

*Assessment of a college-wide  
teaching goal and  
related curricular methods*

**AACP Excellence in Assessment Award Session**

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AACP Annual Meeting

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# Purpose

- Great faculty interested in improving our program
- Sometimes, assessment people or the tool “are the messengers”
- Need to make assessment data applicable to the program, chairs, and individual faculty
- Changes need to be faculty driven but with relevant assessment data (information)

# Overview

- Overview of system
- Assessing college-wide teaching goal
- Curricular Review uses
- Faculty and course tracking and uses
- Q&A

# Drake Background

- IDEA System
  - Course evaluation system: Heavily researched
  - Used by ~ 7 SOP/COP; 320 institutions
  - Measures progress against faculty objectives
  - Provides reports AND aggregate data files
- IDEA at Drake
  - Since 2004 (improve teaching, common tool)
  - Paper and on-line (35-40 courses/semester)

# IDEA Background

- Students' feedback on their own learning progress, effort, and motivation,
- Student perceptions of the instructor's use of teaching methods and strategies.
- Surveys instructors on their overall goals
- Rather than teaching style or personality, IDEA focuses on student learning and the methods used to facilitate it.



# I. Teaching Goal

*Great Universities measure what they value* (anonymous)

- How were we using our IDEA data?
- Teaching Excellence: P&T, Culture, etc.
- Chose “Progress on Relevant Objectives”
  - 80% of courses similar to, higher, or much higher than IDEA average (national benchmark is 70%)

# Process

- On-line or paper evals for each course
- Request the raw data file each semester
- Add data to cumulative SPSS database
- Add variables such as:
  - AY, Goal category, Reliable results, active faculty
- Run analysis of converted scores

# Progress on Relevant Objectives vs. IDEA National Database

Converted Scores	2009-10	2008-09	2007-08
Much Higher (10% of courses)	1.6%	1.4%	1.1%
Higher (20% of courses)	26.6%	18.3%	24.2%
Similar (40% of courses)	43.8%	57.8%	50.6%
Lower (20% of courses)	15.6%	15.5%	15.4%
Much Lower (10% of courses)	12.5%	7.0%	8.8%
Goal Progress	72%	77.5%	75.9%

## What questions were asked?

- Which courses are low?
  - Low courses taught by a variety of faculty but recently new
  - Bi-modal faculty (favorite course vs another)
  - Effect of new teaching methods (TBL)
- Is “progress on relevant objectives” the correct measure?
- Are students taking it serious?
- Is the tool a good measure?

## Action: Faculty Development

- What's the 'appropriate group' to review?
  - CAC and Chairs
- Is there education to do on selecting and teaching to these objectives?
  - (in-house and guest speaker)
- Are low scores related to new, first-time-taught courses?
- Do faculty need more training?

