



EVALUATION: A Medical Student's Guide

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**Toto, I have a
feeling we're not in
Kansas anymore...**



WHY EVALUATE?

- Liaison Committee on Medical Education Standards for Accreditations

ED-47: In assessing program quality, schools must consider student evaluations of their courses and teachers, as well as a variety of other measures.

It is expected that schools have a formal process to collect and use information from students on the quality of courses and clerkships.

WHY EVALUATE?

- **College of Medicine Curriculum Committee**
- **Committee on Program Evaluation and Student Assessment**
 - **Evaluation of Student Achievement**
 - **Evaluation of Courses/Clerkships**
 - **Evaluation of Faculty Instruction**
 - **Evaluation of the Medical Curriculum**

Formative

***Formative evaluations* focus on improving the quality of instruction and curriculum through the identification of strengths and weaknesses.**

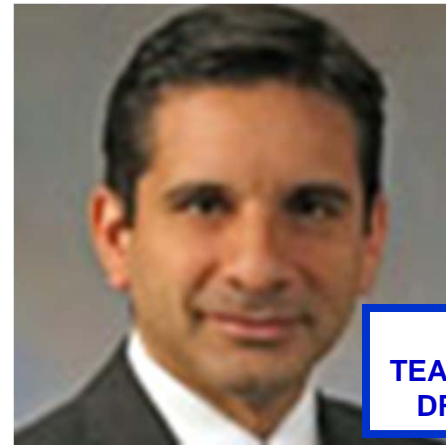
- Improve teaching
- Changes to learning objectives
- Adjustments to course structure
- Modification of handouts and visual aids
- Curriculum development



Summative

Summative evaluations provide information to assess merit, worth or value.

- Staffing decisions
- Annual performance evaluations
- Teaching awards
 - Society for Teaching Scholars
 - Teacher of the Year
- Merit pay increases
- Promotion
- Tenure



**BASIC SCIENCE
TEACHER OF THE YEAR
DR. PETER SAYESKI**



**CLINICAL SCIENCE
TEACHER OF THE YEAR
DR. ROBERT HATCH**

Types of Evaluation

1. Courses and Clerkships

- **Standard questions common to all courses/clerkships**
- **Course specific questions**
- **End-of-course debriefings**

StudyCore: What you will see when you click on “Evaluations”

The screenshot displays the StudyCore interface. On the left is a navigation menu with the following items: Home, Announcements, Documents, Lectures/Events, Quizzes, Patient Logs, Forum, **Evaluations** (highlighted with an orange box), Grades, Roster, and Settings. Below the menu is a user profile for J. Dorian with a 'Logout' button. The main content area is titled 'Genetics and Health :: Evaluations' and includes buttons for 'Suppress Evaluations' and 'Extend Evaluations'. It is divided into three sections: 'Course Evaluations Results' (with a 'Course Evaluation' link), 'Course Director Evaluations Results' (listing 'Harfe, Brian'), and 'Instructor Evaluations Results' (displaying a list of names in three columns).

Instructor Evaluations Results		
Allen, William	Beyth, Rebecca	Brown, Lisa
Duff, William	George, Thomas	Harfe, Brian
Maisenbacher, Melissa	Mcintyre, Lauren	Mueller, Jennifer
Nick, Harry	Purich, Daniel	Resnick, James
Rodriguez Cruz, Ramon	Stalker, Heather	Wallace, Margaret
Williams, Charles	Zumberg, Marc	

STANDARD COURSE EVALUATION FOR PHASE 1 COURSES

1: Please rate the course/clerkship overall.

Poor Fair Good Very Good Excellent

2: Please comment on the following: a) specific strengths of the course/clerkship; b) specific weaknesses of the course/clerkship; c) suggestions for improvement. Please be thoughtful, professional and constructive in your feedback.:

***PLEASE LEAVE THOUGHTFUL
COMMENTS!
The purpose of evaluation is to IMPROVE***

3: The learning objectives of the course/clerkship were clear.

Strongly Disagree Disagree Neutral Agree Strongly Agree No Opinion

4: The learning activities were appropriate for the specific course/clerkship competencies.

Strongly Disagree Disagree Neutral Agree Strongly Agree No Opinion

5: The methods of instruction were consistent with the course/clerkship objectives.

Strongly Disagree Disagree Neutral Agree Strongly Agree No Opinion

6: The methods of evaluation were consistent with the course/clerkship objectives.

Strongly Disagree Disagree Neutral Agree Strongly Agree No Opinion

7: Formative feedback was useful.

Strongly Disagree Disagree Neutral Agree Strongly Agree No Opinion

8: Please rate the level of the workload required for the course.

