

Current practices of using students' course evaluations for programmatic improvement across pharmacy programs

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BACKGROUND

Course Evaluations

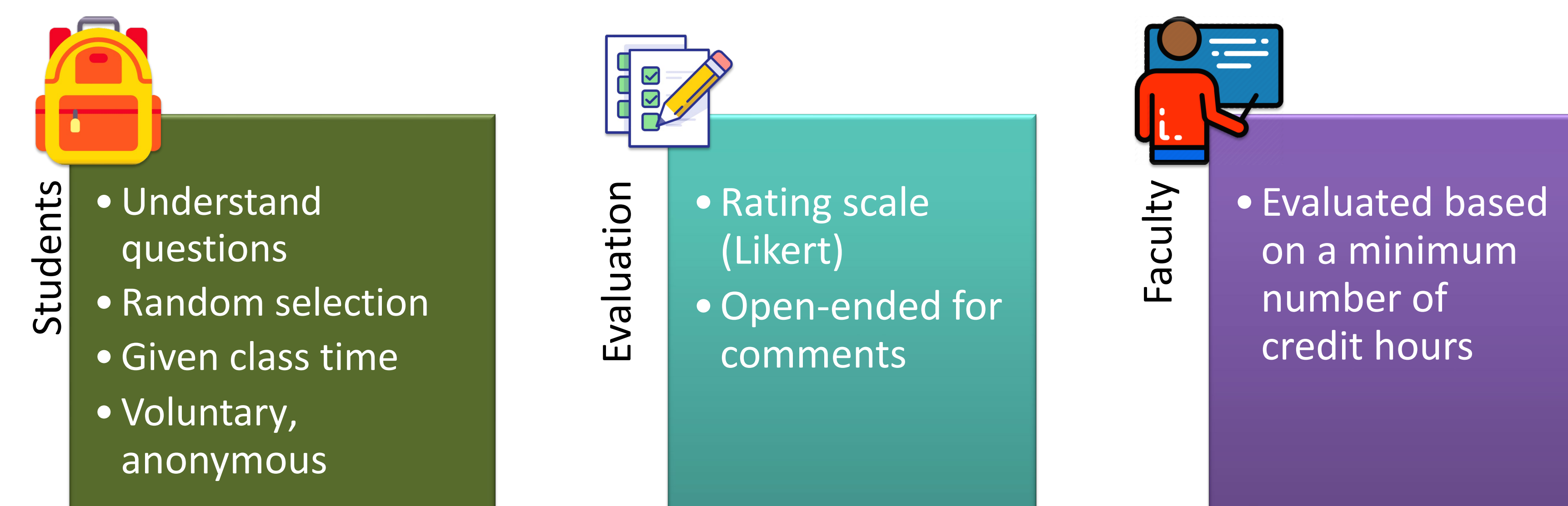
- Widely used to gather feedback from students on teaching and courses
- Collect ratings, often Likert-type, typically through online surveys
- Feedback can be used for CQI at the instructor, course, or program level