# Actions

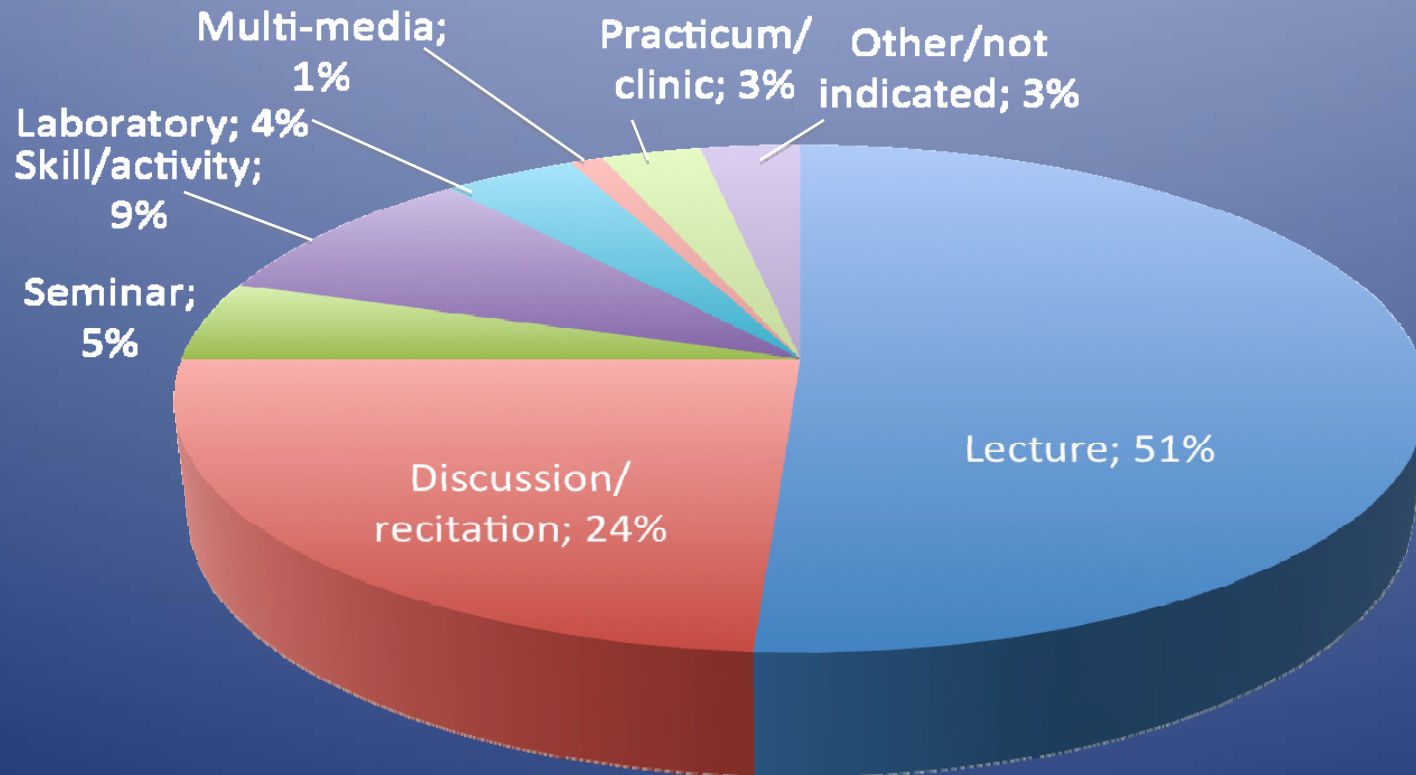
- What to do if we don't achieve goal?
  - Faculty Development & meetings on:
    - Soul searching on what I'm trying to achieve
    - How to choose objectives (right ones, right number)
    - Should Teaching methods be adjusted (TBL)
    - Linking content and methods to the objective
    - More use of IDEA resources (POD notes, etc.)
    - Tie action to faculty annual goals