Much Too Light Light Okay Heavy Much Too Heavy No Opinion

9: Overall, the instructors were sensitive to individual student differences such as gender, race, religion, sexual orientation, socioeconomic factors, ethnic origin, and students with disabilities.

Almost Never Rarely Sometimes Usually Almost Always No Opinion

10: Comments on sensitivity to student differences question:

Types of Evaluation

2. **Course Director
Faculty/Instructors**



Announcements

Documents

Lectures/Events

Quizzes

Patient Logs

Forum

Evaluations

Grades

Roster

Genetics and Health :: Evaluations :: **Course Director Evaluation** proxying for:

Dr. Cox



This form is anonymous. Your passcode will be used for authentication ONLY.

1: Please rate the effectiveness of the course director on the organization and management of the course.*

Poor Fair Good Very Good Excellent

2: Please comment on the following: a) specific strengths of the course director; b) specific weaknesses of the course director; c) suggestions for improvement. Please be thoughtful, professional and constructive in your feedback.

**AGAIN, PLEASE LEAVE WRITTEN FEEDBACK.
EVALUATIONS ARE CONFIDENTIAL TO PROTECT
YOUR IDENTITY.**



You are

J.D. Dorian



STANDARD FACULTY EVALUATION FOR PHASE 1 COURSES

Dr. Shepherd (Instructor)



1: Your overall rating of this instructor:

- Poor Fair Good Very Good Excellent

2: Please comment on the following: a) specific strengths of the instructor; b) specific weaknesses of the instructor; c) suggestions for improvement. Please be thoughtful, professional and constructive in your feedback.

3: Description of course objectives and assignments:

- Poor Fair Good Very Good Excellent No Opinion

4: Communication of ideas and information:

- Poor Fair Good Very Good Excellent No Opinion

5: Expression of expectations for performance:

- Poor Fair Good Very Good Excellent No Opinion

6: Availability to assist students in or out of class:

- Poor Fair Good Very Good Excellent No Opinion

7: Respect and concern for students:

- Poor Fair Good Very Good Excellent No Opinion

8: Stimulation of your interest in the subject(s) taught:

- Poor Fair Good Very Good Excellent No Opinion

9: Facilitation of your learning:

- Poor Fair Good Very Good Excellent No Opinion

10: Enthusiasm for the subject:

- Poor Fair Good Very Good Excellent No Opinion

11: Encouraged students to think independently, creatively and critically:

- Poor Fair Good Very Good Excellent No Opinion

Types of Evaluation

2.

Lectures

Small Group Leaders

Attendings and Residents

(Preceptorships and Clerkships)



Announcements

Documents

Lectures/Events

Quizzes

Patient Logs

Forum

Evaluations

Grades

Roster

Settings



Introduction to Clinical Medicine 1 :: Evaluations :: Lecture Evaluation *proxying for:*

Display View

Results

Takers

Lecture Title (Faculty Name)

Introduction to Anatomy Lab (Kyle Rarey)



1: Overall is an effective lecturer/discussion group leader.*

Strongly Disagree Disagree Neutral Agree Strongly Agree

2: Please comment on the following: a) specific strengths of this lecture; b) specific weaknesses of this lecture; c) suggestions for improvement. Please be thoughtful, professional and constructive in your feedback.

3: Organized content logically.

Strongly Disagree Disagree Neutral Agree Strongly Agree
 Unable to evaluate

4: Presented useful information at the appropriate level.

Strongly Disagree Disagree Neutral Agree Strongly Agree
 Unable to evaluate

5: Encouraged critical thinking/active participation.

Strongly Disagree Disagree Neutral Agree Strongly Agree
 Unable to evaluate

INDIVIDUAL
LECTURE
EVALUATION

Additional Components of our Evaluation System

- 3. Peer evaluations**
- 4. Self-assessment & reflection**
- 5. End-of-year curriculum evaluations**
Debriefings and town hall meetings
Student representation on COM committees
- 6. Student services & facilities**
- 7. AAMC Graduation Questionnaire**

Does Medical Student Behavior Predict Professionalism Deficiencies in Practice?

Stern, Frohna, & Gruppen. The prediction of professional behavior. Med Educ 2005; 39: 75-82.

Lower scores on professionalism evaluations during clerkships were predicted by student behaviors:

Non-compliance in providing evidence of required immunizations

Failure to complete course evaluations

POLICY ON STUDENT EVALUATION OF COURSES, CLERKSHIPS, AND FACULTY

- **Office for Student Affairs – UF COM Policies**

<http://osa.med.ufl.edu/policies/policy-on-student-evaluations-of-courses-clerkships-and-faculty>

- **You will be receiving an email with link to the evaluation policy for your “electronic signature”**

<https://medinfo.ufl.edu/cgi/canvass.cgi?evalpolicyfall2014>

Policy on Student Evaluation Responses

The Evaluation committee, with the approval of the Curriculum Committee, has established the following guidelines in order to elicit the meaningful participation of every student in the evaluation process.

