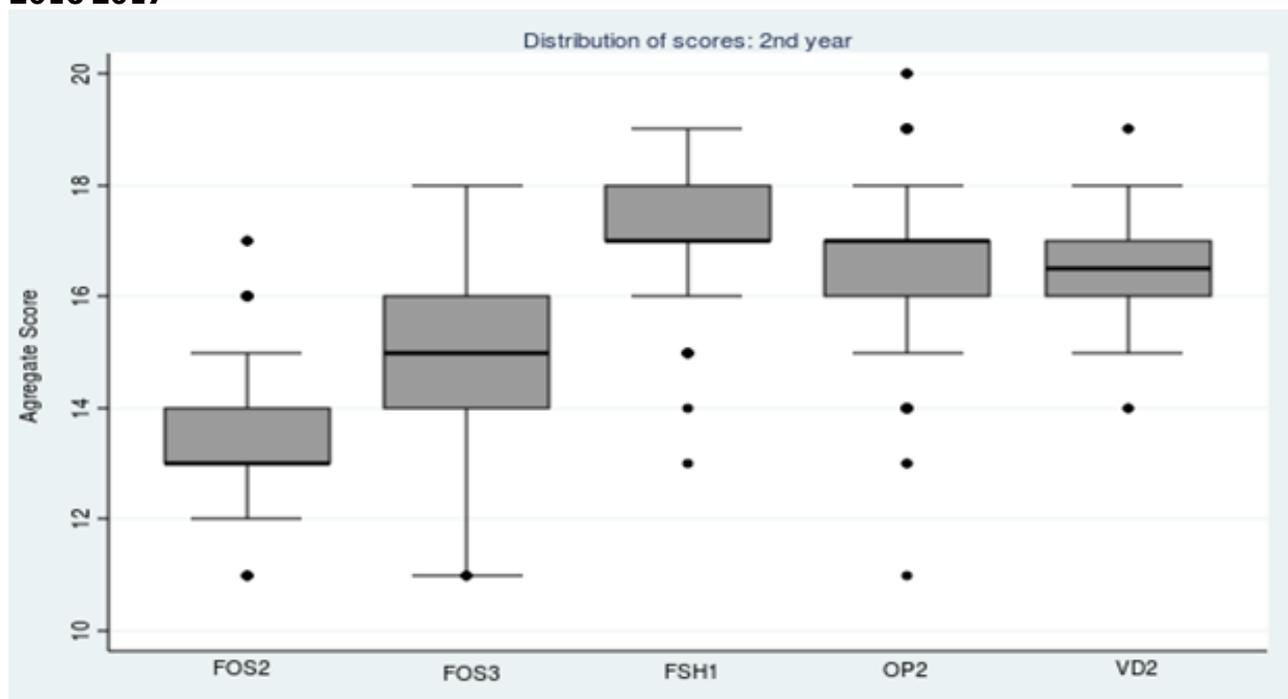
2nd year

Distribution of Student Scores(*)

2015-2016



2016-2017



Legend

FOS2 – Functional and Organic Systems II

FOS3 – Functional and Organic Systems III

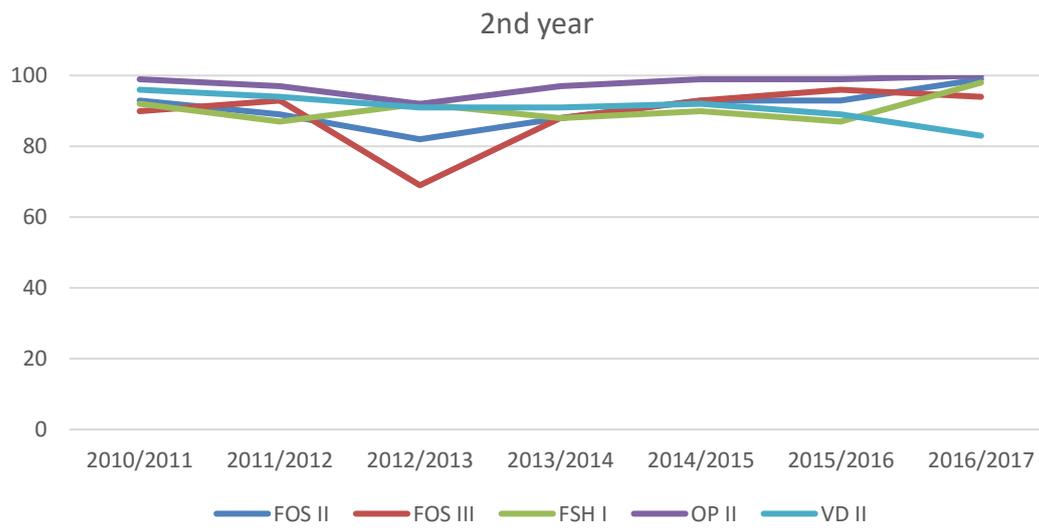
FSH1 – Family, Society and Health I

OP2 – Option Project II

VD2 – Vertical Domains II

(*) Output provided by the database of ECS-UM Longitudinal Study.

Student responses to the item “Globally, I consider the curricular unit is excellent“



Curricular Unit: **Functional and Organic Systems II**

Overall Evaluation

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	3	0	0	0	1	0	0	0	0
	Strongly disagree	0	0	0	6	5	3	3	0	1	0	0	1
	Disagree	4	4	1	38	12	10	19	14	10	8	0	3
	Unfavorable responses	4	4	1	47	17	13	22	15	11	8	0	4
	Agree	33	49	25	39	58	47	52	49	58	54	48	41
	Strongly agree	48	38	46	10	19	34	22	27	16	28	36	33
	Completely agree	16	10	28	4	6	6	4	9	10	8	14	19
	Favorable responses	96	96	99	53	83	87	78	85	85	90	99	92
	No opinion	0	0	0	0	0	0	0	0	4	3	1	4
2015/2016	Unfavorable responses	4	11	2	28	23	19	23	20	18	15	6	4
	Favorable responses	96	89	98	72	77	81	77	80	80	84	93	96
	No opinion	0	0	0	0	0	0	0	0	2	1	1	0

Method items		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	5	8	0	0	3	0	4	3	0	0
	Strongly disagree	4	5	3	1	3	0	1	0	0	0
	Disagree	15	23	18	8	5	3	3	1	0	15
	Unfavorable responses	24	35	20	9	10	3	8	4	0	15
	Agree	44	42	45	48	53	32	8	10	18	52
	Strongly agree	25	18	26	34	22	41	5	5	24	29
	Completely agree	8	5	8	10	14	25	5	5	58	4
	Favorable responses	76	65	79	91	89	97	18	21	100	85
No opinion	0	0	1	0	1	0	74	75	0	0	
2015/2016	Unfavorable responses	50	52	17	15	19	13	12	7	1	23
	Favorable responses	49	47	83	85	76	82	11	13	98	76
	No opinion	1	1	0	0	5	6	78	80	1	1

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	2	1	2	2	2	2	2	2
	Strongly disagree	1	1	2	2	2	2	2	2
	Disagree	5	4	7	8	9	9	7	7
	Unfavorable responses	7	6	11	12	13	13	11	10
	Agree	19	17	23	25	25	24	24	24
	Strongly agree	28	23	29	27	26	27	27	28
	Completely agree	44	52	34	33	32	33	35	35
	Favorable responses	90	91	86	85	84	84	86	87
No opinion	3	3	3	3	3	3	3	3	
2015/2016	Unfavorable responses	7	7	10	10	9	10	9	9
	Favorable responses	91	90	88	87	88	87	88	87
	No opinion	3	4	3	3	3	3	3	3

Curricular Unit: **Functional and Organic Systems III**

Overall Evaluation

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	1	0	2	1	1	1	0	0	0
	Strongly disagree	0	1	0	2	2	1	1	1	0	1	1	1
	Disagree	1	4	1	20	5	9	15	11	13	5	5	2
	Unfavorable responses	1	6	1	23	7	13	17	14	14	6	6	3
	Agree	19	30	18	21	39	34	44	41	49	39	30	24
	Strongly agree	46	44	45	40	36	36	31	35	28	39	36	38
	Completely agree	34	20	35	15	17	16	8	10	7	16	29	34
	Favorable responses	99	94	99	76	92	86	83	86	84	93	94	97
No opinion	0	0	0	1	1	1	0	0	2	1	0	0	
2015/2016	Unfavorable responses	5	13	5	22	18	13	14	14	14	8	4	6
	Favorable responses	95	87	95	78	82	87	86	86	86	91	96	94
	No opinion	0	0	0	0	0	0	0	0	0	1	0	0

Method items		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	9	11	2	0	2	0	2	1	0	0
	Strongly disagree	8	7	2	3	1	1	1	0	0	0
	Disagree	3	10	19	4	11	1	0	0	2	7
	Unfavorable responses	20	28	23	8	14	2	3	1	2	7
	Agree	29	34	26	38	34	30	8	10	17	42
	Strongly agree	37	23	36	42	31	39	6	2	30	30
	Completely agree	14	14	16	12	17	27	4	8	51	21
	Favorable responses	80	70	77	92	82	95	18	20	98	93
No opinion	0	1	0	0	3	2	79	79	0	0	
2015/2016	Unfavorable responses	29	28	23	13	19	15	3	4	3	16
	Favorable responses	70	71	78	88	75	79	23	24	96	81
	No opinion	1	1	0	0	6	6	75	72	1	3

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	1	1	1	2	2	2	1	1
	Strongly disagree	1	1	2	2	2	2	2	1
	Disagree	3	2	5	5	5	6	5	4
	Unfavorable responses	5	5	8	8	9	9	8	7
	Agree	17	16	22	25	25	25	23	23
	Strongly agree	29	22	29	28	27	27	27	28
	Completely agree	46	53	37	35	35	35	38	37
	Favorable responses	91	92	89	88	88	87	89	89
No opinion	4	4	4	4	4	3	4	4	
2015/2016	Unfavorable responses	6	6	8	9	7	8	8	7
	Favorable responses	91	91	89	88	90	89	89	90
	No opinion	3	3	3	3	3	3	3	4

Curricular Unit: **Family, Society and Health I**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	0	0	0	1	0	2	0	0	0
	Strongly disagree	0	0	0	1	1	2	0	2	0	1	0	0
	Disagree	2	4	0	3	1	3	5	2	13	4	2	1
	Unfavorable responses	2	4	0	4	2	6	7	4	15	6	2	1
	Agree	18	19	21	29	30	20	27	25	29	20	28	18
	Strongly agree	46	45	46	37	34	33	36	36	32	40	42	48
	Completely agree	34	32	33	29	29	41	30	35	19	34	28	33
	Favorable responses	98	96	100	96	93	94	93	96	79	94	98	99
	No opinion	0	0	0	0	4	0	0	0	5	0	0	0
2015/2016	Unfavorable responses	3	5	5	6	3	8	11	8	10	11	13	9
	Favorable responses	97	95	95	94	89	91	89	91	86	88	87	90
	No opinion	0	0	0	0	9	1	0	1	4	1	0	1

Curricular Unit: **Option Project II**

Overall Evaluation

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	0	0	0	1	0	0	0	0
	Strongly disagree	1	2	1	2	2	1	0	0
	Disagree	2	2	6	3	11	4	0	0
	Unfavorable responses	3	4	8	7	13	5	0	0
	Agree	6	23	22	14	28	23	10	13
	Strongly agree	40	35	33	36	28	29	30	25
	Completely agree	51	34	35	42	30	42	60	62
	Favorable responses	97	92	90	92	86	94	100	100
No opinion	0	3	2	1	1	1	0	0	
2015/2016	Unfavorable responses	5	4	4	13	10	6	1	0
	Favorable responses	95	88	90	87	89	92	99	99
	No opinion	0	8	6	0	1	1	0	1

Curricular Unit: **Vertical Domains II**

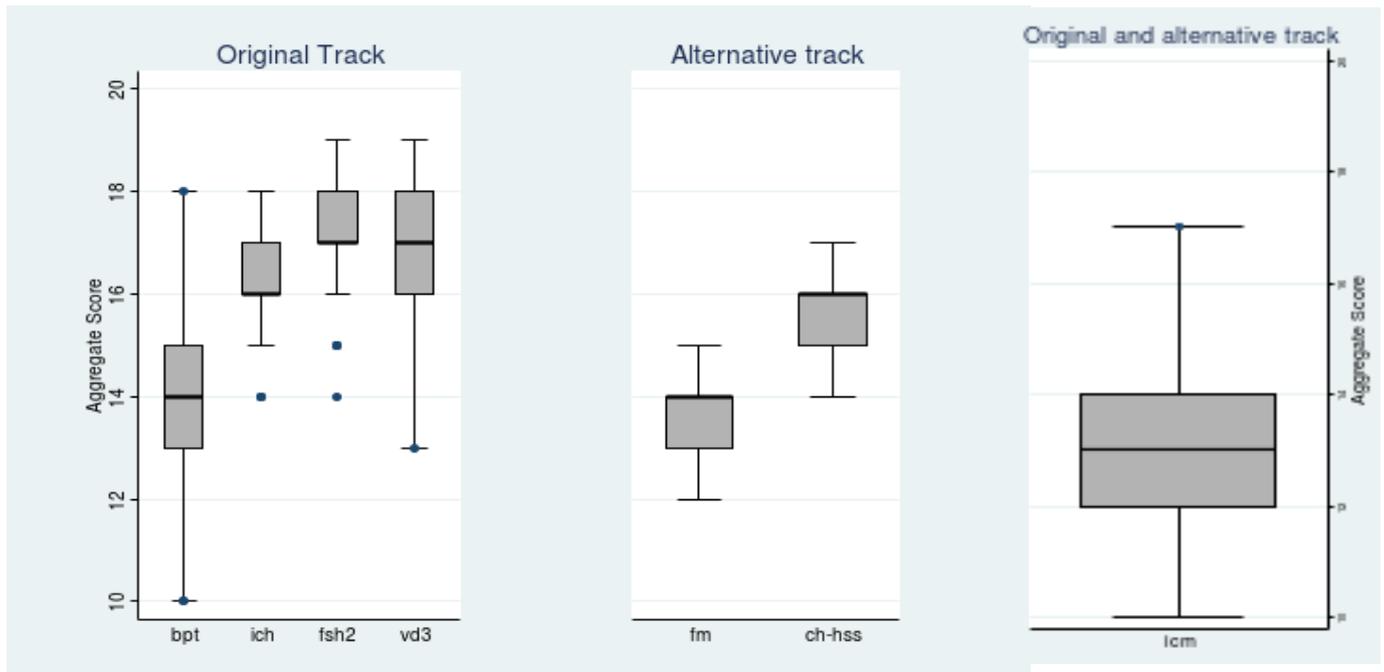
Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	3	3	3	8	2	-	4	2	3	-	6	7
	Strongly disagree	2	3	6	8	8	-	2	1	3	-	5	6
	Disagree	8	8	10	5	8	-	11	5	9	-	5	11
	Unfavorable responses	13	14	19	21	18	-	18	9	15	-	15	23
	Agree	35	39	43	42	36	-	42	44	42	-	38	46
	Strongly agree	32	30	27	23	25	-	26	33	26	-	32	21
	Completely agree	19	16	10	13	13	-	13	14	11	-	14	8
	Favorable responses	86	84	80	78	74	-	81	91	79	-	83	74
No opinion	1	1	1	1	8	-	1	0	5	-	2	2	
2015/2016	Unfavorable responses	6	8	12	18	14	-	17	8	9	-	9	21
	Favorable responses	92	91	87	81	71	-	81	90	86	-	89	78
	No opinion	1	1	1	1	15	-	3	3	5	-	1	1

