

Drake University College of Pharmacy and Health Sciences

# Assessment 1-2-3

## Not just another newsletter...hopefully

### The newsletter will:

- Provide targeted information
- Focus on using the data we collect to make improvements
- Enhance our culture of assessment

Welcome to the initial volume of the College's assessment newsletter! The purpose is to provide you with *targeted information* and updates related to our progress on assessment.

Creating a 'culture of assessment' means integrating assessment into our work so that we not only gather data, but analyze information and use it to continually evaluate and improve what we do.

Maintaining this culture can be akin to the old Russian proverb about dancing with a bear...you can't stop just because you're tired! Likewise, we can't diminish how we assess ourselves just because we've completed a success-

ful self-study and reaccreditation.

In the coming issues, we'll report on key assessment issues within our college and the University. We'll report on our progress towards meeting established goals, dashboards, and measuring student outcomes. Hopefully, this newsletter provides a convenient location to focus our assessment message and pose questions for our reflection.

Although our college is fairly mature in our development and implementation of an assessment plan, there is always work to do and information to evaluate. Please join me in using our data and resources to continually im-



prove what we do and share our success with others. We may tire at times, but we'll keep on dancing. CP

### Inside this issue:

Our teaching goal	2
Our teaching styles	2
Choosing your objectives	3
Scholarship highlights	4
Easy evals...	4

## Progress on our college's teaching goal

Each of us strives for excellence in teaching. To quantify this, we use teaching portfolios, narratives of how we improve our classes, peer reviews, and student evaluations. All these can be used to support our teaching excellence for annual evaluations and promotion deci-

sions.

As a college, we've also established a goal for our aggregate success in teaching: to have 80% of our classes similar to or better than those in the IDEA Center's database of courses for "Progress on Relevant

Objectives". Our annual report, found at: [http://www.drake.edu/cphs/institutionaldataassessment/Assessment/teaching\\_evaluations.php](http://www.drake.edu/cphs/institutionaldataassessment/Assessment/teaching_evaluations.php)

provides details of our progress. In 2007-08, 69% of courses were similar to or better than the IDEA bench-

*Ways to improve your IDEA evaluations: Use IDEA's POD IDEA Notes at: <http://www.theideacent er.org/PODNotesLearning>*

## Teaching goal (continued from p.1)

mark. In 2008-09, 66% fell into this range. Although there are several potential reasons for this change, we can't forget that we have begun to take on some major curricular changes, including new courses and new methods of teaching. Let with that said, many of the courses that are not meeting our goal for progress on relevant objectives

are not new courses and were not taught for the first time in 08-09. In fact, they were taught by a wide variety of faculty who have very good results in other courses. Thus, we may have to re-examine each of our own courses to make sure we're doing the best we can in all courses and not just in our favorite courses.

We'll be researching our progress more in the coming months and will work to determine what needs to be done to improve in this area. In the mean time, focus on the objectives you choose for your courses. (see page 3) CP

CP

## Scholarship Outcomes: 2008-2009

*Scholarship Dashboard: "We improved in 10 areas over the previous year, including peer-reviewed publications and podium sessions"*

The College's scholarship endeavors are highlighted in the *Scholarship Dashboard*. The full dashboard was sent out in October and can also be found on the College's assessment webpage. As a college, we improved in 10 areas over the previous year.

Other highlights include:

- 16 Peer reviewed podium and poster presentations
- 25 Non-peer reviewed articles and columns
- 61 Invited presentations
- 5 Book chapters and 1 book published
- 14 Undergraduate research projects
- 7 students as co-authors on publications and abstracts
- Over \$233,000 in new research funding awarded to 19 faculty

Congratulations on advancing scientific knowledge through this impressive body of work!

## Future assessment initiatives

- We will be reviewing our Self Study, looking at what we said we needed to work on, and pursuing those improvements
- The College needs to begin identifying key student outcome measures for both the pharmacy and the health sciences programs. What key measures show that our students are achieving our program goals? These are what accreditors and program reviews will focus on in the future.

## Choosing IDEA Objectives for Your Courses

When you have your courses evaluated using the IDEA system, you are required to fill out the Faculty Information Form (FIF). One of the key items to mark is the Objectives you believe are related to your course.

**How many objectives should I mark?** As a general rule, mark no more than 3-5 objectives as either 'Essential' or 'Important'. If you think three are related to what you are trying to do in the course, then only **one** should be 'essential'. If you choose 5, then

only **two** should be 'essential'.

Research shows that the highest progress on relevant objectives is with only 1 E/I objective marked. They go down with each added objective. *So consider marking fewer than the 5.*

**Which objectives should I select?** When selecting your objectives, ask yourself:

1) Is this a *significant* part of the course?

