

Compulsory questions on University Student Evaluation of Course (SEC) instruments may not be applicable to a graduate entry medical program - the Griffith University Experience

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Abstract
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Abstract Title: Compulsory questions on University Student Evaluation of Course (SEC) instruments may not be applicable to a graduate entry medical program – the Griffith University experience.

Abstract
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Abstract: **Background**

It is common practice throughout the world for University students to be asked to complete standardised course evaluation instruments as part of the regular curriculum monitoring and staff development processes. However, are standardised instruments that have been designed for stand-alone, semester-long courses appropriate for integrated, year-long courses characteristic of many medical programs?

Summary of work

This paper discusses data collected as part of the University-wide Student Evaluation of Course (SEC) surveys for the four year graduate entry MBBS program during 2008 and 2009 plus data collected through other evaluation systems specifically designed by the School of Medicine for different years of the program.

Summary of results

Student comments reveal (1) some confusion regarding interpretation of questions and (2) in at least the Year 3 and 4 course evaluations, the students' Likert scale ratings appear to be referring to aspects of the whole program not just the course that the SEC instrument is supposed to be rating.

Conclusions

Our data suggest that some of the compulsory, standardised SEC questions are inappropriate for curriculum monitoring and staff development in an integrated MBBS program.

Take-home message

Care must be taken with the use and interpretation of data collected using standardised University-wide Student Evaluation of Course instruments for integrated medical programs, especially in relation to comparisons with stand-alone semester long courses.