MEC Evaluation for DMS
Year I (2007/08)
Physiology II
Endocrine

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Course evaluations from 06-07, and 07-08 academic year

- 06-07, 77 responses, a 92% participation rate in
  07-08, 43 responses, a 58% participation rate in.

- **Course director:** Valerie A. Galton, Ph.D.
- **Course faculty:**
  - Donald L St Germain, M.D.
  - Aniko Naray-Fejes-Toth, D.M.D.
  - Paul M. Guyre, Ph.D.
  - William G. North, Ph.D.
  - Charles R. Wira, Ph.D.
What were the best things about this course?

- Practice quizzes “Practice quizzes were great!” Students also liked the ‘drop on quiz policy.
- Powerpoint notes and audio recordings of the lectures. Effective integration with biochemistry.
- Small group conferences: discussions reinforced course material. “The one thing I felt strongly about was the usefulness of small group lectures.”
What would you suggest that we do to improve this course?

- Reduce the number of conferences, and time them so they are not so close to exams (competing demands on time).
- Have group and individual presentations earlier in course (same issue).
- Standardize lecture notes. Students noted differences in the style, volume, and detail of lecturer’s notes.
Suggestions to improve course:

- Consider a different textbook. The textbook did not correlate well with course material. “Entire subjects were left out, others had only partial coverage.”
Core Competencies

- Working knowledge: How well did this course do in assisting you to increase your working knowledge in this field?
- 06-07 = 3.53, 07-08 = 3.86
- difference: 0.33!
- (All yr. 1 courses = 3.73)
- Presentation of scores: ’06-07’ » ’07-08’ (Year 1 mean).
Scale of 1 to 5, 1 being “poor” and 5 being “excellent”

• Overall satisfaction (3.42 » 3.77 (3.45))
• Pace of course: 88%: “about right”
• Usefulness of attending lectures (3.05 » 3.22 (3.16))
• Quality and effectiveness of lecture powerpoints (3.24 » 3.37 (3.56))
• Intellectual challenge (3.50 » 3.77 (3.75))
• Competency in this field (3.51 » 3.63 (3.75))
• Usefulness of the text (Endocrine Physiology, Porterfield) (2.44 » 3.29 (3.32)
• All scores increased over last year scores and many were above other course Year I averages for 06-07.
• Lecturers received scores from ‘good’ (2), to ‘very good’ (3), to excellent (2-Fejes-Toth, Wira). 4 of 6 scores improved.
• Content and usefulness of Conferences: 3.36 » 3.72, (0.36 difference!!) (3.70))
• Amount of time devoted to conferences:
  “about right:” 56% » 58%, “too much:” 39% » 37%.
• Usefulness of Blackboard for this course: ((4.11) » 3.79 » 3.72 (3.70))
• Value of journal presentation as a learning tool: 3.12 » 3.56 (0.44 difference!!)

• Clarity of quizz and exam questions:
  3.38 » 3.65 (3.19).

Ability of quizz and exam questions to reflect the content and emphasis of this course: 3.41 » 3.72 (3.42).
Summary

• In the ‘general’ section of the questionnaire, all scores increased over last year and many were above the Year 1 mean scores.
• 5 of 6 lecturer’s scores improved compared to last year.
• Satisfaction with the conferences improved compared to last year, and are above the year 1 mean.
• Satisfaction regarding quizzes and examinations improved compared to last year, and are above the Year 1 mean.
• Satisfaction with Blackboard is rated in the ‘very good’ range; improved compared to last year.
• Confidence in the ability of the course to increase working knowledge in this field improved compared to last year, and is above Year 1 mean.
Summary

• The Physiology II Endocrine course scores have improved substantially compared to last year, and exceeds the Year 1 mean scores for courses in many areas.
• No changes were made in the course content.
• Student evaluations vary by year, even when course content remains constant.