



Turning it Around:

How a School of Dentistry improved its evaluation response rates and quality of course and teaching evaluations

DATE: August 2023 PRESENTED BY: Crystal Parades, EdD, Lawrence Williams, MS

Agenda

- Introduction
- The *What*
- The *Who*
- The *How*
- The *Now*

This is OHSU



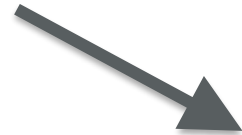
And so is this.



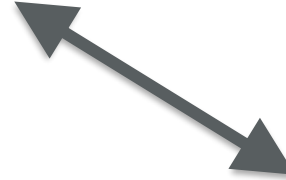
How does it work?



Banner® by Ellucian

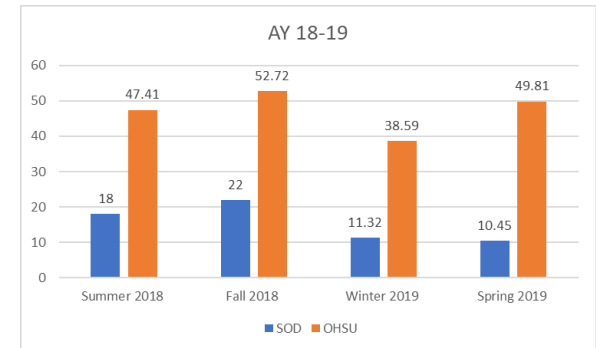
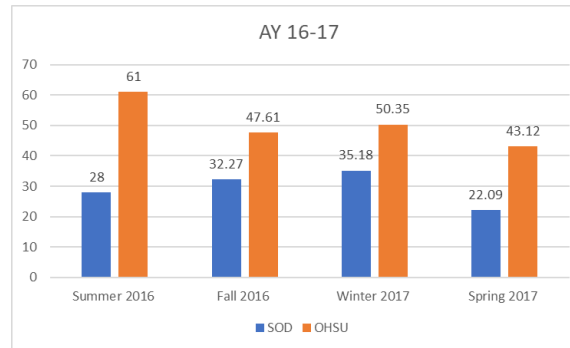
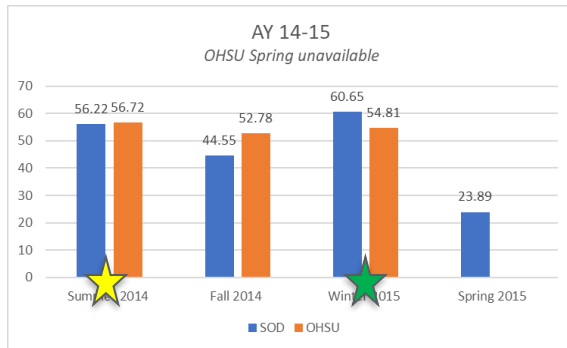
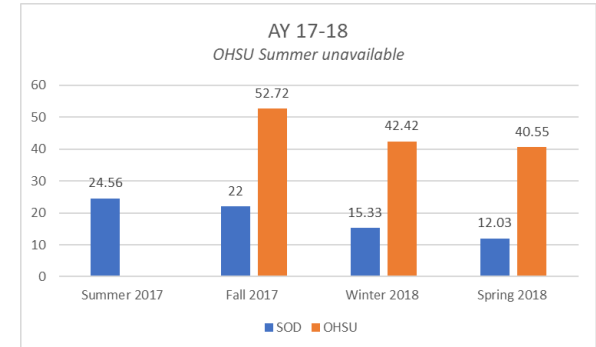
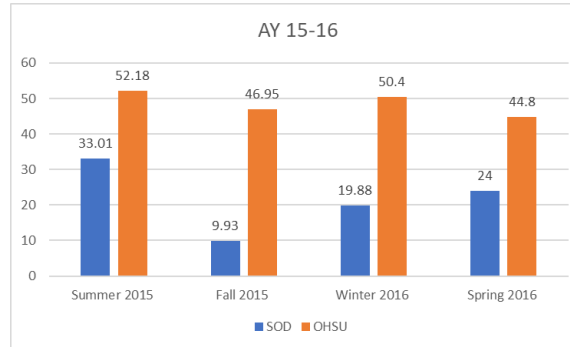
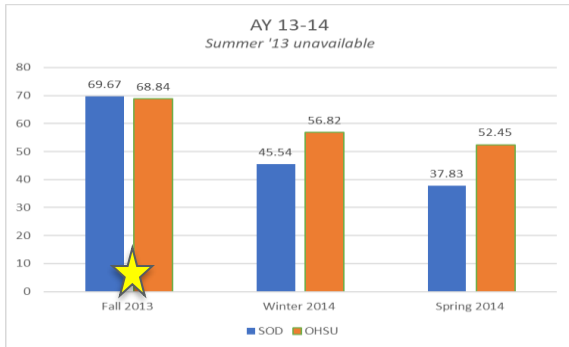


