

New View of Course and Faculty Evaluation

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Dana J. Smith, MD
Internal Medicine Resident
dsmith2@umc.edu

Mitzi R. Norris, PhD
Executive Director for Academic Effectiveness
mnorris@umc.edu

The Student Perspective



Presentation Objectives

- Describe novel student-led course and faculty evaluation processes
- Describe a process to engage students in curriculum and faculty evaluation and to encourage investment in education
- Discuss mechanisms to utilize the results of evaluations
- Identify ways to integrate student involvement in the evaluations process



Poll: Do you have students involved in course and faculty evaluations?

- Yes
- No



Catchbox!

- In what way are they involved?



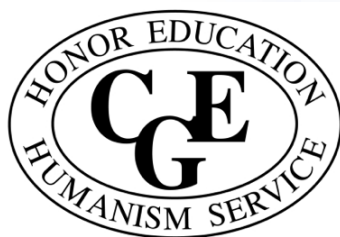
History of student evaluation of course and faculty

- 1920s - Student evaluations introduced
- 1940s - IHLs implemented student ratings
- 1960s - Students questioned effectiveness of instruction
- 1960s & 1970s - Student groups were given control of evaluations
- 1980s - New scrutiny
- Present - Continued concerns



HISTORY OF OUR STUDENT RUN EVALUATION GROUP

- Started in 1992 as a challenge from the former Dean of the School of Medicine, Dr. A. Wallace Conerly
- Similar society at neighboring medical school
- Called Evers Society after the tragic passing of the Dean of Student Affairs, Dr. Carl G. Evers



CARL G. EVERS, M.D. SOCIETY

- Comprised of elected members from each medical school class
- Evaluates every required course in year one to year three
- Hosts a Primary Care Day
- Hosts an Evers Banquet to award residents and faculty



Student run evaluation group: Surveys for Years 1-3

- Edit Surveys
- Distribute surveys to students in years 1-3
 - First three years have required courses
- Compile data



Student Run evaluation group: Evaluation Process

- Gather quantitative and qualitative data from the surveys
- Write reports
- Edit reports - President and President-Elect
- Distribute reports to course directors and evaluation subcommittee



Student run evaluation group: DEVELOPMENTS

- 2017-18 Academic Year - Further Growth
 - Student education on evaluation
 - Standardization of surveys
 - Domain based format
 - Evaluation software - online



Student run evaluation group: Survey Domains

Domain: Course Structure

1. Material presented in an order conducive to learning.
2. Lecture materials were study-friendly.
3. Course objective are clear.
4. Instruction as a whole is helpful in understanding the material.
5. This course improved my preparation for the medical profession.
6. Communication about course expectations and scheduling was clear and timely.
7. Relative to its weight in GPA calculation, the amount of time I spent preparing for this course was: (SCALE – Not nearly enough, not enough, enough, too much, entirely too much)
8. Time allocated for each of the major topics was appropriate.
9. Clinical correlation questions were open-ended.

Note: Course structure refers to the organization of the courses.



Student run evaluation group: Survey Domains

Domain: Testing

1. This course prepares me to take the NBME.
2. Exam questions during the course were reflective of questions asked on the NBME.
3. Examinations were well written and representative of the clerkship material.
4. The grade I received in this course accurately reflected my mastery of the curriculum.

Domain: Small Groups

1. Small groups have a relaxed, collegial environment.
2. Small group sessions were conducive to learning the course material.
3. Small group facilitation encouraged critical thinking rather than regurgitation.
4. Small group facilitators were knowledgeable and engaging.



Example report

Survey Responses (n): 55

Comments on Course Structure

A vast majority of students believed that the course objectives for Pathology were clear (42% strongly agree and 58% agree), and 94% of students agreed or strongly agreed that the material was presented in an order conducive to learning. The majority of students (82%) felt that the time allotted for each of the major topics was appropriate. 91% of students felt that the lecture materials for the course were study-friendly, and 94% of students agreed that the instruction as a whole was helpful in understanding the material presented. When asked about communication regarding expectations and scheduling, 86% of students felt the speed of the course was clear and timely. 84% of students agreed or strongly agreed that the course as a whole prepared them to take the NBME subject exam.

