

***Effectively Using Student Course
Evaluation Results to Improve
Course and Instructor
Effectiveness***

**OFFICE OF STRATEGIC PLANNING AND
ASSESSMENT**

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**2013
Assessment
Institute**

Indianapolis, IN

OUR SCHOOL

UNC ESHELMAN SCHOOL OF PHARMACY

- **Founded:** 1897
- **Degrees Offered:** PharmD, MS, and PhD
- **Divisions:**
 - 1) Chemical Biology and Medicinal Chemistry
 - 2) Molecular Pharmaceutics
 - 3) Pharmaceutical Outcomes and Policy
 - 4) Practice Advancement and Clinical Education
 - 5) Pharmacotherapy and Experimental Therapeutics
- **Campuses:** Chapel Hill, Asheville, and Elizabeth City
- **Faculty:** 105 (75 on-campus and 30 off-campus clinical practitioners)
- **Students:** 750 (650 professional students and 100 graduate students)
- **Courses:** ~75 (including professional, graduate, and elective courses)



STRATEGIC PLAN (2012-2017)

- **Strategic Initiatives**
 1. Educational Renaissance
 2. The Practice of Pharmacy
 3. Research and Training Enterprise
 4. Global Engagement
 5. Institutional Environment and Business Operations
 6. Our People
 7. **Strategic Planning, Assessment, and Quality Improvement**
 - Foster a culture of continuous quality improvement.
 - Office of Strategic Planning and Assessment (OSPA) facilitates the work of this initiative in collaboration with faculty, staff, students, alumni, and School leadership.

VALUE OF COURSE EVALUATIONS

OSPA facilitated development and implementation of a uniform, systematic, and closed-loop student course evaluation process which provides:

- **students** an opportunity to share feedback on the effectiveness of the course and on the instructors who teach in a course
- **faculty** with feedback regarding their teaching, to guide refinement and improvement of their teaching
- **the curriculum and assessment committee and School leadership** with data regarding the effectiveness and impact of faculty teaching efforts, to guide continuous course and curricular quality improvement process

FACTORS IMPACTING EFFECTIVE USE OF COURSE EVALUATIONS

- Lack of a clear and transparent process
- Lack of a consistent approach
- Limited accountability
- Low student response rate
- Others?

OUR STUDENT COURSE EVALUATION PROCESS

KEY STEPS: PLAN

1. ASSEMBLE COURSE EVALUATION TEAM

- Identify a committee and/or office
- Engage stakeholders, including students

2. DEVELOP COURSE EVALUATION PROCESS

- Commitment to reviewing all courses in both professional and graduate programs
- Standardize instruments and results reports
- Establish review criteria
- Develop and reach consensus on policy and procedures
- Communicate policy and procedures to all stakeholders

Instrument and Review Criteria

- **Brief instrument**
 - 8 course questions, 6 instructor questions
 - 5-point Likert scale
 - All courses and course directors
 - Most instructors (purposeful)
- **Review criteria**
 - Worthy of recognition (median >4.5)
 - Warrants review (median <3.0)
 - Transparent

KEY STEPS: DO

3. COLLECT & ASSESS DATA

- Identify and manage course evaluation platform
- Solicit information from course directors
- Administer course evaluations to students
- Compile and summarize results
 - Worthy of Recognition
 - Warrants Review

4. DISTRIBUTE RESULTS

- Distribute results to course directors and instructors
- Communicate a summary of all results to leadership

Summary Results Data

Courses - Professional Program					
Semester	Professional Program Courses Evaluated	Warrant Further Review		Worthy of Recognition	
	#	#	%	#	%
Fall 2011	20	1	5.00%	1	5.00%
Spring 2012	19	2	10.53%	1	5.26%
Fall 2012	20	2	10.00%	1	5.00%
Spring 2013	18	0	0.00%	2	11.11%

Instructors - Professional Program					
Semester	Professional Program Instructors Evaluated*	Warrant Further Review		Worthy of Recognition**	
	#	#	%	#	%
Fall 2011	84	0	0.00%	8	9.52%
Spring 2012	58	0	0.00%	7	12.07%
Fall 2012	60	1	1.67%	16	26.67%
Spring 2013	54	0	0.00%	25	46.30%