- Every required course/clerkship will be evaluated by students. Students will have a minimum expectation of responses based on the needs of each course or clerkship as defined in the syllabus. Each student must complete at least 75% of all assigned faculty, resident, and small group leader evaluation forms associated with a courses/clerkship in each year of enrollment. **There is an expectation of 100% completion on overall course and clerkship evaluations.**
- Every student is expected to respond in a professional manner to each item which she/he feels qualified to answer.
- Strict confidentiality of responses is assured. Evaluation data (numerical ratings and student comments) is de-identified. However, the completion of evaluations will be tracked.

Failure to complete course/clerkship evaluations within the established timeframe will be noted as a professional concern in a student's professionalism competency evaluation and may impact the overall grade in the course/clerkship. Repeated failure to respond in a timely and reasonable fashion or failure to achieve the required completion rate will be brought to the attention of the Academic Status Committee.

Evaluation of Courses and Faculty

- Evaluations open **3 days before** the official end date for the course (usually the day of the final exam) and close **7 days after**
- Email tickler is sent to remind you
- We expect all students (100%) will complete both course and course director evaluations and 75% of other evaluations (instructors; lecture evaluations)
- Deficiency report



LET YOUR VOICE BE HEARD: WRITTEN COMMENTS

Tips for leaving effective feedback

EFFECTIVE FEEDBACK

- **Avoid personalization**
- **Don't use emotionally charged words**
- **Steer clear of inflammatory language**

CONTRAST

“He was worthless!”

VS.

“His presentation was fine, but relevance to the course is questionable. I never understood why arts and medicine are related and I still don’t.”

EFFECTIVE FEEDBACK

- **Concrete information**
- **Accurate data and objective evidence**
- **Specific examples familiar to the instructor**

CONTRAST

“instructor was disorganized”

vs.

“She could have been a more active participant in discussions. She should come prepared and offer useful information and practical suggestions.”

EFFECTIVE FEEDBACK

- **Focus on observable behavior**
- **Don't infer thoughts or feelings**

CONTRAST

“Dr. Jones doesn’t care about students.”

vs.

“I e-mailed Dr. Jones daily for four straight days before the exam because I had a question and he never responded.”

CONTRAST

“She was so nice!”

VS.

“Dr. Davis takes the time to get to know her students personally. She clearly wants to understand each student’s needs so she can adapt her teaching skills as needed. Very flexible!”

EFFECTIVE FEEDBACK

- **Descriptive rather than evaluative**
 - **Stick to descriptions of actual incidents**
 - **Describe the effect the behavior had on you – gives teacher a different perspective**

CONTRAST

“Great group leader!”

VS.

“Dr. Moore is very well organized and tries to make sure we are focusing on pertinent material for our clinical years. She was never intimidating and always gave useful feedback.”

EFFECTIVE FEEDBACK

- **Feedback should offer alternatives to behavior being criticized**
- **Feedback should point out good and bad aspects of behavior**

CONTRAST

“Lectures were unnecessary.”

vs.

“The lectures that included video clips, simulation, and class participation were the most helpful, but I often left lecture feeling like the notes could have been handed to us. If you could examine a real patient in front of us, that would be great! ”

CONTRAST

“Boring discussions...”

vs.

“You are a very good teacher. I really appreciated the clinical correlates you brought into our discussions. If you kept the discussion moving at a faster pace it would probably seem more productive. Long pauses may be meant to encourage participation, but it made things drag at times.”

OPPORTUNITIES FOR PARTICIPATION

Need Volunteers:

Orientation Debriefing

Standing Debriefing Committee

Academic Chair

Student Advocate

Two appointed/elected members

Member(s) to represent the Class of 2018 on
Committee for Program Evaluation and Student
Assessment

TIPS FOR EVALUATIONS

There are a lot of evaluations and they never seem to come to come a good time!

- Do them in a timely manner. Although you will be tickled by email, after this presentation you should now be aware that evaluation is your professional responsibility.
- Take a break if you find you aren't paying attention and giving good feedback.
- Resist the temptation to give the same numerical rating for all questions. Few people are truly excellent on all dimensions of teaching.

**THANK YOU FOR YOUR
ATTENTION AND HAVE A NICE
WEEKEND!**

**GO
GATORS!**

