**COURSE EVALUATION**

**The Purpose of Course Evaluation:**

The course evaluation process is one avenue for students to provide Course Coordinators with valuable, constructive feedback regarding their courses. The dental curriculum is in perpetual evolution and the Course Coordinators use student input in order to help improve their individual courses. In addition, the Committee on Curriculum in Dentistry relies on the information received through the course evaluation process to determine if revisions to the overall curriculum are necessary.

Since students play a critical role in the course evaluation process, **THREE COURSE REPRESENTATIVES PER COURSE** are assigned and will be responsible, along with the Course Coordinator, for ensuring that course evaluation is completed for each course.

**Guidelines for Course Representatives and Reporting of Course Evaluations:**

Course Representatives should identify themselves to the Course Coordinator as early in the course as possible. At that time, Course Representatives or the Course Coordinator may want to suggest a schedule of regular meetings. The Course Coordinator may have particular areas or aspects of his/her course that he/she may ask the Course Representative to pay special attention to during the year, i.e., the usefulness of a new textbook.

Course Representatives are encouraged to meet with the Course Coordinator as often as may be needed to discuss any concerns that may arise during the course.

Throughout the course, Course Representatives should keep a record of comments and suggestions of fellow students in the course. Positive as well as negative feedback is important. Course Representatives may decide to rotate the responsibility for keeping a written record between the three Course Representatives (list of representatives to be circulated).

Sometime near the end of the course, the Course Coordinator will arrange a meeting with all three Course Representatives to discuss the overall assessment of the course. Following the meeting, the Course Coordinator will draft a summary of the discussion for Course Representatives to review, and revise if necessary. Once the summary of your meeting with the Course Coordinator is agreed upon, Course Representatives sign the Course Evaluation Report (to follow) and return it to the Course Coordinator. The Course Coordinator will then forward this signed summary to the Department Head.

The Department Head will arrange a meeting with each Course Coordinator to complete his/her part of the report. The completed forms are then forwarded to the Associate Dean (Academic) who may discuss them with the Department Head for clarification, and then forward them to the Committee on Curriculum in Dentistry. The Committee on Curriculum in Dentistry will then communicate with the Department Head regarding the course evaluations.

**Guidelines for Monitoring and Evaluating A Course**:

**Course Objectives, Outlines, Notes, Manuals, and Textbooks**

Were course outline and objectives clear and provided at the beginning of the course?

Were notes, manuals, and exercise sheets, where applicable, provided at the appropriate time?

Did the written material help your learning? (consistent with course objectives? well organized? clear? about the right length? useful as long term references?

**Lectures and/or Lecture Course**

Were lectures clearly related to the course outline and objective?

Was the subject matter covered in a manner (clarity, sequencing, use of audiovisual aids), and at a rate to facilitate active learning?

Was the sequencing of the lectures appropriate for their relationship to other courses?

Did the lectures duplicate any material covered in other courses?

Did these lectures or this lecture course require more work or more time or were they more difficult than other lectures or lecture courses?

**Seminars and/or Tutorials**

Were these learning experiences useful? (clarified difficult material, appropriate for the subject matter/learning experience)

Did they provide a good opportunity for discussion?

Were they a good utilization of time?

Did this seminar course require more work or more time, or was it more difficult than other seminar courses?

**Laboratory Exercises and Pre-Clinical Laboratories**

Did they follow a proper order according to course objectives and outline?

Were procedures demonstrated when necessary?

Were visual aids used appropriately?

Were criteria for completion of projects and exercises well defined?

Did the instruction, feedback and grading patterns facilitate learning and self-evaluation?

Was the time adequate to complete exercises or did the majority of students have to use extra time on their own?

Did these laboratory exercises or did this pre-clinical laboratory require more work or more time, or were they more difficult than other laboratory exercises or pre-clinical laboratories?

**Clinical Experiences and/or Clinical Course**

Were you properly prepared for clinical procedures? (knowledge of clinic policies and procedures and knowledge of procedures themselves)

Were the course requirements consistent with the clinic time available?

Were the equipment and supplies adequate?

Did the instruction, feedback and grading patterns facilitate learning and self-evaluation?

Were there adequate numbers of suitable patients?

Did these clinical procedures or did this clinical course require more work or more time, or were they more difficult than other clinical experiences or courses?

**Assignments**

Did the assignments contribute to your appreciation and understanding of the course?

Did the assignments require a reasonable, disproportionately less or more, time or work compared to your other courses?

**Evaluation Procedures**

Were evaluation procedures clearly related to course objectives?

Were evaluation procedures reflective of the quality of student learning and/or quantity or quality of student work?