Good discussions and culture of assessment

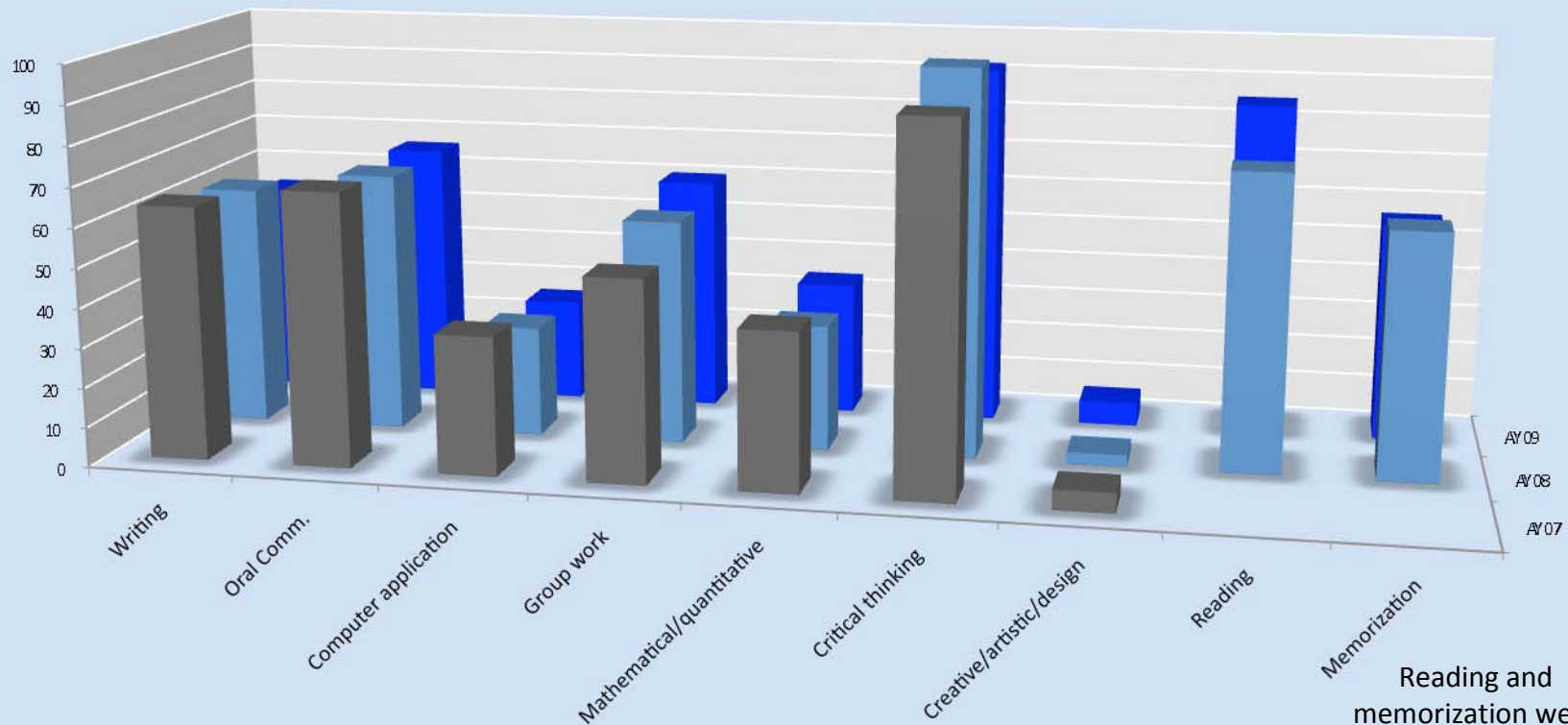
## II. Curricular Issues

- Annual Assessment Overview
  - Sharing information with faculty
- Track data matching our culture and values
  - How much discussion vs lecture?
  - What are faculty asking of students?
  - What are faculty emphasizing?
  - Where are students making progress?