Student Perceptions of Course Evaluations

- Importance recognized
- Often unsure of how feedback is utilized

Strategies for Course Evaluation Effectiveness

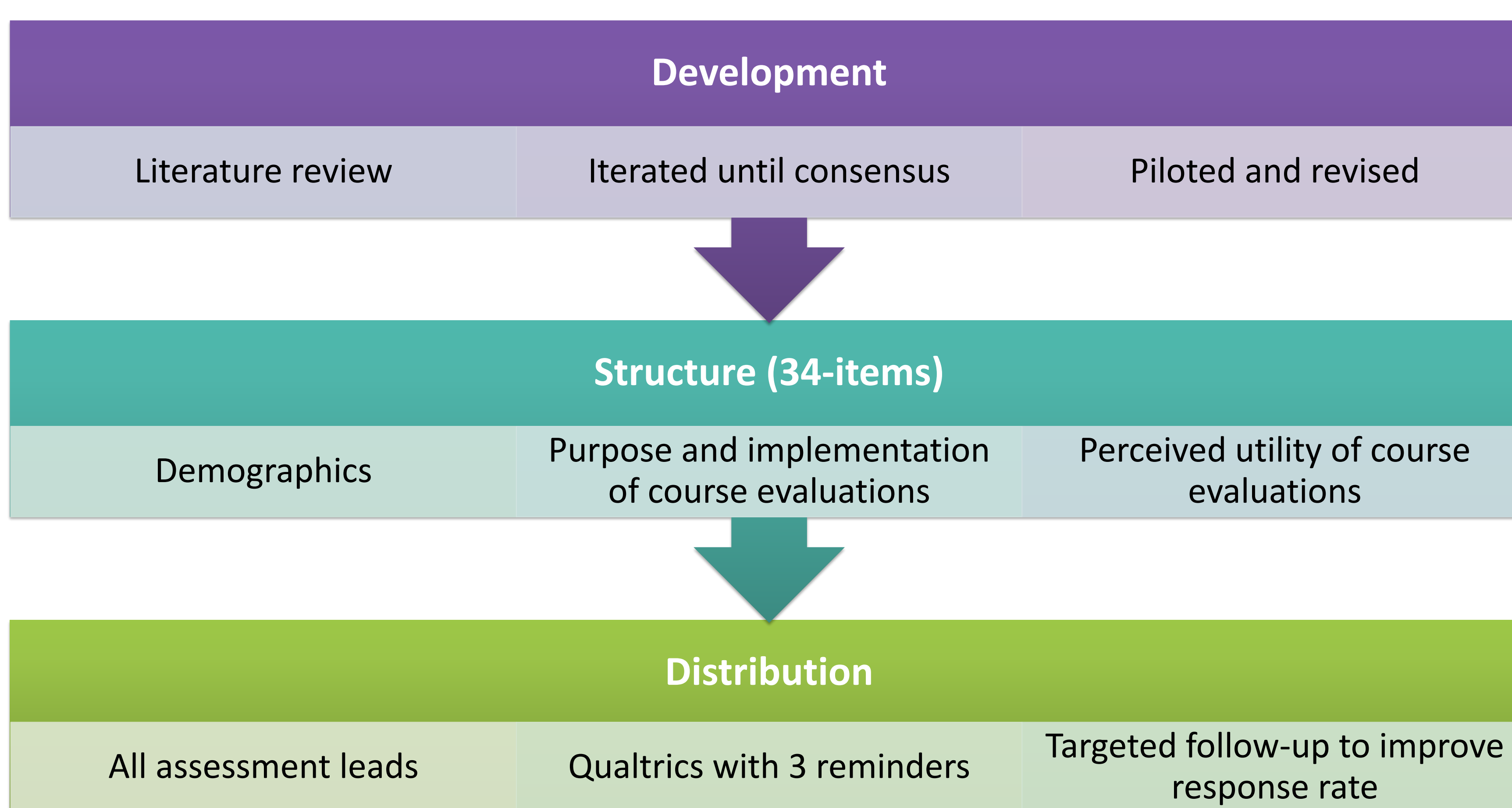
- A recent review article suggested best practices



OBJECTIVE

To describe the purpose, implementation, and perceived utility of course evaluations in pharmacy programs