Comments:

"I felt that material could have been spread more evenly throughout the 3 or 4 weeks before a test block. I remember a few times when the first and second weeks after a test block were light on lectures, but in the last week before an exam, there would be a large amount lecture material presented. It was not conducive to fully learning the material adequately."

"Overall, I felt that the structure of the course was excellent for the purposes laid out in the course objectives. There are some parts of the course that could be adjusted or spread out the material more evenly during some blocks, but other than that, everything worked smoothly."

Comments on Small Groups

Most students (93%) described the small group sessions as having a relaxed and collegial environment. The students agreed (50%) or strongly agreed (31%) that the small group sessions were conducive to learning the course material, and the majority (85%) felt that the facilitation of the small groups encouraged critical thinking rather than regurgitation of course information. 92% of students felt the small group facilitators were knowledgeable and engaging with students.

Comments:

"The small group sessions were very helpful with the material that was covered by the respective sessions."

Comments on Testing and Teaching

In regards to testing, most students (73%) felt that the exam questions were reflective of questions asked on the NBME exam. 85% of students agreed (49%) or strongly agreed (40%) that examinations were well-constructed and representative of the clerkship material. 95% of the

students believed that the overall teaching in the course was effective, and 92% of students felt that the teaching styles encouraged active learning.

Comments:

"Testing was great, and there were not many vague or unfair questions throughout the course. We were tested on the important materials and not any vague or minute details"

"I felt prepared for the NBME after taking this course."

Comments on Clinical Correlations

On the general topic of clinical correlations, a majority of students (82%) felt that the clinical correlation questions were open-ended. In regards to the Radiology correlations, 69% of students felt that those correlations were conducive to learning the course material, and 71% of students felt that the Radiology correlations improved their understanding of medical imaging. 89% of students agreed (44%) or strongly agreed (45%) that the Congenital Cardiology laboratory should be kept for future students taking Pathology.

Comments:

"The Radiology correlations were scarce but very helpful when they came around. I think it'd be beneficial if there were more of these throughout the year."

"Great addition to the coursework and very helpful for boards."

"This was extremely helpful due to my previous limited knowledge of congenital anatomy and physiology. This was the perfect way to introduce the different congenital anomalies, and the live examples were really helpful in understanding what was being discussed."

"Loved that it made things we were learning become much more concrete in our head being able to see it. I also enjoyed being able to ask questions with the pathologist and cardiologist. Would love to have more things like this."

"It made me want to take an elective in cardiology."

"This was an awesome experience with some great doctors teaching us. It helped solidify concepts for me to see them in person."

Instructor Evaluations

Nearly all students (98%) agreed or strongly agreed the teaching time was put to good use. In addition, 98% of students agreed that he displayed constant professionalism in his



dealings with students. 98% of the students who responded to the survey felt the lectures were helpful in mastering the material.

Comments:

"It was very evident that the lectures were the students a priority. He knows the material, and he knows how to teach it. I believe he is the greatest asset for the students during their 2nd year."

"He knows all the ins and outs of pathology and exactly how to communicate and relate with the students."

"Fantastic teacher! Organized, concise, and knowledgeable. Always had great pictures in his slides. Could understand his voice clearly at double speed while podcasting. Great teacher, Deserves every bit of praise thrown his way."

" is the reason that I'm now considering pathology as a career. He is so caring and knowledgeable—that makes him a wonderful physician and professor. He is probably my favorite professor I've had in medical school."

" is excellent! I enjoyed all of his lectures, and he really cares about student success."

"One of the best teachers I've ever had. Loves his job and the students."

"Great professor and covered almost everything we needed to know for Step 1."

" was the best at giving you the material in a clear and concise way without bogging down the pertinent information with too much detail."

"Wonderful physician to learn from and a great course director."

