responded to feedback. The team then updated both surveys and format, programmed revised surveys into a centralized platform, and provided instructions and training for implementation. RESULTS/ANTICIPATED RESULTS: This effort resulted in streamlining both the assessment process and the surveys used by the Southern California Clinical and Translational Science Institute (SC CTSI). Instead of using different versions of surveys or none at all, now SC CTSI commits to using the same follow-up survey for events and for educational offerings institute-wide, and agrees to store and access that data via a single platform, REDCap, allowing any member to see data in real time. This will allow SC CTSI to monitor and evaluate its short-term outcomes at an institutional level, and determine areas for improvement or best practices. Future plans include training on survey data interpretation for decision making. DISCUSSION/SIGNIFICANCE: Presenters will share lessons learned and considerations when embarking on streamlining assessment practices institute-wide, highlighting the importance of leveraging educational methodology to go beyond measuring satisfaction and into measuring learning. Presenters will share revised surveys.

480
Mentor experience with the transition to remote learning in a summer research program

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OBJECTIVES/GOALS: This study examines faculty mentor experiences in a summer research program for students traditionally underrepresented in translational research. The objectives are to understand mentor perspectives of the program and how their views were impacted by the pandemic-related pivot to a remote format. METHODS/STUDY POPULATION: During the summer research program, students work with a faculty mentor on an ongoing research project. Program staff pair students with diverse faculty members who share their research interests. Our program has traditionally been offered as a residential in-person program but in 2020 we moved swiftly to a fully remote learning format. Students continued to work on research projects remotely and interacted virtually with their faculty mentors. For the past five cohort years, we have collected comparable data about faculty perspectives of their program experience, which allows us to evaluate the impact of the remote format on the faculty experience compared to that of the in-person format. RESULTS/ANTICIPATED RESULTS: For this study, we will examine data from five cohort years (2017-2021). A survey questionnaire was administered to mentors each year at the end of the summer research program. Data were collected on faculty satisfaction with the quality and amount of student work, the amount of time students spent on their projects, and how mentors communicated with students. In 2020 and 2021, three questions were added regarding satisfaction with the remote format. Quantitative data collected from both the in-person and remote cohorts will be compared using independent samples t-tests. Select quotes from open-ended qualitative questions will be used to illustrate mentors attitudes toward the program. DISCUSSION/SIGNIFICANCE: This study addresses a gap in the literature about summer research programs, as previous work has primarily focused on trainees. As many training programs continue to remain remote or adopt hybrid

models, these results have implications for the design of similar mentored research programs.

482
Evaluating the Effects and Contributing Factors to the "Hidden Curriculum" in Medical School

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OBJECTIVES/GOALS: The "hidden curriculum" is a set of unofficial rules outside of the formal curriculum that allows medical students to succeed. It is often not accessible to those who are first-generation in medicine. This study created a novel survey tool to directly evaluate the hidden curriculum, its contributing factors, and its effects on students. METHODS/STUDY POPULATION: Using available literature as a guide, a novel survey tool to evaluate different aspects of the hidden curriculum was created. This survey consists of 17 Likert scale questions on topics varying from sense of belongingness to dress code, self-guided studying, mentorship, and confidence in knowing how to succeed. This survey tool was embedded into a larger survey evaluating health disparities and diversity, inclusion, accessibility, and justice (DEIAJ) in the curricular and extracurricular spaces. This survey packet was administered to all medical students at a large U.S. medical school. RESULTS/ANTICIPATED RESULTS: 166 medical students from all years responded to this survey. 70% were female, 27% male, and 3% non-binary or prefer not to say. 67% of respondents agreed or strongly agreed that there is a hidden curriculum accessible to only those who have family members in medicine. 57% agreed or strongly agreed that the medical school gave them the adequate training and resources to succeed. 48% agreed or strongly agreed that they would perform better academically if they had more money with 11% stating they often feel embarrassed in a professional setting due to lack of money. Fellow classmen, faculty members, and upperclassmen were identified as the most useful resources to learn how to succeed in medical school. Students on average reported feeling like they knew what to do to succeed in medical school half of the time. DISCUSSION/SIGNIFICANCE: This data strongly supports the existence of a hidden curriculum and gives insight into the importance of financial support for low-income students and peer support groups for those who do not have family members in medicine. This data will be used to inform future interventions to address the hidden curriculum.

483
Research 101: Building the Research Skills of Practicing Clinicians

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OBJECTIVES/GOALS: The goal was to develop foundational research knowledge and skills for clinicians interested in conducting clinical research. Emphasis was on the development of a research question and the iterative process necessary to transform a research question into a well-designed study and well-articulated research proposal for pilot grant funding. METHODS/STUDY POPULATION: The course took place over 10 sessions, May -