METHODS



Data Analysis

- SPSS v 28
- Descriptive statistics

REFERENCES



RESULTS

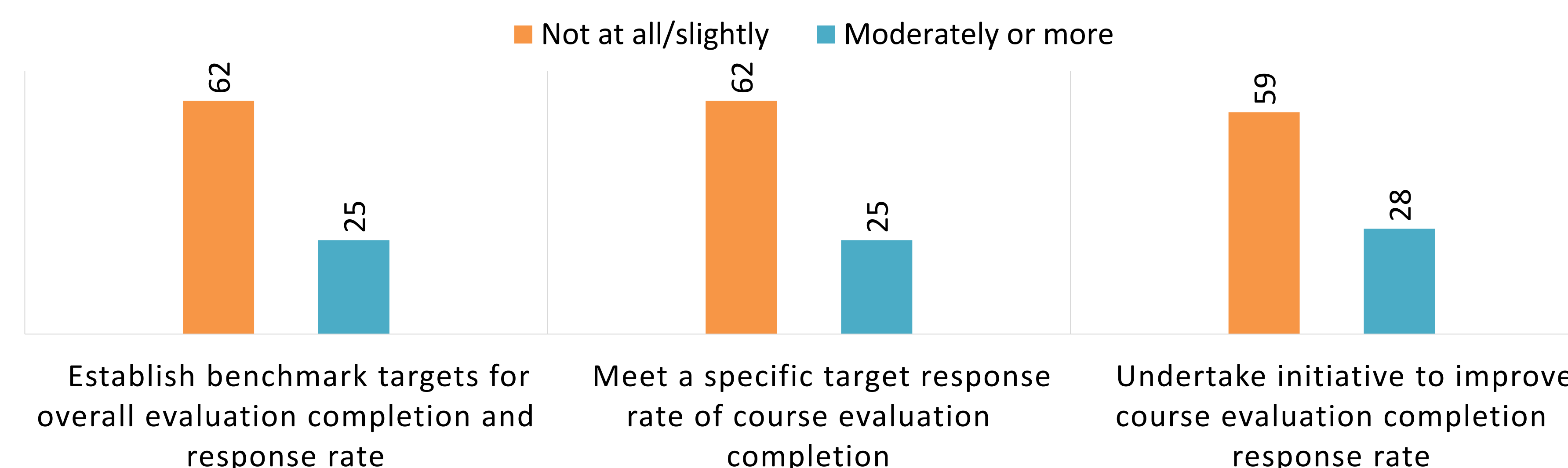
Response Rate = **65%** (90 out of 139)

Course Evaluation Management	N (%)
Developer of instrument	
University	25 (27.8)
Program	35 (38.9)
Combination	25 (27.8)
Unknown	
Other	5 (5.6)
Manager of instrument	
University manages	40 (44.4)
University sees	16 (17.8)
Pharmacy manages	56 (62.2)
Pharmacy sees	59 (65.6)
Department level manages	4 (4.4)
Department level sees	67 (74.4)
A combination manages	6 (6.7)
A combination sees	19 (21.1)
Other manages	2 (2.2)
Other sees	11 (12.2)

Course Evaluation Timing/Logistics	N (%)
Timing of evaluation completion	
While course is in progress	42 (46.7)
Within one week of completing the course	44 (48.9)
≥1 week after completing the course	4 (4.4)
Length evaluation is open	
Less than 2 weeks	40 (44.4)
2-3 weeks	38 (42.2)
4 weeks	6 (6.7)
More than 4 weeks	3 (3.3)
Release of results to coordinator	
Before final grades are posted	2 (2.2)
After final grades are posted	83 (92.2)
Timeliness of results release	
In time for use in the next semester	69 (76.7)
Not in time for use in the next semester	19 (21.1)
Not in time to use (other)	2 (2.2)

