

# The Three Q's of On-line Evaluation: Quantity, Quality, and Quickness

Presented by

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# Institutional Setting/Climate

- UNSOM is the smallest, publicly funded allopathic school in the U.S. (traditional medicine)
- Founded in 1969 offered basic science curriculum only (two-year program)
- 1976 added clinical education courses to become a four year program leading to the M.D. degree



# Institutional Setting/Climate (cont.)

- Undergraduate medical education class size increases:
  - **Fall 2005: 52 students per class**
  - **Fall 2006: 57 students per year**
  - **Fall 2007: 62 students per year**
  - **Fall 2010: 96 students per year\***
  
- Entering students are required to have a laptop computer and most use them in the classroom on a daily basis
  
- All UNSOM classrooms in the primary instructional building have wireless access



\*Estimated-pending legislative action

# Pertinent Medical Education Terminology

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**Undergraduate medical education**: first four years of medical school.

**Basic science courses**: Years 1 & 2 curriculum

**Clinical education courses**: Year 3 & 4 curriculum

**Graduate medical education**: Residency training offered in discipline specific areas (specialty and subspecialty programs).

**Transition course**: undergraduate course designed to teach/reinforce required clinical skills for students prior to start of third year clerkship courses.

# Why do course and teaching evaluations?

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- 1. Accreditation requirements**
  - **Institutional and discipline specific**
- 2. NSHE requirement for academic faculty with teaching appointments**
- 3. Curricular improvement**
- 4. Professional development**

# Why are the three Q's important?

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- **Quantity**

- Reliability of data collected (quantitative)
- More diverse perspectives
- Recurring themes in data (qualitative)

- **Quality**

- Validity of data collected
- Improves richness of qualitative data

- **Quickness**

- Provides feedback in a timely manner
- Allows more time for implementing change with formative evaluation

# Why on-line evaluation at UNSOM?

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- **Administrative concerns about future data needs for upcoming AAMC/LCME accreditation visit (2009).**
- **Faculty concerns about low response rates and lack of reliable data.**
- **Student concerns about anonymity and confidentiality of collected data.**
- **Geographic separation of UNSOM campuses**
  - **All basic science faculty & Year 1-2 students in Reno**
  - **Large number of clinical faculty & Year 3-4 students in Las Vegas**

# Implementation of On-line Methodologies

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## E\*Value

Database software program designed originally for graduate medical education programs, now adapted for and used extensively in many types of health profession training programs (i.e. pharmacy, dental, nursing).

- **E\*Value introduced to Year 3 students and faculty May - June 2006**
- **Incorporated training and actual use by students in the Transition course – July 2007**
- **Students and faculty currently use E\*Value in all clerkship rotations.**
- **We will include student evaluation of most 4<sup>th</sup> year courses beginning in July 2007.**

# Implementation of On-line Methodologies (cont.)

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## E\*Value Strengths

- Evaluation module provides easy access to forms (live links delivered by email) to students and faculty when evaluations are ready to be completed
- Sends weekly reminders to non-respondents
- Creates summary reports by student, faculty member, or activity
- Includes module for tracking of student encounters with patients

## E\*Value Weaknesses

- Database of students and faculty must be created and maintained with valid email information
- Faculty/staff who are not computer/tech savvy resist compliance
- Administrative staff training can be time consuming (and frustrating!)
- Cost of subscription and occasion lack of tech support response
- People don't always like change!

# Implementation of On-line Methodologies (cont.)

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## WebCampus (formerly WebCT)

### Strengths

- Many features already in use in UNSOM Year 1 & 2 courses
- User friendly for students
- Survey data can be downloaded directly into Excel templates for creation of reports
- Support provided by on campus staff
- Free!

### Weaknesses

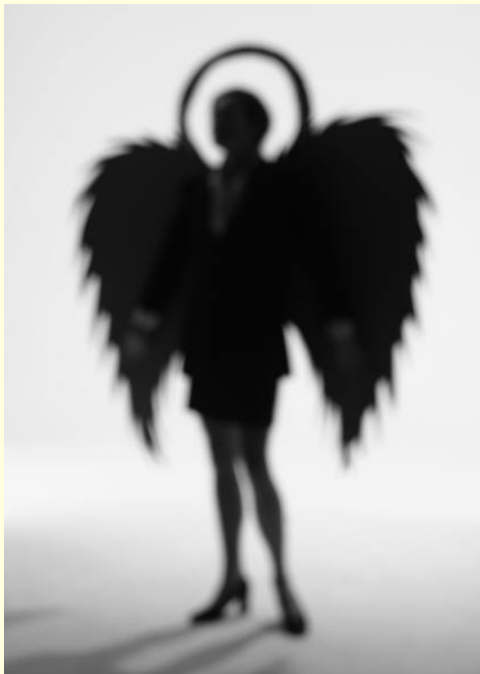
- Student perception of confidentiality problems (instructor access)
- No automatic reminder capability for non-responders

# Comparison of response rates Fall '05 vs. Fall '06

<u>Year 1 Courses-Fall</u>	<u>2005 Percentage Response</u>	<u>2006 Percentage Response</u>
Biochemistry Course Evaluation	60%	88%
Biochemistry Teaching Evaluation	62%	88%
Cell Biology Course Evaluation	NA	98%
Cell Biology Teaching Evaluation	46%	94%
Embryology Course Evaluation	65%	89%
Embryology Teaching Evaluations	63%	88%
Histology Course Evaluation	42%	89%
Histology Teaching Evaluations	40%	92%
Gross Anatomy Course Evaluation	62%	91%
Gross Anatomy Teaching Evaluation	59%	93%
IPC I Course Evaluation	33%	79%
CPS I Course Evaluation	13%	93%
Human Behavior Course Evaluation	65%	95%
Human Behavior Teaching Evaluation	72%	99%

# The “Real” History of Evaluation

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In the beginning, God created the heaven and the earth and God saw everything that he made.

“Behold,” God said, “it is very good.”

On the seventh day God rested from all his work. His archangel came then unto Him asking, “God, how do you know that what you have created is ‘very good’? What are your criteria? On what data do you base your judgment? Just exactly what results were you expecting to attain?”

# The “Real” History of Evaluation (cont.)

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And aren't you just a little close to the situation to make a fair and unbiased evaluation?

God thought about these questions all that day and His rest was greatly disturbed. On the eighth day God said, “Lucifer, go to hell.”

Thus was evaluation born in a blaze of glory...

-From Halcolm's *The Real Story of Paradise Lost*



# References

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- Davidson, E. J. (2005). Evaluation methodology basics: The nuts and bolts of sound evaluation. Sage Publications: Thousand Oaks, CA.
- Patton, M. Q. (1997). Utilization-focused evaluation: The new century text. (3<sup>rd</sup> ed.) Sage Publications: Thousand Oaks, CA.

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Thank you for your attention and participation!  
If you would like a copy of the slides from this  
presentation, please email me at:  
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