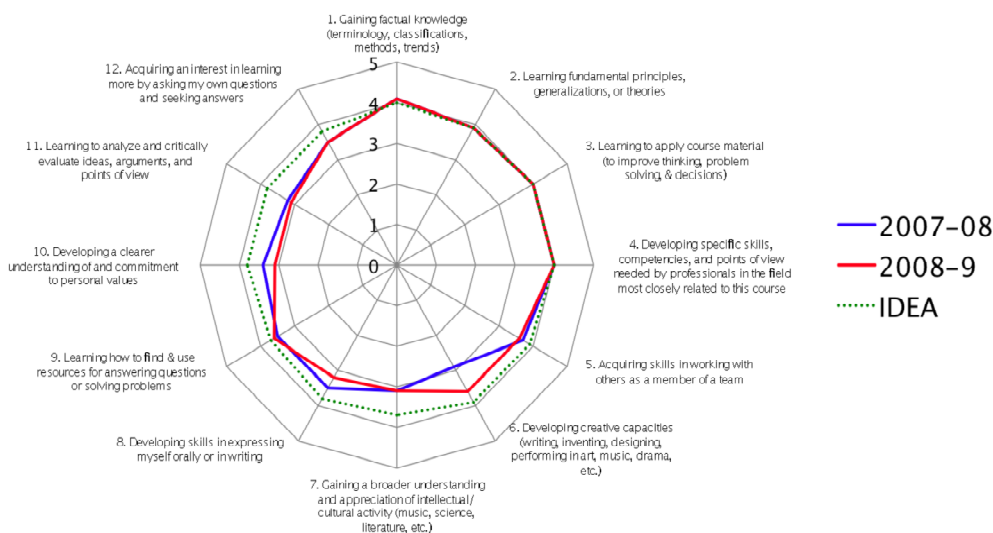
2) Do I do something *specific* to help the students accomplish *this* objective?

3) Does the student's progress on this objective affect his/her *grade*?

If you answered 'yes' to one or more of these, then the objective should probably be either 'essential' or 'important'. CP

**How should you choose the right objectives and the right number of objectives for your courses?**

## Student ratings for faculty-selected objectives



When the objective is important or essential to the faculty, students rate progress fairly high.

Q: How do we improve on some of these (e.g. #7, #10, #11)?

*Should the majority of our courses be primarily taught as lecture?*

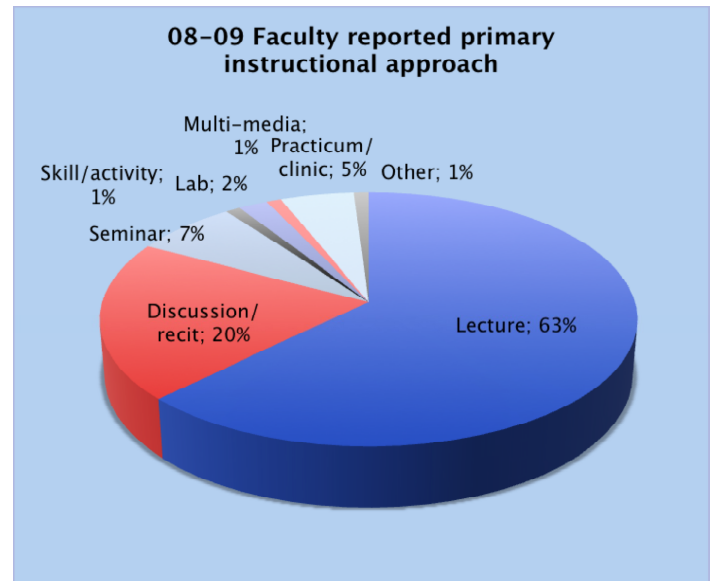
*How much of these are entirely lecture?*

## What primary teaching style do we use?

According to our FIFs, the primary teaching style used in our courses is lecture. In academic year 2008-09, 63% of our courses used lecture as the primary style. Discussion/recitation was the second most used primary format for courses.

How will this change with the increased use of Team Based Learning and other active learning strategies used by our faculty?

CP



## Less work for you...



In an effort to streamline the course evaluation process, you no longer have to gather all of the materials for paper evaluations yourself.

Just let the assessment office know that you want to do your evaluations in the paper format. We will:

- Contact you to schedule the evaluation

- Provide you with a faculty information form (FIF) to complete
- Gather enough student evaluation forms to accommodate your class

All you have to do is decide whether or not you want to add additional questions and when the evaluation should take place.

**We're on the web: <http://www.drake.edu/cphs/institutionaldataassessment/>**