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SOD/OHSU

Program Response Rates



AY 19-20
AY 20-21

20.57% vs **50.16%**
10.72% vs **45.56%**



What changed?

2016 – Pass/No Pass Grade Scale
Non-compensatory Grading
Honors: *Letters of Commendation (LOC)*

2018 – *LOC* Eligibility Modified

2019 – Syllabus Modified
* *Feedback*

2020 – Syllabus Modified
* *Communication & Professionalism Course Goals*

2021 – *LOC* Eligibility Modified
* *Professionalism*

2022 – Course Evaluation Impact Report

What Does That Look Like?

COURSE & INSTRUCTOR EVALUATION

The faculty members of the School of Dentistry continually seek to improve the quality of its instructional program to enhance student learning. The School of Dentistry evaluates instruction through course evaluations and faculty evaluations as part of the Curriculum Management Plan. Students are expected to evaluate courses and faculty each term. Completion of these evaluations is voluntary, however as part of your professional commitment to the program we strongly encourage you to participate.

Why your feedback is important:

- The Commission on Dental Accreditation requires that each dental education program maintain a curriculum management plan. Every seven years an extensive site visit and document review are conducted for the college to maintain an accredited status.
- Course instructors use evaluation information to make improvements.

How results from previous evaluations have impacted this course:



- Course directors will provide examples of how they have used the information provided in previous evaluations to enhance the course this term

Describe how this iteration of the course is different than last year, including if and how student feedback influenced those changes:

What Does That Look Like?

1. Professional Identity and Ethical Behavior: Demonstrate discipline-specific behaviors, norms, and ethics while also recognizing prejudicial biases centered around race, religion, gender, socioeconomic status, or other factors which can cause undue burden and/or deny the full humanity of ourselves, our peers, and our patients **SLO: EVAL 1**
2. Communication: Communicate effectively and equitably with diverse individuals, organizations, and communities to support stakeholder decision-making and promote culturally responsive exchanges of information. **SLO: COM 1**



LETTERS OF COMMENDATION REQUIREMENTS

Minimum LOC Requirements for ALL SOD Courses

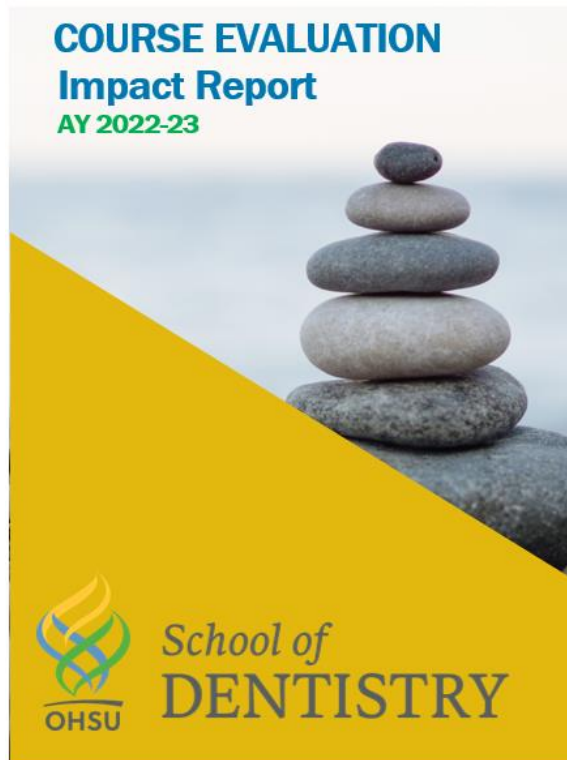
Students who must remediate any assessment are excluded from LOC eligibility.