3rd year

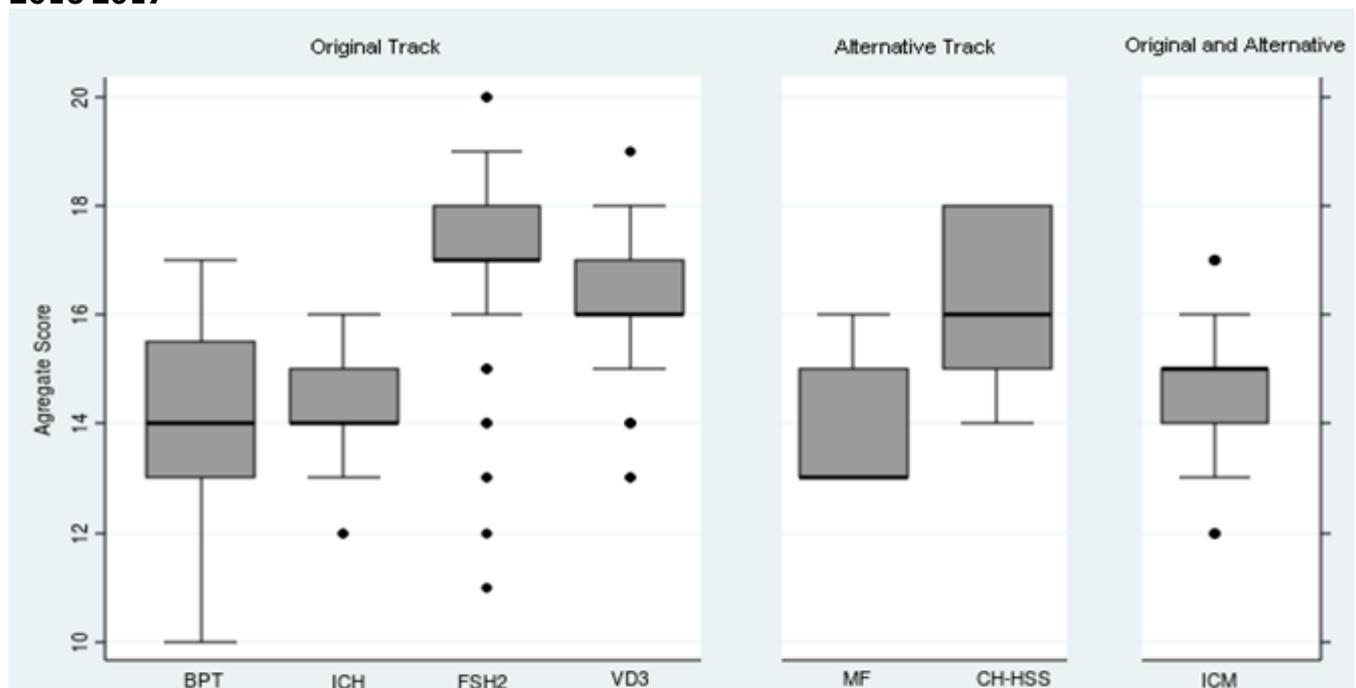
Distribution of Student Scores(*)

2015-2016



Failure 4(4%) 1(1%) 1(1%) 0(0%) 2(11%) 0(0%) 9(7%)

2016-2017



Failure 7(6%) 5(4%) 1(1%) 0(0%) 1(5%) 0(0%) 4(3%)

Legend

BPT - Biopathology and Introduction to Therapeutics

FSH2 - Family, Society and Health II

ICH - Introduction to Community Health

ICM - Introduction to Clinical Medicine

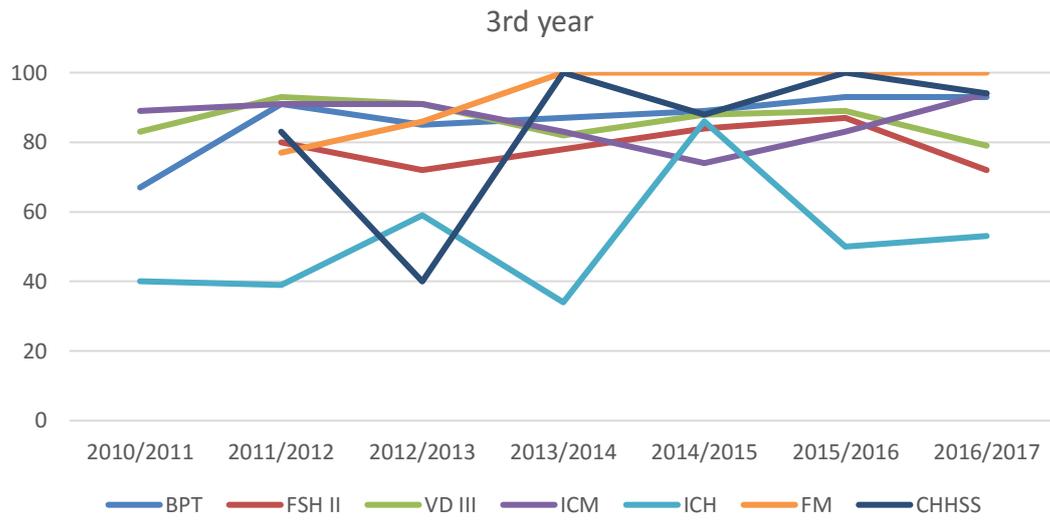
VD3 - Vertical Domains III

FM - Foundations of Medicine

CHSS - Community Health, Human and Social Sciences

(*) Output provided by the database of ECS-UM Longitudinal Study.

Student responses to the item “Globally, I consider the curricular unit is excellent”



Curricular Unit: **Biopathology and Introduction to Therapeutics**

Overall Evaluation

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	9	2	0	1	0	0	0	0	0
	Disagree	4	7	2	26	20	7	9	8	18	5	6	2
	Unfavorable responses	4	7	2	35	22	7	11	8	18	5	6	2
	Agree	30	40	27	34	38	45	47	51	40	39	34	31
	Strongly agree	39	40	33	21	26	26	29	29	30	27	31	28
	Completely agree	26	13	38	8	13	21	13	12	12	28	28	39
	Favorable responses	95	93	98	64	76	93	89	92	82	94	93	98
No opinion	1	0	0	1	1	0	0	0	0	1	1	0	
2015/2016	Unfavorable responses	1	10	1	33	28	3	11	11	16	4	7	2
	Favorable responses	99	89	99	66	71	96	89	89	84	94	93	98
	No opinion	0	1	0	1	1	1	0	0	0	1	0	0

Method items		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	7	7	0	0	1	1	0	1	0	0
	Strongly disagree	12	11	2	1	7	5	1	0	0	1
	Disagree	17	23	14	6	12	12	1	1	4	9
	Unfavorable responses	36	40	16	7	20	18	2	2	4	11
	Agree	36	31	34	42	36	39	7	7	26	38
	Strongly agree	17	17	29	31	26	24	2	2	28	34
	Completely agree	6	5	20	20	15	16	2	9	41	13
	Favorable responses	58	52	84	93	78	79	12	18	95	85
No opinion	6	7	0	0	2	4	85	79	1	5	
2015/2016	Unfavorable responses	17	24	21	4	11	10	10	4	9	33
	Favorable responses	83	75	79	96	89	90	32	38	91	66
	No opinion	0	1	0	0	0	0	59	58	0	1

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	0	0	1	1	1	1	1	1
	Strongly disagree	1	1	1	2	2	2	2	1
	Disagree	4	6	7	7	7	7	6	5
	Unfavorable responses	5	7	9	9	10	10	9	7
	Agree	16	16	21	22	22	23	22	22
	Strongly agree	27	26	27	27	26	26	28	30
	Completely agree	51	50	42	40	41	40	41	40
	Favorable responses	94	91	90	89	89	89	90	91
No opinion	1	1	1	1	1	1	1	2	
2015/2016	Unfavorable responses	7	9	10	11	11	12	11	11
	Favorable responses	92	90	89	88	88	87	89	89
	No opinion	1	1	1	1	1	1	1	1

Curricular Unit: **Introduction to Community Health**

Overall Evaluation

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	11	9	8	9	10	8	10	7	11	9	10	11
	Strongly disagree	5	8	10	10	9	10	14	10	11	7	9	8
	Disagree	15	14	11	16	14	15	13	13	15	17	23	14
	Unfavorable responses	31	30	28	35	33	33	37	30	37	33	42	34
	Agree	30	32	34	28	31	27	32	31	32	30	29	34
	Strongly agree	14	15	15	13	12	14	12	18	13	14	9	10
	Completely agree	19	17	18	21	18	21	15	16	14	16	14	18
	Favorable responses	64	64	67	61	62	61	58	65	58	61	53	62
No opinion	5	6	5	4	5	6	5	5	5	6	5	4	
2015/2016	Unfavorable responses	13	18	13	39	23	16	50	30	43	25	50	25
	Favorable responses	88	82	88	61	71	84	50	70	52	73	50	71
	No opinion	0	0	0	0	5	0	0	0	5	2	0	4

Method items		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	16	14	9	9	11	11	10	8	12	13
	Strongly disagree	11	13	8	12	9	8	7	7	11	10
	Disagree	15	16	15	13	23	23	8	9	9	15
	Unfavorable responses	43	42	33	34	43	42	25	23	32	38
	Agree	21	22	28	35	25	29	17	15	28	27
	Strongly agree	8	9	8	9	10	7	8	6	10	12
	Completely agree	15	13	25	16	10	11	9	13	25	17
	Favorable responses	44	44	61	60	46	47	34	35	62	56
No opinion	13	15	6	7	11	12	42	42	6	6	
2015/2016	Unfavorable responses	39	41	14	36	25	25	5	5	25	30
	Favorable responses	54	52	84	63	66	66	27	27	73	68
	No opinion	7	7	2	2	9	9	68	68	2	2

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	1	2	2	1	1	1	1	1
	Strongly disagree	4	4	4	4	4	4	4	4
	Disagree	7	8	10	11	10	10	10	8
	Unfavorable responses	12	15	15	16	15	15	15	13
	Agree	20	20	22	21	22	23	23	22
	Strongly agree	18	18	18	19	18	19	18	19
	Completely agree	32	29	28	27	28	26	27	28
	Favorable responses	71	68	68	67	68	68	69	69
No opinion	17	17	17	17	17	17	17	17	
2015/2016	Unfavorable responses	7	11	12	13	11	14	12	10
	Favorable responses	89	85	84	84	85	83	84	86
	No opinion	4	4	4	4	4	4	4	4

Curricular Unit: **Family, Society and Health II**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	1	1	3	2	9	4	6	3	3	4	4	5
	Strongly disagree	8	7	5	5	7	3	2	2	4	2	6	3
	Disagree	8	12	11	5	15	14	16	11	5	8	11	12
	Unfavorable responses	17	19	19	12	30	21	24	15	12	13	21	19
	Agree	31	28	26	27	24	24	25	35	31	25	27	26
	Strongly agree	22	20	23	24	15	21	19	14	20	28	23	21
	Completely agree	25	27	26	32	24	25	26	30	28	25	22	28
	Favorable responses	79	76	74	82	63	70	70	79	79	78	72	75
	No opinion	5	5	7	6	7	9	6	6	9	9	8	6
2015/2016	Unfavorable responses	9	11	9	9	14	14	14	10	8	14	12	8
	Favorable responses	91	89	91	91	86	86	86	90	87	85	87	90
	No opinion	0	0	0	0	0	0	0	0	5	1	1	1

Curricular Unit: **Vertical Domains III**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	1	2	1	2	-	0	1	0	-	1	2
	Strongly disagree	6	3	9	6	5	-	3	5	4	-	5	4
	Disagree	13	13	11	14	14	-	11	11	10	-	11	12
	Unfavorable responses	19	17	21	21	21	-	14	17	14	-	17	18
	Agree	22	22	22	21	18	-	23	22	21	-	20	23
	Strongly agree	16	20	20	18	21	-	27	24	25	-	23	22
	Completely agree	38	36	34	37	35	-	31	33	36	-	36	33
	Favorable responses	76	78	76	75	74	-	81	78	81	-	79	78
	No opinion	5	5	3	4	5	-	5	5	5	-	4	4
2015/2016	Unfavorable responses	12	7	13	19	15	-	17	11	10	-	11	16
	Favorable responses	88	93	87	81	85	-	83	87	85	-	89	82
	No opinion	0	0	0	0	0	-	0	2	6	-	0	1

Curricular Unit: **Foundations of Medicine**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	12	0	0	0	0	0	0	0	0
	Strongly disagree	0	12	0	6	12	0	0	0	6	0	0	0
	Disagree	0	12	0	29	24	25	0	6	24	0	0	0
	Unfavorable responses	0	24	0	47	35	25	0	6	29	0	0	0
	Agree	29	18	6	12	24	6	29	18	0	38	24	18
	Strongly agree	35	35	50	18	35	38	41	47	47	31	29	18
	Completely agree	35	24	44	24	6	25	29	29	24	31	47	65
	Favorable responses	100	76	100	53	65	69	100	94	71	100	100	100
No opinion	0	0	0	0	0	6	0	0	0	0	0	0	
2015/2016	Unfavorable responses	0	0	0	36	14	7	14	7	7	0	0	0
	Favorable responses	100	100	100	64	86	93	86	93	86	100	100	100
	No opinion	0	0	0	0	0	0	0	0	7	0	0	0

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	1	0	1	0	1	1	1	0
	Strongly disagree	1	1	3	3	2	4	1	1
	Disagree	0	2	4	7	2	4	4	4
	Unfavorable responses	1	2	8	10	4	8	6	6
	Agree	27	26	35	32	33	32	33	33
	Strongly agree	23	15	29	33	35	32	34	34
	Completely agree	47	55	26	23	27	26	27	26
	Favorable responses	97	96	90	88	94	90	93	93
No opinion	2	2	2	2	2	2	1	2	
2015/2016	Unfavorable responses	1	4	7	8	5	6	8	4
	Favorable responses	95	92	88	87	90	89	87	91
	No opinion	4	4	5	6	5	5	5	5