95% of students felt the displayed professionalism during all encounters with students. About 90% agreed or strongly agreed that his teaching time was put to good use and that his lectures were helpful in learning the material.

Around 87% of the students agreed that lecture time was used wisely. 80% of students felt that his lectures were helpful for grasping the material. Nearly all students (93%) agreed that showed professionalism when dealing with students.

Comments:

"Good lecturer"

"Reviewing material was difficult because the powerpoints felt disorganized."

"I felt like there were facts stressed in class and on the test that were not very important for the NBME or for Step 1."

"Couldn't follow lectures in class. PowerPoint slides felt jumbled."

" did a great job explaining the intricacies of neoplasms and the immune system."

84% of students felt that lecture time was put to good use, and 82% felt that her lectures helped them understand the material. 93% agreed or strongly agreed that she displayed professionalism in all her dealings with students.

Comments:

"She was a great teacher and conveyed information very well."

"Very good instructor."

"I felt like she gave too much detail, and it went over my head. It was difficult to know what was the most pertinent information."

"There was not enough time for the vast amount of very important information she had to present."

" taught live and used PPT/CD in a very basic way that made the material more bearable and understandable."


80% of students felt that her lectures were effective in helping them learn the material. Additionally, 84% of students agreed that her presentation time was put to good use. 87% of students surveyed felt that she displayed constant professionalism in dealings with students.


Comments:

"Talked a little fast but overall a great teacher and conveyed the information well."

"Talks extremely fast, a bit difficult to understand."



<p>...as a great instructor."</p> <p>... About 84% of students felt that ... lecture time was put to good use and 82% thought that the lectures were helpful in grasping the material. 85% felt ... always dealt with students in a professional manner.</p> <p>Comments: "Somewhat difficult to understand; talks very fast."</p> <p>... Most students (84%) agreed the ... lectures were helpful in learning the material, and 65% agreed that his time lecturing was put to good use. 87% felt the ... displayed constant professionalism.</p> <p>Comments: "Pulmonary should shift focus to the most high yield topics."</p> <p>... 73% of students agreed or strongly agreed the ... teaching time was put to good use and 75% agreed that his lectures were a helpful learning tool. However, about 11% of students felt that his lectures did not help them grasp the material. Most students (84%) agreed or strongly agreed that ... displayed professionalism in all dealings with students.</p> <p>Comments: "Difficult topic to teach." "Read directly from the slides, which were already extremely dense. There was too much excess material on the slides." "A good teacher, but some of the stuff was super complicated-I had a hard time knowing what was the most important information to know."</p> <p>... 55% of students who responded to the survey felt that ... lectures were helpful in learning the material, and 51% felt that his lecture time was used wisely. Nearly all students (95%) agreed that ... was professional in all his student encounters.</p>	<p>... 32% of students found the ... teaching time was put to good use while 96% thought that professionalism was displayed in all dealings with students. 81% of students thought that ... lectures were effective in helping them learn the material.</p> <p>... Nearly all students who responded to the survey found the ... teaching time was put to good use (96%) and displayed professionalism in all dealings with students (93%). Overall, students found the ... lectures were effective in helping them learn the material (87%). 9% of students were neutral.</p> <p>... More than 97% of responding students found the ... teaching time was put to good use, but his lectures were effective in helping them learn, and that he displayed professionalism in all dealings.</p> <p>Comments: "Amazing teacher. Loved how he drilled the concepts over and over during the lecture so by the time I was done I felt like I really knew the material. I will remember what he taught me." ... is the man. Give him more time. ... Most students (85%) found that ... lectures were effective in helping them learn the material, but 13% were neutral and 2% felt that his lectures were not effective. 87% of responding students thought that ... teaching time was put to good use and 90% agreed or strongly agreed that he displayed professionalism in all dealings with students.</p> <p>Comments: "Environmental got was WAY too long for the number of questions it consisted on the test. I felt it almost included everything from the path course." ... 81%, 95%, and 89% thought the ... teaching time was put to good use, she displayed professionalism in all dealings with students, and her lectures were effective in helping students learn the material, respectively.</p> <p>Comments: "Good teacher and really worked with us to make sure we understood the material"</p>
	

