New View of Course and Faculty Evaluation

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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

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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.

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.
4. Small group facilitators were knowledgeable and engaging.
Example report

Survey Respondents: 101

Example report

Comment:

"The feedback was great, and there were not many major or unmet questions throughout the course. The majority of the students were very positive about the course.""
Example report

Example report

Example report

Example report

Example report

Example report

Example report
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?

Sheffield University, England

- 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**

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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’ve 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, format, and content of your posters.

**You asked us if you could have some responsibility organising the 1st year presentation day.**
We provided you with responsibility for 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 WRG 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

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<tr>
<th>Parameter</th>
<th>Predictors of more favourable ratings</th>
<th>Predictors of less favourable ratings</th>
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<td>Student characteristics</td>
<td>Female gender</td>
<td>Recorded lectures</td>
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<td>Initial interest</td>
<td>Negative teacher attitudes</td>
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<td>Structure, process and content of teaching</td>
<td>Effective communication</td>
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<td>Feedback</td>
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<td>Presentation format (live)</td>
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<td>Examinations</td>
<td>Student satisfaction</td>
<td>Deferred data collection</td>
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<td>Blueprint availability</td>
<td>Labeling of all scale options</td>
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<td>Evaluation process</td>
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Working to implement evaluation training and had preliminary results that this reduced confounding

• More training in evaluations!
- 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
Application of new information

- Evaluation retreat - streamline process
  - Two, four hour days where all shareholders where brought to the same place to discuss

- Faculty evaluation - student group is no longer doing faculty evaluations

- Evaluation training - new and improved

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 university's food center was remodeled, and the Campus Pantry offers a wide selection.

You said
- You were not satisfied with the cleanliness and maintenance of the building.
  We did it. The building's maintenance and cleanliness have been significantly improved.

You said
- You were not satisfied with the service and support provided.
  We did it. The service and support provided have been enhanced to better meet the needs of our visitors.

You said
- You need to know where to go for help.
  We did it. The Medical Center's website now includes a comprehensive directory of services.

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!
References


Questions?