Curricular Unit: **Community Health, Human and Social Sciences**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	6	0	0	0	0	12	12	0	0	0
	Disagree	0	6	0	6	0	0	0	0	0	6	6	6
	Unfavorable responses	0	6	6	6	0	0	0	12	12	6	6	6
	Agree	12	6	18	24	25	29	41	6	24	6	12	6
	Strongly agree	41	53	35	24	25	24	24	41	24	53	41	41
	Completely agree	47	35	41	47	50	47	35	41	41	35	41	47
	Favorable responses	100	94	94	94	100	100	100	88	88	94	94	94
	No opinion	0	0	0	0	0	0	0	0	0	0	0	0
2015/2016	Unfavorable responses	0	0	7	7	0	0	7	0	43	0	0	0
	Favorable responses	100	100	93	93	100	100	93	100	50	100	100	100
	No opinion	0	0	0	0	0	0	0	0	7	0	0	0

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	0	0	0	0	0	0	0	0
	Strongly disagree	0	1	0	0	0	0	0	0
	Disagree	3	4	4	4	3	4	5	3
	Unfavorable responses	3	5	4	4	3	4	5	3
	Agree	10	13	17	17	17	17	14	14
	Strongly agree	20	15	25	26	25	24	26	28
	Completely agree	60	60	46	46	48	48	48	47
	Favorable responses	90	88	89	89	90	89	88	90
	No opinion	7	7	7	7	7	7	7	7
2015/2016	Unfavorable responses	0	2	1	2	1	2	2	1
	Favorable responses	96	94	95	94	95	94	94	93
	No opinion	4	4	4	4	4	4	4	6

Curricular Unit: **Introduction to Clinical Medicine**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	2	2	1	3	2	4	2	2	2	2	2	1
	Strongly disagree	2	2	0	2	3	2	2	2	0	0	2	1
	Disagree	3	8	3	6	10	6	6	6	5	6	3	3
	Unfavorable responses	6	12	4	12	15	11	11	10	6	8	6	5
	Agree	19	22	13	19	22	25	25	22	25	24	21	14
	Strongly agree	43	40	37	39	39	38	42	40	39	44	41	40
	Completely agree	30	25	45	29	21	24	21	27	29	24	32	40
	Favorable responses	92	87	94	87	83	87	88	90	93	91	94	94
No opinion	2	1	2	1	2	2	1	1	1	1	0	2	
2015/2016	Unfavorable responses	12	27	6	32	34	22	25	25	14	16	17	7
	Favorable responses	88	73	94	68	66	78	74	75	86	84	83	93
	No opinion	0	0	0	0	0	0	1	0	0	0	0	0

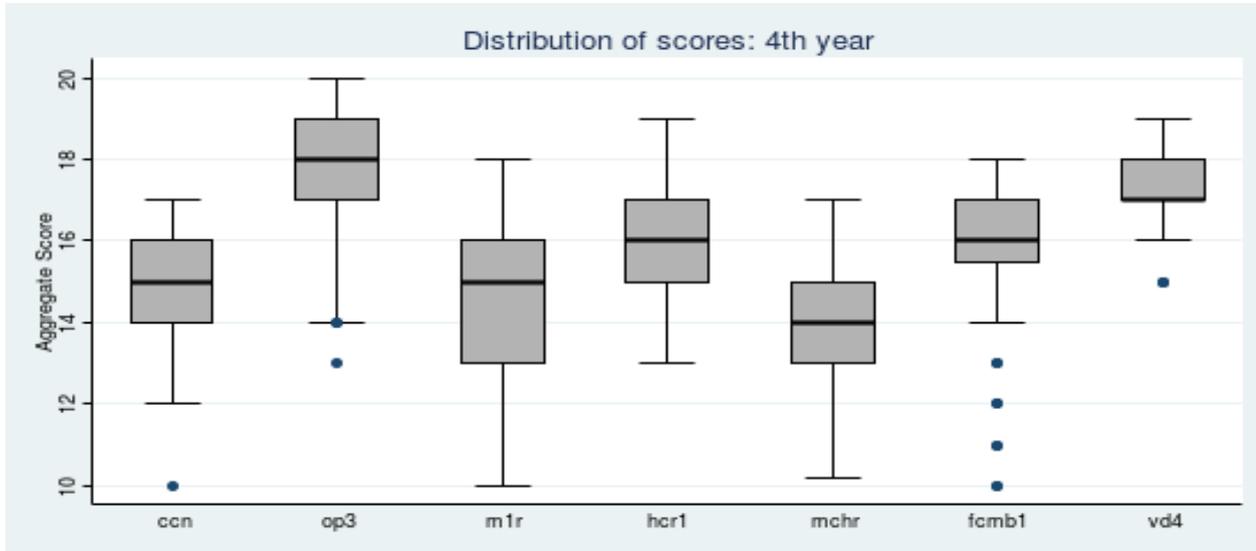
Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	2	2	6	2	2	4	2	7	4	1
	Strongly disagree	1	2	1	2	2	3	0	3	2	1
	Disagree	5	3	2	2	6	6	1	4	3	0
	Unfavorable responses	7	7	10	6	9	13	2	14	10	2
	Agree	14	13	7	7	8	11	6	16	11	11
	Strongly agree	18	19	11	15	11	14	7	11	12	15
	Completely agree	61	61	71	70	71	61	84	59	66	71
	Favorable responses	93	93	90	93	90	86	97	85	90	98
No opinion	0	1	1	2	1	1	1	1	1	1	
2015/2016	Unfavorable responses	15	4	4	5	11	13	2	17	8	4
	Favorable responses	85	96	96	95	89	86	96	83	92	96
	No opinion	0	0	0	0	0	1	2	0	0	0

4th year

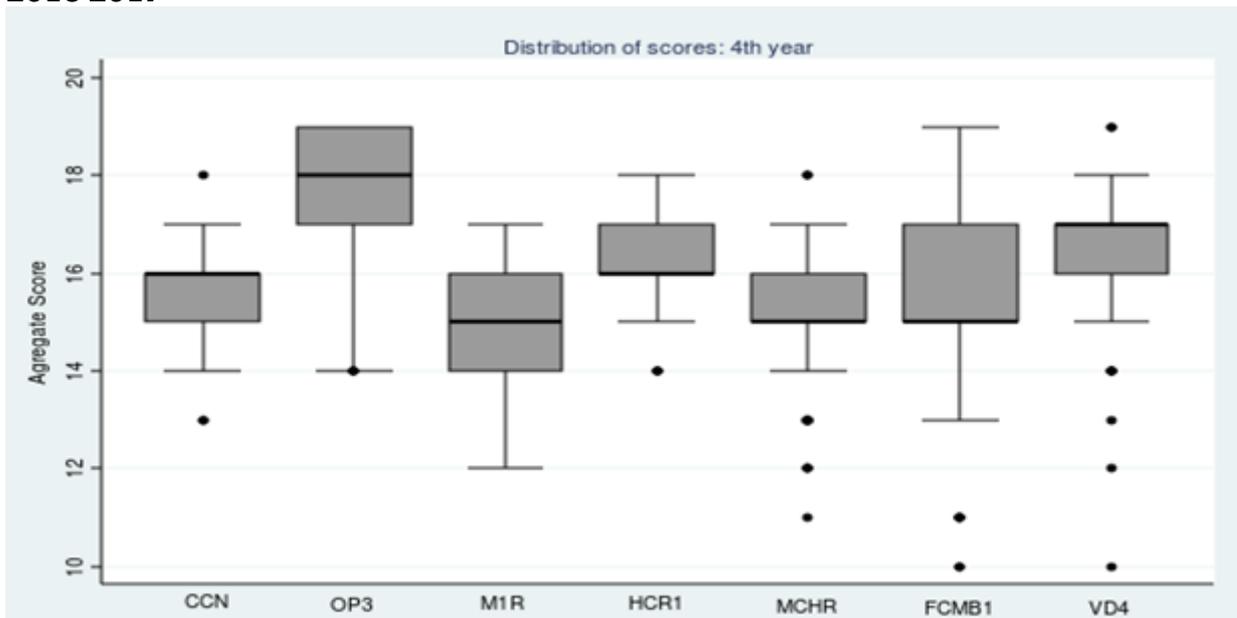
Distribution of Student Scores (*)

2015-2016



Failure 4(2%) 0(0%) 17(10%) 4(3%) 15(9%) 2(1%) 1(1%)

2016-2017



Failure 2(2%) 2(1%) 4(3%) 0(0%) 5(4%) 0(0%) 0(0%)

Legend

CCN – Clinical Neurosciences

M1R – Medicine I Residency

OP3 – Option Project III

HCR1 – Health Centers Residency I

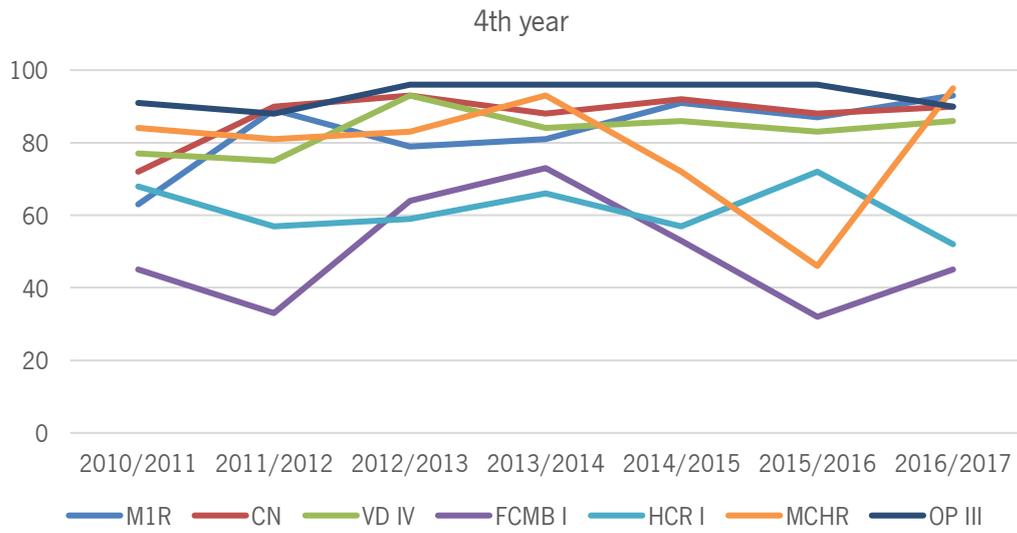
MCHR – Maternal and Child Health Residency

FCMB1 – From Clinical to Molecular Biology I

VD4 – Vertical Domains IV

(*) Output provided by the database of ECS-UM Longitudinal Study

Student responses to the item “Globally, I consider the curricular unit is excellent”



Curricular Unit: **Medicine I Residency**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	1	4	0	1	2	0	2	0	0	1
	Strongly disagree	0	2	0	11	3	1	3	1	1	0	0	1
	Disagree	3	3	1	28	6	14	12	6	1	4	7	0
	Unfavorable responses	3	5	2	43	9	16	18	7	4	4	7	2
	Agree	23	42	20	33	42	36	48	34	26	42	39	23
	Strongly agree	51	38	43	14	37	33	23	47	58	37	37	39
	Completely agree	22	13	35	8	11	12	10	12	12	14	16	35
	Favorable responses	97	94	98	56	91	81	81	93	96	94	93	97
No opinion	0	1	0	1	0	2	1	0	0	2	0	1	
2015/2016	Unfavorable responses	3	5	3	22	13	12	18	14	12	8	10	2
	Favorable responses	97	95	95	78	87	83	78	85	88	85	87	97
	No opinion	0	0	2	0	0	5	3	2	0	7	3	2

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	1	2	2	2	3	5	1	5	2	1
	Strongly disagree	3	2	3	2	2	3	0	3	2	2
	Disagree	8	7	5	4	7	12	1	11	6	4
	Unfavorable responses	11	10	10	7	12	20	2	19	10	7
	Agree	16	16	13	12	20	19	10	13	16	13
	Strongly agree	26	27	23	27	22	19	21	20	23	28
	Completely agree	46	47	52	53	45	38	65	48	48	52
	Favorable responses	89	89	89	91	87	77	96	81	86	93
No opinion	0	0	1	2	2	4	2	1	3	0	
2015/2016	Unfavorable responses	8	9	8	8	10	14	4	16	10	6
	Favorable responses	91	89	90	89	87	80	93	83	86	92
	No opinion	1	2	2	3	3	6	3	2	4	2

Curricular Unit: **Clinical Neurosciences**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	4	0	8	1	2	5	6	1	4	1	0
	Strongly disagree	0	6	0	6	5	4	5	4	1	3	2	0
	Disagree	3	16	1	21	7	5	17	4	7	9	7	1
	Unfavorable responses	3	26	1	35	14	11	27	15	9	17	10	1
	Agree	32	23	18	30	29	30	32	34	41	28	24	22
	Strongly agree	40	39	51	24	38	36	28	35	38	42	48	41
	Completely agree	25	13	30	10	17	21	11	16	13	13	18	36
	Favorable responses	97	74	99	65	84	88	72	85	91	83	90	99
No opinion	0	0	0	0	2	1	1	0	0	0	0	0	
2015/2016	Unfavorable responses	5	14	5	27	17	15	12	10	10	7	10	2
	Favorable responses	95	86	95	73	83	81	86	88	85	88	88	97
	No opinion	0	0	0	0	0	3	2	2	5	5	2	2

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	2	2	2	3	2	4	2	4	2	2
	Strongly disagree	2	2	1	2	3	2	0	2	3	1
	Disagree	9	4	4	2	5	9	2	3	3	4
	Unfavorable responses	13	7	6	6	9	14	4	9	8	7
	Agree	18	14	9	10	14	15	9	13	13	9
	Strongly agree	27	23	15	13	21	19	15	19	20	21
	Completely agree	41	56	69	70	56	48	71	59	59	63
	Favorable responses	87	93	94	94	91	82	95	91	92	93
No opinion	1	0	0	0	0	4	1	0	0	0	
2015/2016	Unfavorable responses	9	8	5	5	6	10	2	9	8	7
	Favorable responses	90	92	95	95	92	87	98	90	92	92
	No opinion	0	0	0	0	1	3	0	0	0	0