<p>"Genetics is tough for so many students. It is very apparent that ... into as hard to make sure that we do. Very grateful for her!"</p> <p>... Almost all of responding students (96%) felt that ... teaching time was put to good use. 96% of students believed that her lectures were effective in helping them learn the material. 0% of students thought her lectures were ineffective.</p> <p>Comments: "She was one of my favorite lecturers!" "Great, she was funny and kept us engaged. A very interesting and enlightening set of lectures."</p> <p style="text-align: center;">Summary</p> <p>Overall, the class of 2019 found the Pathology course of 2018-2017 to be extremely efficient, helpful and successful in terms of helping the students master the material. The majority of students agreed that the course structure was conducive to learning because of its organization, time allotted for subjects as well as objectives and expectations held of the students. Responses regarding the course in general came back overwhelmingly positive. Most students found the Radiology correlations to be quite helpful in terms of understanding medical imaging and its tie into pathology. As for the Cardiology lab, most students agreed that it should be retained for next year's course.</p> <p>There were 0 questions that received a score below 3 on the scale of 1-5. The majority of questions polled received a score of 4 or higher on a scale of 1-5.</p> <p>Suggestions</p> <ol style="list-style-type: none"> 1. Because the laboratory and radiology sessions were received so well by the class, it may be worth adding a few more of these correlations to really help tie the material together and make it more interactive for the students. However, we do understand that these sessions are very difficult to coordinate and prepare so if this is not feasible, we will not push for it as much. 2. We suggest adding more lectures by some of the later professors (such as ... possibly earlier on in the year as well. Many students found his lectures to be extremely beneficial and also felt that he did not receive appropriate recognition for his work due to the fact that his material was presented very late on in the school year. 3. We suggest spacing out the material a bit more prior to test blocks. Some students noted that there would be relatively little lecture material for a few weeks at the 	<p>beginning of a new block and then the amount of study material would increase dramatically towards the end of a block. This put additional stress on students and made it more difficult to space out their studying closer to test time.</p> <p>4. We suggest attempting to balance out the questions per ... a bit more evenly if at all possible. Some students found the distribution of slides to questions to be unequal and discouraging. For example, there were one instance where students were responsible for 12 questions from a 200 slide presentation while a separate 18 slide presentation had 5 questions. This creates problems for students as they begin to avoid looking at certain ... or topics due to the sheer number of slides. If the slides and questions were more balanced, students would be more likely to study at the material rather than focus on the higher yield ...</p> <p>On behalf of the class of 2019, we would like to extend our gratitude to the Pathology department for all that they have done for us this past year. Although many of us may not attend lectures, we still value all the work that you all put into our education as future physicians. We do not take your efforts for granted and we hope to implement all that you have taught us in the near future. We want to thank everything the faculty has done for us this past year, and we look forward to working with you in the future as colleagues in the medical profession.</p>
	

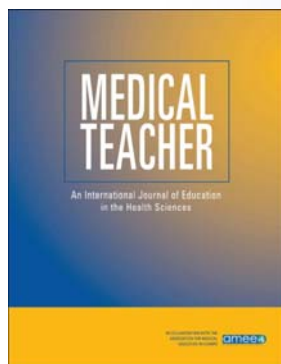
Catchbox!

- Would a report like this be beneficial to you?



There's Research on This!

- Journal of Educational Evaluation for Health Professions
- Medical Education
- BMC Medical Education
- Medical Teacher
- Academic Medicine



FOREIGN CAMPUSES VISITED

- 4 universities were chosen based on recently released research on course evaluations and new developments in medical curriculum
- Campuses Chosen
 - Edge Hill University, England
 - Sheffield University, England
 - Göttingen University, Germany
 - Memorial University of Newfoundland, Canada



Poll: How different do you think these campuses will be compared to my campus's view on evaluations?

- Not very different!
- So very different!