Students must earn >92% on all written assessments.

Students must complete the OHSU BLUE Course Evaluation

Additional LOC Requirements for THIS Course

What Does That Look Like?



BLUE

What is Blue?

Blue is the approved course evaluation system built by Explorance, for summative student evaluations of course and instructional effectiveness. All OHSU Courses and instructors in all schools and programs are evaluated using Blue.

OHSU employs the use of summative Course Evaluation and Instructional Effectiveness Evaluations to assist faculty in monitoring the quality and effectiveness of teaching and support schools and departments in monitoring the quality of the curricula.

Summative Course Evaluation

OHSU requires students to engage in summative course evaluation as a component of every course, every term, using the OHSU evaluation system and questionnaire.

Instructional Effectiveness Evaluations

Student evaluation of instruction supports faculty in monitoring their instructional effectiveness, in decisions about tenure and promotion, identifies exceptional faculty for teaching awards, and may encourage innovative teaching and learning methodologies. Instructional Effectiveness Evaluations are strongly encouraged for all faculty and may be required by Academic Unit Heads and/or the school or college.



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Information Provided

Course

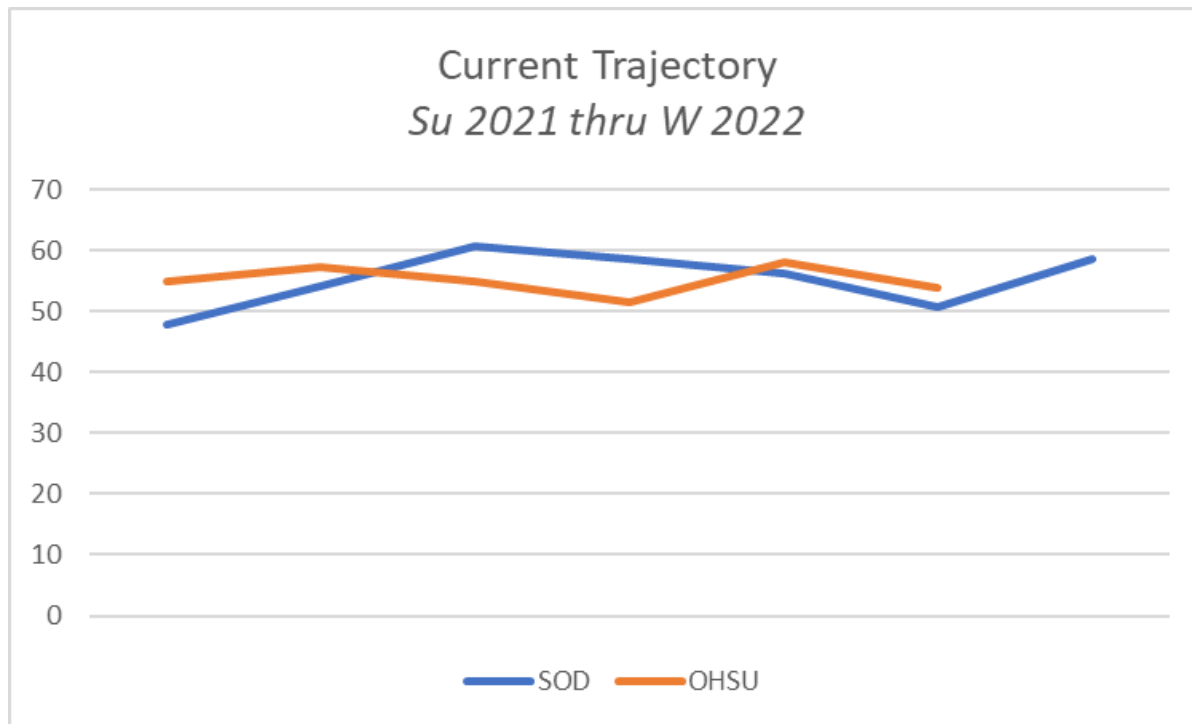
Term

Blue Eval Response Rate

Impact On Course

What Does That Look Like?

~**SUCCESS**~





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Thank You