Curricular Unit: **Health Centers Residency I**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	4	8	9	8	8	8	9	8	5	10	13	13
	Strongly disagree	8	4	6	10	6	8	15	10	11	8	9	8
	Disagree	14	18	16	20	14	14	24	13	18	18	27	19
	Unfavorable responses	26	29	32	38	28	29	48	30	34	35	48	39
	Agree	38	37	39	28	34	28	22	32	32	29	30	27
	Strongly agree	23	24	19	24	27	29	22	25	28	27	14	24
	Completely agree	13	9	10	10	11	11	9	13	6	9	8	10
	Favorable responses	74	71	68	62	72	68	52	70	66	65	52	61
No opinion	0	0	0	0	0	3	0	0	0	0	0	0	
2015/2016	Unfavorable responses	8	8	13	38	15	10	20	12	15	8	23	20
	Favorable responses	92	92	85	62	80	90	80	85	80	85	72	76
	No opinion	0	0	2	0	5	0	0	3	5	7	5	3

Evaluation of Clinical Tutors/Services

not applicable

Curricular Unit: **Maternal and Child Health Residency**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	12	0	0	0	0	1	0	1	0
	Strongly disagree	0	1	1	10	1	0	0	0	1	0	0	4
	Disagree	0	0	0	28	13	5	5	1	11	0	4	3
	Unfavorable responses	0	1	1	50	14	5	5	1	13	0	5	6
	Agree	15	21	10	17	23	29	18	21	28	22	22	10
	Strongly agree	50	49	53	23	40	43	47	44	39	57	47	51
	Completely agree	35	29	36	10	22	23	30	32	18	21	25	32
	Favorable responses	100	99	99	50	86	95	95	97	86	100	95	94
	No opinion	0	0	0	0	0	0	0	1	1	0	0	0
2015/2016	Unfavorable responses	36	73	12	84	87	45	53	64	48	51	52	24
	Favorable responses	63	26	88	16	12	53	46	34	51	43	46	76
	No opinion	1	1	0	0	1	2	1	1	1	7	2	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	1	1	2	3	3	4	0	4	3	1
	Strongly disagree	3	3	1	1	4	3	1	2	1	2
	Disagree	6	2	4	5	5	8	1	8	5	3
	Unfavorable responses	10	6	7	9	11	15	3	14	9	6
	Agree	16	17	15	12	16	15	12	16	17	13
	Strongly agree	26	29	27	29	24	23	24	19	25	28
	Completely agree	48	47	51	49	48	46	60	51	48	53
	Favorable responses	90	94	92	91	88	84	96	85	90	94
No opinion	0	0	1	1	1	1	1	1	1	0	
2015/2016	Unfavorable responses	8	5	7	5	10	10	1	11	7	4
	Favorable responses	92	94	92	94	88	89	98	88	92	96
	No opinion	0	1	1	1	1	1	1	1	2	0

Curricular Unit: **From Clinical to Molecular Biology I**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	9	6	9	39	7	10	9	13	12	6	18	15
	Strongly disagree	11	6	12	22	7	7	14	15	13	3	18	13
	Disagree	18	15	21	26	7	13	18	14	23	3	19	19
	Unfavorable responses	37	28	41	87	22	30	40	41	48	13	55	47
	Agree	33	37	30	6	37	33	33	35	27	39	28	32
	Strongly agree	23	18	19	5	23	16	15	13	18	26	13	12
	Completely agree	6	12	7	1	16	18	12	11	3	19	4	10
	Favorable responses	63	67	56	13	77	67	60	59	48	84	45	53
No opinion	0	5	2	0	1	3	0	0	4	3	0	0	
2015/2016	Unfavorable responses	44	47	47	66	42	55	47	36	49	24	68	56
	Favorable responses	53	47	53	32	31	40	46	53	42	59	32	42
	No opinion	3	7	0	2	27	5	7	12	8	17	0	2

Curricular Unit: **Option Projects III**

Overall Evaluation

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	0	5	2	0	20	9	4	2
	Strongly disagree	5	0	1	3	16	5	1	1
	Disagree	4	5	6	6	18	11	2	6
	Unfavorable responses	8	9	9	9	54	24	7	10
	Agree	21	26	27	20	20	24	20	17
	Strongly agree	27	34	36	33	17	22	36	40
	Completely agree	42	26	22	37	10	27	36	34
	Favorable responses	91	86	86	90	46	73	93	90
No opinion	1	5	5	1	0	2	0	0	
2015/2016	Unfavorable responses	9	9	8	16	49	13	1	4
	Favorable responses	91	86	87	82	51	84	99	96
	No opinion	0	6	6	2	0	2	0	0

Curricular Unit: **Vertical Domains IV**

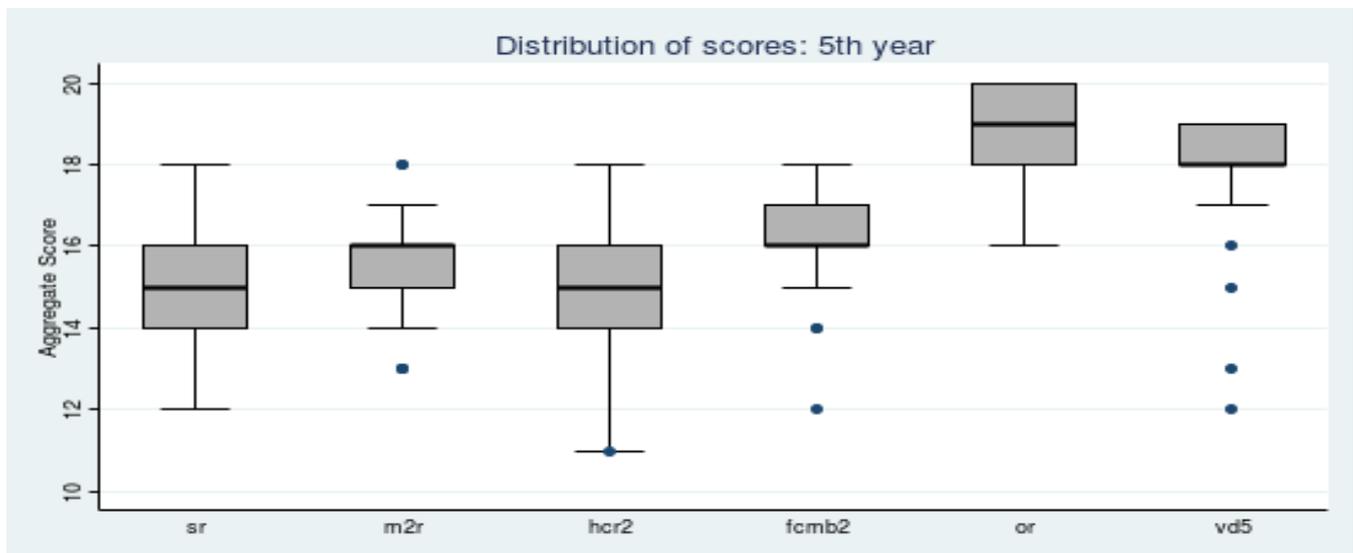
Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	4	3	6	5	3	-	3	4	4	-	5	8
	Strongly disagree	1	0	1	1	3	-	3	4	5	-	1	3
	Disagree	1	3	11	5	3	-	4	4	3	-	8	4
	Unfavorable responses	6	5	19	11	8	-	9	12	11	-	14	14
	Agree	35	33	32	32	34	-	32	28	28	-	29	38
	Strongly agree	34	39	30	32	39	-	36	32	37	-	32	31
	Completely agree	24	22	19	24	18	-	22	26	23	-	24	17
	Favorable responses	94	94	81	87	91	-	90	86	87	-	86	86
	No opinion	0	1	0	1	1	-	1	3	1	-	0	0
2015/2016	Unfavorable responses	15	16	15	20	15	-	20	14	11	-	16	25
	Favorable responses	85	84	84	80	80	-	79	85	84	-	83	73
	No opinion	0	0	1	0	5	-	1	1	5	-	1	2

5th year

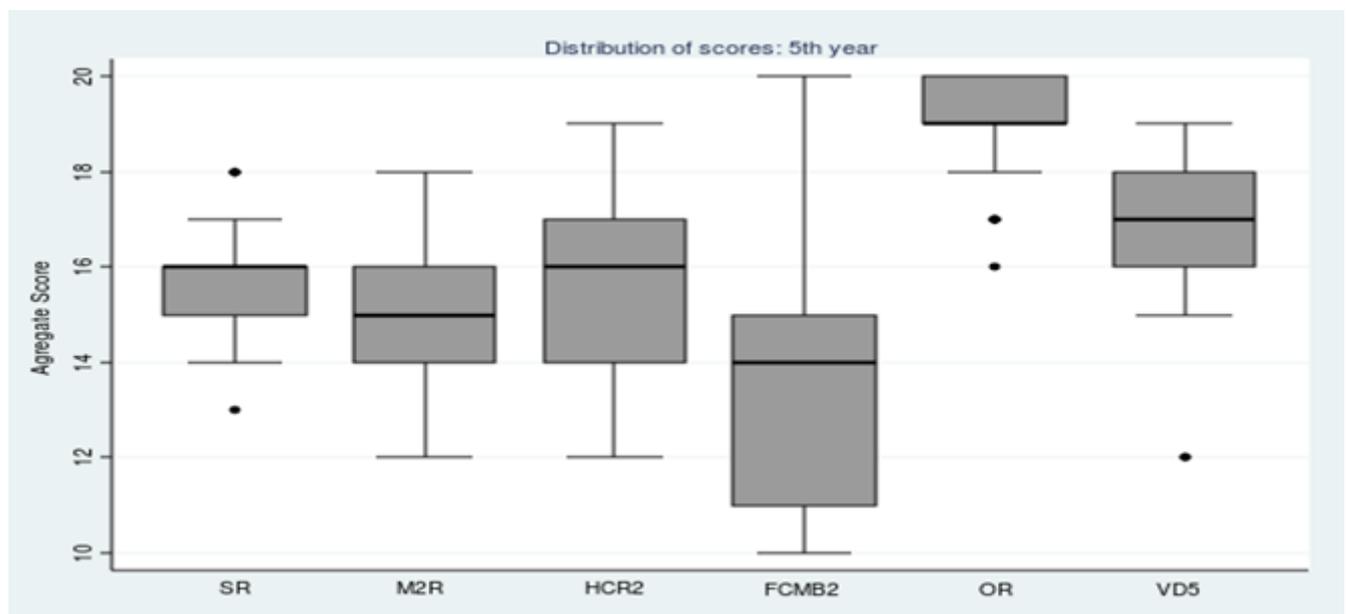
Distribution of Student Scores(*)

2015-2016



Failure 3(2%) 2(2%) 1(1%) 0(0) 0(0) 0(0)

2016-2017



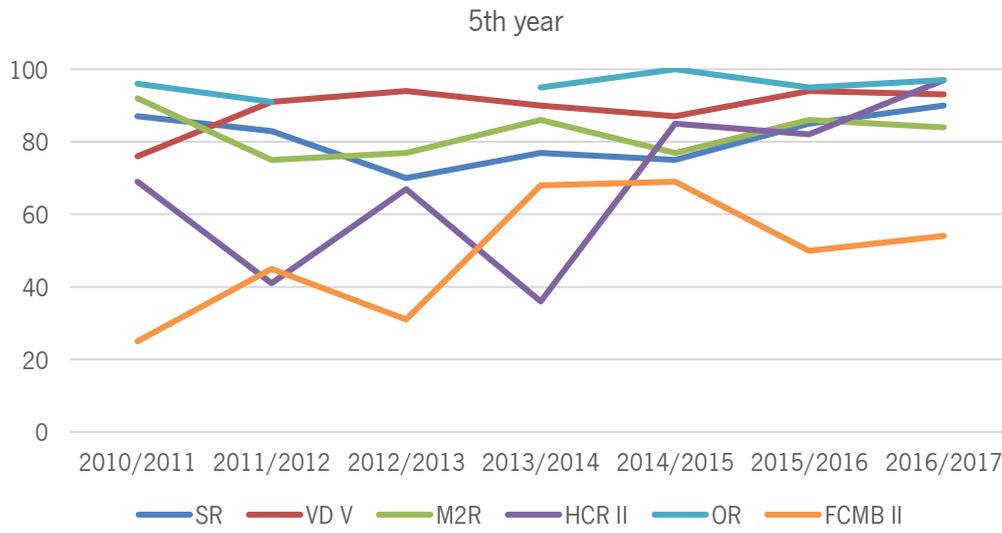
Failure 1(1%) 1(1%) 2(1%) 1(1%) 1(1%) 1(1%)

Legend

- SR – Surgery Residency
- M2R – Medicine II Residency
- HCR2 – Health Centers Residency II
- OR – Optional Residencies
- FCMB2 – From Clinical to Molecular Biology II
- VD5 – Vertical Domains V

(*) Output provided by the database of ECS-UM Longitudinal Study

Student responses to the item “Globally, I consider the curricular unit is excellent”



Curricular Unit: **Surgery Residency**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	3	0	3	2	0	2	2	0	0
	Strongly disagree	0	2	0	2	0	2	3	2	0	2	0	0
	Disagree	0	2	3	8	7	8	20	5	3	7	7	5
	Unfavorable responses	0	3	3	13	7	13	25	7	5	10	7	5
	Agree	30	34	18	44	33	33	30	37	41	33	26	20
	Strongly agree	46	46	44	31	42	33	33	40	36	38	48	48
	Completely agree	25	15	34	11	18	21	13	17	16	18	16	28
	Favorable responses	100	95	97	87	93	87	75	93	93	89	90	95
No opinion	0	2	0	0	0	0	0	0	2	2	3	0	
2015/2016	Unfavorable responses	0	7	3	49	37	14	36	12	7	12	15	1
	Favorable responses	100	93	98	51	59	85	62	88	89	85	85	99
	No opinion	0	0	0	0	4	1	2	0	4	2	0	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	1	1	1	1	2	4	0	4	1	1
	Strongly disagree	3	2	2	1	2	2	1	2	2	1
	Disagree	7	5	3	3	5	5	2	5	5	4
	Unfavorable responses	10	8	6	5	9	11	3	12	8	6
	Agree	19	18	15	16	21	21	13	18	15	19
	Strongly agree	26	26	26	26	26	26	25	24	25	30
	Completely agree	45	48	52	52	44	38	57	46	48	45
	Favorable responses	90	91	93	94	90	85	95	87	88	94
No opinion	0	0	1	1	1	4	1	1	4	0	
2015/2016	Unfavorable responses	12	9	6	6	11	14	5	14	8	8
	Favorable responses	87	90	90	89	86	80	91	85	86	91
	No opinion	1	1	4	4	3	5	4	1	6	1