# Primary Instructional Approach (09-10)

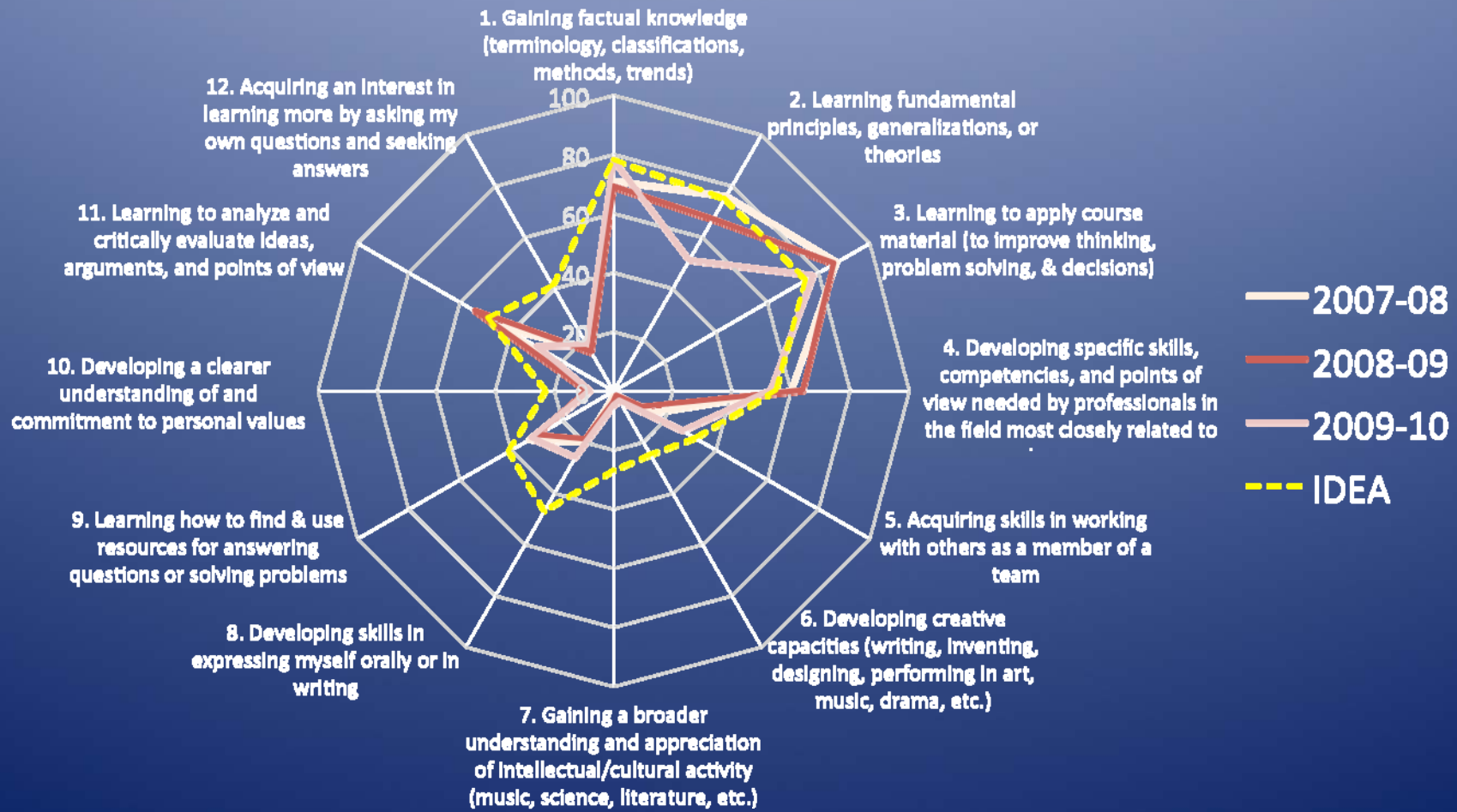


# Instructor Related Course Requirements (Some or Much required)

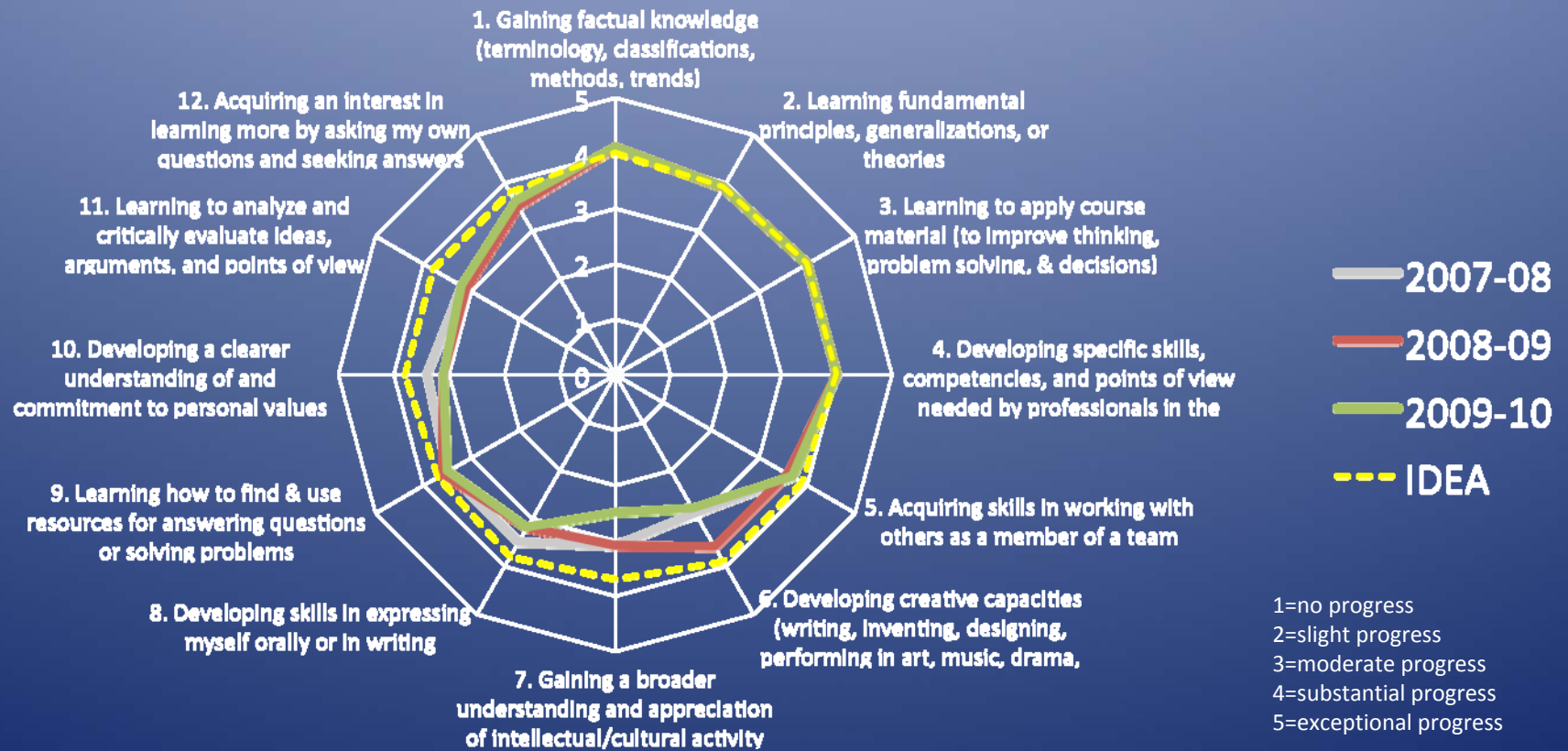


Reading and  
memorization were  
new categories in 08-  
09

# Percent of CPHS classes selecting objective as either Essential or Important (FIF)



## Student ratings of progress on objectives chosen as Essential or Important



# Amount and Difficulty of Course work: Student Ratings

		Average	% of classes below 3.0	% of classes 4.0 or above
AY 2007-2008				
AY 2008-2009				
AY 2009-2010				
Amount of Reading	CPHS	2.8	52%	8%
		3.0	41%	16%
		3.0	46%	22%
	IDEA	3.2	33%	15%
Amount of work in other (non-reading) assignments	CPHS	3.4	34%	28%
		3.3	32%	20%
		3.2	39%	8%
	IDEA	3.4	21%	18%
Difficulty of subject matter	CPHS	3.4	36%	33%
		3.4	33%	31%
		3.3	35%	26%
	IDEA	3.4	20%	18%

Values are similar if within 0.3

1=Much less than most courses, 2=less than most, 3=about average, 4=more than most, 5=much more

# III. Faculty/Course Tracking

- How can we use individual data
- Reports for:
  - Department Chairs
    - Track faculty progress over time
    - Track course progress over time
    - Can compare individual to dept. average
  - Faculty
    - Summary for P&T portfolios
    - Tracking own progress over time

# Department Progress

Department	Academic Year	Progress on Relevant Objectives	Excellent Teacher	Excellent Course	Summary Evaluation
Dept. 1	07-08	3.73	4.08	3.75	3.85