KEY STEPS: CHECK

5. FACILITATE QUALITY IMPROVEMENT

- **Faculty:** Consider results to inform course improvement and teaching effectiveness
- **School Leadership:** Consider results to guide and inform a process of continuous quality improvement
- **Curriculum and Assessment Committee:** Consider results to inform overall curricular quality improvement efforts
 - Celebrate those courses and instructors “*worthy of recognition*”
 - Address those courses and instructors “*warranting further review*”

For Courses Warranting Further Review

- **OSPA**
 1. Manually reviews results, using review criteria
 2. Identifies courses/instructors warranting further review
 3. Shares results with course director/instructor

- **Course director/instructor:**
 4. Discusses course evaluation findings with **division chair**
 5. Writes a **reflective statement** about results
 6. Develops an action plan for improvement

- **Curriculum and Assessment Committee**
 7. Receives reflective statement and action plan
 8. Reviews, making recommendations as needed

Audience Participation

**What is the role of the reflective
exercise?**

**How does it facilitate quality
improvement?**

KEY STEPS: CLOSE THE LOOP

6. MONITOR RESULTS & PROCESS

- Follow up each year on courses and instructors identified as “warrants further review”
- Document for purposes of tracking
- Revisit instrument and policies for ongoing maintenance

Ongoing Monitoring

GRADUATE PROGRAM: INSTRUCTORS

Semester	Instructor	Course Number	Course Title	Program	Course Director	Response Rate	Criteria Met	Action/Status	Update
Fall 2011	A	PHCY <input type="checkbox"/>		Graduate		57%	A1. > 25% of respondents selected "Disagree" or "Strongly Disagree" or "Fair" or "Poor" to 3 or more questions	Letter sent to Course Director regarding student evaluation of instructor; reflective summary and plan received.	Fall 2012: Did <u>not</u> meet criteria for warrants review, i.e., instructor showed improvement. See file comparing results from 2011 to 2012.
Spring 2012	B	MEDC <input type="checkbox"/>		Graduate		100%	A1. > 25% of respondents selected "Disagree" or "Strongly Disagree" or "Fair" or "Poor" to 3 or more questions; A2. Median of <3 on 3 or more questions; A3. Median rating of <3 for "overall effective teacher"	Letter sent to Course Director regarding student evaluation of instructor. Division Chair provided input to Graduate Program Dean and the OSPA, and reflective summary and plan received from instructor.	Spring 2013: Did <u>not</u> meet criteria for warrants review, i.e., instructor showed improvement.

Refining the Process

- **Modifying instrument**
- **Updating review criteria**
- **Streamlining processes**
- **Managing software platform**
- **Considering additional ways to recognize and reward good teaching**

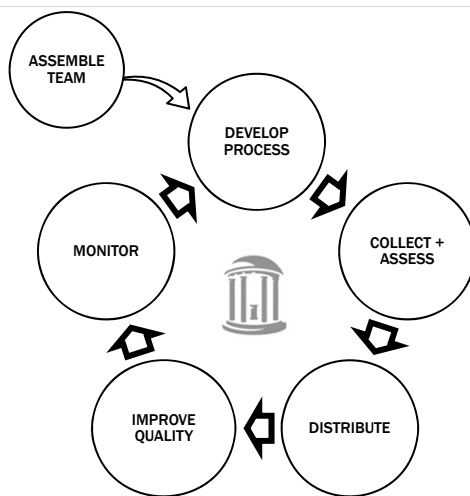
PRINCIPLES OF GOOD PRACTICE

1. **Involve institutional leadership (LEADERSHIP)**
2. **Engage multiple stakeholders (*students*) (COLLABORATION)**
3. **Set clear expectations (COMMUNICATION)**
4. **Establish trust (TRUST)**
5. **Be sustainable, timely, and efficient (EFFICIENCY)**
6. **Use appropriate measures (ASSESSMENT)**
7. **Facilitate improvement (DEVELOPMENT)**
8. **Permit ongoing maintenance (MAINTENANCE)**

RESOURCES

- **UNC Eshelman School of Pharmacy**
<http://pharmacy.unc.edu>
- **Office of Strategic Planning and Assessment**
<http://pharmacy.unc.edu/ospa>
- **Course Evaluations**
<https://pharmacy.unc.edu/ospa/course-evaluations>

INVEST IN THE CHALLENGE



Questions?

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