Curricular Unit: **Medicine II Residency**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	2	0	5	0	2	2	0	2	2	2	2
	Strongly disagree	0	0	0	11	2	5	4	2	0	0	2	0
	Disagree	5	9	4	20	13	5	7	4	4	9	13	5
	Unfavorable responses	5	11	4	36	15	13	13	5	5	11	16	7
	Agree	16	24	15	20	42	38	41	36	31	44	35	25
	Strongly agree	44	50	49	31	32	27	33	42	42	33	31	40
	Completely agree	35	15	33	13	11	20	13	16	22	13	18	27
	Favorable responses	95	89	96	64	85	85	87	95	95	89	84	93
No opinion	0	0	0	0	0	2	0	0	0	0	0	0	
2015/2016	Unfavorable responses	0	8	0	38	20	8	23	5	0	14	12	2
	Favorable responses	100	92	100	61	75	89	76	94	98	83	86	97
	No opinion	0	0	0	2	5	3	2	2	2	3	2	2

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	3	4	3	3	4	8	2	5	4	4
	Strongly disagree	1	2	2	1	2	2	0	1	2	2
	Disagree	7	5	4	4	6	7	4	6	4	5
	Unfavorable responses	12	11	9	8	12	17	6	13	10	10
	Agree	18	20	18	18	16	19	14	21	16	16
	Strongly agree	21	21	22	21	24	18	20	20	22	25
	Completely agree	50	48	50	52	46	43	59	46	49	48
	Favorable responses	88	88	91	92	86	80	92	87	86	89
No opinion	0	0	0	0	2	4	1	0	3	1	
2015/2016	Unfavorable responses	13	6	3	3	6	11	3	8	7	4
	Favorable responses	86	94	97	97	93	85	97	91	91	95
	No opinion	1	0	0	0	1	4	0	1	2	1

Curricular Unit: **Health Centers Residency II**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	0	3	0	0	0	0	0	0	0
	Strongly disagree	0	3	0	0	0	3	3	0	0	0	0	0
	Disagree	3	7	0	7	3	0	13	3	3	7	3	0
	Unfavorable responses	3	10	0	7	7	3	17	3	3	7	3	0
	Agree	20	30	3	17	28	27	17	23	20	27	17	7
	Strongly agree	50	37	40	52	38	30	30	50	43	40	59	53
	Completely agree	27	23	57	24	28	37	37	23	33	23	21	40
	Favorable responses	97	90	100	93	93	93	83	97	97	90	97	100
	No opinion	0	0	0	0	0	3	0	0	0	3	0	0
2015/2016	Unfavorable responses	6	23	2	12	28	14	32	14	3	14	15	5
	Favorable responses	94	75	98	86	68	83	66	86	94	85	82	94
	No opinion	0	2	0	2	5	3	2	0	3	2	3	2

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	0	0	0	0	0	0	0
	Disagree	0	3	0	0	0	0	0	0	0	0
	Unfavorable responses	0	3	0							
	Agree	3	0	3	7	3	3	0	3	3	0
	Strongly agree	17	3	7	10	3	13	10	7	10	3
	Completely agree	80	93	90	83	93	83	90	90	87	97
	Favorable responses	100	97	100							
	No opinion	0	0	0	0	0	0	0	0	0	0
2015/2016	Unfavorable responses	0	2	2	2	2	3	5	2	3	2
	Favorable responses	100	98	98	98	97	97	95	98	95	98
	No opinion	0	0	0	0	2	0	0	0	2	0

Curricular Unit: **Optional Residencies**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	-	0	-	-	0	-	-	0	-	0	0
	Strongly disagree	0	-	0	-	-	0	-	-	0	-	0	0
	Disagree	0	-	0	-	-	6	-	-	0	-	3	0
	Unfavorable responses	0	-	0	-	-	6	-	-	0	-	3	0
	Agree	16	-	16	-	-	13	-	-	16	-	10	6
	Strongly agree	29	-	26	-	-	29	-	-	42	-	29	32
	Completely agree	55	-	58	-	-	48	-	-	39	-	58	61
	Favorable responses	100	-	100	-	-	90	-	-	97	-	97	100
No opinion	0	-	0	-	-	3	-	-	3	-	0	0	
2015/2016	Unfavorable responses	5	-	3	-	-	8	-	-	5	-	3	3
	Favorable responses	93	-	98	-	-	90	-	-	95	-	95	98
	No opinion	3	-	0	-	-	3	-	-	0	-	0	0

Curricular Unit: **From Clinical to Molecular Biology II**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	2	4	5	16	4	2	2	2	18	0	7	5
	Strongly disagree	14	5	7	20	7	9	4	7	13	4	11	9
	Disagree	13	16	16	38	18	9	25	21	20	4	29	13
	Unfavorable responses	29	25	29	75	29	20	30	30	50	7	46	27
	Agree	34	36	42	16	46	52	38	36	30	43	32	43
	Strongly agree	27	30	25	5	13	21	16	21	14	27	20	27
	Completely agree	11	7	4	4	7	5	14	13	2	20	2	4
	Favorable responses	71	73	71	25	66	79	68	70	46	89	54	73
No opinion	0	2	0	0	5	2	2	0	4	4	0	0	
2015/2016	Unfavorable responses	26	31	34	64	27	48	47	32	23	18	47	42
	Favorable responses	74	65	66	36	69	50	53	68	74	76	50	53
	No opinion	0	5	0	0	3	2	0	0	3	6	3	5

Curricular Unit: **Vertical Domains V**

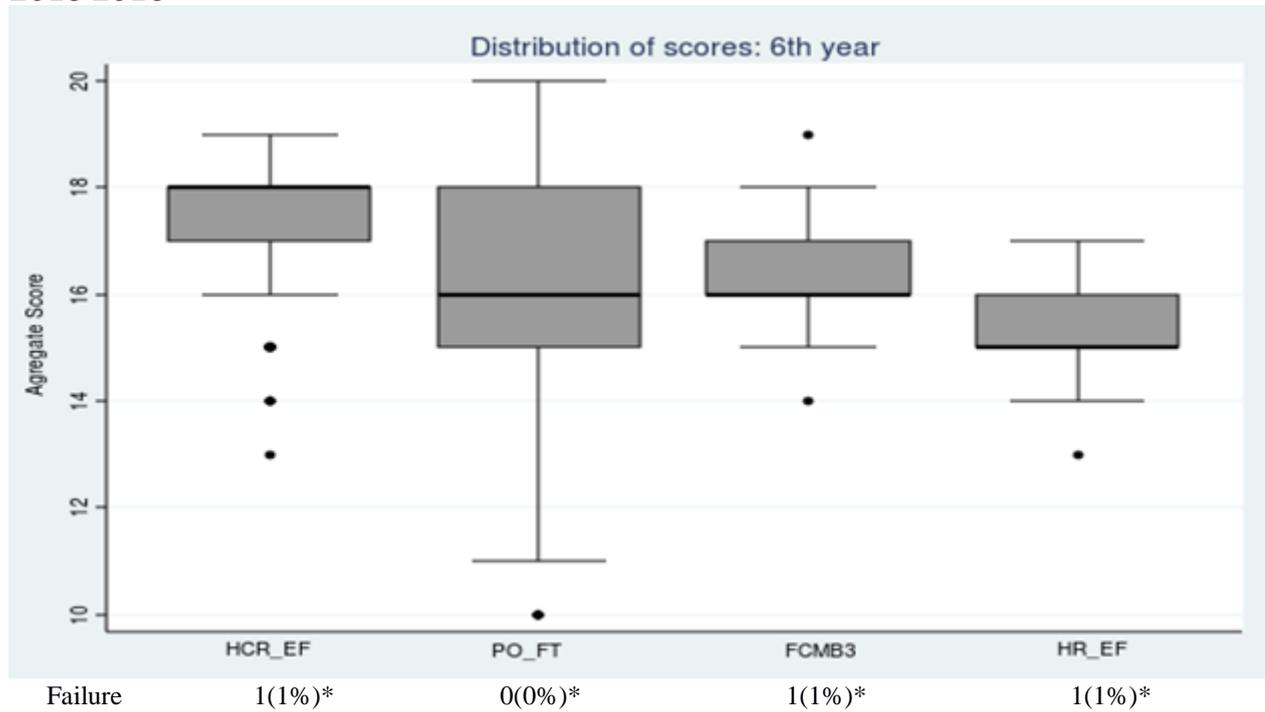
Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	0	0	0	0	-	3	3	0	-	0	0
	Strongly disagree	0	0	0	0	7	-	0	0	0	-	3	3
	Disagree	0	3	3	7	0	-	0	0	3	-	3	7
	Unfavorable responses	0	3	3	7	7	-	3	3	3	-	7	10
	Agree	17	14	27	27	23	-	13	7	13	-	10	10
	Strongly agree	53	59	57	50	57	-	63	60	60	-	67	63
	Completely agree	30	24	13	13	10	-	20	30	23	-	17	17
	Favorable responses	100	97	97	90	90	-	97	97	97	-	93	90
No opinion	0	0	0	3	3	-	0	0	0	-	0	0	
2015/2016	Unfavorable responses	11	11	6	14	17	-	6	9	6	-	6	19
	Favorable responses	89	89	92	86	83	-	94	91	91	-	94	78
	No opinion	0	0	3	0	0	-	0	0	3	-	0	3

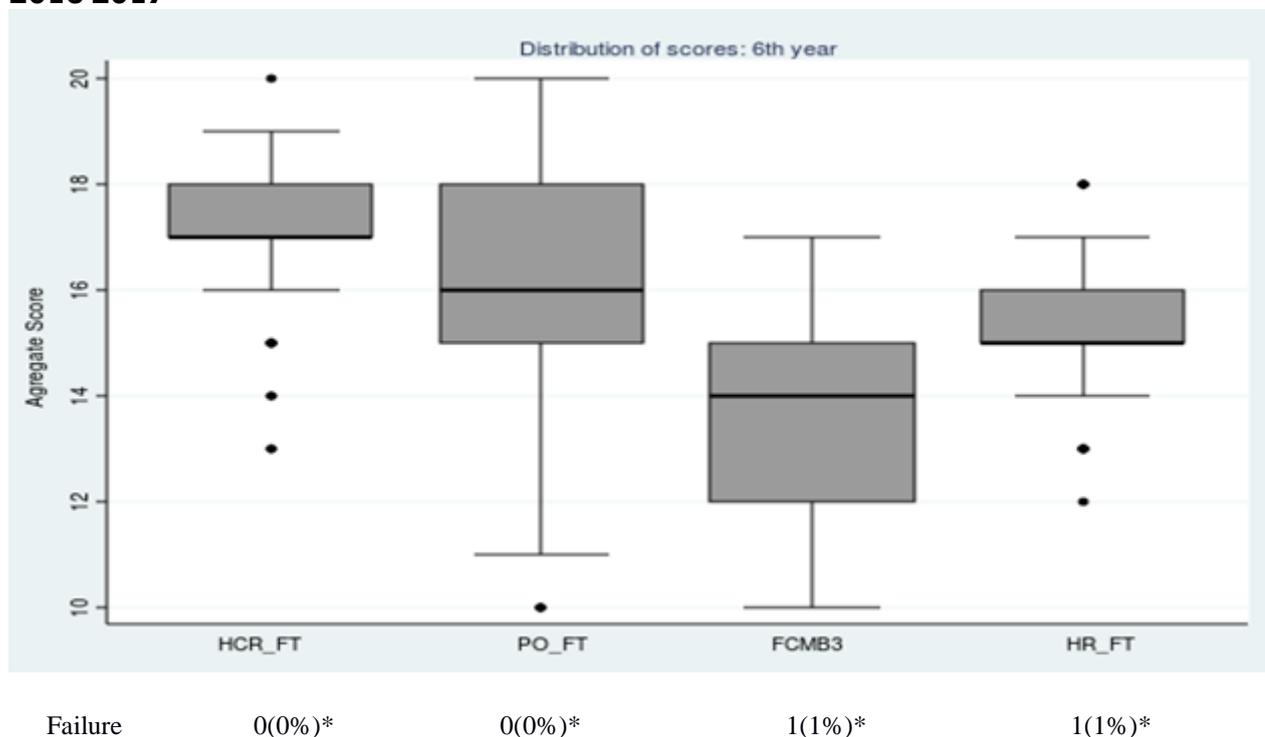
6th year

Distribution of Student Scores(*)

2015-2016



2016-2017

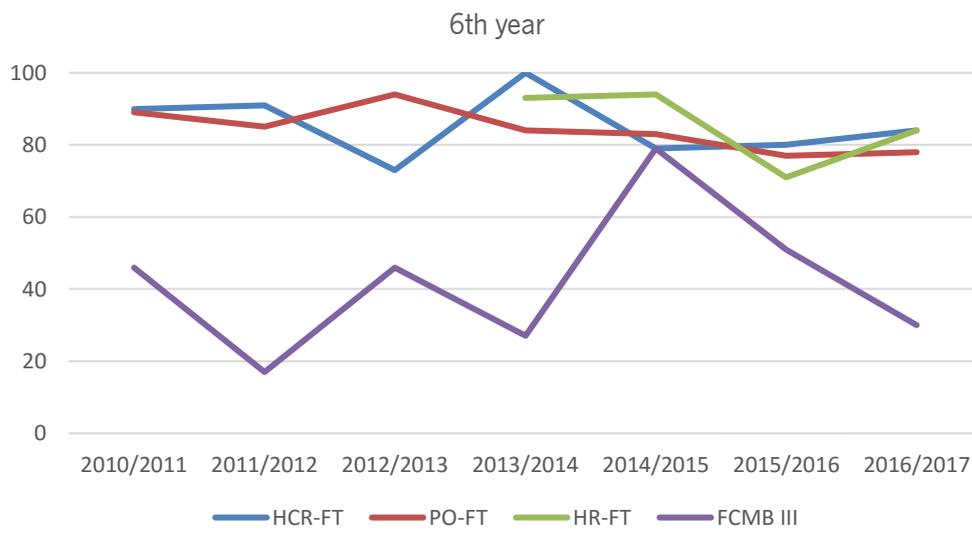


Legend

HCR_FT – Health Centers Residency - Final Training
 PO_FT – Option Projects - Final Training
 HR_FT – Hospital Residencies - Final Training
 FCMB3 – From Clinical to Molecular Biology III

(*) Output provided by the database of ECS-UM Longitudinal Study.