	08-09	3.78	4.00	3.62	3.82
	Total	3.75	4.05	3.69	3.84
Dept. 2	07-08	3.85	4.10	3.90	3.95
	08-09	3.78	4.01	3.74	3.85
	Total	3.82	4.06	3.83	3.91
College	07-08	3.77	4.09	3.80	3.89
	08-09	3.78	4.01	3.66	3.83
	Total	3.77	4.05	3.74	3.86

# Individual Faculty

Course Number	Academic Year	Progress on Relevant Objectives	Excellent Teacher	Excellent Course	Summary Evaluation
Phar 1xx	07-08	4.40	4.95	5.12	4.80
	Total	4.40	4.95	5.12	4.80
Phar 2xx	07-08	4.20	4.50	4.22	4.30
	08-09	4.10	4.39	4.09	4.20
	Total	4.15	4.44	4.15	4.25
Total	07-08	4.30	4.73	4.67	4.55
	08-09	4.10	4.39	4.09	4.20
	Total	4.23	4.61	4.47	4.43

# Faculty/Course Tracking

- Dept. Chair help
  - Can tell faculty: them vs. dept. average
  - Can show progress over time (by faculty or course)
    - Don't have to pull out old IDEA reports
- Faculty help
  - Easy summary for P&T portfolios

# Pearls

- Not a lot of time required to pull data (Assessment office)
- Need dedicated time to coordinate data flow and action (College committees)
- Changes 'data' into 'information'
- Makes assessment data 'visible' to faculty
- Expect some resistance
  - Not valid, not the only measure, etc. (messenger)
- Generates rich faculty discussions on quality improvement
- Provides a service to chairs, faculty

# Acknowledgments

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Members of our assessment committee

Thank your to AACCP and the Reviewer Committee

# Questions/Discussion

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