Edge Hill University, England

- Education for the students on feedback
- Useful evaluations
 - Outcome or Impact
 - Who is interested?
- Faculty Evaluations- perceptions
 - What does a good medical educator look like?



Edge Hill University, England



Sheffield University, England

MEDICAL TEACHER, 2017
VOL. 39, NO. 2, 123-127
<http://dx.doi.org/10.1080/09421198.2017.1246852>



AMEE GUIDE

Appreciative inquiry in medical education*

John Sandars and Deborah Murdoch-Eaton

Academic Unit of Medical Education, The Medical School, The University of Sheffield, Sheffield, UK

-*Appreciative Inquiry* – not the pros and cons of a course, but defining what an ideal course should look like

-Involving the students



Sheffield University, England

- *You said, We did*

Campaign

- Shows how student involvement does matter
- Helps students feel empowered to complete evaluations



You Said...

...We Did



What you said... What we did...

Here in the Medical School we take what our students say seriously and in response to your feedback we're constantly making changes that will improve your experience here in Sheffield.

Here are some of the things we have done in response to your feedback:

You said that you would like to receive feedback about your 2nd year poster presentations

We implemented a formal feedback form which allows your assessors to provide same day feedback on the layout, figures and conclusions of your posters.

You asked us if you could have some responsibility organising the 1st year presentation days.

We provided you with responsibility of organising the panel for the 1st year presentation day.

You told us that you would like to have more input into the organisation of the Medical School's annual research meeting.

We arranged for the MPGS to have responsibility for organising one of the sessions of the Research meeting and for inviting and hosting one of the visiting speakers for the day.

You suggested students should be able to see the first year literature review and transfer report from Turnitin, so you are aware of the results produced by the software.

We provided access to Turnitin to enable you to submit your literature review and transfer report without a record in the software being created. So you can learn from the results.

You told us that you had experienced long delays at various stages of the MPhil to PhD transfer procedure.

Your complaints prompted a review of the School's transfer procedures and a complete overhaul of the process. We are still working to help improve the turnaround time.

You told us that you would like greater guidance on holiday entitlement and for your supervisors to be made aware of this.

We have worked to introduce a clear policy on holiday entitlement and will ensure that all students are made aware of this when they commence their postgraduate research. We will also ensure that supervisors are aware of the holiday entitlement of students.



Göttingen University, Germany

Why do evaluations?

Purpose of evaluations:

- Quality assurance
- Improvement
- Transparency
- Justification/protection of public
- Motivation



What is high quality teaching?



Catchbox!

- How would define high quality teaching?



Göttingen University, Germany

- Factors that influence how students rate courses

Overall ratings: Confounding

Parameter	Predictors of more favourable ratings	Predictors of less favourable ratings
Student characteristics	<ul style="list-style-type: none"> • Female gender • Initial interest • Performance level 	
Structure, process and content of teaching	<ul style="list-style-type: none"> • effective communication • Feedback • Presentation format („live“) 	<ul style="list-style-type: none"> • Recorded lectures • Negative teacher attitudes
Examinations	<ul style="list-style-type: none"> • Student satisfaction • Blueprint availability 	
Evaluation process	<ul style="list-style-type: none"> • Online evaluations • Positively phrased items • positive anchor on the left 	<ul style="list-style-type: none"> • Deferred data collection • Labelling of all scale options

Schiekirka & Raupach, BMC Med Educ 2015; 15: 30

Göttingen University, Germany

- Working to implement evaluation training and had preliminary results that this reduced confounding
- More training in evaluations!