Student responses to the item “Globally, I consider the curricular unit is excellent”



Curricular Unit: **Health Centers Residency – Final Training**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	0	1	0	0	0	0	2	1	0	2	2	0
	Strongly disagree	1	5	0	2	2	3	1	2	0	1	2	0
	Disagree	7	11	2	6	13	5	11	9	3	8	11	7
	Unfavorable responses	8	17	2	8	15	8	15	13	3	11	16	7
	Agree	23	25	16	23	25	28	32	28	20	29	22	18
	Strongly agree	44	40	38	47	39	38	34	39	44	36	43	44
	Completely agree	25	18	44	23	22	26	19	18	33	21	19	31
	Favorable responses	92	83	98	92	85	92	85	85	97	85	84	93
No opinion	0	0	0	0	0	0	0	2	0	3	0	0	
2015/2016	Unfavorable responses	11	19	5	12	16	21	28	19	6	25	19	6
	Favorable responses	88	80	93	87	80	77	71	79	92	74	80	91
	No opinion	1	1	2	1	3	2	1	2	2	1	1	3

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	1	0	0	0	1	1	0	1	1	0
	Strongly disagree	0	1	0	0	0	1	0	0	2	0
	Disagree	1	2	1	6	2	5	6	5	7	5
	Unfavorable responses	2	4	1	6	4	7	6	6	11	5
	Agree	8	8	8	7	8	5	10	6	4	5
	Strongly agree	17	17	14	12	15	21	14	14	14	19
	Completely agree	73	71	76	75	73	65	70	74	71	71
	Favorable responses	98	96	99	94	96	92	94	94	89	95
No opinion	0	0	0	0	0	1	0	0	0	0	
2015/2016	Unfavorable responses	3	3	3	3	4	5	1	3	4	3
	Favorable responses	97	97	97	97	96	95	99	97	96	97
	No opinion	0	0	0	0	0	0	0	0	0	0

Curricular Unit: **Hospital Residencies - Final Training**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	2	1	0	5	8	2	0	3	0	2	2	0
	Strongly disagree	3	5	3	5	5	2	2	3	2	3	5	1
	Disagree	5	13	2	11	15	10	9	3	3	10	8	11
	Unfavorable responses	10	18	6	21	28	15	11	10	6	16	15	12
	Agree	35	30	26	30	37	34	38	28	26	30	36	27
	Strongly agree	39	41	46	38	26	31	38	47	50	38	33	41
	Completely agree	16	9	22	10	6	16	10	11	17	11	15	20
	Favorable responses	90	80	94	78	69	81	86	86	93	78	84	88
No opinion	0	2	0	1	3	5	2	3	1	6	1	0	
2015/2016	Unfavorable responses	17	33	6	14	44	24	17	23	9	21	27	12
	Favorable responses	82	67	94	84	54	73	81	76	90	74	71	87
	Completely disagree	1	0	0	2	2	4	2	1	1	5	2	1

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2016/2017	Completely disagree	1	1	1	1	2	2	1	2	1	1
	Strongly disagree	1	2	2	2	2	1	1	2	2	1
	Disagree	4	4	2	2	5	5	2	4	2	4
	Unfavorable responses	6	7	6	5	8	8	4	8	5	6
	Agree	12	14	14	13	13	15	10	14	14	14
	Strongly agree	30	31	26	29	26	26	24	24	26	27
	Completely agree	50	46	52	51	51	47	59	52	52	52
	Favorable responses	93	92	92	93	90	88	93	90	92	93
No opinion	2	1	2	2	2	3	2	1	3	1	
2015/2016	Unfavorable responses	7	10	8	8	10	12	5	11	10	6
	Favorable responses	92	89	90	91	88	86	93	88	87	93
	Completely disagree	1	1	2	2	1	2	2	1	3	1

Curricular Unit: **From Clinical to Molecular Biology III**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2016/2017	Completely disagree	28	21	22	62	36	29	33	21	30	20	32	22
	Strongly disagree	13	13	10	8	11	13	8	9	13	11	11	14
	Disagree	24	26	21	20	23	13	14	17	24	7	22	20
	Unfavorable responses	64	60	53	90	70	54	55	47	67	38	66	56
	Agree	23	24	26	6	16	31	23	36	18	27	23	27
	Strongly agree	9	8	14	2	5	7	16	9	9	18	6	8
	Completely agree	2	1	3	0	1	2	3	2	1	9	1	4
	Favorable responses	34	33	44	8	22	40	43	47	29	54	30	39
No opinion	1	7	3	2	8	6	2	6	5	8	5	5	
2015/2016	Unfavorable responses	21	23	28	34	24	25	25	15	13	15	48	38
	Favorable responses	79	75	70	66	73	67	75	83	84	84	51	60
	Completely disagree	0	2	2	0	3	8	0	2	3	1	1	2

Curricular Unit: **Option Projects - Final Training**

Overall Evaluation

		1	2	3	4	5	6	7	8
2016/2017	Completely disagree	3	6	5	5	53	12	0	3
	Strongly disagree	3	5	13	0	14	3	1	5
	Disagree	4	17	5	4	14	21	4	13
	Unfavorable responses	9	28	23	9	82	35	5	21
	Agree	19	23	24	22	3	28	14	22
	Strongly agree	44	28	31	31	4	10	44	33
	Completely agree	28	19	22	35	8	21	36	23
	Favorable responses	91	71	77	87	14	59	95	78
No opinion	0	1	0	4	4	6	0	1	
2015/2016	Unfavorable responses	5	20	15	24	95	34	8	23
	Favorable responses	95	79	85	76	5	61	92	77
	Completely disagree	0	1	0	0	0	5	0	0

STUDENTS ADMITTED/REGISTERED 2016-2017

Purpose

This document presents a socio-demographic descriptive analysis of the students registered in the Medical degree of the School of Medicine of University of Minho. The document compares the new class of 2016-2017 incoming students with all students from previous years, offering a perspective on the evolution of the sociodemography of Minho's students. The data were collected by Medical Education Unit at the moment of students' admission, as part of the Minho's Longitudinal Educational Study of School of Medicine.

Used abbreviations:

SM/UM – School of Medicine of University of Minho

NAP – National Admission Process

SAR – Special Admission Regimes

SAP – Special Admission Process

GPA – Grade Point Average

Reference sample: registered students

Table 1: Population totals used in representativeness calculations across the document

Track	Forms of Admission	Admission academic years		
		2001/2016	2016/2017	Total
Original	NAP: general contingent – 1 st phase	1255	116	1371
	NAP: general contingent – 2 nd phase	20	1	21
	NAP: general contingent – 3 rd phase	4	0	4
	NAP: general contingent - complaints	2	0	2
	NAP: general contingent	1281	117	1398
	NAP: islands contingent– 1 st phase	66	1	67
	NAP: handicapped contingent– 1 st phase	17	1	18
	NAP: emigrants contingent– 1 st phase	20	1	21
	NAP: military contingent– 1 st phase	4	0	4
	NAP: other contingents: complaints	4	0	4
	NAP: Other contingents - total	111	3	114
	NAP: All contingents – 1st phase	1362	119	1481
	Total National Admission Process	1392	120	1512
	SAR: athletes	15	0	15
	SAR: diplomats	4	0	4
	SAR: Portuguese Speaking African Countries	10	3	13
	SAR: Timor	1	0	1
	SAR: Total	30	3	33
	SAP: graduates	24	0	24
	Transfers	6	0	6
	Reinstatement	3	0	3
Extraordinary Legislation	2	0	2	
Total of other processes of admission	65	3	68	
Total	1457	123	1580	
Alternative	SAP: graduate-entry students**	92	18	110
	Reinstatement	1	0	1
	Aveiro	10	0	10
	Total	103	18	121
Original & Alternative	Total	1560	141	1701

* the alternative track began in 2011-2012.

Results

A. Admitted students

A.1. High school and graduate entry tracks

Table 2: Admitted students: all

	Academic Year of Admission					
	2001/2016		2016/2017		Total	
	N	%	N	%	N	%
Total of valid registrations	1560	98%	138	98%	1698	98%
Did not register	15	1%	1	1%	16	1%
Registered but applied for transfer during the 1st year	9	1%	1	1%	10	0,5%
Registered but changed degrees in another phase of the NAP	9	1%	0	0%	9	0,5%
Registered but canceled registration	7	0%	0	0%	7	0%
Total of invalid registrations	40	3%	2	2%	42	2%
Sample (representativeness)	1600	100%	140	100%	1740	100%

* Includes Readmission: 2 in 2011/2012; 1 in 2012/2013; 1 in 2013/2014

B. Registered students

B.1. High school entry track

B.1.1. National admission process: 1st phase: registered students

Figure 1: Student option for SM-UM: all NAP contingents (The SM-UM was my # option)

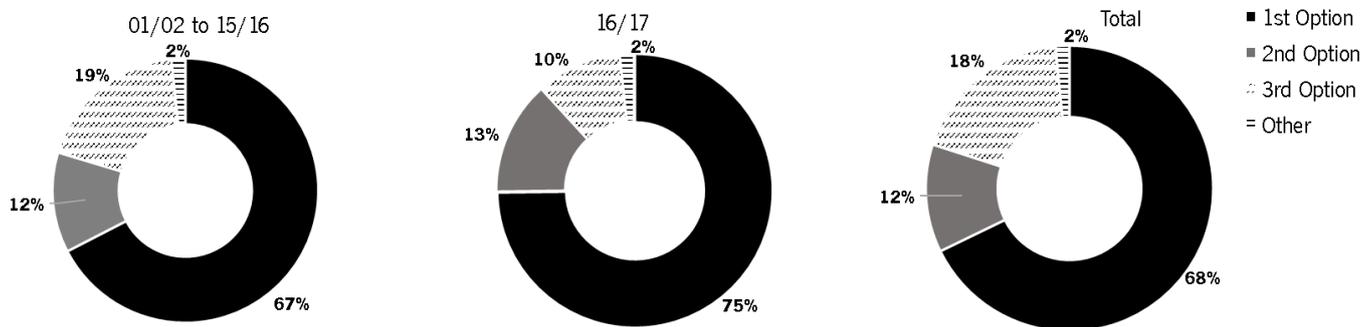


Figure 2: Student option for EM/UM: NAP general contingent (The SM-UM was my # option)

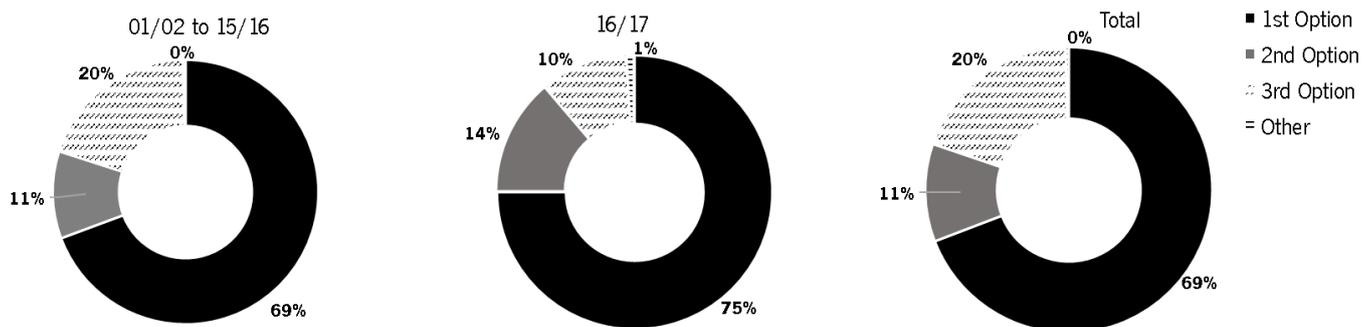


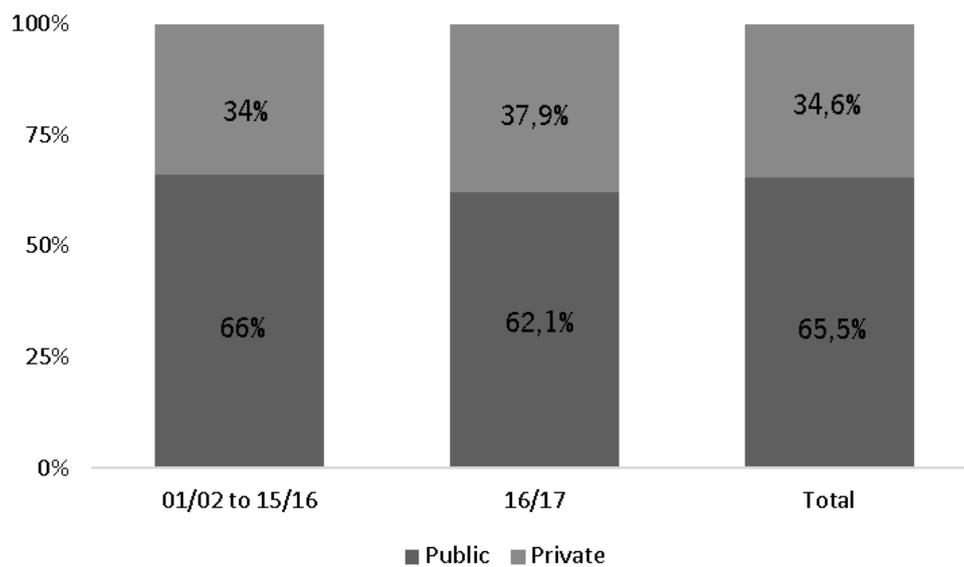
Table 3: Grade point average: general contingents

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
2001/2016	185,9	2,98	183,2	196,5	1255	100%
2016/2017	184,8	3,4	181,7	195,8	116	100%
Total	185,4	3,6	178,7	197,3	1371	100%

Table 4: Grade point average: other contingent

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
2001/2016	164,83	10,29	140,2	188,7	107	100%
2016/2017	163,47	1,5	162,5	165,2	3	100%
Total	164,32	10,28	140,2	188,7	110	100%

Figure 3: Type of secondary school attended in the 12th grade: all contingents



B.1.2.all admission processes: all registered students

Figure 4: Student gender

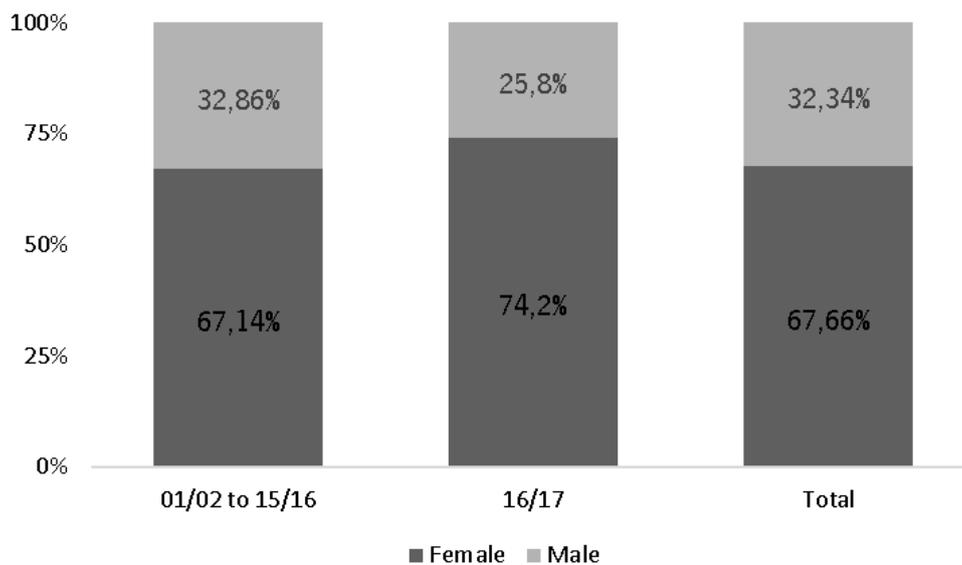


Table 5: Student age

	2001/2016						2016/2017					
	N	%	M	DP	Min	Max	N	%	M	DP	Min	Max
NAP	1335	95%	18.74	1.34	16.88	38.14	120	97%	19,25	1,98	18,31	24,12
SAR	30	2%	18.44	0.91	17.02	21.89	3	3%	19,6	1,26	18,52	21,37
SAP: graduated	23	2%	28.57	3.32	24.07	40.59	0	0%	0	0	0	0
Transfers and Reinstatement	8	1%	24.14	4.31	17.77	29.18	0	0%	0	0	0	0
Extraordinary legislation	2	0%	18.84	0.15	18.74	18.95	0	0%	0	0	0	0
Sample (representativeness)	1398	96%	18.92	1.93	16.88	40.59	123	96	19,26	1,95	18,31	24,12