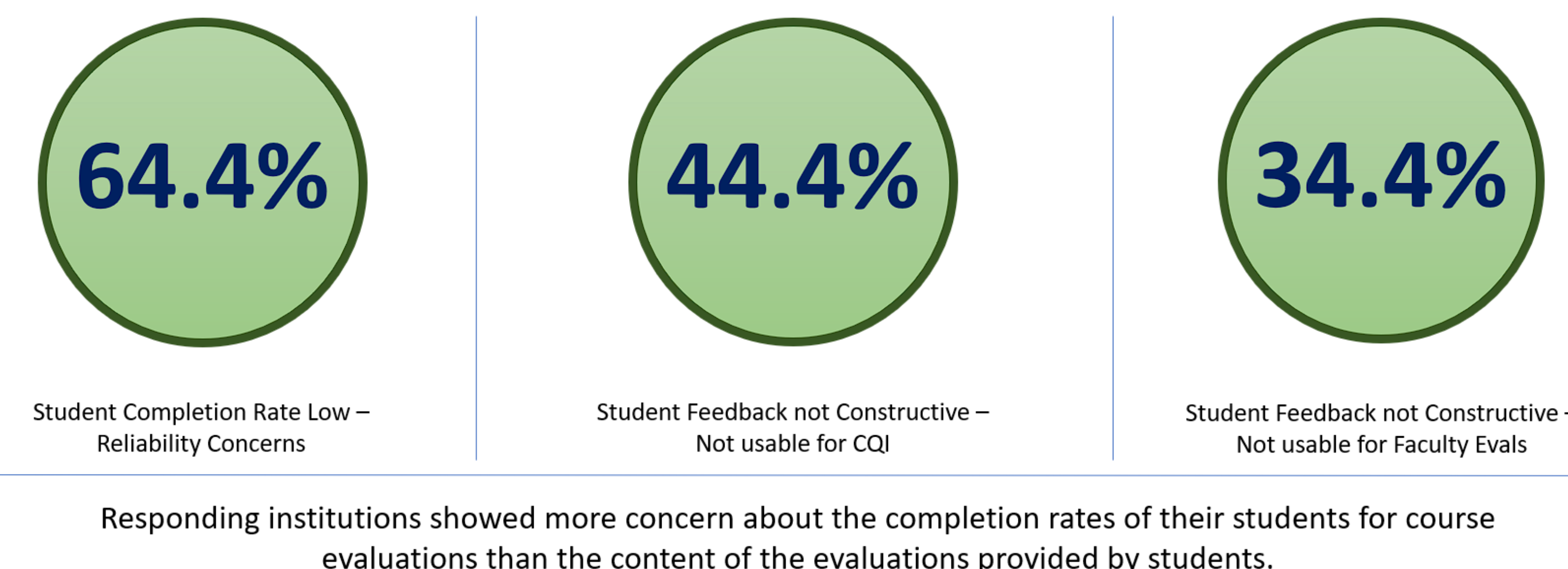
Course Evaluation Elements Measured	N (%)
Clarity of goals/objectives	69 (76.7)
Extent to which prior knowledge was activated/used by the course	27 (30.0)
Relevance of goals/objectives to professional career	25 (27.8)
Appropriateness of structure and organization of course content	76 (84.4)
Extent to which course concepts were reinforced throughout the course	26 (28.9)
Alignment of course assessments to course goals/objectives	58 (64.4)
Appropriateness of course assessments	63 (70.0)
Experiences/actual workload from students	38 (42.2)
Achievement of learning objectives	53 (58.9)
Student self-assessment of learning gains	31 (34.4)
Course organization and planning	79 (87.8)
Other	24 (26.7)

UNIVERSITY EMPHASIS ON COURSE EVALUATIONS



RESPONDENTS CONCERNS ABOUT COURSE EVALUATIONS

% Moderately Concerned or more



DISCUSSION AND CONCLUSIONS



Best Practices

- Random sample
- Give course time
- Use Likert-type/open-ended
- Eval based on teaching hours
- Share data with students



Our Survey

- All students
- Faculty-dependent or none
- Used Likert-type/open-ended
- Split between all and based on teaching hours
- Variable

Limitations: Not all programs responded, may limit generalizability

Conclusions: (1) Programs are concerned about response rates. (2) Course evaluations are utilized in faculty evaluations. (3) Lack of clear faculty guidance and mentoring on using the feedback exists.

Future Recommendations:

- Provide best practices on generating representative course evaluations.
- Optimize the use of course evaluations with robust evaluation process.
- Mentor faculty to enhance the perceived quality of course in addition to other assessment data, beyond using it as an annual faculty evaluation.