Memorial University of Newfoundland, Canada

Flaming et al. BMC Medical Education (2015) 15:86
 DOI 10.1186/s12916-015-0487-1

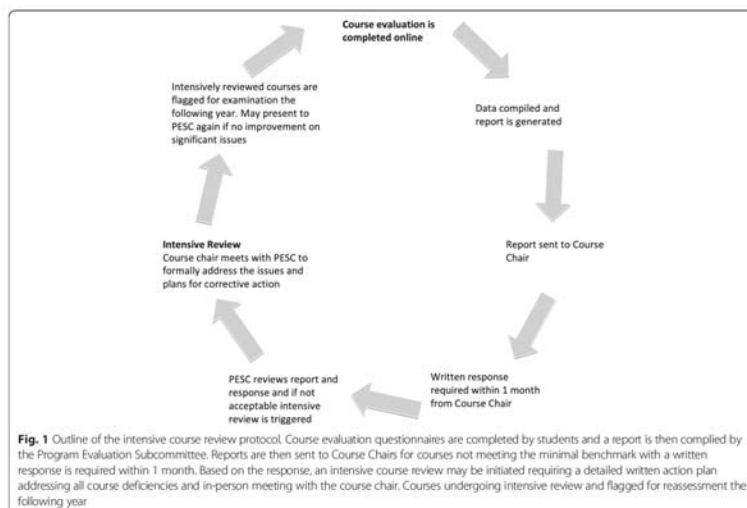
RESEARCH ARTICLE Open Access

Making medical student course evaluations meaningful: implementation of an intensive course review protocol

Patrick Flaming^{1*}, Olga Heath¹, Alan Goodridge² and Simon Curran³



- Similar course review protocol



Memorial University of Newfoundland, Canada

-Importance of educating students on how
to give feedback



Poll: Do you provide any type of
education to students on evaluations?

- Yes
- No



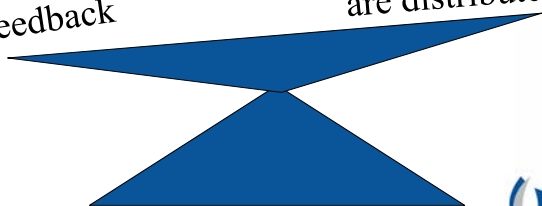
Comparison

Similarities

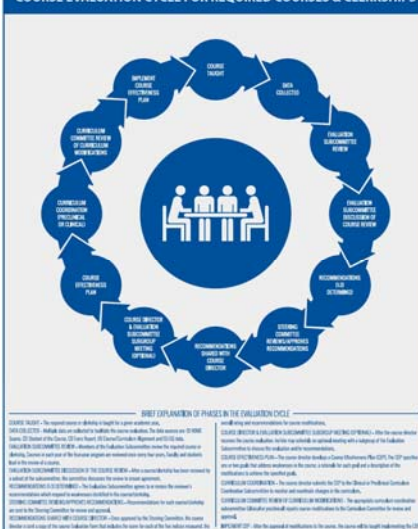
- Survey Fatigue
- Response Rates
- Faculty valued student feedback

Differences

- Frequency of evaluations
- Training on evaluations
- How results are distributed



COURSE EVALUATION CYCLE FOR REQUIRED COURSES & CLERKSHIPS



Application of new information

- Evaluation retreat - streamline process
 - Two, four hour days where all shareholders were brought to the same place to discuss
- Faculty evaluation - student group is no longer doing faculty evaluations
- Evaluation training - new and improved



Application of new information

Your responses to the 2016 **Student Satisfaction Survey** directly led to significant changes at the Medical Center.

- You said** you were not satisfied with the food and beverage options.
We did it! The student union's food court was remodeled, and the Copper Spoon coffee kiosk was added in the new medical education building.
- You said** our shuttle service needed an overhaul.
We did it! We upgraded the shuttle service with brand new buses and routes tailored just for students.
- You said** students need reliable wireless connections.
We did it! The Division of Information Systems launched a new, secure student wireless network.
- You said** students need to know where to park.
We did it! We provided reminders about parking policies and provided options about parking on nights, weekends, and holidays, allocated parking lot access during these times.
- You said** students need to know where to file a complaint.
We did it! Student Affairs now provides regular reminders of the formal complaint process.

How else can we improve the student experience at UMMC?
Please take the **2018 Student Satisfaction Survey** – coming soon to your student email account – and let us know!

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References

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Questions?