Figure 5: Student nationality

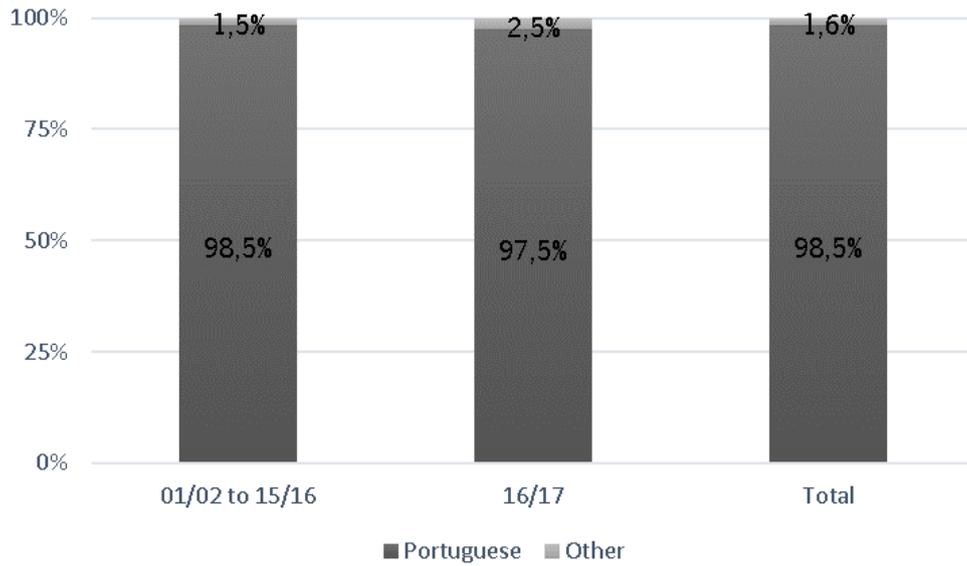


Figure 6: District of origin

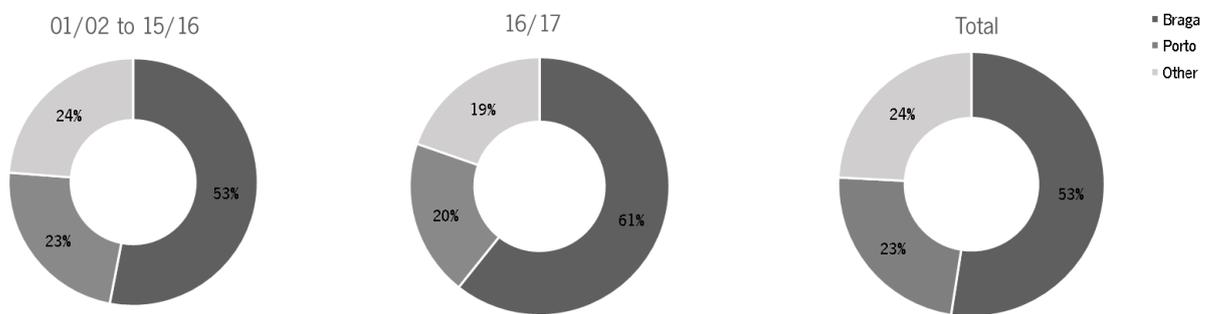


Figure 7: Student admission: moving away from the family home (study in SM-UM meant I had to leave the family home)

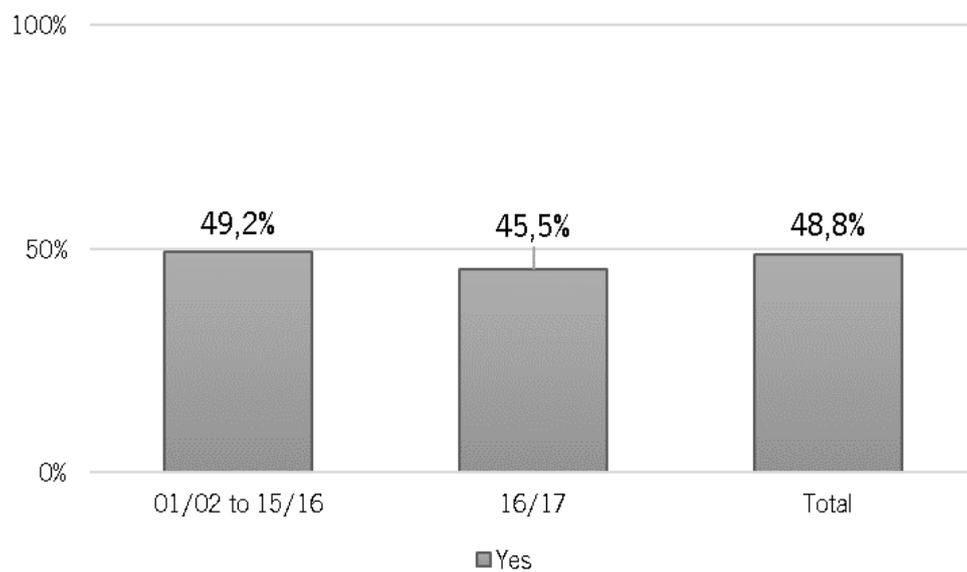


Figure 8: Student registration in higher education: 1st time

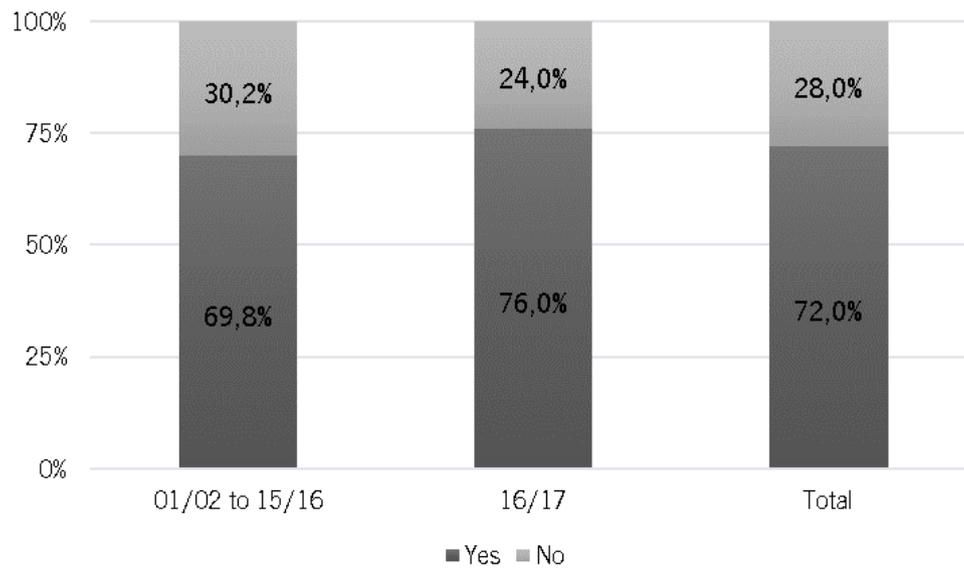


Table 6: Factors that influenced student decision to choose the medical degree

Factor	1st Factor	One of the four relevant factors
The track match my educational/ professional/vocational interests	83%	90%
To have the required classifications	3%	35%
Parents and/or relatives influence	0%	31%
Former or actual students information	0%	28%
Friends influence	1%	2%
Family tradition	0%	2%

Table 7: Factors that influenced student decision to choose SM/UM

Factor	1st Factor	One of the four relevant factors
Geographical proximity	23%	69%
Quality of learning/teaching process	45%	78%
Prestige of the degree	6%	48%
I liked the learning/teaching methods	6%	52%
I liked the curriculum of the degree	4%	39%
Grade point average in the previous year	3%	18%
Parents and/or relatives influence	1%	12%
Former or actual students information	1%	15%
Economic resources owned	2%	11%

Table 8: Student educational background on admission

	Academic Year of Admission					
	2001/2016		2016/2017		Total	
	N	%	N	%	N	%
Secondary school	1370	98%	119	98%	1489	97,6%
Higher education - bachelor	3	0%	1	1%	4	0,3%
Higher education – “licenciatura”	23	2%	1	1%	24	2%
Postgraduate - Master	4	0%	0	0%	4	0,3%
Postgraduate - PhD	5	0%	0	0%	5	0,3%
Sample (representativeness)	1405	96%	121	96%	1526	96%

Table 9: Student educational background on admission (before and after the SAPG)

	Academic Year of Admission					
	2001/2007		2008/2016		Total	
	N	%	N	%	N	%
Secondary school	318	99%	1171	97%	1489	97,6%
Higher education - bachelor	0	0%	4	0%	4	0,3%
Higher education – “licenciatura”	3	1%	21	2%	24	2%
Postgraduate - Master	0	0%	4	0%	4	0,3%
Postgraduate - PhD	0	0%	5	0%	5	0,3%
Sample (representativeness)	321	96%	1205	96%	1526	96%

Figure 9: Student employment status on admission

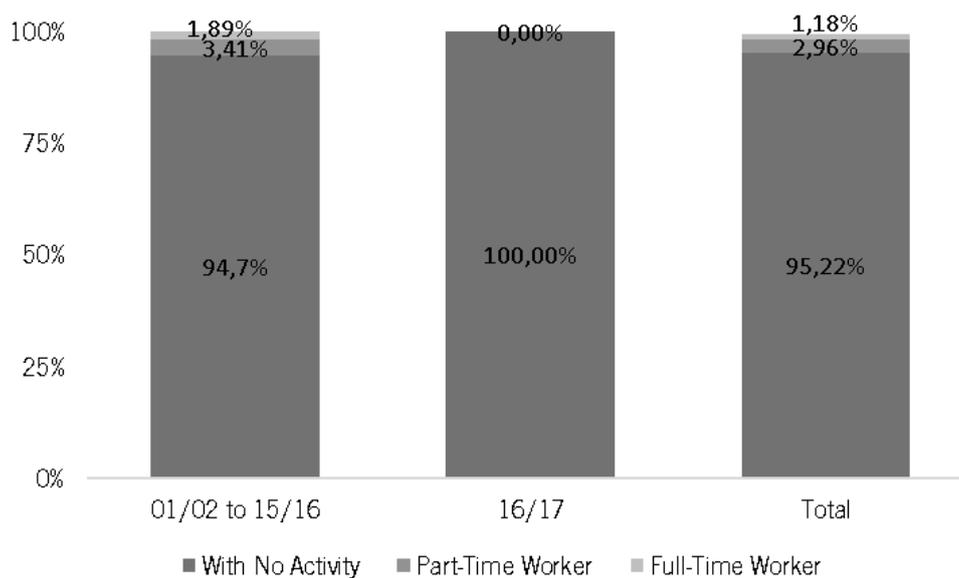


Table 10: Student parents educational background

	Father		Mother	
	N	%	N	%
No qualifications	0	0%	1	0%
1st cycle of basic education	188	12%	161	10%
2nd cycle of basic education	138	9%	129	8%
3rd cycle of basic education	241	15%	200	12%
High school	367	23%	296	18%
Higher education - bachelor	81	5%	114	7%
Higher education – “licenciatura”	453	28%	576	36%
Postgraduate - Master	87	5%	100	6%
Postgraduate - PhD	40	3%	24	1%
Sample (representativeness)	1595	96%	1601	96%

B.2. Graduate entry track

B.2.1. Registered students

Table 11: Admission Process: all registered students

	Academic Year of Admission					
	2011/2016		2016/2017		Sample (representativeness)	
	N	%	N	%	N	%
SAP: graduates	92	100%	18	100%	110	100%
Reinstatement	1	100%	0	0%	1	100%
Total	103	100%	18	100%	121	100%

C.2. Registered students: all registered students: except extraordinary Aveiro Transfers

Table 12: Information about previous degrees

Academic Year of Admission	Number of curricular years of previous degree					Number of years it took to complete the previous degree					Note of previous track final grade				
	N	%	Min.	Max.	Mean	N	%	Min.	Max.	Mean	N	%	Min.	Max.	Mean
2011/2012	20	24%	4	6	4.4	20	24%	4	6	4.5	20	24%	14	17	15.0
2012/2013	17	20%	3	6	4.6	17	20%	3	6	4.6	17	20%	14	17	15.1
2013/2014	17	20%	3	6	4.4	17	20%	3	6	4.6	16	19%	14	18	14.9
2014/2015	15	18%	2	6	3.9	15	18%	2	6	3.8	16	19%	14	18	15.5
2015/2016	16	19%	2	6	3.8	15	18%	2	5	3.7	16	19%	14	17	15.4
2016/2017	15	14%	2	6	4,07	15	14%	2	6	4,07	13	11%	14	18	15,77
Sample (representativeness)	100	91%	2	6	4,07	99	90%	2	6	4,07	85	91%	14	18	15,77

Figure 10: My previous degree was my # option

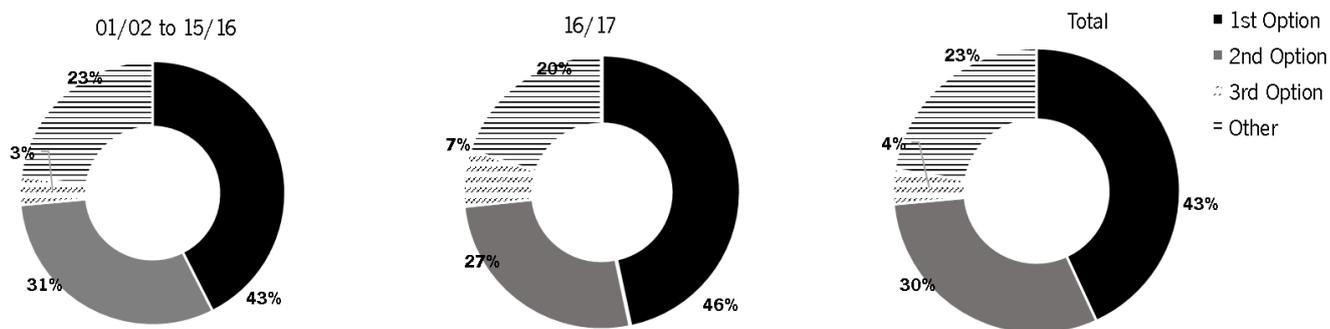


Figure 11: Medical Degree: When admitted to the previous degree, Medicine was my # option

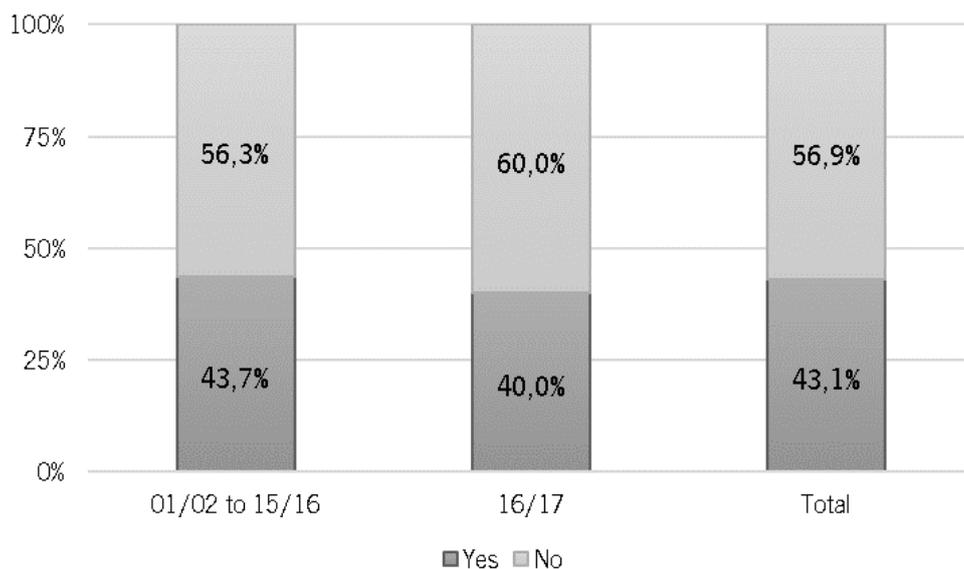


Figure 12: Student option for SM/UM: The SM-UM was my # option

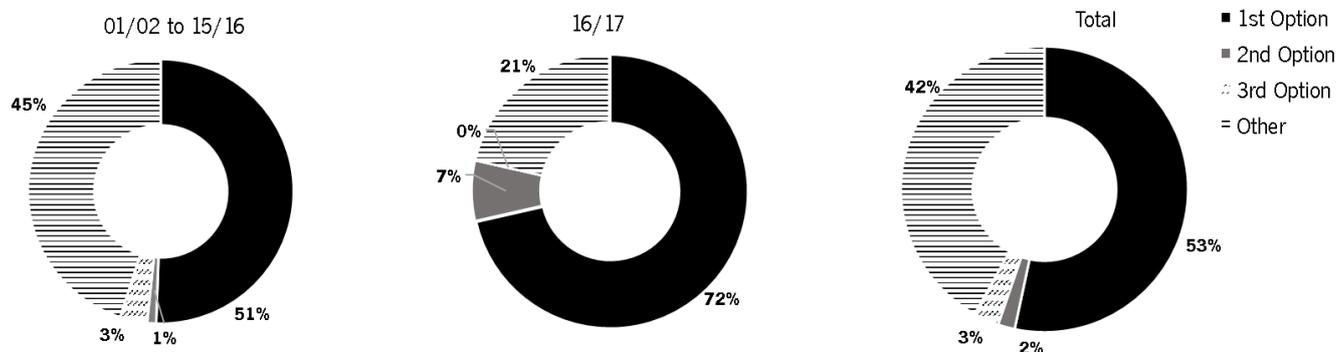


Figure 13: Present year: The student applied to other medical degrees

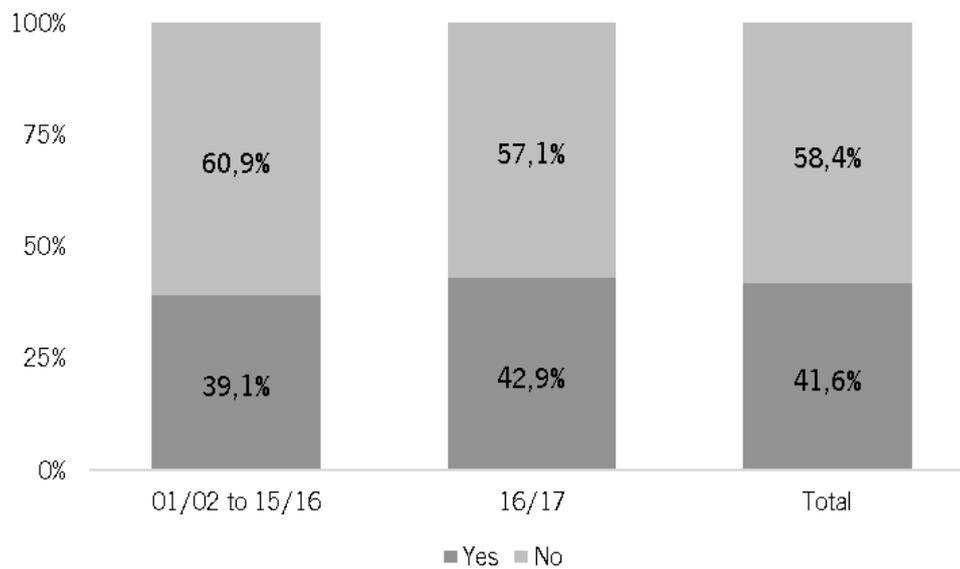


Table 13: Factors that influenced student decision to choose the medical degree

Factor	1st Factor	One of the four relevant factors
The track match my educational/ professional/vocational interests	80%	93%
Aspiration for a stable professional future	0%	53%
Stable professional track	0%	40%
Dissatisfaction with the previous/current professional activity	0%	53%
Former or actual students information	0%	20%
Higher employment rate	7%	40%
Parents and/or relatives influence	0%	7%

Table 14: Factors that influenced student decision to choose SM/UM

Factor	1st Factor	One of the four relevant factors
Quality of learning/teaching process	27%	40%
Geographical proximity	7%	40%
Prestige of the degree	0%	40%
Track duration	27%	60%
I liked the learning/teaching methods	7%	40%
Method of selection	0%	47%
I liked the curriculum of the degree	13%	47%
Friends Influence	7%	7%

Figure 14: Student admission: moving away from the family home (study in SM-UM meant I had to leave the family home)

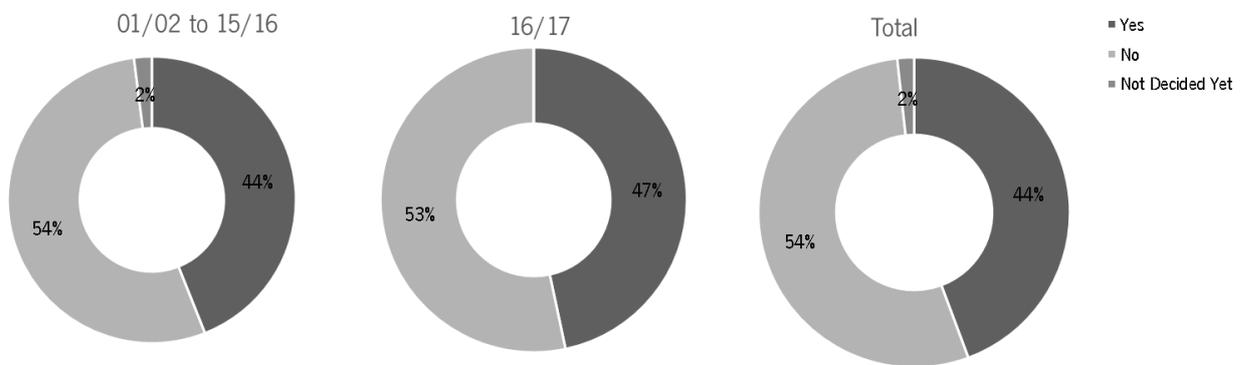


Figure 15: Student Gender

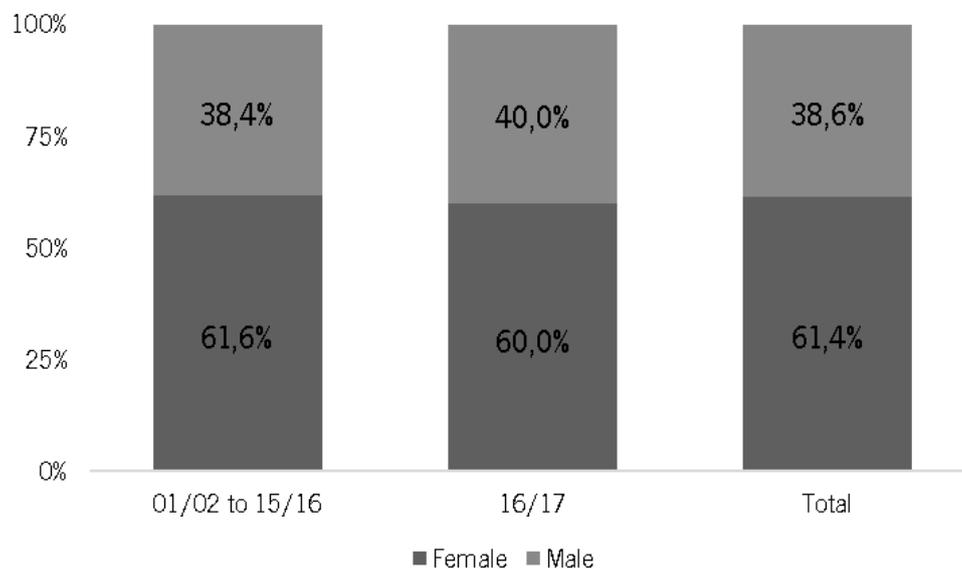


Table 15: Student age

Academic year of Admission	N	%	M	DP	Min	Máx
2011/2012	21	25%	28,7	4,61	23	37
2012/2013	18	21%	27,82	4,2	22	35
2013/2014	16	19%	27,82	3,14	24	33
2014/2015	16	19%	28,23	4,69	22	36
2015/2016	14	16%	26,48	5,5	21	39
2016/2017	14	13%	26,99	3,09	24	34
Sample (representativeness)	99	91%	27,67	4,2	21	39

Figure 16: District of origin

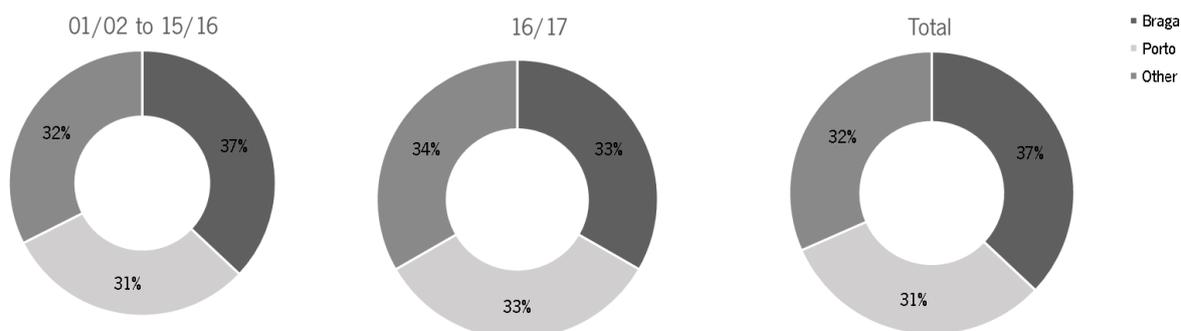


Figure 17: Type of secondary school where the student completed the 12th year: all contingents

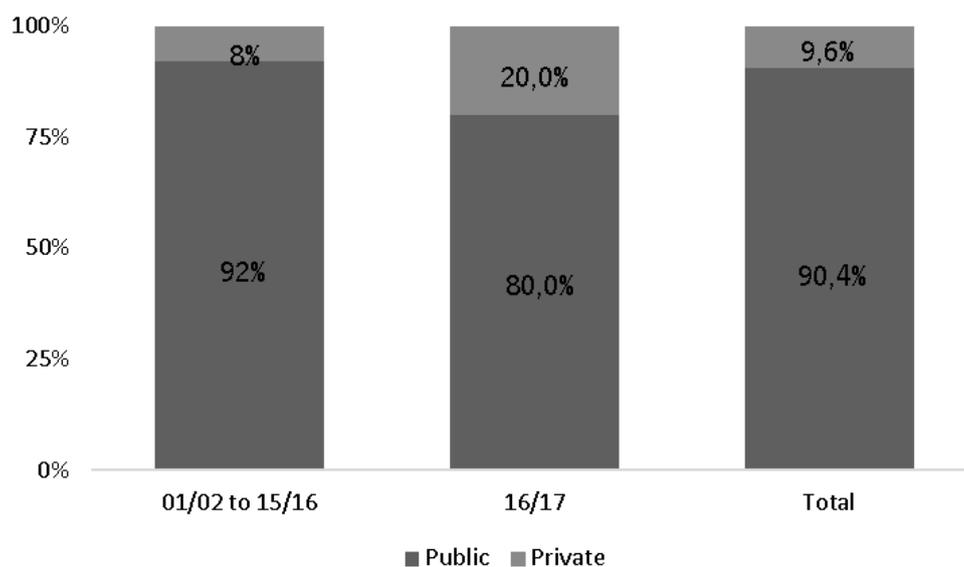


Table 16: Student educational background on admission

Academic year of Admission						
	2011/2016		2016/2017		Total	
	N	%	N	%	N	%
higher education – “licenciatura”	57	63%	7	47%	64	62%
Postgraduate - Master	26	32%	8	53%	34	33%
Postgraduate - PhD	5	6%	0	0%	5	5%
Sample (representativeness)	88	96%	15	100%	103	95%

Table 17: Previous Track

Area	N	%
Nursing	16	16%
Clinical analysis, Pathology Anatomy and Physiotherapy	18	18%
Biology, Biochemistry and Biomedical	31	31%
Pharmaceutical Sciences and Nutrition	25	25%
Veterinary Medicine and Dental Medicine	4	4%
Others	6	6%

Figure 18: Student employment status on admission

